

Grifton School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2014-2016

Tab Legend

Yellow - All Schools

Green - K-8 Schools Only

Purple - 9-12 Schools Only

Gray - District Completed

Orange - Title 1 Schools

Grifton Demographics 2015-2016							
ALL	ASIAN	AFRICAN	HISPANIC	INDIAN/	MORE	HAWAIIAN/P	WHITE
511	39%	20%	0	0	4%	0	36%

Grifton DATA
K-8 Student Achievement Data

		Percentage Proficient (Green and Blue)				
2013-14		All	Black	Hispanic	White	SWD
Read 3D	K	77%	95%	60%	84%	100%
	1	84%	92%	81%	75%	0%
	2	78%	86%	86%	57%	100%
	3	70%	78%	45%	71%	0%

		Percentage Proficient (Green and Blue)				
2014-15		All	Black	Hispanic	White	SWD
Read 3D	K	68%				
	1	83%				
	2	55%				
	3	56%				

		Percentage Proficient (Green and Blue)				
2015-16		All	Black	Hispanic	White	SWD
Read 3D	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
Reading	3	MG	*
	4	MG	-2.9
	5	MG	0.6
	6	MG	2.9
	7	MG	-1
	8	EG	3.8

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
	2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain
Reading	3	MG	
	4	EG	4
	5	MG	-0.2
	6	MG	1.7
	7	MG	0.4
	8	MG	0.4

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain
Reading	3		
	4		
	5		

Reading	6		
	7		
	8		

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.nc>

		Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
	2013-14	All	Black	Hispanic	White	AIG	SWD
Reading	3	38.9	40	18.2	50	*	16.7
	4	22.4	9.5	13.3	37.9	*	10
	5	34.4	9.1	12.5	59.3	*	<5
	6	31.8	20	22.2	41.2	>95	14.3
	7	35.6	36.8	37.5	32	>95	10
	8	29.5	22.7	15.4	42.3	85.7	15.4

		Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
	2014-15	All	Black	Hispanic	White	AIG	SWD
Reading	3	43.8	33.3	36.4	60	*	16.7
	4	43.9	43.5	36.4	46.7	*	16.7
	5	18.2	9.1	<5	34.5	*	14.3
	6	36.4	15.4	33.3	57.7	>95	<5
	7	35.9	25	11.1	47.1	>95	>5
	8	26.3	23.7	22.2	33.3	71.4	9.1

		Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						

Reading	7						
	8						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

		Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)	
		Growth -	Estimated
2013-14		MG, DNM,	School NCE
		EG	Gain
Math	3	MG	
	4	DNM	-5.8
	5	DNM	-4.3
	6	EG	6.2
	7	MG	0
	8	MG	-1.1

		Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)	
		Growth -	Estimated
2014-15		MG, DNM,	School NCE
		EG	Gain
Math	3	MG	
	4	MG	0.3
	5	EG	-1.8
	6	EG	7
	7	EG	2.9
	8	DNM	-3.6

		Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)	
		Growth -	Estimated
2015-16		MG, DNM,	School NCE
		EG	Gain
	3		
	4		
	5		

Math	6		
	7		
	8		
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM,	School Effect
Science	5	DNM	-3.3
	8	DNM	-3.3
	2014-15		
	5	EG	2.6
	8	DNM	-1.5
	2015-16		
	8		
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
		Growth - MG, DNM,	School Effect
Math I	2013-14	MG	100%
	2014-15	DNM	-2.5
	2015-16		

K-8 Student Achievement Data

		Percentage Proficient (only indicate if greater than 5 students in that subgroup)					http://www.nc
	2013-14	All	Black	Hispanic	White	AIG	SWD
Math	3	44.4	40	27.3	62.5	*	<5
	4	22.4	9.5	33.3	27.6	*	*
	5	19.7	13.6	12.5	25.9	*	*
	6	18.2	5	22.2	19.6	>95	14.3
	7	17.8	15.8	<5	13.6	85.7	<5
	8	23	9.1	15.4	20.9	>95	<5

		Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
		2014-15	All	Black	Hispanic	White	AIG	SWD	
Math	3		39.6	33.3	27.3	46.7	*	<5	
	4		36.8	43.5	18.2	46.7	*	<5	
	5		19.7	9.1	21.4	27.6	*	7.1	
	6		25.8	23.1	22.2	30.8	71.4	10	
	7		31.3	15	33.3	38.2	>95	20	
	8		7.9	5.3	<5	14.8	57.1	<5	
			Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		2015-16	All	Black	Hispanic	White	AIG	SWD	
Math	3								
	4								
	5								
	6								
	7								
	8								
			Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		2013-14	All	Black	Hispanic	White	AIG	SWD	
Science	5		34.4	13.6	25	48.1	*	11.1	
	8		29.5	22.7	7.7	46.2	85.7	15.4	
	2014-15								
	5		51.5	31.8	50	69	*	28.6	
	8		31.5	22.2	37.5	40.7	85.7	<5	
	2015-16								
	5								
	8								
			Percentage Proficient (only indicate if greater than 5 students in that subgroup)						

