

**Elmhurst Elementary
Low Performing Plan (Revised)
2015-2016**

Overall Performance Goal:

By June 2016, Elmhurst Elementary will increase EOG composite score above 60% and increase Growth from (-4.5) to exceeds growth (greater than 2.0).

Goal 1: To increase math EOG proficiency by 10 percentage points from 55% to 65% in grades 3-5 by June 2016.

Strategy 1: Provide 35 minutes of daily uninterrupted remediation

Action Steps:

- Leadership team met to create new Master Schedule for 2015-16 school year
- PAWS (Preparing Achievers with Structure) created to provide 40 minutes of school-wide remediation/enrichment time daily
- Schedule 8:10-8:45 PAWS time and assigned support staff (all available) to each grade level to ensure each grade level had at least 6 people daily
- Fifth grade assigned additional PAWS support for targeted instruction (due to previous test scores)
 - Principal (lowest at-risk group of 10-11 students)
 - Instructional Coach (highest group of 7-8 students)
 - PE Teacher (has been trained in required strategies/skills) (mid-high group of 5-6 students)
 - 2- 5th grade classroom teachers (keep the low-mid range students)
- PAWS time training at first staff meeting with expectations set and reviewed during PLC's

Strategy 2: Utilize District Math Coach (and former Elmhurst Teacher)

Action Steps:

- Scheduled specific PLC times for District Math Coach to meet with each grade level to train on math concepts
- Attend and participate in new county Math Adoption (all teachers)
- Follow-up training with District Math Coach in PLC's
- District Math Coach to model and teach in 3-5 at least 1 lesson
- Math Resources shared with each PLC

Strategy 3: Implement District Pacing and Curriculum Power Standards in 3rd & 5th Grade Math with Quarterly District Math Benchmarks

Action Steps:

- IC to train teachers in PLC's and during BOY PD in PowerStandards and new District Pacing in 3rd & 5th grades
- Teachers follow District Curriculum Guides using new Math textbook adoption and DPI Math resources
- SchoolNet to be used for test prep and Common Formative Assessments
- CFA's to be administered in Math at minimum 2x/month pre- and post-test with PLC's bimonthly analyzing student growth and completing PLC Planning Guide that identifies and graphs student performance in 4 levels based on proficiency (Intensive, Approaching, Meeting Standard, Exceeding)
- Analyze and compare performance on District Math Benchmarks to determine growth as well as collaborate with similar schools that may score higher
- Use Academic Math Vocabulary identified in Curriculum Guides and use Anchor Charts and Learning Focused format to present concepts
- Ensure Calculators are used and students practice by including calculator active and inactive on math test

Goal 2: To increase Reading EOG proficiency by 10 percentage points from 54% to 64% in grades 3-5 by June 2016.

Strategy 1: Improve lesson Planning

Action Steps:

- Teachers in grades 3 & 5 will use District PowerStandards Pacing & Curriculum Guides to plan short and long range lessons
- 4th Grade teachers and Kindergarten (Cohort 1) will complete Learning Focused Lesson Plan Training & Fine Tuning (IC & Principal)
- 4th Grade teachers (IC & Principal) will participate in HOTS training and Fine Tuning for HOTS to incorporate Higher Order thinking strategies embedded in Lesson Plan design
- PD for staff in Previewing Learning Focused Components
- Turn-around training for staff in HOT strategies (4th grade, Admin, IC)
- All classrooms set up physical environment with academic color-coded vocabulary posted strategically by location in each classroom
- Anchor charts developed by teachers with students on key concepts posted in the classroom as resources (should mirror students notes)
- Learning Focused Flip Charts for teachers shared with lesson plan strategies
- PD on Essential Questions and EQ's posted for each lesson
- Monitoring using 5x5 Walk-through template to ensure components are being followed with feedback for teachers (admin.)

Strategy 2: Provide 35 minutes of daily uninterrupted remediation

Action Steps:

- Fifth grade assigned additional PAWS support for targeted instruction (due to previous test scores)
 - Principal (lowest at-risk group of 10-11 students)
 - Instructional Coach (highest group of 7-8 students)
 - PE Teacher (has been trained in required strategies/skills) (mid-high group of 5-6 students)
 - 2- 5th grade classroom teachers (keep the low-mid range students)
- PAWS time training at first staff meeting with expectations set and reviewed during PLC's
- PAWS groups planned during PLC's based on students needs' on specific skills

Strategy 3: Implement District Pacing and Curriculum Power Standards in 3rd & 5th Grade Reading & Science with Quarterly District ELA & Science Benchmarks

