

School Improvement Plan



2017-2018

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

Draft Due: October 3, 2017

Final Copy Due: October 17, 2017



2017-2018 Hickory Grove Elementary School Improvement Plan Report

Hickory Grove Elementary 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	School Website:	http://schools.cms.k12.nc.us/hickorygroveES/Pages/Default.aspx

Principal:	Dr. Jessie Becker (Principal) Matthew Bower (Interim Principal)
Learning Community Superintendent:	Charity Bell

Hickory Grove Elementary School Improvement Team Membership

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."

Committee Position	Name	Email Address	Date Elected
Principal	Jessie Becker	jessicaa.becker@cms.k12.nc.us	8-31-17
Interim Principal	Matthew Bower	Matthewa.bower@cms.k12.nc.us	8-31-17
Assistant Principal Representative	Marlies Kreutzberger	Marlies.kreutzberger@cms.k12.nc.us	8-31-17
Teacher Representative	Megan Donnelly	meghanr.carey@cms.k12.nc.us	8-31-17
Teacher Representative	Patricia Watson	Patricia.watson@cms.k12.nc.us	8-31-17
Teacher Representative	Caroline Keigher	caroliner.keigher@cms.k12.nc.us	8-31-17
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Teacher Representative	Amina Karim	amina1.ahmadoukarim@cms.k12.nc.us	8-31-17
Teacher Representative	Elizabeth Towles	elizabetht.towles@cms.k12.nc.us	8-31-17
Teacher Representative	Heather Dachiu	Heatherm.dachiu@cms.k12.nc.us	8-31-17
Teacher Representative	Ryan Nicoll	ryan1.nicoll@cms.k12.nc.us	8-31-17
Teacher Representative	Gloria Hemple	Gloria.hemple@cms.k12.nc.us	8-31-17
Teacher Representative	Chelsea Mercurio	Chelseam.mercurio@cms.k12.nc.us	8-31-17
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Inst. Support Representative	Tommy Osborne	thomasm.osborne@cms.k12.nc.us	8-31-17
Inst. Support Representative	Ashleigh Swiontek	ashleighm.swiontek@cms.k12.nc.us	8-31-17
Inst. Support Representative	Lauren Berlin	Lauren.berlin@cms.k12.nc.us	8-31-17



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Inst. Support Representative	Cassidy Ricono	Cassidyn.henry@cms.k12.nc.us	8-31-17
Parent	April Williams	aprilwilliams8318@gmail.com	8-31-17

Vision Statement

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

School: Inspire a strong school culture through a focus on meeting the social emotional needs of students and staff members in order to significantly improve student academic achievement.

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 today, tomorrow, and beyond.

Hickory Grove Elementary Shared Beliefs

NO SIDELINES

What does No Sidelines Mean to us:

- **Be Brave:** Take risks & embrace new challenges.
- **Have Heart:** Treat every school stakeholder as if they were a member of your family.
- **Be Strong:** Question the status quo at every turn. Take the path less traveled.

Hickory Grove Elementary SMART Goals

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

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- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Build a strong school culture by reducing the teacher turnover rate through a focus on meeting the social developmental needs of each student and staff member as shown through an increase in the INSIGHT survey in the categories of learning environment as well as the overall instructional culture index. Increase the learning environment goal as well as the overall instructional culture index as measured by the spring 2018 INSIGHT Survey. The learning environment domain will increase from 5.4 to 6.4. The overall instructional culture index will increase from 7.4 to 8.4.
- Increase CCR and GLP reading proficiency in grades 3-5 as measured by the NC Reading End of Grade Assessment and exceed EVAAS growth in each grade level and for the overall reading composite. GLP reading scores in 3rd grade will increase from 52.5 to 62.5, 4th grade will increase from 41.7 to 51.7, 5th grade will increase from 36.5 to 46.5, and overall GLP reading scores will increase from 44.2 to 54.2. CCR reading scores in 3rd grade will increase from 37.3 to 47.3, 4th grade will increase from 24.0 to 34.0, 5th grade will increase from 20.8 to 30.8, and overall CCR reading scores will increase from 28.1 to 38.1.
- Increase CCR and GLP math proficiency in grades 3-5 as measured by the NC Math End of Grade Assessment and exceed EVAAS growth in grades 4-5 and for the overall math composite. GLP math scores in 3rd grade will increase from 63.6 to 73.6, 4th grade will increase from 42.3 to 52.3, 5th grade will increase from 64.6 to 74.6, and overall GLP math scores will increase from 57.2 to 67.2. CCR math scores in 3rd grade will increase from 50.8 to 60.8, 4th grade will increase from 34.0 to 44.0, 5th grade will increase from 59.4 to 69.4, and overall CCR math scores will increase from 48.2 to 58.2.
- Increase CCR and GLP science proficiency in 5th grade as measured by the NC Science End of Grade Assessment and exceed EVAAS growth in 5th grade. GLP science scores in 5th grade will increase from 72.9 to 82.9. CCR science scores in 5th grade will increase from 61.5 to 71.5.

Hickory Grove Elementary Assessment Data Snapshot



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Hickory Grove Elementary School									
Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP
Participation Denominator	318	0	5	154	140	3	15	212	68
Participation Percent	100	0	0	100	99	0	0	100	99
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP
Participation Denominator	318	0	5	154	140	3	15	212	68
Participation Percent	100	0	0	100	100	0	0	100	100
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP
Participation Denominator	101	0	2	43	49	2	5	63	20
Participation Percent	100	0	0	100	100	0	0	100	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.



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600410 Hickory Grove Elementary (PK-05)

RDYSTAT - Ready Overview

Indicator	Denom	Percent
Perf Comp CCR	717	41.3
Perf Comp GLP	717	53.7
The ACT		
ACT WorkKeys		
Math Course Rigor		
CGR 4yr		
CGR 5yr		
Graduation Project	N/A	
Growth Status	Exceeded	
Growth Index	5.22	

AMOSTAT - Target Overview

Subject	#Met	#Targ	Pct
Reading Grades 3-8	5	5	100.0
Math Grades 3-8	5	5	100.0
Science Grades 5&8	4	4	100.0
Reading Grade 10			
Math Grade 10			
Science Grade 11			
Current Year EOC			
The ACT			
ACT WorkKeys			
Total Targets	14	14	100.0

SPGSTAT - School Performance Grade

Subject	Ach	Growth	Perf	Grade
Overall	54	92.0	61	C
Reading	44	85.6	52	D
Math	57	90.8	64	C
Science	73			
English II				
Math I				
Biology				
The ACT				
ACT WorkKeys				
Math Course Rigor				
CGR 4yr				

