



December 2, 2015

Dear Harnett County School Board Members:

This year at Johnsonville Elementary School we stand for our motto, "Every Child, Every Day, Every Way". Our administration, faculty, and staff members are committed to every student's education and their continued growth and future success. Please consider the following outline described below to assist in the implementation of our School Performance Plan. The steps to our initial School Plan for Improvement was originally developed and submitted on October 27, 2015 to North Carolina Department of Public Instruction. Feedback from NCDPI was provided on November 2, 2015 based on overall alignment to the required criteria. There were no entries of public feedback to consider. The Curriculum and Instruction Team met with our school leadership on December 2, 2015 to discuss positive feedback and provide clarification of goals and strategies.

We have reviewed the plan within our school. Based on that input, we bring a revised final plan for your approval. Some of the differences when comparing the preliminary plan and the final plan are as follows:

- Self-Assessment –
 - Data Analysis: Based on feedback from NCDPI, our plan was revised to include grade level and subgroup data for the past three years in the NC School Report Card Data section.
- Goal One–
 - Based on NCDPI feedback, Goal 1 was amended to include a percentage of increase of 5% and the specific measure of standardized assessments in reading in order to meet the recommendation of a SMART goal.
 - Our team also added the "daily use of best practices" to the goal to unify our plan.
 - In Strategies 1, 2, and 3, to address the need for multiple data points collected, we added "(Fountas and Pinnell, mClass, and Leveled Literacy Intervention)" following student K-5 assessment data.

- Our team named specifically the point of contact for this goal as Beth Milton.
- Goal Two –
 - Goal 2 now reads “Academic Achievement (MATH and SCIENCE) – By June 2016, all Johnsonville students will increase overall academic performance by 5% in math and science as measured by standardized assessments.” Specific baselines by grade level were listed. This goal is aligned with data analysis for school needs for Math and Science. Our team also decided to add “by improving daily use of best practices” to this goal to streamline the strategies and action steps.
 - Strategy 1, Goal 2: “Strengthen math instruction by improving lesson design and delivery.” The timeline was amended to include weekly progress monitoring as specified in each strategy.
 - Strategy 2, Goal 2: “Strengthen science instruction by improving lesson design and delivery.” The timeline was also amended to include weekly progress monitoring.
 - Our team named specifically the point of contact for this goal as follows:
 - Strategy #1 - Math checkpoints led by Renee Gilmore, instructional coach, classroom teachers, LF Beyond the Basics Team (led by Beth Milton, Crystal Edmondson, Sharon Orr, and Carla Butts), and additional supports provided by CIBL center, Harnett County Curriculum and Instruction Team.
 - Strategy #2 - Administration, instructional coach, classroom teachers, LF: Beyond the Basics Team-(Carla Butts, Crystal Edmondson, Beth Milton, Renee Gilmore, Sharon Orr), and additional supports provided by CIBL center, Harnett County Curriculum and Instruction Team.
- Goal Three –
 - Our original plan included only two goals. In dividing our first original goal into two parts, the second goal is now Goal 3 in the revised plan. Based on feedback, that goal was amended to include the data from the past three years. Consistency within our school for behavioral supports is key.
 - Goal 3, Strategy 1 now reads “Utilize consistently the Problem-Solving Team...” to reinforce the need for consistency with implementation of the goal.
 - Our team named specifically the point of contact for this goal as Administration, classroom teachers, guidance counselor (led by Allison Thomas), technology facilitator, and additional support provided by PTO-for incentives..

We thank you for your ongoing support as we work together to increase student achievement at Johnsonville Elementary School.

Respectfully,

A handwritten signature in black ink, reading "Christy Thomas". The signature is written in a cursive style with a large, sweeping flourish at the end.

