

**Hoke County Schools**  
**2015 - 2016 School Improvement Plan**

School Name: Sandy Grove Elementary

Date Approved by School: September 4, 2015

Date Approved by Board of Education:

Principal's Signature: *Tonya Caulder*

School Improvement Team Members:

Name	Committee Position	Signature
Tonya Caulder	Principal	<i>Tonya Caulder</i>
David Renninger	Assistant Principal	<i>David Renninger</i>
Ashleigh Lanier	Pre-k	<i>Ashleigh Lanier</i>
Audrey Ray	Kindergarten	<i>Audrey Ray</i>
Melissa Shaver	Kindergarten	<i>Melissa Shaver</i>
Lisa McGuire	1st Grade	<i>Lisa McGuire</i>
Abigail Sousa	1st Grade	<i>Abigail Sousa</i>
Nicole Barton	2nd Grade	<i>Nicole Barton</i>
Susan Perritano	2nd Grade	<i>Susan Perritano</i>
Rachel Maul	3rd Grade	<i>Rachel Maul</i>
Jennifer Crenshaw	3rd Grade (Chairperson)	<i>Jennifer Crenshaw</i>
Kimberly Herzog	4th Grade	<i>Kimberly Herzog</i>
Jennifer Kelly	4th Grade	<i>Jennifer Kelly</i>
Kelly Godzac	5th Grade	<i>Kelly Godzac</i>
Marie Molloy	5th Grade	<i>Marie Molloy</i>
Janice Moore	5th Grade	<i>Janice Moore</i>
Jill Rogitz	Resource	<i>Jill Rogitz</i>
Samantha Sweisberger	EC	<i>Samantha Sweisberger</i>
Jessica Kellerman	EC	<i>Jessica Kellerman</i>
Vicki Szwaja	Title I	<i>Vicki Szwaja</i>

Ethel M. Brunson	Guidance Counselor	<i>Ethel M. Brunson</i>
Shayne Francis	Academic Coach	<i>Shayne Francis</i>
Norma Stokes	Parent Rep.	<i>N. Stokes</i>
April Lower	Parent Rep.	<i>April M. Lower</i>

## **I. Direction**

### **School's Vision:**

All Sandy Grove Doves will demonstrate readiness for the next level of their educational career as a respectful and responsible 21st century learner.

*Date Established: September 10, 2014*

### **School's Mission:**

Our Mission is to establish a community of contributing citizens who embrace life-long learning. We strive to hold stakeholders accountable in the growth of all students. Our students will be technologically savvy, critical thinkers prepared for a fast paced, ever changing world.

*Date Established: July 2013 School's Mission: Revisited September 3, 2014*

## **II. Data Driven Decision Making**

Prior to completing the School Improvement Plan, a thorough assessment must be completed utilizing the Comprehensive Needs Assessment (CNA) provided by NCDPI. The CNA and SIP are essential components of the planning process; thus, both are due at the same time.

### **1. What data was reviewed and used to generate and prioritize the needs of the school improvement plan?**

- 2014-2015 End of Grade Data
- 2013-2014 End of Grade Data
- 3<sup>rd</sup> Grade RTA Results
- 2014-2015 Comprehensive Needs Assessment
- 2013-2014 North Carolina Teacher Working Conditions Survey Results
- Quality Assurance Review Summary Report
- EVAAS Data
- AMO Data
- K-3 Reading 3D
- Teacher Effectiveness Data
- FFWD/Reading Assistant

### **2. What does the analysis tell you about your school's strengths?**

All grade levels met growth based on the EVAAS Reports, reading 3D, benchmark, and or EOG data. First grade math data shows this is an area of strength when compared across the district. PBIS continues to be an area of strength and SGE was recognized again this year as a Model School by the state department. Grades 3-5 reading also support that are students are making steady growth in reading. According to our EVAAS data, SGE has a three year average of making growth in Reading, Math, and Science.