Action Steps:

- IC to train teachers in PLC's and during BOY PD in PowerStandards and new District Pacing in 3rd & 5th grades
- Teachers follow District Curriculum Guides
- SchoolNet to be used for test prep and Common Formative Assessments
- CFA's to be administered in Math at minimum 2x/month pre- and post-test with PLC's bimonthly analyzing student growth and completing PLC Planning Guide that identifies and graphs student performance in 4 levels based on proficiency (Intensive, Approaching, Meeting Standard, Exceeding)
- Analyze and compare performance on District ELA & Science (5th) Benchmarks to determine growth as well as collaborate with similar schools that may score higher

Strategy 4: Improve Instructional Practices

Action Steps:

- Ensure Essential Questions are on grade-level and meet the final grade-level assignment
- Monitor assignments to ensure they are on-grade level (admin)
- PLC framework followed
 - PLC's meet bi-monthly for 90 minutes uninterrupted
 - PLC's create Smart Goals with measureable action steps and time-lines based on last year's data in the following subjects (Reading, Math, Writing & Science) K-5
 - PLC's administer 2 CFA's at min. per month in Reading and Math (5th Science 1x/month min.) and analyze data and fill out PLC Planning guide and graph st. progress on each CFA
- Progress Monitoring schedule for all K-3 Teachers in Read 3D to address foundational reading skills

- Use WFTB as well as Whole Brain Teaching strategies (Specifically Oral Writing, Triple Whammy sentence structure and 5 Paragraph Essay format) to teach writing
- Ensure students are writing in every assignment (learning logs, exit tickets, written response, essays...)
- Vertical planning training from District Coaches
- Writing across grade levels (teachers bring written products to meetings to compare writing progression K-5)
- Instructional rounds for teachers to observe in colleagues classrooms as well as planned visits for grade levels to visit other schools

Strategy 5: Utilize District Coaches for academic support & analyze data

Action Steps:

- Scheduled specific PLC times for District ELA Coach to meet with each grade level
- Attend and participate in Whole Brain Training as well as Max Thompson Learning Focused Lesson Training
- Follow-up training with District ELA Coach in PLC's
- District Science Coach to meet with 5th grade each 9-weeks to review progress on County Science Benchmarks & provide support
- Utilize district and state level resources to support teachers and improve student achievement
- EVAAS training with County Test Coordinator in grades 3-5 to identify patterns, target specific subgroups, understand projections in grade 4 & 5
- PLC process with PLC Data Notebooks in the Conference room updated during each PLC to monitor student progress
- Weekly data analysis from the following sources shared with staff and analyzed:
 - Read 3D (Benchmarks and PM)
 - Accelerated Math & Accelerated Reading
 - Istation (Reading)
 - Classroom Engagement Averages
 - 5 x 5 Monitoring Walk-through feedback

Goal 3: To increase Science EOG proficiency by a minimum of 20 percentage points from 32% to 52% in 5th grade by June 2016.

Action Steps:

- Create 2-self contained 5th grade classrooms at beginning of the year rather than 1 dedicated Science teacher (this didn't work last year having 1 dedicated science teacher)
- 5th grade teachers trained by District Science Coach during PLC's
- Science Resources suggested by Science coach utilized

- Smart Goal created for Science improvement during 5th grade PLC
 - "This year 70% of our students will meet or exceed science proficiency as measured by the Science EOG in June 2016"
- SchoolNet Science Topic test given after each unit and data analyzed during PLC's
- Science Olympiad team broken into smaller groups with a coach assigned to each group (meetings after school)
- 5th Grade teachers train in and utilized PowerStandards, Unpacking Documents and Academic Vocabulary for Science
- 5th grade Science to follow District Curriculum and Pacing guide
- Science Notebooking for Inquiry Lessons
- SchoolNet Science Passages & Vocabulary quizzes
- PAWS groups to work on Science skills (test prep) at least once/week in 5th grade
- 5th Grade collaborates with Principal, Instructional Coach, Remediation Teachers daily to ensure all students are making progress in Science

District Benchmark Data Snapshot (2015-2016)
School average/(District average)

Grade	Subject	1st 9-weeks	2nd 9-weeks	3rd 9-weeks	4th 9-weeks
3rd	ELA	57% (53%)			
3rd	Math	65.4% (60.2%)			
5th	ELA	63% (63%)			
5th	Math	64.7% (68.5%)			
5th	Science	82% (78%)			
		BOY	MOY		EOY
4th	ELA	52% (46%)			
4th	Math	44% (41%)			

