

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement. Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **School Info Mission Vision tab**, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

To save the **Excel file as a PDF**, select **File, Save As**, and select **PDF** under **Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Beaufort County Schools	John Small Elementary School	328	2015-16
Principal Name (or Designee)	Betty Jane Green	Principal Name (or Designee) Email	bgreen@beaufort.k12.nc.us
School Mission	To provide a safe environment and instill in all students a passion for life long learning that will build and sustain a community of productive 21st Century citizens.		
School Vision	Working together to provide a nurturing environment and a successful educational experience for all students.		
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)			

School Plan for Improvement

John Small Elementary School is a Fourth and Fifth Grade school having a total of 570 students. John Small draws its students from the northwest quadrant of Beaufort County, including the City of Washington. Beaufort County is a rural, Tier I county located in the coastal plain region of North Carolina. Currently, 20.6% of Beaufort County's population live below poverty, and within the City of Washington the poverty rate is 30.1% compared to 16.8% statewide. In Beaufort County, 18.3% of those 25 or older earned a Bachelor's Degree compared to 26.8% statewide, indicating that our population as a whole is less educated than other areas of our state. The demographic data shows that our school is diverse: 38.5% African American, 22.5% Hispanic, and 35.4% White. Over the past three years, there has been a significant increase in the enrollment of Hispanic students and a decrease in the enrollment of White students. (Table 1) We are a Title One school with 71% Free and Reduced Lunch students, an increase of 3.6 percentage points since 2012-13. (Table 1) 53% of our students have been designated as impoverished by federal standards and are receiving public assistance. John Small was named a Focus School in 2012 and continues in that designation due to the achievement gap between our lowest and highest performing student subgroups. 16% of our students receive Exceptional Children's services, which is our lowest performing subgroup. (Table 1) AIG students are performing at 95% proficiency and Students With Disabilities at 16.1% proficiency. (Table 2) The school has seen an increase in proficiency for Students With Disabilities of 6.2 percentage points in Reading over the past three years. However, math and science scores of EC students have not seen an increase. Most recently, John Small received a D rating on the school report card with an Overall Achievement Score of 47, Math 43, Reading 47, and Science 54. We have seen an increase in achievement from the previous year in which we also received a D rating with an Overall Achievement Score of 42, Math 36, Reading 46, and Science 46. (Table 3) From 2012 to 2015, Grade 4 Reading EOG scores have increased 11.1 percentage points and Grade 5 scores have increased by 10.3 percentage points. However, these scores are still well below the state and district average. In the past three years, Grade 4 Math EOG scores have increased by 1.8 percentage points and Grade 5 Math scores have increased by 3.4 percentage points, also well below state and district averages. Grade 5 Science has jumped 22.7 percentage points of which we are very proud, but we are below state and district averages. (Table 3) We did not meet growth as a school with a Growth Score of 57.1 This is an increase from the previous year's Growth Score of 50. (Table 4) Grade 4 Reading has met growth by EVAAS standards for the past three years, however Grade 5 Reading did not meet growth in any of these years. Grade 4 Math met growth in 2012-13 and 2014-15, but Grade 5 Math did not meet growth in any of these years. Grade 5 Science did not meet growth in any year even with a substantial increase in proficiency. Students transitioning to John Small from our Third Grade feeder school have proficiency scores of 40.8% in Reading and 42.6% in Math for 2014-15. 15.5% of incoming Fourth Grade students have not met Read To Achieve proficiency. As evidenced by Third Grade EOG scores, the majority of our students are performing below grade level in both reading and math when they enroll in our school. Students in the City of Washington attend one school in Kindergarten and First Grade, and another in Second and Third Grade. These transitions from school to school result in a lack of consistency, a lack of continuity, and a disconnect among students, their families, and the school community which is reflected in test scores.

