

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
New Hanover County Schools	Gregory School of Science, Math, and	650332	2015-2016
Principal Name (or Designee)	Krista C. Holland	Principal Name (or Designee) Email	krista.holland@nhcs.net
School Mission	The mission of Gregory Elementary School of Science, Math, and Technology is to educate all children to be productive and socially conscious citizens in a global society. We will accomplish this through an interactive and nurturing learning environment which builds on a strong foundation of 21st century skills.		
School Vision			
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EDG/EDC results, attendance, graduation rates, among other sources of data)			

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Gregory School of science, Math, and Technology is comprised of 388 students, primarily minority, with 84% African American, 8% white, 5% Hispanic, and 3% multi-racial or Asian. The number of students attending Gregory has decreased over the last 2 school years, from approximately 400 in 2013-2014 and 420 in 2014-2015, with the demographics remaining primarily the same. Students receiving Exceptional Children (EC) services comprise 14% of Gregory's student demographic. Specifically, 33% are Other Health Impaired (OHI), 28% are Learning Disabled (LD), 7% are Emotionally Disabled, 9% are Developmentally Delayed (DD) and 13% are speech only. A relative strength for Gregory is an attendance rate of 95%, however, a significant amount of unexcused tardies impacts instructional time daily. As a result of participating in the Community Eligibility Program, 100% of Gregory's students receive free meals, compared to approximately 78% applying and qualifying for free and reduced priced meals two years ago. Gregory's students primarily come from impoverished backgrounds, resulting in them entering school with academic deficits and a lack of appropriate social skills for school. This has negatively impacted, and led to some inconsistencies in student performance. Overall proficiency has remained consistent since 2012-2013, with 40.2 percent proficiency, in 2013-2014, 42.7% proficiency, and in 2014-2015, 43.2% proficiency. Academic performance in the areas of reading and math have been inconsistent. Gains in either area have been challenging to maintain from year to year. Specifically, in the area of Reading/English Language Arts, proficiency in 2013 was 38%, 46% in 2014 and declined significantly by 12 points to 34% in 2015. Proficiency in math has been inconsistent as well, with 40% in 2013, a slight decrease in 2014 to 36%, and an increase of 9 points to 45% in 2015. In reviewing instructional practices, as well as progress monitoring data, Gregory students' primary practice with reading skills occurs at school, with only a limited number having a routine of reading outside of the school setting. In addition, when reviewing progress monitoring data, a need for strong phonics instruction at the lower grades is evidenced by the need for prerequisite skill instruction to prepare students to acquire the skills to read. Upper grades students are still struggling with the skill of reading, when summative assessments require comprehension of a variety of texts. Regarding the culture and climate, as the number of students increased between the 2014 and 2015 school years, disciplinary issues increased, with out of school suspension rates increasing from 30% to 49%. Currently, the out of school suspension rate is 2.8%. African American male students have the largest number of suspensions, as well as students with disabilities. An increase in disciplinary issues that impact the instructional time for those students. Gregory has an additional full time counselor this year, and Title I funds have been allocated to hire a part-time family liaison. These additional positions, as well as a reduced number of students overall should have a positive impact on our school culture and climate to address disciplinary issues and tardiness.

Gregory's core teaching staff varies in their years of teaching experience; based on data from 2013 and 2014, approximately 75% of certified staff have 5 or more years experience, 23% were BTs, and 2% were teaching in their 4th year. The teacher turnover rate has gradually increased over the last few years, from 9% in 2013 to 15% in 2014. Of the teachers on staff, approximately 39% have Master's degrees, 13% are Nationally Board Certified. In the past few years, Gregory has had a Literacy Coach to support instruction, however, this year, with Title I and Priority funding, Gregory has been able to add two MTSS Coordinator position. These additional instructional support staff are working with teachers to strengthen core instruction, Tier 2 interventions in the classroom, and implementing Tier 3 interventions as well. Once additional part-time staff are hired, the MTSS Coordinators will provide oversight to insure fidelity of small group Tier 2 & 3 interventions.

Focusing on improving data driven instruction, as well as the culture and climate via strategies to decrease out of school suspensions to maximize instructional time for students, Gregory can begin to make gains in student achievement.

