

# Battleground Elementary School



2015-2016

## Media Specialist

- Media Specialist hired from part time to a full time position with the use of Title I funding during the 2015-2016 school year
- The Media Specialist is able to have 24 classes per week. She has our third grade students two times per week to promote literacy and get more books in their hands.
- During media classes, the Media Specialist is able to have literacy stations set up to help students strengthen skills in written expression, oral reading fluency, and reading comprehension.
- The Media Specialist holds authentic conversations about books relating to grade level Common Core State Standards and the Lincoln County Schools pacing guides.
- Responsibilities include serving students during the 2 hour school wide literacy block by teaching Fountas and Pinnell modeled guided reading groups. These groups are pull-outs based on mClass data.
- Provides tutoring for third grade and second grade students that are showing deficits in reading. Scholastic Book Talk kits are used with the groups to help fill reading gaps.
- Serves as Leader of the Media and Technology Correlate. She keeps iPads, computers, Morning News show and the library collection up to date.
- As a veteran teacher, she is able to mentor beginning teachers to help with literacy and math instruction. She helps by pulling resources (books, etc.) to help in their classrooms.
- She models reading mini-lessons for teachers that need extra support.
- The Media Specialist maintains the book room. The book room has leveled readers for teachers to check out to use in their classrooms for guided reading. She helps teachers select appropriate texts for their classroom and guided reading instruction.

## Literacy Facilitator

The Literacy Facilitator is funded through the use of Title I money. The Literacy Facilitator will:

- Assess all K-3 students in the mClass program at the beginning, middle, and end of the school year for consistency
- Work with teachers to implement guided reading with fidelity
- Pull out students based on academic deficits validated by data
- Hold Professional Development with our special area teachers and teacher assistants to support instruction during our school wide literacy block
- Meet weekly with PLCs to discuss mClass data
- Instruct groups and collects data
- Conduct mClass data dives with individual teachers to help close student reading gaps
- Provide a variety of resources to classroom teachers for instruction
- Provide a variety of resources to classroom teachers for students struggling academically
- Model lessons for teachers (Balanced Literacy)
- Work closely with a teacher assistant to pull intervention groups and provide instruction
- Serve as a member of the MTSS team
- Lead Professional Development at staff meetings
- Lead Data Dives as data is available to assist with instructional strategies targeted to improve student growth and achievement

## Math Facilitator

A part time math facilitator has been funded through the use of Title I money. The math facilitator is at Battleground Mondays, Tuesdays, and Wednesdays. The Math Facilitator will:

- Hold Professional Development weekly with grade levels and PLCs on areas of math concern: math reasoning
- Help create and model how to use data from common assessments in each grade level
- Pull intervention groups from MTSS referrals
- Collect data on struggling math students and provide interventions to be used by classroom teachers
- Model effective math lessons using Math Expressions
- Integrate technology into each lesson plan discussed with teachers
- Provide resources through a weekly newsletter to staff (technology, websites, and quick attention grabbers for students)
- Meet with MTSS team to discuss student needs
- Meet with administration to discuss student performance and focus areas
- Meet weekly with classroom teachers, during block planning, to help stay on target with math pacing and alignment with Common Core State Standards

### Exceptional Children Literacy Facilitator, Leah Caldwell

- Work with the EC teacher and EC Teacher Assistant on using Corrective Reading, Reading Mastery, and Number Worlds by modeling lessons
- Provide lesson feedback after observation
- Help analyze data and make informed decisions about instructional strategies to promote student growth
- Provide additional resources as needed

### Director of Exceptional Children, Jennifer Cash

- Schedule Exceptional Teacher observations and provide feedback
- Provide resources as needed for the EC classroom

### Title I Director, DeAnna Finger

- Provide Math foundations follow-up training
- Model effective math lessons
- Observe math lessons and provide valuable feedback

### Assistant Superintendent of Curriculum and Instruction, Rhonda Hager

- Will present Thinking Maps training for faculty with integration of literacy strategies/standards
- Follow-up visits and discussion about thinking maps with grade level meetings

### Lincoln County Schools Testing Coordinator, Rusty Saine

- Discuss EVAAS data with classroom teachers and faculty

### Lincoln County Schools Elementary Director, Glenda Walker

- Bi-monthly Classroom Walk-throughs with Principal to discuss student engagement, pacing, Blooms Taxonomy, rigor and relevance

### Lincoln County Schools Math Facilitator, Alycen Wilson

Mrs. Wilson will meet monthly with staff beginning in October 2015. During these monthly meetings she will:

- Model effective math lessons for teachers
- Provide appropriate staff development with grade levels, PLCs, and during faculty meetings
- Complete fidelity checks of the Math Expressions program
- Conduct Teacher Observations and provide feedback on the Math Expressions program and Math Foundations training
- Help teachers analyze math data to make informed math instructional decisions