School Plan for Improvement

Due to their low socioeconomic status, the majority of our students at both grade levels lack resources and background knowledge which adversely affects their academic success. (Table 5) Our Academic Preparedness data from EVAAS shows that 41% of current Fourth Grade students are predicted to score 40% or below on the Reading EOG, 43% of current Fourth Grade students are predicted to score 40% or below on the Math EOG. 45% of current Fifth Grade students are predicted to score 40% or below on the Reading EOG, 43 % of current Fifth Grade students are predicted to score 40% or below on the Math EOG, and 30% of current Fifth Grade students are predicted to score 40% or below on the Science EOG. Student attendance at John Small is not viewed as a problem. Our attendance rates for the past two years have been steady at 96%, increasing from 95% in 2012-13. We have reduced the number of discipline incidents through our Positive Behavior Intervention Strategies program. In 2012-13, we had a total of 35 incidents that resulted in short term suspensions, 15 incidents in 2013-14, and 15 incidents in 2014-15. Through the PBIS program we also instituted CARE, which allows teachers to place a student in the ISS classroom for 5, 10, or 15 minute time outs resulting in less instructional time spent out of the classroom for behavior issues. Our PBIS team meets monthly to discuss discipline data and make recommendations for improvement. Teacher turnover rate is also not viewed as a contributing factor to low performance of students. We have had a limited number of resignations each year as the teacher turnover rate was 19% in 2014-15, 13% in 2013-14, and 15% in 2012-13.

The discussion of the data points mentioned above indicate to us that approximately 60% of our students enter John Small performing below grade level on both the Reading and Math EOG's. We have concentrated our efforts in Fourth Grade on building the students' capacity for reading in the past three years and have seen some success. 57% of our students who are part of the Hill RAP reading program have seen an increase of 1.5 or more years in their reading Lexile scores. We have designated three classrooms in the Fourth Grade as "Reading Intensive" and have placed students who are classified as "Third Grade Reading Retained" in those classes. Teachers assigned to these classrooms have been specially chosen for their expertise in reading instruction as evidenced by EOG data. Since its inception, all of these teachers have met growth with their students according to EVAAS. Through these classes, we have learned that it is essential for struggling readers to have targeted reading instruction by their teacher on a daily basis. In order to meet this need, all Language Arts teachers have been instructed in the Guided Reading program and will incorporate Guided Reading and literacy stations into their daily lessons. Beaufort County Literacy Coaches will monitor and provide feedback to the teachers on a monthly basis. Our Hill RAP reading program provides another venue for daily reading intervention for our struggling readers. We have placed our EC, 3 / 4 Transition students, and ESL students in the program to give them an even bigger boost toward reading proficiency. Teachers at John Small struggle with differentiation of their lessons in order to meet the needs of the highest and lowest performing subgroups. Our plan contains use of Achieve 3000, an online, differentiated reading resource to assist with providing materials on each student's Lexile level. A further analysis of EOG data also shows that the majority of students who are below proficiency in reading score below proficiency in math, and we see a positive correlation between those who have received reading intervention strategies through Hill Rap and their performance on the Math EOG.

School Plan for Improvement

The need for targeted math intervention is also evidenced by Math EOG scores. John Small teachers will be incorporating small groups and stations into their lessons, giving them the opportunity to meet with students to review and remediate necessary skills. “Math Talk” will also be a component of our daily math program. It is evident when looking at a breakdown of our students’ performance on EOG’s and Math benchmark tests that they struggle with questions that involve multiple steps or critical thinking. Teachers have received training on how to form questions to students that promote thinking and discussion, asking “why” and “What if”.

We have seen a significant increase in Grade 5 Science scores and plan to continue the push for curriculum aligned, hands on instruction that was instituted in 2014-15. Students in classrooms whose teachers used the Study Island program with fidelity saw higher proficiency rates than those who did not and, as a result, we have placed Study Island into our computer lab rotation for all students. The usage of Study Island will be monitored by our data team and administration.

