

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Candor Elementary	School Year: 2012 - 2013	Quarter: 1 st	Date: 08/22/12
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	By June 2014 students in grades 3-5 will increase reading proficiency to 70%.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)
Study	By June 2013 students in grades 3-5 will increase reading proficiency from 60% to 62%.
	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal Data from the last 4 years indicate that:

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
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Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us? • We continue to be weaker in reading than math. • We continue to have gains after remediation/retesting. • There wasn't a significant increase in test scores between the 2010-2011 and 2011-2012 School Years. 2. Not tell us? • How the NCSCOS Competency Goals correlate with the Common Core Standards 3. Celebration(s)? • We met our Target Smart Goal. • Teachers are fully implementing the PDSA format during the Reading Time. • Reading Counts was very useful in helping make progress with student reading and comprehension. 4. OFIs? • Scheduling • Vocabulary Development • Comprehension Strategies • Phonics/Decoding Strategies • PDSA PD • Include Journaling/Reflections and Writing across the ELA Curriculum.	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?
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Plan	Identify Key Strategy	Quarter 1 5. Next step? - Fully implement PDSA School-wide to drive reading instruction. - Continue using HYIS throughout the Common Core Curriculum.	Quarter 2 5. Next step? (revise to address Identified OFIs)	Quarter 3 5. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)
Plan	Person(s) Responsible for ensuring the strategy is deployed	Principal/SIT/IF/K-5 Teachers/Support Staff				
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 \$0 EVAAS/SRI/Reading 3D/Reading Counts	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Needed	- Classroom/Grade Level EOG Data/PDSA & Formative Assessment Data - EVAAS - Certified Staff Members - Common Core Essential Standards				
Plan	Professional Development (Indicate title, content and audience)	- High Yield Instructional Strategies - Common Core Essential Standards - PDSA				
Plan	Parent and Community (Stakeholder) Involvement	- Data Folders - Reading 3D - Home Connect Letter - Parent Night - Reading Counts Night - Parent Center - Parent Conferences				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	

Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1. PLC Postings 2. Cross grade level PLC meetings once a month 3. Formative Assessments 4. Benchmark, SRIs, DIBELS NEXT, Reading 3D; Disaggregate data using data charts which will drive instruction; Classroom Walk Throughs from Building Admins & designated Co Office Personnel; Formative Assessments 5. Full Implementation of PDSA with Weekly Classroom Walk Throughs by Building Admins & Co Office Personnel; Collaboration during PLC meetings • Biweekly PD	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Create a School Wide Master Schedule for a dedicated, uninterrupted reading block of at least 120 minutes.	Principal/IF/SIT	Master Schedule	08/27/2012
#2	Communicate Essential Curriculum through PLCs using resources from CRW and SRC.	All K-5 Teachers/ Instructional Facilitators	Postings during PLCs	

#3	Flexible Grouping and Close Reading during scheduled reading block guided by PDSAs.	All K-5 Teachers	DIBELS NEXT/ PAs/EOG's/PDSA Data	
#4	Common Formative Assessments focused on specific standard area	All K-5 Teachers	Thinkgate	
#5	Students will be grouped based on the goals missed and provided immediate differentiated re-teaching.	All K-5 Teachers/ Instructional Facilitator	DIBELS NEXT/PAs/SRI	

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Use the mouse to move from field to field.

School Name:	School Year:	Quarter:	Date:
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal Data from the last 4 years indicate that:

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us?	Quarter 2 1. What does the data tell us?	Quarter 3 1. What does the data tell us?	Quarter 4 1. What does the data tell us?	Summer 1. What does the data tell us?
		2. Not tell us?	2. Not tell us?	2. Not tell us?	2. Not tell us?	2. Not tell us?
		3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
		4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?
Plan	Identify Key Strategy	Quarter 1 5. Next step?	Quarter 2 5. Next step? (revise to address Identified OFIs)	Quarter 3 6. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)

Plan	Person(s) Responsible for ensuring the strategy is deployed					
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Needed					
Plan	Professional Development (Indicate title, content and audience)					
Plan	Parent and Community (Stakeholder) Involvement					
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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School Name: Candor Elementary	School Year: 2012 - 2013	Quarter: 1 st	Date: 08/22/12
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	By June 2014 students in grades 3-5 will increase math proficiency to 90%.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)
	By June 2013 students in grades 3-5 will increase proficiency to 85% in math.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that:

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
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Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us? • We're stronger in math than reading. • We have significant gains after retesting. 2. Not tell us? • How the NCSCOS Competency Goals correlate with the Common Core Standards 3. Celebration(s)? • We met our Target Smart goal. • 3rd grade was almost at 100% (97.3%). • Our remediation goals helped focus on students at risk and pinpoint their weaknesses for better results after retesting. 4. OFIs? • We need to continue monitoring data throughout the year to guide instruction for all grade levels. • Scheduling – include support staff into math instruction on a daily basis to lower teacher to student ratio. • Cross curricular PLCs. • We need to include more journaling/reflections/Tickets Out the Door/Problems of the Day as a content area writing time	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?
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Plan	Identify Key Strategy	Quarter 1 5. Next step? - Continue high yield instructional strategies. - Biweekly PD	Quarter 2 5. Next step? (revise to address Identified OFIs)	Quarter 3 5. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)
Plan	Person(s) Responsible for ensuring the strategy is deployed	All K-5 Teachers/ Instructional Facilitator Principal				
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 \$0 SMI EVAAS Thinkgate	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Needed	- Curriculum Guides - Math Essentials - Breakdown of Common Core Goals - Thinkgate - Certified Staff Members				
Plan	Professional Development (Indicate title, content and audience)	- Common Core and Essential Standards - Common Formative Assessments - High Yield Instructional Strategies - PDSA				
Plan	Parent and Community (Stakeholder) Involvement	- Data Folders - Parent Center - Parent Nights/Parent Conferences - Common Formative Assessments - Data Walls				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	

Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1. Formative Assessment Data/Principal Observations and Classroom Walk-Throughs from Building Admins & Co Office Personnel 2. Classroom Assessments/Quarterly Predictive Assessments/PLC Meetings/Formal/Informal Observations and Classroom Walk-Throughs from Building Admins & Co Office Personnel 3. Quarterly Predictive Assessments/Common Formative Assessments with Classroom Walk-Throughs by Building Admins & Co Office Personnel 4. Disaggregate data using data charts to drive instruction for all of the above data	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Use of Common Formative Assessments to drive instruction	All K-5 Teachers	FA Data	
#2	Common Core Essential Standard Specific Data	All K-5 Teachers	Thinkgate/EOG	

			Data/PA Data	
#3				
#4				
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Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Use the mouse to move from field to field.

School Name:	School Year:	Quarter:	Date:
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal Data from the last 4 years indicate that:

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us?	Quarter 2 1. What does the data tell us?	Quarter 3 1. What does the data tell us?	Quarter 4 1. What does the data tell us?	Summer 1. What does the data tell us?
		2. Not tell us?	2. Not tell us?	2. Not tell us?	2. Not tell us?	2. Not tell us?
		3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
		4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?
Plan	Identify Key Strategy	Quarter 1 5. Next step?	Quarter 2 5. Next step? (revise to address Identified OFIs)	Quarter 3 6. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)

Plan	Person(s) Responsible for ensuring the strategy is deployed					
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Needed					
Plan	Professional Development (Indicate title, content and audience)					
Plan	Parent and Community (Stakeholder) Involvement					
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Green Ridge Elementary School	School Year: 2012-2013	Quarter: 1	Date: 09/04/2012
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Students in grades 3 – 5 will meet 90% of annual measurable objectives in reading.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) LEP students in grades 3 – 5 will increase their overall proficiency in reading by 5%.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that: 2009 – 2010 – Reading 53.9% : 3rd – 46.8%, 4th – 57.9%, 5th – 57.9% 2010 – 2011 – Reading 55.8% : 3rd – 54.9%, 4th – 52.9%, 5th – 59.5% 2011 – 2012 – Reading 52.0% : 3rd – 44.4%, 4th – 55.0%, 5th – 55.7%

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	1. What does the data tell us? • GRES (52%) is below the district average of (60%) in reading. • Vocabulary still remains an issue and must become a priority (content areas- especially Science) • EOG data shows an increase in reading scores after retest. • EOG data shows a balance in achievement between fictional and Non-fictional text.	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
Study		2. Not tell us? • EOG data did not show specific objective areas of concern. • Specific student deficits.	2. Not tell us?	2. Not tell us?	2. Not tell us?	2. Not tell us?
Study		3. Celebration(s)? • All grades showed growth from original EOG retest. • 5th grade has a growth of 10.2. • Closing the gap between fictional and non-fictional text.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study		4. OFIs? • Priority: Must look at specific prescriptive vocabulary tools (HYIS Note Taking Strategy – Quadrant Cards) and best practice vocabulary instruction. • Phonics instruction at the higher grades. • Use of computers as a center must be prescriptive of the current learning target. • Rigor and relevance of assignments needs to be continually monitored. (skill focused with checklists not theme driven) • Reviewing and utilizing 3D data more consistently to drive instruction. • Intervention design and implementation.	4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?
Plan	Identify Key Strategy	5. Next step? • Focus on individual student data.	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)
Plan	Person(s) Responsible for ensuring the strategy is deployed	Principal, Assistant Principal, IF, ITC, PLC, SIT, classroom teachers				
Plan	Resources Available (include \$ encumbered and name of budget)	• PDSA • HYIS • mClass data • EOG data • NCDPI Resources				

Plan	Resources Needed					
Plan	Professional Development (Indicate title, content and audience)	• PDSA training • Common Core • HYIS • Dibbles Next training • Development and Implementation of Common Assessments during PLCs • Text complexity				
Plan	Parent and Community (Stakeholder) Involvement	• Parent Night • Open House • ESL parent night • Reading Nights				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	1. PDSA; Walk throughs, PLC minutes, Observations, Grade level meeting minutes, data from common assessments 2. Reading 3D Progress monitoring data (checklists), Summative grade level assessments 3. Reading 3D, EOY data, EOG data	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?

Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.					
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Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Implementation and deployment of PDSA throughout the grade levels.	PLC, IF, Teachers, Administration	- PDSA checklist - Walk throughs - IF/Admin. Feedback in chart form - Grade level and PLC meeting minutes - Pictures	Ongoing 2012 - 2013
#2	Implementation of pilot reading program for EC students. (Scientific research based)	Teachers, IF, Administration	- Pull-out schedule - Data	September, 2013
#3	Use quarterly data from reading 3D to drive PDSA instruction and process and ensure 50/50 ratio of teaching informational and non-informational text.	Teachers, IF, Administration	- Progress monitoring/ checklist - Data from benchmark assessments - Bookroom checkout process to ensure 50/50 ratio of teaching informational and non-informational text.	October, 2013
#4	Implementation of weekly intervention block	Teachers, IF, Administration, PLC	- Develop and Implement an intervention block plan. - Show documentation/ results of interventions - PLC notes/minutes	September, 2013
#5	Implement vertical grade level collaboration to improve phonics/vocabulary instruction.	PLC, Teachers, IF, Administration	Data	October, 2013

			• PLC minutes	
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Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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School Name: Green Ridge Elementary School	School Year: 2012 – 2013	Quarter: 1	Date: 09/04/2012
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal Students in grades 3 – 5 will meet 100% of annual measurable objectives in math. Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) LEP students in grades 3 – 5 will increase their overall proficiency in math by 5%.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal Data from the last 4 years indicate that: 2009 – 2010 – Math 77.9% : 3rd – 67.0%, 4th – 86.8%, 5th – 80.0% 2010 – 2011 – Math 76.4% : 3rd – 83.1%, 4th – 65.9%, 5th – 80.3% 2011 – 2012 – Math 80.0% : 3rd – 76.4%, 4th – 88.8%, 5th – 75.0%

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	1. What does the data tell us? 4th grade class increased scores 5.7% 5th grade class increased scores 9.1% 4th grade (88.8%) scored above the district average (84.6%) 3rd grade (76.4%) is below the district average (85.1%) 5th grade (75%) is below the district average (83.7%) - Each grade level increased scores a minimum of 10% from regular administration to Retest 1 - Geometry strand appears to be the strongest strand school wide - Students who did not reach proficiency still showed growth according to EVAAS	1. What does the data tell us?	Quarter 3 1. What does the data tell us?	Quarter 4 1. What does the data tell us?	Summer 1. What does the data tell us?
		2. Not tell us? - Effects of behavioral issues on test taking (parental assistance requested during remediation to monitor children's behavior, etc.) - Data does not tell us how students scored on specific objectives, only on specific strands.	2. Not tell us?	3. Not tell us?	2. Not tell us?	2. Not tell us?

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer	
		3. OFIs? • Increase incorporation of vocabulary instruction throughout the school day • Increase rigor in connecting math concepts/skills to the real world • Precise use of technology targeting math skills/ concepts • Incorporate pre- and post-assessments on a more frequent basis • Focus on breaking apart word problems using graphic organizers, etc.	4. OFIs?	3. OFIs?	3. OFIs?	4. OFIs?	
Plan	Identify Key Strategy	4. Next step? • Implementation of PDSA for math among selected grade levels	4. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	
Plan	Person(s) Responsible for ensuring the strategy is deployed	Principal, Assistant Principal, IF, PLC, SIT, Classroom Teachers					
Plan	Resources Needed	• PDSA training and support • Common Core related materials					
Plan	Professional Development (Indicate title, content and audience)	• Common Core training • PDSA training • mClass Math refresher • K – 2 math assessments					
Plan	Parent and Community (Stakeholder) Involvement	• Math projects • Family Math Nights					

Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1. PDSA; Walkthroughs, PLC minutes, Observations, Grade level meeting minutes, data from common assessments 2. Differentiated math groups (checklists) 3. Benchmarks, EOG data	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Implementation and deployment of PDSA throughout selected classrooms	Teachers, IF	- PDSA checklist - Walk throughs - IF/Admin. Feedback in chart form - Grade level and PLC meeting minutes - Pictures - Data walls - Data notebooks	October, 2013

#2	PLCs and grade level meetings focus on academic math vocabulary.	Teachers, IF, Instructional staff	• PLC and grade level minutes • Math word walls • Documented use of academic vocabulary lists	September, 2013
#3	PLCs and grade level meetings focus on encouraging teachers to get students out of the classroom and math book to solve real-world problems.	PLCs, Teachers, IF, Instructional staff	• Student math journals • K-2 math homework choice menus • Inquiry based learning	September, 2013

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
#5				

Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
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Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Mount Gilead Elementary	School Year: 2012-13	Quarter: First	Date September 4, 2012
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Taken from District Plan. By 2014, the percentage of MCS schools that meet ABC expected or high growth targets will meet or 100%.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)
	Mount Gilead Elementary will increase reading proficiency to 73% in all target subgroups by June of 2013.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that: Last four years we have shown growth with a few peaks and valleys per grade level and AYP subgroups. The 2011-12 percent proficient was 59.9% at or above grade level and 64.4% proficient with growth. LEP and Students with Disabilities showed the lowest percent proficient with 42.4% and 44.5% respectively.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer	
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Study	Data analysis (SWOT) analysis	Quarter 1 1. What does the data tell us? Our EOG data tells us that we did reach our goal of increasing each subgroup by 10 percent and we did become a "Reward" School under the revised No Child Left Behind legislation. 2. Not tell us? *It does not give us specific AYP results since AYP has changed. The goal was to increase by 10 percent in each subgroup so we could make AYP by safe harbor. 3. Celebrations(s)? *We made Expected Growth and were close to making High Growth. *We are a Reward School based on the NCLB legislation. 4. OFI's *We did not grow by 10 percent in all subgroups. *Our percentage of students on grade level in reading went down. *Relevance, rigor and relationships are the key strategies for closing the gap.	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? OFIs?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebrations - 4. OFI's	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? OFIs?		Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?
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Plan	Identify Key Strategy	Quarter 1 1. Next step? We must continue to empower teachers through the PLC process. This is done by teachers sharing ideas, lesson plans, targeting our data based on formative and summative assessments. The PDSA process should help galvanize this process. We will be looking at Reading in the PDSA process.	Quarter 2 1. Next step? (revise to address Identified OFIs)	Quarter 3 5. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)	
Plan	Person(s) Responsible for ensuring the strategy is deployed	Instructional Facilitator, Teachers, Principal and SIT Team.					
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 mClass Reading – Title I	Quarter 2	Quarter 3	Quarter 4	Summer	
Plan	Resources Needed	Study Island, ThinkGate, Common Core Teaching Materials, 3D Assessments, Earobics and SRI (Scholastic Reading Inventory).					