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RDYLEV - Performance Composite by Level

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	22.6	23.7	12.4	33.8	7.5	41.3	53.7
EOG	22.6	23.7	12.4	33.8	7.5	41.3	53.7
EOG Grade 3	18.6	23.3	14.0	36.4	7.6	44.1	58.1
EOG Grade 4	33.7	24.4	13.0	23.3	5.7	29.0	42.0
EOG Grade 5	18.4	23.6	10.8	38.5	8.7	47.2	58.0
Reading	32.3	23.5	16.1	24.2	<5	28.1	44.2
Reading Grade 3	24.6	22.9	15.3	31.4	5.9	37.3	52.5
Reading Grade 4	40.6	17.7	17.7	21.9	<5	24.0	41.7
Reading Grade 5	33.3	30.2	15.6	17.7	<5	20.8	36.5
Math	17.4	25.4	9.0	38.6	9.6	48.2	57.2
Math Grade 3	12.7	23.7	12.7	41.5	9.3	50.8	63.6
Math Grade 4	26.8	30.9	8.2	24.7	9.3	34.0	42.3
Math Grade 5	13.5	21.9	5.2	49.0	10.4	59.4	64.6
Science	8.3	18.8	11.5	49.0	12.5	61.5	72.9
Science Grade 5	8.3	18.8	11.5	49.0	12.5	61.5	72.9



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Performance Composite CCR													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
All Subjects	41.3 717	44.9 321	38.4 396	* <10	58.3 12	39.6 351	40.5 309	* <10	62.9 35	41.9 487	19.9 136	13.0 46	* <10
EOG	41.3 717	44.9 321	38.4 396	* <10	58.3 12	39.6 351	40.5 309	* <10	62.9 35	41.9 487	19.9 136	13.0 46	* <10
EOG Grade 3	44.1 236	46.3 108	42.2 128	* <10	* <10	46.6 116	36.8 106	* <10	83.3 12	45.6 160	24.2 62	16.7 12	* <10
EOG Grade 4	29.0 193	28.4 81	29.5 112	* <10	* <10	25.5 106	31.0 71	* <10	* <10	28.3 138	<5 29	9.1 22	* <10
EOG Grade 5	47.2 288	53.8 132	41.7 156	* <10	* <10	45.0 129	48.5 132	* <10	53.3 15	48.7 189	24.4 45	16.7 12	* <10
Reading	28.1 310	30.4 138	26.2 172	* <10	* <10	31.8 154	22.7 132	* <10	53.3 15	26.9 212	8.3 60	<5 21	* <10
Reading Grade 3	37.3 118	42.6 54	32.8 64	* <10	* <10	44.8 58	24.5 53	* <10	* <10	37.5 80	16.1 31	* <10	* <10
Reading Grade 4	24.0 96	25.0 40	23.2 56	* <10	* <10	24.5 53	22.9 35	* <10	* <10	21.7 69	<5 14	9.1 11	* <10
Reading Grade 5	20.8 96	20.5 44	21.2 52	* <10	* <10	23.3 43	20.5 44	* <10	* <10	19.0 63	<5 15	* <10	* <10
Math	48.2 311	51.1 139	45.9 172	* <10	* <10	42.9 154	50.4 133	* <10	66.7 15	50.9 212	26.2 61	19.0 21	* <10
Math Grade 3	50.8 118	50.0 54	51.6 64	* <10	* <10	48.3 58	49.1 53	* <10	* <10	53.8 80	32.3 31	* <10	* <10
Math Grade 4	34.0 97	31.7 41	35.7 56	* <10	* <10	26.4 53	38.9 36	* <10	* <10	34.8 69	6.7 15	9.1 11	* <10
Math Grade 5	59.4 96	70.5 44	50.0 52	* <10	* <10	55.8 43	61.4 44	* <10	* <10	65.1 63	33.3 15	* <10	* <10
Science	61.5 96	70.5 44	53.8 52	* <10	* <10	55.8 43	63.6 44	* <10	* <10	61.9 63	40.0 15	* <10	* <10
Science Grade 5	61.5 96	70.5 44	53.8 52	* <10	* <10	55.8 43	63.6 44	* <10	* <10	61.9 63	40.0 15	* <10	* <10

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Performance Composite GLP													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
All Subjects	53.7 717	59.5 321	49.0 396	* <10	83.3 12	50.1 351	54.7 309	* <10	74.3 35	54.4 487	28.7 136	15.2 46	* <10
EOG	53.7 717	59.5 321	49.0 396	* <10	83.3 12	50.1 351	54.7 309	* <10	74.3 35	54.4 487	28.7 136	15.2 46	* <10
EOG Grade 3	58.1 236	65.7 108	51.6 128	* <10	* <10	56.0 116	55.7 106	* <10	91.7 12	59.4 160	37.1 62	16.7 12	* <10
EOG Grade 4	42.0 193	43.2 81	41.1 112	* <10	* <10	36.8 106	45.1 71	* <10	* <10	42.8 138	6.9 29	9.1 22	* <10
EOG Grade 5	58.0 288	64.4 132	52.6 156	* <10	* <10	55.8 129	59.1 132	* <10	66.7 15	58.7 189	31.1 45	25.0 12	* <10
Reading	44.2 310	47.8 138	41.3 172	* <10	* <10	44.8 154	40.9 132	* <10	66.7 15	43.9 212	21.7 60	<5 21	* <10
Reading Grade 3	52.5 118	63.0 54	43.8 64	* <10	* <10	53.4 58	47.2 53	* <10	* <10	53.8 80	35.5 31	* <10	* <10
Reading Grade 4	41.7 96	40.0 40	42.9 56	* <10	* <10	41.5 53	37.1 35	* <10	* <10	42.0 69	<5 14	9.1 11	* <10
Reading Grade 5	36.5 96	36.4 44	36.5 52	* <10	* <10	37.2 43	36.4 44	* <10	* <10	33.3 63	13.3 15	* <10	* <10
Math	57.2 311	64.7 139	51.2 172	* <10	* <10	50.0 154	62.4 133	* <10	73.3 15	59.4 212	31.1 61	19.0 21	* <10
Math Grade 3	63.6 118	68.5 54	59.4 64	* <10	* <10	58.6 58	64.2 53	* <10	* <10	65.0 80	38.7 31	* <10	* <10
Math Grade 4	42.3 97	46.3 41	39.3 56	* <10	* <10	32.1 53	52.8 36	* <10	* <10	43.5 69	13.3 15	9.1 11	* <10
Math Grade 5	64.6 96	77.3 44	53.8 52	* <10	* <10	60.5 43	68.2 44	* <10	* <10	69.8 63	33.3 15	* <10	* <10
Science	72.9 96	79.5 44	67.3 52	* <10	* <10	69.8 43	72.7 44	* <10	* <10	73.0 63	46.7 15	* <10	* <10

