

# ***Butner-Stem Elementary School* IMPROVEMENT PLAN 2015-2016**

## **Granville County Public Schools School Improvement Plan Template 2015-2016**

### **Overview:**

This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide*. The template is aligned with the recommendations found in the Guide.

We have provided an overview page listing the district goals with a framework of the District Improvement Plan (DIP). It is intended to provide easy to access reference points for schools in drafting their School Improvement Plans (SIPs).

Space has also been provided for schools to present their mission and vision as well as an overview of each school's data and to identify areas of strength and areas of improvement.

### **Directions (ask your grade level Director if you have questions):**

- Each school SIP goal should be from a District Improvement Plan Objective.
- Each school SIP committee should address Goal 1 Objectives 1 & 2 and at least one additional Objective.
- Each school goal should be aligned with the district objective.
- Each school goal should have at least 3 objectives.
- Each objective should be specific to each goal and be measureable.
- Whenever possible, all remaining headings within the plan should be completed (funding source, lead person, completion dates, etc.).
- After each completed goal insert a page break (start new goal on a separate page).
- Once completed and approved by the Board of Education, save as a PDF and post to your school's website.
- A Snapshot highlighting the school's strengths and areas of improvement (an example will be provided).

### **Timeline:**

- Revised DIP available & posted - July 15, 2015
- SIP first draft due to grade level directors - July 31, 2015
- First edited draft returned - August 17, 2015
- Final Copy Submission Date to Deborah Dupree (Signature Sheet hard copy, PDF of SIP and SIP Snapshot) - September 8, 2015
- Presentation to the Board of Education (All Schools) – October 5, 2015
- Post PDF copy of the plan to school's website

# ***Butner-Stem Elementary School* IMPROVEMENT PLAN 2015-2016**

## **Granville County Public Schools District Improvement Plan (DIP) Overview**

***District Goal-1 – Increase academic achievement in a personalized learning environment for every child to graduate college and career ready.***

### **Objectives**

1. Increase proficiency on state EOG/EOC assessments, by 10% by 2017, as measured by student grade-level cohort groups (EOG) or content area (EOC).
2. Eighty percent of schools will meet or exceed expected growth as measured by EVAAS by 2017
3. Increase the district four-year cohort graduation rate to 85% by June 2017
4. Increase the level of performance on the ACT and WorkKeys to the state average by 2017
5. Increase the percentage of students by 10% who complete a CTE pathway, and who score at least a silver level on the WorkKeys test by 2017
6. Increase the number of students who graduate from high school with post-secondary credit
7. Provide all students and staff the appropriate technology by June 30th of each year to meet the needs, which are identified in a district assessment.

***District Goal 2 – Every student has highly qualified and effective teachers and leaders through recruitment, retention and professional development***

### **Objectives**

1. Reduce the teacher turnover rate by 10% by April 2017
2. One hundred percent of our schools will be trained on the district comprehensive recruitment plan by April 2017.
3. Develop and support teachers to increase their effectiveness so that 80% of the teachers meet or exceed expected growth as measured by EVAAS.
4. Develop and support highly effective administrators by providing three professional development sessions per year.

***District Goal 3 – Financial, business, technology systems, and auxiliary services support students, parents, and district personnel to meet district, state, and federal standards.***

### **Objective**

1. Provide all schools with effective and efficient infrastructures needed to support digital learning as outlined by the GCPS technology plan.
2. Develop and manage an annual budget, approved and adopted by June 30th, which maximizes the use of funds as measured by monthly budget reports to the GCPS Board of Education.
3. Strategically maintain and improve facilities as evidenced by the five-year capital outlay plan by the end of each fiscal year.

***District Goal 4 – Ensure students and staff remain healthy and safe***

### **Objectives**

1. Every school will maintain a Crisis Management Plan, which is updated before the start of each school year.
2. Every PE teachers will use Fitness Test Data to improve students' fitness in grades k-12
3. All schools will implement 2 vigorous 1 minute physical activity breaks to promote student movement
4. Increase the daily percentage of students in attendance by 5%
5. Decrease the number of reportable offenses by 10%

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**Signature Page**

<b>LEA Name/Number</b>	Granville 390		
<b>School Name/Number</b>	Butner-Stem Elementary School		
<b>School Address:</b>	201 East D Street, Butner, NC 27509		
<b>Plan Year(s):</b>	2015 - 2016		
<b>Date Prepared:</b>	August 2015		
<b>Principal Signature:</b>		<b>Date:</b>	
<b>Local Board Approval:</b>		<b>Date:</b>	