Plan	Professional Development (Indicate title, content and audience)	*Common Core and Essential Standards training *HYIS training *PDSA training *Participation in PLC's *In-house technology training					
Plan	Parent and Community Stakeholders involvement	*Documenting parent contacts *Community volunteers *SEED					
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below		
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1.Predictive Assessments 2.The assessment program i.e. formative and common assessments, Reading 3D, ThinkGate, as well as Lexile scores from the SRI has fidelity. 3.The results from the assessments.	Quarter 2	Quarter 3	Quarter 4	Summer	

Study	State the results for the current quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer	
		1. What does the data tell us? *We grew by 10 percent in our African American subgroups. *Our Caucasian subgroups were scored above expected AYP percentages 2. Not tell us? *It does not give us specific AYP results since AYP has changed. The goal was to increase by 10 percent in each subgroup so we could make AYP by safe harbor. 3. Celebration(s)? *We made Expected Growth and were close to making High Growth. *We are a Reward School based on the NCLB legislation.	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	4. What does the data tell us? 5. Not tell us? 6. Celebration(s)? *	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer	

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	PLCs analyze data pertaining in literacy.	Principal, IF, Teachers	Through assessment scores	On-going
#2	Review intervention plans during PLC's.	IF, Teachers, Principal	Connect teachers with our classroom teachers have a plan in place weekly.	On-going
#3	Identify and group targeted students for small group instruction during literacy block.	All Teachers	EOG, 3D assessments and Predictive assessments	On-going
#4	Begin PDSA for Reading throughout each classroom.	Principal, IF, Teachers	Walkthroughs, informal and formal observations	On-going
#5	Implement strategies from professional development training and PLC discussions.	Principal, IF, Teachers	Walkthroughs, informal and formal observations	On-going
#6	Tracking ongoing data from various assessments such as 3D Reading, PA and FA (Predictive and Formative Assessments) and SRI (Scholastic Reading Inventory). Once we have the MOY results from our reading 3D assessments, we will do this for grades K-3 by our various subgroups.	Principal, IF, Teachers	All assessment results	On-going
#7	Continue to update data walls for each grade level to track individual student growth.	Principal, IF, Teachers	Teachers, IF and Principal	On-going

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date

Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				

#4				
#5				

Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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School Improvement Plan

A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Mount Gilead Elementary	School Year: 2012-13	Quarter: First	Date: September 4, 2012
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Taken from District Plan. By 2014, the percentage of MCS schools that meet ABC expected or high growth targets will meet 100%.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) Mount Gilead Elementary will increase proficiency in Math to 85% in all targeted subgroups by June 2013.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that: Last four years we have shown steady growth with few peaks and valleys per grade level and AYP subgroups. The 2011-12 percent proficient was 80.8% at or above grade level and 83.1% proficient with growth. Students with disabilities showed the lowest percent proficient with 59.9%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us? *We are doing well in Math with the target proficiency being almost met. We do need to focus on Students with Disabilities to increase the percent proficient in this target goal. 2. Not tell us? Where we will be with the new Common Core standards being implemented this year in all grades. 3. Celebration(s)? Math is a strong curriculum area with 80.8% of students in Grades 3-5 meeting proficiency. 4. OFIs? *Work on problem solving, goals 1, 3 and 5 in math K-5. We need to further implement Investigations into our math curriculum. This should help with the transition to Common Core.	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebrations - 4. OFI's	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebrations - 4. OFI's	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?

Plan	Identify Key Strategy	Quarter 1 Next step? We must continue to empower teachers through the PLC process. This is done by teachers sharing ideas, lesson plans, targeting our data based on formative and summative assessments. The PDSA process should help galvanize this process.	Quarter 2 1. Next step? Next step? (revise to address Identified OFIs)	Quarter 3 1. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)
Plan	Person(s) Responsible for ensuring the strategy is deployed	Instructional Facilitator, Teachers, Principal and SIT Team.				
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 NCDPI Math Resources – Title I	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Needed	Study Island, ThinkGate Common Core Teaching Materials, Investigations				
Plan	Professional Development (Indicate title, content and audience)	*Common Core and Essential Standards training *HYIS training *Participation in PLC's *PDSA Training *Investigations training—have had this in past, but need a refresher			*	
Plan	Parent and Community (Stakeholder) Involvement	*Your Schools 101 night for parents at each grade level on how best to assist students in homework. *Community volunteers *SEED		*	*	

Study	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
		Quarter 1 1. Predictive Assessments 2. The assessment program i.e. formative and common assessments. 3. The results from the assessments.	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? *We grew by 10 percent in our African American subgroups. *Our Caucasian subgroups were scored above expected AYP percentages Not tell us? *It does not give us specific AYP results since AYP has changed. The goal was to increase by 10 percent in each subgroup so we could make AYP by safe harbor. Celebration(s)? *We made Expected Growth and were close to making High Growth. *We are a Reward School based on the NCLB legislation.	Quarter 2 1. What does the data tell us? 2. Not tell us? Celebration(s)?	Quarter 3 4. What does the data tell us? * Not tell us? 5. Celebration(s)?	Quarter 4	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?

Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1 Continue	Quarter 2	Quarter 3	Quarter 4	Summer
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Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	PLCs analyze data pertaining in math.	Principal, IF, Teachers	Through assessment scores	On-going
#2	Review intervention plans during PLC's.	IF, Teachers, Principal	Connect teachers with our classroom teachers have a plan in place weekly.	On-going
#3	Identify targeted students for small group Math instruction.	All Teachers	EOG, 3D assessments and Predictive assessments	On-going
#4	Implement strategies from professional development training and PLC discussions.	Principal, IF, Teachers	Walkthroughs, informal and formal observations	On-going
#5	Tracking ongoing data from various assessments such as NCDPI Common Core Resources, PA and FA (Predictive and Formative Assessments) and Study Island.	Principal, IF, Teachers	All assessment results	On-going
#6	Continue to update data walls for each grade level to track individual student growth.	Principal, IF, Teachers	Teachers, IF and Principal	On-going

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
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#6				
# 7				

Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				

Appendix I – Waivers

2012-2013 SIP

<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
Maximize the use of state funds and local flexibility to improve student achievement. • Convert vacant teacher assistant positions to teacher positions • Convert non-instructional support positions to teacher positions • Utilize vacant months of employment for other staff positions and/or instructional supplies	August 2012- August 2013	None	Central Office Personnel Principal	EOG EOC Safe Schools Report SAR
<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
Utilize waivers for maximum flexibility in the following areas • Exceed class size in grade 4-12 • Exceed 150 student contacts per teacher	August 2012- August 2013	None	Central Office Personnel Principal	EOG EOC SAR NCWISE
<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
School will meet the expectations of the NC General statute 115C-301.1 . Teachers will receive duty free planning daily or the SIT will have approved a different approach.	August 2012 August 2013	None	Principal SIT Chair	SIP Minutes SIP

Montgomery County Schools – Page Street Elementary
School Improvement Plan
A Continuous Improvement Strategic Plan

updated August 27, 2012
for 1st quarter

Use the mouse to move from field to field.

School Name: Page Street Elementary	School Year: 2012-13	Quarter: 1, 2012	Date: July 18, 2012
Current NCLB Status: Focus School		Current ABC Status: School of High Growth	

Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal

Page Street Elementary will exit Focus School status by 2015.

Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)

Plan

- Page Street Elementary will increase the percentage of ALL students proficient on the EOG math test to at least 88.0% by June 2013.
- Page Street Elementary will increase the percentage of EC students proficient on the EOG math test to at least 63.6% by June 2013.
- Page Street Elementary will decrease the proficiency gap in Math between EC (47.2%) and White (90.3%) by 15% by June 2013.

Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal

Study

- 2011-2012: 86.7% proficient (EC subgroup – 47.2%; White subgroup – 90.3%)
- 2010-2011: 78.2% proficient
- 2009-2010: 68.9% proficient
- 2008-2009: 72.6% proficient
- 2007-2008: 61.6% proficient
- 2006-2007: 53.1% proficient
- 2011-2012: AYP waived by NC; Page Street named Focus School due to gap between lowest performing subgroup (EC – 47.2%) and highest performing subgroup (white – 90.3%) subgroups.
- 2010-2011: did not make AYP; missed the following targets: Hispanic Math, Hispanic Reading, SWD Reading, All Students Reading
- 2009-2010: did not make AYP (missed the following targets: All Math, Black students in Math, ED students in Math, SWD in Math and SWD in Reading)
- 2008-2009: did not make AYP (missed SWD in Math target)
- 2007-2008: did not make AYP (missed the following targets: SWD in Math, black students in Reading, ED students in Reading, and SWD in Reading)
- 2006-2007: did not make AYP (missed the following targets: All in Math, Black students in Math, ED students in Math)

Study	Data analysis: (SWOT) analysis	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		1. <u>What does the data tell us?</u> *We exceeded the new target for math (83.7%) in the All subgroup by 3 percentage points. *We made gains in overall proficiency over last year. *Our ALL target is still not at the 88.6% proficiency level. *Our EC subgroup proficiency level decreased from 2010-11. *We still have 13.3% of our students NOT proficient. *We are making significant gains in math. 2. <u>Not tell us?</u> *Subgroup data (until Report Card is published) *Is attendance/tardiness an issue for any subgroup? *Do classroom grades correlate with EOG scores? *Which specific skills challenge students? *Which skills are teachers effective teaching? 3. <u>Celebration(s)?</u> *Progress is being made. *We made High Growth status for 2011-12. *Most subgroups made overall growth in math *3rd and 5th grades met the state math target *Hispanic subgroup made growth in math. *Black students met AYP in math during 2011-12. *PDSA process *Made improvements in our RtI process	1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFls?</u>	1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFls</u>	1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFls</u>	1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFls?</u>

		4. <u>OFIs?</u> *4th grade student growth and proficiency *Continue improving our PDSA process and implement in Math *Common Core *Implement interventions at beginning of school year *Adjust intervention process *Writing across the curriculum *Reading of math texts (as well as other non-reading texts) *Rtl process – interventions for students in Rtl process *Parent conference dates have changed to the first and second grading periods. *Conferences between teachers and Testing Director about past year's data *EVAAS training				
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Data analysis:
(SWOT) analysis

