

**School Improvement Plan  
2015-2016**

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**Northwest Elementary School**  
1471 Holland Drive, Greenville, NC 27858  
School Code: 375  
<http://northwesttiger.weebly.com/>  
*Pitt County Schools*



**School Mission Statement**

Inspired Learners + Creative Thinkers = Empowered Leaders

**School Vision**

- To produce independent positive contributors to a global society
- To provide a safe, nurturing environment
- To promote high standards and clear expectations through excellence in learning
- To strive for continuous improvement
- To provide a stimulating environment that instills 21<sup>st</sup> century skills
- To instill self-worth through celebration of individual successes
- To collaborate between home, school, and community

**School Motto**

Learning Today, Leading Tomorrow

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## **Narrative Description of School**

Northwest Elementary, part of the Pitt County School District, is located in a rural setting in Greenville, North Carolina. Northwest is a PreK-5 school. There are currently 17 classroom teachers (19 including Pre-K), 3 Special Education Teachers, 1 Dean of Students (this is our assistant principal-it goes by this title only because of the pot of money that it is paid out of), 7 Teacher Assistants, 1 Counselor, 1 Family/Parent Liaison, 1 ISS/CARE coordinator, 2 Co-teacher leaders, and 2 Instructional Coaches.

The staff experience breakdown is below:

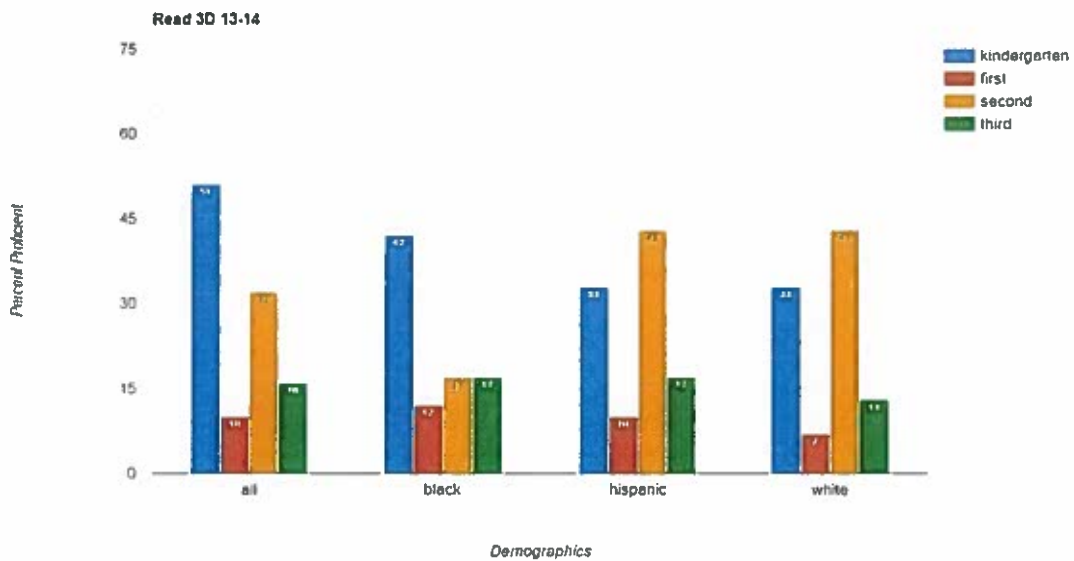
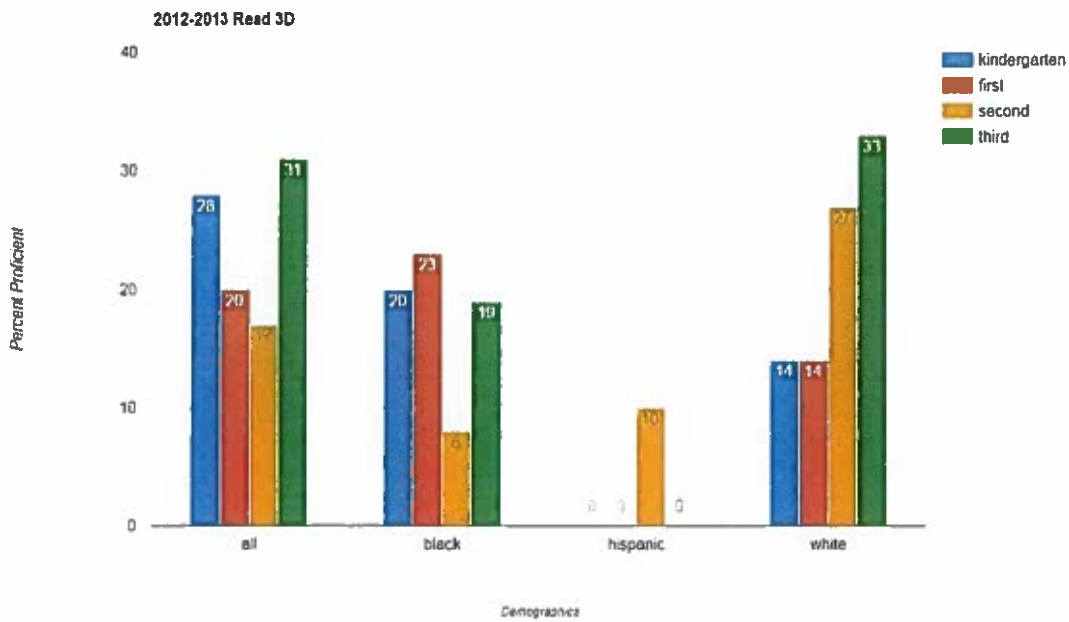
BT-1s	BT-2s	BT-3s	4-10 Years	10+ Years
11	4	5	1	1

