

2016 - 2018 Chapel Grove Elementary School Improvement Plan

Chapel Grove Elementary School Contact Information

School	Chapel Grove Elementary School	Courier Number	360352
Address	5201 Lewis Road	Phone Number	704-836-9113
	Gastonia, NC 28052	Fax Number	704-861-1204
School Website	http://www.gaston.k12.nc.us/Domain/16	Principal	Chad Carper

Chapel Grove Elementary School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personal, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Chad Carper	cicarper@gaston.k12.nc.us	Appointed
Assistant Principal	Kathy Cox	skcox@gaston.k12.nc.us	Appointed
Instructional Facilitator	Sarah Boyd	sjboyd@gaston.k12.nc.us	Appointed
Teacher Representative PK	Tracie Rice	tsrice@gaston.k12.nc.us	7/26/16
Teacher Representative K	Pam Puryear	pmpuryear@gaston.k12.nc.us	8/25/17
Teacher Representative 1st	Allison Park	appark@gaston.k12.nc.us	7/26/16
Teacher Representative 2nd	Ruth Jugis	rrjugis@gaston.k12.nc.us	8/25/17
Teacher Representative 3rd	Jordan Paciocco	jmpaciocco@gaston.k12.nc.us	8/10/2015
Teacher Representative 4th	Ken Loudon	ksloudon@gaston.k12.nc.us	8/10/2015
Teacher Representative 5th	Michelle Kennedy	mmkennedy@gaston.k12.nc.us	7/26/16
Teacher Representative EC	Lisette Lievano	llievano@gaston.k12.nc.us	Appointed
Instructional Support Representative	Linda Allen	lpallen@gaston.k12.nc.us	8/25/17
Member-At-Large	Lynn Hendrick	lrhendrick@gaston.k12.nc.us	8/25/17
Instructional Assistant	Karen Hendricks	khhendricks@gaston.k12.nc.us	7/26/2016
Parent Representative	Carrie Bailes	cbailes1110@gmail.com	7/26/2016
2016 - 2018 http://www.gaston.k12.nc.us			

Principal Signature: _____

Date: _____

Date Prepared: _____

GCS Board Approval Signature: _____

Date: _____

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2016 - 2018 Chapel Grove Elementary School Improvement Plan

Gaston County School's Values

	Beliefs		Four C's
	Safety		Commitment
	Diversity		Community
	Innovation		Communication
	Collaboration		Choice
	Excellence		

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

Chapel Grove Elementary School's Mission and Vision Statement

Vision: At Chapel Grove Elementary, our vision is to be a school where 21st century learners are empowered to become globally competitive citizens and life-long learners.

Mission: To realize this vision, we will work in collaboration with families and communities to provide an educationally challenging program for every student.

Chapel Grove Elementary School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Overall Math Proficiency 53.3% (3rd 76.62%, 4th 71.62, 5th 67.69%) Exceed Expected Growth

2. Overall Reading Proficiency 64.19% (3rd 61.84%, 4th 71.62, 5th 58.46%) Exceed Expected Growth

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

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| Focus Area | 1.1 Increase the graduation rate |
| | 1.2 Increase students completing Career and Technical Education courses and opportunities |
| | 1.3 Increase the number of students who graduate from high school with post-secondary credit |

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

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| Focus Area | 2.1 Increase the percentage of students reading on or above grade level by the end of the third grade |
| | 2.2 Increase the strategies and tools available to ensure success of all students |
| | 2.3 Increase opportunities for a wide variety of academic choices |

Goal 3: Every employee is capable and committed to the education of the whole child.

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| Focus Area | 3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives. |
| | 3.2 Provide employees increased access to quality, research-based professional development |
| | 3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate |

Goal 4: Every school has up-to-date technology to support teaching and learning.

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| Focus Area | 4.1 Ensure all schools have sufficient wireless coverage |
| | 4.2 Increase the use of technology as a communication tool for all stakeholders |
| | 4.3 Increase the number of teachers and students who effectively use digital learning tools |

Goal 5: Every student has the opportunity to learn in a safe school environment.

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| Focus Area | 5.1 Increase facility safety features |
| | 5.2 Increase anti-bullying efforts at every school |
| | 5.3 Increase community resources to maximize student support systems |

Strategic Plan K-2 Level Strategies and Monitoring

Assessments Kindergarten	Math - Kindergarten Math Assessment			OR	Math - AMC Anywhere			Notes:	
	Rank:				Rank:				
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		
	Strategies and Measures:				Strategies and Measures:				
Assessments Kindergarten	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score			Notes:	
	Rank:				Rank:				
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		
	Strategies and Measures:				Strategies and Measures:				
Assessments First Grade	Math - STAR Math			AND	Math - AMC Anywhere			OR	Notes:
	Rank:				Rank:				
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		
	Strategies and Measures:				Strategies and Measures:				
Strategies and Measures:			Strategies and Measures:			Strategies and Measures:			