Christy Thomas, Principal

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Johnsonville Elementary School	#430348	2015-16
Principal Name (or Designee)	Christy Thomas	Principal Name (or Designee) Email	Christy Thomas
School Mission	Johnsonville Elementary School is committed to educating the whole child while providing a positive, safe, and nurturing environment that promotes a passion for life-long learning, a respect for self and others, and an appreciation for individual differences.		
School Vision	<p>Johnsonville Elementary School is committed to empowering students to have a passion for life-long learning in order to become thriving, valuable citizens in their community, country, and world.</p> <p>NOTE: Our motto is, "Every child, every day, every way!" (which is on our school shirt, on our bulletin boards, on our parent-teacher letters, on our website, etc.).</p>		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p> <p>(Community Data): Johnsonville Elementary is a K-5 school located in the rural, western part of Harnett County. The western side of the county continues to grow based on BRAC (Base Realignment and Closings). Harnett County is considered a low wealth district and Johnsonville has a school-wide Title I program. Our school's mailing address is considered Cameron, North Carolina. According to the 2010 U. S. Census Report for Cameron, North Carolina, Cameron has a total population of 285 people (Source: 2010 U. S. Census Bureau). The population is made up primarily of the following ethnicities: Caucasian (203), African-American (64), Indian and American Pacific (6), Asian (1), and Other (11). People of Hispanic origin was (6) and people of Non-Hispanic origin was (279). The Johnsonville township covers a much larger geographic area with a total population of 13,522 (as of July 1, 2015).</p> <p>(NCWise/PowerSchool Demographic Data): Over the past three years the student population has fluctuated from 2011-12 (590 students), 2012-13 (658 students), and 2013-14 (555 students). The data shows that our enrollment is within a range of (500-600 students). Our school is located in a very transient area. According to our (Principal's Monthly Report), PMR, we have groups of students who are frequently enrolling and withdrawing from our school. The three year trend from 2011-14 indicates a decrease in student enrollment. The Caucasian population has steadily decreased from 315 students in the 2012-13 school year to 284 students in the 2014-15 school year. The African-American male population was 81 students in 2012-13, 102 students in 2013-14, and 88 students in 2014-15. The African- American female population was 78 students in 2012-13, 94 students in 2013-14, and 76 students in 2014-15. The Hispanic male population decreased from 2012- 2015 and the female population increased from 2012-15.</p> <p>(NC School Report Card Data): Our School Improvement Team reviewed the End-of Grade test data from the last three years including 2012-13, 2013-14, and 2014-15. According to our AMO information, overall in math, students have made gradual progress over the past three years, however our students have not met projected targets. In 2012-13, 27.2% of our students met the math targets. Our subgroup data indicates that our black population proficiency percentage is 20.9%, our Hispanic population proficiency percentage is 21.4%, our white population proficiency percentage is 33.6%, the economically disadvantaged student population is 21.3%, and students with disabilities subgroup is 5%. In 2013-14, 27.6% of our students met the math targets. Our subgroup data indicates that our black population proficiency percentage is 16.7%, our Hispanic population proficiency percentage is 18.2%, our white population proficiency percentage is 33.9%, the economically disadvantaged student population is 24.5% and the students with disabilities subgroup is 10.8%. In 2014-15, 30.5% of our students met the targets in math. Our subgroup data indicates that our black population proficiency percentage is 25.7%, the Hispanic population proficiency percentage is 25%, the white population proficiency percentage is 33.3%, the economically disadvantaged student population proficiency percentage is 25.4%, and the students with disabilities population proficiency percentage is 11.4%. The data implies that we must strengthen our core math instruction. We will do this by developing the processes stated in the eight mathematical practices. As a school staff, we will provide opportunities for students to develop conceptual understanding, critical thinking, reasoning, and problem-solving skills in all five mathematical domains. Data analysis of individual AMO groups implies that each group has not made adequate progress toward math targets (see Goal #1, Strategy 2). Data from EVAAS supports these recommendations as well. In 2013, our fourth grade had a 1.4% increase in growth and fifth grade had -2.6% growth. In 2014, our fourth grade had a -5.2% growth which shows a deficit. Our fifth grade students had a -8.3% growth rate. In 2015, our fourth grade students had a - 1.9% growth rate and fifth grade had a -3.6% growth rate. With these growth patterns, this implies that our math instruction is inconsistent. We must insure that our students' growth in math moves in a positive direction each year.</p>			