The minutes and notes from PLC meetings show that teachers are meeting regularly, but do not analyze available data effectively. There is little discussion of deficiencies, what strands students have not mastered, or how to target those areas. Our school has created a data team comprised of teachers from all subject areas whose task is to collect, review, analyze, and present data to their colleagues. They will also lead the discussion of data in their PLC’s. The team meets bi-weekly and disseminates data from benchmarks, classroom assessments, and EOG’s. Other data will be added for review as necessary.

Another aid to teacher capacity for instruction is the creation of a county wide Task Force of teachers and coaches who will be sharing best practices and resources with John Small teachers once per month. Teachers chosen for the Task Force have shown good student proficiency and growth on EOG’s. Coaches and administrators will be monitoring the use of these best practices and resources by their classroom observations and PLC meetings at John Small.

In an effort to raise the proficiency of our lowest performing subgroup, Students With Disabilities, we have made a change in their daily schedule and have assigned them to a teacher who has demonstrated proficiency in that subject area. All EC teachers are required to attend subject area PLC’s with regular classroom teachers to ensure that their students are receiving the benefits of additional training, resources, discussions of data, and discussions of curriculum. We have a School Psychologist on site to assist with intervention strategies and EC identification. Mid-year, John Small will begin to implement the MTSS program which will assist in defining the needs of our at risk students. We will also welcome a new Guidance Counselor to our school who will assist with analyzing data, will identify students needing extra support and motivation, will put into place systems for that support, and will work closely with our ESL teacher. An additional motivational program for our Fifth Grade students is our Wright Flight program. This program is completely funded through community resources and is available to all Fifth Grade students. Students contract with their teacher to set an academic goal for the year. Successful attainment of this goal results in a flight with a licensed pilot over the Washington community during which students get to drive the plane on their own. We have seen this program result in an increase of one letter grade per student on their report card average.

John Small is Partnering with Cornerstone Church through an After School Quality Grant to offer a program for 100 of our students who are at risk academically. Students were identified by their EOG proficiency and economic status as at risk. These students receive tutoring and instruction by certified John Small teachers in reading and math, along with a Lego robotics component. This is our first full year of an after school program and our site coordinator is closely monitoring student attendance, academic performance, and behavior on a weekly basis.

School Plan for Improvement

In summary, our vision for improvement gathered from the data for the 2015-16 school year will include: 1. A focus on relevant data analyzed and presented by the school data team which will drive instructional decisions. 2. Targeted reading intervention for ESL, EC, and 3 / 4 Transition students. 3. Improved reading instruction through use of guided reading in all classrooms. 4. Improved math instruction through use of small groups and "Math Talk". 5. Continued use of hands on science instruction. 6. An after school program based on academics for selected at risk students. 7. Use of online resources in Math and Science to supplement instruction. 8. Increase of teacher instructional capacity through staff development, focused and directed PLC meetings, monthly meetings with Math and Reading Coaches. 9. Monitoring and feedback by coaches and administration.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Beaufort County Schools	John Small Elementary School	328	2015-16

GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>John Small Elementary School will increase reading proficiency by 10% as evidenced by EOG scores in Fourth Grade from 52.6% to 57.9% and in Fifth Grade from 40.2% to 44.2% by June 2016.</i>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Beaufort County students will demonstrate a high level of academic achievement.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Partially Implemented

GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>John Small Elementary School will increase math proficiency by 10% as evidenced by EOG scores in Fourth Grade from 46% to 50.6% and in Fifth Grade from 39.8% to 43.8% by June 2016.</i>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Beaufort County students will demonstrate a high level of academic achievement.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Partially Implemented

GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>John Small Elementary School will improve science proficiency by 10% as evidenced by EOG scores in Fifth Grade from 53.9% to 59.3% by June 2016.</i>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Beaufort County students will demonstrate a high level of academic achievement.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Partially Implemented

