



# Mt. Gilead Elementary School

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100 S. School St. Mt. Gilead, NC 27306

Telephone 910-439-5411

Fax 910-439-1074

Mt. Gilead Elementary School, located in Mt. Gilead, NC is a pre-k through 5<sup>th</sup> grade school which serves an enrollment of 324 students. We are a Title 1 school with 77% of our students on free or reduced lunch. The following is a list of demographical data regarding the students we serve their families and the citizens of Mt. Gilead and the surrounding communities within the Mt. Gilead Elementary school district.

- Population in 2013 was 1179 which is a 15% decrease from 2000
- Males: 476 (40.4%) Females: 703 (59.6%) with an avg. age of 41 yrs.
- In 2010 the population for the Town of Mt. Gilead was 55.6% Black, 41% White, 1.4% Multi-racial, 1.2% Hispanic and >1% Asian
- 30% of population has a HS diploma or GED while more than 26% have less than HS diploma. 14.6% have at least a bachelor's degree and 28.6% have some college experience.
- Median Household Income 2013 was \$28,155 down from \$31,250 in 2000. NC median income was \$45,906 in 2013
- The county wide unemployment rate is currently @6.5%
- Our student breakdown is 179 Male and 145 Female
- 38% Black, 46% White, 3% Hispanic, 3% Multi Racial, 7% Asian, >1% Native Hawaiian or Other
- There are 15 full time teachers; all female (14 White, 1 Black) and 4 full time assistants; all female
- 4 teachers have been teaching 5 years or less while the rest have been teaching more than 5 years
- The county teacher turnover rate for this reporting year was 13.8% with a 5-year avg. of slightly more than 14%

John Beard  
Principal  
Mt. Gilead Elementary School

# Montgomery County Schools School Improvement Plan

## A Continuous Improvement Strategic Plan

|                         |                 |   |  |
|-------------------------|-----------------|---|--|
| School Name: Mt. Gilead | Year: 2014-2016 | Current NCLB Status:<br>4 out of 8 targets met: 50% | Current EVASS Status: 2013-2014 Met<br>Expected Growth 2014-2015 Met Expected Growth |
|-------------------------|-----------------|---|--|

| P   | PLAN: Identify the gap and the approach |           |                   |  |
|---|---|-----------|-------------------|--|
| <p><b>Overall SMART Goal (Two year projection):</b> Mount Gilead Elementary will increase reading proficiency to 60% in all target subgroups by June of 2016. Mount Gilead Elementary will decrease gaps in African American subgroup by 10%. Mount Gilead will increase Reading 3D proficiency to 80% by the EOY benchmark in grades K-2 and 50% in TRC. All K-5 teachers will achieve 150% growth in reading based on i-Ready assessment.</p> |   |           |                   |  |
| <p><b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b></p>   |   |           |                   |  |
| End-of-Grade  | 2013-2014                               | 2014-2015 | Growth/Difference |  |
| Mount Gilead 3 Reading  | 53.8                                    | 33.3      | -20.5             |  |
| Green Ridge 3 Reading   | 36.8                                    | 44.6      | 7.8               |  |
| Candor 3 Reading  | 47.5                                    | 51.1      | 3.6               |  |
| Page 3 Reading  | 57                                      | 63.6      | 6.6               |  |
| Star 3 Reading  | 55.9                                    | 42.2      | -13.7             |  |
| MCS 3 Reading   | 49.2                                    | 48.2      | -1                |  |
| Mount Gilead 4 Reading  | 44.2                                    | 42.6      | -1.6              |  |
| Green Ridge 4 Reading   | 31                                      | 40        | 9                 |  |
| Candor 4 Reading  | 34.8                                    | 54.9      | 20.1              |  |
| Page 4 Reading  | 60.6                                    | 63.3      | 2.7               |  |
| Star 4 Reading  | 57.6                                    | 66.7      | 9.1               |  |
| MCS 4 Reading   | 45.5                                    | 52.1      | 6.6               |  |
| Mount Gilead 5 Reading  | 40                                      | 47.8      | 7.8               |  |
| Green Ridge 5 Reading   | 39.7                                    | 34.5      | -5.8              |  |
| Candor 5 Reading  | 40.8                                    | 43.5      | 2.7               |  |
| Page 5 Reading  | 46.7                                    | 45.6      | -1.1              |  |
| Star 5 Reading  | 46.9                                    | 65.7      | 18.8              |  |
| MCS 5 Reading   | 43                                      | 45.8      | 2.8               |  |

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**MGES EVAAS Reading**

| Grade                         | Estimated School Growth Measure |        |        | Growth Measure over Grades<br>Relative to Growth Standard |
|-------------------------------|---------------------------------|--------|--------|---|
|                               | 3                               | 4      | 5      |   |
| Growth Standard               | 0.0                             | 0.0    | 0.0    |   |
| 2013 Growth Measure           |                                 | -5.8 R | 2.9 G  | -1.5 G  |
| Standard Error                |                                 | 1.8    | 1.7    | 1.2   |
| 2014 Growth Measure           | 0.6 G                           | 2.9 G  | 2.9 G  | 2.1 G   |
| Standard Error                | 1.9                             | 2.0    | 1.8    | 1.1   |
| 2015 Growth Measure           | -5.2 R                          | -4.2 R | -0.5 G | -3.3 R  |
| Standard Error                | 1.9                             | 1.9    | 2.0    | 1.1   |
| 3-Year-Average Growth Measure |                                 | -2.3 R | 1.8 G  | -0.8 G  |
| Standard Error                |                                 | 1.1    | 1.1    | 0.5   |