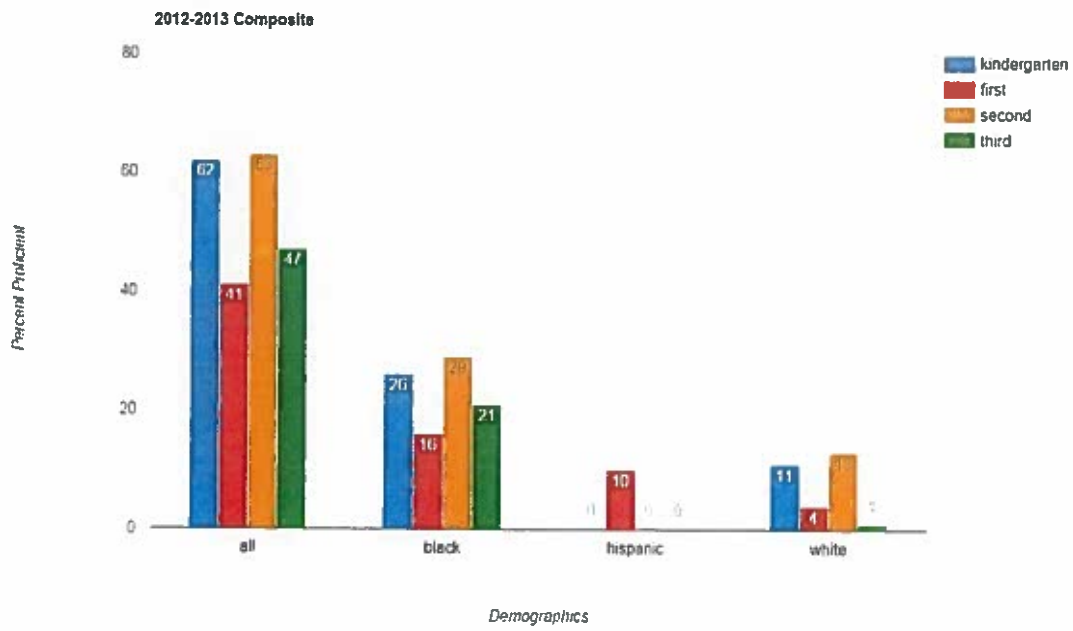
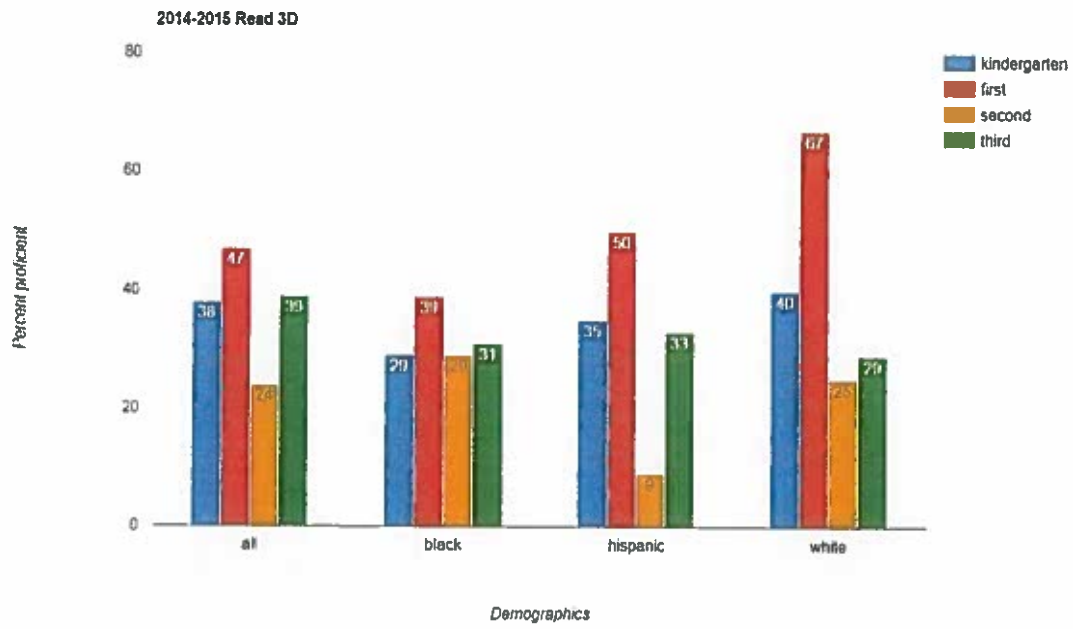
As of January 2016, the current enrollment is 415 students. The student demographics are as follows:

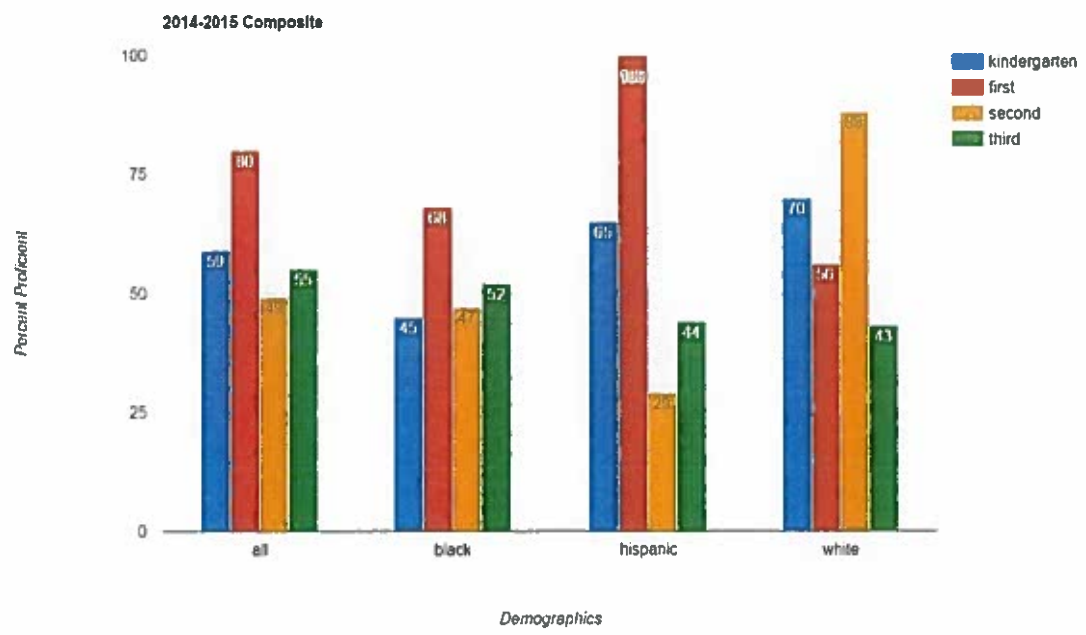
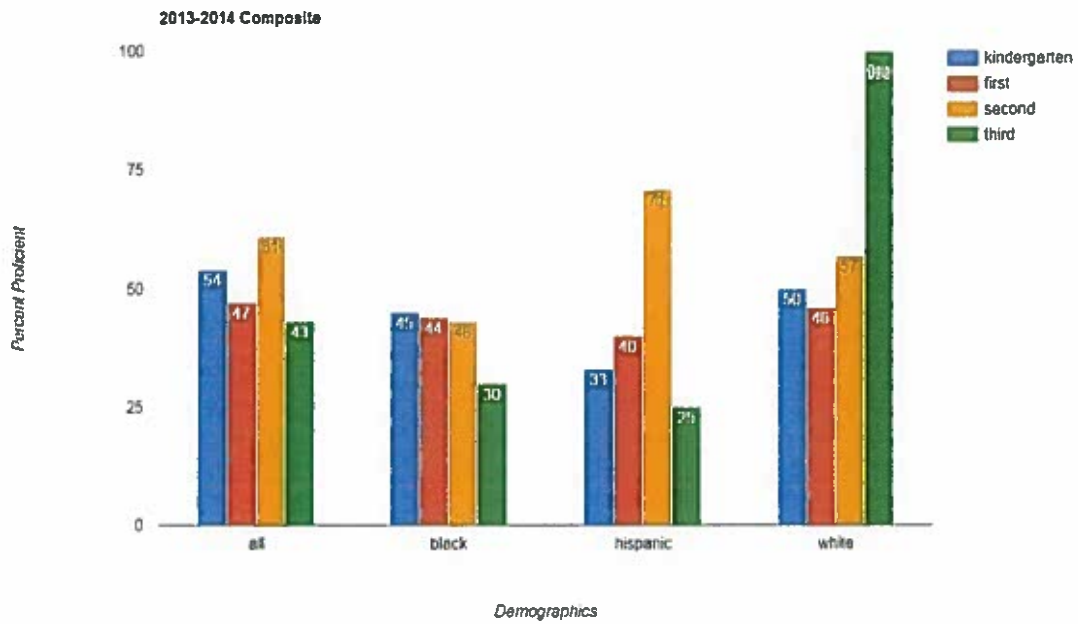
- 100% Free and Reduced Lunch
- 13% Students Receiving Special Education Services
- 25% Hispanic
- 58% Black
- 13% White
- 4% Multi-racial
- 13% LEP Students
- 19% EC Students