## School Wide Literacy Block

Battleground Elementary began a 120 minute uninterrupted literacy block at the beginning of the 2015-2016 school year. The goal of the literacy block is to provide the classroom teacher time to instruct students without having students pulled-out during vital instruction. Literacy block features:

- Have 120 minutes of literacy instruction that is uninterrupted
- Students are engaged in authentic literacy instruction for a full block of time
- Teachers are using the Balanced Literacy Model
- TAs and Special area teachers have been trained to also help with guided reading instruction in the K-3 classrooms
- All teachers are teaching Language Arts at the same time so observations on guided reading, progress monitoring, and effective instruction can be closely monitored
- Classroom walk-throughs were created so administration can collect data and closely monitor effective literacy instruction
- More data can be collected so we are making informed decisions for student intervention and instruction; this is built into the academic day
- The entire faculty is taking ownership for reading growth in our students and are more aware of deficits

## Battleground's Beginning Teacher Support Plan

Battleground Elementary School has 11 teachers that are Beginning Teachers 1, 2, or 3. These teachers are on Comprehensive Observations, meaning they receive 3 formal and a peer observation throughout the year. Our goal is to make sure our BTs feel supported. Battleground has a plan for our Beginning Teachers, along with the County's plan:

- Administration meets monthly with Beginning Teachers
- Provides adequate time for BTs and mentors to meet to discuss needs
- LCS: Scheduled meetings with Dr. Aaron Allen, at the Central Office
- Meeting individually to help prepare paperwork and PEPs
- Extra time allotted to discuss data and help with lesson planning as needed

## Communication with Stakeholders

Battleground is making every effort to communicate with our stakeholders on a regular basis by utilizing the following strategies:

- Remind 101 Messaging System sent to parents
- Sunday Voice Message sent to parents and staff (delivered in English and Spanish)
- The Spirit Rock
- School Website
  - Principal's Corner updated weekly
  - Teacher biographies
- Home visits from the school guidance counselor. In an attempt to visit 100% of our population, only 60% were visited face to face due to families not being at home, etc.
- Students take home agendas/planners daily to parents which are in a binder. There is consistency across the school about parent take-home communication.



## PBIS

- Battleground began PBIS this school year. We are in our implementation phase.
- Successfully implementing PBIS to support students behaviorally so they can learn
- Holding Patriot Pride Ceremonies monthly to reward attendance, behavior, Terrific Kids, classroom of the month, and teacher of the month
- Staff "Thank You" board drawings for recognition
- Monthly "Good Bus Citizen"

## Community Support

Battleground has fantastic community support. Currently our partnerships are with:

- First Christian
- McKendree United Methodist Church
- Zaxby's
- First Baptist- Backpack Ministry
- Angel Tree Christmas business support



**SCHOOL IMPROVEMENT PLAN 2014-2016**

Documentation of School Improvement Plan Vote

On 9/15/15 (Date), the faculty and staff voted in support of the 2015-16 (Year) Battlesound (School Name)

Signed Jameson Reed  
SIT Chair

Signed Jeff H. Creek  
Principal

SIT Team Members' Signatures:

Amber Proctor

Jameson Reed  
Jameson Reed

Melissa W. Hance

Francine Miller Angeli

Tina Clever - Parent Rep.

## Battleground Elementary Data

### Achievement Data

Year	Percent Proficient - Total Composite			
	2012-2013	2013-2014		2014-2015
Performance Composite	43.9	CCR	GLP	GLP
Growth Status	Expected	NA	Not Met	Expected
		33.8	45.9	30.8
		NA	Not Met	NA

For 2012-2013 Battleground's growth status is based on Kiser's

### Analysis of Proficiency in Subgroups

Year	Grade 3 Reading	2013-2014		2014-2015		Grade 3 Math	2013-2014		2014-2015	
		CCR	GLP	CCR	GLP		CCR	GLP	CCR	GLP
All Students	42.9	35.1	45.9	33.3	47.4	44.9	32.4	45.9	29.1	45.6
African Americans	38.5	37.5	43.8	30.8	53.8	46.2	18.8	25.0	30.8	46.2
Caucasians	47.6	34.2	47.4	40.5	54.8	52.4	36.8	50.0	40.5	50.0
Hispanics	38.5	41.2	52.9	23.9	35.3	30.8	41.2	52.9	11.1	50.0
Mutli-Racial	*	*	*	16.7	16.7	*	*	*	<5	<5
Free/Reduced Lunch	41.5	30.6	43.5	30.0	46.0	41.5	27.4	43.5	23.5	41.2
LEP	*	20.0	30.0	30.0	40.0	*	20.0	40.0	9.1	45.5
EC	<5	10.0	10.0	11.8	11.8	<5	20.0	20.0	17.6	29.4
Boys	35.7	33.3	41.0	18.6	32.6	42.9	35.9	48.7	20.5	38.6
Girls	52.4	37.1	51.4	51.4	65.7	47.6	28.6	42.9	40.0	54.3