Plan	Identify Key Strategy	Quarter 1 <u>Next steps?</u> *Create a schedule of classes that better balances students by ability. *Create, schedule, and utilize small intervention groups for students who did not show proficiency on 2011-12 EOG math tests. *Create (and/or edit) CFAs for Math *Provide ThinkGate training *Provide conference time for teachers with the Testing Director to analyze last year's math data *Use the PLC process to thoroughly analyze data and develop plans of attack for students struggling with specific math skills. *Create a single-gender male and female class in 3 rd grade *Provide single-gender staff development to teachers chosen to teach those two classes (possibly all staff)	Quarter 2 <u>Next steps?</u>	Quarter 3 <u>Next steps?</u>	Quarter 4 <u>Next steps?</u>	Summer <u>Next steps?</u>
Plan	Person(s) Responsible for ensuring the strategy is Deployed	Quarter 1 A McLean Bev Russell Grade/Subject Chairs	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 *CFAs for Math *Thinkgate *Common Core *ixl.com (\$1650 - Title I)	Quarter 2	Quarter 3	Quarter 4	Summer

Plan	Resources Needed	Quarter 1 In-house staff as additional intervention facilitators IXL.com (\$1,650 for entire school for year – Title I)	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Professional Development (Indicate title, content and audience)	*High-Yield Strategies – all Teachers *Rtl *Common Core training *ThinkGate training for all teaching staff *Single-gender instruction training	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Parent and Community (Stakeholder) Involvement	Quarter 1 - Proctors for EOG's and other testing - Parent volunteer tutors - Feast on Reading - Community speakers and visitors - Your Schools 101 - PTO members - Title I meetings - Open Houses - Student-led Parent conferences and use the data notebooks to develop individual PDSA targets - Bilingual book club - Muffins for Moms and Doughnuts for Dads (Book Fair events) *Wax Museum - Science Fair - Parent Info Night for Single-Gender class	Quarter 2	Quarter 3	Quarter 4	Summer

Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1. *Master Schedule *Intervention group enrollment, *sign-in logs *PLC minutes 2.*EOG math data * Handouts and power point for Parent Night *PDSA data (monitoring by school and central office Administration and IF) *Student data notebooks (monitored by principal and discussed in student-led parent conferences – random checks of conferences by principal) *CWT data - analysis and discussion of that data in PLCs (to be noted by IF and monitored by IF and principal) *Student PEPs (monitored by principal) 3.*CFA math data, benchmark data, intervention group work data, and general classroom performance data	Quarter 2	Quarter 3	Quarter 4	Summer
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Study		Quarter 1 1. <u>What does the data tell us?</u> <u>PA Scores:</u> <u>Math –</u> 3 rd : 4 th : 5 th : Overall Math: Overall EC: Overall ESL: Overall Hispanic: <u>Overall EC:</u> Math: <u>Overall Hispanics:</u> Math: 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFl</u>	Quarter 2 1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFls?</u>	Quarter 3 1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFls?</u>	Quarter 4 5. <u>What does the data tell us?</u> 6. <u>Not tell us?</u> 7. <u>Celebration(s)?</u> 8. <u>OFls?</u>	Summer 9. <u>What does the data tell us?</u> 10. <u>Not tell us?</u> 11. <u>Celebration(s)?</u> 12. <u>OFls?</u>
		State the results for the current quarter 2011-12 scores: All Math: 86.7% EC Math: 47.2% Hispanics Math: 81.4%				
Act/Plan	If target met, adjust target goal. If not, continue to next quarter to answer remaining questions.	Quarter 1 *In order to meet our Target Goal for ALL students, we need to be at 85.2% proficient for all students by the end of this year. (We plan to continue to improve our current 86.7%, so we should exceed that.) *In order to meet our Target Goal for EC students in math, we need to get our EC subgroup to at least 63.6% by the end of this year. *In order to meet our Target goal, we need to get our Hispanic subgroup to at least 82.0% proficient in math by the end of this year.	Quarter 2	Quarter 3	Quarter 4	Summer

DO	Quarter 1 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Create a Master Schedule that allows for common grade-level planning and that best utilizes the expertise of teachers.	A McLean, IF, SIT committee	Schedule	August 27, 2012
#2	Create single-gender class for boys and girls in grade 3 (based on parent request).	A McLean	Class list	August 27, 2012
#3	Provide Single-Gender staff development for teachers.	A McLean, IF, M Neeley, N Thompson	Documentation of attendance	Ongoing throughout year
#4	Host a Parent Night to share single-gender information, research, and data about single-gender instruction	A McLean, N Thompson, M Neeley	Sign-in logs	July 16, 2012
#5	Provide individual conference time for teachers with the Testing Director to discuss and analyze last year's math test data	A McLean, Ben Grindstaff, classroom teachers	Sign-in logs	October 5, 2012
#6	Create intervention groups for students based on quantitative and qualitative data (particular attention will be given to Hispanic and EC children who are struggling in math)	A McLean, IF, classroom teachers	Intervention groups	Sep 7, 2011
#7	Create intervention and assessment schedules.	A McLean, IF, classroom teachers	Schedules	Sep 7, 2011
#8	Provide ThinkGate training for all grade-level teachers.	A McLean, IF	Documentation of attendance	End of first grading period, 2012
#9	Conduct interventions as scheduled.	A McLean, IF, grade-level chairs	Intervention schedule	For two weeks, beginning the Tue following each CFA in Math
#10	Administer assessments.	All teachers	Assessments and assessment schedule	Every 4 weeks, beginning with Sep 20
#11	Review, analyze, and evaluate data from assessments in PLCs.	All PSE staff	Data, PLC notes	Every Fri and Mon following each CFA in Math
#12	Adjust intervention groups as needed.	A McLean, IF, classroom teachers	Intervention groups list	During PLC meetings during which CFA (and other) data is analyzed
#13	Use this process to monitor student progress in math over the first 9 weeks.	Intervention group lists	Schedule, PLC notes, assessments, intervention groups	Ongoing during first nine weeks' grading period
#14	Conduct student-led conferences at the end of the first grading period, allowing students to share their data notebooks and to develop PDSA targets for themselves based on their own data	A McLean, classroom teachers, parents	Conference sign-in sheets; PDSA targets for individual students	November 9, 2012

DO	Quarter 2 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date

DO	Quarter 3 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date

DO	Quarter 4 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date

Montgomery County Schools – Page Street Elementary
School Improvement Plan
A Continuous Improvement Strategic Plan

updated August 27, 2012
for 1st quarter

Use the mouse to move from field to field.

School Name: Page Street Elementary	School Year: 2012-13	Quarter: 1, 2012	Date: July 18, 2012
Current NCLB Status: N/A – Focus School		Current ABC Status: School of High Growth	

Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal

Page Street Elementary will exit Focus School status by 2015.

Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.)

Plan

- Page Street Elementary will increase the percentage of ALL students proficient on the EOG Reading test to at least 75.4% by June 2013.
- Page Street Elementary will increase the percentage of EC students proficient on the EOG Reading test to at least 49.6% by June 2013.
- Page Street Elementary will decrease the proficiency gap in Reading between EC (22.2%) and White (69.2%) by 15% by June 2013.

Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal

Study

- 2011-2012: 62.0% proficient (EC subgroup – 22.2%; White subgroup – 69.2%)
- 2010-2011: 59.7% proficient
- 2009-2010: 56.3% proficient
- 2008-2009: 60.5% proficient
- 2007-2008: 46.8% proficient
- 2006-2007: 83.5% proficient
- 2011-2012: AYP waived for NC; Page Street identified as a Focus School due to gap between lowest performing subgroup (EC – 22.2%) and highest performing subgroup (White – 69.2%).
- 2010-2011: did not make AYP (missed the following targets: All Reading, Hispanic Reading, SWD Reading; Hispanic Math)
- 2009-2010: did not make AYP (missed the following targets: SWD in Reading; All Math, Black students in Math, ED students in Math, SWD in Math)
- 2008-2009: did not make AYP (missed SWD in Math target)
- 2007-2008: did not make AYP (missed the following targets: black students in Reading, ED students in Reading, and SWD in Reading; SWD in Math)
- 2006-2007: did not make AYP (missed the following targets: All in Math, Black students in Math, ED students in Math)

Study	Data analysis: (SWOT) analysis	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		1. <u>What does the data tell us?</u> <u>EOG Data</u> *We improved proficiency over last year. *We are well-shy of the 71.6% proficiency target. *38.0% of our students are not proficient in reading. *5 th grade Rdg proficiency decreased from 2010-11 *4 th graders did improve on the EOG as 5 th graders this year. *The following subgroups are struggling with reading: All, SWD, and ED students <u>Reading 3-D Data</u> (Only the lowest 20% of 4 th and 5 th graders will have Reading 3-D data, but all 3 rd graders will have it.) *Which students are on-grade level and beyond? *Which students need reading intervention on specific skills? <u>Access Data</u> *ESL students' performance for appropriate classroom placement 2. <u>Not tell us?</u> *Is attendance/tardiness an issue for any subgroup? *Do classroom grades correlate with EOG scores? *Which teachers are more effective with certain learning styles *Sociological data *subgroup data until report cards are released from the state	1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFIs</u>	1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFIs</u>	1 <u>What does the data tell us?</u> 4. <u>Not tell us?</u> 5. <u>Celebration(s)?</u> 4. <u>OFIs</u>	1 <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFIs</u>
			11			