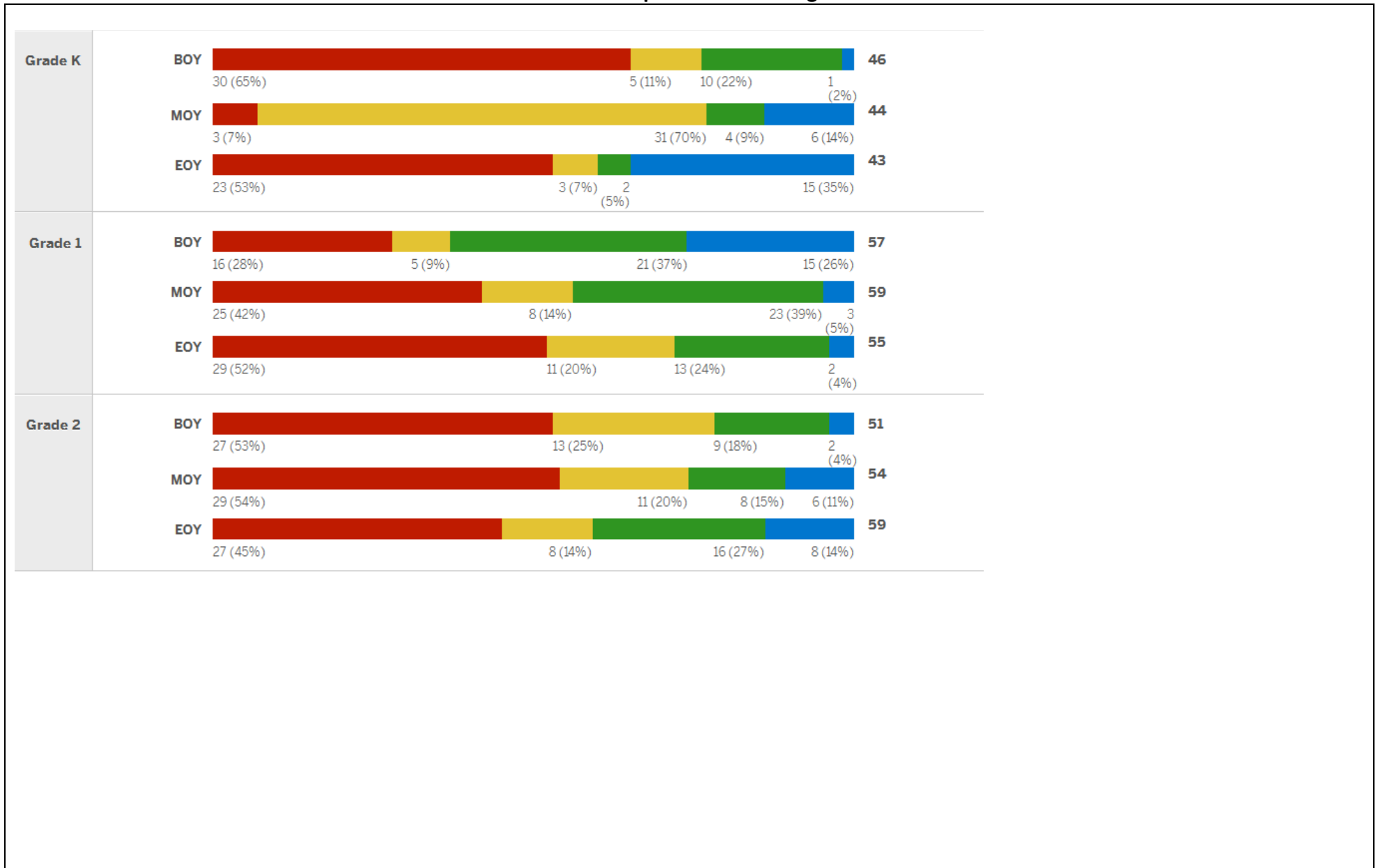
**AMO Subgroup Data**

|                         |   |                    |              |      |     |      |   |
|-------------------------|---|--------------------|--------------|------|-----|------|---|
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | ALL STUDENTS | 55.1 | 143 | 29.4 | N |
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | ASIAN        | 69.3 | 12  | *    | I |
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | BLACK        | 40.4 | 56  | 7.1  | N |
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | EDS          | 42.9 | 103 | 22.3 | N |
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | HISPANIC     | 43.0 | 5   | *    | I |
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | SWD          | 30.3 | 21  | *    | I |
| Mount Gilead Elementary | 4 | Reading Grades 3-8 | WHITE        | 65.2 | 64  | 46.9 | N |

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| 2014-2015                       | Reading-<br>Math<br>Difference | Reading-<br>Math<br>Composite | Overall Achievement Gap |
|---------------------------------|--------------------------------|-------------------------------|-------------------------|
| White                           | 0.6                            | <b>15.3</b>                   | <b>15.3</b>             |
| Black                           | 39.7                           |                               |                         |
| Hispanic                        | N/A                            |                               |                         |
| Asian                           | 20.8                           |                               |                         |
| Two or<br>More                  | 0                              |                               |                         |
| Student<br>with<br>Disabilities | N/A                            |                               |                         |

# Montgomery County Schools School Improvement Plan A Continuous Improvement Strategic Plan



# Montgomery County Schools School Improvement Plan

## A Continuous Improvement Strategic Plan

In order to meet your Overall Goal, what is the most important area that needs improving and why?

EOG data shows since the Common Core Standards were implemented in 2012-2013 we have grown ALL students in Reading from 28.1% proficient to 41.4% proficient in 2014-2015 (using GLP).