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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 has a diverse and transient population of students ranging from grades pre-kindergarten through fifth grade. In terms of classrooms, we have two EC separate setting pre-kindergarten, 8 pre-kindergarten (3 inclusion and 5 general education), 5 kindergarten, 5 first grade, 5 second grade, 6 third grade, 6 fourth grade, and 5 fifth grade classrooms. Our average class size is 20. In grades K-5, we have approximately 650 students and in preschool, we have approximately 160 students enrolled for the 2017-2018 school year. Of these students 49% are African American, 43% are Latino/Hispanic, 2% are Asian, 5% are white, and 1% are other. Approximately 87% of students are considered economically disadvantaged, 23% are LEP, 13% are classified EC and 0.5% 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.

The administrative team includes a principal, an assistant principal, and a dean of instruction. In addition to our administrative team, we have three facilitators working to support and develop the effectiveness of classroom teachers. One facilitator is dedicated to kindergarten math as well as first grade literacy and math, one is dedicated to literacy in grades 2-3 and math in 2nd grade, and one is dedicated to 3rd-5th grade math. Our dean of instruction is dedicated to kindergarten literacy and preschool, and the assistant principal is dedicated to 4th and 5th grade literacy as well as 5th grade science. We have very structured coaching protocols that allow us to best support our teachers so that they can best support our students. In addition, we have numerous individuals on staff to support our pre-kindergarten through fifth grade students, including two school counselors, a family advocate, two ESL teachers, two EC teachers, a psychologist, a behavior modification technician, and one and a half speech pathologists. There are forty-two pre-kindergarten-fifth grade homeroom teachers on staff as well as ten assistants dedicated to pre-kindergarten, ten assistants and one title one tutor dedicated to kindergarten through fifth grades. Our kindergarten-fifth grade students engage in cultural arts classes daily. In terms of cultural arts staff, we have a media assistant, art teacher, physical education teacher, and music teacher. Our school also serves the community at large through two drive-in speech pathologists. All of our staff members are highly qualified and dedicated to meeting the needs of our students.

During the 2016-17 school year, our school met 100% of the AMO targets. Our overall college and career ready proficiency rate was 41%, which marked a 6 percentage point increase from the previous school year. Our overall math college and career proficiency rate was 48%, which marked an 11 percentage point increase from the previous school year. In terms of college and career ready proficiency rates in math by grade: 3rd grade was at 51%, 4th grade 34%, and 5th grade was at 59%. Our overall reading college and career proficiency rate was 28%, which marked a 3 percentage point increase from the previous school year. In terms of college and career ready proficiency rates in reading by grade: 3rd grade was at 37%, 4th grade 24%, and 5th grade was at 21%. Our overall science college and career proficiency rate for our fifth grade students was



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59%, which marked a 1 percentage point increase from the previous school year. While there were gains across the board, there is still much work to be done to ensure that every student receives a high quality academic experience.

In the 2016-2017 school year, teachers at Hickory Grove worked in Professional Learning Communities to increase their effectiveness in meeting the needs of students through the use of data. A variety of data sources were considered including: EOG results, common assessments, DIBELS, TRC, MAP and PPVT. Teachers analyzed data daily through the use of exit tickets, weekly in grade level planning meetings, tri-weekly in 1:1 meetings with coaches, quarterly in 1:1 meetings with coaches, and also quarterly in all day planning sessions with their grade level team and coach. In addition, TRC data was utilized during guided reading, where teachers taught guided reading groups based on individual text level needs as well as data regarding support needed with the Common Core Standards. In terms of math, a large focus was placed on using the unpacking document, the Common Core Standards and implementing a new workshop model to provide small group instruction daily.

During the 2017-2018 school year, we will continue to work in Professional Learning Communities to increase our effectiveness in meeting the needs of all students through the use of data. In all grades, we are focused on maximizing our weekly planning sessions to include a focus on data in order to drive our daily small group instruction. Each grade has time in their daily schedule to allow for small group instruction based on student data. In grades second-fifth, students take weekly learn check assessments in core reading and math, and that data is utilized to drive skill groups in daily reading and math workshop times. In kindergarten-first grades, learn check assessments are given on a bi-weekly basis. In addition to skill groups based on weekly common assessment data, teachers are also utilizing TRC, DIBELS, MAP, and PPVT data to inform small group instruction. During daily Reader's Workshop, teachers form and instruct skill groups as well as guided reading groups in order to improve our proficiency levels in reading. In order to effectively plan on a weekly basis utilizing this data, teachers have 90 minute as well as 50 minute planning sessions each week with a focus on reading, math or science. We are also implementing quarterly data cycles. Each quarter, teachers provide a quarterly common assessment on all the standards that were taught in core, and then they pace out the next quarter based on the data from the common assessment as well as new standards that students need to be taught. This planning for the upcoming quarter will take place during all day planning sessions each quarter for each grade. Through the use of a variety of assessments and dedicated time in the master schedule for small group instruction and teacher planning, we will remain focused on data-driven instruction throughout the year. In addition to data, our focus is also on effectively utilizing the standards to drive our instruction. So, our planning sessions and our lessons are closely aligned to the standards and the rigor of the essential standards and common core.

In terms of balanced literacy, we are focusing on using data and the standards to drive our daily core reading, Reader's Workshop, and Word Work times in our master schedule. Literacy serves as the foundation of the academic program and every grade level has at least 120 minutes for literacy instruction. Core reading is the time when students are exposed to grade level text and are focusing on a specific English Language Arts Common Core comprehension standard. Word Work is the time focused on the English Language Arts Common Core language and reading foundational standards. Reader's Workshop is the time when students are reading texts based on their individual text level data and working on



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individual reading goals. Teachers and support staff are working in small groups based on their skill level as well as their text level. During this time teachers have additional support from instructional assistants, EC teachers, ESL teachers, literacy tutors and other support staff. Assistants, EC, and ESL teachers support students during this time. Teachers also work to integrate literacy across the social studies/science content areas to continue to build a strong foundation of literacy in students. Students in grades K-2 receive forty-five minutes of science or social studies instruction daily during integrated writing.