Assessments First Grade	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score			Notes:
	Rank:				Rank:			
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal	
	Strategies and Measures:				Strategies and Measures:			

Assessments Second Grade	Math - STAR Math			AND	Math - AMC Anywhere			OR	Math - 2nd Gr Math Assessment		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

Assessments Second Grade	Reading - STAR Reading			AND	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

	Retentions			Notes:
Rank:				

Retentions	School Current Status		School's 2015-2016 Goal
	Strategies and Measures:		

Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes: 2 of our 3 third grade teachers are new to Chapel Grove this year. Both are teachers with less than 3 years experience. Neither has experience with AMC which was an integral part of our improvement plan from last year. In addition, our teacher with the highest score in math has moved into an IF position and is no longer with us. We believe it is important to continue our foundational strategies from last year with our new teachers to maintain and improve our success in reading and math in 3rd grade. In 15/16 3rd grade increased proficiency in math 15.43 pts (exceeded proficiency goal) and 5.64 pts in reading.		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	63.2	66.2	70.12	53.9	66.8	56.57			
	Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.			Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements					
Assessments Third Grade Reading Sub- groups	LEP			SWD			EDS		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			28.6	45.7	38.6	47.9	58.4	57.9
	Strategies and Measures:			Strategies and Measures: EC teachers will collaborate with classroom teachers to look at mClass data to ensure they are addressing student needs in alignment with the teacher.			Strategies and Measures: Opportunities will be provided for students to access Compass outside of their regular class time and will be targeted towards those students who are not likely to have access at home. Students will be encouraged to read during morning and afternoon dismissal. Mentors will be provided for students as possible.		
Assessments Third Grade Reading Sub- groups	Black			Hispanic			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	NA			NA					
	Strategies and Measures:			Strategies and Measures:					

**Assessments
Fourth Grade**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
55.4	67.3	63.51
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
45.9	67.1	59.45
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements, strong focus on bubble students		

Notes 4th Grade:
All of our 4th grade teachers have returned to the same grade level. In looking at our data, the number of bubble students in 4th grade reading was significantly higher than our other grades indicating the need for a better focus on bubble students this year. **In 15/16 4th grade increased proficiency in math 12.99 pts (exceeded proficiency goal) but proficiency in reading decreased 5.57 pts with 19 bubble students.**

**Assessments
Fourth Grade
EC**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Notes 5th Grade:
Two of our Fifth grade teachers are new to 5th grade this year. One is an experienced teacher with some 5th grade experience while the other is a BT1.

**Assessments
Fifth Grade**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
50	65.8	60
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
53	65.8	55.38
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd		

Science		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
57.6	70.1	66.15
Strategies and Measures: Begin use of schoolnet 1st semester vs. 2nd semester, begin use of Coach workbooks 1st		

	semester, continue use of EOG released items and question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.	semester, continue use of EOG released items and question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements, strong focus on bubble students	semester vs 2nd semester, continue use of EOG released items and question stems, more frequent use of common assessment data analysis in PLCs, strong focus on bubble students						
Assessments Fifth Grade EC	Math			Reading			Science		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			NA			NA		
	Strategies and Measures:			Strategies and Measures:			Strategies and Measures:		
Retentions	Retentions			Notes: We experienced great success in 15/16 coming out of low performing status and improving our school performance grade to a C. We saw significant growth in our math proficiency with 3rd and 4th grade exceeding their proficiency goals for the year. While 3rd and 5th grade increased proficiency in reading, we did not reach our goals at any grade level and 4th grade decreased proficiency in reading which negatively impacted our overall proficiency ratings. While we improved our growth index from -1.21 to .81 we did not exceed expected growth per our goal. Due to our many changes in teaching staff this year and just coming out of low performing status, we believe it is important to continue to focus on our strategies from last year to maintain our success in improving scores. We can also see the need to continue to focus on our bubble students, particularly in 4th grade where we had a large number of bubble students in reading. We plan to add a book study in Understanding Number Concepts to help teachers understand the vertical alignment of the curriculum and will continue to improve our use of AMC and our DNC materials to continue to improve our math instruction, particularly in small groups. We have purchased the new Lucy Calkins reading units and will provide ongoing training throughout the year to better focus on grade level expectations in reading which should positively impact student achievement in reading.					
	Rank:								
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal						
	7		<7						
	Strategies and Measures: Earlier implementation of MTSS in K & 1st to identify students needing additional resources, continued use of Light's Retention Scale to determine likelihood of positive improvement with retention								