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Harnett County Schools	Johnsonville Elementary School	#430348	2015-16

According to our AMO information, overall in literacy, students have made gradual progress over the past three years, however, our students have not met projected targets. In 2012-13, 25% of our students met the ELA targets. According to our subgroup proficiency data, our percentages are as follows: our black population 14.9%, our Hispanic population 23.2%, our white population 30.5%, our economically disadvantaged population 18.8%, and students with disabilities 5%. In 2013-14, 27.9% of our students met the ELA targets. According to our subgroup data, our percentages are as follows: our black population 18.3%, our Hispanic population 25%, our white population 32.8%, our economically disadvantaged student population 23.8%, and our students with disabilities less than 5%. In 2014-15, 28.3% of our students met the targets in ELA. According to our subgroup proficiency data, our percentages are as follows: our black population 24.3%, our Hispanic population 18.8%, the white population 34.1%, our economically disadvantaged 24.4%, and our students with disabilities 6.8%. The data implies that we must strengthen our core ELA instruction. ELA instruction must focus on the College and Career Readiness Anchor Standards for Reading, Writing, Speaking, and Listening. Literacy instruction must incorporate the components of the balanced literacy model (see Goal #1, Strategy 1). Also, supporting the above recommendations, according to our EVAAS reading data, in 2013, in grade four, our growth percentage was -2.7% and in grade five was 1.4% in reading, respectively, in 2014 in grade three our growth percentage was -0.2%, in grade four (-2.4%), and in grade five (-0.9%). In 2015, in grade three was -2.6%, in grade four (-3.5%), and in grade five (-0.6%). This data indicates there is a weakness in regards to literacy instruction in third and fourth grade. Fifth grade has shown slight improvement. Percentages remain in the negative status for the most recent growth measure.

Our team also reviewed our science data for the past three years. In 2012-13, 14% of all fifth grade students met the target goal in science. The subgroup data indicates the following: the white population 22% and the economically disadvantaged population is 9.7%. In 2013-14, 19.6% of all fifth grade students met the science target goal. Our subgroup data indicates the following: the white population 27.3% and the economically disadvantaged population is 12.7%. In 2014-15, 25.9% of our fifth grade students met the target goal in science. Our subgroup data indicates the following: our white population 36.8% and our economically disadvantaged population 20%. Also, our science data implies that we must provide hands-on opportunities in science as well as consistent vocabulary instruction (see Goal #1, Strategy 3). Our EVAAS data implicates weak science instruction as well. There is significant evidence that Johnsonville's students made less progress than the growth standard in the area of science. In 2013, our fifth grade students growth rate was -3.9%, respectively, in 2014, the growth rate was -5.6%, and in 2015, -4.9%.

During our analysis an increased teacher turnover rate may have contributed to the inconsistency of lesson planning and lesson delivery of core instruction. Teacher turnover has shown a trend over the past three years. In 2011-12, our turnover rate was 28% compared to the state's turnover rate at 12%. In the following year, 2012-13, our turnover rate was 26% compared to the state's turnover rate at 13%. In 2013-14, our school's turnover rate decreased and was 12% compared to the state's turnover rate at 11%. As a school team, we must recruit effective teachers and provide opportunities for retaining them at our school. This is one reason why PLC's are so important to our site - all PLC's have an academic focus to support our improvement goals 1 and 2. This year we have implemented an RTI PLC to further support this effort. Our school must provide effective mentors for our beginning teachers who provide academic, behavioral, and teacher best practices.