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Beaufort County Schools	John Small Elementary School	328	2015-16
GOAL #1:	<i>John Small School will increase reading proficiency by 10% as evidenced by EOG scores in Fourth Grade from 52.6% to 57.9% and in Fifth Grade from 40.2% to 44.2% by June 2016.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>All Language Arts teachers will use Guided Reading groups on a daily basis to address the need for differentiated instruction.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>All Language Arts teachers will receive training in the effective use of Guided Reading. Teachers will implement this strategy on a daily basis and will use data sources to create, manage, and update groups. Teachers will be given the opportunity to observe teachers in other schools where guided reading has been successful and to observe colleagues. Beaufort County Coaches will give feedback to teachers monthly regarding their successful implementation of Guided Reading. The effectiveness of the program and of each teacher will be monitored through nine weeks benchmark tests and mid year CORE Assessment.</i>		
	Evidence: (Identify documents and artifacts)	Attendance at Professional Development sessions, student group lists, classroom observation by administrators and coaches, PLC meeting minutes	
	Person(s) Responsible:	Literacy Coaches, Administration, Language Arts teachers	
	Timeline:	October 2015 through May 2016; Monthly feedback beginning January 2016; Quarterly effectiveness assessment beginning January 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Build teacher capacity through monthly meetings with coaches and county wide task force. These meetings will focus on offering resources and effective reading strategies to teachers.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps	<i>Literacy Coaches will organize a Task Force of Master Teachers. Task Force members have been selected by demonstrated student proficiency and growth on the EOG. In conjunction with the coaches, these teachers will present their Best Practices for reading instruction during monthly professional development meetings. Language Arts teachers will incorporate these strategies and resources into their classroom instruction. Use of these resources and Best Practices will be monitored through administrative and coaches observations. Teachers will discuss their use at biweekly meetings. Effectiveness will be evaluated through observations and students performance on benchmark tests and classroom assessments.</i>		

School Plan for Improvement

that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Attendance at monthly meetings, printed resources, observations by coaches and administrators, effective feedback to teachers		
	Person(s) Responsible:	Literacy Coaches, Administration, Language Arts teachers, Task Force members		
	Timeline:	November 2015 through May 2016; Monthly Task Force meetings beginning January 2016; Bi-Weekly PLC meetings beginning December 2015		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Teachers will meet bi-weekly to review available and relevant data and will determine the focus of instruction for the upcoming two weeks.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>School data team members will lead discussion of results and action steps in subject area PLC's biweekly. Teachers will post data on data walls located in their workrooms quarterly noting students growth, achievement, teacher effectiveness, and areas of concern. The discussion of students' strengths and weaknesses will drive instruction and will allow teachers to focus on gaps in their students' learning. Students will set goals and will track their progress on classroom assessments and benchmarks.</i>			
	Evidence: (Identify documents and artifacts)	Data sets, data walls, meeting minutes, data notebooks, classroom observations		
	Person(s) Responsible:	Data Team, Language Arts teachers, Literacy Coaches, Administrators		
	Timeline:	November 2015 through May 2016; Bi-weekly Data Team meetings beginning November 2015; Quarterly Data Wall updates beginning December 2015		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
Strategy #4: Describe the strategy that will support this goal	<i>Continue use of the Hill RAP reading intervention program with students who scored below proficiency on the reading EOG.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
	<i>Students with lowest reading proficiency scores on the 2014-15 EOG will receive intensive and targeted reading instruction for 45 minutes daily. Students designated as EC, ESL, or 3/4 Transition will have priority for placement. Students will be assessed quarterly to monitor progress.</i>			