In terms of math, we are focusing on using data and the standards to drive our daily core math and math workshop times in our master schedule. Math core is the time when students are focused on developing their skills and knowledge with the Math Common Core. Every grade level has at least 90 minutes for math instruction. Math workshop is the time when students are grouped to focus on specific grade level and above/below grade level skills that individual students may need.

Through all of these efforts, professional development is key to our plan for success. Our professional development focus for the 2017-2018 school year includes: guided reading, data-driven instruction, standards-based instruction, aggressive monitoring of student work, promoting positive student behavior. Teachers will continue to receive professional development in the use of ongoing assessment tools, technology, and effective strategies to utilize across content areas. 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 three academic facilitators, the dean of instruction and our assistant principal will also be instrumental in coaching and developing our teachers. They provide regular feedback, conduct learning walks and co-teach lessons. They utilize student data, observation data, and feedback in order to target their support for classroom teachers. The leadership team comprised of the 3 facilitators and 3 administrators will also use their knowledge from the 2016-17 book study centered on coaching teachers to enhance and support the instructional practices at the school.

For students who need additional support, outside of our regularly scheduled core and workshop times, we hold regular intervention team meetings. Through these meetings our team is able to plan, implement and monitor interventions for students. Our facilitators provide input to suggest additional academic supports and our counselor provides input in regard to supports with social/emotional needs. Outside of the intervention team, we also provide additional supports for our students with Individual Education Plans as well as English Language Learner Plans through our Exceptional Children and our English Language Learner teams. In terms of transitions, we hold an annual beginner's day to support the transition of children moving into kindergarten. We also have our kindergarten students visit the pre-kindergarten rooms in the spring to read to the pre-kindergarten students and talk to them about kindergarten. Additionally, our counselors work closely with middle school staff to transition our fifth grade students. Through these various supports, our students are able to get the support they need to meet their fullest potential.

At Hickory Grove, our staff works to create a positive and nurturing school environment. We have a student services team as well as a discipline committee that focus solely on building a strong, positive student environment. Our student services team provides individual, small group, and



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whole class counseling sessions in addition to 1:1 support as needed. Our discipline committee organizes school-wide systems to promote positive behavior as well as quarterly rewards for students. In addition, our school is continuing in the Achieve 225 grant, which provides our students with active choices during recess 3 days per week. We also have Girls on the Run for students in grades 3-5 with a focus on building a strong self-esteem as well as healthy living habits. Last but not least, we celebrate student accomplishments both academically and behaviorally through school-wide quarterly awards assemblies where parents are invited to attend as well.

Parental/family support is an important part of our school. We maintain open communication with parents through monthly newsletters, Connect 5 messages, parent teacher conferences at least twice per year, and monthly parent/family events. Due to the high population of Spanish-speaking families at Hickory Grove, we have a full time bilingual secretary as well as several other staff members who are bilingual. Our bilingual secretary 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 improvement initiatives, help plan events, raise money for the school, volunteer and engage with the school community as a whole. In 2017-2018, the following events are scheduled to encourage parental involvement: Open House, Curriculum Night, Muffins for Moms, Donuts for Dads, Mother-Son Dance, Father-Daughter Dance, Quarterly Rewards Assemblies, EOY Promotion Ceremonies, Beginner's Day, Pre-kindergarten orientation, Art/Music shows, etc. These events are designed to get families into the school to learn about how they can best support the academic and social development of their children as well as to build strong relationships between school and home. We also have a full-time family advocate who serves as a liaison between families and the school. Our school staff works to maintain strong community partnerships that also support our students and their families. We look forward to increasing opportunities for parents to engage in the learning process moving forward.

Community partners join with the school to help meet the academic and social needs of the students. Our two largest faith-based partnerships are with Hickory Grove Baptist Church and Hickory Grove Methodist Church. The Hickory Grove Baptist Church partnership has supported and continues to support our school in a variety of ways to include: volunteering, classroom buddies, celebrating the staff's work, and much more. The Hickory Grove Methodist Church partnership provides daily snack bags for 50 families on a weekly basis, and provides food and gifts for families during the holidays. In addition, we have several other partnerships to include: Hickory Grove Police Department, Trees Charlotte, Charlotte Bilingual Preschool, Parks and Recreation, Assistance League of Charlotte, Boy Scouts and Girl Scouts of America, YMCA, Family First, Cano Family Services, UNCC, Girls on the Run, and BB & T. In 2017-2018, 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! We are very excited about our growth our students showed on the spring 2017 End of Grade Assessments and are looking forward to carrying that momentum into the 2017-18 school year! 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 staff through professional development, coaching and leadership opportunities. We look forward to strengthening our parental involvement and community partnerships to ensure that our students are supported in



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every way possible.

Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and 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, cultural competency and customer service</p>

Every Child. Every Day. For a Better Tomorrow.



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<p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service 		
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools 		
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		
Data Used:	Teacher Surveys, Insight Survey, Teacher Schedules		

Strategies (determined by what data)	Point Person (title)	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. Lunch coverage will be provided by lunch monitors and support staff for supervision of students in K-5 in the Main building.</p>	Principal=Becker/ Bower	<p>Lunch duty schedule</p> <p>Reduced number of student discipline referrals from cafeteria</p>	CMS	Admin Support Staff Lunch Monitor Teacher Assistants BMT	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>



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2. Master Schedule: The schedule for lunches in both the Annex and the Main building has been arranged to manage the number of students in the cafeteria at any given time.	Assistant Principal- Kreutzberger Cafeteria Manager- Hall	Lunch Schedule Reduced number of discipline referrals from cafeteria due to fewer students in the area at one time	N/A	Admin Cafeteria Manager	(Aug-June) November 8 January 10 March 7 May 16
3. School wide cafeteria expectations: The behavior matrix, posted in the cafeteria, sets clear behavioral expectations for students.	Principal=Becker/ Bower Assistant Principal- Kreutzberger	Reduced number of student discipline referrals Informal observations of cafeteria Feedback from lunch coverage staff	N/A	Admin Discipline Committee Lunch Monitor BMT	(Aug-June) November 8 January 10 March 7 May 16

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 providing 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
Data Used:	Insight Survey, Teacher Surveys, Working Conditions Survey, Teacher Schedules