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<p align="center">Gregory School of Science, Math, and Technology will improve proficiency in reading on EOG assessments by 10% for the 2015-2016 school year for a total proficiency of 36.3%.</p>			
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Every student in NC will graduate prepared for work, further education, and citizenship evidenced by increased student performance on EOG scores.	
	LEA Goal Alignment:	NHCS has high expectations for all students supported by improved test scores.	
	Indistar Indicator: (if applicable)	Not Applicable	
	Progress Monitoring Status:	Partially Implemented	
	<p align="center">Gregory School of Science, Math, and Technology will improve proficiency in math on EOG assessments by 10% for the 2015-2016 school year for a total proficiency of 49.2%.</p>		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Every student in NC will graduate prepared for work, further education, and citizenship evidenced by increased student performance on EOG scores.	
	LEA Goal Alignment:	NHCS has high expectations for all students supported by improved test scores.	
	Indistar Indicator: (if applicable)	Not Applicable	
	Progress Monitoring Status:	Partially Implemented	
	<p align="center">Gregory School of Science, Math, and Technology will improve overall school culture and climate by decreasing out of school suspension rates by 15% for the 2015-2016 to increase instructional time.</p>		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Every student is healthy, safe, and responsible by decreased suspension rates.	
	LEA Goal Alignment:	NHCS will ensure that all students are actively engaged in meaningful learning and experiences.	
	Indistar Indicator: (if applicable)	Not Applicable	
	Progress Monitoring Status:	Partially Implemented	

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GOAL #1:	<i>Gregory School of Science, Math, and Technology will improve proficiency in reading on EOG assessments by 10% for the 2015-2016 school year for a total proficiency of 36.3%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>mClass and Now What? Tools will be utilized during the common 90-minute literacy block for organizing flexible groups and to teach specific lessons to address gaps in basic reading skills, including fluency and comprehension (TRC).</i>		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>MTSS Coordinators organized flexible reading groups and provided PD on utilizing Now What? Tools; classroom teachers will implement lessons and progress monitor; MTSS Coordinators/Literacy Coach and Administration will meet with teachers on alternating weeks to review data and progress of students. MTSS Coordinators, Literacy Coach, & Administrator monitor via</i>		
	Evidence: (Identify documents and artifacts)	Fluid flexible group lists, mClass Now What tools lessons, progress monitoring data sheets and calendars, & fluency drill progress.	
	Person(s) Responsible:	MTSS Coordinators, Literacy Coach, K-5 classroom teachers, Administrators	
	Timeline:	MOY (January, 2016); EOY (May/June, 2016); EOG's (June, 2016)	
	Budget Amount: (if applicable)	Not Applicable	
Strategy #2: Describe the strategy that will support this goal	<i>To utilize the short-cycle assessment (SCA) process and NHCS district benchmarks for grades 3-5 students to monitor progress on EOG reading comprehension, to determine mastery of objectives, to build stamina and perseverance, as well as identify specific needs for intervention.</i>		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers at 3-5, with the support of central office instructional staff, develop bi-monthly SCA's, Meet weekly to review students' performance on reading SCA's, determine objectives mastered that will need maintenance, identify weak objectives, decide on interventions, and organize flexible intervention groups to be addressed during literacy block and daily intervention block. The</i>		
	Evidence: (Identify documents and artifacts)	Short Cycle Assessments, SCA documentation that identifies levels of mastery, student groupings, and plans for intervention.	
	Person(s) Responsible:	Classroom teachers and central services instructional staff will develop assessments and meet weekly to discuss results. Title I and Priority positions will be used for interventions.	
	Timeline:	Weekly (SCA's); Quarterly (Benchmarks); June 2016 EOG scores.	
	Budget Amount: (if applicable)	Not Applicable	

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<p>Strategy #3: Describe the strategy that will support this goal</p>	<p align="center">Implementing Wilson Foundations to address gaps in phonics skills with all K-3 students, and select students in grades 4-5.</p>		
<p>Progress:</p>	<p>Progress Monitoring Status:</p>	<p align="center">Partially Implemented</p>	
<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p><i>Daily 30 minute Foundations lessons have been added to the K-2 literacy block; differentiated Foundations is taught in 3rd grade, specific students with the weakest phonics skills will have 2nd grade Foundations, while all others will receive 3rd grade</i></p> <p>Evidence: (Identify documents and artifacts)</p> <p>Person(s) Responsible:</p> <p>Timeline:</p> <p>Budget Amount: (if applicable)</p>	<p>Fundations Unit tests, Fundations lessons, mClass progress monitoring, and MOY and BOY assessments.</p> <p>K-3 teachers, Priority and Title I staff for grades 4 & 5 will teach Foundations; MTSS Coordinators, Literacy Coach, and Administrators will monitor progress.</p>	<p align="center">Daily Instruction</p> <p>Budget Source: (if applicable)</p> <p align="center">Title I</p>