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	Committee Position	Name
Principal:	Courtney Currin	Kindergarten Representative:	Tonee Bullock
Assistant Principal:	Meredith Mills	First Grade Representative:	Melissa Monsman
Custodial Staff Representative:	Darryl Curtis	Second Grade Representative:	Carol Perunko
Exceptional Children Representative:	Tracina Cozza	Third Grade Representative:	Sandra Lawson
Instructional Support Representative:	Ruby Timberlake	Fourth Grade Representative:	Janet Wilkins
Parent Representative:	Andrae Middleton	Fifth Grade Representative:	Joan Stoneback
Guidance Representative:	Colleen Haas	Instructional Support Representative:	Laura Haycraft

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School Mission and Vision																																																			
<p><i>Please include information about your school's mission and vision:</i></p> <p>BSES Vision: Butner-Stem Elementary School is a safe environment where all students are nurtured, met where they are, and given the tools to grow so that each student leaves prepared for middle school.</p> <p>BSES Mission: Our mission is to partner with parents and community members to provide students with the foundational critical thinking, mathematics, reading, writing, science, and social skills to prepare them for middle school success.</p>																																																			
School Data Summary and Analysis																																																			
<p><i>Please provide an overview of your school's data and identify areas of strength and areas of improvement:</i></p> <p>School Demographic Data</p> <table border="1"><thead><tr><th></th><th>2012-2013</th><th>2013-2014</th><th>2014-2015</th></tr></thead><tbody><tr><td>Total Students</td><td>514</td><td>430</td><td>499</td></tr><tr><td>Black</td><td>24.9%</td><td>29.3%</td><td>28.66%</td></tr><tr><td>White</td><td>41.6%</td><td>35.35%</td><td>36.27%</td></tr><tr><td>Hispanic</td><td>27.6%</td><td>28.6%</td><td>29.06%</td></tr><tr><td>Two or More Races</td><td>4.86%</td><td>5.35%</td><td>.05%</td></tr><tr><td>Other</td><td>1%</td><td>.01%</td><td>.01%</td></tr><tr><td>Economically Disadvantaged</td><td>62.8%</td><td>72.5%</td><td>75.9%</td></tr><tr><td>Exceptional Children</td><td>21</td><td>5%</td><td>6%</td></tr><tr><td>Academically/Intellectually Gifted (4<sup>th</sup> and 5<sup>th</sup> Grades)</td><td>-</td><td>-</td><td>8%</td></tr><tr><td>English Language Learners</td><td>15%</td><td>17%</td><td>12%</td></tr><tr><td>Short Term Suspension</td><td>2.26</td><td>2</td><td>18</td></tr></tbody></table>					2012-2013	2013-2014	2014-2015	Total Students	514	430	499	Black	24.9%	29.3%	28.66%	White	41.6%	35.35%	36.27%	Hispanic	27.6%	28.6%	29.06%	Two or More Races	4.86%	5.35%	.05%	Other	1%	.01%	.01%	Economically Disadvantaged	62.8%	72.5%	75.9%	Exceptional Children	21	5%	6%	Academically/Intellectually Gifted (4 <sup>th</sup> and 5 <sup>th</sup> Grades)	-	-	8%	English Language Learners	15%	17%	12%	Short Term Suspension	2.26	2	18
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Long-Term Suspension	0	0	0
Attendance	4,280 absences	12,288 absences and tardies	7,236 absences and tardies

Based on school data, there is no correlation between school discipline and suspensions and low student performance.

Student Performance Data

READING PROFICIENCY

Grade Level (Assessment)	2012-2013	2013-2014	2014-2015
K (TRC)	74%	50%	40%
1st (TRC)	68%	68%	40%
2nd (TRC)	61%	35%	35%
3rd (EOG)	31.94%	42.3%	47.4%
4th (EOG)	34.18%	40.6%	49.3%
5th (EOG)	31.58%	50.7%	40.5%

MATH PROFICIENCY

Grade Level (Assessment)	2012-2013	2013-2014	2014-2015
K	84.8%	72.6%	83%
1st	89.9%	80.6%	57%
2nd	65.5%	63.1%	38%
3rd	44.7%	48.1%	52.6%
4th	25.6%	50%	39.7%
5th	27.4%	42%	44.6%

