

School Improvement Plan



2015-2016

2015-2016 through 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Stoney Creek Elementary School Improvement Plan Report

Stoney Creek Elementary School Contact Information			
School:	Stoney Creek Elementary School	Courier Number:	#521
Address:	14015 Mallard Roost Road Charlotte, NC 28262	Phone Number:	980-344-1030
		Fax Number:	980-343-1833
Learning Community	North Learning Community	School Website:	http://schools.cms.k12.nc.us/stoneycreekES/Pages/Default.aspx
Principal:		Susannah Barr	
Learning Community Superintendent:		Dr. Matthew Hayes	

Stoney Creek Elementary School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Susannah Barr	susannahm.barr@cms.k12.nc.us	September 2, 2015
Assistant Principal Representative	Traci Reynolds	traci.reynolds@cms.k12.nc.us	September 2, 2015
Teacher Representative	Tiffany Nickel	tiffanyl.nickel@cms.k12.nc.us	September 2, 2015
Teacher Representative	Tiasha Drummond	tiasha.lark@cms.k12.nc.us	September 2, 2015
Teacher Representative	Hannah Mock	hannahm.atwell-mock@cms.k12.nc.us	September 2, 2015
Teacher Representative	Christal Webber	christal.webber@cms.k12.nc.us	September 2, 2015
Teacher Representative	Amanda Dean-Smith	amandan.dean@cms.k12.nc.us	September 2, 2015
Instructional Support Representative	Chris Jackson	christopher1.jackson@cms.k12.nc.us	September 2, 2015
Parent Representative	Michael Barrington	michael.barrington@jobfinderusa.com	September 3, 2015
Parent Representative	Danny Wright	dannytwright@cms.k12.nc.us	September 3, 2015
Parent Representative	Arkida Battle	arkida.battle@gmail.com	September 3, 2015
Parent Representative	Lynda Berry	nubianfmc4@gmail.com	September 3, 2015
Parent Representative	Shelly Smith	shelley.smith@tiaa-cref.org	September 3, 2015

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: At Stoney Creek, we lead our students to meet high academic expectations, become model citizens, and find their voice, in preparation for a successful future.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The mission of Stoney Creek Elementary is to foster student growth in the areas of academic achievement and personal character.

Stoney Creek Elementary Shared Beliefs

- Positive nurturing and good character traits produce good citizens
- Our approach is proactive & positive; not reactive
- Encouraging a culture of collaboration through positive interaction improves student academics

Stoney Creek Elementary SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- By June 2016, Stoney Creek students in grades 3-5 will meet 40% proficiency in reading as measured by performance on End-of-Grade exams (baseline is 2013-14 proficiency percentage of 46.02%, 2014-15 proficiency percentage of 29.87%).
- By June 2016, Stoney Creek students in grades 3-5 will meet 50% proficiency in math as measured by performance on End-of-Grade exams (baseline is 2013-14 proficiency percentage of 54.29% and 2014-15 proficiency percentage of 42.21%).

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Stoney Creek Elementary School Assessment Data Snapshot (AMO Target Summary)

Reading	Participation Denominator	401	1	23	263	85	6	23	297	48	36	10
Reading	Participation Percent	100	0	0	100	99	0	0	99	98	97	0
Reading	Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Met	Insuf.
Reading	Proficiency Denominator	370	1	19	248	77	2	23	271	38	33	9
Reading	Proficiency Percent	29.7	0	0	28.6	31.2	0	0	27.7	21.1	3	0
Reading	Goal Percent	55.1	43.2	69.3	40.4	43	56.5	65.2	42.9	27.6	30.3	92.5
Reading	Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Met/CI	Not Met	Insuf.
Math	Participation Denominator	401	1	23	263	85	6	23	297	48	36	10
Math	Participation Percent	99	0	0	99	99	0	0	99	98	94	0
Math	Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Not Met	Insuf.
Math	Proficiency Denominator	369	1	19	247	77	2	23	270	38	32	9
Math	Proficiency Percent	43.1	0	0	40.9	51.9	0	0	41.5	28.9	6.3	0
Math	Goal Percent	53.9	41.6	0	37.8	46.1	53.6	63	42.1	34	30	93.3
Math	Proficiency Status	Not Met	Insuf.	0	Met	Met	Insuf.	Insuf.	Met/CI	Met/CI	Not Met	Insuf.
Science	Participation Denominator	121	1	0	81	27	1	5	90	12	16	0
Science	Participation Percent	99	0	0	99	0	0	0	99	0	0	0
Science	Participation Status	Met	Insuf.	0	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	~
Science	Proficiency Denominator	111	1	0	75	26	0	5	81	9	14	0
Science	Proficiency Percent	40.5	0	0	38.7	0	0	0	38.3	0	0	0
Science	Goal Percent	61.8	51.9	0	46	51.7	0	71.7	50	33.2	36.4	0
Science	Proficiency Status	Not Met	Insuf.	0	Met/CI	Insuf.	~	Insuf.	Not Met	Insuf.	Insuf.	~
Attendance	Rate	99.6	~	0	~	~	~	~	~	~	~	~
Attendance	Status	Met	~	0	~	~	~	~	~	~	~	~

