

Hickory Grove Elementary School Improvement Plan



2013-2014 *through* 2014-2015

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2013-2014 Hickory Grove Elementary School Improvement Plan Report

{Hickory Grove Elementary School} Contact Information			
School:	Hickory Grove Elementary	Courier Number:	410
Address:	6709 Pence Road	Phone Number:	980-343-6464
	Charlotte, NC 28215	Fax Number:	980-343-6517
Learning Community	Northeast Learning Community	School Website:	http://schools.cms.k12.nc.us/hickorygroveES/Pages/Default.aspx

Principal:	Acquanetta Edmond
Learning Community Superintendent:	Charity Bell

Hickory Grove Elementary <u>School Improvement Team Membership</u>			
<i>From GS §115C-105.27: "The principal of 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 personnel, 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."</i>			
Committee Position	Name	Email Address	Date Elected
Principal	Acquanetta Edmond	acquanetta.edmond@cms.k12.nc.us	08/20/2013
Assistant Principal Representative	Melissa M. Roy	melissa.roy@cms.k12.nc.us	08/20/2013
Teacher Representative	Ryan Nicoll	ryan1.nicoll@cms.k12.nc.us	08/20/2013
Inst. Support Representative	Judith Strickland	judith.strickland@cms.k12.nc.us	08/20/2013
Teacher Assistant Representative	Elaine Richardson	Elaine.richardson@cms.k12.nc.us	08/20/2013

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Parent Representative	LaTasha Hollins		08/20/2013
Parent Representative	Sarah Funderburk		08/20/2013
Parent Representative	Germaine Sinclair		08/20/2013

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Our vision at Hickory Grove is to provide an innovative and nurturing learning environment in which all students reach their full potential as life-long learners in a diverse global community.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The mission of Hickory Grove is to enable every student with the essential tools for success today, tomorrow and beyond.

Hickory Grove Elementary Shared Beliefs

- Students will learn in a positive learning environment where individual learning styles are supported through differentiation of instruction.
- Student diversity and talents will be identified, valued, nurtured, and celebrated
- A safe and orderly environment promotes learning
- Students will learn when actively engaged in authentic hands on tasks that develop higher level thinking.
- Highly effective teachers work as a team with open communication to develop efficient solutions to problems
- The school will provide support for all teachers and support staff through mentoring and professional development

Hickory Grove Elementary SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.

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- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Decrease student discipline referrals by 25% through a focus on character education and meeting the social development needs of each student.
- Close the achievement gap in literacy by half through an increased focus on balanced literacy and data-driven differentiated instruction in grades PK-5.
- Increase student achievement of LEP population in literacy to 10 percentage points through a focus on SIOP best practices in grades PK-5.
- Increase student achievement of EC population in literacy by 12 percentage points through a focus on research-based best practices in grades PK-5
- Increase student achievement in math by 8 percentage points through a focus on research-based best practices in grades PK-5

Hickory Grove Elementary [Assessment Data Snapshot](#)

2012-2013 Ready Performance Composite

Grades 3-5

	All	Female	Male	Am. In	Asian	Black	Hisp.	Multi	White	EDS	LEP	SWD	AIG
All Subjects	29.7	30.4	29.1	-	64.3	26.6	32.2	32.0	43.3	28.4	15.3	<5	>95
EOG 3	31.7	33.8	30.0	-	75.0	26.9	34.9	33.3	41.7	30.9	17.9	<5	-
EOG 4	28.5	31.3	26.1	-	50.0	28.0	27.9	-	33.3	27.8	5.6	5.6	-
EOG 5	29.0	27.9	30.2	-	-	25.5	32.3	33.3	50.0	27.0	16.7	<5	>95
Reading	25.4	27.8	23.3	-	71.4	23.4	26.0	20.0	38.5	24.3	9.9	<5	-
Reading 3	31.7	36.4	27.8	-	-	27.5	33.3	-	33.3	30.9	15.4	<5	-



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Reading 4	23.0	26.6	19.7	-	-	25.0	18.6	-	-	22.2	5.6	<5	-
Reading 5	21.2	20.9	21.4	-	-	18.1	23.9	20.0	-	19.6	5.9	<5	-
Math	33.9	35.7	32.2	-	57.1	29.4	38.7	40.0	46.2	32.7	19.8	5.4	-
Math 3	31.7	31.2	32.2	-	-	26.4	36.5	-	50.0	30.9	20.5	8.3	-
Math 4	34.1	35.9	32.4	-	-	31.0	37.2	-	-	33.3	5.6	11.1	-
Math 5	35.9	39.5	32.1	-	-	30.9	41.8	40.0	-	34.0	26.5	<5	-
Science 5	30.0	23.3	36.9	-	-	27.7	31.3	40.0	-	27.5	17.6	<5	-

AMO Targets

<u>Subject</u>	<u>State</u>			<u>Federal</u>		
	# Met	# Target	Percent	# Met	# Target	Percent
Reading Grades 3-8	10	12	83.3%	10	12	83.3%
Math Grades 3-8	11	12	91.7%	11	12	91.7%
Science Grades 5	8	10	80.0%			
Attendance	1	1	100.0%	1	1	100.0%
Total Targets	30	35	85.7%	22	25	88.0%

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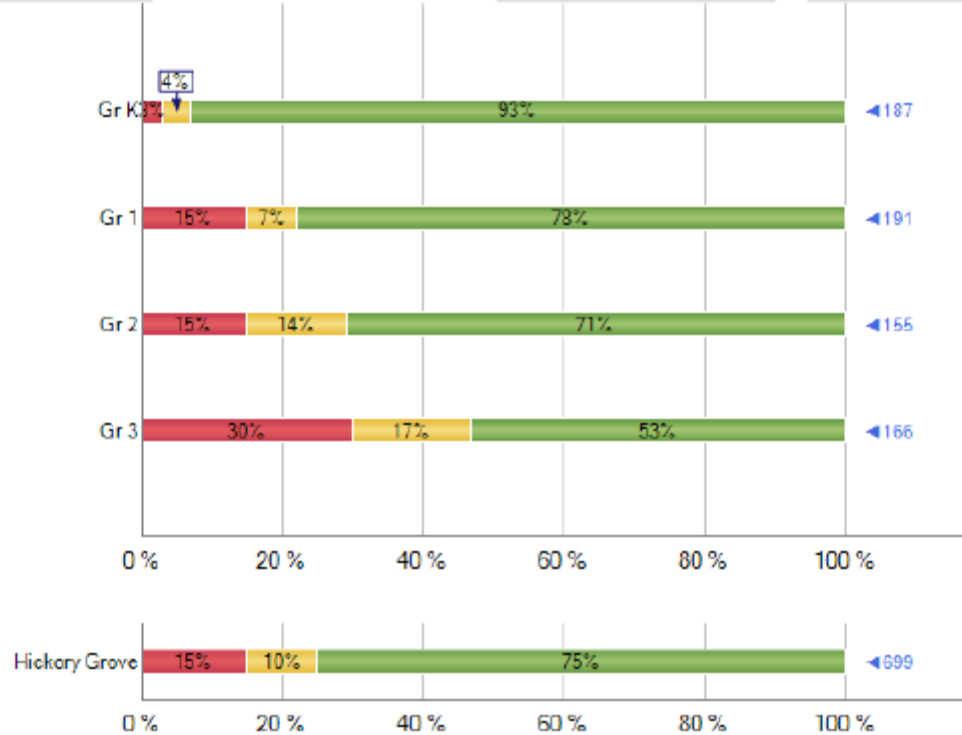
Comparing Populations on mCLASS:Reading 3D

By Grade For Hickory Grove

Charlotte-Mecklenbur..., NC

Student Population Districts: Charlotte-Mecklenburg Schools School: Hickory Grove Grade: All Grades Subject: Official Class	Time Students enrolled on test day 12-13 EOY <small>*Refresh date: 09/27/2013</small>	Measure mCLASS:Reading 3D Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
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▲ To Districts ◀ To Teacher To Ethnicity ▶