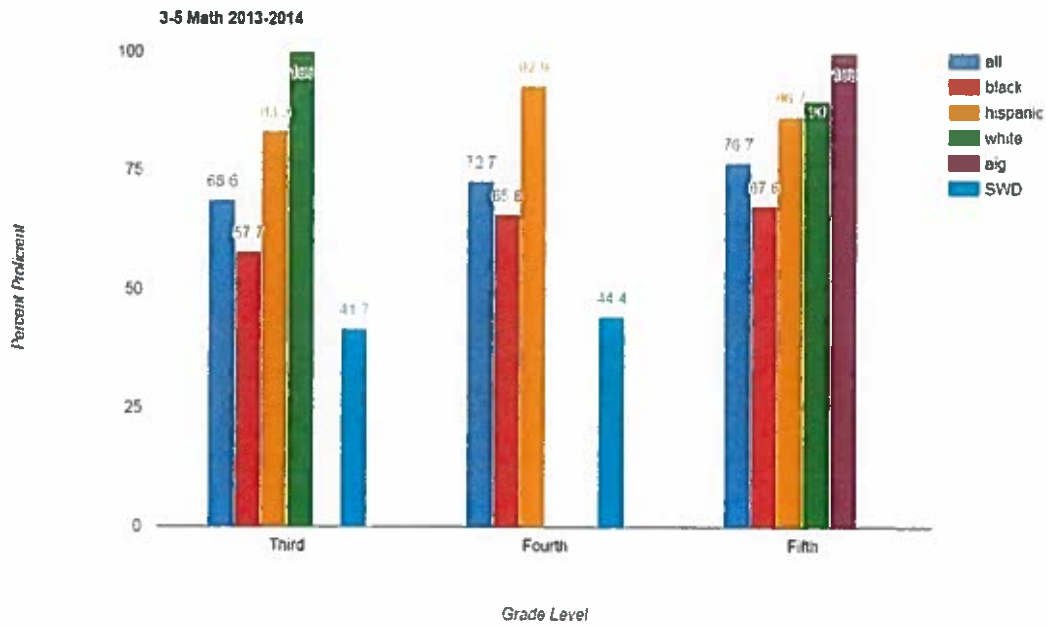
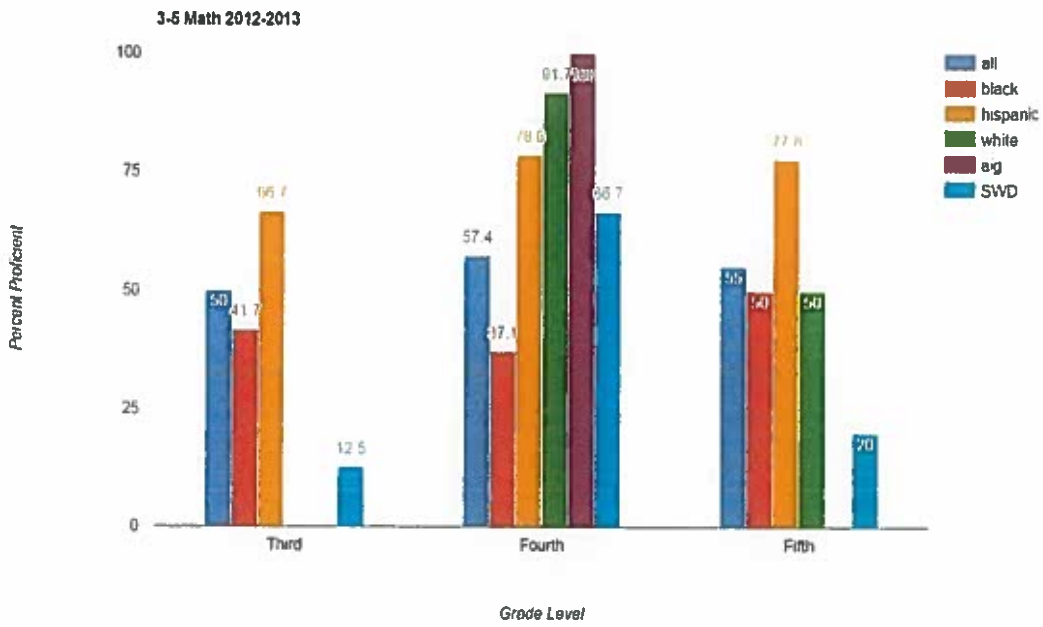
When the 2014 TWC was administered, I was not the principal at Northwest, therefore I did not submit that data as it was not applicable to me. I will include a current analysis of the school climate survey that was given in Fall 2015.

