

South Greenville Elementary

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

Low Performing Goals and Objectives

School Goal: Increase percent of 3-5 students who are proficient by 5% and to exceed academic growth for the 2015-2016 academic school year	
Target date: 2015-2016 School Year	
Objective:	To fully implement Learning Focused Instruction with seventeen fully trained teachers and to implement with fidelity the LF concepts of: 1) Classroom environments geared to learning, school wide 2) Use of extended reading passages in grades 2-5 3) Summarizing strategies used school wide 4) Use of ordered pairs school wide
Action Steps:	We have 3 cohorts that will have been formally trained in Learning-Focused Instruction. Cohorts 1 & 2 (12 people) will be qualified to be evaluated on this procedure by November 18, 2015. Cohort 3 (5 people) will be fully trained by February 22, 2016. For the staff that is not formally trained on all aspects of LF we will provide periodic training to help them to successfully incorporate the four aspects that we expect them to incorporate this school year. Our Instructional Coach will assist teachers in their rollout of this learning and provide professional development as needed. Meetings with each cohort will be held to discuss and evaluate progress. The administration will monitor and offer support and suggestions to encourage the development of all of these endeavors. Periodic walkthroughs by administration and by central office persons will check for progress in meeting LF goals. The administration will engage in and document "look fors" and "ask abouts" with regard to the progress being made
Monitoring Plan:	For the cohorts we have a rollout that includes guided practice (August 24-October 16 for cohorts 1 & 2, November 2 - January 15 for cohort 3), expected status (for cohorts 1 & 2 October 19 - November 13, and January 25-February 19 for cohort 3). Administrators and the Instructional Coach will observe and document progress. Central office personnel and LF trainers will do walkthroughs and provide feedback.
Objective:	To increase activities that require students to foster the ability to write documents that demonstrate that they comprehend the material that they have been taught.
Action Steps:	We will stress and document that in meetings with the faculty and in announcements to the faculty the need to incorporate writing to know into their daily instructions. We will have teachers post writing samples in their classrooms and in the hallways and we will check it to see that the writing process has been employed and that the writing is at grade level. We will provide informal and formal PD to help our teachers become comfortable with teaching writing to know. We will employ and check for strategies such as written summaries as formative assessment. We will teach to the staff the various text structures and the signal words that identify those structures. We will dedicate one month for each of the seven key text structures starting in November. In addition as the year progresses we will analyze our ELA CFAs in grades 3-5 and our R3D TRC scores in grades K-3 seeking a correlation between writing and increased CFA and TRC scores.
Monitoring Plan:	We will look for and document our analysis of writing displayed in the classroom in a Google Doc. We will ask about and document our conversations regarding writing in that same Google Doc. Teachers will create writing portfolios that provide evidence of each students writing growth in the essential writing styles; these portfolios will be randomly checked by the administration. PD on writing will be provided as evidence for the need of it presents itself.
Objective:	To emphasize with our teachers the importance of high student classroom engagement in order to enhance learning.
Action Steps:	Engagement will be one of the key instructional objectives for our school year. We will examine ways to insure student engagement in sessions during the Teacher Work Days prior to the start of school. The administration will periodically evaluate the level of engagement and post this in our memos to the staff. We will have teachers analyze the engagement level of their students and create a bulletin board that documents weekly engagement levels by class. We will offer PD designed to increase student engagement throughout the school year. Grade levels will discuss how to insure high levels of engagement in their classes and problem solve to find ways to insure consistent levels of high engagement.
Monitoring Plan:	Administration will start out by monitoring classroom engagement as we observe and documenting and sharing with the teachers the quality of the engagement noted. We will discuss with individual teachers how to increase classroom engagement. We will progress from this to having the teachers monitor weekly engagement levels for each student and we will post a class room average that will be displayed on a bulletin board.
Objective:	To improve the students ability to comprehend what they have read and to be able to apply their knowledge of the text to address higher order questions.
Action Steps:	We will utilize TRC prompts both in BOY, MOY, and EOY testing and progress monitoring in grades K-3 to evaluate student performance. These results will be discussed in grade level meetings. AR testing performance for grades 3-5 and grade 2 starting second semester will provide an accurate measure of student reading comprehension performance and improvement. Nine week CFAs in ELA will help us to determine growth and to pinpoint areas for remediation. We will use extended reading passages weekly in grades 2 - 5 to help teach the test taking process and the reading comprehension process. Periodically we will increase the number of passages being read so as to prepare students for the rigors of the EOG.
Monitoring Plan:	We will monitor student improvement through MClass BOY, MOY, and EOY performance. Progress monitoring especially in the area of TRC performance will be inspected. We will evaluate the performance of 3-5 students through CFAs given at the end of each nine weeks.
Source 2:	State
Source 3:	Remediation
Source 4:	Local
Source 5:	