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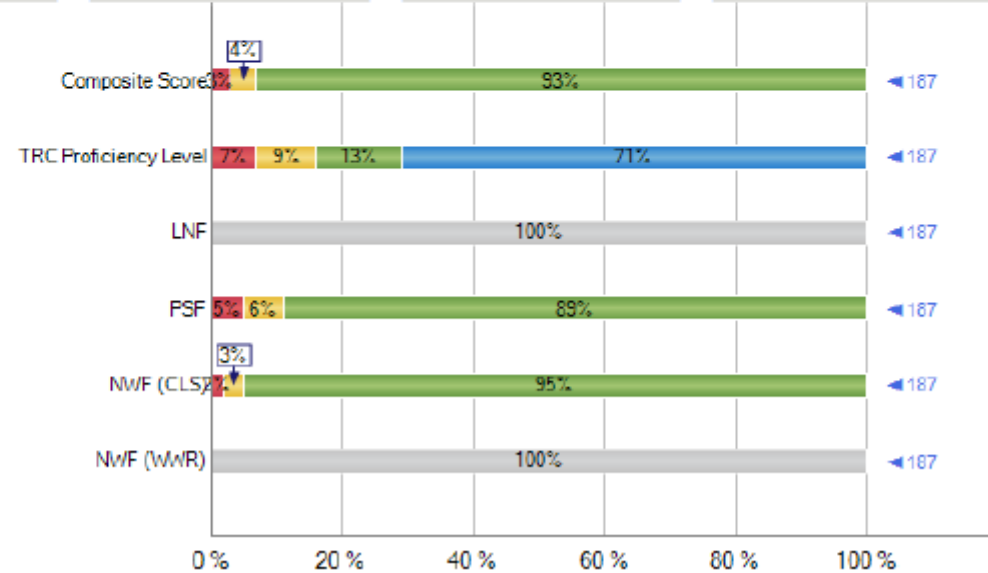
Comparing Measures on mCLASS:Reading 3D

By School For Hickory Grove

Charlotte-Mecklenbur..., NC

<p>Student Population</p> <p>Districts: Charlotte-Mecklenburg Schools School: Hickory Grove</p> <p>Grade: K Subject: Official Class</p>	<p>Time</p> <p>Students enrolled on test day</p> <p>12-13 EOY</p> <p>*Refresh date: 09/27/2013</p>	<p>Measure</p> <p>mCLASS:Reading 3D Grade K Assessment Measures</p> <p>◀ Total Students Assessed</p> <ul style="list-style-type: none"> Red Yellow Green Blue Not Determined
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[▲ To Districts](#)
 [▼ To Teacher](#)
 [To Grade ▶](#)
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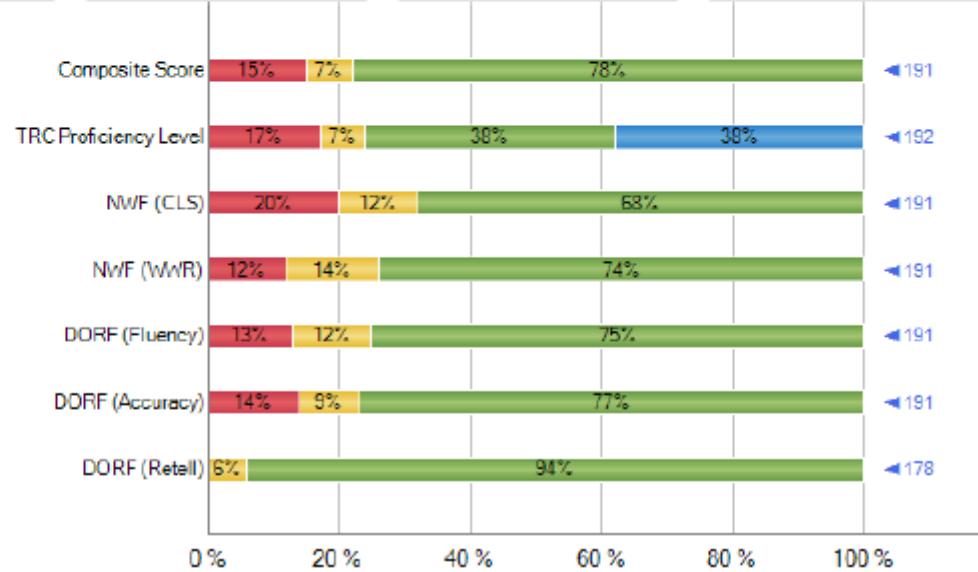
Comparing Measures on mCLASS:Reading 3D

By School For Hickory Grove

Charlotte-Mecklenbur..., NC

<p>Student Population</p> <p>Districts: Charlotte-Mecklenburg Schools School: Hickory Grove</p> <p>Grade: 1 Subject: Official Class</p>	<p>Time</p> <p>Students enrolled on test day</p> <p>12-13 EOY</p> <p>*Refresh date: 09/27/2013</p>	<p>Measure</p> <p>mCLASS:Reading 3D Grade 1 Assessment Measures</p> <p>◀ Total Students Assessed</p> <ul style="list-style-type: none"> Red Yellow Green Blue Not Determined
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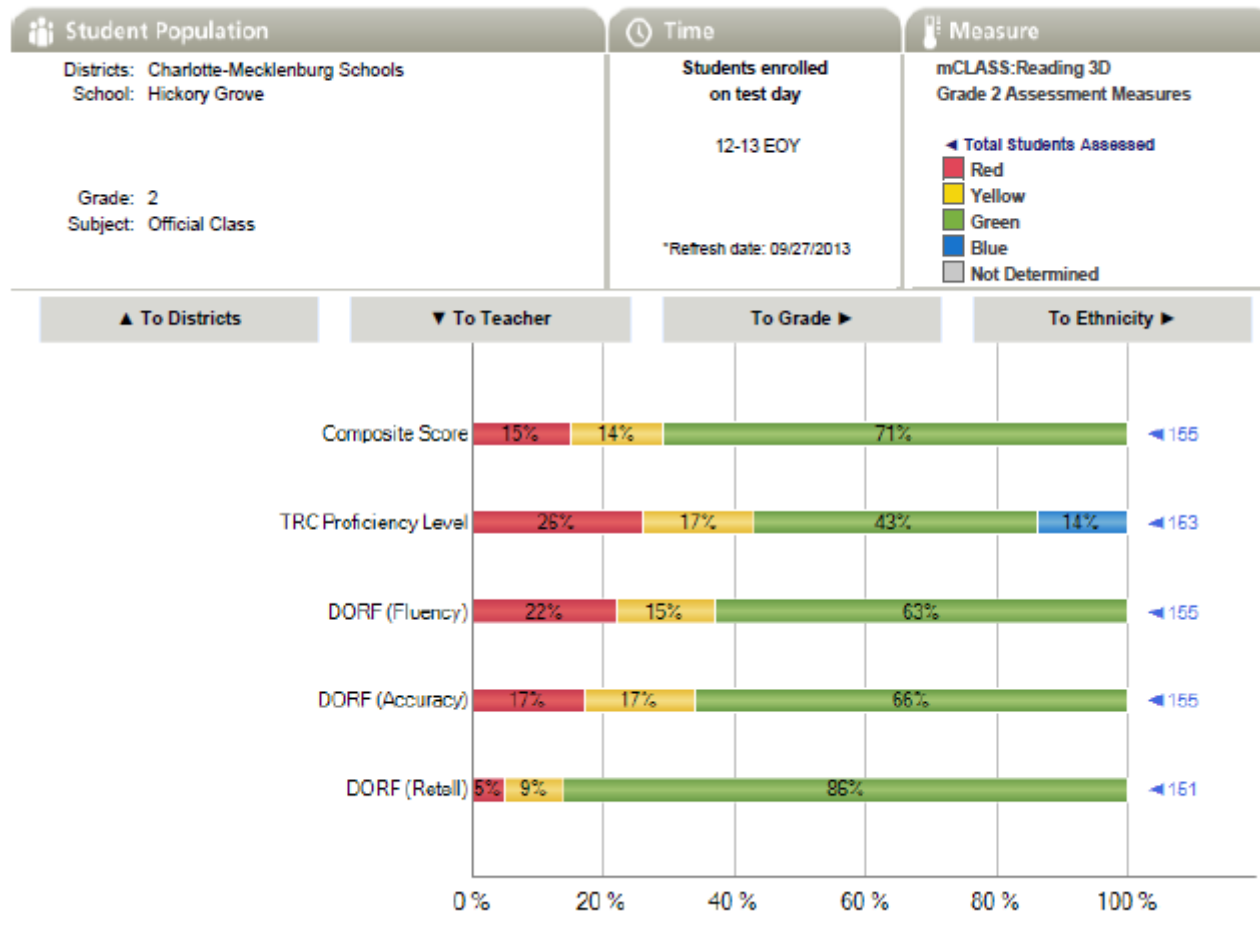
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Comparing Measures on mCLASS:Reading 3D By School For Hickory Grove