	All	Black	Hispanic	White	AIG	SWD
2013-14	86.7	*	*	87.5	<95	*
2014-15	57.9	44.4	*	75	71.4	*
2015-16						

Math I

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences

	2014	2015	2016
K	10	1	
1	1	6	
2	4	7	
3	4	7	
4	10	5	
5	7	5	
6	8	7	
7	9	10	
8	7	8	

60

56

Promotion Retention Data

Promotion Rate:

	2014	2015	2016
K	98%	100%	
1	99%	91%	
2	99%	100%	
3	100%	100%	
4	100%	99%	
5	99%	90%	

6	100%	94%	
7	100%	85%	
8	99%	100%	

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Out of School Suspension Data

OSS - Number of suspensions:

	2014	2015	2016
K	33	20	
1	2	2	
2	3	0	
3	10	4	
4	12	11	
5	27	6	
6	45	18	
7	31	20	
8	9	68	

172

152

Technology Readiness Data

Number of Tested Students

	2014	2015	2016
3	54	48	
4	56	56	
5	54	65	
6	66	66	
7	72	64	
8	61	73	

Number of Student Devices for Online Testing

	2014	2015	2016
Desktop	163	163	
Laptop	159	159	
iPad			

BMI DATA 2014-2015

Fitness Testing Results

	BOY	EOY
K	16.7	17.3
1	17.5	17.8
2	18.2	18.3
3	19.4	19.9
4	23.3	22.7
5	22.2	22.3
6	22	22.2
7	22.7	22.7
8	24.8	24.8
School Average	20.8	20.9

	Pacer BOY	Pacer EOY	Push-ups BOY	Push-ups EOY
2	12	X	X	X
3	17.9	116	5.6	5
4	19.3	43	5.5	7
5	18.3	139	4.8	18
6	19	135	6.5	8
7	20.8	154	4.8	22
8	24.9	199	6.2	20
School Average	18.9	131	5.6	13.33333333

School Goal: and academically positioned to pursue such goals in a high school setting.

Target date: 6/1/16

Student Achievement Objectives

Objective:	To increase student reading proficiency data 5% as measured by EOG reading data and Read 3D data.
Action Steps	Grifton School will implement a school wide Renaissance Learning program facilitated by the school's Media Specialist that includes a student and teacher accountability model. Grifton School will Progress Monitor by using Read 3D, Common Formative Assessments, and Benchmark data points. Through Block Scheduling, grade levels will be scheduled common planning time to create common lesson plans that
Objective:	To increase student math proficiency data by 5% as measured by math EOG and K-2 math assessment.
Action Steps	Grifton School will implement a school wide Accelerated and STAR Math program. Grifton School will Progress Monitor by using Common Formative Assessments, and Benchmark data points. Through Block Scheduling, grade levels will be scheduled common planning time to create common lesson plans that focus on Power Standards. Fifth Grade will rotate classes to allow teachers to teach within their strengths.
Objective:	To increase student 5th and 8th Grade Student Science proficiency data by 5% as measured by 5/8 Science
Action Steps	concentrate on teaching one prep. The 5th grade teacher now only teaches SS/SCI and the one MS teacher teaches 7th and 8th grade Science. Additional technology software (Visual Learning) has been purchased to support instructional program. PLC's work to integrate Science curriculum within other content areas.

benchmark, and summative data as appropriate.)

formative assessments

EOY 2015: What does data show regarding the results of the implemented action steps?

Although Grifton School is proud of Meeting Growth Standards in 2014-2015, College and Career Ready results

EOY 2015: Based upon identified results, how should action steps be changed?

Action Step #2 - Grifton School will be implementing AM this year. Action Step #3 - Due to changes in the Grifton

Objective: Black, Black Male in Science (5/8) and reading as measured by Read 3D, AR/AM, and state assessments.

The Yearly Vision for Grifton School for the 2014-2015 year is R.E.A.L. - Raising Expectations About Learning. This acronym and its' meaning will be consistently communicated with all stakeholders. Example - In September, the school held its' first Curriculum Night for parents to inform them of curriculum, expectations, and tips for helping thier child be successful. Approximately 250 parents responded.

Action Steps

Objective: Decrease the number of students reaching Tier II in reading as determined by RTI by 5%.

Grifton School will develop and implement a comprehensive school wide and multi-tiered system of supports. Staff will be retrained on this system starting in October during weekly grade level meetings and faculty meetings. This system will include pre-TAT worksheets and documentation of interventions.

Action Steps

Objective: Create additional remediation supports by the development of a comprehensive remediation plan that

Grifton School will focus on Progress Monitoring by using CFA's, Benchmark data, and Read 3D. Both "push-in" and "push-out" (small groups) remediation models will be utilized. Extra computer lab time has been scheduled for K-5 everyday. Remediation resources will include ISTATION, and Success Maker. Two

Action Steps additional remedial programs have been added for the 2014 year. One, an EC Inclusion Model, and two,

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1: Local

Source 2: Remediation

Source 3: Title 1

Source 4: State

Source 5:

Other

Teacher Retention Objectives:

Objective: Increase teacher retention rate by 5%.