2016 - 2018 Chapel Grove Elementary School Improvement Plan

Smart Goal # 1	School Improvement Team decides what the focus will be		
Strategic Plan Goal:	Goal 1		
Strategic Plan Goal focus area:	2.2, 3.2		
Current Status: Math Proficiency Overall 56.48% (3rd 62.34%, 4th 55.41%, 5th 50.77%) Met Expected Growth			
School Interim (Year 1) Goal 2016-2017: Overall Math Proficiency 64.81% (3rd 70.12%, 4th 63.51%, 5th 60%) Exceed Expected Growth			
School (Year 2) Goal 2016-2018: Overall Math Proficiency 71.76% (3rd 76.62%, 4th 71.62, 5th 67.69%) Exceed Expected Growth			
Data Used: 2015-2016 EOG results			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
<p>Due to a large number of new teachers in tested grades, teachers will participate in PLC Unit Planning with a continued focus on test specifications from DPI (Question to Standard).</p> <p>Grade level teams will create common assessments to include released EOG question formats/stems, and a plan for a spiral review of tested items. CFA, AMC, i-Ready & Benchmark Data will be used to determine student skill deficits and group students for small group/individualized instruction that allows for flexible grouping to address individual student's needs. Assessments will also be used to determine teacher strengths and assign instruction of small groups accordingly.</p> <p>Teachers will improve the use of the AMC tool and use of DNC materials in small group instruction. Students will keep data notebooks that track their i-Ready scale score and allows them to set their own goals for growth . Teachers will implement conferencing with students to set goals and increase scale scores.</p>	Classroom Teachers, Administration, Instructional Facilitator	PLC Agendas reflecting Unit Planning, Common Assessment Data, i-Ready & AMC Data, Benchmark/EOG Data	Ongoing as needed, Monthly checks, Bi-Annual Review
Teachers will participate in targeted professional development to meet their individual needs. May include Investigations training, AMC training, DNC training. Survey and observations will be used to determine needs.	Classroom Teachers, Administration, Instructional Facilitator	Survey re: PD needs, AMC Data reflecting appropriate use of tool, walkthrough data	Ongoing as needed, Monthly checks, Bi-Annual Review
Teachers will complete a book study on How Children Learn Number Concepts to aid in the understanding of the vertical alignment of math concepts across grade levels.	Classroom Teachers, Administration, Instructional Facilitator, Ruth Jugis/Diane Price	Survey re: Book Study, Monthly STAR & AMC Data, Benchmark/EOG Data	During book study, weekly assignments will be checked. Monthly checks, Bi-Annual Review
Professional Development - Identify the professional development required to successfully implement the strategies listed above			

Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Classroom teachers	Training on correlation of AMC (or other assessment) data and developing numbers concepts kits to aid teachers in planning small group math instruction.	Curriculum Facilitators	Initial training completed during summer PD. Additional training to be completed by November 15, 2016. Ongoing support as needed.
Classroom teachers, IF, Administration	Book Study: How Children Learn Number Concepts	Ruth Jugis/Diane Price	Book study will begin in September 28 and conclude by December 14, 2016.

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1:			
What did the data tell you? List your data and be specific.			
<p>Goal Overall Math Proficiency 64.81% (3rd 70.12%, 4th 63.51%, 5th 60%) Exceed Expected Growth Our STAR projections provided by the county for January indicate we are at 62.08% proficiency overall (down from 64.36% in December) just short of our EOY goal (-2.73 December -0.45). We are currently 5.58 pts above our EOY proficiency from last year. Projected grade level proficiency is as follows: 3rd 53.19% (-10.01 from last year note: December 60.65% -2.55), 4th 66.75% (+11.35 from last year/+3.55 cohort), 5th 62.08% (+15.0 from last year/+9.60 cohort).</p>			
Did the strategie(s) lead you toward your goal? How do you know?			
<p>Our data indicates our strategies are leading us to our goal. We are seeing good increases in our cohort data and are just short of our overall goal for the year. Our goal of 70.12% for 3rd grade may be too high. They are currently 4 pts higher than the goal of 49.19% set by the county. 4th is -0.78 and 5th is +3.67 from county goals set for this year. County data also indicates we are -1 student away from our potential (-2 in 3rd and +1 in 5th, even in 4th).</p>			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			

Through PLC documentation, observation and individual meetings with teachers it is evident strategies are being faithfully implemented at different levels based on general experience of our teachers and/or experience with particular strategy. Teachers continue to unit plan and will increase the focus on test questions/stems 2nd semester. CF has provided training specific to grade levels as needed. We have completed our book study and will continue to use it as a tool for vertical planning, especially as we start the year next year. All teachers are using student data notebooks including conferences and goal setting (effectiveness varies with experience.) All teachers are using various data (AMC, STAR, CFA, Teacher observation/assessment) to determine small group instruction within their classroom. While we are using common assessments, this is one area we need to continue improving, especially in the area of determining teacher strengths/weaknesses and flexible grouping among teachers on the grade level. As we begin using our tutor second semester, we are requiring teachers to continuously look at groups based on their current data. Groups working with the tutor should include students from all classrooms. Another area we continue to adjust is the use of AMC/DNC materials in our upper grades. While we still see value in using these materials in upper grades, they are not designed for use in upper grades and we continue to modify how we are using them to best meet the needs of our students.