Charlotte-Mecklenbur..., NC



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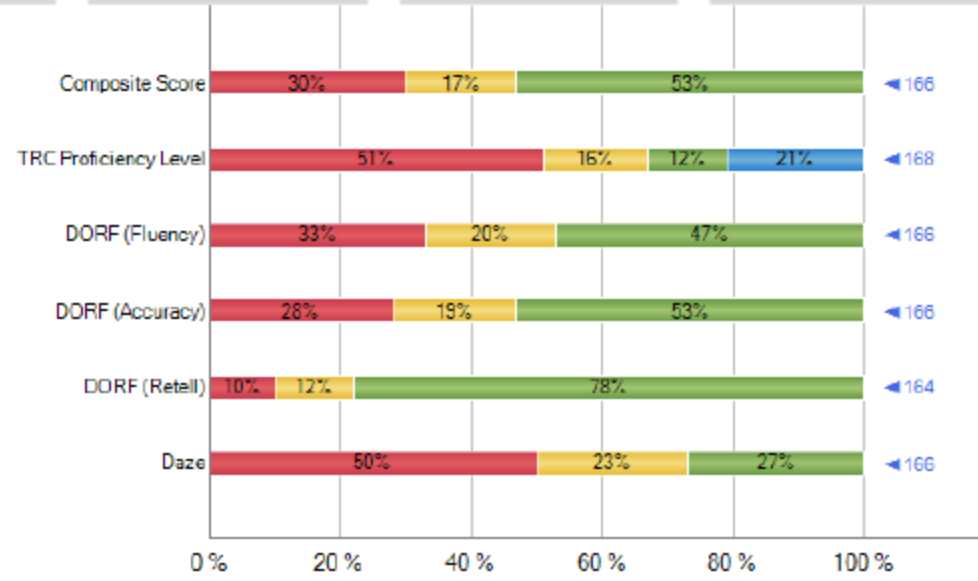
Comparing Measures on mCLASS:Reading 3D

By School For Hickory Grove

Charlotte-Mecklenbur..., NC

<p>Student Population</p> <p>Districts: Charlotte-Mecklenburg Schools School: Hickory Grove</p> <p>Grade: 3 Subject: Official Class</p>	<p>Time</p> <p>Students enrolled on test day</p> <p>12-13 EOY</p> <p>*Refresh date: 09/27/2013</p>	<p>Measure</p> <p>mCLASS:Reading 3D Grade 3 Assessment Measures</p> <p>◀ Total Students Assessed</p> <ul style="list-style-type: none"> Red Yellow Green Blue Not Determined
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Hickory Grove Elementary [Profile](#)

Hickory Grove Elementary is a traditional school that is located in an eastern suburban community in Charlotte, North Carolina. The historical information for Hickory Grove dates back to 1923. This academic institution is unique in that it is considered two schools in one with a diverse and transient population of students ranging from grades pre-kindergarten through fifth grade. We have two EC 3 year old, 16 pre-kindergarten, 10 kindergarten, 9 first grade, 9 second grade, 8 third grade, 8 fourth grade, and 6 fifth grade classrooms. Our average class size is 20. We have more than 1275 students enrolled for the 2013-2014 school year. Of these students 55.2% are African American, 31.2% are Latino/Hispanic, 7.4% are white, 2.0% are Asian and 4.2% are other. At Hickory Grove, approximately 89% of students are considered economically disadvantaged, 16.4% are LEP, 10.2% are classified EC and .8% are academically gifted. Despite the challenges we face, we are committed to a learning environment that promotes high learning expectations, a nurturing environment, a collaborative culture, strong parental involvement and overall academic achievement in all subject areas in grades pre-kindergarten through five.

Hickory Grove Elementary School became part of the district's Strategic Staffing Initiative in May 2011. The administrative team includes a principal, two assistant principals and two deans of students. In addition to our administrative team we have five facilitators working to support and develop the effectiveness of classroom teachers. Two facilitators are dedicated to literacy, two are dedicated to math, and one focuses her work with our pre-kindergarten team. We have numerous individuals on staff to support our kindergarten through fifth grade students, including a school counselor, social worker, family advocate, translator/interpreter, four ESL teachers, three EC teachers, and a speech pathologist. Additionally, we have a support staff dedicated to the needs of our pre-kindergarten students. This includes a school psychologist, family advocate, a speech pathologist and a literacy support teacher. Our behavior management technician helps support the behavior needs of our students across all grade levels. There are sixty-nine classroom teachers on staff as well as eighteen assistants dedicated to pre-kindergarten and seventeen assistants dedicated to kindergarten through fifth grade. Our students engage in cultural arts classes daily. To support this we have a technology associate, two media specialists, 1.5 art teachers, 1.5 physical education teachers, and 1.5 music teachers. Our school also serves the community at large through two drive-in speech teachers. All of our staff members are highly qualified and dedicated to meeting the needs of our students.

During the 2012-2013 school year, our school met 85.7% of the State AMO targets and 88.0% of the Federal AMO targets. We also Exceeded Expected Growth based on EVAAS data. Our overall proficiency across all subjects decreased during the 2012-2013 school year. Our overall math proficiency was 33.9, with 3rd grade composite being at 31.7, 4th grade composite at 34.1 and 5th grade composite at 35.9. Our overall reading proficiency was 25.4, with 3rd grade composite being at 31.7, 4th grade composite at 23.0 and 5th grade composite at 21.2. Our overall

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science proficiency for our fifth grade students was 30.0. There is still much work to be done, particularly for our LEP and SWD population, to ensure that every student receives a high quality academic experience.

In the 2012-2013 school year teachers at Hickory Grove worked in Professional Learning Communities to increase their effectiveness and support each other in meeting the needs of students. Data analysis serves as a foundation for this process. A variety of data sources are considered including EOG results, common assessments, DIBELS, TRC, and STAR Reader. During the 2013-2014, we will introduce MAP testing, AMC Anywhere, and fluency/comprehension assessments in grades 4-5. Teachers meet in PLCs to write SMART goals for their students based on past performance and diagnostic data. They, then, plan instruction to address these goals. Teachers regularly assess their students using formal and informal measures. This provides them with feedback to monitor and adjust their instruction based on student work. These data conversations take place on a weekly basis. In addition to regular data meetings, teachers participate in 90 minute curriculum planning each week. During this time they discuss specific instructional strategies that can be used to meet learning objectives and work with facilitators to generate new ideas for instruction.

For students that need additional support to meet their academic and social needs our school counselor holds regular intervention team meetings. Through these meetings our team is able to plan, implement and monitor extra support for students. This may include services from our speech, EC or ELL teachers. Our facilitators provide input to help suggest additional classroom supports and our counselor provides input to suggest outside services that may be needed to support students and families. Additionally, the BMT offers suggestions to meet unique behavior needs. Our pre-k teachers collaborate with our kindergarten staff to ensure that students with increased need transition smoothly from pre-kindergarten to kindergarten. Additionally, our counselor works closely with middle school staff to transition our fifth grade students. Through this process our students are able to get the support they need to meet their fullest potential.