3. Celebration(s)?

*We improved in overall proficiency over last year (from 59.7% to 62.%).
*17 ELL students exited the ESL program
*We made High Growth status for 2011-12.
* PLCs became truly collaborative meetings.
*Rtl process improved

4. OFIs?

*Extend reading instruction time
*More heterogeneously balanced classrooms
*Teacher conferences with Testing Director to analyze their last year's data
*Need time for student/teacher conferencing in reading
*Reading across the curriculum (attention to texts other than the reading text)
*Writing across the curriculum
*Continue to improve PDSA process
*EC students and reading proficiency
*Continue to improve Rtl process with reading interventions
*Common Core
*Reading 3-D

Plan	Identify Key Strategy	Quarter 1 <u>Next steps?</u> *Create a master schedule that facilitates reading achievement *Assign teachers to grade levels where they best fit *Create, schedule, and utilize small intervention groups for students who did not show proficiency on 2012 EOG reading tests. *Utilize a standard reading program for all EC students who receive pull-out reading services (Reading Mastery/Corrective Reading) *Hire a Reading Coach *Provide opportunity for parents to place their child in a single-gender male and female class in 3rd grade *Provide single-gender staff development to teachers chosen to teach those two classes (possibly all staff) *Create CFAs for Reading *Target vocabulary development – word of week, grade-level vocabulary strategies and types of words *Target high-level instructional strategies *Emphasize AR involvement and offer incentives *Reading 3-D year-long *Provide Running Records training in order to use it as an assessment/data piece for 4th and 5th graders who are struggling in reading	Quarter 2 <u>Next steps?</u>	Quarter 3 <u>Next steps?</u>	Quarter 4 <u>Next steps?</u>	Summer <u>Next steps?</u>
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		*Provide Reading Instruction strategies staff development to all teaching staff *Conduct Literacy PLCs to discuss specific, research-based Literacy strategies, discuss data, and share ideas *Offer Feast on Reading during first quarter to elicit parent involvement early *Create Opportunities for in-school competition in reading *Actively support a Battle of the Books team (grades 4 and 5)				
Plan	Person(s) Responsible for ensuring the strategy is Deployed	Quarter 1 *A McLean *IF *Reading Coach *Grade- and subject-level chairs *All teachers	Quarter 2 \	Quarter 3	Quarter 4	Summer
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 *Reading Mastery groups *Accelerated Reader program (vocabulary and comprehension \$1737 – Title I) *Access to DPI reading passages/released tests *Access to in-house prof. development - (Differentiation, PDSA, Reading strategies, Literacy, High-Yield Strategies...) *Literacy Coach *IF *Technology Support	Quarter 2	Quarter 3	Quarter 4	Summer

Plan	Resources Needed	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		*IPads for use with EC students for reading - (EC department)				
Plan	Professional Development (Indicate title, content and audience)	Quarter 1 *High-Yield Strategies – all Teachers *Rtl for all teaching staff *Common Core training for all teaching staff *ThinkGate training for all teaching staff *Single-gender instruction training for all staff *Running Records training for all 4 th and 5 th grade teachers *Dibels Next Training for all teachers *Reading Instruction Strategies training for all teaching staff *EVAAS training and data meetings with Ben Grindstaff to evaluate scores from previous year	Quarter 2	Quarter 3	Quarter 4	Summer

Plan	Parent and Community (Stakeholder) Involvement	Quarter 1 • Update Parent center with timely materials (common core) • Proctors for EOC's and other testing • Parent volunteer tutors • Community speakers and visitors • Your Schools 101 • Alert Now messages • PTO members – better communication from PTO to all parents • Title I meetings • Open Houses • Student-led Parent conferences • Bilingual book club • Hispanic Family Night • Muffins for Moms and Doughnuts for Dads (Book Fair events) • Open Computer Lab for parent/student use in evenings	Quarter 2	Quarter 3	Quarter 4	Summer
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Study		Quarter 1 1.*Master Schedule *Class lists *Intervention group enrollment *AR vocabulary test data *Reading 3-D assessments *Reading Coach schedule *PLC notes 2.*EOG reading data *Reading 3-D data – Progress Monitoring and Benchmark reports to principal *Student Data notebooks – randomly monitored by principal during school year as well as during student-led parent conferences *AR testing data – individual student reports by teacher every three weeks; classroom reports to principal every three weeks; *Student/Teacher reading conference folders monitored by principal and IF and Literacy Coach *intervention data and re-grouping as necessary *Data from Reading Mastery and SOAR reading groups and changes in intervention groups as monitored by EC Reading Coach and administration *Student PEPs monitored by principal and discussed in teacher evaluation conferences	Quarter 2	Quarter 3	Quarter 4	Summer
	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?					

		3.*CFA data (homerooms, reading coach groups, intervention groups) *benchmark data, *intervention group work data *AR data *in-class performance data				
Study	State the results for the current quarter 2011-12 EOG Scores All Reading: 62.9% EC Reading: 22.2% Hispanic Reading: 41.8%	Quarter 1 1. <u>What does the data tell us?</u> <u>PA Scores:</u> <u>Reading –</u> 3 rd : 4 th : 5 th : Overall Reading: Overall EC: Overall ESL: Overall Hispanic: <u>Overall EC:</u> Reading: <u>Overall Hispanics:</u> Reading: 2 <u>Not tell us?</u> 3 <u>Celebration(s)?</u> 4 <u>OFl</u>	Quarter 2 1. <u>What does the data tell us?</u> 2 <u>Not tell us?</u> 3 <u>Celebration(s)?</u> 4 <u>OFls</u>	Quarter 3 1 <u>What does the data tell us?</u> 2 <u>Not tell us?</u> 3 <u>Celebration(s)?</u> 4 <u>OFls</u>	Quarter 4 1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFl</u>	Summer 1. <u>What does the data tell us?</u> 2. <u>Not tell us?</u> 3. <u>Celebration(s)?</u> 4. <u>OFl</u>

Art/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		*In order to meet our Target Goal for ALL students, we need to get to 75.4% proficient for all students by the end of this year. *In order to meet our Target Goal for EC students in reading, we need to get our EC subgroup to at least 49.6% by the end of this year. *In order to meet our Target goal for Hispanic students in reading, we need to get our Hispanic subgroup to at least 64.7% proficient in reading by the end of this year.				

DO	Quarter 1 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Use Reading 3-D, 2 nd grade pre-test reading scores, and EOG Reading data (and anecdotal data) to create balanced heterogeneous class lists	A McLean, IF, grade-level teachers, 2 nd grade teachers	Class lists	Aug 27, 2012
#2	Create a Master Schedule that allows for common grade-level planning and that best utilizes the expertise of teachers.	A McLean, IF, SIT	Master schedule	Aug 27, 2012
#3	Incorporate into the Master Schedule a period of time on each grade level for SSR and teacher/student conferencing (reading folders with notes by teacher of status/progress)	A McLean, SIT members	CWTs, evals	Ongoing
#4	Create one single-gender class for boys and one for girls in grade 3 (based on parent request).	A McLean, IF, 3 rd grade teachers	Class lists	Aug 27, 2012
#5	Host a Parent Night to share single-gender information, research, and data about single-gender instruction	A McLean, IF, M Neeley, N Thompson	Sign-in sheets	August 1, 2012
#6	Provide Single-Gender staff development for teachers.	A McLean, IF, M Neeley, N Thompson	Documentation of attendance	Jan 2013
#7	Hire a Reading Coach to assist with students who are struggling readers	A McLean, Dr. Ellis, Dr. Hatley, Dr. Lancaster	HR documentation and Reading Coach schedule	Aug 1, 2012
#8	Provide individual conference time for teachers with the Testing Director to discuss and analyze last year's math test data	A McLean, Ben Grindstaff, classroom teachers	Sign-in logs	October 5, 2012
#9	Create intervention groups for students based on quantitative and qualitative data (particular attention will be given to Hispanic and EC children who are struggling in reading)	A McLean, IF, classroom teachers	Intervention group lists	Sep 4, 2012