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Stoney Creek Elementary School Assessment Data Snapshot (EOG results)

Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	55.2	37.5	58.9	45.0		47.1		49.2
Grade 03 EOG Math	All	60.9	40.6	62.3	51.7		56.5		72.7
Grade 03 EOG Reading	All	49.6	34.5	55.6	38.4		37.7		51.5
Grade 04 EOG Composite	All	51.4	41.3	48.5	35.2		36.6		56.1
Grade 04 EOG Math	All	51.4	44.9	51.9	41.5		39.7		81.3
Grade 04 EOG Reading	All	51.4	37.7	45.2	28.9		33.6		59.0
Grade 05 EOG Composite	All	45.0	32.2	40.8	32.6		36.7		55.2
Grade 05 EOG Math	All	53.8	41.9	47.3	44.2		38.4		72.0
Grade 05 EOG Reading	All	29.1	15.4	35.7	24.0		30.4		64.3
Grade 05 EOG Science	All	52.1	39.3	39.5	29.5		41.3		66.4
School EOG Reading Composite	All	44.2	29.9	46.0	30.8		33.9		58.5
School EOG Math Composite	All	55.5	42.5	54.2	46.0		45.0		75.4
School EOG Science Composite	All	52.1	39.3	39.5	29.5		41.3		66.4
EOG Composite	All	50.1	36.6	48.7	37.2		39.7		53.6
School Composite	All	50.1	36.6	48.7	37.2		39.7		66.8

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Stoney Creek Elementary School Profile

Stoney Creek is a kindergarten through 5th grade school with a strong emphasis on community. The majority of our students come from neighborhoods in the vicinity of Stoney Creek. A significant number of students either walk or are car pool students. Many of our buses service one neighborhood. Current enrollment for the 2015-2016 school year is 791. Racial composition is 63% Black, 10% White, 21% Hispanic and 6% American Indian, Asian, and Multi-racial. Our Exceptional Children's department serves 7.4% of our students and our Limited English Proficiency Department serves 13% of our population. Stoney Creek has 7 Kindergarten classrooms, 7 First Grade classrooms, 7 Second Grade Classrooms, 7 Third Grade Classrooms, 6 Fourth Grade Classrooms, and 6 Fifth Grade classrooms.

Our school's mission is to foster student growth in the areas of academic achievement and personal character. We have implemented PBIS this year in order to create a common language and high expectations across all areas of the school setting. Teachers at Stoney Creek look for student's strengths and build on those while identifying and creating small groups based on individual needs in order to close achievement gaps. Every student regardless of race, ethnicity and/or language is instructed on their current level in order to maximize their academic potential.

This year, we continue to focus on data and how we can use it to drive instructional planning and delivery. This year we are utilizing Mastery Connect as a data platform to lead our data analysis discussions. Mastery Connect provides a single portal for teachers to input and access multiple measures of student achievement including: Measure of Academic Progress (MAP), Reading TRC (1-on-1 reading assessments), common formative assessments, as well as informal assessments. We also use our instructional support personnel to offer small group instruction and support within all classrooms. Our major focus continues to be literacy and we have targeted literacy support through a reading intervention teacher in K-2, a K-2 literacy facilitator, and a 3-5 literacy facilitator. Our math instruction is supported by a math facilitator and dean of students. We are implementing standard based math instruction (students are expected to explain meaning and thinking) by incorporating Investigations with a supplemental use of Kathy Richardson and First in Math. All of our students attend a digital learning lab where they participate in Compass Learning and Dreambox.

