

# **C.G. Credle 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

# **C.G. Credle 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%

C.G. Credle IMPROVEMENT PLAN 2015-2016

Signature Page

LEA Name/Number	Granville 390		
School Name/Number	C. G. Credle Elementary School - 312		
School Address:	223 College Street Oxford, NC 27565		
Plan Year(s):	2015-2016		
Date Prepared:	July 22, 2015		
Principal Signature:			Date:
Local Board Approval:			Date:

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:	Julie Finch		
Assistant Principal:	Dana Vaughan		
Teacher Representative:	Jennifer Phillips		
Teacher Representative:	Amy Stone		
Teacher Representative:	Amy Hann		
Teacher Representative:	Courtney Hadjeasgari		

C.G. Credle IMPROVEMENT PLAN 2015-2016

Teacher Representative:	Katherine Kaleel		
Teacher Representative:	Leslie Morris		
Teacher Representative:	Kate Walesman		
Instructional Support:	Cathy Corn		
Teacher Assistant:	Cindy DeVito		
Parent Representative:	Chrissy Gresham		
<i>*Add to list as needed, each group may have more than one representative.</i>			

School Mission and Vision
<p><i>Please include information about your school’s mission and vision:</i></p> <p>C.G. Credle Elementary School will prepare its students for success by helping them develop into lifelong learners through the involvement of students, staff, parents, and community.</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>

## **C.G. Credle IMPROVEMENT PLAN 2015-2016**

Areas of strength for our school include: collaborative work environment, a positive culture among staff, a strong sense of community and passion for students at C.G. Credle Elementary School among the veteran teachers, and a clean work environment resulting in a beautiful school. Community support has also increased at the school as evident by the increasing number of volunteers eager to serve our students (increasing from 0 to 30 in the last year).

Areas of needed improvement include: student achievement in the areas of math and reading, the number of discipline referrals, and teacher recruitment and retention.

- EOG results show that only 31.3% of students are proficient in reading with of an EVAAS growth index of -1.13. The growth index indicates that growth was MET in reading.
- EOG results show that only 23.3% of students are proficient in math with an EVAAS growth index of -5.40. The growth index indicates that growth was NOT MET in math.
- K-2 summative math results show that 38% of students are proficient in math.
- K-2 mClass results show that 37% of students are reading below and well below grade level.
- There were 847 discipline referrals during the 2014-2015 school year. 12.4% of the referrals were a result of inappropriate language, 34.9% were a result of physical aggression towards students, 7.9% were a result of physical aggression towards adults, 65% were a result of overt defiance/disrespect, 1.8% were a result of vandalism, 6.5% were a result of threat/false threat, 0.5% were a result of a weapon, 4.7% were a result of harassment, 1.6% were a result of theft, and 2.6% were a result of sexual behavior.
- 81% of students receive free/reduced lunch.
- The classroom teacher turnover rate is 63%.
- 58% of the teachers at C.G. Credle Elementary have 0-3 years of experience.
- 21% of the teachers at C.G. Credle Elementary have 4-5 years of experience.
- 21% of the teachers at C.G. Credle Elementary have 11 plus years of experience.

Additional Information - There are a lot of personnel changes this year at C.G. Credle to include all administrative positions with the exception of the assistant principal who was completing an internship last year. Of the 20 classroom teachers who received an EVAAS rating, five of them did not meet expected growth and all of them resigned with the exception of one. Four of the 20 classroom teachers who received an EVAAS rating exceeded expected growth and three of them are still teaching at Credle.

C.G. Credle IMPROVEMENT PLAN 2015-2016

Demographic Data

		2012-2013	2013-2014	2014-2015
Total Students		496	480	466
Black		67%	68%	69%
White		21%	22%	20%
Hispanic		7%	7%	7%
Two or More Races		5%	2%	3%
Other		0	1%	1%
Economically Disadvantaged		74%	81%	78%
Exceptional Children		50	52	73
English Language Learners		5%	5%	4%
Short Term	Suspension Total	2	11	49
	Black	2	10	41
	White	0	0	2
	Hispanic	0	0	1
	2 or More	0	1	5
	Other	0	0	0

C.G. Credle IMPROVEMENT PLAN 2015-2016

Long-Term Suspension	0	0	0
Teacher Turnover	25%	23%	63%
Attendance	96%	96%	96%

Student Performance Data

READING PROFICIENCY				
		2012-2013	2013-2014	2014-2015
K (TRC)		55.0	60.0	65.0
1st (TRC)		45.0	64.0	56.0
2nd (TRC)		55.0	64.0	60.0
3rd (EOG) Total		29.73	29.4	36.6
	Black	20.0	21.2	28.3
	White	56.3	52.4	57.9
	Hispanic		16.7	16.7
	EDS	21.4	20.3	32.0
	SWD		7.1	20.8
4th (EOG) Total		25.49	35.4	27.7
	Black	18.9	23.1	20.3
	White	50.0	64.3	57.9
	Hispanic		<5	16.7