BOY: What data will be used to determine if the action steps were implemented with fidelity?
Cohort Training Logs, Monday Memos sent to staff, Student Exemplar Work Posted, PD logs, LF Observation Spreadsheet, Bulletin Board Created and Maintained
BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
AR/STAR Testing Results, BOY, MOY, and EOY TRC data, Nine Week CFAs in ELA, Formative Assessments distributed regularly in the classrooms, SchoolNet and MasteryConnect data
EOY: What does data show regarding the results of the implemented action steps?
EOY: Based upon identified results, how should action steps be changed?

South Greenville Elementary School

Comprehensive Needs Assessment

2015 - 2016

South Greenville Elementary School is a K-5 school in Greenville, NC. The school has a population of 511 students (445 African- American, 31 White, 16 Hispanic / Latino, 1 Asian, & 14 Multiracial) . SGE is an inner-city school serving a largely low-socioeconomic population. Our Free or Reduced Lunch rate is 100%.

SGE is identified by the state of NC as a low performing school based on low student proficiency on EOGs and standard growth. Our overall proficiency was 35 (in reading it was 39 and in math it was 34). In the 2013 -2014 school year our growth was a -3.58 and in the 2014 - 2015 school year it was -2.22. The last two years we have been classified as an F school.

We have had improvement. Last summer we had to hire 21 new staff members; this past summer we had to hire only six. Our suspensions rate, thanks to an aggressive PBIS program and the hiring of a Behavior Coach dropped by 40%. In comparison with our 2013-2014 performance we experienced a positive trend in growth last school year.

Due to our identification as a low performing school academic performance is and should be our primary focus. However in order to appropriately serve our students meeting the non-academic needs of our students and staff retention continue to be areas of focus in order to achieve creditable academic achievement. We will continue to take steps to support our staff, keep morale high, and hire the best teachers possible. We have added the PALS program with a part time SRO to our school this year. We have a food bank at our school and are involved in investigating the possibility of establishing a School-Based Primary Care Unit at our school. Children of poverty need to have their basic needs met and this is an ongoing challenge we gladly confront.

In the realm of academics we have five goals. Our first goal is to successfully integrate Learning Focused instruction into SGE. We have 17 teacher who have received formal training in Learning Focused instruction and we expect them to be fully implementing these tactics by the end of January 2016. We will monitor the progress of these 17 and provide feedback and PD when applicable. Learning Focused instruction is designed to raise proficiency in a school and it is felt that by implementing these practices with fidelity we will see improvements in both growth and proficiency.

Our second goal is to emphasize, monitor, and analyze student engagement. To state the obvious, engaged students learn more than non-engaged students do. We intend to periodically check classroom engagement levels and to generate a school wide discussion

regarding student focus. When student interest wanes we want the teacher to be able to determine why so that they can insure that they take any and all reasonable steps to insure that student engagement does not drop.

The next three goals are in conjunction with our Learning Focused rollout. We intend to initiate backward planning for the entire staff. Planning by identifying the objectives to be learned, then creating essential questions, followed by creating an assignment that measures mastery, and then adding in the steps necessary to teach the skills is a solid method of planning that ensures that material is taught not just covered.

Increasing reading comprehension and utilizing writing to know strategies are our final goals. Learning Focused Instruction has strategies such as extended reading passages, graphic organizers, and summarizing activities designed to enhance reading comprehension. We intend to employ these strategies schoolwide. Writing increases reading comprehension and we have expectations for writing that will increase the number of sentences a child produces and also increase their reading comprehension. Writing to know emphasizes students writing about academic subjects. We will clarify our writing expectations with the staff and ask about the student writing with individual teachers. We will check for and monitor the quantity and quality of student writing in each class.

In order to determine if we are meeting these goals we will do the following:

1. We will have grade level meetings and PLCs that examine each of these goals.
2. Administrators will have a list of look fors and ask abouts relevant to the goals that will be recorded on a google doc and we will have follow up checks to determine compliance.
3. We will analyze our R3D data especially for progress monitoring fidelity, we will implement and monitor an AR program that stresses reading at your ZPD level and success on tests.
4. We will check the data produced by CFAs, MOYs, and benchmarks to determine student progress and we will provide remediation based on these results.
5. We will use Mastery Connect to collect data and allow teacher and student analysis of performance on examinations.
6. We will check for, measure, and post evidence of student engagement and we will create an engagement bulletin board that notes the weekly level of each class's engagement.
7. We will have, starting in November, a month dedicated to each of the five key text structures where we will create posters about each structure, identify and teach signal words for each structure, and post quality student work in that specific test structure area.