Students with disabilities participate with general education peers and are held to the same standards for achievement and growth. We used blended models of inclusion and pull out services to address a student's specific academic needs. Our talent development program challenges our students to utilize higher order thinking and problem solving skills in their everyday learning. Students who are Limited English Proficient receive intensive support both in the regular classroom setting and in pull out classes. We are focused on continuous improvement in the delivery of quality instruction. Our goal is for students to leave Stoney Creek thoroughly prepared for middle school and well on their way to high school graduation and beyond.

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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

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SMART Goal (1): Duty Free Lunch for Teachers	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Retention
Data Used:	Teacher Survey & State Mandates

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Provide teachers with a 25 minute duty-free lunch period every day	Traci Reynolds/ AP	-Students and teachers have an instructional intermission during the school day which promotes healthy social interactions -Teacher survey	School Funds (Lunch Monitor Allotment)	Lois Moore, Maria Estevez, & Grade-Level TA's (Lunchroom Monitors)	Sept. 2015-Jun. 2016 -Dec. 2015 -Mar. 2016
2. Two lunch monitors and teacher assistant actively supervise grade-levels during lunch	Traci Reynolds/ AP	-Students and teachers have an instructional intermission during the school day which promotes healthy social interactions -Teacher survey	School Funds (Lunch Monitor Allotment)	Lois Moore, Maria Estevez, & Grade-Level TA's (Lunchroom Monitors)	Sept. 2015-Jun. 2016 -Dec. 2015 -Mar. 2016
3. Implement School-wide PBIS strategies in the lunchroom • Music • Café Class of the Week • Voice Levels/Hand Signals	Traci Reynolds/ AP & Chris Jackson/ Dean	-Students and teachers have an instructional intermission during the school day which promotes healthy social interactions -Teacher survey	N/A	Lois Moore, Maria Estevez, & Grade-Level TA's (Lunchroom Monitors)	Sept. 2015-Jun. 2016 -Dec. 2015 -Mar. 2016



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SMART Goal(2): Duty Free Instructional Planning Time	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 5: Optimize district performance and accountability by strengthening data use, processes, and systems.
Strategic Plan Focus Area:	Data Integrity and Utilization & School Performance Improvement
Data Used:	Teacher Survey & State Mandate

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Implement master schedule which provides for 45 minutes of planning each day for every teacher; and 90-min. planning once every 6 days for core teachers -Teachers participate in 4 individual planning sessions and 3 PLC team planning sessions every 6 days	Susannah Barr/ Principal	-Grade level meeting minutes -Common assessment data -Teacher surveys -Increased growth of student performance on formal and informal assessments	N/A	School Staff	Aug. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016
2. Provide teachers data-focused planning time during the 3 early release school days	Susannah Barr/ Principal	-Common assessment data -Teacher survey -Increased growth of student performance on formal and informal assessments	N/A	School Staff	Aug. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016



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SMART Goal(3): Anti-Bullying / Character Education	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.
Strategic Plan Focus Area:	Physical Safety & Social and Emotional Health
Data Used:	Teacher, Student, and Parent Surveys

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> This is a national week that will help establish school culture and set tone for rest of year. A taskforce is created to assist in the implementation and communication of BP efforts. The following stakeholders should be included: School administrator; BP liaison; parent(s), student(s); counselor, teacher(s), other as indicated by principal. BP Survey will provide immediate information of school climate regarding bullying, type of bullying, and places where bullying is taking place so that school staff is aware of hot-spots and issues in school. October = National Bullying Prevention Month – celebrated 	Shannon Coleman & Alisha Kowsky/ (School Counselors)	<ul style="list-style-type: none"> Activities will promote student integration, a culture of respect and awareness of the impact of bullying Schools will report on how effective BP efforts were through on-line survey and group gathering. 	N/A	All Staff	Aug. 2015-Jun. 2016 -Nov. 2015 -Feb. 2016