Other factors that may influence our scores include the challenge of meeting the academic and emotional needs of economically disadvantaged students - which also includes attendance and behavior. Our three-year attendance ratio is 94.15. At Johnsonville, according to our Title I data, in March 2015, 76.2% of our population received free and reduced breakfast and lunch. Currently (October 2015), 75.4% of our student population receives free and reduced breakfast and lunch. In summary, all EOG data is accompanied by additional assessment information per classroom gathered throughout the year. Likewise, we have reviewed our incident report for three consecutive years. We believe the progress of our efforts in reduced incidents (2013--59 incidents; 2014--46 incidents; 2015--23 incidents) is linked to increased student achievement (this year, we moved from an SPG of F to D). Our goal around character education is a support system to focus on increased academic behaviors and student engagement in order to continue our academic improvement (see Goal #2).

School Plan for Improvement

District Name:		School Name:	School Code:	Year:
Harnett County Schools		Johnsonville Elementary School	#430348	2015-16
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Academic Achievement (LITERACY) - By June 2016, all Johnsonville students will increase overall academic performance by 5% in reading (baseline GLP overall is 36.6%; G3 baseline is 36.2%, G4 baseline is 34.9%, and G5 baseline is 38.9%) as measured by standardized assessments (EOG R, and mClass) by improving daily use of best practice.			
	SBE Goal Alignment:	SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Goal 2: Every student has a personalized education. Goal 3: Every student, every day has excellent educators.		
	LEA Goal Alignment:	LEA Goal 1: Increase performance in all content areas to achieve Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-15 Strategic Plan). 1- All student work will demonstrate that teachers connect standards to practice to assessment based on data analysis. 2- All student work will show evidence of rigor through a balance of real-world application, conceptual understanding, and fluent skills. 3- All student work will indicate that the needs of individual students are being met. 4- All student work will demonstrate both growth and proficiency; which will be communicated to parents. LEA Goal 2: Increase frequency and quality of writing in all content areas. LEA Goal 3: Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)	not applicable		
Progress:	Progress Monitoring Status:	K-2 teachers are tracking data using the K-2 Math and Literacy Formative and Summative Assessment, Grades 3rd-5th teachers are tracking data using Reading, Math & Science(5th) Benchmarks (BOG, BOY, MOY ,EOY, EOG); Fountas and Pinell reading data is collected per student three times per year. K-2 teachers collect this data two times (October and March); Third grade teachers collects it for progress monitoring as needed. Fourth and fifth grade teachers collect Fountas and Pinell three times per year. Assessment data is collected, analyzed, and stored in the PLC data notebook held by our instructional coach so that it can be referred to during PLC and faculty meetings referencing data driven instruction. In addition, classroom teachers create, administer, and analyze formative assessments. K-3 teachers are collecting mClass/DIBELS data during (September, January, and May). Reading to Achieve Reading Portfolio, writing samples/portfolios and teacher-created formative math, ELA, and science assessments via Schoolnet will be conducted. Formative assessments will include experiments, projects, research, and vocabulary development.		