# Battleground Elementary Data

## Achievement Data

Year	Percent Proficient - Total Composite					
	2012-2013	2013-2014		2014-2015		2014-2015
Performance Composite	4.39	CCR	GLP	CCR	GLP	GLP
Growth Status	Expected	NA	Not Met	NA	NA	Expected

For 2012-2013 Battleground's growth status is based on Kiser's

## Analysis of Proficiency in Subgroups

Year	Grade 3 Reading	2013-2014		2014-2015		Grade 3 Math	2013-2014		2014-2015	
		2012-2013	CCR	GLP	CCR		GLP	CCR	GLP	CCR
All Students	42.9	35.1	45.9	33.3	47.4	44.9	32.4	45.9	29.1	45.6
African Americans	38.5	37.5	43.8	30.8	53.8	46.2	18.8	25.0	30.8	46.2
Caucasians	47.6	34.2	47.4	40.5	54.8	52.4	36.8	50.0	40.5	50.0
Hispanics	38.5	41.2	52.9	23.9	35.3	30.8	41.2	52.9	11.1	50.0
Multiracial	*	*	*	16.7	16.7	*	*	*	<5	<5
Free/Reduced Lunch	41.5	30.6	43.5	30.0	46.0	41.5	27.4	43.5	23.5	41.2
LEP	*	20.0	30.0	30.0	40.0	*	20.0	40.0	9.1	45.5
EC	<5	10.0	10.0	11.8	11.8	<5	20.0	20.0	17.6	29.4
Boys	35.7	33.3	41.0	18.6	32.6	42.9	35.9	48.7	20.5	38.6
Girls	52.4	37.1	51.4	51.4	65.7	47.6	28.6	42.9	40.0	54.3

**Battleground Elementary**

**2015-2016 School Improvement Plan  
Data from the 2014-2015 School Year**

**RDYSTAT - Ready Overview**

Indicator	Denom	Percent
Perf Comp CCR	159	30.8
Perf Comp GLP	159	45.9
The ACT		
ACT WorkKeys		
Math Course Rigor		
CGR 4yr		
CGR 5yr		
Graduation Project	N/A	
Growth Status	Met	
Growth Index	-0.82	

**SPGSTAT - School Performance Grade**

Subject	Ach	Growth	Perf	Grade
Overall	46	75.9	52	D
Reading	47	75.9	53	D
Math	45		45	D
Science				
English II				
Math I				
Biology				
The ACT				
ACT WorkKeys				
Math Course Rigor				
CGR 4yr				

**AMOSTAT - Target Overview**

Subject	#Met	#Targ	Pct
Reading Grades 3-8	3	6	50.0
Math Grades 3-8	3	6	50.0
Science Grades 5&8			
Reading Grade 10			
Math Grade 10			
Science Grade 11			
Current Year EOC			
Attendance	1	1	100.0

Cohort Grad Rate					
The ACT					
ACT WorkKeys					
Math Course Rigor					
Total Targets	7	13	53.8		

**RDYLEV - Performance Composite by Level**

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	25.8	28.3	15.1	22.6	8.2	30.8	45.9
EOG	25.8	28.3	15.1	22.6	8.2	30.8	45.9
EOG Grade 3	26.1	27.4	15.3	22.9	8.3	31.2	46.5
EOG Grade 4	*	*	*	*	*	*	*
Reading	31.6	21.5	13.9	27.8	5.1	32.9	46.8
Reading Grade 3	32.1	20.5	14.1	28.2	5.1	33.3	47.4
Reading Grade 4	*	*	*	*	*	*	*
Math	20	35	16.3	17.5	11.3	28.8	45
Math Grade 3	20.3	34.2	16.5	17.7	11.4	29.1	45.6
Math Grade 4	*	*	*	*	*	*	*

**RDYSUM - Ready Drilldown**

Performance Composite CCR												
ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
30.8	45.7	19.1	*	*	30.8	17.1	8.3	39.5	26.7	19	13.9	*
159	70	89	<5	<5	26	35	12	86	101	21	36	<5





	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
<b>Math</b>	<b>45</b>	<b>54.3</b>	<b>37.8</b>	*	<b>46.2</b>	<b>50</b>	<b>48.8</b>	<b>41.2</b>	<b>45.5</b>	<b>27.8</b>	*	<5	<5	<5	<5	<5	<5	<5	<5
	80	35	45	<5	13	18	43	51	11	18									
<b>Math Grade 3</b>	<b>45.6</b>	<b>54.3</b>	<b>38.6</b>	*	<b>46.2</b>	<b>50</b>	<b>50</b>	<b>41.2</b>	<b>45.5</b>	<b>29.4</b>	*	<5	<5	<5	<5	<5	<5	<5	<5
	79	35	44	<5	13	18	42	51	11	17									
<b>Math Grade 4</b>	*	*	*	*	*	*	*	*	*	*	*	<5	<5	<5	<5	<5	<5	<5	<5
	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5

**The ACT**

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
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**ACT WorkKeys**

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
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**Math Course Rigor**