# Data Analysis

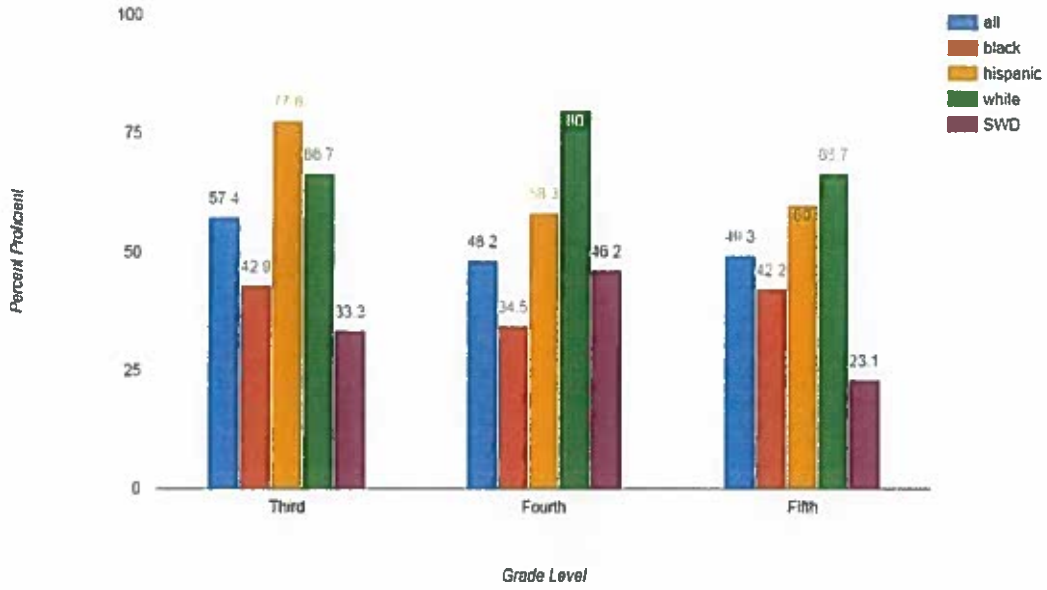




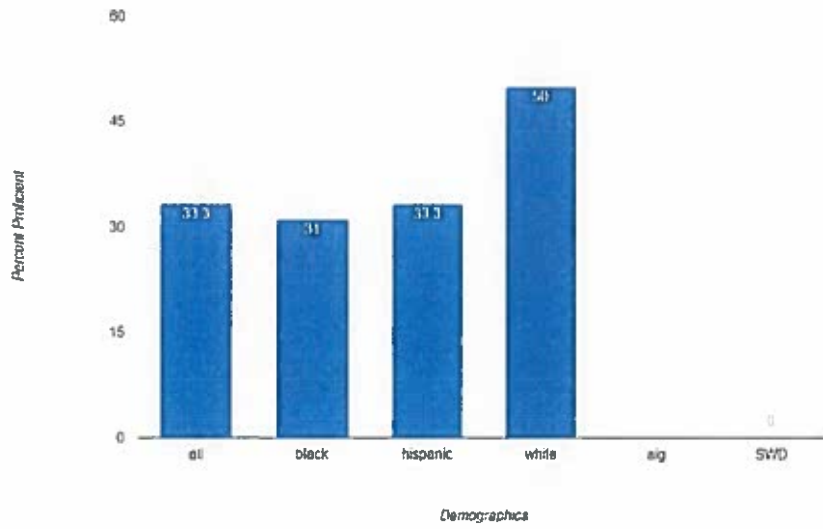


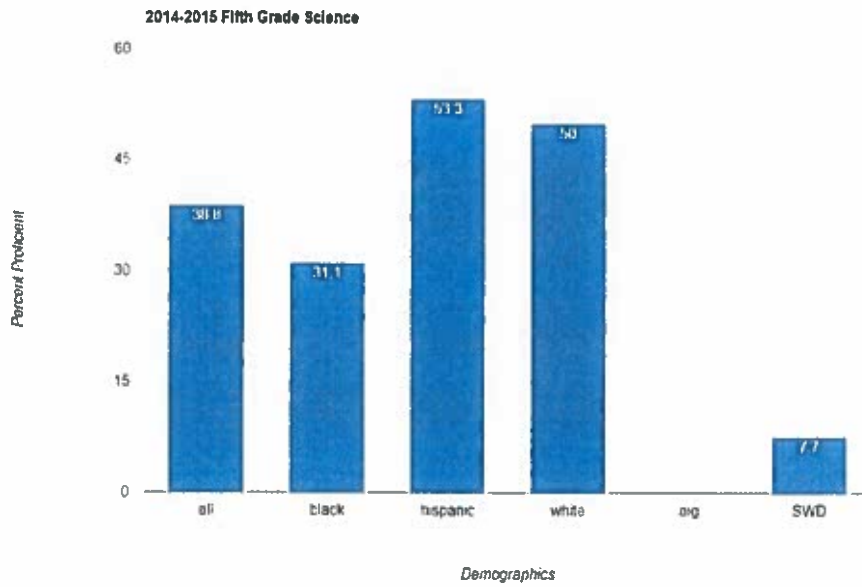
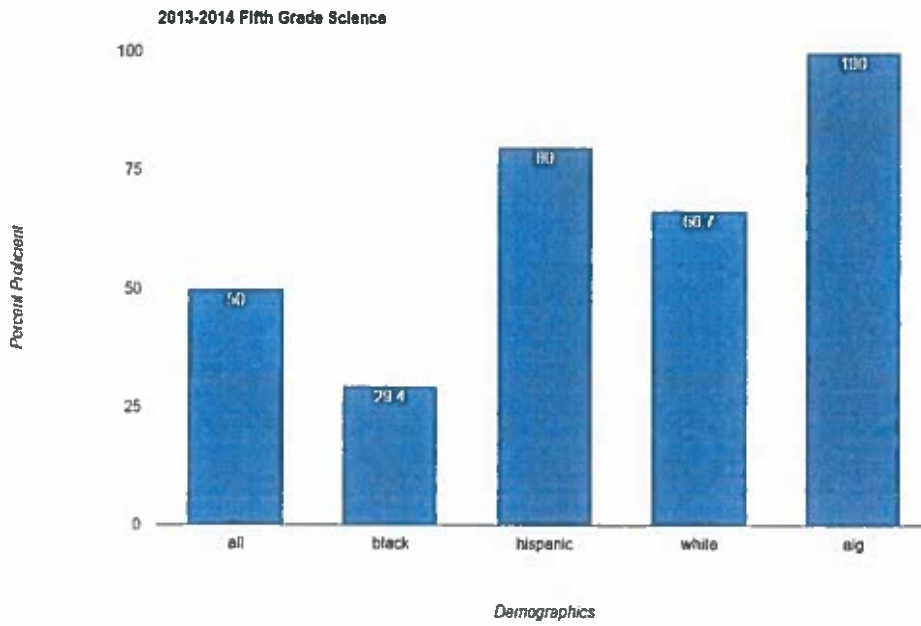