Do the strategies need to be changed? If so, describe your process.

Other than continued improvement in implementation, we do not feel our strategies need to be changed at this time as we are seeing good progress towards our goals. We have added a tutor 2nd semester to help focus on bubble students and ensure they meet proficiency.

Chief Accountability Officer Signature/Date/Comments:

Peer Signature/Comments:

Monitoring Date # 2: 5/2/17

What did the data tell you? List your data and be specific.

We believe that our data will tell us that we will meet our goals at the end of the year.

Did the strategie(s) lead you toward your goal? How do you know?

Our data indicates our strategies are leading us to our goal. We are seeing good increases in our cohort data and are just short o

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Through PLC documentation, observation and individual meetings with teachers it is evident strategies are being faithfully implem	
Do the strategies need to be changed? If so, describe your process.	
Looking at data notebooks and having students be more responsible for it. Teachers can give administration 1-2 students to mee	
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:	
Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

Section I. Goal # 1:

15-16 (Current Status)		2016-17 Target	
		2017-18 Target	
Status as of June/July 2017		Year one target met? (Yes or No)	

Section II Year One Target Met

Adjusted Target

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

Section III Year One Target Not Met

Adjusted Target for 2017-18

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

Section IV. What Professional Development is needed for year two?

Section V. Reviewed by

Assistant Superintendent for Elementary & Secondary Schools

Assistant Superintendent for Administration

Assistant Superintendent for Curriculum & Instruction

Chief Accountability Officer

Goal # 1**Monitoring Date 1: 11/20/17****What did the data tell you? List your data and be specific.**

2016-2017 data tells us that 53.27% of grades 3-5 were proficient on Math EOGs. BOY i-Ready data shows that overall 46.39% proficient in math. Our overall achievement dropped to 42.09. Our overall achievement score based on BOY i-Ready data is 39.48. Our overall achievement score goal (target) is 55.52.

Did the strategie(s) lead you toward your goal? How do you know?

Our strategies did not help us toward our goal in 2016-2017. Our overall scores dropped in 16-17 than in 15-16. We did not meet expected growth. In 2015-2016 Math Proficiency Overall 56.48% (3rd 62.34%, 4th 55.41%, 5th 50.77%) and we Met Expected Growth. In 2016-2017 we dropped to 53.27% overall and 3rd grade-54.69%, 4th grade-55%, 5th Grade-50%. We experienced a great deal of turnover of staff at the beginning of the 16-17 school year.

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Yes the strategies are being faithfully implemented. We create CFAs and discuss data in PLCs. We discuss small group instruction materials to be used, identify bubble students and create strategies to increase scores. Teachers are conferencing with students about their goals and data. AMC is being implemented periodically but not consistently. We will look at receiving additional professional development to assist teachers with implementation.

Do the strategies need to be changed? If so, describe your process.

The strategies do not need to be changed at this time. We are currently providing tutoring for 3-5 bubble students twice a week.

Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**Assistant Superintendent for Administration Signature/Date /Comments:****Assistant Superintendent for Curriculum and Instruction Signature/Date/Comments:**

Executive Director Signature/Date/Comments:

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2016 - 2018 Chapel Grove Elementary School Improvement Plan