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<p>school-wide and reinforced with classroom guidance lessons from school counselors in the area of bullying</p> <p>-National Unity Day recognized @ SCE</p>					
<p>2.Character Education/PBIS</p> <ul style="list-style-type: none"> • Student of the Month • PBIS Signage across school • Morning/Classroom Meeting 8:00-8:15 daily across the school • Golden Cardinal Tickets • Bucket Fillers (book on empathy) 	<p>Chris Jackson/ Dean</p>	<ul style="list-style-type: none"> • Student of Month • Decrease in total number of office referrals • Recognition of student success in areas of responsibility, respect, and safety by all staff members including non-classroom teachers and bus drivers • Student and Staff surveys 	<p>School Funds</p>	<p>PBIS Committee & All Staff</p>	<p>Aug. 2015-Jun. 2016</p> <p>-Nov. 2015</p> <p>-Feb. 2016</p>
<p>3. Healthy Active Child 30 min.</p> <ul style="list-style-type: none"> • P.E. and/or Physical Activity each day for at least 30 minutes 	<p>Susannah Barr/ Principal</p>	<ul style="list-style-type: none"> • Students' increase on Presidential Physical Fitness Test from BOY to EOY 	<p>N/A</p>	<p>Jody Isralow & Scott Wendel (PE Teachers)</p>	<p>Aug. 2015-Jun. 2016</p> <p>-Nov. 2015</p> <p>-Feb. 2016</p>



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4.School Health Team <ul style="list-style-type: none"> Staff awareness of school health programs 	Jody Isralow/ P.E. Teacher	<ul style="list-style-type: none"> Documentation of school wellness plan Monthly committee meeting minutes 	N/A	Jody Isralow (PE Teacher) & Zakkiyah Grant (School Nurse)	Aug. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016
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SMART Goal(4):	By June 2016, Stoney Creek students in grades 3-5 will meet 40% proficiency in reading as measured by performance on End-of-Grade exams (baseline is 2013-14 proficiency percentage of 46.02%, 2014-15 proficiency percentage of 29.87%).
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	College- and career-readiness, Academic growth/high academic achievement, Access to rigor & Closing achievement gaps
Data Used:	ELA End-of-Grade Test, MAP & TRC Benchmark Assessments

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Literacy Professional Development <ul style="list-style-type: none"> Embedded in 90-min. planning <ul style="list-style-type: none"> -Text Complexity -Close Reading Two Content PD sessions each month during staff meetings <ul style="list-style-type: none"> -Based on CMS ILT meetings -Focused on Data -Focused on PLC work 	Susannah Barr/ Principal	-Grade level meeting minutes -Common assessment data -TRC, Diebels and MAP data -Teacher surveys -Increased growth of student performance on benchmark assessments (utilizing 6 week cycles)	N/A	Kara Rosenberg & Stacy Hulen (Lit. Facilitators)	Aug. 2015- Jun. 2016 -Nov. 2015

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<ul style="list-style-type: none"> • Visiting highly effective PLC's and teacher classrooms (within Stoney Creek and at other comparative schools within our Learning Community) • Early Release Planning Days 		<ul style="list-style-type: none"> -PD sign-in sheets and feedback forms -Visiting teacher reflection forms and action plans -Action plans from early release "Data Dig" days 			-Feb. 2016
2. PLC Meetings <ul style="list-style-type: none"> • Guided by team agreements and based on student achievement • Backwards planning – focused with the end in mind... <ul style="list-style-type: none"> -What does the standard say? -How do we scaffold? -How do we know when they've got it? -What do we do when they don't master it? How do we extend learning for students who have mastered it? • Using classroom data to guide next steps • Teacher discussion of student work, sharing/modeling lesson topics, etc. • Utilizing Mastery Connect 	Kara Rosenberg & Stacy Hulen/ (Lit. Facilitators)	<ul style="list-style-type: none"> -Grade level meeting minutes -Common assessment data -Teacher survey -Increased growth of student performance on benchmark assessments -PLC sign-in sheets -Mastery Connect Data Trackers 	N/A	Kara Rosenberg & Stacy Hulen (Lit. Facilitators)	Aug. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016