3-5 math 2014-2016

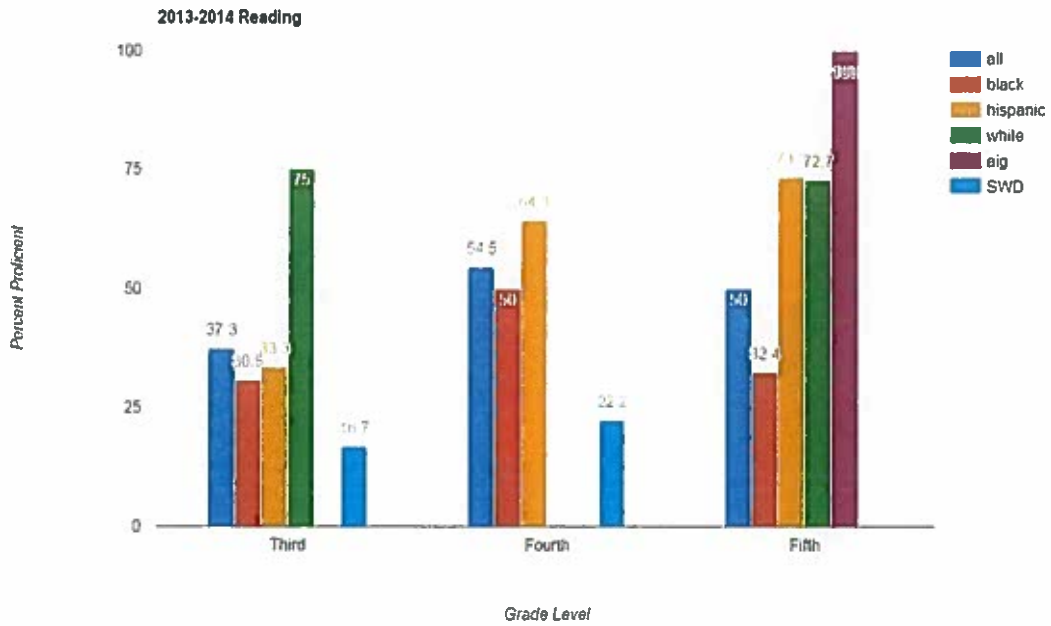
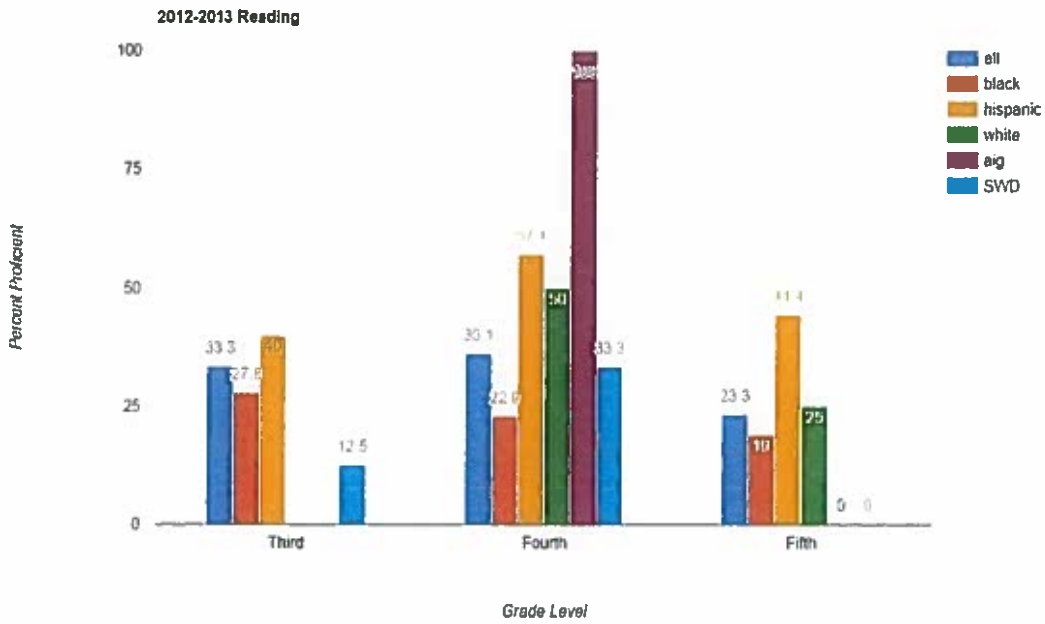