This year teachers will continue their own professional development to impact student learning. Our professional development focus for the 2013-2014 school year includes balanced literacy, utilizing data to drive instruction, Common Core, SIOP, and differentiation. Teachers will continue to receive professional development in the use of ongoing assessment tools such as Reading 3D and MAPs and utilizing technology to enhance their instruction. These professional development opportunities will assist classroom teachers in showing students how to transfer and apply knowledge while enhancing learning opportunities in all subject areas. Our five academic facilitators are also instrumental in coaching and developing our teachers. They provide regular feedback, conduct learning walks and co-teach lessons. They utilize teacher-level data to target classrooms that need the most support and provide extra mentoring for beginning teachers.

Our academic program is focused on preparing students to be successful in middle school, high school, and beyond. Literacy serves as the foundation of the academic program and every grade level has at least 120 minutes for literacy instruction. Teachers utilize a balanced literacy approach to meet the needs of students. They utilize leveled texts and Imagine It to provide instruction for their students in reading. Every classroom has a 50 minute guided reading block where students are flexibly grouped according to reading level and strategy support needed.

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During this time teachers have additional support from instructional assistants, EC teachers, ESL teachers and literacy tutors. Additionally, teachers have a 50 minute intervention and enrichment block to provide additional support to struggling students and opportunities for enrichment for those who excel. Assistants, EC, and ESL teachers support students during this time. Students have time for independent reading and writing during the Reader's and Writer's workshops. They self-select reading materials that will help them reach individual reading goals. Math instruction is focused on building conceptual understanding of basic math concepts. Teachers utilize Investigations and various technology resources including Khan Academy and Study Island. Every grade level has at least 90 minutes for math instruction. A core of this time is math workshop where students are in leveled groups to practice skills they need based on achievement data. During math workshop teachers are provided with the extra support of an instructional assistant to help them meet individual student needs. Students receive forty-five minutes of science or social studies instruction daily and participate in at least one science lab per week. Teachers work to integrate literacy across these content areas to continue to build a strong foundation of literacy in students.

At Hickory Grove our staff works to create a positive and nurturing school environment. We hold quarterly awards assemblies to honor student academic progress. We have several programs for students to develop leadership qualities. Hickory Grove News Network is our student run closed-circuit TV station. We have Men of Distinction for young men in fourth and fifth grade led by our deans, counselor and BMT. Fifth grade girls have the opportunity to develop their social leadership through Ladies of Excellence. Fourth and fifth grade students have the opportunity to serve as Ambassadors, Safety Patrol, Step Team members, percussion and chorus members. We are working to establish an active Student Council and provide regular incentives for students who do the right thing. Our school is taking part in the Action for Healthy Kids grant. Through this program we are providing students access to numerous healthy food choices in our school cafeteria, educating them in regards to making healthy choices, and working with families to promote healthy living.

Parental support is an important part of our school. We maintain open communication with parents through regular newsletters, ConnectEd messages, conferences and events. Due to the high population of Spanish-speaking families at Hickory Grove, we utilized Title 1 funding to hire a full time translator/interpreter. This person ensures that all of our communication with families is provided in English and Spanish. Parents are encouraged to join our Parent Teacher Organization and School Leadership team. Through these organizations they provide input on school policies, help plan events, volunteer and engage with the school community as a whole. In 2012-2013 we saw tremendous turnout for Donuts for Dad, Muffins for Mom, and Fall Festival. These events will continue this year. In addition, school committees plan several other events throughout the year to increase parental involvement. In 2013-2014 we are planning Family Math and Literacy Night, Science Expo, Hickory Grove's Third Annual Talent Show, and EOG Night. These events get families into the school to learn about how they can best support the academic and social development of their children. Our PTO also works to raise money for the school. In 2012-2013 they raised approximately \$6,000 to be used to purchase books for classroom libraries. We have two full-time family advocates who serve as liaisons between families and the school. They plan Parent University activities and form partnerships with area organizations that can provide additional services for our families. We look forward to increasing opportunities for parents to engage in the learning process moving forward.



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Community partners join with the school to help meet the academic and social needs of the students. In 2012-2013 a partnership was continued with Hickory Grove Baptist Church. Through this partnership our school grounds were regularly beautified and our students were supported through the hard work of diligent volunteers. Additionally, the church regularly recognized the good work of our staff and sent fourth and fifth grade students to read with our first and second graders. This partnership will continue in 2013-2014 with a combined Fall Festival event as well as numerous opportunities for volunteers to engage in the school community. In addition to the partnership with Hickory Grove Baptist Church we are partnered with Thompson's Child and Family Services, A Child's Place, Junior League, Hickory Grove Methodist Church, and UNC-Charlotte to help meet the needs of our students. Hickory Grove Methodist Church provides volunteers, reading buddies, teacher luncheons, and lunch for students during the weekend. UNC-Charlotte sends lunch buddies to interact with students who need mentoring. Area restaurants, including Papa John's Pizza and Chick-fil-A, partner with the school to host evenings that raise money to support our efforts. Hickory Grove has received a \$15,000 technology grant for from HP which provided the school with 20 HP ElitePads, a Laptop Storage Cart, and an HP Printer. Hickory Grove was also the receipt of an NC Wildlife grant which will be used to beautify the school's Annex Courtyard and create a Natural Habitat Garden. In 2013-2014 we will continue to develop these partnerships and expand our impact.

We are excited about the progress at Hickory Grove Elementary School and the direction we are going. Over the course of the next year our goal is to ensure that each and every student that walks through our doors is receiving an excellent education, focused on individual needs. It is important that we continue to grow our teachers through professional development and leadership opportunities. We look forward to strengthening our parental involvement and community partnerships to ensure we are addressing the social and emotional needs of our students. Though we face many challenges and our students are still behind their middle class peers academically, we are committed to overcoming the obstacles and closing the achievement gap. Every child deserves access to an education that will prepare them to accomplish any goal they set and be prepared to be productive citizens.

***TENTATIVE* Revised Strategic Plan Goals**

Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.

Focus Areas: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps

Goal 2: Recruit, develop, and retain a premier workforce.

Focus Areas: Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development

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Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.

Focus Areas: Family Engagement, Communications, Partnership Development, Philanthropic Foundation

Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.

Focus Areas: Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency

Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.

Focus Areas: Effective & Efficient Processes and Systems, Strategic Management of District Resources, Data Integrity and Utilization, School Performance Improvement, Disproportionality

Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion of strategic school design.

Focus Areas: Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.			
Strategic Plan Focus Area:	Teacher Retention			
Navigator Pathway:	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Statutory Reference: 115C-105.27(b) (6)			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) Interim Dates
1. Lunch coverage will be provided by lunch monitors and school administration for supervision of students in K-5 in both the Annex and the Main building.	Principal (Edmond) Lunch Monitors (Mr. Lemon and Ms. Gaskin) Admin. (Roy, Dermott, Phillips) BMT (Bradley)	Submission of applicant names; hiring of monitor; Attendance of Monitor	CMS	Admin	(Sept.-June) • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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<p>2. Assigned Seating: Students will be assigned seats through a seating chart devised by the classroom teacher to minimize behavior issues and facilitate behavior management by lunch monitors.</p>	<p>Classroom Teachers</p>	<p>Reduced number of student discipline referrals</p>	<p>N/A</p>	<p>Teachers</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5
<p>3. Master Schedule: The schedule for lunches in both the main building and the annex has been arranged to manage the number of students in the cafeteria at any given time. Additionally, the schedule has been organized to utilize TA supervision during student lunch while still providing a designated lunch time for teacher assistants.</p>	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>Cafeteria Mgr. (Evelyn Ennis)</p>	<p>Lunch Schedule</p>	<p>N/A</p>	<p>Admin</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5
<p>4. School Behavior Matrix: The behavior matrix, posted throughout the school and the cafeteria sets clear behavioral expectations for students and incentivizes positive behaviors.</p>	<p>Discipline Committee</p> <p>Lunch Monitors (Mr. Lemon and Ms. Gaskin)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>BMT (Bradley)</p>	<p>Reduced number of student discipline referrals</p>	<p>N/A</p>	<p>Discipline Committee</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.			
Strategic Plan Focus Area:	Professional Development, Retention, Leadership,			
Navigator Pathway:	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Statutory Reference 115C-105.27(b) (7)			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Master Schedule: • Create of Master Schedule allowing duty-free instructional planning for every teacher for 90 minutes once a week and 45 minutes four times a week • Implement 45 minute planning time for each Cultural Arts teacher	Principal (Edmond) Admin. (Roy, Dermott, Phillips)	Master Schedule Classroom observations Team Minutes	N/A	Classroom Teachers EC Teachers Teacher Assistants Special Area Teachers Facilitators Admin	(Sept.-June) • Nov. 11 • Jan. 17 • Mar. 3 • May 5
2. Arrange Class Coverage: • Cultural arts team covers classroom teachers for 45 min daily and 90 minutes 1	Principal (Edmond) Admin. (Roy,	Master Schedule Classroom observations Team Minutes	N/A	Classroom Teachers EC Teachers Teacher	(Sept.-June) • Nov. 11 • Jan. 17 • Mar. 3