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2014-2015 3rd - 5th Grade Percent Proficient and EVAAS Growth Status

Subject	2012-2013	2013-2014	2014-2015
Reading Proficiency	31.0%	44.0%	29.4%
Math Proficiency	32.2%	44.9%	36.9%
Science Proficiency	35.7%	62.9%	54.1%
Reading Growth	1.2	.05	-1.0
Math Growth	1.8	.06	2.5
Science Growth	2.6	2.0	-1.1
School Numerical Grade	-	55	54
School Letter Grade	-	C	D
Growth Status	Exceeds: 2.48	Met: 1.71	Met: 1.1

**Grade Level Proficiencies:**

K-2: Reading: K 40%, Grade 1 40%, Grade 2 35%; Math: K 83%, Grade 1 57%, Grade 2 38%

Grade 3: Reading BOG 15.58, EOG 47.4; Math 52.6

- In reading, only white students and females were above 50% proficient. All others were below 45%. Students with disabilities were less than 5% proficient.
- In math, white students, Hispanic students, and females were above 50% proficient. Economically Disadvantaged Students (EDS) were at 49.2% proficient; all others were below 45%. Students with disabilities were less than 5% proficient.

Grade 4: Reading 49.3, Math 39.7

- Cohort proficiencies for the reading BOG/EOG 2013-2014 to 2014-2015: 13.43/42.3 to 49.3
- Cohort proficiencies for the math EOG 2013-2014 to 2014-2015: 45.1 to 39.7
- In reading, white students and AIG students were 65.2% and 80% proficient respectively. All other subgroups were below 50%. Students with disabilities and limited English proficient students are significantly below 50% (11.1 and <5).
- In math, AIG students were 80% proficient. All other students were below 45% proficient.

Grade 5: Reading 40.5, Math 44.6, Science 54.1

- Cohort proficiencies for the reading EOG 2013-2014 to 2014-2015: 40.6 to 40.5
- Cohort proficiencies for the math EOG 2013-2014 to 2014-2015: 50 to 44.6
- In reading, white students were 58.1% proficient. All other students were below 46% proficient. Limited English proficient students and students with disabilities were less than 5% proficient.

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● In math, white students were over 64% proficient. All other students were below 48% proficient. Limited English proficient students were less than 5% proficient.

**AMO Targets:** Met 14 of 27 for 51.9% All AMO targets met were for attendance. No academic targets were met.

AIG students achieved 80% proficiency in 4th grade math and reading. Grade level proficiencies were above the district average in 3rd grade math, 4th grade reading, 5th grade math, and 5th grade science. Math proficiencies fall quickly as math problems become more language-based. The Limited English Proficient students and students with disabilities are significantly below proficiency targets at all grade levels. The school will continue to implement small group interventions and services through the English as a Second Language program and Exceptional Children’s program to help close the gaps in students’ knowledge in order to help them move toward grade level proficiency. Students are leaving kindergarten only 40% proficient in reading, according to mClass measures. This percentage does not increase as students move through our school. Math proficiency is high in kindergarten but falls as students move through our school. Our student growth measures have declined steadily over the past three years. Math growth has been inconsistent over the three year span. While our school has a high percentage of attendance (up to 96%) and even earned an attendance award in the 2014-2015 school year, the number of tardies and absences are high. While the strategies we have implemented so far this year have helped to lower our tardies and absences, the strategies have not created sustained success. The numbers of tardies, absences, and check-outs is continuing to fluctuate, with the highest concentrations on Mondays and Fridays. All but four of the teachers at Butner-Stem Elementary have over 5 years of experience in teaching. Most of those veteran teachers have been teaching at Butner-Stem Elementary for at least 5 years. In the 2015-2016 school year, there are three teachers who are new to the school. Of the three, two are first-year teachers. There are three teachers in their second year of teaching. Overall school discipline is not an area of concern. The PBIS process in effect in the school has been shown to help increase positive behaviors in the school.