C.G. Credle IMPROVEMENT PLAN 2015-2016

	EDS	21.4	25.8	17.8
	SWD	20.0	16.7	5.6
5th (EOG) Total		32.39	34.6	30.1
	Black	16.2	26.8	23.1
	White	50.0	38.5	54.5
	Hispanic	50.0	40.0	20.0
	EDS	23.6	26.0	25.0
	SWD		11.1	21.4

MATH PROFICIENCY

		2012-2013	2013-2014	2014-2015
K		70.0	75.0	62.0
1st		40.0	68.0	38.0
2nd		36.0	60.0	18.0
3 <sup>rd</sup> (EOG) Total		32.89	29.6	35.4
	Black	27.5	21.2	28.3
	White	47.1	52.4	57.9
	Hispanic		50.0	16.7
	EDS	25.4	18.9	31.1
	SWD	<5	14.3	25.0



C.G. Credle IMPROVEMENT PLAN 2015-2016

4 <sup>th</sup> (EOG) Total		15.38	30.7	11.7
	Black	10.5	25.0	5.8
	White	30.0	50.0	36.8
	Hispanic		<5	<5
	EDS	11.6	24.2	<5
	SWD	<5	8.3	<5
5 <sup>th</sup> (EOG) Total		42.47	18.2	24.7
	Black	25.6	9.8	15.4
	White	66.7	23.1	54.5
	Hispanic		40.0	40.0
	EDS	32.1	14.0	17.2
	SWD	16.7	<5	21.4

EVAAS Growth Standard

2012-2013	2013-2014	2014-2015
3.70 Exceeds Expected Growth	-1.13 Meets Expected Growth	-5.40 Does Not Meet Expected Growth

C.G. Credle IMPROVEMENT PLAN 2015-2016

DISTRICT GOAL <b>Number: 1</b>							
<i>Increase student achievement in the areas of reading and math as measured by state and local assessments.</i>	<u>Data or Evidence to Support the need for this objective:</u> Students showed a slight improvement in reading from 30.8% proficient in 2013-2014 to 31.3% proficient in 2014-2015. However in math, students showed a decrease of 2.4 percentage points.  See data analysis on pages 7-9 for three year trends and subgroup data.						
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

## C.G. Credle IMPROVEMENT PLAN 2015-2016

1. Increase proficiency in reading by 10% and have a growth of average of 5 points as measured by K-2 reading assessments, EOG scores for Grades 3-5, and EVAAS growth index.	1. Utilize computer based online programs, Front Row, Reading Eggs, and Discovery Education Probes in MacLab during "special" time and in classroom workstations weekly to focus on the individual reading skills/needs of students.	2,6	Title I	Tech Lab TA and Classroom Teachers	Student Performance Reports, Classroom Observations	August 2015	June 2016
	2. Implement the Read 180/System 44 program for students requiring Tier 3 interventions.	8,9,10	EC	EC Teachers /Classroom Teachers	Multiple Tiered Systems of Support Tier 3 plans, Read 180/System 44 Progress Reports	August 2015	June 2016
	3. Provide intense guided reading support for classroom teachers through the use of a literacy specialist/coach during classroom instruction.	3,4,5	Title I	Literacy Specialist s/Coach	Classroom Observations, mClass data	August 2015	May 2016
	4. Participate in mClass Professional development on analyzing data to inform instruction and provide students with	3,4,5,8	N/A	Central Office, Literacy	Wisdomwhere Attendance Log/Evaluation, mClass Data, EOG Data, Discovery Education Benchmark Data	August 2015	June 2016

## C.G. Credle IMPROVEMENT PLAN 2015-2016

	<p>the necessary interventions.</p> <p>5. Utilize Professional Learning Communities to analyze data, share best practices, and inform instruction.</p> <p>6. Provide intense reading instruction by literacy specialist for students in Grades K-2 who are identified early as struggling readers.</p>	9,10	N/A	Specialists	PLC minutes and observations	August 2015	June 2016
			Title I	Admin and Teachers	mClass data, Progress Monitoring Data		
				Literacy Specialists/EC Teacher/ELL Teacher			
2. Increase proficiency in math by 10% and a have a growth of average of 5 points as measured by K-2 math assessments, EOG scores for Grades 3-5, and EVAAS growth index.	<p>1. Provide Professional Development to teachers on researched based practices aligned with Common Core to include: Math Talk, 8 mathematical practices, and questioning techniques to elicit critical thinking and problem solving skills.</p> <p>2. Utilize small group instruction in the math</p>	2,3,4,5	N/A	Math Specialist /Select Teachers	Classroom Observations, Attendance Sheet, Discovery Education Benchmark Data, EOG Scores	August 2015	June 2016
		8,9	N/A	Classroom Teachers/		August 2015	June 2016