Causal Factors for Low-Performing Status last school year

- 5th Grade (negative growth in Reading, Math & Science last year)
- 5th Grade Science Scores at 32% dropped the overall school proficiency down within 2 points of being a "C" school, although our school reading proficiency (57%-C) was higher than 18 schools in our district and our school math proficiency (58%-C) was higher than 20 schools in our district. Our SPG was a 53 overall (due to 59.1% growth and low science scores) and needed to be at least a 55 overall to be a "C" school

- 5th Grade (3 teachers team taught-1 reading, 1 math & 1 science)
- 5th Grade (Science teacher veteran from Charter school didn't teach aligned to standards for 5th, students not prepared for the test)
- 5th Grade (Math teacher-BT-1 male who struggled with classroom management and new to 5th grade and teaching) *He has been moved to another grade level now
- 5th Grade (Reading teacher-BT-3) only returning teacher has had 2 years of negative growth. Is on a plan to improve and is self-contained and showing growth with all students now in all 3 subjects)
- 4th Grade-Veteran teacher with years of Exceeding growth (math was +13 one year) left to become the District Math Coach and replaced by a BT-1 last year who did make growth but did not Exceed
- Poverty rate continues to climb since the last round of redistricting in 2011 to populate the newly renovated school 2 miles away (from below 50% to now 75%)
- 13 Beginning Teacher's Last Year
- Every teacher K-4 met growth in Read 3D (K-2) and EOG (3-4) except for the 3 teachers in 5th grade (DNM)

*5th Grade is a focus this year which is why I teach the lowest at-risk 5th grade group everyday. I am able to monitor, plan with and collaborate with 5th grade teachers daily through the PAWS time. I am constantly made aware of every students progress towards AR goals, Math assessments, etc.

3-Year Trend Data

Reading Growth (EVAAS)

Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Growth Standard
2013 Growth Measure		7.0 B	-6.7 R	0.1 G
2014 Growth Measure	2.3 G	4.2 B	-7.4 R	-0.3 G
2015 Growth Measure	3.4 G	-0.9 G	-10.2 R	-2.6 R

**3-Year-Average
Growth Measure**



Reading Percent Proficient

2012-13	All	Black	Hispanic	White	AIG	SWD
3	34.6	26.7	*	57.1	*	16.7
4	64.8	36	80	90.5	>95	*
5	32.6	22	*	50	91.7	20

2013-14	All	Black	Hispanic	White	AIG	SWD
3	61.2	47.4	*	86.4	*	20
4	51.7	37.1	*	76.5	*	25
5	52.3	36.1	80	76.2	93.3	11.1

2014-15	All	Black	Hispanic	White	AIG	SWD
3	64.2	45.9	*	86.7	*	50
4	57.7	48	*	65	*	9.1
5	41	23.7	*	81.3	>95	20

*3rd Grade Cohort 2012-13 (lowest cohort), made growth (exceeding in 4th) and negative growth in 5th

Math Growth (EVAAS)

Estimated School Growth Measure

Grade	3	4	5	Growth Measure over Grades Relative to Growth Standard
2013 Growth Measure		13.3 B	-3.1 G	5.1 B
2014 Growth Measure		10.8 B	-6.5 R	2.2 G
2015 Growth Measure		0.4 G	-6.6 R	-3.1 R

3-Year-Average
Growth Measure



Math Percent Proficient

2012-13	All	Black	Hispanic	White	AIG	SWD
3	19.2	16.7	*	21.4	*	33.3
4	81.5	64	>95	>95	>95	*
5	56.5	37	*	85.7	>95	40

2013-14	All	Black	Hispanic	White	AIG	SWD
3	64.2	44.7	*	90.9	*	20
4	55.2	42.9	*	70.6	*	25
5	60	41.7	>95	85.7	>95	<5

2014-15	All	Black	Hispanic	White	AIG	SWD
3	62.7	45.9	*	86.7	*	41.7
4	59.6	44	*	70	*	9.1
5	42.6	23.7	*	81.3	>95	10

EVAAS Science Growth

Subject	Grade	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Science	5	2013	35	249.9	44	251.8	53	-1.7 R	0.8
		2014	50	252.2	47	253.6	53	-1.3 G	0.7
		2015	40	244.1	22	250.7	42	-6.1 R	0.8
		3-Yr-Avg	125	249.0	38	252.2	51	-3.0 R	0.5

5th Grade Science Percent Proficient

Year	All	Black	Hispanic	White	AIG	SWD
2012-13	34.8	22	*	64.3	83.3	20
2013-14	60	30.6	>95	>95	>95	<5
2014-15	32.3	15.4	*	62.5	>95	10

Comprehensive Needs Assessment

School Reform

A) Describe demographics and characteristics of school community.