Smart Goal # 2		Ready Accountability and AMO Targets	
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.1, 2.2	
Current Status: Reading Proficiency Overall 49.77% (3rd 51.32%, 4th 45.95%, 5th 50.77%) Met Expected Growth			
School Interim (Year 1) Goal 2016-2017: Overall Reading Proficiency 57.21% (3rd 56.58%, 4th 59.45%, 5th 60.0%) Exceed Expected Growth			
School (Year 2) Goal 2016-2018: Overall Reading Proficiency 64.19% (3rd 61.84%, 4th 71.62, 5th 58.46%) Exceed Expected Growth			
Data Used: 2015-2016 EOG results			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Due to a large number of new teachers in tested grades, teachers will participate in PLC Unit Planning with a continued focus on test specifications from DPI (Question to Standard). Grade level teams will create common assessments to include released EOG question formats/stems, and a plan for a spiral review of tested items. CFA, mClass, i-Ready & Benchmark Data will be used to determine student skill deficits and group students for small group/individualized instruction that allows for flexible grouping to address individual student's needs. Assessments will also be used to determine teacher strengths and assign instruction of small groups accordingly. Students will keep data notebooks that track their i-Ready Scale score and allows them to set their own goals for growth . Teachers will implement conferencing with students to set goals and increase Scale scores.	Classroom Teachers, Administration, Instructional Facilitator	PLC Agendas reflecting Unit Planning, Common Assessment Data, Monthly STAR & mClass Data, Benchmark/EOG Data	Ongoing as needed, Monthly checks, Bi-Annual Review
New Lucy Calkins Units will be purchased to provide teachers a resource that more closely aligns with grade level expectations. Trainers from the Teachers College Reading and Writing Project will provide the initial training on use of the kits. Teachers will then meet monthly with a Curriculum Facilitator to plan each unit and ensure alignment with grade level expectations and the EOG test.	Classroom Teachers, Administration, Instructional Facilitator, Curriculum Facilitator, Reading and Writing Institute Trainers	PLC Agendas reflecting Unit Planning, Common Assessment Data, Monthly STAR & mClass Data, Benchmark/EOG Data	Ongoing as needed, Monthly checks, Bi-Annual Review
Teachers will participate in targeted professional development to meet their individual needs. This may include training on workshop model, guided reading, skill/strategy groups, etc. A teacher survey and observations will be used to determine needs.	Classroom Teachers, Administration, Instructional Facilitator	Survey Data, Walkthrough/Observation Data, Various assessment data	Ongoing as needed, Monthly checks, Bi-Annual Review
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
K-5 teachers, IF, Administration	Training on How to Use New Lucy Calkins Reading	Anne Marie Johnson & Taryn Vanderburg from	8/5/16

	Kits	TCRWP	
K-5 Teachers, IF,Administration	Monthly Unit Planning/Guidance Sessions	Shannon Hullett	Monthly through April 2017

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1:			
What did the data tell you? List your data and be specific.			
<p>Goal Overall Reading Proficiency 57.21% (3rd 56.58%, 4th 59.45%, 5th 60.0%) Exceed Expected Growth Our STAR projections provided by the county for January indicate we are at 48.91% proficiency overall (down from 49.47% in December). While we are short of our EOY goal (-8.3), we are currently just 1.99 pts below our EOY proficiency from last year. While we are not where we would like to be at this point, we historically see considerable progress in reading during 2nd semester. Projected grade level proficiency is as follows: 3rd 51.96% (-1.94 from last year), 4th 49.79% (+3.89 from last year/-4.11 cohort note: December 53.12%/ -0.78 cohort), 5th 45.56% (-7.44 from last year/-0.34 cohort note: December 46.44%/+0.54 cohort).</p>			
Did the strategie(s) lead you toward your goal? How do you know?			
<p>Our data indicates our strategies are leading us to our goal. Our cohort data is the most positive indicating our cohorts are just shy of the proficiency they achieved last year and we are 8.3 points from our EOY goal overall. (We are 5.05 pts away from our B Distict goal set by the county.) County data indicates we -32 students away from our potential (-16 in 3rd, -2 in 4th, -14 in 5th). In looking at the cohort data from 4th to 5th and student potential, it shows bubble students in this cohort are continuing to have difficulty moving to proficiency.</p>			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			

Through PLC documentation, observation and individual meetings with teachers it is evident strategies are being faithfully implemented at different levels based on general experience of our teachers and/or experience with particular strategy. New Lucy Calkins kits were purchased and initial training was provided before the start of school. CF has met with all grade levels each month to help with unit planning and vertical alignment. Teachers have also participated in county training provided. Teachers continue to unit plan and will increase the focus on test questions/stems 2nd semester. CF has provided training specific to grade levels as needed. Teachers are consistently teaching the new Lucy Calkins units with varying degrees of effective implementation (length on mini-lesson, questioning strategies, and student engagement vary based on observation and teacher input). All teachers are using student data notebooks including conferences and goal setting (effectiveness varies with experience.) All teachers are using various data (mClass, STAR, CFA, Teacher observation/assessment) to determine small group instruction within their classroom. While we are using common assessments, this is one area we need to continue improving, especially in the area of determining teacher strengths/weaknesses and flexible grouping among teachers on the grade level. As we begin using our tutor second semester, we are requiring teachers to continuously look at groups based on their current data. Groups working with the tutor should include students from all classrooms.

Do the strategies need to be changed? If so, describe your process.

While we do not believe our strategies need to be changed, we have noticed that faithful implementation of the new Lucy Calkins units has caused teachers to move away from consistently focusing on standards taught. We are renewing the focus on standards 2nd semester and will increase the focus on EOG question stems and strategies in both whole group and small group instruction. We have also added a tutor 2nd semester to provide increased focus on bubble students.

Chief Accountability Officer Signature/Date/Comments:

Peer Signature/Comments:

Monitoring Date 2:

What did the data tell you? List your data and be specific.