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<b>DISTRICT GOAL 1:</b> Increase academic achievement in a personalized learning environment for every child to graduate college and career ready.							
Every child at Butner-Stem Elementary will meet grade level proficiency standards.	<b><u>Data or Evidence to Support the need for this objective:</u></b> Overall School EOG Proficiencies: Reading 29.4 (AMO Goal was 55.1), Math 36.9 (AMO Goal was 53.9), Science 39.4 (AMO Goal was 61.8)						
School Goal 1	Implementation			Monitoring		Timeline	
	Strategies (Action Steps)	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. Increase school-wide reading proficiencies by 10%.	1. Participate in staff development in the Balanced Literacy model at the district level and in Project Based Learning at the school level aimed at increasing students' depth of knowledge and ability to create well-written responses to prompts utilizing evidence from their reading. This staff development will use mClass progress monitoring tools to improve student literacy skills. Teachers will participate in staff development on <i>Chart Sense</i> (Linder) for reading and writing, led by the district reading specialists. 2. Develop and implement K-5 reading initiatives through the school Reading Committee, such as Storytelling Night, to increase interest in reading. 3. Utilize all school staff members as Reading Buddies for struggling readers at all grade levels. Provide reading specialist services to	1 2 3 4 5 7 8 9 10	Local Funds  Title 1 Funds	Principal  Assistant Principal  Grade Level Chair  Reading Specialists	Bi-annual mClass Scores  Quarterly Benchmark Scores  mClass Progress Monitoring Data  EOG Data  Walkthrough and Observation Data  Parent Survey Data  Student Work Samples  Reading Assessment in Reading Intervention Classes  Composition of Reading Intervention Classes	September 2015	June 2016



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	struggling K-4 students. Utilize community members to provide reading support to reading retained students. 4. Provide staff development on reading strategies such as reciprocal teaching and running records through the school reading specialists.						
B. Increase school-wide math proficiencies by 10%.	1. Participate in staff development aimed at increasing students' depth of knowledge. Teachers will attend professional development through the Hill Center and our district on teaching conceptual understanding in mathematics. Teachers will then lead staff development on those practices during faculty meetings. 2. Family math night for helping parents understand the 8 math teaching practices. Teachers will lead parents through math centers, demonstrating how their children are learning math conceptually. Teachers will help parents navigate online resources (Khan Academy, Moby Max, and Eureka) that will enable them to aid their students in learning conceptually. 3. Develop school-wide initiatives for increasing interest in math, such as Math Olympics for students to demonstrate mastery of mathematical skills. 4. School-wide implementation of the 8 math teaching practices. 5. Develop a plan for small group intervention embedded in the school day tailored to the needs of students	1 2 3 4 5 6 7 8 9 10	Local Funds  Grants from Duke Energy  Title 1 Funds	Principal  Assistant Principal  Grade Level Chair	Math Unit Scores  EOG Data  Parent Survey on the Effectiveness of Math Night  Walkthrough and Observation Data  Student Work Samples  Composition of Math Intervention Groups	September 2015	June 2016

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	in the form of guided math groups in the classroom. Students who need specific interventions in operations and algebraic thinking, number and operations in base ten, and decoding word problems will receive small group tutoring with community volunteers. Students in grades 3-5 will receive specific support in number and operations - fractions. 6. Utilize the Eureka math resources effectively through planning with the district math specialist.						
C. Increase school proficiencies on the science EOG by 10%.	1. Participate in staff development aimed at increasing students' depth of knowledge through the district Math Science Consortium. Teachers who attend the staff development with train other staff members during faculty meetings. 2. Utilize the STEM coordinator for the implementation of the Engineering Is Elementary (EIE) curriculum. 3. Align math and science curriculum horizontally. 4. Implement project-based learning to develop students' abilities to utilize the design process and solve real-world problems. Teachers will develop projects with a cross-curricular focus.	1 2 3 4 5 7 8 9 10	Local Funds  Title 1 Funds	Principal  Assistant Principal  Grade Level Chair	EOG Data  STEM Lab Results  PLC minutes  Student Work Samples  Student Project Presentations	September 2015	June 2016

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<b>DISTRICT GOAL 1:</b> Increase academic achievement in a personalized learning environment for every child to graduate college and career ready.							
Every child and teacher at Butner-Stem Elementary will meet or exceed growth in all areas.		<b>Data or Evidence to Support the need for this objective:</b> Met growth with a 1.1 growth index.					
School Goal 2	Implementation			Monitoring		Timeline	
	Strategies (Action Steps)	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. Provide instructional support to teachers so that all teachers meet or exceed growth in all areas.	1. Participate in staff development aimed at increasing students' depth of knowledge through the Hill Center, district math specialist, and district reading specialist. Participate in staff development on <i>Visible Learning</i> at the school level.	1	Local Funds	Principal	Bi-annual mClass Scores	September 2015	June 2016
	2. Utilize the STEM coordinator for the implementation of the Engineering Is Elementary (EIE) curriculum.	2	Title 1 Funds	Assistant Principal	Quarterly Benchmark Scores		
	3. Align math and science curriculum horizontally.	3			mClass Progress Monitoring Data		
	4. Develop school-wide initiatives for increasing interest in math, such as Math Olympics for students to demonstrate mastery of mathematical skills.	4			EOG Data		
	5. Participate in staff development in the Balanced Literacy model at the district level and in Project Based Learning at the school level aimed at increasing students' depth of knowledge and ability to create well-written responses to prompts utilizing evidence from their reading.	5					
	This staff development will use mClass	7					
		8					
		9					
		10					
				Reading Specialist			