School Plan for Improvement

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Classroom rosters, Hill RAP proficiency data, student data notebooks		
	Person(s) Responsible:	Hill RAP trained teachers		
	Timeline:	August 2015 through May 2016; Quarterly assessment beginning November 2015; Monthly Hill RAP PLC meetings beginning August 2015		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
Strategy #5: Describe the strategy that will support this goal	<i>All students will use the Achieve 3000 Literacy program at least twice per week. Students will receive articles tailored to their Lexile Level and will answer comprehension questions from the articles.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers will attend professional development in the effective use of Achieve 3000. Classroom teachers will blend the program into instruction, both whole group and individual, differentiated assignments. Monthly reports will be monitored by administrators and the school data team for use and student progress. Additional training is scheduled for mid-year. Effectiveness of the program will be shown through student progress on quarterly benchmarks and through an increase of Lexile level every four weeks.</i>			
	Evidence: (Identify documents and artifacts)	Achieve 3000 reports, lesson plans, classroom walkthroughs		
	Person(s) Responsible:	Classroom teachers, computer lab assistant, administration		
	Timeline:	November 2015 through May 2016; Student Lexile assessment every four weeks beginning November 2015; Quarterly assessments beginning November 2015; Monthly reports beginning November 2015; Additional training January 2016		
	Budget Amount: (if applicable)	\$17,955.00	Budget Source: (if applicable)	Title One
Strategy #6:	<i>Offer an After School Program centered on reading and math to non-proficient students.</i>			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Partner with Cornerstone Church to create and implement an after school program for low performing students that offers remediation in reading through the iReady program. Students are selected through EOG and socioeconomic data. All teachers working in the program are certified, John Small school staff. The Program Coordinator monitors weekly through attendance data, iReady reports, and observation for fidelity and effectiveness.</i>			
	Evidence:	Attendance data, iReady reports		
	Person(s) Responsible:	Cornerstone Church, JSS teachers, Site Coordinator		

School Plan for Improvement

	Timeline:	October 2015 through May 2016; Weekly student reports beginning November 2015		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	Grant Funding

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Beaufort County Schools	John Small Elementary School	328	2015-16
GOAL #2:	<i>John Small School will increase math proficiency by 10% as evidenced by EOG scores in Fourth Grade from 46% to 50.6% and in Fifth Grade from 39.8% to 43.8% by June 2016.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Build teacher capacity through monthly meetings with coaches and county wide task force. These meetings will focus on offering resources and effective math strategies to teachers.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Math Coaches will organize a Task Force of Master Teachers. Task Force members have been selected by demonstrated student proficiency and growth on the EOG. In conjunction with the coaches, these teachers will present Best Practices for math instruction during monthly professional development meetings. Math teachers will incorporate these strategies and resources into their classroom instruction. Use of these resources and Best Practices will be monitored through administrative and coaches observations. Teachers will discuss their use at biweekly meetings. Effectiveness will be evaluated through observations and student performance on benchmark tests and classroom assessments.</i>		
	Evidence: (Identify documents and artifacts)	Attendance at professional development meetings, printed and online resources, lesson plans, classroom observations by coaches and administrators, effective feedback to	
	Person(s) Responsible:	Math Coaches, Math teachers, Administration, Math Task Force	
	Timeline:	November 2015 through May 2016; Monthly Task Force meetings beginning January 2016; Bi-Weekly PLC meetings beginning December 2015; Monthly feedback from Coaches and Administrators beginning January 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Math Teachers will meet bi-weekly and will review relevant data to determine mastery of standards and to determine the focus of instruction for the upcoming weeks.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps:	<i>School data team members will lead discussion of results and action steps in subject area PLC's biweekly. Teachers will post data on data walls located in their workrooms quarterly noting students growth, achievement, teacher effectiveness, and areas of concern. The discussion of students' strengths and weaknesses will drive instruction and will allow teachers to focus on gaps in their students' learning. Students will set goals and will track their progress on classroom assessments and benchmarks.</i>		