Strategies (determined by what data) <ul style="list-style-type: none"> ● Task ● Task ● Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> ● Interim Dates
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<p>1. Master Schedule:</p> <ul style="list-style-type: none"> • Create a Master Schedule allowing duty free instructional planning for every teacher for 90 minutes once a week and 55 minutes four times a week. • Implement 60 minute planning/lunch common planning time daily for Cultural Arts Teachers 	<p>Principal-Becker/Bower</p> <p>Assistant Principal-Kreutzberger</p>	<p>Master Schedule</p> <p>Classroom Observations</p> <p>Grade Level Agendas</p> <p>Students will gain more academic success due to teachers being prepared for each lesson</p>	<p>N/A</p>	<p>Admin Facilitators Classroom Teachers EC/ESL Teachers Cultural Arts Teachers Teacher Assistants</p>	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>
<p>2. Arrange Class Coverage:</p> <ul style="list-style-type: none"> • Cultural Arts team covers classroom teachers for 55 minutes daily and 90 minutes 1 day per week 	<p>Principal- Becker/Bower</p> <p>Assistant Principal-Kreutzberger</p>	<p>Master Schedule</p> <p>Classroom Observations</p> <p>Team Minutes</p> <p>Less transition time for students since CAT teachers will be in the classroom at the beginning of each day</p>	<p>N/A</p>	<p>Admin Facilitators Classroom Teachers EC/ESL Teachers CAT Teachers Teacher Assistants</p>	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>
<p>3. Maximize planning effectiveness through the use of 55 and 90 minute planning templates</p> <ul style="list-style-type: none"> • Templates represent focus on standards and data • Admin/Facilitator attendance in every single planning session for reading and math • Provide resources to understand standards and effectively utilize data in planning sessions 	<p>Principal-Becker/Bower</p> <p>Assistant Principal-Kreutzberger</p> <p>Facilitators- Berlin, Ricono, Swiontek</p>	<p>Planning Agendas</p> <p>Resources for Planning: Question Stems, Unpacking documents, Data Spreadsheets/Analysis Tools, Released EOG</p> <p>Teacher Feedback on Planning</p> <p>Students will gain more success as content material will be aligned to Standards</p>	<p>N/A</p>	<p>Admin Facilitators</p>	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>



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4. Establish other means of communication to ensure that planning time is focused on instruction (data and standards) <ul style="list-style-type: none"> • Wildcat Word: weekly staff newsletter • Sending emails instead of conducting meetings • Monthly Staff Meetings • Removing all non-instructional items from planning agendas 	Principal=Becker/ Bower Assistant Principal- Kreutzberger Dean of Instruction- Smith Facilitators- Berlin, Ricono, Swiontek	Wildcat Word Staff Meeting Agendas Planning Agendas Students will receive more instructional time in the classroom due to teachers receiving communication outside of school day	N/A	Admin Facilitators	(Aug-June) November 8 January 10 March 7 May 16
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 Emotional Health				
Data Used:	Insight Survey, Working Conditions Survey, Teacher Surveys, Bullying Forms				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	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 Safety and Respect of All BP manual, and provided with train the trainer materials. • School Staff Training: Student 	Counselors- Osborne, Perry BMT- Dixon	Student Services Team (SST) will lead bullying prevention efforts of Hickory Grove Elementary School Staff will have an understanding of Hickory Grove's bullying prevention efforts and expectations	N/A	Counselors BMT Discipline Committee SLT	(Aug-June) November 8 January 10 March 7 May 16



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<p>Services Team will provide information to teachers and support staff regarding the district-wide program, school efforts and BP awareness at the August BOY PD and throughout the year</p> <ul style="list-style-type: none"> Discipline Committee: encompasses character education, anti-bullying curriculum 		<p>Discipline Committee establishes clear objectives as indicated in the CMS district plan</p> <p>Decrease in student referrals</p> <p>Increase in student responses to survey "I feel safe at school"</p>		<p>School Staff</p> <p>Admin</p>	
<p>2.Character Education</p> <ul style="list-style-type: none"> Implement monthly character traits as seen on display throughout the school Quarterly celebrations based on Dojo Points school-wide Lessons taught throughout the year by school counselors through small group and whole class counseling sessions to incorporate character education Wildcat WOW chart also linked with Class Dojo to track daily behavior and communicate with parents 	<p>Counselors- Osborne, Perry</p> <p>BMT- Dixon</p>	<p>Lesson plans</p> <p>Classroom observations</p> <p>Pre & Post-Surveys for small groups</p> <p>Quarterly Awards</p> <p>Increase in student school culture as students feel pride for receiving awards in the classroom and at monthly assemblies</p>	<p>N/A</p>	<p>Counselors</p> <p>BMT</p> <p>Discipline Committee</p> <p>Admin</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
<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 	<p>PE Teacher- Cail</p> <p>Assistant Principal (scheduling)- Kreutzberger</p>	<p>Recess Observations</p> <p>Master Schedule</p> <p>Recess Specialist Schedule</p>	<p>N/A</p>	<p>PE Teacher</p> <p>Assistant Principal</p> <p>Parks and Rec. Recess Specialist</p> <p>Principal</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<ul style="list-style-type: none"> and athletic equipment Achieve 225 partnership with Parks and Recreation: Our PE teacher and recess specialist through Parks and Rec. are collaborating to provide interactive activities for teachers to utilize as well as the recess specialist will work with teachers on implementation 3 days per week. 				Teachers	
<p>4. School Health Team</p> <ul style="list-style-type: none"> Establishes a school Health Advisory Committee-Action for Healthy Eating The committee plans, implements and monitors the implementation of the healthy food plan The committee will meet monthly The committee will include the following members: <ul style="list-style-type: none"> School Nurse Cafeteria Manager Parent Teacher Administrator Counselor 	School Nurse-Robbins	<p>Minutes from the committee meetings</p> <p>Schedule of meetings</p> <p>Students will be provided healthy snacks and learn about healthy eating habits</p>	N/A	<p>School Nurse</p> <p>Cafeteria Manager</p> <p>Counselor</p> <p>Teacher</p> <p>Admin</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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SMART Goal (4):	Build a strong school culture by reducing the teacher turnover rate through a focus on meeting the social developmental needs of each student and staff member as shown through an increase in the INSIGHT survey in the categories of learning environment as well as the overall instructional culture index. Increase the learning environment goal as well as the overall instructional culture index as measured by the spring 2018 INSIGHT Survey. The learning environment domain will increase from 5.4 to 6.4. The overall instructional culture index will increase from 7.4 to 8.4.		
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence. Goal 2: Recruit, develop, retain and reward a premier workforce		
Strategic Plan Focus Area:	Physical Safety, High Engagement, Cultural Competence, Social and Emotional Health, Individualized professional development, Retention/quality appraisals, Leadership development		
Data Used:	INSIGHT Survey, Teacher Turnover Rate Data, Professional Development Feedback/Data		