Did the strategie(s) lead you toward your goal? How do you know?

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Do the strategies need to be changed? If so, describe your process.	
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:	
Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

Section I. Goal # 2:

15-16 (Current Status)		2016-17 Target	
		2017-18 Target	
Status as of June/July 2017		Year one target met? (Yes or No)	

Section II Year One Target Met

Adjusted Target

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

Section III Year One Target Not Met

Adjusted Target for 2017-18

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

Section IV. What Professional Development is needed for year two?

Section V. Reviewed by

Assistant Superintendent for Elementary & Secondary Schools

Assistant Superintendent for Administration

Assistant Superintendent for Curriculum & Instruction

Chief Accountability Officer

Goal # 2	
Monitoring Date 1: 11/20/17	
What did the data tell you? List your data and be specific.	
<p>2016-2017 data tells us that 50% of grades 3-5 were proficient on Reading EOGs. BOY i-Ready data shows that overall 48.45% proficient in reading. Our overall achievement dropped to 42.09. Our overall achievement score based on BOY i-Ready data is 39.48. Our overall achie</p>	
Did the strategie(s) lead you toward your goal? How do you know?	
<p>Our strategies did not help us toward our goal in 2016-2017. Our overall scores dropped in 16-17 than in 15-16. We did not meet expected growth. In 2015-2016 Reading Proficiency Overall 49.77% (3rd 51.32%, 4th 45.95%, 5th 50.77%) and we Met Expected Growth. In 2016-2017 we dropped to 50% overall and 3rd grade-54.69%, 4th grade-48.75%, 5th Grade-47.14%. We experienced a great deal of turnover of staff at the beginning of the 16-17 school year.</p>	
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?	
<p>Yes the strategies are being faithfully implemented. Teachers are implementing the Lucy Calkins units of study with fidelity. In PLC's we are looking at LC units of study, i-Ready data, and mClass data to develop CFA's, create small group instruction plans, and target students' needs. If teachers are not implementing the strategies we will look at completing additional professional development.</p>	
Do the strategies need to be changed? If so, describe your process.	
<p>No the strategies do not need to be changed at this time. We are currently providing tutoring for 3-5 bubble students. We have also implemented a school-wide reading program "Ninja Monkeys". This reading program is an initiative to motivate students to read and achieve personal goals.</p>	
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:	
Assistant Superintendent for Administration Signature/Date /Comments:	
Assistant Superintendent for Curriculum and Instruction Signature/Date/Comments:	
Executive Director Signature/Date/Comments:	

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers- Teachers will receive duty free lunch three days a week.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. Classroom teachers are provided approximately 360 minutes or 6 hours of planning time per week. Planning time (40 min/day with an extra 40 min. one day per week or 240 min/week) is provided for classroom teachers during the students' special classes (art, music, PE, computer lab, media, and guidance). Teachers also have approximately 30 minutes (approximately 120 min/week) after dismissal at the end of the school day on Mondays, Tuesdays, Thursdays, and Fridays.

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only)
This policy is a part of the electronic staff handbook. This policy is reviewed with staff in a yearly orientation. Both Principal and Assistant Principal will frequently observe recess activities

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only).
A recess schedule is built into our Master Schedule. Each teacher includes a 30-minute recess period in his/her daily schedule and daily plans. Administration frequently observe recess activities and monitor teacher lesson plans for planned recess activities.

Title I Statewide Project Summary: Needs Assessment

Revision date:

9/28/17

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary:

School Demographics:

Staff: Chapel Grove Elementary has 21 classroom teachers in grades K-5, 5 teacher assistants that serve Kindergarten, and 1 assistant to serve 3rd Grade to help with enrichment and remediation activities and other assistance as needed. There is one shared (50%) ESL teacher, one shared (50%) AIG teacher, two fulltime EC teachers, and one literacy teacher. All teachers and teacher assistants are considered highly qualified.

Students: Chapel Grove currently enrolls 499 PK-5 students. The student ethnicity groups include: 11% Black, 70% White, 12% Hispanic, 2% Multi-Racial, less than 1% Asian, and 0% American Indian. All students receive free breakfast and lunch through the Community Eligibility Provision for Universal Free Breakfast and Lunch.

Student Achievement:

mClass Reading 3D: Based on 2015 BOY mClass Reading 3D results: K =19% proficient on DIBELS and 23% proficient on TRC; 1st =47% proficient on DIBELS and 49% proficient on TRC; 2nd = 51% proficient on DIBELS and 17% proficient on TRC; 3rd = 59% proficient on DIBELS and 34% on TRC. The Read to Achieve 4th grade transitional results: 0% proficient on DIBELS and 0% proficient on TRC.

16-17 EOG: Based on the 2016-2017 EOG assessment results, Chapel Grove students did not meet expected growth. Students scored 50.0% proficiency in reading, 53.3% proficiency in Math, and 58.6% proficiency in Science.