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<ul style="list-style-type: none"> day per week Teacher assistants cover as needed 	Dermott, Phillips)			Assistants Special Area Teachers Facilitators Admin	<ul style="list-style-type: none"> May 5
<p>3. Maximize learning effectiveness through training grade level chairs</p> <ul style="list-style-type: none"> Planning/Data meetings Establishing planning agendas Effective leadership strategies Curriculum “deep dives” with math and literacy facilitators 	Principal (Edmond) Admin. (Roy, Dermott, Phillips)	Team Norms Team Agendas Admin. Meetings Observational Data	N/A	Classroom Teachers EC Teachers Teacher Assistants Special Area Teachers Facilitators Admin	(Sept.-June) <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5
<p>4. Establish other means of communication</p> <ul style="list-style-type: none"> The Happenings-staff newsletter Sending emails instead of conducting meetings Google Docs—coaching comments, collaboration 	Principal (Edmond) Admin. (Roy, Dermott, Phillips)	Copies of the weekly staff newsletters Copies of the Google Coaching document	N/A	Admin.	(Sept.-June) <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5

SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
Strategic Plan Focus Area:	Physical Safety, High Engagement, Cultural Competency, Social and Emotion Health			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input checked="" type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input checked="" type="checkbox"/> At/Above Grade Level in	<input type="checkbox"/> Successful completion of	<input type="checkbox"/> Take and pass at least 1	<input type="checkbox"/> Score 1550 on SAT or 22

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	Math Grades 3-5	Math I in grade 9	AP/IB/Post-Secondary class & exam
Data Used:	Statutory Reference: 115C-105.27 (b) (2) School Safety Audits; Teacher/Parent/Student Surveys; Suspension Rates		

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> • School leadership training: school leadership is aware of CMS district wide plan, provided with the <i>Safety and Respect of All</i> BP manual, and provided with train-the-trainer materials. • School Staff training: School leadership will provide information to all teachers and support staff selected by principal regarding the district-wide program, school efforts and BP awareness. • Discipline/Behavior Committee: encompasses character education and anti-bullying curriculum 	Principal (Edmond) Admin. (Roy, Dermott, Phillips) Guidance Counselor (Milline) BMT (Bradley)	SLT will lead bullying prevention efforts of Hickory Grove Elementary School Staff will have an understanding of Hickory Grove’s bullying prevention efforts and expectations. Discipline/Behavior committee establishes clear objectives as indicated in the CMS district plan	N/A	Principal Admin. Guidance Counselor SLT Members Discipline/Behavior Committee	(Sept.-June) <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5-June



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<p>2. Character Education</p> <ul style="list-style-type: none"> Guidance conferences Intervention time: character education curriculum is mandated school wide every day for the first two weeks, and continuing character education lessons/teaching points are developed through the discipline committee. Implement monthly character traits 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>Guidance Counselor (Milline)</p> <p>BMT (Bradley)</p>	<p>Lesson plans</p> <p>Classroom observations</p> <p>Announcement of monthly class character trait winners on the morning news</p> <p>Bulletin board of Character Trait winners</p>	<p>N/A</p>	<p>Principal</p> <p>Admin.</p> <p>Guidance Counselor</p> <p>BMT</p> <p>PTO</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5
<p>3. Healthy Active Child 30 min.</p> <ul style="list-style-type: none"> Implement moderate to rigorous 30 minute structured physical activity daily in all classroom schedules Implement 45 minutes per week with the certified PE teacher PE teachers will support classroom teachers by providing guidance and ideas on activities and athletic equipment 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>PE Teachers (Wix and Winborne)</p>	<p>Classroom Schedules</p> <p>Classroom observations</p> <p>Master Schedule</p>	<p>N/A</p>	<p>Principal</p> <p>Admin.</p> <p>PE Teachers</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5
<p>4. School Health Team</p> <ul style="list-style-type: none"> Establish a school Health Advisory Committee-Action for Healthy Eating The committee plans, implements, and monitors the 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p>	<p>Minutes from the committee meetings</p> <p>Schedule of Meetings</p>	<p>N/A</p>	<p>Principal (Edmond)</p> <p>Admin.</p> <p>School</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5



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implementation of the healthy food plan <ul style="list-style-type: none"> • The committee will meet monthly • The committee will include the following members: <ul style="list-style-type: none"> ○ School Nurse ○ Cafeteria Mgr. ○ Parent ○ Classroom Teacher ○ Administrator ○ Social Worker 	School Nurse (Zusin) Cafeteria Manager (Ennis) Social Worker (Joslin)			Nurse Cafeteria Manager Social Worker	
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SMART Goal (4):	Decrease the number of student discipline referrals by 25% through a focus on character education and meeting the social development needs of each student			
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
Strategic Plan Focus Area:	Physical Safety, High Engagement, Cultural Competency, Social and Emotion Health			
Navigator Pathway:	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) Interim Dates
<ul style="list-style-type: none"> • Task • Task • Task (PD) 					
1.Schoolwide behavior plan/Discipline Committee	Principal (Edmond)	Students with the most wildcat bucks will be announced on	N/A	Principal	(Sept.-June) • Nov. 11



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<ul style="list-style-type: none"> • Wildcat Bucks: students receive bucks as incentives for demonstrating positive behaviors; drawing held and announced at end of week. • Behavior Matrix: expectations for school wide behaviors, routines, and procedures set; additionally, specific behavioral expectations articulated for various areas/times (e.g. playground, café, gym) • Daily Meetings: Daily class schedule includes 15 minutes at beginning of day to review character education curriculum through direct instruction, discussion, and role playing • Character Ed. Curriculum: written curriculum for character Ed. lessons developed through discipline committee prior to beginning of year; mandated use of lessons every day for first two weeks of school. 	<p>Admin. (Roy, Dermott, Phillips)</p> <p>Guidance Counselor (Milline)</p> <p>BMT (Bradley)</p> <p>Discipline Committee</p> <p>Classroom Teachers</p>	<p>the morning news</p> <p>Classroom Walkthroughs/informal/formal observations</p> <p>Observational data</p> <p>Lesson plans</p>		<p>Admin.</p> <p>Guidance Counselor</p> <p>BMT Discipline Committee</p>	<ul style="list-style-type: none"> • Jan. 17 • Mar. 3 • May 5
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<p>2. In-School Suspension:</p> <ul style="list-style-type: none"> Managed by the school's Behavior Management Technicians. Intended to re-teach positive behaviors in the instance that students have repeatedly failed to meet behavioral expectations. Constructive alternative to out of school suspension. 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>BMT (Bradley)</p>	<p>Reduced # in discipline referrals</p>	<p>N/A</p>	<p>Principal</p> <p>Admin.</p> <p>BMT</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5
<p>3. Mentor/Lunch Buddies</p> <ul style="list-style-type: none"> Utilize community volunteers from local civic and faith-based organizations as well as local institutions of higher education to establish relationships with at-risk students through weekly meetings. 	<p>Parent Advocate (Walker and Alhassan)</p> <p>Guidance Counselor (Milline)</p>	<p>Feedback from weekly meetings with students</p> <p>Community involvement</p> <p>Local Partnerships</p>	<p>N/A</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Parent Advocates</p> <p>Guidance Counselor</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5
<p>4. School Clubs/Organizations to increase self-esteem, self-worth and to build student leadership</p> <ul style="list-style-type: none"> Men of Distinction Ladies of Excellence Chorus Percussion STEP Team Student Council Girls on the Run 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>Guidance Counselor (Milline)</p>	<p>Success Charts</p> <p>Observational Data</p> <p>Reduced number of student discipline referrals</p>	<p>N/A</p>	<p>Principal</p> <p>Admin.</p> <p>Guidance Counselor</p> <p>Music Teachers</p> <p>Step Coaches</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5