## C.G. Credle IMPROVEMENT PLAN 2015-2016

	classroom based on formative and summative data collection.			Math Specialist	Discovery Education Data, EOG Data, Classroom Assessment Data		
	3. Utilize district common assessments (both pre and post) to guide instructional planning.	8,9,10	N/A	Classroom Teachers	Haiku Assessments, Assessment Data, Interventions	September 2015	June 2016
	4. Provide teachers with quality resources aligned with the Common Core to increase rigor and guide instruction.	2,3,4,5,10	Title I	Admin/ Title I Coordinator	Eureka Math Materials, County-wide Math Professional Development, Assessment Data	September 2015	June 2016
	5. Utilize computer-based online programs at home, in MacLab during specials time and during classroom work stations to focus on the individual math skills of students. These include IXL math, Front Row, and Discovery Education Probes..	2,6,9,10	Title I	Mac Lab TA, Classroom Teachers	Reports from online programs Discovery Education, Classroom Assessments	August 2015	June 2016
	6. Provide intense intervention in grades 3, 4, and 5 math through the support of	1,9,10	Title I	Math Specialist, Classroom Teachers		August 2015	June 2016

## C.G. Credle IMPROVEMENT PLAN 2015-2016

	the math interventionists. This support includes co-teaching and small group classroom instruction.				Classroom Observations, Post-test Assessment Data, EOG data		
3. Use formative and summative data 100% of the time to inform instruction and improve student achievement and student growth.	1. Teachers will use data to identify individual strengths and weaknesses of students and devise a plan of action.	1,8	N/A	Teachers	Data Notebooks, Google Docs, mClass Reports, Benchmark Data, MTSS Data	August 2015	June 2015
	2. Discuss student data and student work samples during PLC to share best practices for remediation and enrichment.	3,5,8,9	N/A	Teachers /Admin	Multiple Tiered Systems of Support Data, Progress Monitoring Data, PLC minutes, Student Work Samples	September 2015	June 2015
	3. Develop organized learning centers to effectively differentiate and enable the teacher to provide small group instruction based on the individual needs of students.	8,9	N/A	Teachers /Literacy and Math Specialists	Student Data, Observations	September 2015	June 2015
	4. Utilize the Multiple Tiered Systems of Support developed by the Department of Public Instruction to	1,9,10	Title I	School Social Worker,	Multiple Tiered Systems of Support Data, Multiple	September 2015	June 2015

## **C.G. Credle IMPROVEMENT PLAN 2015-2016**

	<p>develop tiered interventions based on the academic needs of individual students.</p> <p>5. Provide differentiated instruction for Academically Gifted and alike students in classrooms and with the assistance of AIG specialist.</p>	1,10	AIG Funds	<p>MTSS Team, Teachers</p> <p>AIG Specialist / Teachers</p>	<p>Tiered Systems of Support Team Minutes</p> <p>Benchmark Data, Classroom Assessment Data, EOG and mClass Data</p>	September 2015	June 2015
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## C.G. Credle IMPROVEMENT PLAN 2015-2016

DISTRICT GOAL <b>Number: 4</b>							
<b><i>Improve the overall culture of the school so that classroom environments are conducive to learning with minimal disruptions.</i></b>		<b><u>Data or Evidence to Support the need for this objective:</u></b> During the 2014-2015 school year there were a total of 847 student referrals. 65% of the referrals were a result of overt defiance/disrespect and 35% of the referrals were a result of physical aggression towards students.					
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
1. Decrease incidents of student discipline by 10%	1. Model and consistently enforce the school's discipline policy throughout the school and in classrooms.	1	N/A	Admin, Staff, DOS	Observations, "Teach-To" Processes, Survey Data from parents and staff, Classroom Behavior data	August 2015	June 2016
	2. Implement a focus on C.G. Credle Elementary's K.I.D.S model. Students and staff will be instructed on how to demonstrate Kind, Industrious, Dependable, and Safe behaviors.  3. Offer intense support for new teachers in the area	1,2	N/A	Admin/ Staff, DOS	Observations, PBIS Data	August 2015	June 2016