Areas of Need: K Literacy - First Sound Fluency (FSF) K Math - Rote counting to 20; 1st Literacy - Phoneme segmentation (PSF) 1st Math - Number sense and basic operations; 2nd Literacy - Nonsense Word Fluency (NWF) 2nd Math - Number sense and basic operations; 3rd Literacy - DIBELS Oral Reading Fluency (DORF) 3rd Math - Computational Fluency; 4th- According to 3rd grade EOG Goals Summary Reports the lowest scoring areas were Literacy - Informational Text and Math - Measurement and Data; 5th - According to 4th grade EOG Goals Summary Reports the lowest scoring areas were Literacy - Informational Text and Math - Numbers and Operations - Fractions

2. School wide Reform Strategies:

Teachers will identify students below grade level in reading, math, and science throughout the year utilizing the tier plans in MTSS. The students that are determined to be performing below grade level proficiency will be targeted for small group direct instruction within the classroom and after school tutoring. We will continue to focus on reading and math this year. This year we will be creating a school-wide reading program to increase students' excitement to read and increase reading scores. This reading program is a student goal driven program that requires students to reach grade level reading goals. Students will receive incentives for reaching grade level goals. We are increasing the number of labsites from 2-3 rotations this year and focusing on the minilesson, shared reading/interactive reading, and small group instruction/conferencing. Based on the CNA, in math K-2 will focus on numeration and operations through Investigations and small group math instruction utilizing games, manipulatives and Developing Numbers Concepts materials. AMC will be used to assess individual students and pinpoint areas of need. Grades 3-5 will focus on measurement and fractions through Investigations and small group math instruction utilizing Pearson SuccessNet, manipulatives, Developing Numbers Concepts materials and other supplemental materials as needed. K-5 will implement strategy group differentiation within their 90 minute math block. Differentiation will be provided through small group instruction, Math Investigation games, i-Ready, Smart board activities, etc. Grade levels will complete unit plans together with a focus on how lessons progress for student understanding and forming common assessments. PLC meetings will be used to analyze common assessments and other formative data to determine strengths and needs and adjust instruction/remediation accordingly through the formation of flexible groups and taught based on teacher strengths. To improve growth in reading, we will utilize the Lucy Calkins Reading Units to focus on grade level expectations in reading, Fountas & Pinnell Intervention Kits in grades K-2 and continue to focus our guided reading instruction and conferencing/coaching with struggling readers. Grades K-5 will provide guided reading instruction to all students to students who are working below grade level. K-5 will utilize strategy group instruction in addition to guided reading instruction to meet the needs of all learners. Strategy groups will be flexible groups formed based on data from mClass and/or i-Ready Reading and individual conference notes. The Title I literacy teacher will provide additional reading support outside the classroom in grades K-3 for those students performing below grade level in reading. Teacher assistants will provide additional reading support in grades 1-3. mClass Reading 3D, i-Ready, and a stronger focus on common assessments will be used to monitor student progress for each goal and discussed in grade level PLC sessions. The staff will receive PD in the following areas: MTSS Process, Assessing Math Concepts and Small Group Math Instruction, Lucy Calkins Reading Units and Differentiated Reading Instruction.

3. Instruction by qualified professional staff:

To ensure that highly qualified teachers instruct students, there is a collaborative effort between the District and the school to recruit, hire and assign quality teachers. There is a commitment by all to get the right teachers on board in the correct assignment. This requires a review of credentials at the school and District Level. Currently 100% of the staff population is considered Highly Qualified by the state of North Carolina.

4. High quality and ongoing professional development:

Professional development opportunities are aligned to the results of the comprehensive needs assessment. Teachers and staff participate in various, ongoing staff development activities designed to facilitate district and school-wide initiatives. Professional development plans reflect research-based instruction and best teaching practices. The area of focus will be the components of the Lucy Calkins Reading Units to assist with our labsite look-fors including shared reading/interactive read aloud, small group instruction, and conferencing, and the implementation of i-Ready. All sessions are conducted by professionals trained and/or experienced in the area in which they are presenting. All training is evaluated in terms of student achievement and staff evaluations.

5. Strategies to attract high quality teachers to high needs schools:

Strategies to attract and retain highly qualified teachers include: a daily planning block 4 out of the 5 school days, common planning time, 2 grade-level planning days, technology resources, mentors to support new teachers, and curriculum support provided by a full-time Instructional Facilitator and literacy teacher, and grade-level PLC teams. We recognize a teacher/employee monthly recognition, Teacher of the Year, KEA Educator of the Year, and Beginning Teacher of the Year. Teachers also have duty free lunch 3 days a week and monthly teacher socials.