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GOAL #2:	<i>Gregory School of Science, Math, and Technology will improve proficiency in math on EOG assessments by 10% for the 2015-2016 school year for a total proficiency of 49.2%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>The short cycle assessment process and NHCS benchmark assessments will be utilized to improve the quality of data-driven math instruction to determine mastery of objectives</i>		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>To utilize the short-cycle assessment (SCA) process and NHCS Quarterly Benchmarks for EOG to improve students' multi-step problem solving skills, to determine mastery of objectives, to build stamina and perseverance, as well as identify specific needs for intervention.</i>		
	Evidence: (Identify documents and artifacts)	Short Cycle Assessments and SCA documentation that identifies mastery of objectives, student groups, and specific plans for reteaching and interventions.	
	Person(s) Responsible:	Classroom Teachers, central office instructional staff, Priority and Title I staff, and administrators.	
	Timeline:	Weekly (SCA); Quarterly (benchmarks); and June 2016 EOG's.	
	Budget Amount: (if applicable)	Not Applicable	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Grades 2-5 teachers will give students daily opportunities for application of math skills in multi-step problem solving situations.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Central office instructional math specialist will embed Professional Development into weekly SCA meetings that results in teachers incorporating multi-step problem solving into instructional plans. To build perseverance, there will be a gradual increase in the amount of time spent on math application and multi-step problem solving.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans to include math vocabulary and word problem practice, SCA and benchmark data, PD sign in sheets, performance on June 2016 EOG's.	
	Person(s) Responsible:	Classroom Teachers, central office instructional staff, Priority and Title I staff, and administrators.	
	Timeline:	Weekly (SCA/Timed Assessments); Quarterly (benchmarks); and June 2016 EOG's.	
	Budget Amount: (if applicable)	Not Applicable	Budget Source: (if applicable)

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Strategy #3: Describe the strategy that will support this goal	Teacher will plan and deliver daily lessons which include math skills drill instruction to address gaps in students' math skills fluency.				
Progress:	Progress Monitoring Status:		Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Teachers use preassessments to benchmark students' fact fluency. Basic drills are practiced weekly during the scheduled math block. Timed assessments are delivered weekly to monitor growth and improve students' proficiency with addition, subtraction, evidence:				
	Evidence: (Identify documents and artifacts)		mClass assessments for grades K-3 and DPI math assessments for grades K-2. Students in grades 3-5 will utilize timed assessments for fluency and mastery of basic math facts skills.		
	Person(s) Responsible:		Classroom Teachers		
	Timeline:				
	Budget Amount: (if applicable)				
Not Applicable		Weekly ;Monthly Progress Monitoring Calendars		Budget Source: (if applicable)	Not Applicable

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GOAL #3:	Gregory School of Science, Math, and Technology will improve overall school culture and climate by decreasing out of school suspension rates by 15% for the 2015-2016 to increase instructional time.		
Strategy #1: Describe the strategy that will support this goal	Implementation of a revised school-wide PBIS system that will recognize more students for following and meeting school-wide behavioral expectations.		
Progress:	Progress Monitoring Status: Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Professional development on school-wide PBIS system, utilizing days 1-10 to teach school-wide expectations, and establishing K-2 & 3-5 PBIS carts and a weekly schedule for grade levels to shop on the carts will support a more positive learning environment for all students and staff.		
	Evidence: (Identify documents and artifacts)	Dynamic Dolphin Tickets, PBIS Carts, School-wide PBIS Matrix, Classroom PBIS Matrices	
	Person(s) Responsible:	PBIS Committee, All certified and classified staff, Guidance Counselors	
	Timeline:	August 2015 for PD & on-going	
	Budget Amount: (if applicable)	\$1,000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	Implementation of classroom behavior steps and loss of instructional time log will improve teachers' autonomy in the classroom to maximize instructional time and decrease class disruptions. Encore Staff will continue to be utilized for the implementation of the In-School Suspension program, which provides consequences without out of school suspensions.		
Progress:	Progress Monitoring Status: Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	PBIS committee will provide PD on Behavior Steps and completing Loss of Instructional Time GoogleDoc; Encore staff will monitor ISS 1 day each week; Support staff (guidance and social worker) will check in to provide counseling to any students who need it while serving in ISS; ISS staff (Encore) will teach Second Step lessons to provide problem solving skills for student serving In-School		
	Evidence: (Identify documents and artifacts)	Classroom behavior steps posters, Loss of Instructional time GoogleDoc, Second Step Lessons	
	Person(s) Responsible:	PBIS Committee, Encore Staff, Guidance Counselors, & Classroom Teachers	
	Timeline:	August 2015 for PD & on-going	
	Budget Amount: (if applicable)	Not Applicable	Budget Source: (if applicable)

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Strategy #3: Describe the strategy that will support this goal	Utilize MTSS process and Parent Meetings to develop intervention plans to support students with increased disciplinary issues if school-wide PBIS, classroom behavior steps and ISS do not lead to improvement in behaviors.				
Progress:	Progress Monitoring Status:				Has Begun
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers and administrators will inform MTSS team of students with severe behavioral concerns; the team will offer additional strategies to be implemented for a set time; if noted improvements are not made, parents will be invited to a meeting to develop</i>				
Evidence: (Identify documents and artifacts)		Intervention plans for students, behavioral data, social skills lessons			
Person(s) Responsible:		Classroom teachers, Instructional assistants, Custodians, MTSS Coordinators, Administrators, Guidance Counselors and Social Worker			
Timeline:		On-going			
Budget Amount: (if applicable)		Not Applicable	Budget Source: (if applicable)	Not Applicable	