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	<p>Music Teachers (Cipolletti and Ventresca)</p> <p>Step Coaches (Cornelius, Moore, Brewer)</p> <p>Parent Advocate (Walker and Alhassan)</p>			Parent Advocates	
<p>5. School Uniforms</p> <ul style="list-style-type: none"> • Consistent communication around uniform expectations • Modify uniform policy based on observations from 2012-2013 concerns • Parent contact/change of clothes in the instance of students out of compliance with uniform. • Seek out donations for uniform closet at the school • Establish partnership with Operation School Bell to supply uniforms for those in need 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>Parent Advocate (Walker and Alhassan)</p> <p>Social Worker (Joslin)</p>	<p>Parent Surveys</p> <p>Student Surveys</p> <p>Reduced number of student discipline referrals</p>	N/A	<p>Principal</p> <p>Admin.</p> <p>Parent Advocates</p> <p>Social Worker</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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SMART Goal (5):	Close the achievement gap in literacy by half through an increased focus on balanced literacy and data-driven differentiated instruction in grades PK-5.			
Strategic Plan Goal:	<p>Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.</p> <p>Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.</p> <p>Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.</p>			
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Communications, High Engagement			
Navigator Pathway:	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	End of Year Assessments, Common Assessments, Historical Achievement Data, DIBELS, TRC, Formative Assessments, MAP Assessments			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> • Task • Task • Task (PD) <p>1. Implement school wide best practices in literacy instruction</p> <ul style="list-style-type: none"> • Use Common Core Curriculum Mapping • Implement Balanced Literacy • Differentiate Reader's Workshop • Utilize technology to increase engagement and rigor (Reading Eggs, Study Island, 	<p>Literacy Facilitators (Wicker, Giers and Ricks)</p> <p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott,</p>	<p>40.25% of students score proficient or higher on the EOG in Literacy</p> <p>K – 95% benchmark DIBELS 1 – 95% benchmark DIBELS 2 – 85% benchmark DIBELS 3 – 80% benchmark DIBELS 4 – 70% benchmark DIBELS 5- 70% benchmark DIBELS</p>	<p>Title 1</p> <p>Bright Beginnings</p>	<p>Teachers</p> <p>Assistants</p> <p>Admin Team</p> <p>Facilitators</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5

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<p>AIMS Web, Dreambox)</p> <ul style="list-style-type: none"> • Observe teachers weekly and provide coaching/feedback • Provide professional development based on teacher needs • Develop a schedule that maximizes instructional time and makes literacy a priority with at least 90 minutes of instructional time • Provide scheduled time for independent reading and reward students for meeting goals • Provide monthly DEAR opportunities • Arrange for teachers to visit others schools that have fully implemented Balanced Literacy • Provide PEAK Training to selected staff • Provide Professional Development for Literacy Facilitators to improve their coaching and feedback • Collaborate with district level personnel to support implementation of Balanced Literacy • Utilize Title 1 Funding to provide Extended Learning 	<p>Phillips)</p>	<p>K – 90% at or above TRC Level D 1 – 85% at or above TRC Level J 2 – 80% at or above TRC Level M 3 – 65% at or above TRC Level P 4 – 60% at or above TRC Level S 5- 60% at or above TRC Level U</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p> <p>85% of students in K-5 meet MAP growth targets at the end of the school year</p>			
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<p>Tutorial for students in grades 3-5 below grade level in Reading</p>					
<p>2. Promote Professional Learning Communities and the utilization of data in planning, implementing and monitoring instruction</p> <ul style="list-style-type: none"> • Hold weekly data team meetings • Implement 90 minute planning sessions • Include ESL and EC teachers in weekly planning meetings • Require school-wide data boards • Provide professional development on utilizing data portals • Hold regular intervention team meetings • Analyze previous EOG scores • Use PALS, PPVT, DIBELS, TRC, CMS Navigator, Common Assessments, MAP, and Formative Assessments 	<p>Literacy Facilitators (Wicker, Giers and Ricks)</p> <p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p>	<p>40.25% of students score proficient or higher on the EOG in Literacy</p> <p>K – 95% benchmark DIBELS 1 – 95% benchmark DIBELS 2 – 85% benchmark DIBELS 3 – 80% benchmark DIBELS 4 – 70% benchmark DIBELS 5- 70% benchmark DIBELS</p> <p>K – 90% at or above TRC Level D 1 – 85% at or above TRC Level J 2 – 80% at or above TRC Level M 3 – 65% at or above TRC Level P 4 – 60% at or above TRC Level S 5- 60% at or above TRC Level U</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p>	<p>Title 1</p>	<p>All Staff</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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		85% of students in K-5 meet MAP growth targets at the end of the school year			
<p>3. Enhance parental involvement in literacy development</p> <ul style="list-style-type: none"> • Organize Family Literacy Night and EOG Night • Involve parents in Read for the Record, Book-a-Thon and Dr. Seuss' Birthday Event • Hold Parent University workshops • Send home take home backpacks for PK-5 in English and Spanish • Organize two Scholastic Books Fairs • Give out free books to families at school events (donated by community partners and purchased with parent involvement funds) • Advertise student incentives for any student/parent attending events (Jeans Pass, Homework Pass, etc.) 	<p>Literacy Facilitators (Wicker, Giers and Ricks)</p> <p>Math Facilitators (Poole and Ingram)</p> <p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>Parent Advocate (Walker and Alhassan)</p> <p>Literacy Committee</p>	<p>Increase in parent and family attendance</p> <p>100% of pre-k families attend at least four events at the school</p>	<p>Title 1</p> <p>Donations</p>	<p>All Staff</p> <p>PTO</p> <p>Community Partners</p> <p>District Parent University personnel</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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SMART Goal (6):	Increase student achievement of LEP population in literacy by 10 percentage points through a focus on SIOP best practices in grades PK-5.			
Strategic Plan Goal:	<p>Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.</p> <p>Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.</p> <p>Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.</p>			
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Communications, High Engagement			
Navigator Pathway:	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	End of Year Assessments, Common Assessments, Historical Achievement Data, DIBELS, TRC, Formative and MAP Assessments			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Implement school wide best practices in LEP instruction across all content areas (SIOP) <ul style="list-style-type: none"> Provide ongoing SIOP Professional Development Collaborate with district SIOP coaches to support teachers in implementation of SIOP Strategies Develop a schedule that 	Literacy Facilitators (Wicker, Giers and Ricks) Principal (Edmond) Admin. (Roy, Dermott, Phillips)	19.9% of LEP students score proficient or higher on EOGs. K – 95% benchmark DIBELS 1 – 95% benchmark DIBELS 2 – 85% benchmark DIBELS 3 – 80% benchmark DIBELS 4 – 70% benchmark DIBELS 5- 70% benchmark DIBELS K – 90% at or above	Title 1	All Staff	(Sept.-June) <ul style="list-style-type: none"> Nov. 11 Jan. 17 Mar. 3 May 5