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
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**Cohort Graduation Rate**

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
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**AMOTARG - Target Detail**

<b>Reading Grades 3-8</b>													
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG		
Part Den	80	<5	<5	13	18	6	43	51	11	18	<5		
Part Pct	>95	*	*	*	>95	*	>95	>95	*	*	*		
Part Status	Met	Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Insuf	Insuf		

Prof Den	70	<5	<5	11	17	6	36	42	10	17	<5
Prof Pct	31.4	*	*	*	*	*	38.9	26.2	*	*	*
Goal Pct	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Prof Status	Not Met	Insuf	Insuf	Insuf	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf	Insuf

**Math Grades 3-8**

ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
80	<5	<5	13	18	6	43	51	11	18	<5
>95	*	*	*	*	*	>95	>95	*	*	*
Met	Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Insuf	Insuf
71	<5	<5	11	18	6	36	43	11	17	<5
31.0	*	*	*	*	*	44.4	25.6	*	*	*
53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Not Met	Insuf	Insuf	Insuf	Insuf	Insuf	Not Met	Not Met	Insuf	Insuf	Insuf

**Attendance**

ALL										
>95										
Met										

**Target Status Options:**

/A = Met Using Alternate Cohort (Current+Exited for SWD & LEP, or Extended rate for CGR)

/C = Met Using Confidence Interval Upper Bound

/I = Met Using Improvement (0.1% for ATT, 2% for Standard CGR, 3% for Extended CGR)

## **BATTLEGROUND ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN Summary 2014-2016**

**School Improvement Goal: By 2014-2016, students in Grade 3 will exceed the state proficiency average in Reading by 3% and exceed the state proficiency average by 5% in Mathematics on the annual state assessments.**

- Utilize common formative assessments and benchmark assessments in grades K-3 aligned with pacing guides to monitor student progress.
- Analyze benchmark assessment data for student strengths and weaknesses to develop remediation/re-teaching plans in K-3 classrooms.
- Create and schedule Parent Nights for K-1 and 2-3 grades utilizing an academic focus.
- Continue *Imagine Learning English* with 30 ELL students based upon Access data and teacher formative assessments.
- Continue guided reading in all K-3 classes using the Fountas and Pennell model.
- Implement Title 1 Literacy Coach training for all K-3 classroom teachers.
- Create a Book Room with leveled readers for all content areas for teachers to use with students.
- Implement the Balanced Literacy model with all K-3 teachers.
- Create and schedule Parent Nights to provide parents with information on how to assist their children with Reading and Mathematics curriculum strategies and activities at home.
- Implement Mathematics Expressions program into all K-3 classrooms and provide staff development monthly for all components.

**School Improvement Goal: By 2014-2016, Battleground Elementary will develop two strategies and coordinate a minimum of one event each year to provide additional services and support to all students identified as "at risk."**

- Develop an intervention plan to support students in grades K-3 that are identified at risk.
- Coordinate a transition meeting between school counselors/SST chairpersons at our feeder school to discuss needs of students identified at risk and to deliver Tier paperwork and student folders
- Create Personalized Education Plans (PEP's) using student assessment data for students in grades K-3 that specify intervention strategies used and a timeline for monitoring student progress.
- Coordinate monthly PST/MTSS meetings to discuss needs and progress of students who have been identified as "at risk."
- Provide after school tutoring in reading and mathematics for students two days a week.
- Implement a mentor program, using staff volunteers, for students who are struggling due to severe social and academic problems.
- Implement *Imagine Learning English* with 30 ELL students based upon Access data and teacher input.

**School Improvement Goal: By 2014-2016, Battleground Elementary staff will embed 21<sup>st</sup> Century Skills into the curriculum materials, activities, and learning using information from the state Common Core and Essential Standards in every curricular area to increase opportunities for students to develop skills necessary to be college or career ready in the 21<sup>st</sup> Century.**

- Implement a consistent universal screening tool to be used for progress monitoring in reading in all K-3 classrooms.

- Complete K-entry assessment as a component of the enrollment process in order to develop intervention plans that address specific student needs.
- Provide small group instructional support from a reading specialist in grades K-3.
- Monitor academic progress in literacy/reading K-3 using DIBELS (Dynamic Indicators of Early Literacy) and TRC (Text Reading Comprehension) from mClass/Wireless Generation for screening and progress monitoring.

**School Improvement Goal: By 2014-2016, all educational professionals at Battleground Elementary School will have the skills, resources, and materials needed to teach and assess 21<sup>st</sup> Century content.**

- Coordinate Professional Learning Communities (PLC's) among all certified staff that provides ongoing dialogue surrounding 21<sup>st</sup> Century themes.
- Train all certified staff on the Classroom Walk Through (CWT) instrument used to monitor implementation of 21<sup>st</sup> Century Skills and Content.
- Conduct an annual school-wide needs assessment that identifies operational, facility, and instructional needs in the area of 21<sup>st</sup> Century systems.
- Obtain feedback on the professional development needs of teachers based upon observations and discussions at grade level meetings.
- Conduct school wide events/celebrations that align with the new Common Core State and Essential Standards to promote global awareness among all stakeholders.