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3. Weekly ILT Walk-throughs <ul style="list-style-type: none"> Conduct weekly focused walk-through's based on specific elements of effective teaching 	Susannah Barr/ Principal	-Grade level meeting minutes -Common assessment data - Teacher survey -Increased growth of student performance on benchmark assessments	N/A	Instructional Leadership Team (Barr, Reynolds, Joseph, Hulen, Rosenberg, & Jackson)	Sept. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016
4. North Star Literacy Partners Program <ul style="list-style-type: none"> Solicit community volunteers to spend 1 hour per week with our most struggling 3rd grade readers -Volunteers will be trained by our literacy facilitator 	Kara Rosenberg/ (Lit. Facilitator)	-Grade level meeting minutes -Common assessment data - Teacher survey -Increased growth of student performance on benchmark assessments	N/A	Kara Rosenberg (Lit. Facilitator)	Oct. 2015- Jun. 2016 -Dec. 2015 -Mar. 2016
5. Hire a Literacy Tutor <ul style="list-style-type: none"> Will work with students in grades 2, 4, & 5 	Susannah Barr Principal	-Literacy Data Tracker for tutor -Student growth on MAP and TRC assessments	Extended Day Funds	Susannah Barr & Traci Reynolds	Nov. 2015- Jun. 2016 -Jan. 2015 -Apr. 2016
6. K-2 Literacy Support <ul style="list-style-type: none"> K-2 LLI Teacher to pull out and support students based on needs 	Susannah Barr Principal	-LLI Data Tracker -Student growth on TRC Benchmarks	ADM	Alicianna Smith (K-2 LLI Teacher)	Oct. 2015- Jun. 2016



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					-Dec. 2015 -Mar. 2016
SMART Goal (5):	By June 2016, Stoney Creek students in grades 3-5 will meet 50% proficiency in math as measured by performance on End-of-Grade exams (baseline is 2013-14 proficiency percentage of 54.29% and 2014-15 proficiency percentage of 42.21 %).				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	College- and career-readiness, Academic growth/high academic achievement, Access to rigor & Closing achievement gaps				
Data Used:	Math End-Grade-Test & MAP Benchmark				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Professional Development <ul style="list-style-type: none"> Embedded in 45-min. & 90-min. planning -Text Complexity tied to Math -Close Reading in Math Two Content PD sessions each month during staff meetings 	Susannah Barr Principal	<ul style="list-style-type: none"> -Grade level meeting minutes -Common assessment data -TRC, Dibels and MAP data -Teacher survey -Increased growth of student performance on benchmark 	N/A	Valerie Joseph (Math Facilitator) &	Sept. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016

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<ul style="list-style-type: none"> -Based on CMS ILT meetings -Focused on Data -Focused on PLC work • Visiting highly effective PLC's and teacher classrooms (within Stoney Creek and at other comparative schools within our Learning Community) • Early Release Planning Days 		assessments (using 6 week cycles) -PD sign-in sheets and feedback forms -Visiting teacher reflection forms and action plans -Action plans from early release "Data Dig" days		Chris Jackson (Dean)	
2. PLC Meetings <ul style="list-style-type: none"> • Guided by team agreements and based on student achievement • Backwards planning – focused with the end in mind... <ul style="list-style-type: none"> -What does the standard say? -How do we scaffold? -How do we know when they've got it? -What do we do when they don't master it? How do we extend learning for students who have mastered it? • Using classroom data to guide next steps • Teacher discussion of student work, sharing/modeling lesson topics, etc. • Utilizing Mastery Connect 	Valerie Joseph (Math Facilitator) & Chris Jackson (Dean)	-Grade level meeting minutes -Common assessment data -Teacher survey -Increased growth of student performance on benchmark assessments -PLC sign-in sheets -Mastery Connect Data Trackers	N/A	Valerie Joseph (Math Facilitator) & Chris Jackson (Dean)	Sept. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016



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3. Weekly ILT Walk-throughs <ul style="list-style-type: none">Conduct weekly focused walk-through's based on specific elements of effective teaching	Susannah Barr Principal	-Grade level meeting minutes -Common assessment data - Teacher survey -Increased growth of student performance on benchmark assessments	N/A	Instructional Leadership Team (Barr, Reynolds, Joseph, Hulen, Rosenberg, & Jackson)	Sept. 2015- Jun. 2016 -Nov. 2015 -Feb. 2016
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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	End-of-Grade Test, MAP, & TRC Benchmark Assessments