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	<p>progress monitoring tools to improve student literacy skills. Teachers will participate in staff development on <i>Chart Sense</i> (Linder) for reading and writing, led by the district reading specialists.</p> <p>6. Participate in team planning with the district math specialist to improve instruction.</p> <p>7. Provide beginning teachers with professional development on implementing Balanced Literacy, using mClass, and embedding the the 8 math teaching practices in lessons through the district math and reading specialists.</p>						
B. The school will meet expected growth in the areas of reading, math, and science.	<p>1. Family math night for helping parents understand the 8 math teaching practices.</p> <p>2. Develop and implement K-2 reading initiatives through the school Reading Committee aimed at increasing student interest in reading.</p> <p>3. Utilize all school staff members as Reading Buddies for struggling readers.</p> <p>4. School-wide implementation of the 8 math teaching practices utilizing the Eureka math resources.</p> <p>5. Develop a plan for small group intervention embedded in the school day.</p> <p>6. Provide Exceptional Children program services, English as a Second Language program services, and Academically and Intellectually Gifted program services to qualifying students.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>Local Funds</p> <p>Title 1 Funds</p> <p>AIG Funds</p> <p>EC Funds</p> <p>ESL Funds</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Grade Level Chair</p> <p>AIG Teacher</p> <p>ESL Teacher</p> <p>EC Teachers</p>	<p>Math Unit Scores</p> <p>EOG Data</p> <p>ESL Program Data</p> <p>AIG Program Data</p> <p>EC Program Data</p>	September 2015	June 2016

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DISTRICT GOAL 4: <i>Ensure students and staff remain healthy and safe.</i>							
Improve daily attendance in order to maximize instructional time for all students.	<b>Data or Evidence to Support the need for this objective:</b> Teacher and front office reports; Over 3,000 absences and Over 40 tardies and 20 check-outs in the first week of the 2015-2016 school year.						
School Goal 3	Implementation			Monitoring		Timeline	
	Strategies (Action Steps)	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. Decrease tardies by 50%.	1. Increase number of staff members assisting with the outside car duty to improve the speed of the arrival process. 2. Develop an incentive plan for students who arrive at school on time with rewards for being on time, such as throwing a pie in the principal's face, earning additional time at recess, and earning a certificate. 3. Develop a communication plan with parents for students who are tardy often that involves calling and sending letters when students are tardy/absent detailing the number of absences/tardies and explaining the importance of being at school on time consistently.	1 6	PTO  PBIS Fund  Local Funds	PBIS Chair  Principal  Assistant Principal	Weekly Tardy Report  Blackboard Connect Calls  Letters  Student Celebrations	September 2015	June 2016
B. Decrease student check-outs by 50%.	1. Institute a walker cone in the dismissal car line that allows parents to pick students up without having to wait in the car line, decreasing the number of early check-outs. 2. Develop an incentive plan for students who are present for the	1 6	PTO  PBIS Fund  Local Funds	PBIS Chair  Principal  Assistant Principal	Weekly Check-Out Report  Blackboard Connect Calls  Letters  Student Celebrations	September 2015	June 2016

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	entire school day similar to that of students who are at school on time. 3. Develop a communication plan with parents for students who check-out often detailing the number of times the student has checked out and explaining the importance of being at school for the entire day.						
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The School Improvement Plan (SIP) will be monitored throughout the school year. Faculty members will monitor the school’s progress toward meeting the goals of the SIP at weekly Professional Learning Community (PLC) meetings and monthly faculty meetings. The principal and teacher representative will review the SIP with the Parent Teacher Organization board at its monthly meetings to communicate progress toward the goals of the SIP and receive feedback on the process. The school will also survey all parents once per semester to determine the perception of the effectiveness of the SIP and gain feedback on ways the school can improve its processes.