**School Improvement Goal: Battleground Elementary will maintain an environment conducive to academic and overall student success by promoting the physical, mental, and social well-being of students through the implementation of at least two strategies per year.**

- Provide students with information, activities, and recognition emphasizing anti-bullying and the importance of exhibiting positive character traits.
- Follow safety procedures as outlined in the Safe Schools Plan, Crisis Plan, Staff Handbook, and Critical Response Plan.
- Coordinate a backpack program (provides food each weekend for entire family) with an area church for families who are struggling financially.
- Implement a fruit or vegetable of the day program as a healthy snack for each classroom

**School Improvement Goal: From 2014-2016, Battleground Elementary School will work collaboratively with stakeholders to implement a minimum of two innovative practices extending the walls of the classroom by enhancing global connections that promote student success.**

- Develop partnerships with multiple stakeholders to promote innovative instructional practices and to promote 21<sup>st</sup> Century learning in grades K-3.
- Implement and target social skills with Positive Behavior Intervention System (PBIS)
- Utilize local business persons to visit and share innovative practices within their realm of expertise.
- Create and implement a program to allow selected 3<sup>rd</sup> graders to visit patients at Cardinal Healthcare
- Connect with stakeholders through appropriate social media outlets such as Twitter and Remind 101.

**Strategic Priorities Adopted by the Lincoln County Board of Education**

- Strategic Priority 1: Lincoln County Schools will produce globally competitive students.
- Strategic Priority 2: Lincoln County Schools will be led by 21st Century professionals.
- Strategic Priority 3: Students in Lincoln County Schools will be healthy and responsible.
- Strategic Priority 4: Leadership will guide innovation in Lincoln County Schools.
- Strategic Priority 5: Lincoln County Schools will be governed and supported by 21st Century systems.

**School Improvement Goal: By 2016-2017, students in Grade 3 will exceed the state proficiency average in Reading by 3% and exceed the state proficiency average by 5% in Mathematics on the annual state assessments.**

**Connection(s) to LCS Strategic Plan: Goal 1.2-by 2015-2016, Lincoln County Schools will exceed the state proficiency average by 6% in all annual statewide assessments in grade 3-8**

**Goal 1.5-Ninety percent of students will be proficient in Reading at the end of 3<sup>rd</sup> grade by the 2015-2016 school year.**

**Rationale: Our 3<sup>rd</sup> grade students achieved an overall proficiency of 45.9 % in the 2014-2015 school year. We had 45.9 % of 3<sup>rd</sup> grade students proficient in Reading and 45.9% proficient in Mathematics. Our students scored 6.6% below the state average in Reading and 10.7% below the state average in Mathematics.**

Action Step (Include Population Served)	Person Responsible	Professional Development	Resources Required/Budget	Documentation/ Evaluation	Due Date	Completed
Utilize common formative assessments and benchmark assessments in grades K-3 aligned with pacing guides to monitor student progress.	Classroom teachers, Title 1 teacher, Director of Elementary Education	GEMS meetings	Benchmark assessments, pacing guides, formative assessments, Director of Elementary Education, DIBELS, TRC, mClass	Lesson plans, student assessment scores, samples of formative assessments	Weekly	
Analyze benchmark assessment data for student strengths and weaknesses to develop remediation/re-teaching plans in K-3 classrooms.	Administration, Classroom teachers, Title 1/Literacy Coach		DIBELS (Dynamic Indicators of, TRC (Text Reading Comprehension), mClass	Benchmark data, remediation plans	October 1st, 2014 February 1st, 2015 May 30,	