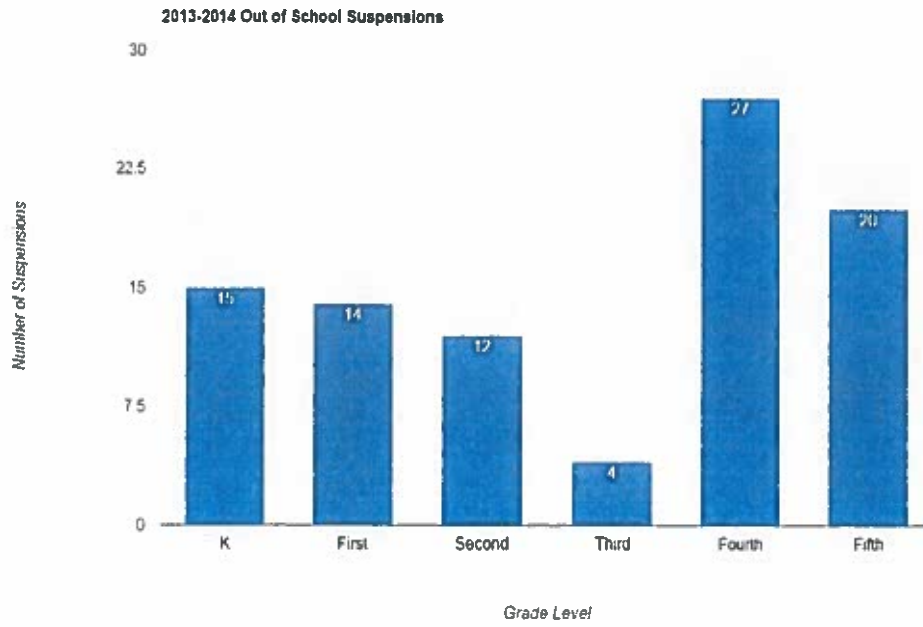
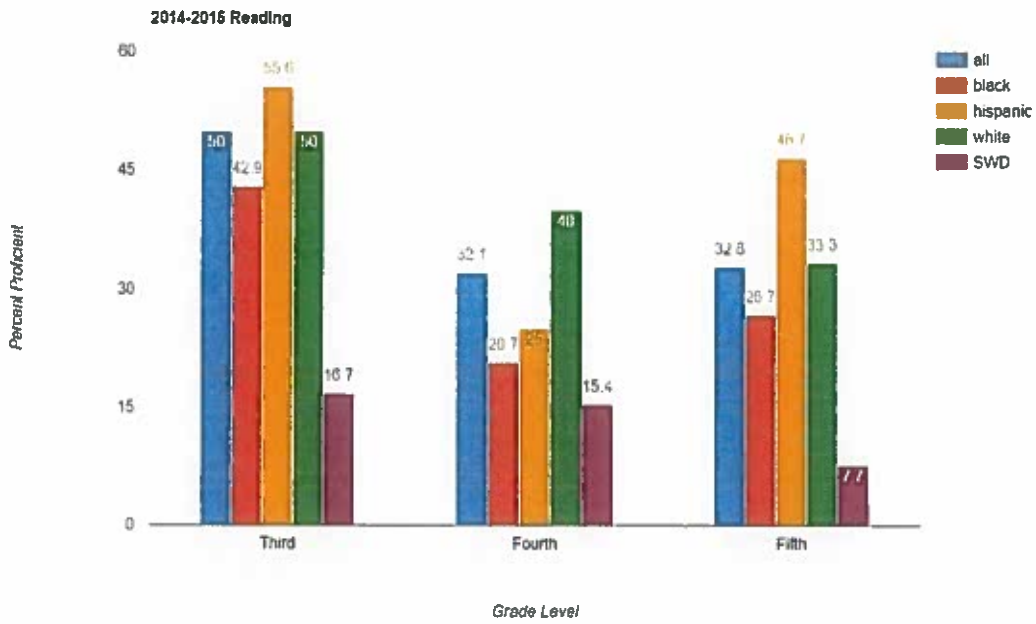
2012-2013 Fifth Grade Science



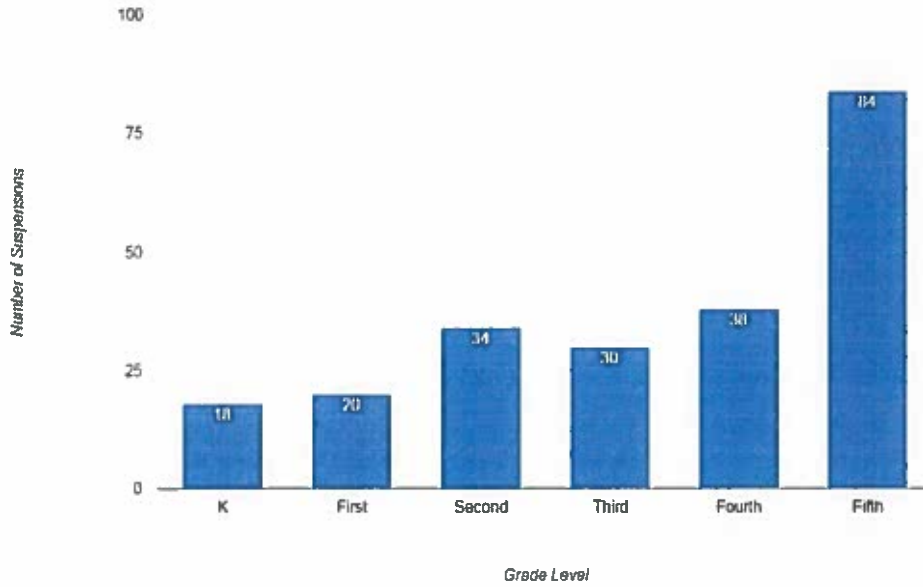




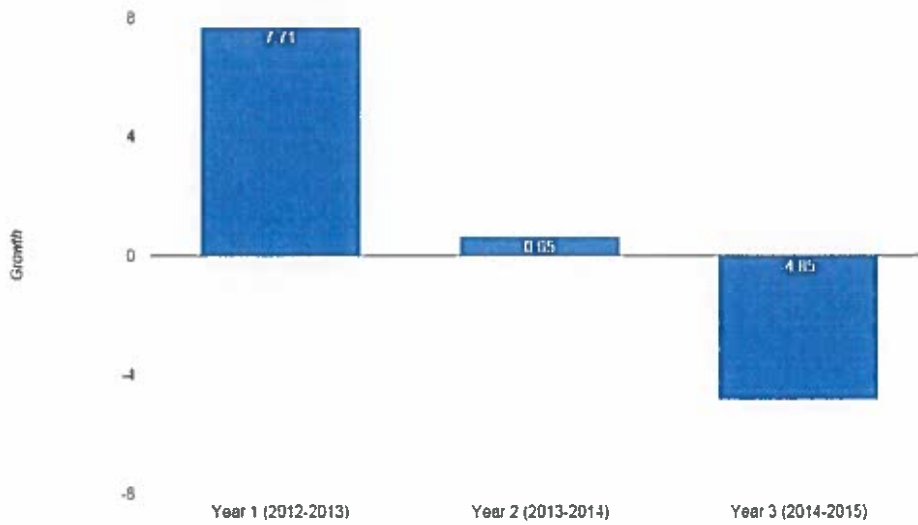




2014-2015 Out of School Suspensions



School Accountability Growth



## **School Climate Analysis for Fall 2015:**

- The administration has established a mission for improvement that is supported by faculty and is evidenced by an expressed desire to implement changes.
- The school has a friendly and welcoming atmosphere, providing a safe, clean, and positive environment for learning.
- The school benefits from positive and healthy relationships between students and staff.
- The principal creates a nurturing, family-like atmosphere within the school; consequently, staff and students feel well supported.
- The school leverages professional learning communities and planning time to promote professional dialogue and to inform instruction.
- There are effective, ongoing processes for school administration to collaborate with the faculty.
- Teachers have well-established routines and procedures that allow students more time to focus on learning.
- The school maximizes its human resources and funding to improve educational outcomes for students.
- Staff meetings are beneficial and informative.
- Staff development activities are meaningful and related to the SCOS.
- The instructional coach positions have had a positive impact on student learning.
- There is an atmosphere of trust and mutual respect in the school.