2014-2015 GLP subgroup data shows students proficient in each group as: ALL 41.4%; Females 35.9%; Males 46.4%; Black 22.2%; Hispanic <5; Multi-Racial 60%; White 58.7%; EDS 31.4%; SWD <5.

2014-2015 3<sup>rd</sup> Grade reading shows the reading CCR for females is 8.3% and GLP 25%. These fourth grade girls' reading data needs to be monitored carefully this school year.

2014-2015 subgroup GLP subgroup data shows decreases in proficiency for all groups except males. ALL -4.6 percentage points; Females -12; Males +2.2; Asian -3.8; Black -6.1; White -1.9; EDS -9. Subgroup data for all subgroups needs to be monitored in PLCs.

TRC gains from 2013 year to 2014 school year are from 33.66 to 34.33. Dibels gains from 2013 to 2014 school year are from 64.33 to 67.33. 1<sup>st</sup> grade ended the year with 22% of the students proficient on TRC so emphasis needs to be on these students in 2<sup>nd</sup> grade.

In order to meet the Reading Goal, we need fidelity to the 90 minute reading with focus on written expression and comprehension with an additional 30 dedicated to these skills. Focus must include language objectives through speaking and writing in all content areas. There is also a need for specific vocabulary instruction in each classroom. This will help with reading comprehension. Fidelity with K-2 Letterland and PDSA is also needed to help improve performance in K-5 literacy.

### **Data Analysis. Answer the data analysis questions.**

|   |  |   |
|---|--|---|
| <p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>I-Ready has been implemented as a regular part of classroom instruction. The data provided helps teachers design instruction using student strengths and weaknesses.</p> <p>Reading 3D written comprehension provides data that accurately focuses on the strengths and weaknesses of specific students.</p> | <p><b>2. What opportunities for improvement do you notice?</b></p> <p>Dedicated 90 minute literacy block with fidelity to Letterland and district literacy expectations.</p> <p>Vocabulary posted and purposefully taught in all classrooms</p> <p>Using writing instruction for writing process along with writing for understanding in all</p> | <p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>Students lack the ability to express knowledge in a written format. They can orally express their understanding, but can not put that understanding in a fluent written context.</p> <p>All Reading 3D data shows that students lack the mastery in the written comprehension</p> |
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| <p>Dedicated intervention time for the entire school with assistance provided by Connect teachers and teacher assistants for instruction.</p> <p>Read to Achieve guidelines and expectations are in place not only to have students proficient at 3<sup>rd</sup> grade, but to stress the importance at K-2 for proficiency.</p> <p>Departmentalizing in 5<sup>th</sup> grade improved 5<sup>th</sup> grade scores.</p> <p>Letterland- Started seeing some gains in Dibels scores.</p> | <p>classrooms using meaningful and explicit instruction. Utilize Ready writing with fidelity.</p> <p>Ensure progress monitoring is completed for each child according to their performance schedule/benchmark. Progress monitoring based on benchmarking will occur at state expected rates. 10 days-Red 20 Days-Yellow. Teachers will drill down in the dibels composite to the lowest critical skill of need to progress monitor/intervene. Attention will be paid to cut points this year. If students are sitting right at the cut point, they will be monitored as well.</p> <p>Continued utilization of I-Ready and Ready language arts materials in all classrooms with the lessons that are available for students at their particular ability level. If a student is below grade level, use lessons that will help bridge their ability gap.</p> <p>Fidelity with interventions need to be ensured with researched based interventions being deployed. All should be documented on both PEP and intervention logs.</p> <p>Fidelity to PDSA process needs to be ensured.</p> <p>Disaggregation and monitoring of subgroup data.</p> | <p>sections and do not show the same struggles in the verbal retelling of information.</p> |
|--|---|--|

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**Target SMART Goal (One year projection):**

**Mount Gilead Elementary will increase reading proficiency to 54% in all target subgroups by June of 2016. Mount Gilead will increase Reading 3D proficiency to 80% in Dibels by the EOY benchmark in grades K-2 and to 50% in TR**

**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

Our key strategy will be to implement Progress Monitoring with fidelity and utilize written comprehension questions during progress monitoring as well on all grade levels. There will be a focus on the additional 30 minutes for writing and utilizing strategies for students to master written understanding of text. Fidelity to Letterland, intervention block, PDSA and reading block will be established.

**D DO: Develop and Implement Deployment Plan**

| Step # | Cycle 1 List the specific steps your team will complete during the first cycle.                                | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
|--------|--|---|---|------------|----------|
| 1      | Uninterrupted 90 minute reading block in grades K-5 & additional 30 minutes scheduled for writing instruction. | John Beard,<br>Mandy Brown<br>Teachers            | Classroom schedules<br>Reading schedules<br>Lesson Plans                  | On-going   |          |
| 2      | Assign each grade level an additional staff member for academic support and interventions.                     | John Beard  | Master Schedule   | On-Going   |          |
| 3      | Analyze data from EOG's and Reading 3D BOY assessments and create/review intervention                          | Mandy Brown,<br>Teachers, John                    | Weekly scheduled planning sessions for all                                | On-going   |          |