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<p>maximizes instruction time for students in grades K-5 to allow ESL teachers to participate in inclusion, co-teaching and pull-out service models</p> <ul style="list-style-type: none"> • Differentiate reading workshop with a focus on guided reading and multiple touch points for students with the greatest need • Utilize Comprehension Clubs as a way to integrate comprehension skills and strategies into content • Continue to support the use of Avenues as a supplemental tool • Observe teachers weekly and provide coaching/feedback • Encourage teachers to attend SIOP Professional Development offered by the district • Analyze the various data points that could be used to plan instruction based on individual student needs • Implement inclusive, co-teaching and pull-out practices • Provide opportunities for teachers to participate in 	<p>ELL Teachers (Strickland, Murphy, Torres, Murphy)</p> <p>LEP Committee</p>	<p>TRC Level D 1 – 85% at or above TRC Level J 2 – 80% at or above TRC Level M 3 – 65% at or above TRC Level P 4 – 60% at or above TRC Level S 5- 60% at or above TRC Level U</p> <p>K – 75% LEP students at or above TRC Level D</p> <p>1 – 70% LEP students at or above TRC Level J</p> <p>2 – 70% LEP students at or above TRC Level M</p> <p>3 – 53% LEP students at or above TRC Level P</p> <p>4 – 30% LEP students at or above TRC Level S</p> <p>5– 30% LEP students at or above TRC Level S</p> <p>Less than 5% of PK students do not meet/exceed PALS,</p>			
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<p>Spanish speaking classes</p> <ul style="list-style-type: none"> • Create detailed LEP Plans through the use of ellevationme portal 		PPVT standards			
<p>2. Increase the level of involvement of the LEP Committee in the school-wide program</p> <ul style="list-style-type: none"> • Plan regular presentation at staff meetings (SIOP strategy) • Increase collaboration between ESL and EC teams through regularly scheduled meetings • Increase ESL teacher participation in grade level planning • Provide planning time for ESL teachers to analyze data and discuss strategies to implement • Increase ESL teacher participation in intervention team meetings • Provide whole staff professional development in interpreting WIDA and WAPT scores 	<p>Literacy Facilitators (Wicker, Giers and Ricks)</p> <p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>ELL Teachers (Strickland, Murphy, Torres, Murphy)</p> <p>LEP Committee</p> <p>Parent Advocate (Walker and Alhassan)</p>	<p>19.9% of LEP students score proficient or higher on EOGs.</p> <p>K – 95% benchmark DIBELS 1 – 95% benchmark DIBELS 2 – 85% benchmark DIBELS 3 – 80% benchmark DIBELS 4 – 70% benchmark DIBELS 5- 70% benchmark DIBELS</p> <p>K – 90% at or above TRC Level D 1 – 85% at or above TRC Level J 2 – 80% at or above TRC Level M 3 – 65% at or above TRC Level P 4 – 60% at or above TRC Level S 5- 60% at or above TRC Level U</p> <p>K – 75% LEP students at or above TRC Level D</p> <p>1 – 70% LEP students at or</p>	Title 1	All Staff	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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		<p>above TRC Level J</p> <p>2 – 70% LEP students at or above TRC Level M</p> <p>3 – 53% LEP students at or above TRC Level P</p> <p>4 – 30% LEP students at or above TRC Level S</p> <p>5– 30% LEP students at or above TRC Level S</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p>			
<p>3. Enhance parental involvement of LEP population</p> <ul style="list-style-type: none"> • Increase the availability and circulation of bilingual reading materials (books, magazines, newspapers) • Organize Family Literacy Night and EOG Night • Translate all parent communication into Spanish • Organize a Spanish Speaking Parents Club • Provide Parent University 	<p>Family Advocates</p> <p>Literacy Facilitators (Wicker, Giers and Ricks)</p> <p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p>	<p>19.9% of LEP students score proficient or higher on EOGs.</p> <p>K – 95% benchmark DIBELS 1 – 95% benchmark DIBELS 2 – 85% benchmark DIBELS 3 – 80% benchmark DIBELS 4 – 70% benchmark DIBELS 5- 70% benchmark DIBELS</p> <p>K – 90% at or above TRC Level D 1 – 85% at or above TRC Level J 2 – 80% at or above</p>	Title 1	<p>All Staff</p> <p>Community Partners</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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<p>opportunities</p> <ul style="list-style-type: none"> Engage parents in International Day activities Seek out partnership opportunities with Latin American Coalition Send home Spanish Language Take Home Backpacks Partner with Hickory Grove Baptist to begin English classes for parents 	<p>ELL Teachers (Strickland, Murphy, Torres, Murphy)</p> <p>LEP Committee</p> <p>Parent Advocate (Walker and Alhassan)</p>	<p>TRC Level M 3 – 65% at or above TRC Level P</p> <p>TRC Level S 4 – 60% at or above TRC Level S</p> <p>TRC Level U 5- 60% at or above TRC Level U</p> <p>K – 75% LEP students at or above TRC Level D</p> <p>1 – 70% LEP students at or above TRC Level J</p> <p>2 – 70% LEP students at or above TRC Level M</p> <p>3 – 53% LEP students at or above TRC Level P</p> <p>4 – 30% LEP students at or above TRC Level S</p> <p>5– 30% LEP students at or above TRC Level S</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p>			
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SMART Goal (7):	Increase student achievement of EC population in literacy by 12 percentage points through a focus on research-based best practices in grades PK-5.			
Strategic Plan Goal:	<p>Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.</p> <p>Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.</p> <p>Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.</p>			
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Communications, High Engagement			
Navigator Pathway:	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	End of Year Assessments, Common Assessments, Historical Achievement Data, DIBELS, TRC, Formative and MAP Assessments, Access Testing			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Implement school wide best practices in EC instruction across all content areas <ul style="list-style-type: none"> • Provide ongoing Professional Development related to inclusive practices • Develop a schedule that maximizes instruction time for students in grades K-5 to allow EC teachers to 	Literacy Facilitators (Wicker, Giers and Ricks) Principal (Edmond) Admin. (Roy, Dermott, Phillips)	12% of EC students score proficient or higher on EOGs. K – 95% benchmark DIBELS 1 – 95% benchmark DIBELS 2 – 75% benchmark DIBELS 3 – 70% benchmark DIBELS	N/A	EC Teachers Classroom Teachers EC Assistant	(Sept.-June) <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5

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<p>participate in inclusion, co-teaching and pull-out service models</p> <ul style="list-style-type: none"> • Differentiate reading workshop with a focus on guided reading and multiple touch points for students with the greatest need • Encourage teachers to attend co-teaching Professional Development offered by the district • Analyze the various data points that could be used to plan instruction based on individual student needs • Implement inclusive, co-teaching and pull-out practices 	<p>EC Teachers (Welch, Sanders, Floyd)</p> <p>Inclusion Committee</p>	<p>4 – 50% benchmark DIBELS</p> <p>K – 75% EC students at or above TRC Level D</p> <p>1 – 70% EC students at or above TRC Level J</p> <p>2 – 70% EC students at or above TRC Level M</p> <p>3 – 53% EC students at or above TRC Level P</p> <p>4 – 30% EC students at or above TRC Level S</p> <p>5- 30% EC students at or above TRC Level U</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p>			
<p>2. Increase the level of involvement of the Inclusion Committee in the school-wide program</p> <ul style="list-style-type: none"> • Plan regular presentation at staff meetings (Co-teaching Strategies) • Increase collaboration 	<p>Literacy Facilitators (Wicker, Giers and Ricks)</p> <p>Principal (Edmond)</p>	<p>33% of EC students score proficient or higher on EOGs.</p> <p>K – 95% benchmark DIBELS</p> <p>1 – 95% benchmark DIBELS</p> <p>2 – 75% benchmark DIBELS</p>			<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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<p>between EC and EC teams through regularly scheduled meetings</p> <ul style="list-style-type: none"> • Increase EC teacher participation in grade level planning • Provide planning time for EC teachers to analyze data and discuss strategies to implement • Increase EC teacher participation in intervention team meetings • Provide whole staff professional development in interpreting supports for struggling students 	<p>Admin. (Roy, Dermott, Phillips)</p> <p>EC Teachers (Welch, Sanders, Floyd)</p> <p>Inclusion Committee</p>	<p>3 – 70% benchmark DIBELS</p> <p>4 – 50% benchmark DIBELS</p> <p>5- 50% benchmark DIBELS</p> <p>K – 75% EC students at or above TRC Level D</p> <p>1 – 70% EC students at or above TRC Level J</p> <p>2 – 70% EC students at or above TRC Level M</p> <p>3 – 53% EC students at or above TRC Level P</p> <p>4 – 30% EC students at or above TRC Level S</p> <p>5- 30% EC students at or above TRC Level U</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p>			
<p>3. Provide ongoing support to ensure high levels of rigor and instruction aligned to IEP goals in all EC settings</p> <ul style="list-style-type: none"> • Observe teachers weekly and provide coaching/feedback 	<p>Literacy Facilitators (Wicker, Giers and Ricks)</p>	<p>33% of EC students score proficient or higher on EOGs.</p> <p>K – 95% benchmark DIBELS</p>			<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3