<p>Create and schedule Parent Literacy Nights for K-1 and 2-3 grades utilizing an academic focus.</p>	<p>Principal, SIT, Teachers, Title 1</p>		<p>Common Core and Essential Standards materials/activities, Title 1 funds</p>	<p>Schedule for each Parent Night, pictures of Parent Literacy night activities</p>	<p>2015 Once each nine weeks (October, January, April)</p>	
<p>Implement <i>Imagine Learning English</i> with 30 ELL students based upon Access data and teacher formative assessments.</p>	<p>Computer Lab Assistant, ESL Classroom teachers</p>	<p>ESL Dept.</p>	<p>District ESL funds, computers, Imagine Learning software</p>	<p>Student data from software assessment program</p>	<p>Weekly</p>	
<p>Monitor academic progress in K-3 math classrooms using Math Expressions</p>	<p>Principal, K-3 Classroom Teachers, Title 1</p>	<p>Title 1</p>	<p>Title 1 funds</p>	<p>Benchmark and progress monitoring data</p>	<p>Weekly</p>	
<p>Continue guided reading in all K-3 classes using the Fountas and Penneil model.</p>	<p>Administration, classroom teachers, Title 1/Literacy Coach</p>	<p>Title 1 training, modeling, and observing</p>	<p>Leveled readers, Guided Reading materials, Title 1 funds</p>	<p>Observation schedules and checklist, lesson plans</p>	<p>Daily</p>	
<p>Continue to add to the book room with leveled readers for all content areas for teachers to use with students.</p>	<p>Title 1/Literacy Coach, Administration</p>	<p>Donors Choose</p>	<p>Additional leveled readers, Title 1 funds, Horace Mann/Donors Choose Grant</p>	<p>Literacy Book Room, check out system</p>	<p>October, 2015</p>	
<p>Implement Title 1 Literacy Coaching for all K-3 teachers.</p>	<p>Title 1/Literacy Coach</p>	<p>Title 1</p>	<p>Title 1 funds</p>	<p>Schedules, needs assessment surveys</p>	<p>October, 2015</p>	
<p>Implement the Balanced Literacy approach for all K-3 classroom teachers</p>	<p>Title 1 / Literacy Coach</p>	<p>Title 1</p>	<p>Title 1 funds</p>	<p>Lesson plans, testing data</p>	<p>October, 2015</p>	
<p>Implement Mathematics Expressions program into all K-3 classrooms.</p>	<p>Principal</p>	<p>Mathematics Expressions Trainer</p>	<p>Title 1 funds</p>	<p>Lesson plans, testing data</p>	<p>October 2014</p>	

**Strategic Priorities Adopted by the Lincoln County Board of Education**

- Strategic Priority 1: Lincoln County Schools will produce globally competitive students.
- Strategic Priority 2: Lincoln County Schools will be led by 21st Century professionals.
- Strategic Priority 3: Students in Lincoln County Schools will be healthy and responsible.
- Strategic Priority 4: Leadership will guide innovation in Lincoln County Schools.
- Strategic Priority 5: Lincoln County Schools will be governed and supported by 21st Century systems.

**School Improvement Goal: By 2015-2016, Battleground Elementary will develop two strategies and coordinate a minimum of one event each year to provide additional services and support to all students identified as "at risk."**

**Connection(s) to LCS Strategic Plan: Goal 1.1-Increase the 5 year cohort graduation rate to 89.5% by 2014-2015.**

**Rationale: In 2013-2014, the overall graduation rate for all Lincoln County high schools was 86.4%.**

Action Step (Include Population Served)	Person Responsible	Professional Development	Resources Required/Budget	Documentation/ Evaluation	Due Date	Completed
Develop an intervention plan to support students in grades K-3 that are identified at risk.	Classroom teachers, Title 1/Literacy Coach	MTSS training	Intervention materials, reading and math assessments	Intervention schedule by grade levels	October, 2015	
Coordinate a transition meeting between school counselors/PST chairpersons at our feeder school to discuss needs of students identified at risk and to deliver Tier paperwork and student folders	Administration, School Counselor, PST chairperson	MTSS team	Tier forms and procedures	Tier paperwork, meeting notes	June of each year	
Create Personalized Education Plans (PEP's) using student assessment data for students in grades K-3 that specify intervention strategies used and a timeline for monitoring student progress.	Director of Elementary Education, Administration, Classroom teachers	MTSS trainings	PEP forms, DIBELS/TRC and mClass assessment data	PEP's for individual students	Year long process	
Coordinate monthly MTSS	Principal,		PST forms	PST meeting	Refresher	

meetings to discuss needs and progress of students who have been identified as "at risk."	classroom teachers, PST team, grade level PST grade level reps., school psychologist	Refresher training in September provided to classroom teachers on PST procedures and paperwork		minutes, Tier paperwork, PST spreadsheet	training September 2, 2015 PST meetings 1st Thursday of each month
Provide after school tutoring in reading and mathematics for students two days a week.	Principal, Teachers & Staff		Title 1 funds, tutoring materials	Tutoring schedule	January, 2014-May, 2015
Implement a mentor program, using staff volunteers, for students who are struggling due to severe social and academic problems.	Principal, staff, school counselor		Staff members	List of students and mentors	Mentors will meet with mentees weekly during the school year
Implement <i>Imagine Learning English</i> with 30 ELL students based upon Access data and teacher input.	ESL teacher, Computer Lab assistant		Computer Lab, software, ESL funds	Lesson plans using <i>Imagine Learning English</i> software	K-Twice a week for 15 minutes each, 1 <sup>st</sup> -3 <sup>rd</sup> grades twice a week for 30 minutes each



**Strategic Priorities Adopted by the Lincoln County Board of Education**

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**School Improvement Goal: By 2016-2017, Battleground Elementary staff will embed 21<sup>st</sup> Century Skills into the curriculum materials, activities, and learning using information from the state Common Core and Essential Standards in every curricular area to increase opportunities for students to develop skills necessary to be college or career ready in the 21<sup>st</sup> Century.**