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|---|---|--|--|----------|--|
|   | plans during team planning sessions.  | Beard  | grade levels and PLCs  |          |  |
| 4 | Each grade level will designate a specific day/time for team planning.  | Mandy Brown,<br>John Beard,<br>Classroom<br>Teachers                         | Weekly scheduled<br>planning sessions for all<br>grade levels  | On-Going |  |
| 5 | Intervention block scheduled for 30 minutes daily for every grade level. Focus on small group instruction that is differentiated to meet student needs.   | John Beard,<br>Mandy Brown,<br>Classroom<br>Teachers,<br>Connect<br>Teachers | Lesson Plans, Classroom<br>Walk-throughs,<br>Intervention Logs | On-Going |  |
| 6 | Tracking ongoing data from various assessments such as Reading 3D, I-Ready diagnostics, Letterland, and SRI (Scholastic Reading Inventory) in PLCs.<br>Ensure progress monitoring fidelity in this process. | John Beard,<br>Mandy Brown,<br>Classroom<br>Teachers                         | PLC agendas & minutes,<br>Data Wall in IF room                 | On-going |  |
| 7 | Utilize System 44 with fidelity for low level readers.  | John Beard,<br>Mandy Brown,<br>Allison<br>Kessinger<br>Dr. Noland            | Master Schedule<br>Lesson Plans<br>Fidelity Checks             | On-going |  |
| 8 | Utilize resources such as Early Success, Soar to Success, FCRR, Letterland, and I-Ready for below level readers during intervention block.  | John Beard,<br>Mandy Brown,<br>Classroom and<br>Connect<br>teachers          | Lesson Plans<br>Classroom walkthroughs<br>Intervention logs    | On-going |  |
| 9 | PDSA fidelity   | John Beard,<br>Mandy Brown,<br>Central office<br>team                        | CWT  | On-going |  |

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|    |   |                                  |                           |               |  |
|----|---|----------------------------------|---------------------------|---------------|--|
| 10 | Implement Reading Counts with fidelity                    | Reading Counts team              | Reading Counts reports    | On-going      |  |
| 11 | Implement common reading assessments                      | PLC groups                       | PLC data                  | On-going      |  |
| 12 | Guidance small groups with girls in 4 <sup>th</sup> grade | Guidance counselor<br>John Beard | Documentation of meetings | On-going      |  |
| 13 | Literacy Goal team established with monthly meetings      | Goal team leader TBA             | Monthly agendas           | On-going      |  |
| 14 | Selection of Afterschool students based on academic need. | Vance Thomas,<br>John Beard, SIT | Roster                    | Early October |  |

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

Digital literacy resources

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

Tutoring with Dream Builders to target students that need extra support.

Afterschool program.

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

### What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Reading Counts as needed, Letterland, Progress Monitoring-Anne Evans, PLC text dependent questions/written comprehension, Letterland observations other schools, MTSS training

### Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

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|   |   |   |
|---|---|---|
| iReady data and trends, SRC data, PDSA pre/post test data, Reading 3D PM data and benchmark data, common formative assessment data, CWT data, Instructional Rounds data | Reading 3D Progress Monitoring Fidelity reports<br>I-Ready data<br>Lesson Plans<br>Letterland Lesson data | Trend Data based on PLC minutes<br>PA data<br>Progress monitoring Grades K-4<br>i-Ready data (diagnostic and ongoing)<br>Common formative assessment data |
|---|---|---|

**S Study – Analysis of data after implementing an approach**

**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

|  |   |  |
|--|---|--|
| <b>1. What worked and how do you know?</b> | <b>2. What didn't work and how do you know?</b> | <b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</b> |
|--|---|--|

**Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?**

|   |   |
|---|---|
| <input type="checkbox"/> Target goal has been met and is changed to a new target goal.<br><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle. | <input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.<br><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach. |
|---|---|

**A Act – Revise or continue with implementation plan based on data analysis.**

**4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.**

| Step # | Cycle 2 List the specific steps your team will complete during the second cycle. | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
|--------|--|---|---|------------|----------|
|        |  |   |   |            |          |
|        |  |   |   |            |          |
|        |  |   |   |            |          |
|        |  |   |   |            |          |
|        |  |   |   |            |          |

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**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2?**

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

**If funding is not available, list the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?**

**Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)**

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)**

**S Study – Analysis of data after implementing an approach**

**At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

**2. What didn't work and how do you know?**

**3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? \_\_\_Yes \_\_\_No  
From whom do you need assistance?**

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**Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.**

|          |   |
|----------|---|
| <b>A</b> | <b>Act – Continue with the Target Goal or revise the Target Goal for next year.</b> |
|----------|---|

- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

|                         |                 |   |   |
|-------------------------|-----------------|---|---|
| School Name: Mt. Gilead | Year: 2014-2016 | Current NCLB Status:<br>5 out of 8 targets Met- 62.5% | Current EVASS Status: 2013-2014 Met<br>Expected Growth 2014-2015 Met Expected<br>Growth |
|-------------------------|-----------------|---|---|

|          |  |
|----------|--|
| <b>P</b> | <b>PLAN: Identify the gap and the approach</b> |
|----------|--|

**Overall SMART Goal (Two year projection):**

Mount Gilead Elementary will increase Math proficiency to 55% in all target subgroups by June, 2016. K-2 students will increase Math proficiency to 50% on grade level according to I-Ready. All K-5 teachers will achieve 150% growth in math based on i-Ready assessment.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