**3. What does the data tell you about your learning gaps or opportunities for improvement?**

An overall area that data shows we need to emphasize or focus on is math in grades 2-

5. After reviewing our benchmark data and end of grade test data the areas identified as areas of focus include, vocabulary, unpacking the standards, and a balance of DOK on common assessments. Our school wide data, also demonstrates a deficiency in a common language in writing. SGE's reading 3D data supports that our students lack t

Subgroups Targets			2012-2013	2013-2014	2014- 2015	2015- 2016	Proficiency Status
<b>Total</b>							
		Reading	77.9	46.5	43.6		Not Met
		Math	86.9	43.9	45.6		Not Met
<b>Amin. Ind.</b>							
		Reading	68.3	40.5	37.0		Not Met
		Math	81.1	33.3	41.3		Met
<b>Asian</b>							
		Reading	84.3	>5	>5		N/A
		Math	93.8	>5	>5		N/A
<b>Black</b>							
		Reading	65.5	33.39	35.7		Not Met
		Math	76.6	32.1	28.6		Not Met
<b>Hispanic</b>							
		Reading	68.2	55.2	34.1		Met
		Math	83.8	51.7	53.7		Met
<b>2 or More</b>							
		Reading	80.1	38.9	50.0		Not Met
		Math	87.6	50.0	50.0		Not Met
<b>White</b>							
		Reading	86.3	56.6	53.9		Not Met
		Math	92.1	53.0	52.9		Not Met
<b>EDS</b>							
		Reading	68.4	39.0	34.9		Not Met
		Math	80.5	35.2	38.6		Not Met
<b>LEP</b>							
		Reading	52.9	14.3	21.1		Not Met
		Math	76.4	14.3	63.2		Not Met
<b>SWD</b>							
		Reading	54.6	28.6	19.6		Not Met
		Math	67.2	28.6	23.9		Not Met

### III. Priorities

#### Priority #1: Hoke County Schools will produce globally-competitive students.

**Goal 1:** All students will excel in a rigorous and relevant core curriculum designed to provide the essential skills such as critical thinking, problem solving, communication, and collaboration to improve the School Performance Grade (SPG).

- 56.2% of all grade three students will be proficient in Reading by June 2016.
- 61.9% of all grade four students will be proficient in Reading by June 2016.
- 58.4% of all grade five students will be proficient in Reading by June 2016.
- 67.9% of all grade three students will be proficient in Math by June 2016.
- 63.1% of all grade four students will be proficient in Math by June 2016.
- 47.9% of all grade five students will be proficient in Math by June 2016.
- 63.7% of all grade five students will be proficient in Science by June 2016.

**Strategy:** Ensure every student excels in rigorous and relevant common core curriculum in reading, math, and science.

**Action Steps:**

- Continue professional development on total instructional alignment through use of the Literacy and Math Frameworks
- Utilize PLCs to analyze data, identify student needs, and implement best practices for working with diverse learners.
- Develop rigorous common formative assessments using School Net.
- Provide time in the daily schedule for school-wide intervention block to address students' reading and math needs.
- Vertical PLC meetings for grades 3-5 to address the gap in content and misconceptions
- Display student friendly objective/I Can statements.
- Create a data room to conduct PLC meetings
- Strategically select students to participate in FFWD and Reading Assistant to increase reading fluency and comprehension
- Train teachers in Reading Assistant and FFWD and how to desegregate data for both programs.
- Increase the use of technology in ALL classrooms.
- Continue to provide professional development on Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC)
- Monitor the implementation of LDC modules and MDC tasks and FALs.
- Review and provide feedback on lesson plans.
- Disaggregate benchmark data to address subgroup performance and progress towards mastery of standards to improve instruction and intervention.
- Utilize two tutors during the instructional day to assist at-risk students in grades 3-5 with additional reading support beginning in February.
- Increase student time in text and close reading strategies by use of small group instruction.
- Additional tutorial support will be provided for targeted Native American students during the school day to assist in appropriate intensity of intervention

- Schedule instructional staff to make peer observation “rounds” when rigorous students activities are well executed.
- Identify, discuss and share specific student and adult academic behaviors that are regarding to College and Career readiness. (Organizational habits, work habits, self-regulation, goal-setting, communication skills and collaboration skills) Link classroom discussion and expectations with these specific student academic behaviors.
- All certified teachers will maintain an individual staff data notebook (electronically shared with administration and academic coach) to assist with monitoring student performance and learning. Available data points will drive PLT conversations-
- All students will have a student portfolio (inclusive of literacy folder information) that is representative of student performance and progress.
- Teachers will collect and analyze formative assessments (observations, exit tickets, mini pre-tests and post-tests, constructed response, performance tasks, checklists, etc) continuously and discuss as part of PLT activities and to inform further instruction.
- Utilize a migrant tutor during the instructional day to assist students in literacy for identified migratory students.
- Utilize the district’s ESL Saturday Academy to support ESL students in literacy in WIDA.
- Utilize the district’s IEA Saturday Academy to provide additional support in literacy and math to at-risk American Indians Students.