**Connection(s) to LCS Strategic Plan: Goal 1.7-By 2016, embed 21<sup>st</sup> Century Skills into curriculum materials and learning activities designed for the implementation of Common Core and Essential Standards in every curricular area to increase opportunities for all students to develop skills necessary to be college and career ready in the 21<sup>st</sup> Century.**

**Rationale: The Common Core and Essential Standards define general and cross-disciplinary literacy and mathematic skills and expectations that must be achieved for students to be prepared to enter college or the workforce training programs and be successful.**

Action Step (Include Population Served)	Person Responsible	Professional Development	Resources Required/Budget	Documentation/Evaluation	Due Date	Completed
Implement a consistent universal screening tool to be used for progress monitoring in reading in all K-3 classrooms.	Classroom teachers, Director of Technology Services, Title 1/Literacy teacher	DIBELS training	mClass	Screening tool from mClass, student data	August, 2014-2016	
Complete K-entry assessment as a component of the enrollment process in order to develop intervention plans that address specific student needs.	Kindergarten teachers, Support staff		DIAL 4	Schedule of screening days, assessment data	March, 2016	
Provide small group instructional support from a reading specialist in grades K-3.	Title 1/Literacy Coach, Reading tutor		Instructional materials and activities	Schedule of student groups	Weekly pullouts and push-in	
Monitor academic progress in literacy/reading K-3 using	Administration, K-3 classroom		State grant, iPads, mClass/Wireless	Benchmark and progress	September 4-29, 2014	

<p>DIBELS (Dynamic Indicators of Early Literacy) and TRC (Text Reading Comprehension) from mClass/Wireless Generation for screening and progress monitoring.</p>	<p>teachers, Title 1/Literacy Teacher</p>		<p>generation software</p>	<p>monitoring data</p>	<p>January 7-25, 2015  May 6-24, 2015  PM red weekly,  PM yellow once each month,  PM green one time per nine weeks</p>	
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**School Improvement Goal: By 2014-2016, all educational professionals at Battleground Elementary School will have the skills, resources, and materials needed to teach and assess 21<sup>st</sup> Century content.**

**Connection(s) to LCS Strategic Plan: Goal 2.1-By 2014-2016, all educational professionals in Lincoln County Schools will complete high quality professional staff development in 21<sup>st</sup> Century skills, content, and technology.**  
**Goal 2.2-By 2015-2016, all educational professionals in Lincoln County Schools will have the skills to teach and assess 21<sup>st</sup> Century content.**  
**Goal 5.1-Align financial expenditures with school and district improvement priorities in all schools and departments for the purpose of increasing student achievement and/or reducing documented operational inefficiencies by July 1, 2013.**

**Rationale: North Carolina Public Schools has implemented the *College and Career: Ready, Set, Go!* Initiative to spur innovation in a 21<sup>st</sup> Century learning environment.**

Action Step (Include Population Served)	Person Responsible	Professional Development	Resources Required/Budget	Documentation/Evaluation	Due Date	Completed
Coordinate Professional Learning Communities (PLC's) among all certified staff that provides ongoing dialogue surrounding 21 <sup>st</sup> Century themes.	Principal		Schedule from Administration	Copies of information shared at PLC meetings	Weekly during grade level planning meetings	
Train all certified staff on the Classroom Walk Through (CWT) instrument used to monitor implementation of 21 <sup>st</sup> Century Skills and Content.	Administration	Workshop for all certified teachers	CWT software	CWT instrument data collection and analysis to be shared with certified teachers	September, 2015	
Conduct an annual school-wide	Director of		Survey from county	Copy of survey	April, 2016	

needs assessment that identifies operational, facility, and instructional needs in the area of 21 <sup>st</sup> Century systems.	Human Resources and Director of Technology Systems		office	and results		
Obtain feedback on the professional development needs of teachers based upon observations and discussions at grade level meetings.	Administration, classroom teachers		Staff Survey	Grade level meeting minutes	Monthly	
Conduct school wide events/celebrations that align with the new Common Core State and Essential Standards to promote global awareness among all stakeholders.	Administration, Stakeholder/Communication Correlate		School funds	Newsletter, flyers, pictures	Quarterly	

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**School Improvement Goal: Battleground Elementary will maintain an environment conducive to academic and overall student success by promoting the physical, mental, and social well-being of students through the implementation of at least two strategies per year.**

**Connection(s) to LCS Strategic Plan: Goal 3.1-On an annual basis, all facility data will be reviewed to ensure students are provided an environment that is safe and conducive to learning.**

**Goal 3.2-On an annual basis, all relevant data will be reviewed to ensure students are educated in an environment that is nurturing, inviting, and respectful.**

**Goal 3.3-Ensure all schools promote healthy behaviors, responsible choices, and positive social experiences for students and staff.**

**Rationale: Based upon the 2014 Teacher Working Conditions Survey results 98% of faculty rated they work in a school environment that is safe. Out of the 290 students in our school, there were a total of 0 acts of crime or violence during the 2013-2014 school year.**