School Plan for Improvement

Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Data sets, data walls, meeting minutes, data notebooks, classroom observations		
	Person(s) Responsible:	Data Team members, Math Teachers, Math Coaches, Administrators		
	Timeline:	November 2015 through May 2016; Bi-weekly Data Team meetings beginning November 2015; Quarterly Data Wall updates beginning December 2015		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Math teachers will differentiate instruction to meet the needs of a diverse population of students. Math Coaches will give model lessons to demonstrate effective strategies and will meet with teachers monthly in both large and small groups to give feedback on the fidelity and effectiveness of their instruction. They will be available for follow up support and additional training for teachers.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Professional Development will be offered to all math teachers by math coaches focusing on resources and strategies for differentiation. Math Coaches will give model lessons to demonstrate effective strategies and will meet with teachers monthly in both large and small groups to give feedback on the fidelity and effectiveness of their instruction. They will be available for follow up support and additional training for teachers.</i>			
	Evidence: (Identify documents and artifacts)	Attendance at professional development meetings, printed and online resources, lesson plans. Differentated student groups, math staions, small group instruction		
	Person(s) Responsible:	Math Coaches, Math teachers, Administration, Math Task Force		
	Timeline:	November 2015 through May 2016; Monthly demonstrations and feedback beginning January 2016		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
Strategy #4: Describe the strategy that	<i>Effectively implement "Math Talk" into daily instruction.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to	<i>Math Coaches will offer professional development in the implementation of "Math Talk" resulting in higher order questioning by teachers and in depth learning by students. Math Coaches will give model lessons to demonstrate effective strategies and will meet with teachers monthly in both large and small groups to give feedback on the fidelity and effectiveness of their instruction. They will be available for follow up support and additional training for teachers.</i>			
	Evidence: (Identify documents and artifacts)	Attendance at professional development, lesson plans, small group activities, classroom observations and walkthroughs		

2 Strategies Section | Page 13

School Plan for Improvement

that will be taken to support this strategy.	Person(s) Responsible:	Math Coaches, Math teachers, Administration, Math Task Force		
	Timeline:	November 2015 through May 2016; Monthly feedback and demonstrations beginning January 2016		
	Budget Amount: (if applicable)	N/a	Budget Source: (if applicable)	
Strategy #5: Describe the strategy that will support this goal	<i>Use online resources for math computation practice , problem solving, and individualized remediation of skills.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Students will use Study Island Math twice weekly in their classroom and in the computer lab rotation. Teachers will assign appropriate lessons to remediate, enrich, and extend learning. Administration and data team will monitor reports from the program for use and effectiveness monthly.</i>			
	Evidence: (Identify documents and artifacts)	Attendance at Study Island professional development, Study Island Reports, classroom walkthroughs and observations.		
	Person(s) Responsible:	Math teachers, computer lab assistant, Administrators		
	Timeline:	November 2015 through May 2016; Monthly data reports beginning November 2015		
	Budget Amount: (if applicable)	\$5,035.00	Budget Source: (if applicable)	Title One
Strategy #6: Describe the strategy that will support this goal	<i>Offer an After School Program centered on reading and math to non-proficient students.</i>			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Partner with Cornerstone Church to create and implement an after school program for low performing students that offers remediation in reading through the iReady program. Students are selected through EOG and socioeconomic data. All teachers working in the program are certified, John Small school staff. The Program Coordinator monitors weekly through attendance data, iReady reports, and observation for fidelity and effectiveness.</i>			
	Evidence:	Attendance data, iReady reports		
	Person(s) Responsible:	Cornerstone Church, JSS teachers, Site Coordinator		
	Timeline:	October 2015 through May 2016; Weekly and data reports beginning November 2015		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	Grant Funding

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Beaufort County Schools	John Small Elementary School	328	2015-16
GOAL #3:	<i>John Small School will increase science proficiency by 10% as evidenced by EOG scores in Fifth Grade from 53.9% to 59.3% by June 2016.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Teachers will meet bi-weekly to review available and relevant data and will determine the focus of instruction for the upcoming two weeks.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>School data team members will lead discussion of results and action steps. Teachers will post data on data walls located in their workrooms. Students will set goals and will track their progress on classroom assessments and benchmarks.</i>		
	Evidence: (Identify documents and artifacts)	Meeting minutes, lesson plans, curriculum guides, data sets, classroom observations	
	Person(s) Responsible:	Science teachers, Data Team members, Administrators	
	Timeline:	November 2015 through 2016; Bi-weekly data team meetings beginning November 2015; Bi-weekly PLC meetings beginning December 2015	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Use online resources to extend the science curriculum.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Students will use Study Island Science twice weekly in their classroom and in the computer lab rotation. Teachers will assign appropriate lessons to remediate enrich, and extend learning. Assignments will be aligned with the Fifth Grade Science curriculum. Administration and data team will monitor reports from the program for use and effectiveness monthly.</i>		
	Evidence: (Identify documents and artifacts)	Attendance at Study Island professional development, Study Island Reports, classroom walkthroughs and observations.	
	Person(s) Responsible:	Science teachers, administrators	
	Timeline:	November 2015 through 2016; Monthly data reports beginning November 2015	
	Budget Amount: (if applicable)	\$5,035.00	Budget Source: (if applicable)