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| End-of-Grade        | 2013-2014 | 2014-2015 | Growth/Difference |
|---------------------|-----------|-----------|-------------------|
| Mount Gilead 3 Math | 48.1      | 38.9      | -9.2              |
| Green Ridge 3 Math  | 31.8      | 54.1      | 22.3              |
| Candor 3 Math       | 54.2      | 70.2      | 16                |
| Page 3 Math         | 64.5      | 64.1      | -0.4              |
| Star 3 Math         | 61.8      | 53.3      | -8.5              |
| MCS 3 Math          | 50.9      | 56.4      | 5.5               |
| Mount Gilead 4 Math | 23.3      | 44.3      | 21                |
| Green Ridge 4 Math  | 25.9      | 37.7      | 11.8              |
| Candor 4 Math       | 52.2      | 51        | -1.2              |
| Page 4 Math         | 60.6      | 65.6      | 5                 |
| Star 4 Math         | 60.6      | 64.5      | 3.9               |
| MCS 4 Math          | 44.3      | 51.6      | 7.3               |
| Mount Gilead 5 Math | 40        | 63        | 23                |
| Green Ridge 5 Math  | 44.6      | 51.8      | 7.2               |
| Candor 5 Math       | 46.9      | 50        | 4.1               |
| Page 5 Math         | 61        | 63.2      | 2.2               |
| Star 5 Math         | 53.1      | 54.3      | 1.2               |
| MCS 5 Math          | 50.5      | 57        | 6.5               |

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**EVAAS Growth**

| Estimated School Growth Measure |   |        |        |   |
|---------------------------------|---|--------|--------|---|
| Grade                           | 3 | 4      | 5      | Growth Measure over Grades<br>Relative to Growth Standard |
| Growth Standard                 |   | 0.0    | 0.0    |   |
| 2013 Growth Measure             |   | 0.6 G  | 2.0 G  | 1.3 G   |
| Standard Error                  |   | 1.7    | 1.6    | 1.2   |
| 2014 Growth Measure             |   | -0.2 G | -2.1 G | -1.2 G  |
| Standard Error                  |   | 1.9    | 1.6    | 1.2   |
| 2015 Growth Measure             |   | -1.3 G | 11.0 B | 4.9 B   |
| Standard Error                  |   | 1.7    | 1.8    | 1.3   |
| 3-Year-Average Growth Measure   |   | -0.3 G | 3.7 B  | 1.7 B   |
| Standard Error                  |   | 1.0    | 1.0    | 0.6   |

**AMO Subgroup Data**

| School Name             | SBE District | Subject                        | Subgroup     | Target | Denominator | Percent | Met Target |
|-------------------------|--------------|--------------------------------|--------------|--------|-------------|---------|------------|
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | ALL STUDENTS | 55.1   | 143         | 29.4    | N          |
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | ASIAN        | 69.3   | 12          | *       | I          |
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | BLACK        | 40.4   | 56          | 7.1     | N          |
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | EDS          | 42.9   | 103         | 22.3    | N          |
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | HISPANIC     | 43.0   | 5           | *       | I          |
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | SWD          | 30.3   | 21          | *       | I          |
| Mount Gilead Elementary | 4            | Reading Grades 3-8 Performance | WHITE        | 65.2   | 64          | 46.9    | N          |

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**Gap Data**

| 2014-2015                 | Reading-Math Difference | Reading-Math Composite | Overall Achievement Gap |
|---------------------------|-------------------------|------------------------|-------------------------|
| White                     | 0.6                     | <b>15.3</b>            | <b>15.3</b>             |
| Black                     | 39.7                    |                        |                         |
| Hispanic                  | N/A                     |                        |                         |
| Asian                     | 20.8                    |                        |                         |
| Two or More               | 0                       |                        |                         |
| Student with Disabilities | N/A                     |                        |                         |

In order to meet your Overall Goal, what is the most important area that needs improving and why?

EOG data shows since the Common Core Standards were implemented in 2012-2013 we have grown ALL students in Math from 31.7% proficient to 47.5% proficient in 2014-2015 (using GLP).

2014-2015 GLP subgroup data shows students proficient in each group as: ALL 47.5%; Females 46.2%; Males 48.8%; Asian 66.7%; Black 27%; Hispanic 40%; Multi-Racial 60%; White 61.3%; EDS 39.8%; SWD 12%.

2014-2015 3<sup>rd</sup> Grade reading shows the reading CCR for females is 8.3% and GLP 25%. These fourth grade girls' data needs to be monitored carefully this school year.

2014-2015 subgroup GLP subgroup data shows increase in proficiency for all groups. ALL +9.5 percentage points; Females +6.7; Males +12.8; Asian +21.2; Black =+13.7; White +3.6; EDS +6.5; Hispanic +20; SWD +6.1

K-2 Math proficiency was at 30.3%. Average i-Ready growth for 2014-2015 K-5 was 112%.

According to i-Ready data, measurement and data and geometry are weak areas for K-5 students at Mt. Gilead. Number sense and algebraic thinking still need to be enforced. I-ready growth data needs to reach a minimum 150%.



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| Data Analysis. Answer the data analysis questions.  |  |  |
|---|--|--|
| <p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>60-90 minutes of mathematical instruction at every grade level.<br/>           Increased use of manipulatives/hands-on learning<br/>           i-Ready math diagnostics and lessons<br/>           Georgia Units used at each grade level will be utilized throughout the year<br/>           8 Mathematical Practices will be integrated into classroom lessons.<br/>           Use of K-5 formative assessments.<br/>           I-Ready has been implemented as a regular part of classroom instruction. The data provided helps teachers design instruction using student strengths and weaknesses.</p> | <p><b>2. What opportunities for improvement do you notice?</b></p> <p>Implementation of PDSA process across all grade levels in Math.<br/>           Hiring of tutors for additional help in math classrooms.<br/>           Intervention block for each grade level.<br/>           Shift in teaching that uses representational presentation to concrete presentation.<br/>           Consistent implementation of Georgia units of instruction across the grade levels.<br/>           Implementation of NCDPI resources at every grade level.<br/>           Continued utilization of I-Ready in all classrooms with the lessons that are available for students at their particular ability level. If a student is below grade level, use lessons that will help bridge their ability gap.<br/>           Implementation of common formative assessments across grade levels.</p> | <p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>Numbers and Base 10 standards and Operations and Algebraic Thinking standards need to be continued to be focused upon in all grade levels. The basic math foundation needs to be built. Geometry and measurement are also weak areas for students at Mt. Gilead.</p> |
| <p><b>Target SMART Goal (One year projection):</b></p> <p>Mount Gilead Elementary will increase Math proficiency to 55% in all target subgroups by June, 2015.<br/>           K-2 students will increase Math proficiency to 50% on grade level according to i-Ready data.</p>  |  |  |