District Name:		School Name:	School Code:	Year:
Harnett County Schools		Johnsonville Elementary School	#430348	2015-16
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Academic Achievement (MATH and SCIENCE) - By June 2016, all Johnsonville students will increase overall academic performance by 5% in math (baseline GLP overall is 36.6%; G3 baseline is 45.7%, G4 baseline is 34.9%, and G5 baseline is 28.4%) and in science (G5 baseline is 32.3%) as measured by standardized assessments (EOG M and EOG Sci) by improving daily use of best practice.			
	SBE Goal Alignment:	SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Goal 2: Every student has a personalized education. Goal 3: Every student, every day has excellent educators.		
	LEA Goal Alignment:	LEA Goal 1: Increase performance in all content areas to achieve Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-15 Strategic Plan). 1- All student work will demonstrate that teachers connect standards to practice to assessment based on data analysis. 2- All student work will show evidence of rigor through a balance of real-world application, conceptual understanding, and fluent skills. 3- All student work will indicate that the needs of individual students are being met. 4- All student work will demonstrate both growth and proficiency; which will be communicated to parents.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	K-2 teachers are tracking data using the K-2 Math and Literacy Formative and Summative Assessment, Grades 3rd-5th teachers are tracking data using Math & Science(5th) Benchmarks (BOG, BOY, MOY ,EOY, EOG); Assessment data is collected, analyzed, and stored in the PLC data notebook held by our instructional coach so that it can be referred to during PLC and faculty meetings referencing data driven instruction. In addition, classroom teachers create, administer, and analyze formative assessments. K-5 teachers will incorporate writing samples/portfolios and teacher-created formative math, and science assessments. Grade 3-5 teachers will create common, formative assessments via Schoolnet. Formative assessments will also include experiments, projects, research, and vocabulary development monitored by administration and our school's instructional coach.		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Character Education - By June 2016, student behavior will improve by 3% as measured by fewer office referrals (i.e. Google doc to Problem-Solving Team for minors, majors to office, etc. Our baseline includes 2013--59 incidents; 2014-- 46 incidents; 2015--23 incidents) to promote a positive academic environment by more effectively problem-solving and providing consistent behavioral supports as needed.			
	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible.		
	LEA Goal Alignment:	LEA Goal 3: Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)	not applicable		
Progress:	Progress Monitoring Status:	Johnsonville's Problem-Solving Team will monitor minor student referrals using an online Google document. Administration will share results monthly with the staff at faculty meetings. Data collection is presently being conducted as teachers input		

District Name:		School Name:	School Code:	Year:
Harnett County Schools		Johnsonville Elementary School	#430348	2015-16
		<p>student referral information. Also, students who have acquired three or more minor referrals may be referred by teachers to the Problem-Solving Team for behavioral improvement strategies. Administration will monitor major office referrals using a written referral form. Suspensions are documented in Powerschool and with the Superintendent's office. Administration documents student suspensions by grade level as well. School-wide and classroom rules are posted throughout the building to set universal expectations for all students. Refocus periods are used for students who violate classroom or school-wide rules. Johnsonville promotes positive behavior support throughout the school.</p>		

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Johnsonville Elementary School	#430348	2015-16
GOAL #1:	Academic Achievement (LITERACY) - By June 2016, all Johnsonville students will increase overall academic performance by 5% in reading (baseline GLP overall is 36.6%; G3 baseline is 36.2%, G4 baseline is 34.9%, and G5 baseline is 38.9%) as measured by standardized assessments (EOG R, and mClass) by improving daily use of best practice.		
Strategy #1: Describe the strategy that will support this goal	LITERACY--Strengthen literacy core instruction by incorporating the components of balanced literacy into daily literacy instruction.		
Progress:	Progress Monitoring Status:	*Fidelity Measure: Lesson Plan Review (Administration and Instructional Coach); Lesson plans are being viewed and discussed weekly with teachers individually, in small PLC grade level groups, and with the whole faculty. Written and verbal feedback is being given on student groupings and the effective use of literacy resources. *Fidelity Measure for individualized instruction: Walk-through Data (completed by Administration, Instructional Coach, Teachers). Teachers are providing research-based instruction using (LLI, Core Ready, Jan Richardson templates). They are implementing the components of balanced literacy into their core instruction using varied genres and texts with the support from our district Curriculum and Instruction Team and our school's instructional coach. Teacher PLC groups are viewing balanced literacy videos to gain knowledge of best practices in literacy instruction.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Action Steps - Use balanced literacy daily as follows: Incorporate daily the components of balance literacy (modeled, shared, guided, collaborative, independent) utilizing the following resources in the classroom: Core Ready, Fountas & Pinnell Reading Prompts, Fountas & Pinnell Continuum, Next Steps to Guided Reading, the instructional coach & Lit Life consultants.		
	Evidence: (Identify documents and artifacts)	Lesson plans, PLC minutes, agendas, and sign-in sheets, data analysis sheets collected from each K-2 teacher, walk-through feedback, emails to teachers related to instruction, teacher daily schedules, student K-5 assessment data (Fountas & Pinnel, mClass, and LLI), professional development attendance rosters from Core Ready and 21st Century Solutions.	
	Person(s) Responsible:	Administration, instructional coach (led by Beth Milton), classroom teachers, and additional support led by professional development consultants, Harnett County Schools Curriculum and Instruction Team	
	Timeline:	August 2015- June 2016 (includes weekly Progress Monitoring)	
	Budget Amount: (if applicable)	\$21,500	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	LITERACY--Strengthen literacy core instruction by using PLC's to improve daily literacy instruction.		
Progress:	Progress Monitoring Status:	Teachers, administration, the instructional coach , and the district Curriculum and Instruction Team will participate in the PLCs. PLCs occur weekly for each grade level. Professional development and analysis of collected data are ongoing for each grade level. Teachers plan flexible groups for all students for core instruction, Tier II and III interventions for individual students. This is evidenced in the Problem-Solving Team notes/minutes, PLC minutes, and teacher lesson plans.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Action Step - Provide professional development in PLCs on balanced literacy as follows: PLCs will focus on the following: <ul style="list-style-type: none"> • data analysis, • planning flexible groups for instruction, and 		