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments <ul style="list-style-type: none"> At minimum, 4 common formal assessments are given and are aligned to content standards. Teachers will use district-created common assessments Assessment components will be broken down by objective PLC leaders will facilitate weekly meetings that focus on concepts of backward design and data analysis PLC common assessments uploaded to Mastery Connect Academic Facilitators review and monitor PLC common assessments PLC pacing calendars for lesson design and assessments on Google Drive 	Susannah Barr Principal & Traci Reynolds AP Facilitators: Joseph, Hulen, Rosenberg, & Jackson (Dean)	<ul style="list-style-type: none"> Quality and alignment of assessments will improve. Planning and pacing will be more strategic. Improved student performance of all benchmarks and EOG's through effective PLC planning and collaboration 	N/A	Grade-Level Teachers	Sept. 2015-Jun. 2016 -Nov. 2015 -Feb. 2016

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2. Data disaggregation <ul style="list-style-type: none"> • PD provided to aid PLC in analyzing data • Mastery Connect data of student mastery is compiled and discussed in grade level department meetings. • Students will analyze data to improve performance and set goals • Assessment data is analyzed to determine effectiveness of assessment questions • Data used to group and differentiate instruction to meet individual student needs. • Teachers will communicate with parents regarding skills that are not mastered 	<p>Susannah Barr Principal & Traci Reynolds AP</p> <p>Facilitators: Joseph, Hulen, Rosenberg, & Jackson (Dean)</p>	<ul style="list-style-type: none"> • Data used to plan for differentiated instruction. Common assessment data trackers demonstrate greater mastery among grade-levels • Assessment quality will be continuously improved • Student data analysis will empower students to take ownership of their learning 	<p>N/A</p>	<p>Grade-Level Lead Data Teachers & Grade-Level Teachers</p>	<p>Sept. 2015- Jun. 2016</p> <p>-Nov. 2015 -Feb. 2016</p>
3. Flexible grouping <ul style="list-style-type: none"> • Remediation and extension period built into school day and to be driven by data results. • Use Mastery Connect data to group students according to ability. Grade level teams create instruction to match each group's specific needs. Incorporate this targeted instruction in class or during extension period. 	<p>Facilitators: Joseph, Hulen, Rosenberg, & Jackson (Dean)</p>	<ul style="list-style-type: none"> • Remediation instruction much more targeted and strategic to increase overall mastery • Students who have demonstrated mastery will be provided with better quality extension opportunities to help push the "high-fliers." 	<p>N/A</p>	<p>Grade-Level Teachers</p>	<p>Sept. 2015- Jun. 2016</p> <p>-Nov. 2015 -Feb. 2016</p>

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<p>4. Late and make-up work</p> <ul style="list-style-type: none"> • A student who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up work. • It is the student's responsibility to make arrangements for completing the work within five school days of the student's return. • A teacher may choose to provide extended time for a student to complete missing assignments. • Students should be encouraged to attend tutoring with their teachers following an absence to ensure students get the academic support they need to stay current 	<p>Facilitators: Joseph, Hulen, Rosenberg, & Jackson (Dean)</p>	<ul style="list-style-type: none"> • Greater student accountability to make-up work • An understanding among all staff, students, and parents regarding CMS and school grading expectations 	<p>N/A</p>	<p>Grade-Level Teachers</p>	<p>Sept. 2015- Jun. 2016</p> <p>-Nov. 2015 -Feb. 2016</p>
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Stoney Creek Elementary- 600Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- Maximum Teaching Load and Maximum Class Size (grades 4-12) **[required for all schools with grades 4-12]**

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- 115C-301 (c and d) Maximum Teaching Load and Maximum Class Size **[required for all schools with grades 4-12]**

3. Please state how the waiver will be used.

- Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.

4. Please state how the waiver will promote achievement of performance goals.

- This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Susannah Barr		10/23/15
Assistant Principal Representative	Traci Reynolds		10/23/15
Teacher Representative	Christal Webb		10/26/15
Inst. Support Representative	Chris Jackson		10.26.15
Teacher Assistant Representative	Aamen John		10/26/15
Parent Representative	Michael Barrington		10/26/15
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			