6. Strategies to increase parent involvement:

<p>A parent involvement committee coordinates family activities. This committee consists of staff and parents. A variety of family activities are provided to build stronger home-school relationships. Chapel Grove strategies are based on the needs defined in the CNA that focus on parent involvement at the classroom level as well as the school level. Strategies include (1) creating leadership opportunities for parents on PAC, SIT, and mentor/volunteers (2) parent events/workshops focused on reading and math strategies parents can use at home. and (3) Student led conferences. Teachers are expected to maintain ongoing communication with parents and document parent contacts to ensure that all parents receive frequent interaction. Parent conferences are conducted twice a year and on an as-needed basis. School and classroom web pages keep parents updated and offer opportunities for two-way communication through emails. School-Home communication occurs through phone system, monthly newsletters, and notes to parents in student agendas/folders.</p>	
<p>7. Transition strategies:</p>	
<p>Chapel Grove has two terminal grades which require transition. Pre-K students transition to Kindergarten and 5th grade students transition to Middle School. Pre-K students transition plan allows each Pre-K student the opportunity to experience Kindergarten. Students in Pre-K will begin to eat in the cafeteria in May, replacing the homestyle meals of the classroom. Pre-K students will visit the Kindergarten classrooms in May. Community Pre-K programs within our school lines are invited to participate in our transition activities along with our school-based Pre-K programs. Fifth grade students will visit the middle school to which he/she is assigned in preparation for the first middle school year.</p>	
<p>8. Including teachers in decisions regarding the use of assessment:</p>	
<p>Teachers are given the opportunity to participate in decision making through membership on the School Improvement Team (SIT), the Mutli-Tiered Systems of Support (MTSS) team, grade level PLC teams, school-level committees, staff meetings, and formal and informal surveys. As we continue to implement MTSS, teachers and PLC teams will use multiple sources of data to create and implement tier plans to maximize our curriculum to meet the needs of all students. Teacher will progress monitor student progress through mClass, i-Ready, and common assessments, and other informal assessments and analyze the data to determine changes to curriculum and instructional plans. Common assessments will also be used to analyze current teaching practices and determine strengths and needs.</p>	
<p>9. Activities for children experiencing difficulty:</p>	
<p>Students who experience difficulty will be supported in a variety of ways. Using multiple data points from informal and formal assessments, report cards, and teacher/parent input, teachers will write a tier plan for any student who is not performing at grade level according to MTSS guidelines. Teachers will regularly update the tier plans to indicate if the strategies are effective. Tier plan interventions allow the classroom teachers to gather data about a student's progress in the identified area(s) of need. We will focus on improving reading and math small group instruction in all regular classrooms to include both remediation and enrichment for students. A literacy teacher will provide additional guided reading support to struggling readers in grades K-3. Teacher assistants will provide additional guided reading support to struggling readers in grades 1-3 with a concentration in grade 3 to help meet Read to Achieve standards. Our school will purchase Reading A-Z and Raz Kids (whichever appropriate for grade level) for all grade levels. The county has purchased each grade level Science A-Z. We will aslo utilize i-Ready in all grades as additional instructional tools to be used with all learners.</p>	
<p>10. Coordination and Integration of Federal, State, and Local Services</p>	
<p>Chapel Grove operates with federal, state, and local dollars. It coordinates and plans with this in mind. The staffing is accomplished by integrating federal, state, and local funds. Instructional supplies are purchased with dollars from all three sources. Programs for students are provided using funding from all three sources. Title I funds will also be used to provide 2 teacher assitants to provide opportunities for remediation and enrichment through small group instruction.</p>	
<p>How Assessment Results are Reported to Parents: Explain how assessment results will be reported to parents.</p>	
<p>Student progress and assessment information will be reported to parents at parent conferences in the fall and the spring. K-3 students and transitional students in 4th grade will receive detailed MClass Reading 3D reports. Parents will also receive reports about progress in weekly folders and progress reports each quarter. Parents of 3-5 students will receive scores from EOGs in the fall.</p>	

School Improvement Team Approval of School Improvement Plan

Committe Positions	Name	Signature	Date
Principal	Chad Carper		
Assistant Principal	Kathy Cox		
Instructional Facilitator	Sarah Boyd		
Teacher Representative PK	Tracie Rice		
Teacher Representative K	Pam Puryear		
Teacher Representative 1st	Allison Park		
Teacher Representative 2nd	Ruth Jugis		
Teacher Representative 3rd	Jordan Paciocco		
Teacher Representative 4th	Ken Loudon		
Teacher Representative 5th	Michelle Kennedy		
Teacher Representative EC	Lisette Lievano		
Instructional Support Representative	Linda Allen		
Member-At-Large	Lynn Hendrick		
Instructional Assistant	Karen Hendricks		
Parent Representative	Carrie Bailes		
Parent Representative			