#10	Create intervention and assessment schedules.	Classroom teachers and TAs (or others as needed)	Schedules of assessments and interventions	Every 4 weeks, beginning with Sep 8
#11	Conduct assessments and interventions as scheduled (this includes the use of Reading 3-D, with Progress Monitoring and Benchmark reports being reviewed by principal to ensure use of assessments as intended and required by state legislation)	A McLean, IF, All classroom teachers, including ESL and EC staff	Assessments and Intervention plans; Reading 3-D reports	For two weeks, beginning the Tue following each CFA in Reading (Reading 3-D reports at end of each assessment window)
#12	Review, analyze and evaluate data from assessments in general and Literacy PLCs.	A McLean, IF, Reading Coach, classroom teachers	Data, PLC notes	Every Fri and Mon following each Reading CFA
#13	Adjust intervention groups (as needed).	A McLean, IF, classroom teachers	Intervention groups lists	During PLC meetings during which CFA (and other) data is analyzed
#14	Use the assessment and intervention process to monitor student progress in reading over the first 9 weeks.	A McLean, IF, teachers	Schedule, PLC notes, assessments, intervention groups lists	Ongoing during first nine weeks' grading period
#15	Host a Feast on Reading event in order to involve parents and community members in our reading improvement plan	A McLean and all staff	Parent/Community member sign-in sheets, photos, videos	Oct 29, 2012
#16	Develop and utilize vocabulary development lessons that target academic vocabulary (and in addition for ESL children, words with multiple meanings in everyday language)	A McLean, IF, all classroom teachers	Lesson plans, CWTs, PLC meeting minutes	Ongoing throughout year
#17	Provide HYIS training	A McLean, IF	Documentation of attendance, lesson plans, CWTs	Ongoing throughout year
#18	Emphasize AR school-wide and offer incentives to students and classes (and monitor progress of students via classroom reports)	A McLean, IF, all staff	AR data, Reading CFA data, anecdotal data	Ongoing throughout year
#19	Provide Reading/Literacy staff development to reinforce instruction	A McLean, IF	Documentation of attendance	Ongoing throughout year
#20	Conduct student-led conferences at the end of the first grading period, allowing students to share their data notebooks and to develop PDSA targets for themselves based on their own data	A McLean, classroom teachers, parents	Conference sign-in sheets; PDSA targets for individual students	November 9, 2012

DO	Quarter 2 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date

DO	Quarter 3 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date

DO	Quarter 4 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date

Montgomery County Schools – Page Street Elementary
School Improvement Plan
A Continuous Improvement Strategic Plan

updated August 27, 2012
for 1st quarter

Use the mouse to move from field to field.

School Name: Page Street Elementary	School Year: 2012-13	Quarter: 1, 2012	Date: July 18, 2012
Current NCLB Status: N/A – Focus School		Current ABC Status: School of High Growth	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal Page Street Elementary will demonstrate that positive, participatory involvement from students’ families improves student achievement. (this goal will become more data-based after year one when we have baseline data) Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) • Page Street Elementary teachers will make a positive contact with every student’s family during the first week of school. • Page Street Elementary teachers will make at least two positive contacts with every student’s family during the first semester of the school year. • Page Street Elementary will have positive participation in school by at least 25% of students’ families. • Our PTO will disseminate news and information about its organization and its activities to every family at least once per semester. • Page Street Elementary will actively recruit community partnerships and participation in school activities and events.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal • 2012-13 will be our baseline year

Data analysis: (SWOT) analysis (STUDY)	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		4. <u>What does the data tell us?</u>	6. <u>What does the data tell us?</u>	1What does the data tell us?	2 <u>What does the data tell us?</u>
		5. <u>Not tell us?</u>	7. <u>Not tell us?</u>	9. <u>Not tell us?</u>	8. <u>Not tell us?</u>
		6. <u>Celebration(s)?</u>	8. <u>Celebration(s)?</u>	<u>Celebration(s)?</u>	9. <u>Celebration(s)?</u>
		4. <u>OFIs</u>	4. <u>OFIs</u>	4. <u>OFIs</u>	4. <u>OFIs</u>

Person(s) Responsible for ensuring the strategy is Deployed (PLAN)	A McLean, IF, Reacing Coach, classroom teachers	Quarter 2	Quarter 3	Quarter 4	Summer
Resources Available (include \$ encumbered and name of budget) (PLAN)	*Parent/Family resource center *Office staff and Guidance counselor (to assist with phone contacts and mailings)	Quarter 2	Quarter 3	Quarter 4	Summer

Resources Needed (PLAN)	Quarter 1 *Family contact logs *Note cards (post cards) *Camera/video camera *Facebook page	Quarter 2	Quarter 3	Quarter 4	Summer
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Professional Development (Indicate title, content and audience) (PLAN)	Quarter 1 *Customer Service training (from L Whitley's presentation at Leadership Retreat) for all staff members	Quarter 2	Quarter 3	Quarter 4	Summer
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Parent and Community (Stakeholder) Involvement (PLAN)	Quarter 1 • Update Parent center with timely materials: common core, single-gender classrooms • Proctors for EOG's and other tests • Parent volunteer tutors • Community speakers and visitors • Your Schools 101 (Feast on Reading, Bring Your Parent to School Day) • Alert Now messages • PTO officers and members – better communication to all families • Open Houses • Student-led Parent conferences • Bilingual book club • Hispanic Family Night • Muffins for Moms and Doughnuts for Dads (Book Fair events) • Open Computer Lab for parent/student use in evenings • Fall Carnival – volunteers • Community Partnership Project • Facebook “likes” and posts by parents and community members	Quarter 2	Quarter 3	Quarter 4	Summer
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	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal? (STUDY)	1. *Parent Contact Log for contacts made during first week of school *Parent Contact Logs for positive contacts made during first semester *Sign-in sheets from all events and activities sponsored by the school *Contact logs, copy of invitations/requests sent to community members *Website *Facebook "likes" and posts 2. *Anecdotal notes on parent contact logs *Discussions in PLCs *Sign-in sheets from all events and activities sponsored by the school *Principal random calls/contacts with parents and logs of those contacts *Community partnerships *Sign-in sheets for volunteers *Products and presentations by students at community events *Website *Facebook "likes" and posts 3. * All parent/family contact data from teachers and principal *Interim report/report card grades *Benchmark scores *AR performance by students *Reading 3-D assessments *Discipline referrals (NCWise data)	25			

State the results for the current quarter (STUDY)	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
	1 <u>What does the data tell us?</u> 5 <u>Not tell us?</u> 6 <u>Celebration(s)?</u> 7 <u>OFl</u>	1 <u>What does the data tell us?</u> 5 <u>Not tell us?</u> 6 <u>Celebration(s)?</u> 7 <u>OFls</u>	5 <u>What does the data tell us?</u> 6 <u>Not tell us?</u> 7 <u>Celebration(s)?</u> 8 <u>OFls</u>	5. <u>What does the data tell us?</u> 6. <u>Not tell us?</u> 7. <u>Celebration(s)?</u> 8. <u>OFl</u>	5. <u>What does the data tell us?</u> 6. <u>Not tell us?</u> 7. <u>Celebration(s)?</u> 8. <u>OFl</u>
If target met, adjust target goal. If not, continue to quarter to answer remaining questions. (ACT/PLAN)	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

DO	Quarter 1 Deployment Plan (Actions to Accomplish Plan)	Person(s) Responsible	Measure(s)	Action Step Completion Date
1	Update Parent Resource Center with Common Core and Single Gender materials as well as other timely resources that parents can use to help their children succeed	A McLean, SIT members, IF, receptionist	Observation	Aug 27, 2012
2	Teachers will contact each student's family the first week of school, welcoming the child and the family to their classes	A McLean, teachers	Family contact logs and anecdotal data	August 31, 2012
3	Teachers will make a positive contact with each student's family at least twice during the first semester of the school year	A McLean, teachers	Family contact logs with anecdotal data, PLC discussions	January 16, 2013
4	Random/intermittent contacts/communication with families by the principal will assure contacts by teachers are being done with fidelity	A McLean	Contact logs with anecdotal data	January 16, 2013
5	PTO will conduct regular meetings and actively recruit members	A McLean, PTO officers	Membership, minutes, Alert Now contacts, PTO newsletters	October 1, 2012
6	PTO will disseminate information to all students' families at least once each semester.	A McLean, PTO officers	Newsletters, PTO meeting minutes	January 16, 2013
7	Actively seek community partnerships with businesses and organizations	A McLean, teachers	Partnership agreements, projects/products, volunteer sign-in sheets	Ongoing throughout school year
7	Maintain website and Facebook with up-to-date, timely information and photos	A McLean, Eva Duggins	Website and Facebook	Continuing through end of school year
8	Discuss data from classroom achievement, AR, Reading 3-D, and benchmarks in PLCs to determine connections with parental/community involvement	A McLean, IF, teachers	Parent/Family contacts, grades and scores	end of each grading period (Oct 29, Jan 16, March 27, June 10)
9	Maintain discipline referrals in the NCWise program to develop baseline for 2012-13 data	A McLean, Jessica King	NCWise discipline reports	End of school year 2012-13

Appendix I – Waivers

2012-2013 SIP

<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
Maximize the use of state funds and local flexibility to improve student achievement. • Convert vacant teacher assistant positions to teacher positions • Convert non-instructional support positions to teacher positions • Utilize vacant months of employment for other staff positions and/or instructional supplies	August 2012- August 2013	None	Central Office Personnel Principal	EOG EOC Safe Schools Report SAR
<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
Utilize waivers for maximum flexibility in the following areas • Exceed class size in grade 4-12 • Exceed 150 student contacts per teacher	August 2012- August 2013	None	Central Office Personnel Principal	EOG EOC SAR NCWISE
<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
School will meet the expectations of the NC General statute 115C-301.1. Teachers will receive duty free planning daily or the SIT will have approved a different approach.	August 2012 August 2013	None	Principal SIT Chair	SIP Minutes SIP