Action Step (Include Population Served)	Person Responsible	Professional Development	Resources Required/Budget	Documentation/ Evaluation	Due Date	Completed
Provide students with information, activities, and recognition emphasizing anti-bullying and the importance of exhibiting positive character traits.	Principal, Counselor, Teachers, Support Staff		Monthly character trait lessons & activities, Terrific Kids recognition, Pats on the Back recognitions	Discipline data, lesson plans, morning announcements, Terrific Kids, Pats on the Back weekly drawings	Weekly	
Follow safety procedures as outlined in the Safe Schools Plan, Crisis Plan, Staff Handbook, and Critical Response Plan.	Administration, all Staff		Critical Incident Response Kit, Staff Handbook, Safe Schools and Crisis Plans	Copy of Staff Handbook, copy of Crisis and Safe Schools Plan, Critical Incident Response Kit	August 24, 2015	
Coordinate a backpack program	School		First Baptist	List of families in	Weekly	

<p>(provides food each weekend for entire family) with an area church for families who are struggling financially.</p>	<p>Counselor, Classroom teachers, First Baptist Church volunteers</p>		<p>Church food pantry</p>	<p>the program, observation of backpacks going home each Friday</p>		
<p>Implement a fruit or vegetable of the day program as a healthy snack for each classroom</p>	<p>Cafeteria staff, Child Nutrition Department-County Office</p>		<p>State grant</p>	<p>Menu of fruit/vegetable provided, observation of students eating in classrooms</p>	<p>Daily</p>	

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**School Improvement Goal: From 2014-2016, Battleground Elementary School will work collaboratively with stakeholders to implement a minimum of two innovative practices extending the walls of the classroom by enhancing global connections that promote student success.**

**Connection(s) to LCS Strategic Plan: Goal 4.1-By 2015, all Lincoln County Schools (district/school level) will collaborate with at least two business and community organizations to gain knowledge in using innovative practices that foster core values and strategies for change promoting 21<sup>st</sup> Century learning.**  
**Goal 4.2-During the next three years, all school leaders will work collaboratively with stakeholders to implement a minimum of 2 innovative practices/ideas extending the walls of the classroom by enhancing global connections that promote student success (academic and/or personal development).**

**Rationale: Lincoln County Schools is a recipient of the state Race to the Top (RttT) grant. This grant is designed to encourage public school innovation, which is a key component of North Carolina's priority to continue its momentum for school improvement.**

Action Step (Include Population Served)	Person Responsible	Professional Development	Resources Required/Budget	Documentation/Evaluation	Due Date	Completed
Develop partnerships with multiple stakeholders to promote innovative instructional practices and to promote 21 <sup>st</sup> Century learning in grades K-3.	School Improvement Team, Administration, School Counselor		Year 1 of implementation: 7 Habits Certification and Training Title 1 funding	Partnerships and/or stakeholder list Daily morning news broadcast, Battleground's vision statement	Monitor progress quarterly Daily	
Develop a plan to implement PBIS school wide	Principal, Teachers, School Improvement Team	PBIS	School Funds	Record of visits, pictures, Adopt a Cop, Junior Achievement volunteers	Log of visitors in school security check	
Utilize local business persons to visit and share innovative practices within their realm of expertise.	Principal, Counselor, School Improvement Team					

	<p>Create and implement a program to allow selected 3<sup>rd</sup> graders to visit patients at Cardinal Healthcare</p>	<p>School Counselor, 3<sup>rd</sup> grade teachers, Patient Care Representative at Cardinal Healthcare</p>											<p>Schedule of visits, pictures</p>	<p>Record of messages to parents</p>	<p>in/check out system</p>	<p>Monthly</p>	<p>Weekly</p>			
<p>Connect with parents through appropriate social media (Twitter, and Remind 101)</p>	<p>Principal</p>																			



**SCHOOL IMPROVEMENT PLAN**

**2015-2016**

**Building-Level Waiver Request**

**LEA Name:** Lincoln County Schools

**LEA Code:** 550

**School Code:** 

- 1. Please list waiver you are requesting:** Battleground Elementary request to waive textbook money.
- 2. How will the waiver be used:** The textbook waiver will be used to support the instructional programs as it relates to North Carolina Common Core State and Essential Standards.
- 3. How waiver will promote achievement of performance goals:** The textbook waiver will help the school reach performance goals by providing flexibility in spending of available funding.

**SCHOOL IMPROVEMENT PLAN**

**2015-2016**

**Building-Level Waiver Request**

**LEA Name:** Lincoln County Schools

**LEA Code:** 550

**School Code:** 

**1. Please list waiver you are requesting:** Battleground Elementary request to waive class size.

**2. How will the waiver be used:** The class waiver will be used to allow flexibility in adding students to classrooms without resulting in reorganization during the school year.

**3. How waiver will promote achievement of performance goals:** The class size waiver will maximize instruction for all students by preventing reorganization and interruption of the learning environment.