## C.G. Credle IMPROVEMENT PLAN 2015-2016

	of classroom management and schedule time for these teachers to visit the classroom of others who exhibit excellent classroom management skills.	1,3,5	N/A	Mentors/ Admin/ DOS	Discipline Data, Classroom Observations, Schedule of classroom visits	August 2015	June 2016
	4. Institute the PBIS model to reward students ending their day on green 90%of the time during the month in an effort to decrease incidents of student discipline. .	1,2	PBIS, PTO	PBIS Team, Teachers	PBIS Behavior Logs, Discipline Tracking Data via Goole Doc	August 2015	June 2016
	5. Use “Paws’itive Tickets on a daily basis to reinforce positive behaviors of students and reward select students through a weekly drawing.	1,2	PBIS, PTO	PBIS Team, Staff	PBIS Data, Discipline Data	August 2015	June 2016
		1,2	PTO, PBIS	PBIS Team/Staff	List of names, Number of “Paws’itive” awards	August 2015	June 2016
2. Track incidents of student discipline 100% of the time.	1. Track student discipline data through Google Docs to decrease the number of referrals and increase student achievement.	1,2,6	N/A	SIP Team	Discipline Data	August 2015	June 2016
	2. Analyze short-term discipline data on a monthly basis to devise a	1,2,6	N/A	Admin, DOS	Discipline Data	August 2015	June 2016

## **C.G. Credle IMPROVEMENT PLAN 2015-2016**

	plan and support teachers who struggle with classroom management.						
	3. Utilize student agendas as a method of communication between home and school in grades K-5.	2,6,10	Title I	Teachers	Use of Agendas	August 2015	August 2016
	4. Continue to support our most at risk students through the "Check-in, Check-out" system to deter negative behaviors.	2,9	N/A	School Social Worker	Behavior Contract Data	August 2015	August 2016
	5. Increase parent notification of student discipline infractions by having students call home with the Dean of Students when being placed on orange to refocus.	2,6	N/A	DOS, Admin	Communication Log	August 2015	August 2016

## C.G. Credle IMPROVEMENT PLAN 2015-2016

DISTRICT GOAL <b>Number : 2</b>							
<b><i>Recruit and retain highly qualified and effective teachers in an effort to reduce the teacher turnover rate at C.G. Credle Elementary.</i></b>	<b><u>Data or Evidence to Support the need for this objective:</u></b> <ul style="list-style-type: none"> <li>● 63% classroom teacher turnover rate</li> <li>● 58% of the teachers have 0-3 years of experience</li> <li>● Of the 63% turnover rate, 43% of the teachers leaving Credle were beginning teachers</li> </ul>						
	<b>Implementation</b>			<b>Monitoring</b>		<b>Timeline</b>	
<b>School Goal 3:</b>	Strategies (Action Steps)	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
1. 80% of the teachers at C.G. Credle will meet or exceed growth expectations as measured by EVAAS.	1. Provide instructional support in the areas of literacy and math to all teachers. This includes co-teaching, professional development on district initiatives and modeling best practices.	1,3,5,6	Title I	Math and Literacy Specialist	EOG Data, EVAAS Data, Benchmark Data, mClass	August 2015	June 2015
	2. Model researched based instructional practices in the	1,3,5,6	Local	Beginning Teacher Support Team	Classroom observations, Teacher Survey Data	August 2015	June 2015

## C.G. Credle IMPROVEMENT PLAN 2015-2016

	classrooms of teachers to include number talks, guided reading, direct instruction, guided student practice, providing specific feedback, common core alignment, to name a few.	1,3,5,6	N/A	Admin/ Specific Teachers	Observation Schedule, Observation Notes	September 2015	May 2015
	3. Provide opportunities and classroom coverage for teachers to observe model teachers during instruction.	1, 3, 5	N/A	Principal	EVAAS Data, EOG Proficiency Data	June 2015	June 2016
	4. Assign teachers to classrooms and grade levels using EVAAS to develop teacher talent in their area of strength.						
2. Recruit and support highly qualified and effective teachers to reduce the teacher turnover by 25%.	1. Develop and train a school based interview team to screen and recommend highly qualified teachers.	3,4,5	N/A	Admin	Interview Team Recommendations, List of candidates	Ongoing	Ongoing
	2. Attend job fairs within Granville County and surrounding districts and states with a large	3,4,5	N/A	Admin and Select Staff	List of candidates	April 2016	June 2016

## **C.G. Credle IMPROVEMENT PLAN 2015-2016**

	<p>volume of potential candidates.</p> <p>3. Conduct PLC meetings weekly to provide additional support to teachers and to build capacity within our school.</p>	1,3,5	N/A	Grade Level Teachers	PLC Schedule, PLC Minutes	June 2015	June 2016
	<p>4. We meet weekly as a faculty during PLCs, grade level meetings, instructional faculty meetings, and we gather for special occasions to establish relationships and a shared vision.</p>	1,3,5	N/A	All teachers/ Admin	Schedule of Meetings	June 2015	June 2016