School Improvement Plan Assurances Sheet
Montgomery County Schools

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

1. The School Improvement Team and the School Improvement Plan for Page Street Elementary School meet all of the requirements set forth in North Carolina General Statute 115C-105.27.
Name of School
2. This School Improvement Plan is for school year(s) 2011-2014 (currently 2012-13).
3. The members of the School Improvement Team and their position title are included with this plan. X Yes No
4. All prioritized gaps have been addressed in this plan. X Yes No
5. Staff development plans have been included in this plan. X Yes No
6. Waivers have been included in this plan. X Yes No
7. All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on 00/00/2012.
The results of the vote were as follows:

 38 For Against 3 Abstain
8. **For Title I Schoolwide Schools ONLY:** This plan reflects the 10 requirements for Title I School wide Schools X Yes No

Signature of Principal Signature on hard copy

Date 9/04/12

Signature of School Improvement Team Chairperson Signature on hard copy

Date 9/04/12

**Page Street Elementary School
School Improvement Team Members
2012-13**

Carol Mosley, SIT chair and EC rep

Eva Duggins, Specials rep

Anne McLean, Principal

Sherry Starnes, Teacher Assistants and Custodians rep

Kim Ellis, Third Grade rep

Clara Armstrong, Office and Cafeteria staff rep

Nora Beasley, Fourth Grade rep

Natasha Torrence, parent

Krista McGuire, Fifth Grade rep

Erasmus Reza, parent

Beverly Russell, Instructional Facilitator

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Star Elementary School	School Year: 2012-2013	Quarter: 1	Date: 09/04/2012
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Students in grades 3 – 5 will meet 80% of annual measurable objectives in reading.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) All students in grades 3 – 5 will increase their overall proficiency in reading by 5%.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal Data from the last 4 years indicate that: 2008 – 2009 – Reading 64.6% 2009 – 2010 – Reading 75.4% 2010 – 2011 – Reading 70.5% 2011 – 2012 – Reading 64.2%

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	1. What does the data tell us? • SES (64.2%) is above the district average of (60%) in reading. • All grade levels (3-5) achieved at or over the district average. • EOG data shows an increase in reading scores after retest. • ED students met AYP with 58.3% CI • White students did not meet AYP with 63.6% • All students did not meet AYP with 65.9%	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
Study		2. Not tell us? • EOG data did not show specific objective areas of concern. • Specific student deficits.	2. Not tell us?	2. Not tell us?	2. Not tell us?	2. Not tell us?
Study		3. Celebration(s)? • All grades showed growth from original EOG retest. • 4th grade had an increase of over 10 percentage points from the previous year. • 76 % of the fifth graders met or exceeded their projected ELA EVAAS scores.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study		4. OFIs? - ED Students need to be targeted for interventions. - Phonics and fluency instruction at the higher grades. - Use of computers as a literacy center must be aligned to the current learning target. - Reviewing and utilizing 3D data more consistently to drive instruction. - Co-teaching instructional staff will focus on alignment of instruction with the common core standards.	4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?
Plan	Identify Key Strategy	5. Next step? Focus on individual student data.	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)
Plan	Person(s) Responsible for ensuring the strategy is deployed	Principal, IF, PLC, SIT, classroom teachers				
Plan	Resources Available (include \$ encumbered and name of budget)	- PDSA - HYIS - mClass data - EOG data - NCDPI Resources				
Plan	Resources Needed					

Plan	Professional Development (Indicate title, content and audience)	• PDSA training • Common Core • HYIS • Dibels Next training • Development and Implementation of Common Assessments during PLCs • Text complexity				
Plan	Parent and Community (Stakeholder) Involvement	• Family engagement activities • Open House • Various Parent/Family/Student nights				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	1. PDSA; Walk throughs, PLC minutes, Observations, Grade level meeting minutes, data from common assessments 2. Reading 3D Progress monitoring data and formative/summative grade level assessments 3. Reading 3D, EOY data, EOG data	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.					

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Implementation and deployment of PDSA throughout the grade levels.	PLC, IF, Teachers, Administration	• PDSA checklist • Walk throughs • IF/Admin. Feedback in chart form • Grade level and PLC meeting minutes • Pictures	Ongoing 2012 - 2013
#2	Use quarterly data from reading 3D to drive PDSA instruction. Implement teaching reading with 50 % informational and 50% non-informational text.	Teachers, IF, Administration	• Progress monitoring/ checklist • Data from benchmark assessments • Bookroom checkout process that documents 50/50 teaching of informational and non-informational text. • Level the book room based on Lexile measures.	October, 2013
#3	Implementation of Common Core standards for ELA instruction for grades 3-5 and continued execution of Common Core standards for ELA instruction for grades K-2	Teachers, IF, support staff (ELL, EC, AIG) Administration	• Common Core learning targets displayed and communicated to parents. • Lesson plans and literacy centers • Data from classroom walk through instrument.	
#4			•	
#5			•	

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
#5				

Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
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Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Star Elementary School	School Year: 2012 – 2013	Quarter: 1	Date: 09/04/2012
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	Students in grades 3 – 5 will meet 90% of annual measurable objectives in math.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) All students in grades 3 – 5 will increase their overall proficiency in math by 5%.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that: 2008 – 2009 – Math 81.3% 2009 – 2010 – Math 80.9% 2010 – 2011 – Math 83.5% 2011 – 2012 – Math 82.1%

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	Data analysis: (SWOT) analysis	1. What does the data tell us? - Third grade and fourth grade made growth from 2010 to 2012. - All grade levels grew in % points after the retest was completed. - Strengths in geometry and data strands of math - White students are at 76.1% and did not meet AYP.	1. What does the data tell us?	Quarter 3 1. What does the data tell us?	Quarter 4 1. What does the data tell us?	Summer 1. What does the data tell us?
		2. Not tell us? Data does not tell us how students scored on specific objectives, only on specific strands.	2. Not tell us?	2. Not tell us?	3. Not tell us?	2. Not tell us?
		3. Celebrations - One third grade classroom had 100 % at level III or higher. 92 % of fifth graders met or exceeded their EVAAS projected math score.	3.	3.	3.	3.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer	
		4. OFIs? • Increase incorporation of hands-on mathematics instruction throughout the school day • Increase rigor in connecting math concepts/skills to the real world • Use technology to promote math skills/concepts • Incorporate pre- and post-assessments on a more frequent basis • Focus on problem solving instructional strategies using graphic organizers, etc.	4. OFIs?	4. OFIs?	4. OFIs?	4. OFIs?	
Plan	Identify Key Strategy	5. Next step? • Incorporate the eight mathematical practices with hands-on instructional methods into the math classroom.	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	
Plan	Person(s) Responsible for ensuring the strategy is deployed	Principal, IF, PLC, SIT, Classroom Teachers					
Plan	Resources Needed	• Investigations math series • Common Core related materials					
Plan	Professional Development (Indicate title, content and audience)	• Common Core training • PDSA training • High Yield Instructional Strategies • K – 2 math assessments					

Plan	Parent and Community (Stakeholder) Involvement	- Math projects - Family Nights				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1. Walkthroughs, PLC minutes, Observations, Grade level meeting minutes, data from common assessments 2. Lesson plans denoting use of hands-on materials and strategies. Develop common assessments for common core math standards 3. Benchmarks, EOG data	Quarter 2	Quarter 3	Quarter 4	Summer
Study	State the results for the current quarter	Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Implementation of Common Core standards for math instruction for grades 3-5 and continued execution of Common Core standards for math instruction for grades K-2	Teachers, IF, Instructional staff	- Common Core learning targets displayed and communicated to parents. - Lesson plans and math	September, 2013

			- centers - Data from classroom walk through instrument.	
#2	PLCs and grade level meetings will focus on data that drives hands-on mathematics instruction that incorporates the eight mathematical practices.	Teachers, IF, Instructional staff	- PLC and grade level minutes - Documented use of hands-on materials - Student math journals - Small group math centers in K-3 - Math fluency with basic facts - Inquiry based learning	September, 2013
#3	PLCs and grade level meetings will focus on instructional practices that are aligned to meet individual students' needs.	PLCs, Teachers, IF, Instructional staff	- PA data - Formative assessments - Mastery checks - Teacher observations - PEPs and IEPs	September, 2013