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (*Identify documents and artifacts*):** Lesson plans (including intervention and small group), PD rosters, Benchmark data, LDC modules, MDC FALs and Tasks, District classroom walkthroughs, School Net assessment, QAR review, PLC agendas and minutes, Reading and FFWD rosters, Master Schedule

**Person(s) Responsible:** School Administration, Academic Coach, District Curriculum and Instruction Department, Beginning Teacher Coordinator, Federal Programs Director, and Teachers

**Timeline:** October 5, 2015- June 10, 2016

How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** Every student will excel in a rigorous and relevant core curriculum designed to provide the essential skills such as critical thinking, problem solving, communication, and collaboration needed to be successful in the 21<sup>st</sup> century.

<p><b>Goal 1:</b> All teachers will provide aligned and engaging instruction to ensure their own growth level of <i>exceeded growth</i> on Standard Six as well as the growth level of the school.</p>
<p><b>Strategy A:</b> Promote targeted and data-driven professional development opportunities that are aligned to the school's curriculum and instructional needs based on the comprehensive needs assessment, benchmark data, and 2014-2015 End-of-Grade data.</p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>- Monitor and provided feedback on classroom instruction and weekly lesson plans</li> <li>- Provide PD for teachers to improve math and reading instructional strategies and best practices (SIOP, digital teaching and learning, LDC, MDC, Reading Foundations, total instructional alignment).</li> <li>- Monitor PLCs to ensure effective planning, data analysis, and assessment development to meet the needs of all students</li> <li>- Disaggregate benchmark data to address subgroup performance and progress toward mastery of standards to improve instruction and intervention.</li> </ul>
<p><b>Strategy B:</b> Effectively utilize the North Carolina Educator Effectiveness System to ensure instructional staff are goal-oriented and reflective practitioners</p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>- All certified staff will be appropriately trained on the North Carolina Educator Effectiveness System. [to include 6th standard which uses 'student growth as a factor' to determine teacher effectiveness]</li> <li>- All certified staff will complete a self-assessment, to be followed by an yearly orientation discussion with school administrator within the first 20 school days.</li> <li>- As required by state and district mandates, certified staff are involved in observations/evaluations, pre- and post- conferences.</li> <li>- Collaborate with school administrator(s) in the development of an individual professional development plan- to be reviewed/updated a minimum of 3 times a year. PDP planning sheets will be provided by administration that outline that one goal must be related to MDC and/or LDC and one goal is directly related to student data in the area of reading and/or math</li> <li>- Utilize electronic staff data google docs to collect/house North Carolina Educator Effectiveness artifacts</li> </ul>
<p><b>Progress:</b> Progress Monitoring Status - Partially Implemented</p>
<p><b>Evidence (<i>Identify documents and artifacts</i>):</b> Lesson plans (including intervention and small group), PD rosters, Benchmark data, LDC modules, MDC FALs and Tasks, District classroom walkthroughs, School Net assessment, QAR review, PLC agendas and minutes, Reading and FFWD rosters, Master Schedule</p>
<p><b>Person(s) Responsible:</b> School Administration, Academic Coach, District Curriculum and Instruction Department, Beginning Teacher Coordinator, Federal Programs Director, and Teachers</p>



How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** 100% of teachers will evaluate and reflect upon their instructional practices based on a variety of data and teacher effectiveness

**Priority #3: Hoke County Schools' students will be healthy and responsible.**

**Goal 1:** A decrease will be reflected in Sandy Grove Elementary's ODR report with a consistent implementation of PBIS, expectations of student conduct, effective classroom management, and crisis training.

**Strategy A:** 100% of SGE's classrooms will implement effective PBIS strategies and school wide program.

**Action Steps:**

- PBIS training provided to BT's and new team members at back-to-school retreat on August 14, 2015.
- PBIS assembly for students at BOY on September 4, 2015.
- School-wide PBIS implementation with fidelity: 100 tokens are allotted for each nine weeks and then it will start over at the beginning of the following nine weeks. A maximum of three tokens can be given each day.
- Monthly character recognition with one student from each classroom: School Counselor will create google doc for teachers to nominate a student who exhibits the character trait for that month. Student's will have his/her picture taken and receive his/her award. School Counselor will provide monthly Character Education Lessons for at least two classes.
- Morning meetings--Morning meetings will be conducted in classrooms and may include the use of Second Step character program.
- Daily Announcement Character Lessons - Principal shares a lesson from the book Kid President's Guide to Being Awesome.
- School Counselor and Social Worker will provide Human Growth and Development Training for fifth grade students.
- School Counselor will provide "Bullying" Prevention Lessons to all classes.