School Plan for Improvement

Strategy #3: Describe the strategy that will support this goal	Use hands on learning through science demnstrations and small group activities.			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Science teachers will research and share resources that align with the curriculum and offer hands on, real world experiences for students during their bi-weekly meeting. Hands on learning will be offered to students twice per week either through demonstration or through small groups. Administrators will monitor lesson plans and will conduct short walk through observations to monitor for implementation.			
	Evidence: (Identify documents and artifacts)	Lesson plans, curriculum guides, classroom observations and walkthroughs.		
	Person(s) Responsible:	Science teachers, Administrators		
	Timeline:	October 2015 through May 2016; Bi-weekly PLC meetings beginning November 2015		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	

Student Population Demographics

Year	% Black	% Hispanic	% White	% SWD	% ED
2015-16	38.50%	22.50%	35.40%	16%	71%
2014-15	37.90%	17%	42.50%	15.70%	70%
2013-14	36.40%	14.80%	45.50%	16.60%	67.40%

EOG Proficiency by Subgroups

2014-15	Black	Hispanic	White	EDS	SWD	AIG
Reading	31.3	37.1	65.8	34.9	19.3	>95
Math	28.4	38.2	59.1	32.5	15.7	>95
Science	45.2	42.9	64.1	44.9	22.2	>95
2013-14						
Reading	27	46.1	60.9	31.5	16.3	>95
Math	16.4	31.6	52.8	21.5	9.3	94.6
Science	30.8	40	61.4	32	30.8	>95
2012-13						
Reading	21.1	30.1	53	23.5	13.1	N/A
Math	26	36.6	57.4	28.1	16.7	N/A
Science	12.2	26.4	56.8	19.5	23.9	N/A

EOG Proficiency Rate

2014-15 2013-14 2012-13

JSS Reading Grade 4	52.6	45.6	41.5
District Average	60.1	55.3	48.4
State Average	58.8	55.6	45.5
JSS Reading Grade 5	40.2	39.7	29.9
District Average	48.1	48.1	34.3
State Average	53	53.8	41.1
JSS Math Grade 4	46	42.3	44.1
District Average	54.8	54	51.5
State Average	56.1	54.3	49.3
JSS Math Grade 5	39.8	30.1	36.4
District Average	50.2	43.1	42.1
State Average	57.5	56.4	49.7
JSS Science Grade 5	53.9	46.1	31.2
District Average	58.4	56.5	40
State Average	64.6	64.2	47.1

Estimated Growth			
	2014-15	2013-14	2012-13
Grade 4 Reading	Met	Met	Met
Grade 5 Reading	Did Not Meet	Did Not Meet	Did Not Meet
Grade 4 Math	Met	Did Not Meet	Met
Grade 5 Math	Did Not Meet	Did Not Meet	Did Not Meet
Grade 5 Science	Did Not Meet	Did Not Meet	Did Not Meet

2015 Academic Preparedness			
	Less Than or Equal to 40%	Between 40% and 70%	Greater Than or Equal to 70%
Grade 4 Reading	41%	21%	32%
Grade 5 Reading	45%	16%	26%
Grade 4 Math	43%	17%	34%
Grade 5 Math	43%	14%	31%
Grade 5 Science	30%	22%	36%