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**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

Georgia Units and NCDPI resources will be implemented as the Math curriculum in grades K-5. This will allow the focus to be on the Numbers and Base 10 standards and Operations and Algebraic Thinking standards. These standards are included at all grade levels and lay the foundation for mathematical thinking.

| <b>D</b> | <b>DO: Develop and Implement Deployment Plan</b>  |   |   |            |          |
|----------|---|---|---|------------|----------|
| Step #   | Cycle 1 List the specific steps your team will complete during the first cycle.   | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
| #1       | 60-90 minute block for Math instruction for grades K-5  | Classroom teachers                                | Classroom schedules<br>Lesson Plans<br>CWT's                              | On-going   |          |
| #2       | Analyze data pertaining in math during PLC's.<br>Implement consistent common math formatives.   | John Beard,<br>Mandy Brown<br>Teachers            | Through assessment scores   | On-going   |          |
| #3       | Identify targeted students for small group Math instruction.  | All Teachers                                      | EOG, Predictive assessments, common formative assessments                 | On-going   |          |
| #4       | Implement strategies from professional development training and PLC discussions.  | John Beard,<br>Mandy Brown,<br>Teachers           | Walkthroughs, informal and formal observations                            | On-going   |          |
| #5       | Tracking ongoing data from various assessments such as NCDPI Common Core Resources, PA and FA (Predictive and Formative Assessments) and I-Ready. | John Beard,<br>Mandy Brown.<br>Teachers           | All assessment results  | On-going   |          |

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| #6  | Continue to update data walls for each grade level to track individual student growth.   | John Beard,<br>Mandy Brown<br>Teachers              | Teachers, IF and Principal                  | On-going |  |
| #7  | Utilize 8 Mathematical Practices and Investigations Math for math instruction  | John Beard,<br>Mandy Brown,<br>Teachers             | Classroom schedules<br>Lesson Plans, CWT's  | On-going |  |
| #8  | Implement Georgia Units and NCDPI resources into classroom curriculum with fidelity  | John Beard,<br>Mandy Brown,<br>Teachers             | Classroom schedules,<br>Lesson Plans, CWT's | On-going |  |
| #9  | All grade levels (k-5) will utilize math formative assessments on the math wiki. These also will be tracked in spreadsheets to ensure fidelity of use. | John Beard,<br>Mandy Brown<br>Classroom<br>Teachers | Lesson Plans, PDSA<br>boards, Assessments   | On-going |  |
| #10 | Departmentalization of 5 <sup>th</sup> grade   | Teachers  | Master schedule                             | On-going |  |
| #11 | Monthly Goal team meetings   | Math Goal team<br>lead TBA                          | Monthly agendas                             | On-going |  |

**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first cycle?  
Time to inventory manipulatives and money to support manipulative needs

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

District Math training Carrie and Ashley; PLC professional development

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

iReady data and trends, , PDSA pre/post test data,  
Formative assessment data, K-2 data from 1<sup>st</sup>

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

Lesson plans

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

I-ready data  
K-2 1<sup>st</sup> quarter math tasks

# Montgomery County Schools School Improvement Plan

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| quarter tasks | I-ready data<br>K-2 1 <sup>st</sup> quarter math task data |  |
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**S Study – Analysis of data after implementing an approach**

**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

|  |   |  |
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| <b>3. What worked and how do you know?</b> | <b>4. What didn't work and how do you know?</b> | <b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</b> |
|--|---|--|

**Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?**

|   |   |
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| <input type="checkbox"/> Target goal has been met and is changed to a new target goal.<br><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle. | <input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.<br><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach. |
|---|---|

**A Act – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

| Step # | Cycle 2 List the specific steps your team will complete during the second cycle. | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
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**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2?**

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

**If funding is not available, list the steps from the implementation plan that will address the funding gap.**

**What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?**

**Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)**

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)**

**S Study – Analysis of data after implementing an approach**

**At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

**2. What didn't work and how do you know?**

**3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? \_\_\_Yes \_\_\_No  
From whom do you need assistance?**

**Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.**

**A Act – Continue with the Target Goal or revise the Target Goal for next year.**

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- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

**Schedule your 2013-14 SIP Coaching Session.**

|                         |               |                      |                     |
|-------------------------|---------------|----------------------|---------------------|
| School Name: Mt. Gilead | Year: 2014-16 | Current NCLB Status: | Current ABC Status: |
|-------------------------|---------------|----------------------|---------------------|

|  |  |
|--|--|
| <b>P</b>   | <b>PLAN: Identify the gap and the approach</b> |
| <p><b>Overall SMART Goal (Two year projection): All the staff at Mt. Gilead Elementary will have read and have a clear understanding of their part in the event of a school crisis.</b></p>  |  |
| <b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b>   |  |
| <p>In order to meet your Overall Goal, what is the most important area that needs improving and why?</p> <p>The most important area needs to be knowledge of what to do in case of an emergency. We will practice lockdown drills with the assistance of the Mt. Gilead Police Department.</p> |  |