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Discipline Committee (learning environment focus) <ul style="list-style-type: none"> Comprised of teachers, support staff and the leadership team designed to facilitate feedback and implement actionable steps to improve our learning 	Counselors- Osborne, Perry BMT- Dixon	INSIGHT survey data Reduced Teacher Turnover Quarterly Incentives for students based on Dojo points	N/A	Counselors BMT Dean of Instruction	(Aug-June) November 8 January 10 March 7 May 16



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<p>environment</p> <ul style="list-style-type: none"> Develop and refine school-wide discipline system Provide PD to staff at BOY regarding school-wide discipline plan as well as throughout the year Facilitate the implementation of Class Dojo and the Wildcat WOW chart in all classrooms daily Create a communication sheet to go in every child's agenda so parents can get daily communication regarding Dojo through the App and then the WOW chart through the agenda Utilize feedback from INSIGHT survey to drive support focused on the Learning Environment domain of the survey 		<p>Classroom Walkthroughs/ Informal and formal observations</p> <p>Decreased student referrals</p> <p>Class Dojo</p> <p>Wildcat WOW Charts</p> <p>Student agendas with communication sheets to parents and daily notes of color from Wildcat WOW chart</p> <p>School-wide Discipline Plan Document</p> <p>Artifacts from Discipline PD's throughout the year</p>		<p>Discipline Committee</p> <p>Classroom Teachers</p> <p>Admin</p>	
<p>2. Student Services Team (SST) (learning environment focus)</p> <ul style="list-style-type: none"> Team comprised of 2 counselors and BMT with primary focus supporting student discipline needs both reactively and proactively Meet on a bi-weekly basis to discuss student caseloads, PD, and other supports. Dean of Instruction supports this team by attending meetings as well. Facilitate work with community partners to support students/families: Hickory Grove 	<p>Counselors- Osborne, Perry</p> <p>BMT- Dixon</p> <p>Assistant Principal- Kreutzberger</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>Agendas from bi-weekly SST meetings</p> <p>Student caseloads assigned to each member of SST</p> <p>Projects with community partners: snack packs for families, holiday sponsorships, presenting at church services, volunteering with students, fundraising events</p>	<p>N/A</p>	<p>Counselors</p> <p>BMT</p> <p>Dean of Instruction</p> <p>Discipline Committee</p> <p>Classroom Teachers</p> <p>Admin</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>Baptist Church, Hickory Grove Methodist Church, Family First, Cano Family Services, etc.</p> <ul style="list-style-type: none"> Classroom Monitoring: SST provides daily check-ins for students who need further support Modified Behavioral Plans: In addition to classroom monitoring as needed for students who need further support to promote positive behavior Google Tracker to track individual student behavior when support is needed from the SST in order to guide work in regard to interventions Referrals: SST will work with staff to provide immediate support and resolution when a referral is needed Provide ongoing counseling sessions individually, small group, and whole group 		<p>Modified Behavior Plans for Students</p> <p>Daily check-in notes with students</p>			
<p>3. Intervention Team (learning environment focus)</p> <ul style="list-style-type: none"> Counselor and Facilitator serve as intervention team co-facilitators for the school Collaborate with teachers around which students would benefit from this support and set-up meetings to discuss further support for individual students Involve parents/guardians: Invites to intervention team 	<p>Counselor- Osborne</p> <p>Facilitator- Swiontek</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>Intervention Team Cases</p> <p>Intervention Team Paperwork</p>	<p>N/A</p>	<p>Counselor</p> <p>IT Facilitator</p> <p>Classroom Teachers</p> <p>Admin</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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meetings, facilitating feedback in determining best interventions for each student					
<p>4. School Uniforms (learning environment focus)</p> <ul style="list-style-type: none"> • Consistent communication around uniform expectations • Parent contact/change of clothes in the instance of students out of compliance with uniform • Seek out donations for uniform closet at the school • Continue partnership with Operation School Bell to supply uniforms to students in need 	<p>Parent Advocate- Lemon</p> <p>Counselors- Osborne, Perry</p> <p>Secretaries- Stewart, Vega</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>School Website: Uniform Communication</p> <p>Uniform Communication Cards</p> <p>Uniform Closet</p> <p>Students in Uniforms</p> <p>Reduced number of student discipline referrals</p>	<p>Donations</p> <p>Title I: Uniforms for MCV students</p>	<p>Parent Advocate</p> <p>Counselors</p> <p>Secretaries</p> <p>Admin</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
<p>5. INSIGHT Communication</p> <ul style="list-style-type: none"> • Ongoing meetings with staff to create awareness around the INSIGHT Survey to include: noting questions asked, noting evidence at the school for each question, seeking out feedback to improve further with survey questions, reporting on survey results in the fall and spring and make adjustments to the plan based on data • Committee Updates: Have all committees to share out their goals and progress as they 	<p>Principal- Becker/ Bower</p> <p>Assistant Principal- Kreutzberger</p> <p>Committee Chairs</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>Staff Meeting PowerPoints regarding INSIGHT and committee sharing</p> <p>INSIGHT evidence document</p> <p>Committee agendas</p> <p>SLT, PTO and Leadership Team Meeting Agendas</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Committee Chairs</p> <p>Committee Members</p> <p>SLT</p> <p>Teachers</p> <p>PTO</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>relate to the mission/vision ongoing at staff meeting</p> <ul style="list-style-type: none"> • Communication regarding Mission/Vision: Our focus on academics and culture is present in every single staff meeting, SLT meeting, and leadership team meeting • Communication regarding INSIGHT survey as well as seeking feedback from all stakeholders during SLT and PTO meetings 					
<p>6. Professional Development</p> <ul style="list-style-type: none"> • Have teacher leaders from kindergarten, second, third, and fourth grade attending CMS ILT meetings, in addition to principal, assistant principal, and 2 facilitators who will then provide PD to staff throughout the year based on learning from CMS ILT meetings. A big focus from this work will be academic conversations & student engagement as well as writing. • Monthly PD w/the leadership team to strengthen coaching based on the book <u>Get Better Faster</u>. 3 members of the leadership team attended 2 days of PD in July 2017 to support this work for the 2017-18 school year. • Protocols for weekly core and workshop led by members of the 	<p>Facilitators- Berlin, Ricono, Swiontek</p> <p>Admin- Becker/ Bower, Kreutzberger</p> <p>Pre-K Facilitator- Jewell</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>Attendance at CMS ILT Meetings</p> <p>PD provided to staff based on learning from CMS ILT meetings</p> <p>Agendas from leadership team meetings</p> <p>Agendas from planning sessions</p> <p>Agendas from all day quarterly planning</p> <p>Year-long School PD Plan</p> <p>Coaching Protocols: Communication Log, Tri-Weekly Coach/Teacher Meeting</p>	<p>Title I for all day planning sessions with substitutes</p> <p>District for substitutes for CMS ILT meetings</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>leadership team</p> <ul style="list-style-type: none"> • Quarterly all day planning sessions off campus to reflect on student data and plan for the upcoming quarter • Year-long school PD Plan to include workdays, staff meetings, and early release days with focus on the following: Data-Driven Instruction (DDI), standards-based learning, effective use of technology, balanced literacy, academic conversations, workshop model, close reading, guided reading, word work, and mini lessons • Coaching: Each teacher has a member of the leadership team assigned as their coach who will provide individualized PD through modeling, co-teaching, planning, etc. Each member of the leadership team also is coached by the principal through bi-weekly 1-1 coaching meetings. • Staff members attend additional PD outside of the school to enhance teaching and learning to include: CMS ILT, Intentional Leadership Academy, Assistant Principal Professional Development (PD) through Northeast Learning Community (NELC), Facilitator Meetings through NELC, PD offered 		<p>Agendas/Artifacts from PD outside of HGES</p>			
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through CMS on workdays and/or throughout the year					
<p>7. Coaching</p> <ul style="list-style-type: none"> ● 6 members on leadership team: 5 have assigned classroom teacher coaching caseloads, principal coaches the other 5 members ● Principal meets with each leadership team member on a bi-weekly basis for a 90 minute 1-1 coaching session ● 5 Leadership Team Members meet with teachers on a tri-weekly basis for 1-1 coaching session in addition to coaching in the following ways: facilitating planning, co-teaching, modeling, providing resources, providing ongoing feedback ● Use of coach/teacher communication logs to be able to communicate on a consistent basis ● Monthly walkthroughs from principal aligned to coaching points developed between teacher and coach ● Monthly leadership team meetings focused on <u>Get Better Faster</u> coaching techniques as well as mapping out PD for 	<p>Facilitators- Berlin, Ricono, Swiontek</p> <p>Admin- Becker/ Bower, Kreutzberger</p> <p>Pre-K Facilitator- Jewell</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>Coaching Protocols: Communication Log, Bi-Weekly Meeting w/Principal, Tri-Weekly Coach/Teacher Meeting</p> <p>Staff Meeting PowerPoint with Coaching Information</p> <p>Leadership Team Meeting Agendas</p>	N/A	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>teachers</p> <ul style="list-style-type: none"> • PD provided to staff at BOY by principal to create transparency around coaching • Leadership team receive coaching PD through NORTHEAST LEARNING COMMUNITY as well as Paul Bambrick and the Intentional Leadership Academy • Assess the effectiveness on teacher practice based on Insight Survey results, student achievement data, etc. and make coaching adjustments as needed • Collaborate with Northeast Learning Community staff to improve effectiveness with coaching (Ex: walkthroughs with learning community superintendent, executive director, curriculum coordinator) 					
<p>8. Staff Recognition</p> <ul style="list-style-type: none"> • Staff members send weekly shout-out's to the dean and the dean compiles these to send out each week (Weekly Wildcat Shout-Out's) • Principal sends out Weekly Wildcat Word newsletter with kudos section • Administrative team presents Hickory Grove Hero awards on a monthly basis to staff members 	<p>Principal- Becker/ Bower</p> <p>Assistant Principal- Kreutzberger</p> <p>Leadership Team- Berlin, Ricono, Swiontek</p>	<p>INSIGHT survey data</p> <p>Reduced Teacher Turnover</p> <p>Weekly Wildcat Shout-Out's</p> <p>Wildcat Word with Kudos</p> <p>Hickory Grove Hero Awards</p> <p>Individual Notes of Praise to Staff</p>	<p>PTO: Staff Appreciation Gifts/Items</p>	<p>Leadership Team</p> <p>Staff</p>	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>