-Grade-level incentives weekly and quarterly.

PBIS incentives for each nine weeks as determined by grade level PLC's:

**Pre-K - 5th**

Quarter 1 - Cotton Candy

Quarter 2 - Hot Cocoa and a Movie

Quarter 3 - Snow Cones

Quarter 4 - Water Day

- In-house classroom management training for interested teachers---to be provided on NEED DATE at school's on-site PD fair, entitled "Classroom Management Strategies" and offered as-needed thereafter.

- Monthly in-service meetings with beginning teachers and their in-house mentors (Anchor Team) to address classroom management, instructional needs, etc.

- PLC implementation of Tier 2 behavior management system such as, Freebies, token economy, or the use of class dojo.

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (*Identify documents and artifacts*):** PBIS matrix, Volunteer rosters, NCTWCS, Discipline Referrals (PS), PD Rosters, PBIS agendas & minutes

**Person(s) Responsible:** School Administration, School staff & teachers, District Curriculum and Instruction Department, Beginning Teacher Coordinator, and District EC Coordinator

**Timeline:** October 5, 2015- June 10, 2016

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: To ensure that every student excels in rigorous and relevant common core.

Targeted Subgroups: ALL

**Priority #4: Hoke County Schools' leaders will guide innovation.**

**Goal 1:** SGE will provide a minimum of 4 parent events to include 2 universal, 1 targeted for student achievement (RtA for Second and Third Grade parents, and two selective (showcase chorus and/or resource classes)

**Strategy A:** Develop multiple avenues of communication between parents, staff, and community members.

**Action Steps:**

- Provide parents with a Title I Night, which informs them of the fact that our school is Title I and what that entails.

- Provides parents a Curriculum Night, which gives them the opportunity to see the specific curriculum their child receives in his or her classroom.

- Provides parents a Transition Night, which gives them the chance to meet with the grade their child will be going to the next school-year in order to receive important

information about the upcoming school-year.

- Provides parents the opportunity to attend Student-Led Conferences, which allows both parents, teachers, and students to meet and discuss their child's behavior and academic performance.
- RTA Night provides parents of second and third graders the chance to learn and understand more about the Read to Achieve law and what that means for them and their child.
- The Fifth Grade Science Fair give the fifth grade students the opportunity to share with their parents the work they put forth with their science fair projects.
- Resource Night provides parents the opportunity to see more of what our students receive when they attend their resource classes.
- Our Family Bike Ride is a school-wide event organized by our PE department. It gives parents, students, teachers, and staff the chance to go out in the community and get fit by completing a three mile bike ride.
- Sandy Grove website and Facebook page to inform parents of events, provide resources and information about curriculum, Title I, and teacher websites.

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (Identify documents and artifacts):** PTO rosters, Parent Night rosters and agendas, EOY attendance report, and Curriculum Night rosters, EVAAS, SchoolReach Messages, and RTA data

**Person(s) Responsible:** School Administration, School staff & teachers

**Timeline:** October 5, 2015- June 10, 2016

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: To ensure that every student excels in rigorous and relevant common core.

Targeted Subgroups: All

**Priority #5: Hoke County Schools will be governed and supported by 21st Century systems.**

<b>Goal 1:</b> 100% of certified staff will be rated proficient in implementing and utilizing instructional technology in their classroom through the implementation of North Carolina Essential Standards in Technology.
<b>Strategy:</b> Provide technology training, tools and administrative support to effectively embed the essential standards of technology throughout the curriculum.
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>- Saturday PD Fair with course opportunities derived to increase the use of technology in the classroom. PD will include unpacking and understanding of the NC Essential Standards for Technology.</li> <li>- Ongoing PLC discussions in the implementation and integration of technology in the classroom.</li> <li>- Walkthroughs by administration to ensure lesson plans contain evidence of the integration of technology throughout the curriculum.</li> <li>- Spotlight on technology integration used in the classroom in the DOVE News (school wide news site for staff).</li> </ul>
<b>Progress:</b> Progress Monitoring Status - Partially Implemented
<b>Evidence (Identify documents and artifacts):</b> PD rosters, classroom walk-throughs, lesson plans, parent and student surveys
<b>Person(s) Responsible:</b> School Administration, School staff & teachers, District DFTs
<b>Timeline:</b> October 5, 2015- June 10, 2016

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: To ensure that every student excels in rigorous and relevant common core.

Targeted Subgroups: All