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| <b>Data Analysis. Answer the data analysis questions.</b>   |   |  |
| <p><b>1. What is contributing to your success in this area and how do you know?</b><br/>Our school is a safe place and students and staff feel safe while here.</p> | <p><b>4. What opportunities for improvement do you notice? (<i>what are the gaps</i>)</b><br/><br/>To coordinate a practice emergency drill with Mt. Gilead Police.</p> | <p><b>5. What seems to be the root cause of the problem and how do you know?</b><br/><b>6. (<i>Are there any root cause issue preventing affective deployment of the plan</i>)</b></p> |

**Target SMART Goal (One year projection):**

**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

| <b>D</b> | <b>DO: Develop and Implement Deployment Plan</b>  |   |   |               |                |
|----------|---|---|---|---------------|----------------|
| Step #   | Cycle 1 List the specific steps your team will complete during the first cycle.                                       | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date    | End Date       |
| 1        | Staff will meet in a staff meeting to discuss each person respective responsibility and discuss any gaps in the plan. | Principal   | Agenda, signed copy that they have read and understand their part         | October, 2014 |                |
| 2        | If gaps are present they will be addressed and the plan revised and communicated as demonstrated by December, 2014.   | Principal   | Agenda, signed copy that they have read and understand their part         | October, 2014 | December, 2014 |

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| 3 | Each quarter the plan will be revisited by staff at least once, with input from staff of any additional factors that need attention. | Principal, IF, MGES teachers and staff       | Documented in the agenda and in the plan.   | Quarterly--ongoing |  |
| 4 | Monthly fire drills  | Principal, MGES teachers, staff , & students | Monthly fire drill reports to county office | Ongoing            |  |
|   |  |  |   |                    |  |
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**Implementation Plan Quality Check:**

What resources/budget needs do you have for the first cycle?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**



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**S Study – Analysis of data after implementing an approach**

**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

|                                     |  |   |
|-------------------------------------|--|---|
| 5. What worked and how do you know? | 6. What didn't work and how do you know? | 3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No |
|-------------------------------------|--|---|

**Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?**

|   |   |
|---|---|
| <input type="checkbox"/> Target goal has been met and is changed to a new target goal.<br><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle. | <input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.<br><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach. |
|---|---|

**A Act – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

| Step # | Cycle 2 List the specific steps your team will complete during the second cycle. | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
|--------|--|---|---|------------|----------|
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|   |   |  |  |  |  |
| <b>Implementation Plan Quality Check:</b>   |   |  |  |  |  |
| What resources/budget needs do you have for cycle 2?  |   |  |  |  |  |
| If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?  |   |  |  |  |  |
| If funding is not available, list the steps from the implementation plan that will address the funding gap.   |   |  |  |  |  |
|   |   |  |  |  |  |
| What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?  |   |  |  |  |  |
| Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions   |   |  |  |  |  |
| A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)   |   | B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.) |  | C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)                                     |  |
| <b>S</b>  | <b>Study – Analysis of data after implementing an approach</b>                      |  |  |  |  |
| At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:  |   |  |  |  |  |
| 1. What worked and how do you know?   |   | 2. What didn't work and how do you know?   |  | 3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No<br>From whom do you need assistance? |  |
| Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2013-14 SIP.   |   |  |  |  |  |
| <b>A</b>  | <b>Act – Continue with the Target Goal or revise the Target Goal for next year.</b> |  |  |  |  |
| <input type="checkbox"/> Overall goal has been met and School Improvement Plan focus will change for next year.<br>Or...<br><input type="checkbox"/> Target goal has been met and is changed to a new target goal.<br><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to |   |  |  |  |  |

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sustaining.

Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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|                         |                 |   |  |
|-------------------------|-----------------|---|--|
| School Name: Mt. Gilead | Year: 2014-2016 | Current NCLB Status:<br>4 out of 8 targets met: 50% | Current EVASS Status: 2013-2014 Met<br>Expected Growth 2014-2015 Met Expected Growth |
|-------------------------|-----------------|---|--|

|  |   |   |  |
|--|---|---|--|
| <b>P</b>   | <b>PLAN: Identify the gap and the approach</b>  |   |  |
| <b>Overall SMART Goal (Two year projection):</b> Mount Gilead Elementary will decrease discipline referrals by 10% each year over the next two years, resulting in a 20% reduction in discipline referrals.  |   |   |  |
| <b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b>   |   |   |  |
| <p>Out of the 237 referrals received last year, 146 or 62% were from black students. 36 students were female and 64 students were male. The majority (115) of the incidents took place on the bus, next was fighting or aggressive behavior (35).</p> <p><b>In order to meet your Overall Goal, what is the most important area that needs improving and why?</b> First of all our staff needs to determine what types of incidents should be documented offenses needing the attention of the administrator. Also, the staff needs to reduce the number of referrals targeting Black males and females.</p> |   |   |  |
| <b>Data Analysis. Answer the data analysis questions.</b>  |   |   |  |
| <b>1. What is contributing to your success in this area and how do you know?</b><br><br>Teachers desire to have classrooms that are safe and free from unnecessary interruptions.<br><br>Classroom norms and mission statements are posted in each classroom and are written and agreed upon by the students in each classroom.  | <b>2. What opportunities for improvement do you notice?</b><br><br>Teachers developing better classroom management skills.<br><br>Having clear, well defined expectations for students (behavior matrix). | <b>3. What seems to be the root cause of the problem and how do you know?</b><br><br>Lack of clear, well defined expectations in the classrooms. The same can be said for behavioral expectations on the school bus. Students are not clear of what constitutes discipline referrals. |  |

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**Target SMART Goal (One year projection):** Mount Gilead Elementary will decrease overall discipline referrals in the first year by 10%.