District Name:		School Name:		School Code:		Year:	
Harnett County Schools		Johnsonville Elementary School		#430348		2015-16	
	<ul style="list-style-type: none">planning strategies to improve instruction.						
	Evidence: (Identify documents and artifacts)		Lesson plans, PLC minutes, agendas, and sign-in sheets, data analysis sheets collected from each K-2 teacher, walk-through feedback, emails to teachers related to instruction, teacher daily schedules, student K-5 assessment data (Fountas & Pinnel, mClass, and LLI), professional development attendance rosters from Core Ready and 21st Century Solutions.				
	Person(s) Responsible:		Administration, instructional coach (led by Beth Milton), classroom teachers, additional supports provided by professional development consultants, Harnett County Schools Curriculum and Instruction Team				
	Timeline:		August 2015- June 2016 (includes weekly Progress Monitoring)				
	Budget Amount: (if applicable)		\$21,500 (same as #1)		Budget Source: (if applicable)		Title I, School general, and Local district funds
Strategy #3: Describe the strategy that will support this goal		LITERACY--Strengthen literacy core instruction by using individualized instruction to improve daily literacy instruction.					
Progress:		Progress Monitoring Status:		Teachers, administration, the instructional coach , and the district Curriculum and Instruction Team participate in the PLCs. PLCs occur weekly for each grade level. Professional development and analysis of collected data are ongoing for each grade level. Teachers plan flexible groups for all students for core instruction, Tier II and III interventions for individual students. This is evidenced in the Problem-Solving Team notes/minutes, PLC minutes, teacher lesson plans, and improved student achievement and progress.			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Action Step - Provide individualized instruction in balanced literacy as follows: Individualize instruction by using the following: <ul style="list-style-type: none">Fountas & Pinnell continuum and genre texts,Leveled Literacy Intervention (LLI), andTiered assignments for enrichment, supplemental and intensive interventions.						
	Evidence: (Identify documents and artifacts)		Lesson plans, PLC minutes, agendas, and sign-in sheets, data analysis sheets collected from each K-2 teacher, walk-through feedback, emails to teachers related to instruction, teacher daily schedules, student K-5 assessment data, (Fountas & Pinnel, mClass, and LLI), professional development attendance rosters from Core Ready and 21st Century Solutions.				
	Person(s) Responsible:		Administration, instructional coach (led by Beth Milton), classroom teachers, additional supports provided by professional development consultants, Harnett County Schools Curriculum and Instruction Team				
	Timeline:		August 2015- June 2016 (includes weekly Progress Monitoring)				
	Budget Amount: (if applicable)		N/A		Budget Source: (if applicable)		N/A