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<ul style="list-style-type: none"> • Collaborate with district personnel to provide support for EC teachers • Develop data collection tools to monitor student progress toward IEP goals • Provide professional development in data-driven instruction and high levels of rigor • Weekly PLC team meetings to discuss compliance and instructional concerns • Administrative presence in all PLC meetings 	<p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p> <p>EC Teachers (Welch, Sanders, Floyd)</p> <p>Inclusion Committee</p>	<p>1 – 95% benchmark DIBELS</p> <p>2 – 75% benchmark DIBELS</p> <p>3 – 70% benchmark DIBELS</p> <p>4 – 50% benchmark DIBELS</p> <p>5- 50% benchmark DIBELS</p> <p>K – 75% EC students at or above TRC Level D</p> <p>1 – 70% EC students at or above TRC Level J</p> <p>2 – 70% EC students at or above TRC Level M</p> <p>3 – 53% EC students at or above TRC Level P</p> <p>4 – 30% EC students at or above TRC Level S</p> <p>5- 30% EC students at or above TRC Level U</p> <p>Less than 5% of PK students do not meet/exceed PALS, PPVT standards</p>		<ul style="list-style-type: none"> • May 5
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<u>SMART Goal (8):</u>	Increase student achievement in math by 8 percentage points through a focus on research-based best practices in grades PK-5.			
<u>Strategic Plan Goal:</u>	<p>Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.</p> <p>Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.</p> <p>Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.</p>			
<u>Strategic Plan Focus Area:</u>	Academic Growth/High Academic Achievement, Communications, High Engagement			
<u>Navigator Pathway:</u>	X Enter Kindergarten ready	Advanced Reading in K-2	At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<u>Data Used:</u>	End of Year Assessments, Common Assessments, Historical Achievement Data, Formative and MAP Assessments			

<u>Strategies</u> (determined by what data)	<u>Point Person</u> (title/name)	<u>Evidence of Success</u> (Student Impact)	<u>Funding</u> (estimated cost / source)	<u>Personnel Involved</u>	<u>Timeline</u> (Start—End) • Interim Dates
1. Implement school wide best practices in math instruction <ul style="list-style-type: none"> • Use Common Core Curriculum Mapping • Continue to implement Math Investigations • Differentiate Intervention and Enrichment block using MAP Assessment data • Utilize technology to increase engagement and rigor (AIMS 	Math Facilitators (Poole and Conlon) Principal (Edmond) Admin. (Roy, Dermott, Phillips)	41.9% of students score proficient or higher on the EOG 85% of students in K-5 meet MAP growth targets at the end of the school year	Title 1 Bright Beginnings	Teachers Assistants Admin Team Facilitators	(Sept.-June) <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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<p>Web, Dreambox)</p> <ul style="list-style-type: none"> • Observe teachers weekly and provide coaching/feedback • Provide professional development based on teacher needs • Develop a schedule that maximizes instructional time in which teachers have 100 minutes of math time • Implement AMC Anywhere Math in grades K-2 					
<p>2. Promote Professional Learning Communities and the utilization of data in planning, implementing and monitoring instruction</p> <ul style="list-style-type: none"> • Hold weekly data team meetings • Implement 90 minute planning sessions • Include ESL and EC teachers in weekly planning meetings • Require school-wide data boards • Provide professional development on utilizing data portals • Hold regular intervention team meetings • Analyze previous EOG scores • Use Common Assessments, MAP, and Formative Assessments 	<p>Math Facilitators (Poole and Conlon)</p> <p>Principal (Edmond)</p> <p>Admin. (Roy, Dermott, Phillips)</p>	<p>41.9% of students score proficient or higher on the EOG</p> <p>85% of students in K-5 meet MAP growth targets at the end of the school year</p>	<p>Title 1</p>	<p>All Staff</p>	<p>(Sept.-June)</p> <ul style="list-style-type: none"> • Nov. 11 • Jan. 17 • Mar. 3 • May 5



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Hickory Grove Elementary - 600 Waiver Requests

Request for [Waiver](#)

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- **115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]**



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30. Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.

4. Please state how the waiver will promote achievement of performance goals.

31. This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Acquanetta Edmond	<i>Acquanetta Edmond</i>	10-7-13
Assistant Principal Representative	MELISSA ROY	<i>Melissa Roy</i>	10-7-13
Teacher Representative	Ryan Nicoll	<i>Ryan Nicoll</i>	10-7-13
Inst. Support Representative	Judith Strickland	<i>Judith Strickland</i>	10-7-13
Teacher Assistant Representative	Elaine Richardson	<i>Elaine Richardson</i>	10-7-13
Parent Representative	Sarah Funderburn	<i>Sarah Funderburn</i>	10-7-13
Parent Representative	Lalasha Hollins	<i>Lalasha Hollins</i>	10/7/13
Parent Representative			
Parent Representative			



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Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal	Aquanetta Edmond	<i>Aquanetta Edmond</i>	1-13-14
Assistant Principal Representative	Melissa Roy	<i>Melissa Roy</i>	1-13-14
Teacher Representative	Andrea Flood	<i>Andrea Flood</i>	1-13-14
Inst. Support Representative	Stephanie Conlon	<i>Stephanie Conlon</i>	1.13.14
Teacher Assistant Representative	Edaine Richardson	<i>Edaine Richardson</i>	1-13-2014
Parent Representative	Sarah Funderburk	<i>Sarah Funderburk</i>	1-13-2014
Parent Representative	Alaska Helms	<i>Alaska Helms</i>	
Parent Representative			
Parent Representative			
Parent Representative			

Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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<u>Quarter 4 Review</u>			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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Hickory Grove Elementary School Improvement Plan

Annual Review

Tentative Due Date June 2014

2013-2014



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SMART Goal (1):				
Strategic Plan Goal:				
Strategic Plan Focus Area:				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data)	2012-2013 Result	2013-2014 Target	2013-2014 Current Reality
<ul style="list-style-type: none"> Task Task Task 			<p style="text-align: center;">Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy.</p>
1.			
2.			
3.			
4.			



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SMART Goal (2):				
Strategic Plan Goal:				
Strategic Plan Focus Area:				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data)	2012-2013 Result	2013-2014 Target	2013-2014 Current Reality
<ul style="list-style-type: none"> • Task • Task • Task 			Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy.
1.			
2.			
3.			
4.			



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SMART Goal (3):				
Strategic Plan Goal:				
Strategic Plan Focus Area:				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data) • Task • Task • Task	2012-2013 Result	2013-2014 Target	2013-2014 Current Reality Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy.
1.			
2.			
3.			
4.			



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SMART Goal (4):				
Strategic Plan Goal:				
Strategic Plan Focus Area:				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data) • Task • Task • Task	2012-2013 Result	2013-2014 Target	2013-2014 Current Reality Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy.
1.			
2.			
3.			
4.			



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SMART Goal (5):				
Strategic Plan Goal:				
Strategic Plan Focus Area:				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data)	2012-2013 Result	2013-2014 Target	2013-2014 Current Reality
<ul style="list-style-type: none"> • Task • Task • Task 			Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy.
1.			
2.			
3.			
4.			



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SMART Goal (6):				
Strategic Plan Goal:				
Strategic Plan Focus Area:				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data)	2012-2013 Result	2013-2014 Target	2013-2014 Current Reality
<ul style="list-style-type: none"> • Task • Task • Task 			Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy.
1.			
2.			
3.			
4.			