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<p>who exemplify our mission/vision and these awards are posted in the foyers of both buildings</p> <ul style="list-style-type: none"> • Leadership Team provides individual notes/emails throughout the year to say “thank you” for your work for staff • Birthday Cards: Each staff member receives a handwritten card from the administrative team that includes kudos for their work in addition to birthday wishes • Staff Gifts/Appreciation Events: Each month a social outing, a school “swag” gift, or a meal are planned to support a positive school culture 		<p>Individual Birthday Cards w/Notes of Praise</p>			
<p>SMART Goal (5):</p>	<p>Increase CCR and GLP reading proficiency in grades 3-5 as measured by the NC Reading End of Grade Assessment and exceed EVAAS growth in each grade level and for the overall reading composite. GLP reading scores in 3rd grade will increase from 52.5 to 62.5, 4th grade will increase from 41.7 to 51.7, 5th grade will increase from 36.5 to 46.5, and overall GLP reading scores will increase from 44.2 to 54.2. CCR reading scores in 3rd grade will increase from 37.3 to 47.3, 4th grade will increase from 24.0 to 34.0, 5th grade will increase from 20.8 to 30.8, and overall CCR reading scores will increase from 28.1 to 38.1.</p>				
<p>Strategic Plan Goal:</p>	<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 2: Recruit, develop, retain and reward a premier workforce Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.</p>				
<p>Strategic Plan Focus Area:</p>	<p>College- and career-readiness, Academic growth/high academic achievement, Access to</p>				



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	rigor, Closing achievement gaps, Individualized professional development, Leadership development, Data Integrity and Data Use
Data Used:	Teacher Surveys, EOG Assessment Results, EVAAS Data

Strategies (determined by what data) ● Task ● Task ● Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) ● Interim Dates
1. Provide daily differentiated instruction in the form of: <ul style="list-style-type: none"> ● Flexible grouping during daily workshops ● Guided reading groups ● One-on-one conferencing ● EC, TD, and ESL push-in and pull-out supports ● Evaluate the progress of subgroups (EC, LEP) to determine the effectiveness of core and invention programs. ● Refine the core and intervention programs based on the various needs of the subgroups. ● Support staff member in each classroom during daily reader’s workshop to provide LLI with 2 groups per day in addition to the 2 times the groups are seen with their homeroom teacher. The two reading groups who receive LLI daily will receive small group reading instruction with an adult 7 times per week. 	Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin Pre-K Facilitator- Jewell	Increased student academic success on assessments (MAP, TRC, Common Assessments) Daily Exit Tickets Grouping indicated on lesson plans as small group instruction 50 minute planning agenda for workshops in K-5 90 minute planning in Pre-K with focus on data collected through TSGold Informal/formal observations Leveled Literacy Intervention (LLI) Master Schedule with daily workshops EC/ESL/TD inclusion co-taught groups	N/A	Leadership Team Pre-K Facilitator Support Staff: EC, TD, ESL, TA’s, Tutors Teachers	(Aug-June) November 8 January 10 March 7 May 16