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Johnsonville Elementary School	#430348	2015-16
GOAL #2:	Academic Achievement (MATH and SCIENCE) - By June 2016, all Johnsonville students will increase overall academic performance by 5% in math (baseline GLP overall is 36.6%; G3 baseline is 45.7%, G4 baseline is 34.9%, and G5 baseline is 28.4%) and in science (G5 baseline is 32.3%) as measured by standardized assessments (EOG M and EOG Sci) by improving daily use of best practice.		
Strategy #1: Describe the strategy that will support this goal	MATH-Strengthen math instruction by improving lesson design and delivery.		
Progress:	Progress Monitoring Status:	*Fidelity Measure: Lesson Plan Review (Administration and Instructional Coach) Lesson plans are being viewed and discussed weekly with teachers individually, in small PLC grade level groups, and with the whole faculty. Written and verbal feedback is being given on student groupings and the effective use of the mathematical practices, problem-solving and critical thinking skills. *Fidelity Measure: Administration (copy and student results) of the common assessments as developed within PLCs. Our instructional coach is assisting teachers with formulating common assessments, this includes the use of Schoolnet to create customized assessments for student groups. *Fidelity Measure: for using the math unpacking documents and the proper use of instructional resources is evidenced in the weekly PLC minutes. Teachers use math spiral review through the analysis of student work samples and student math journals.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>Action Steps</p> <ol style="list-style-type: none"> 1. Implement Learning Focused Framework with compliance, quality and fidelity to improve lesson plans and lesson delivery. 2. Collaborate with grade-level team and instructional coach to develop grade-level common assessments. 3. Utilize the unpacking document, Sandhills Task Analysis, and manipulatives to enrich and accelerate learning. 4. Provide enrichment, supplemental and intensive interventions using manipulatives, eight math practices, etc. 5. Conduct daily spiral reviews. 		
	Evidence: (Identify documents and artifacts)	Teacher Learning Focused lesson template and plans, PLC minutes, agendas, and sign-in sheets, feedback from administration and coach on effective/best practices, NCEES observation data, common assessment samples, student work samples, math assessment data (including K-2 math assessment, 3-5 benchmarks)	
	Person(s) Responsible:	Administration (math checkpoints led by Renee Gilmore), instructional coach, classroom teachers, LF Beyond the Basics Team (led by Beth Milton, Crystal Edmondson, Sharon Orr, and Carla Butts), and additional support provided by the Harnett County Schools Curriculum and Instruction Team	
	Timeline:	August 2015-June 2016 (includes weekly Progress Monitoring)	
	Budget Amount: (if applicable)	\$4,000	Budget Source: (if applicable)

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Johnsonville Elementary School	#430348	2015-16
Strategy #2: Describe the strategy that will support this goal	SCIENCE- Strengthen science instruction by improving lesson design and delivery.		
Progress:	Progress Monitoring Status:	*Fidelity Measure for teaching science using the Learning Focused framework and template: Lesson Plan Review (Administration and Instructional Coach) Teachers are utilizing hands-on science CIBL (Center of Inquiry-Based Learning) kits to supplement their science instruction. Grade level teams are collaborating on science standards and vocabulary weekly during grade level planning and PLC sessions.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Action Steps 1. Implement Learning Focused framework for teaching science. 2. Incorporate hands-on activities. 3. Collaborate with grade-level team and other teacher resources.		
	Evidence: (Identify documents and artifacts)	Science lesson plans, Science vocabulary posted in classrooms, science projects and activities, student journals, student work samples, experiments, PLC minutes, agendas, and sign-in, grade level minutes from planning	
	Person(s) Responsible:	Administration, instructional coach, classroom teachers, (led by LF: Beyond the Basics Team-Carla Butts, Crystal Edmondson, Beth Milton, Renee Gilmore, Sharon Orr), and additional supports provided by CIBL center, Harnett County Curriculum and Instruction Team	
	Timeline:	August 2015-June 2016 (includes weekly Progress Monitoring)	
	Budget Amount: (if applicable)	as needed for student projects-\$1,000	Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal			
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.			
	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline:		
	Budget Amount: (if applicable)		Budget Source: (if applicable)