## **Summary of Needs**

### **Teaching and Learning:**

Improve the quality of teaching and learning by:

- maximizing instructional time and the pace of lessons
- defining and incorporating higher levels of rigor, higher-order thinking skills, and formative assessment in each classroom on a daily basis
- ensuring small group instruction is targeted, flexible, challenging, and collaborative

The staff at Northwest Elementary School communicates high expectations for student achievement and there is a clear focus on positive behaviors. These expectations are understood by both staff and students. Academic and behavioral expectations are

undergirded by daily recitations of a student behavior pledge and clearly-established routines.

### **Student Achievement:**

- Make student work more effective by displaying exemplary work alongside grading rubrics, showing students what they are aiming for in high-quality work.
- Devise specific strategies for improving the performance of subgroups that data shows to be underachieving.
- Frequently monitor, evaluate, and provide feedback on the effectiveness of instructional practices to improve student achievement and to target the individual needs of students.

There is a focus on increasing the use of data as an instructional tool. The process of helping our young staff understand and use data to improve instruction is just beginning. All teachers utilize formative assessments during lessons to systemically analyze content mastery in order to differentiate their instruction on a daily basis. Instructional coaches and teachers are working together to ensure that we are providing the necessary structure, support, and rigor to challenge all students to do their best.

### **Families and Communities:**

- Investigate and develop alternate ways for family and community members to be involved in supporting student learning.

The school receives both formal and informal feedback from parents by way of fall and spring climate surveys as well as at our monthly parent advisory meetings.

The school does not traditionally receive much support from the community. We realize a need to develop more community partnerships, and have created a strategic plan for engaging the parents and community.

### **Planning and Operational Effectiveness:**

There is an extensive amount of technological hardware and software to support learning at the school. Each classroom has an interactive smartboard, a teacher computer, and 3–4 student computers; however, student usage of these items varies. There is a computer lab for large-group use, and several grade levels have dedicated mobile computer labs and Chromebooks.

## Low Performing Goals

**Goal 1:**

**By June 2016, Northwest Elementary School will exceed expected growth and earn a letter grade of C or better.**

**Strategy 1:**

**Improve Instructional Practices**

**Action Steps:**

All regular classroom teachers in grades 3-5 will participate in STAR Reading and Accelerated Reading/Accelerated Math professional development.

In order to meet the needs of every student, teachers will analyze each student's ZPD range to differentiate instruction and also provide remediation and extension.

Identify at-risk students throughout the school year based on classroom assessments, EOG scores, Read 3D, and teacher recommendation. Additional instruction will be provided for students performing below mastery. Remediation teachers will push into the classroom and work with small groups of students on specific targeted skills. In addition, After School Tutoring will be offered for those identified students on Tuesdays and Thursdays of each week.

Implement differentiated instruction school-wide to maximize student achievement by utilizing the following:

- Guided Reading
- Read 3D
- Extended Reading Passages
- Essential Questions
- Collaborative Pairs
- Academic Vocabulary
- Learning-focused lesson planning

**Progress Monitoring Status/Timeline:**

Has begun  
Aug 2015-June 2016

<b>Evidence: (Identify documents and artifacts)</b>	Agenda/Sign-in sheets from professional development for certified staff, Walkthrough monitoring data and feedback, Student attendance from After School Tutoring, Intervention plans, Instructional Team agendas/minutes
<b>Person(s) Responsible:</b>	Classroom Teachers, Instructional Coaches, District Curriculum Coaches, and Administration
<b>Strategy 2: Analyzing Data</b>	
<b>Action Steps:</b>	<p>PLCs will meet weekly. Teachers will analyze data at each meeting to monitor student growth. Student data will be monitored by the use of Istation, Read 3D, STAR Data, common formative assessments and benchmarks. A PLC template has been given to each teacher and minutes will be recorded at each meeting. The following roles will be rotated each marking period:</p> <ul style="list-style-type: none"> <li>● Facilitator- creates agenda and facilitates the meeting</li> <li>● Timekeeper- keeps time during the meeting</li> <li>● Recorder- takes notes</li> <li>● Gatekeeper- keeping team on task</li> </ul>
	Identify gaps in quarterly assessments to evaluate student progress as it relates to gaps in instruction.
	Incorporate MTSS strategies to enhance core instruction to meet the needs of struggling learners, with support from the district MTSS team.
	The data room will be utilized to track and monitor student progress and benchmark testing for all K-5 students.
	All meeting minutes are submitted to administration via google doc no later than one day after the meeting. A teaching plan must be included for students at the mastery, moderate, and intensive levels. A member of the admin team will attend all weekly PLCs to provide additional support to the teachers.

	Instructional coaches will be utilized to increase teacher awareness of student strengths and weaknesses in order to support student learning. The coaches will attend grade level planning with the teacher during their common planning time on Tuesdays, Wednesdays and Thursdays. They will collaborate together to discuss standards taught and plan for upcoming standards and assessments.
	Instructional coaches will model and assist all teachers in the classroom.
<b>Progress Monitoring Status/Timeline:</b>	Has begun Aug 2015-June 2016
<b>Evidence: (Identify documents and artifacts)</b>	Weekly PLC meeting minutes, Data tracking template, SchoolNet data, Data Room, Data Wall, MTSS intervention data, Instructional Team agendas/minutes
<b>Person(s) Responsible:</b>	Classroom Teachers, Instructional Coaches, District Curriculum Coaches, and Administration
<b>Strategy 3: Implement 3-Year Literacy Plan (see chart below)</b>	
<b>April 28th 2015</b>	Group 1 attends professional development training on <i>Learning Focused Lessons</i> .
<b>August-September 2015</b>	<ul style="list-style-type: none"> <li>● Create and implement model classrooms- Organized to enhance learning and provide supports (word walls, anchor charts, arrangement of teaching areas such as guided reading and guided math)</li> <li>● Review 'Look Fors' for other areas as set out in the Text</li> <li>● Faculty Overview - Sharing of 3 year plan</li> <li>● Grade level PD in Lesson/Unit Planning and Backward Design with focus on:</li> </ul>