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Troy Elementary	School Year: 2012-2013	Quarter:	Date: 8/7/12
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	The percent of students at Troy Elementary scoring on or above grade level on Reading 3D assessments will increase to 90% by 2013.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) The percentage of students at Troy Elementary scoring on or above grade level according to End-of-Year Reading 3D data will increase to 77% by June 2013.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that: 69% of students at Troy Elementary were on or above grade level for 2011-12 school year based on EOY Reading 3D data.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
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Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us? TES has 69% on grade level for Reading 3D. TRC on/above grade level: Kindergarten 81% First Grade 71% Second Grade 72% Critical Skills: Kindergarten (PSF) 90% First Gr. (ORF) 65% Second Gr. (ORF) 56% The targets for ORF have gone from 20 wpm to 40 wpm in 1st grade from MOY to EOY. The targets for ORF have gone from 68 wpm to 90 wpm in 2nd grade from MOY to EOY. 2. Not tell us? The data does not tell how many students are only a level below the EOY target for 1st and 2nd grades. 3. Celebration(s)? 90% of Kindergarteners will enter First Grade on grade level in PSF, which is the critical indicator of reading success. 4. OFIs?	Quarter 2 1. What does the data tell us? Beg. Of Year : 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 3 1. What does the data tell us? Middle of Year: 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 4 1. What does the data tell us? End of Year: 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?
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Plan	Identify Key Strategy	Quarter 1 5. Next step? Focus on individual student data to begin the 2012-13 school year. This will allow teachers to focus instruction on areas that students are weak in. This must include stronger differentiation in literacy stations and guided reading groups.	Quarter 2 5. Next step? (revise to address Identified OFIs)	Quarter 3 5. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)
Plan	Person(s) Responsible for ensuring the strategy is deployed	Classroom Teachers Instructional Facilitator Principal				
Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 Reading 3D activities Leveled Readers from Book Room Pebble Go Book Flix Accelerated Reader FCRR center activities RTI Interventions FreeReading.org Small Group instruction—Early Success MCS Instructional Guides	Quarter 2	Quarter 3	Quarter 4	Summer

Plan	Resources Needed	Staff development for research and developing activities for common core Reading Mastery program for EC students				
Plan	Professional Development (Indicate title, content and audience)	Reading 3D intervention strategies Common Core—text complexity Literacy Deployment without basal usage High Yield Instructional Strategies Dibels Next Fall '12 PDSA				
Plan	Parent and Community (Stakeholder) Involvement	Family Reading Night				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	

Study	Evaluation: 1.What data will you use to determine if the strategy was deployed 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		Instructional Guides usage Classroom Walkthroughs Reading 3D Assessment data: both Benchmark and Progress Monitoring will be shared/discussed as documented on the PLC Agendas. Progress Monitoring Schedule included in Lesson Planning. Quarterly Benchmarks Grades 1-2				

Study	State the results for the current quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		1. What does the data tell us? This is based on EOY 2011-12 data. TES has 69% on grade level for Reading 3D. TRC on/above grade level: Kindergarten 81% First Grade 71% Second Grade 72% Critical Skills: Kindergarten (PSF) 90% First Gr. (ORF) 65% Second Gr. (ORF) 56% The targets for ORF have gone from 20 wpm to 40 wpm in 1 st grade from MOY to EOY. The targets for ORF have gone from 68 wpm to 90 wpm in 2 nd grade from MOY to EOY. 2. Not tell us? The data does not tell how many students are only a level below the EOY target for 1 st and 2 nd grades 3. Celebration(s)? 90% of Kindergarteners will enter First Grade on grade level in PSF, which is the critical indicator of reading success. Overall Reading 3D data Benchmark—On grade level percentages: Kindergarten BOY 33 MOY 66 EOY 81 First BOY 66 MOY 70 EOY 71 Second BOY 46 MOY 65 EOY 72	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?

Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
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Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Continue literacy intervention block, including acceleration for those students performing above grade level based on BOY Reading 3D data.	Principal & Faculty		
#2	Progress Monitoring for all students according to Reading 3D schedule.	Instructional Facilitator & Classroom Teachers		
#3	Begin PDSA implementation in classrooms.	Instructional Facilitator Classroom teachers Principal		
#4	Classroom walkthrough data during literacy block to focus on literacy deployment plan—guided reading, less basal usage, literacy workstations, balanced literacy	Instructional Facilitator Classroom teachers Principal		
#5				

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
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Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan

Use the mouse to move from field to field.

School Name: Troy Elementary	School Year: 2012-2013	Quarter:	Date: 8/7/12
Current NCLB Status:		Current ABC Status:	

Plan	Overall SMART Goal: Your overall goal will reflect a two to three year long-range goal
	The percent students at Troy Elementary scoring proficient on NC K-2 Math Assessments will be 85% by 2013.
	Target SMART Goal/Measure: (Selection of a school wide goal must be based upon academic or operational need and must be supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of EC, LEP or ED populations must have a goal representing these groups.) The percentage of students at Troy Elementary scoring on or above grade level according to NC K-2 Math Common Core Assessments & Performance Tasks will increase to 85% by June 2013.
Study	Insert (or attach) data table to support the selection of the above stated the overall SMART Goal and Target SMART Goal
	Data from the last 4 years indicate that: 71 % of 2 nd grade students were proficient on the 2 nd grade third quarter proficiency measurement that was administered in March, 2012.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
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Study Plan	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us? EOY MClass Math Data shows Schoolwide 35% Kindergarten 45% proficient, First Grade 42% proficient, & Second Grade 13% proficient. Strategic percentages are Schoolwide 48% Kindergarten 39%, First 48% and Second 62%. 2. Not tell us? The number of students that are classified as strategic and are close to the proficient range. MClass Math is an all or nothing measure. There are no graduated goals for each benchmark assessment period. 3. Celebration(s)? Intensive students have decreased from BOY to EOY. 4. OFIs?	Quarter 2 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Summer 5. What does the data tell us? 6. Not tell us? 7. Celebration(s)? 8. OFIs?
		Quarter 1 9. Next step? Focus on strategies necessary to reach all students and move them to on/above grade level.	Quarter 2 5. Next step? (revise to address Identified OFIs)	Quarter 3 6. Next step? (revise to address Identified OFIs)	Quarter 4 5. Next step? (revise to address Identified OFIs)	Summer 5. Next step? (revise to address Identified OFIs)
	Person(s) Responsible for ensuring the strategy is deployed	Classroom Teachers Instructional Facilitator Principal				

Plan	Resources Available (include \$ encumbered and name of budget)	Quarter 1 EnVision Math Investigations Math Math Manipulatives CGI/Partners Debbie Diller Math Resources	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Resources Needed	NC K-2 Math Assessment/Performance Task Math Work Stations continued				
Plan	Professional Development (Indicate title, content and audience)	Math Centers implementation Math Common Core Standards NC K-2 Math Assessment/Performance Task				
Plan	Parent and Community (Stakeholder) Involvement	Family Math Nights— planned for Oct. 2012				
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below		

Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
		Classroom Walkthroughs Differentiated math groups NC K-2 Math Formative Assessment rubrics and checklist to assess the needs of individuals Benchmarks Gr. 1-2				
Study	State the results for the current quarter	Quarter 1 Aug-Oct. 2011 1. What does the data tell us? EOY MClass Math Data shows Schoolwide 35% Kindergarten 45% proficient, First Grade 42% proficient, & Second Grade 13% proficient. Strategic percentages are Schoolwide 48% Kindergarten 39%, First 48% and Second 62%. 2. Not tell us? The number of students that are classified as strategic and are close to the proficient range. MClass Math is an all or nothing measure. There are no graduated goals for each benchmark assessment period. 3. Celebration(s)? Implementation of Math Work Stations 4. OFIs? Teachers will develop more rigor in Math instruction.	Quarter 2 4. What does the data tell us? 5. Not tell us? 6. Celebration(s)?	Quarter 3 4. What does the data tell us? 5. Not tell us? 6. Celebration(s)?	Quarter 4 4. What does the data tell us? 5. Not tell us? 6. Celebration(s)? 1. Not tell us? 2. Celebration(s)?	Summer 4. What does the data tell us? 5. Not tell us? 6. Celebration(s)?

Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
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Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Math Work Stations by Debbie Diller book study during PLC and grade level meetings	Principal Instructional Facilitator		Books purchased 11/11
#2	Give quarterly benchmarks to K-2 nd Grade.	Classroom teachers		ongoing
#3	Implement Math Centers with differentiated small groups in every classroom.	Principal Instructional Facilitator Classroom teachers		ongoing
#4				
#5				

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
#5				

Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
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#6				
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Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
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Appendix I – Waivers

2012-2013 SIP

<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
Maximize the use of state funds and local flexibility to improve student achievement. - Convert vacant teacher assistant positions to teacher positions - Convert non-instructional support positions to teacher positions - Utilize vacant months of employment for other staff positions and/or instructional supplies	August 2012-August 2013	None	Central Office Personnel Principal	EOG EOC Safe Schools Report SAR
<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
Utilize waivers for maximum flexibility in the following areas - Exceed class size in grade 4-12 - Exceed 150 student contacts per teacher	August 2012-August 2013	None	Central Office Personnel Principal	EOG EOC SAR NCWISE
<u>Action Steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Persons Responsible</u>	<u>Evaluation</u>
School will meet the expectations of the NC General	August 2012	None	Principal	SIP Minutes

statute **115C-301.1**. Teachers will receive duty free planning daily or the SIT will have approved a different approach.

August 2013

SIT Chair

SIP