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Johnsonville Elementary School	#430348	2015-16
GOAL #3:	Character Education - By June 2016, student behavior will improve by 3% as measured by fewer office referrals (i.e. Google doc to Problem-Solving Team for minors, majors to office, etc. Our baseline includes 2013--59 incidents; 2014-- 46 incidents; 2015--23 incidents) to promote a positive academic environment by more effectively problem-solving and providing consistent behavioral supports as needed.		
Strategy #1: Describe the strategy that will support this goal	Utilize consistently the Problem-Solving Team to establish procedures for referrals and provide strategies to maintain positive behavior (majors, minors, forms, progress monitoring). The PBIS team will implement positive behavior incentives.		
Progress:	Progress Monitoring Status:	A refresher of the matrix was conducted at our Back-to-School meeting for all staff. Teachers have the universal rules posted in their classrooms. The school wide-rules are posted about the building. New posters of the building matrix expectations shall be placed in the appropriate areas of the school. Refocus stations and behavior buddies have been established and are being utilized when appropriate. *Fidelity Measure: Staff Handbook, Workshop Attendance Roster, Classroom Discipline Plan, and Discipline Statistics (minors - Google form and majors - paper referrals). *Plan and data will be reviewed by the Problem-Solving Team and PBIS committee quarterly. Guidance counselor and classroom teachers are providing lessons encompassing the character education traits and antibullying lessons. This includes cyberbullying lessons by the technology facilitator. All classroom teachers have the Eaglet tree posted outside classroom doors to promote positive classroom and school-wide behavior. Numerous classes have already been rewarded for completing their trees. Individual teachers have developed behavioral/discipline yearly plans to promote consistent and high expectations for all students.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>Action Steps</p> <ol style="list-style-type: none"> 1. At the start of the year, all staff will receive a refresher on the matrix of universal behaviors in order to effectively implement a positive behavior response system in all classrooms. 2. Our PBIS team will work with each grade level to continue a cohesive school-wide response plan for disruptions prior to office referrals (such as Behavior Buddies and Refocus Stations), due to the Principal by September 1, 2015. 3. Display the school behavioral matrix throughout the building in appropriate areas, such as classrooms, lunchroom, hallways and bathrooms. 4. Model expectations throughout the year (to include teaching character traits--including anti-bullying through lessons and activities). 5. Eaglet Trees showcasing positive behavior rewards as a school-wide initiative. 		
	Evidence: (Identify documents and artifacts)	Office major referrals, minor referrals documented with the online procedure, lesson plans, Eaglet trees completed, Problem-Solving Team agendas and minutes.	
	Person(s) Responsible:	Administration, classroom teachers, guidance counselor (led by Allison Thomas), technology facilitator, and additional support provided by PTO-for incentives.	

District Name:		School Name:		School Code:		Year:	
Harnett County Schools		Johnsonville Elementary School		#430348		2015-16	
		Timeline:		August 2015-June 2016 (includes Progress Monitoring twice monthly)			
		Budget Amount: (if applicable)		\$1,000		Budget Source: (if applicable)	
				Title I funds for incentives, PTO funds			
Strategy #2: Describe the strategy that will support this goal							
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.							
		Evidence: (Identify documents and artifacts)					
		Person(s) Responsible:					
		Timeline:					
		Budget Amount: (if applicable)				Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal							
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.							
		Evidence: (Identify documents and artifacts)					
		Person(s) Responsible:					
		Timeline:					
		Budget Amount: (if applicable)				Budget Source: (if applicable)	