Task	Presenter	Date
Physical Environment	Moore	August 17, 2015
Expectations for Displaying Student Work	Moore	August 19, 2015
Numbered Heads	Moore	August 19, 2015
Lesson Plan Template and Implementation	Miller/ Fultz	August 19, 2015
Extended Reading Passages	Becker	August 31, 2015
Academic Vocabulary and Text Structure	Becker	September 14, 2015

***\*\*Presentations will be made as follows: Kindergarten, First, Second, Third, Fourth/Fifth grade rotations in small groups and also during the opening meeting.***

### **THREE YEAR PLAN**

#### **YEAR ONE FOCUS (2015-2016)**

1. On grade-level assignments in all content areas
2. Extended reading passages
3. Physical environment (classroom) with model classrooms
4. Writing to inform in all curriculum areas
5. Academic Vocabulary
6. Backward design lesson planning (Group 1)

#### **YEAR TWO FOCUS (2016-2017)**

1. Continue implementing and monitoring Year 1 practices
2. Embedding of the 6 high yield strategies
3. Assessments- will be monitored for percentages of higher order thinking questions

#### **YEAR THREE FOCUS (2017-2018)**

1. Continue monitoring Year 1 and 2 practices
2. Acceleration

## Timeline for Implementation

### YEAR 1 FOCUS: RIGOR

Set Expectations	1-2 Training Days Professional Development	Review expectations and set up look fors and ask abouts	Monitor for Consistency  Guided Practice 6-8 Weeks	Monitor for Quality 3-4 weeks	Monitor for Quality and Accountability
<b>Group 1</b> Nicole Clarke (K) Kala Fultz (1) Kyle Miller (Co-teacher leader-1)	April 2015	August 18 September 30	September 30 November 10	November 10 December 8	Ongoing
<b>Group 2</b> Katelin Gargiule (2) Whitney Hammond (2) Candice Vaughan (2) Jessica Atwood (Co-teacher leader-2)	September 15 2015	September 15 October 27	October 27 December 8	January 4 February 3	Ongoing
<b>Group 3</b> Bobbie Preston (4) Nancy Brooks (4) Terri Mills (5) Kimmie Eick (5) Sara Whiteside (5)	January 2016	January 25 March 14	March 14 April 15	April 15 May 13	Ongoing

### YEAR 2 FOCUS: ASSESSMENTS

Set Expectations	1-2 Training Days Professional Development	Review expectations and set up look fors and ask abouts	Monitor for Consistency  Guided Practice 6-8 Weeks	Monitor for Quality 3-4 weeks	Monitor for Quality and Accountability
<b>Group 1</b>	August	August 17 September 15	September 15 - October 15	October 15 - November 15	Ongoing
<b>Group 2</b>	August	October 15 November 15	November 15 January 11	January 11 February 8	Ongoing
<b>Group 3</b>	August	November 15 January 11	January 11 February 22	February 22 March 14	Ongoing

**YEAR 3 FOCUS: ACCELERATION**

Set Expectations	1-2 Training Days Professional Development	Review expectations and set up look fors and ask abouts	Monitor for Consistency Guided Practice 6-8 Weeks	Monitor for Quality 3-4 weeks	Monitor for Quality and Accountability
<b>Group 1</b>	August	August 17 September 15	September 15 - October 15	October 15 - November 15	Ongoing
<b>Group 2</b>	August	October 15 November 15	November 15 January 11	January 11 February 8	Ongoing
<b>Group 3</b>	August	November 15 January 11	January 11 February 22	February 22 March 14	Ongoing

**Note:**

1. *The August-September Professional Development will be repeated each year with:*
  - *Review of previous year's focus*
  - *PD aligned to focus on new year's implementation plan*
2. *As groups are implemented, lesson plans will be turned in electronically for each team to monitor progress.*

<b>Progress Monitoring Status/Timeline:</b>	Has begun Aug 2015-June 2016
<b>Evidence: (Identify documents and artifacts)</b>	Agenda/Sign-in from professional development for certified staff, Teacher lesson plans, Walkthroughs monitoring data and providing feedback
<b>Person(s) Responsible:</b>	Classroom Teachers, Instructional Coaches, District Curriculum Coaches, and Administration

**Goal 2:** By June 2016, Northwest Elementary School will increase participation for parent/community activities by 10%.

**Strategy 1:**  
Various activities and events will be planned to provide opportunities for parents and community members to visit Northwest Elementary School.

<b>Action Steps:</b>	Open house will be held to allow parents and community members an opportunity to meet staff members and to sign up to volunteer.
	Parent Advisory Meetings will be held once a month to give parents an opportunity to give input of programs and/or make suggestions and give feedback on current programs.
	<p>Academic and non-academic functions will be held throughout the school year to encourage parent community involvement. Programs are listed below:</p> <ul style="list-style-type: none"> <li>● Open House</li> <li>● Grandparent's Day</li> <li>● Muffins with Moms</li> <li>● Donuts for Dads</li> <li>● Curriculum Night</li> <li>● Lunch with Mom</li> <li>● Lunch with Dad</li> <li>● Fall Festival</li> <li>● Family Fun Day</li> <li>● Bingo Night</li> <li>● Kona Ice Day/ Food Drive</li> <li>● Painting with my Peeps/ Book Fair</li> <li>● Winter Performance</li> <li>● Spring Performance</li> <li>● Awards Day</li> <li>● Field Day</li> <li>● Parent Workshops</li> </ul>
<b>Progress Monitoring Status/Timeline:</b>	Has begun Aug 2015-June 2016
<b>Evidence: (Identify documents and artifacts)</b>	Sign-in sheets, flyers, invitations, feedback surveys, agendas, monthly Northwest Newsletter
<b>Person(s) Responsible:</b>	Classroom Teachers, Parent Liaison, Administrative team

## Budget

All school improvement endeavors will be funded through the following sources:

- Title 1
- SIG Funds (Year 3 Implementation)
- Local Instructional