Elmhurst Elementary serves students from neighborhoods inside Greenville, NC. Enrollment has decreased slightly this year from 419 students to 389 students with a total of 17 regular education homeroom classes and 3 self-contained EC District Placement classrooms on our campus. The student population represents a diverse student body based on ethnicity, gender, and socioeconomic status (76 Caucasian students, 255 African American students, 8 Asian students, 20 Multi-racial students, and 30 Hispanic students). Data used for Title 1 funds showed 75% of our students receive free and reduced lunch (last year 74% FRL). During 2014-2015 school year there were 140 out-of-school suspensions (89 OSS the previous school year).

B) Stakeholder's Perspective (In School Survey Data) * School will be required to conduct two in house surveys per year that will include feedback from students, parents, and staff. (use same questions for both surveys.

Each year our school conducts two surveys (fall and spring) with all certified and classified staff. In addition, we randomly select 20% of our parent population to survey. Our 4th grade students complete the student portion of our climate survey. Our climate surveys are yielding an overall approval and acceptance of our current policies and procedures. In addition, this year Elmhurst is 1 of 5 schools participating in a 2-year Pilot Study with The NC Teacher Working Conditions Survey to create sustaining change using results of the conditions. Recently, teachers participated in a fall NC TWC Survey and the school leadership team has analyzed the data and identified the strengths and top 5 areas of need that will be shared with teachers on October 27th to determine the first focus area for improvement based on teacher feedback.

C) Student's Outcome

Student outcomes from our fall to spring climate survey last year revealed that 83% of the students feel safe at Elmhurst, that 89% agreed that their teacher makes sure that all students know what it takes to get good grades in class (which increased from 83% in the fall). Overall, there was an increase in the percentage of students that agreed that they enjoy being a student at Elmhurst from 72% in the fall to 85% in the spring. One area that was low was that only 79% of students from both fall and spring surveys felt that if they have a problem at school, they can tell their teacher or another adult. This is an area we are addressing this year through several initiatives such as Compassion Reaction training and Mentoring partnerships with ECU.

D) Describe the process used for data collection and analysis including the participation and sharing with appropriate stakeholders (including parents).

The most recent report cards for students will be sent home on November 2, 2015. The school report card will be posted on our school website once it is available from DPI and will be posted directly outside our main office for parent/staff/student/community review. Our climate survey results will be posted on our website upon completed compilation. Climate survey results are also shared with our SIT, PTA, and staff via a booklet provided to each grade level and our PTA organization. Our School Improvement Plan was revised, voted on and approved by our SIT team on October 18, 2015. A section was added to address House Bill 97 in accordance with the Low Performing School status based on the most recent data from the past school year. Elmhurst teachers and parents are notified by the end of October of the Low Performing Status via letter. The SIP is posted on our school website along with meeting dates and times.

Summary Analysis:

Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practices and student learning (from walk-throughs/observation).

	ALL	BLACK	HISP	WHITE	EDS	SWD	AG	LEP
State-R								
	54.4	38	62.5	76.5	44.1	27.3	>95	50
State-M								
	55	37	75	78.4	46.5	21.2	>95	83.3

Comprehensive Needs Assessment

A) What does the analysis tell you about your school strengths?

We had a relative strength in teaching math last year with a smaller achievement gap in math with our white and Hispanic student, especially our Limited English Proficient students; however our black students did not perform as well on reading or math state testing and there is an achievement gap present in those subgroups. Our teachers are working with students who have come to us from a variety of other elementary schools in Pitt County over the past few years. Our current goals for improvement continue to lie in creating a culture of acceptance and belonging in our school. We are working to educate our families and students in our PBIS initiative and academic expectations. Teacher turnover rates show a decrease as we have a young and newer staff with no new teaching positions open this year other than for our Special Education classrooms.

B) What does the analysis tell you about your school's gap or opportunities for improvement?

Overall with growth in reading and math decreasing, the need for more structured and strategic interventions, a PLC framework using goal-driven data analysis and continual monitoring for growth. In 5th grade we will have 2 self-contained teachers planning together using District PowerStandards and Resources. We need to focus on academic vocabulary, more focused remediation and change our master schedule to accommodate effective PLCs. Cohort 1 (4th grade & Kindergarten) will implement Learning Focused Lesson Planning. We will follow our 3-year Learning Focused Literacy Plan so that all teachers are utilizing Learning focused lessons this year. We will focus on academic vocabulary and extended reading passages along with lesson planning. Citizenship will also be a focus this year as we implement a Community Outreach Program into the school. Our school will also be mirroring many of the same initiatives used in the Compassion Reaction Program as well as implementing components from the Adaptive Schools seminar.