As we implement these goals we hope to see the following changes:

1. 77% of our K-3 students in blue or green by EOY.

2. A 5% growth in math, reading, and science proficiency on EOGs.
3. A overall growth rate of 4.0 or better.

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

		Percentage Proficient (Green and Blue)				
2013-14		All	Black	Hispanic	White	SWD
Read 3D	K	67%	64%	100%	86%	
	1	37%	30%	25%	75%	
	2	54%	44%		94%	
	3	49%	38%	100%	92%	

		Percentage Proficient (Green and Blue)				
2014-15		All	Black	Hispanic	White	SWD
Read 3D	K	65%	65%	50%	50%	
	1	66%	43%	67%	75%	
	2	41%	35%	40%	86%	
	3	65%	61%	100%	100%	

		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		
	4	DNM	-1.2
	5	DNM	-4.2

6		
7		
8		

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain	
3	MG	-0.4	
4	MG	-0.5	
5	MG	-1.1	
6			
7			
8			

Reading

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4			
5			
6			
7			
8			

Reading

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2013-14	All	Black	Hispanic	White	AIG	SWD	
3	25.90%	13.80%	<5	84.60%	<5	15.20%	
4	20%	13%	<5	>95%	<5	13%	
5	17.60%	11.10%	<5	85.70%	>95%	13.70%	
6							
7							
8							

Reading

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2014-15	All	Black	Hispanic	White	AIG	SWD	
3	26.70%	16.40%	<5	75%	<5	14.30%	

Reading

4	21.20%	10.40%	<5	75%	>95	<5
5	19.70%	13.70%	<5	62.50%	>95	11.10%
6						
7						
8						

Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4	MG	-0.7
	5	MG	-2.7
	6		
	7		
	8		

Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4	DNM	-4.8
	5	MG	-0.3
	6		
	7		
	8		

Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4		
	5		
	6		
	7		
	8		

3		
4		
5		
6		
7		
8		

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
	2013-14	Growth - MG, DNM, EG	School Effect Number
Science	5	DNM	-3.8
	8		
	2014-15		
	5	DNM	-2.2
	8		
	2015-16		
	5		
	8		
Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
		Growth - MG, DNM, EG	School Effect Number
Math I	2013-14		
	2014-15		
	2015-16		

K-8 Student Achievement Data

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
	2013-14	All	Black	Hispanic	White	AIG	SWD
Math	3	27.10%	15.40%	<5	84.60%	<5	13.60%
	4	13.30%	7.40%	<5	80%	<5	7.40%
	5	17.60%	11.10%	<5	85.70%	>95%	13.70%
	6						
	7						
	8						
Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
Math	2014-15	All	Black	Hispanic	White	AIG	SWD

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

3	29.30%	18%	<5	75%	<5	14.30%
4	14.10%	<5	<5	66.70%	>95	<5
5	16.40%	9.80%	<5	62.50%	>95	11.10%
6						
7						
8						

		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						
	8						
	2014-15						
	5	19.70%	13.70%	<5	62.50%	>95	11.10%
	8						
	2015-16						
	5						
8							
		Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
		All	Black	Hispanic	White	AIG	SWD
Math I	2013-14						
	2014-15						
	2015-16						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences

	2014	2015	2016
K	13 out of 105	19 out of 102	
1	10 out of 96	19 out of 108	
2	6 out of 89	9 out of 97	
3	8 out of 82	15 out of 75	
4	6 out of 60	11 out of 85	
5	4 out of 86	5 out of 62	
6			
7			
8			

Promotion Retention Data

Promotion Rate:

	2014	2015	2016
K	92%	94%	
1	92%	98%	
2	83%	97%	
3	94%	99%	
4	93%	99%	
5	100%	100%	
6			
7			
8			

PCS DATA SUMMARY SHEET**K-8 Student Achievement Data****Out of School Suspension Data**

OSS - Number of suspensions:

	2014	2015	2016
K	21	22	
1	65	24	
2	55	48	
3	60	27	
4	34	37	
5	55	13	

6			
7			
8			

Technology Readiness Data

Number of Tested Students

	2014	2015	2016
3	82	75	
4	60	85	
5	86	62	
6	na	na	
7	na	na	

Number of Student Devices for Online Testing

	2014	2015	2016
Desktop	145	145	
Laptop	74	74	
iPad	395	395	
Chromebooks	96	96	

Climate Survey 2015-2016
South Greenville Elementary School

Certified		Fall 2015			Spring 2016		
		Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Question 1:	I feel my effort/work is appreciated and recognized by the administrators at my school.	36	2	1			
Question 2:	Time is provided for teachers to collaborate with colleagues on implementing instructional strategies.	30	5	4			
Question 3:	Teachers are provided with adequate communication about events at South Greenville.	30	7	2			
Question 4:	Administration holds staff to high expectations for professional behavior and individual student learning.	30	7	2			
Question 5:	The building and grounds of South Greenville are kept neat, clean and well-maintained.	31	4	4			
Question 6:	Teachers provide students and parents prompt and regular feedback on student performance.	30	7	2			
Question 7:	The instructional coach has benefited the staff with professional development and curriculum support.	33	2	4			
Question 8:	The disciplinary actions taken by the administrators are fair and consistent.	21	12	6			
Question 9:	Teachers have a voice in the decision making process.	29	8	2			
Question 10:	Teachers are provided feedback through formal and informal observations.	36	0	3			
Question 11:	Policies and procedures about student discipline are clearly understood by faculty?	24	12	3			
Question 12:	There is an atmosphere of trust and mutual respect in this school?	22	13	4			

Climate Survey 2015-2016
South Greenville Elementary School

Classified		Fall 2015			Spring 2016		
		Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Question 1:	Staff members are provided with adequate communication about events at South Greenville.	7	2	2			
Question 2:	I understand what is expected of me in my position.	10	1	0			
Question 3:	I am provided with meaningful training that helps me perform my duties.	4	2	5			
Question 4:	Staff members are provided the opportunity to share ideas and/or concerns through representatives, School Improvement Team and monthly meetings.	9	1	1			
Question 5:	The building and grounds of South Greenville are kept neat, clean and well-maintained.	8	0	3			
Question 6:	Administration holds staff to high expectations for professional behavior and individual student learning.	9	1	1			
Question 7:	The uniform policy has had a positive impact on students.	5	4	2			
Question 8:	The disciplinary actions taken by the administrators are fair and consistent.	6	5	0			
Question 9:	I feel my effort/work is appreciated and recognized by the administration at my school.	6	4	1			
Question 10:	Staff members are given feedback on their performance.	9	1	1			
Question 11:	I feel a valued part of the school staff?	6	4	1			

Climate Survey 2015-2016
South Greenville Elementary School

Parent		Fall 2015			Spring 2016		
		Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Question 1:	We receive regular communication about what is happening at South Greenville Elementary.	64	8	2			
Question 2:	The staff of South Greenville expect students to do their best.	69	2	3			
Question 3:	The staff at South Greenville provides a safe learning environment for the students.	67	4	3			
Question 4:	The climate at South Greenville promotes learning.	61	3	10			
Question 5:	The building and grounds at South Greenville are kept neat, clean and well-maintained.	72	1	1			
Question 6:	My child's teacher provides regular feedback on his/her performance.	62	5	7			
Question 7:	South Greenville teachers make learning fun and interesting for the students.	61	2	11			
Question 8:	The uniform policy has a positive impact on students.	60	8	6			
Question 9:	The disciplinary actions taken by the administration are fair.	51	7	16			
Question 10:	South Greenville staff cares about students.	66	1	7			
Question 11:	I feel welcome in my child's school?	72	2	1			

Climate Survey 2015-2016
South Greenville Elementary School

Student		Fall 2015			Spring 2016		
		Agree	Disagree	No Opinion	Agree	Disagree	No Opinion
Question 1:	The uniform policy has a positive impact on students.	30	26	6			
Question 2:	My teacher explains to me what I need to do to be successful in school.	58	3	1			
Question 3:	My teachers use different ways of teaching to make learning fun.	51	5	6			
Question 4:	The expectations (rules) at South Greenville are fairly enforced.	43	10	9			
Question 5:	The building and grounds at South Greenville are kept neat, clean and well-maintained.	22	20	12			
Question 6:	My teacher regularly tells me my grades and how I am doing in class.	36	18	8			
Question 7:	If I have a problem at school, I can talk to my teacher or another adult about it.	50	6	6			
Question 8:	The teachers, administrators and support staff at South Greenville expect me to be successful.	57	1	4			
Question 9:	Students are recognized for positive behavior and academic performance regularly.	41	12	9			
Question 10:	I use technology (computer, Smart Board, IPAD) at school at least twice a week.	54	6	2			
Question 11:	I feel safe at my school?	36	17	9			