**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

Our key strategy will be to implement a behavioral matrix so students have clear understanding of the expectations of the school regarding their behavior; both in school and on the bus. Teachers and drivers will also have clear understanding of what constitutes a recordable offense.

**D DO: Develop and Implement Deployment Plan**

| Step # | Cycle 1 List the specific steps your team will complete during the first cycle.     | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?)                 | Start Date   | End Date |
|--------|---|---|---|--------------|----------|
| 1      | Design and approval of behavioral matrix.   | John Beard, SIT, Teachers                         | Acceptance of SIT and faculty   | On-going     |          |
| 2      | Professional Development on Understanding Severe Behaviors in children              | John Beard  | PD will be scheduled  | January 2016 |          |
| 3      | Utilize the Student Assistance Team to discuss intervention strategies for teachers | Guidance Counselor, Teachers, John Beard          | Regularly scheduled meetings scheduled by SAT Chair to include grade level representation | Nov 2015     |          |
| 4      | Building level PD with Behavioral Interventionist to offer behavioral strategies    | John Beard, Guidance Counselor                    | Training Occurs with all staff attending  | On-Going     |          |
| 5q     | Place monitors on buses to supervise students.                                      | Transportation Dept., John Beard                  | Staff in place  | On-going     |          |

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| <b>Implementation Plan Quality Check:</b>  |  |  |   |  |  |
| <p><b>What resources/budget needs do you have for the first cycle?</b><br/>         Bus monitors, Professional Development</p> <p><b>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</b></p> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap.</p> |  |  |   |  |  |
| <p><b>What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?</b><br/>         Training that discusses brain development, trauma and science of child behavior.</p>   |  |  |   |  |  |
| <b>Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:</b>  |  |  |   |  |  |
| <p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b></p> <p>SIP will review incident data at the end of the year.</p>   |  | <p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <p>Recording incidents that did not meet the criteria for recordable offenses.</p> |   | <p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <p>Discipline data taken from Powerschool</p> |  |
| <b>S</b>   | <b>Study – Analysis of data after implementing an approach</b> |  |   |  |  |
| <b>At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:</b>  |  |  |   |  |  |
| <p><b>1. What worked and how do you know?</b></p>  |  | <p><b>2. What didn't work and how do you know?</b></p>   |   | <p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</b></p>  |  |
| <b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?</b>   |  |  |   |  |  |
| <input type="checkbox"/> Target goal has been met and is changed to a new target goal.   |  |  | <input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. |  |  |
| <input type="checkbox"/> Target goal not met but current plan is effective so we will  |  |  | <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the  |  |  |

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|   |   |
|---|---|
| continue current plan and repeat it for the next cycle. | current plan and identify a new approach. |
|---|---|

|          |  |
|----------|--|
| <b>A</b> | <b>Act – Revise or continue with implementation plan based on data analysis.</b> |
|----------|--|

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

| Step # | Cycle 2 List the specific steps your team will complete during the second cycle. | Person(s) responsible for completion of the step. | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
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**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2?**

**If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

**If funding is not available, list the steps from the implementation plan that will address the funding gap.**

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| <b>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?</b>   |   |  |
| <b>Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions</b>  |   |  |
| <b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b>  | <b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b> | <b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b>                                      |
| <b>S</b>  | <b>Study – Analysis of data after implementing an approach</b>  |  |
| <b>At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:</b>   |   |  |
| <b>1. What worked and how do you know?</b>  | <b>2. What didn't work and how do you know?</b>   | <b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No<br/>From whom do you need assistance?</b> |
| <b>Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.</b>  |   |  |
| <b>A</b>  | <b>Act – Continue with the Target Goal or revise the Target Goal for next year.</b>   |  |
| <input type="checkbox"/> Overall goal has been met and School Improvement Plan focus will change for next year.<br>Or...<br><input type="checkbox"/> Target goal has been met and is changed to a new target goal.<br><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.<br><input type="checkbox"/> Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year. |   |  |



Mount Gilead Elementary School  
School Improvement Team Members  
2015-2016


  
Nancy McLendon, SIT Chair and 2<sup>nd</sup> Grade Rep

  
Mandy Brown, Instructional Facilitator

  
Cathy Horne, Teacher Assistant Rep


  
Allison Kessinger, EC Department Rep

  
Heather Saunders, Kindergarten Rep

  
Candice Dunton, 3<sup>rd</sup> Grade Rep

  
John Beard, Principal

  
Christy McInyre, 5<sup>th</sup> Grade Rep

  
Celia Blake, Art/Connect Rep

  
Leaverne Smith, Pre-K Rep

  
Lisa Wood, 1<sup>st</sup> Grade Rep

  
Melissa Shields, 4<sup>th</sup> Grade Rep

School Improvement Plan Assurances Sheet  
Montgomery County Schools

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

1. The School Improvement Team and the School Improvement Plan for Mt-Gilead Elementary meet all of the requirements set forth in North Carolina General Statute 115C-105.27.  
Name of School
2. This School Improvement Plan is for school year(s) 2013-2014.
3. The members of the School Improvement Team and their position title are included with this plan.  Yes  No
4. All prioritized gaps have been addressed in this plan.  Yes  No
5. Staff development plans have been included in this plan.  Yes  No
6. Waivers have been included in this plan.  Yes  No
7. All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on \_\_\_\_\_.  
The results of the vote were as follows:

12 For 0 Against 0 Abstain  Yes  No

8. For Title I Schoolwide Schools ONLY: This plan reflects the 10 requirements for Title I School wide Schools  Yes  No

Signature of Principal [Signature] Date 10/4/15  
Signature of School Improvement Team Chairperson [Signature] Date 10/7/15