Summary of Needs: Summarize the needs as identified

Student Achievement:

- **Increase reading and math proficiency by implementing 3-year Learning Focused Literacy Plan.**
 - The Learning-Focused Lesson will be implemented to increase rigor, critical thinking and student engagement. Teachers will use daily the five yield strategies in their lessons and plan using backward design. Professional development will focus on creating standard-based on-grade level assignments, showing an increase in complexity vertically and as the school year progresses. All teachers will establish model classroom environments that support learning with prioritized and graphically organized vocabulary support. (See attached "Learning Focused 3-Year Plan)
- **Increase writing expression in all grade levels as measured in TRC Written Comprehension Assessments and WFTB Rubrics.**
 - Every PLC will identify and create SMART goals for Writing instruction, will analyze writing assignments and student progress during PLC's and incorporate writing into all lessons (math, science, social studies and ELA). Teachers will blend strategies such as Write From the Beginning, Thinking Maps, Whole Brain Writing Strategies including: Oral Writing, Sentence frames, SuperSpeed Grammar (in grades 1), color-coded triple whammy writing, genius ladder and will focus on writing skills and improvement in student writing.

Instructional Programs:

- **Provide 40 minutes uninterrupted daily remediation/enrichment time (PAWS time) for small group differentiated instruction based on ongoing CFA student data.**
 - During bi-monthly data driven PLC meetings, teachers and administrators will analyze student data from CFA's to identify individual student needs and group students for PAWS groups. All support staff, teachers, remediation tutors and administrators are assigned grade levels and groups to provide direct instruction daily based on student needs.
- **Increase proficiency in grades 3-5 above 60% and increase growth from -4.5 (not met)**

to Exceeding growth greater than +2.0 by monitoring data sources weekly to focus on student growth and proficiency.

- Implement district initiatives and conduct weekly data meetings and PLC's to monitor the initiatives for fidelity: Read 3D, STAR Reading, Accelerated Reader and STAR Math, iStation, and any other pertinent data such as Classroom Engagement data as well as monitoring data from 5x5 classroom walk-throughs. Continue to provide support and Professional Development to all teachers and utilize Specialized District Coaches monthly (Science Coach, ELA Coach, Math Coach, Whole Brain Teaching Coach and Instructional Coach).

Parental Involvement:

To involve parents in the policy process we will:

- Encourage all parents to attend the Elmhurst Elementary School PTA HERO Kickoff Meeting held within the first three weeks of school, to learn about Elmhurst Elementary School's participation in Title I, the requirements of the Title I program, and their rights as parents to be involved (**Meeting 1, September 17, 2015** at 5:30 pm).
 - Hold Title I Parent Involvement meetings as scheduled for the 2014-2015 school year
 - **Meeting 1: TITLE I ANNUAL MEETING** (*September 17, 2015* at 5:30 PM)
 - **Meeting 2: HALLO-READ NIGHT** (*October 29, 2015* at 6:00 PM)
 - **Meeting 3: POSITIVE PARENTING WKSP.** (*November 17, 2015* at 5:30 PM)
 - **Meeting 4: BOOKS FOR BINGO** (*March 3, 2016* at 6:00 PM)
 - **Meeting 5: EOG: HELP YOUR CHILD PREPARE** (*April 19, 2016* at 6:00 PM)
 - **Meeting 6: KINDERGARTEN TEA PARY** (*June 1, 2016* at 3:00 PM)
- Involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Elmhurst Elementary School's Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint support our school wide program during the 2015-2016 school year.

Professional Development:

- Since we will not be able to utilize a SWAT team for Read 3D assessing this year due to Title I teachers in the classrooms, we will have teachers test their own students in Diebels and for the BOY TRC. We will have buddy teachers assess TRC at MOY and EOY.
- Since we will be unable to utilize CARE this year, we have hired Title I Tutors, trained them in Reading Mastery along with the K-2 EC teacher to provide direct instruction for at-risk readers in K-2. Teachers will focus on writing across the curriculum, incorporating writing into all subjects everyday, and will continue to utilize Whole Brain Teaching.
- Strategies for student engagement, including oral writing throughout the school. We will continue PD in WBT and utilize a National Coach who will guide teachers more individually in WBT this year. Administration, IC & support staff will attend PLC's weekly and be assigned to PAWS to work with students instructionally.