Grifton School will create a culture of family where "Team Work Makes the Dreams Work". We will celebrate the accomplishments of staff's individual accomplishments, as well as school accomplishments through such programs as the "Bulldog of the Month". Monthly pedicures and a free monthly staff dinner

Action Step 1 will foster the development of collaborative relationships. A comprehensive Mentoring Program will include

Objective: development.

Promoting, planning, and facilitating appropriate and relevant professional development will include district level instructional initiatives: Thinking Maps, SIOP, WFTB, and Power Standards. Promoting, planning, and facilitating appropriate and relevant professional development will include school level instructional

Action Step 2 initiatives: AR/AM, ISTATON, PBIS, GR and Word Study.

Objective: Continue the development and implementation of appropriate and effective PLC's.

The administrative team has been assigned groups of PLC's to progress monitor effectiveness. Principal 6-8, AP 3-5 , and IC K-2. All PLC's minutes are reported to the administrative team through google docs. Instructional Rounds will be expanded for the 2014-2015 school year to three times this year so that all

Action Step 3 teachers can participate in one Instructional Round. This initiative will foster the continued growth of both

How will we fund these strategies:

Funding Source: (use drop down menu)

- Source 1: Local
- Source 2: Other
- Source 3: Remediation
- Source 4: State
- Source 5: Title 1

BOY: What data will be used to determine if the strategies were implemented with fidelity?

2013-2014 State Assessment Data; BOY Read 3d Data; AR/AM BOY data. Licensure data.

benchmark, and summative data as appropriate.)

Increase teacher retention rate by 5% and staff climate survey

EOY: What does data show regarding the results of the implemented strategies?

The Teacher Retention Rate has improved from years' past and we are meeting our goals. A strategic hiring plan -

EOY: Based upon identified results, how should strategies be changed?

The main Instructional Focus for 2015-2016 will be the implementation of Learning Focused School Principles. A year-

Objective: Grifton School will use SchoolNet as an instructional tool for creating CFA 'S.

CFA's will be used two times a marking period to progress monitor student learning and direct instructional planning.

Action Step 1

Objective: Grifton teachers will facilitate a 10% increase in student technology use.

Student/Teacher use of online instructional tools will include: AR/AM, ISTATION, SuccessMaker, Flocabulary, Reading Eggs, Letterland, Waterford, Study Island, On-line Science, Smart Board Technology, and Read 3d.

Action Step 2

Objective:

Action Step 3

How will we fund these objectives:

Funding Source: (use drop down menu)

Source 1: Local

Source 2: State

Source 3: State

Source 4: Title 1

Source 5:

Remediation

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Island log in reports, Computer cart circulation log

PLC meetings, benchmark assessments, preassessments in all subject areas

EOY: What does data show regarding the results of the implemented action steps?

implement district made assessments in Grades 3, 5, and 6 in Reading and Math and Science Assessments in grades

EOY: Based upon identified results, how should action steps be changed?

none noted

Objective: Decrease the number of Out of School Suspensions by 10%.

Grifton School is in the process of developing and implementing the PBIS system. Student and Teacher Matrix's have been developed during the summer of 2014 and implemented in August of 2014.

Action Step 1

Objective: Decrease the number of students absent 10 or more days by 10%.

The PBIS Model will be used to create a culture of Student Leadership where students will take ownership for learning and extra-curricular activities to promote student excitement about school attendance and academics. This model will include SGA, School Ambassadors, Buddy Readers, Student Mentors, Peer

Action Step 2 Mediation, Teacher Support Team, Teen Court, STEM, Science Olympiad, NJ HS, and Battle of the Books.

Objective: Grifton School will actively promote and support healthy lifestyles as measured by the reduction of Student

Grifton School recognizes that communication with the school community about healthy lifestyles is a challenge. We will meet this challenge of communication via school newsletters, Taste Explorers monthly healthy snack sample and flyer for home, and PTA. Community partnerships with local health agencies will

Action Step 3 be mobilized to support this initiative including the Grifton Police Department, NC Highway Patrol, Pitt

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:

Title 1

Source 2:

Local

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Grifton School will actively promote and support healthy lifestyles as measured by the reduction of Student BMI data by benchmark, and summative data as appropriate.)

School Discipline Data, Power School Attendance Data, BMI Data & fitness test data and School Accident Report Data.

EOY: What does data show regarding the results of the implemented action steps?

Grifton School reduced OSS by more than 10% in 2014-2015. A PBIS Team will receive Module I PBIS training at CSI

EOY: Based upon identified results, how should action steps be changed?

the less, A PBIS Team was sent to the Middle Level Conference and to visit a PBIS School in Durham in the Spring to