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<ul style="list-style-type: none"> Small group instruction based on TSGold data in Pre-K 		Data Trackers			
<p>2. Quarterly Data Cycle</p> <ul style="list-style-type: none"> Creation of quarterly common assessments based on standards and student data Item analysis of quarterly assessment in order to plan for the upcoming quarter All day planning day for all K-5 teachers to include diving deep with student data and standards in order to prepare for the upcoming quarter Quarterly areas of focus for data collection with Pre-K that drives focus for small groups Planning regarding DDI on early release days 	<p>Leadership Team- Becker/Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, TRC, Common Assessments)</p> <p>Assessments</p> <p>Quarterly planning agenda</p> <p>Early release day PD agenda</p> <p>Analysis spreadsheets</p> <p>Pacing Calendars</p> <p>Pre-K Data Collection through TSGold</p>	N/A	<p>Leadership Team</p> <p>Pre-K Facilitator</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
<p>3. Utilize data in weekly planning sessions</p> <ul style="list-style-type: none"> K-5 workshop planning protocol to include: pulling assessment reports from Mastery Connect, force ranking questions, identifying skills needed to get questions correct, creating objectives for next week's workshop from this data Utilize quarterly pacing based on previous quarter's common 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, TRC, Common Assessments)</p> <p>Weekly planning agendas</p> <p>Weekly workshop lesson plans in K-5</p> <p>Quarterly and weekly common assessments</p>	Title I District Funding=Mastery Connect License	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Classroom Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>assessment data to determine daily objectives for core planning and instruction in addition to utilizing teacher-created charts unpacking each standard for that quarter</p> <ul style="list-style-type: none"> • Have leadership team member in all weekly planning sessions to support use of data and standards • Provide a school-wide yearlong data tracker (Google Doc) that all homeroom teachers utilize to input major assessment data throughout the year (Ex: MAP, Quarterlies, TRC, EOG's) • Utilize quarterly data analysis spreadsheets for teachers to analyze quarterly common assessment data and plan for the upcoming quarter • Utilize Mastery Connect to upload weekly assessment data and run reports for use in workshop planning • Utilize TSGold in Pre-K to track data to then utilize in weekly 90 minute planning sessions 		<p>Core independent practice that is utilized to inform skill groups</p> <p>Walkthroughs of reader's workshop</p> <p>Yearlong data tracker</p> <p>Quarterly assessment analysis sheets</p> <p>TSGold data collection</p> <p>Small group plans in pre-k</p>			
<p>4. Utilize ELA Common Core standards to guide all planning</p> <ul style="list-style-type: none"> • Provide standards and daily objectives on each planning agenda prior to meeting • Provide ongoing professional development in regard to understanding the ELA Common 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, TRC, Common Assessments)</p> <p>Weekly planning agendas</p> <p>Observations of Planning</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Classroom Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>Core in addition to the pre-k standards in the following ways: early release days, staff meetings, workdays, planning, individualized coaching</p> <ul style="list-style-type: none"> Refer to unpacking, released EOG's, question stems and standards when discussing each lesson during planning. Each teacher in grades K-5 is provided with a planning binder at the BOY that contains all of these resources in regard to the standards. 		<p>Lesson Plans</p> <p>Daily Objectives posted in classroom</p> <p>Planning Binders with standards-based resources</p> <p>PD agendas throughout the year</p>			
<p>5. Coaching Caseloads</p> <ul style="list-style-type: none"> 6 members on leadership team: 5 have assigned classroom teacher coaching caseloads, principal coaches the other 5 members Principal meets with each leadership team member on a bi-weekly basis for a 90 minute 1-1 coaching session 5 Leadership Team Members meet with teachers on a tri-weekly basis for 1-1 coaching session in addition to coaching in the following ways: facilitating planning, co-teaching, modeling, providing resources, providing ongoing feedback Use of coach/teacher communication logs to be able to communicate on a consistent basis 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, TRC, Common Assessments)</p> <p>Coaching Protocols: Communication Log, Bi-Weekly Meeting w/Principal, Tri-Weekly Coach/Teacher Meeting</p> <p>Staff Meeting PowerPoint with Coaching Information</p> <p>Leadership Team Meeting Agendas</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<ul style="list-style-type: none"> • Monthly walkthroughs from principal aligned to coaching points developed between teacher and coach • Monthly leadership team meetings focused on <u>Get Better Faster</u> coaching techniques as well as mapping out PD for teachers • PD provided to staff at BOY by principal to create transparency around coaching • Leadership team receive coaching PD through NORTHEAST LEARNING COMMUNITY as well as Paul Bambrick and the Intentional Leadership Academy • Assess the effectiveness on teacher practice based on Insight Survey results, student achievement data, etc. and make coaching adjustments as needed • Collaborate with Northeast Learning Community Staff to improve effectiveness with coaching (Ex: walkthroughs with Learning Community superintendent, executive director, curriculum coordinator) 					
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<p>6. Professional Development</p> <ul style="list-style-type: none"> • Have teacher leaders from kindergarten, second, third, and fourth grade attending CMS ILT meetings, in addition to principal, assistant principal, and 2 facilitators who will then provide PD to staff throughout the year based on learning from CMS ILT meetings. A big focus from this work will be academic conversations & student engagement as well as writing. • Monthly PD w/the leadership team to strengthen coaching based on the book <u>Get Better Faster</u>. 3 members of the leadership team attended 2 days of PD in July 2017 to support this work for the 2017-18 school year • Protocols for weekly core and workshop led by members of the leadership team • Quarterly all day planning sessions to reflect on student data and plan for the upcoming quarter • Year-long school PD Plan to include workdays, staff meetings, and early release days with focus on the following: Data-Driven Instruction (DDI), standards-based learning, effective use of technology, balanced literacy, academic conversations, workshop model, 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, TRC, Common Assessments)</p> <p>Attendance at CMS ILT Meetings</p> <p>PD provided to staff based on learning from CMS ILT meetings</p> <p>Agendas from leadership team meetings</p> <p>Agendas from planning sessions</p> <p>Agendas from all day quarterly planning</p> <p>Year-long School PD Plan</p> <p>Coaching Protocols: Communication Log, Tri-Weekly Coach/Teacher Meeting</p> <p>Agendas/Artifacts from PD outside of HGES</p>	<p>Title I for all day planning sessions with substitutes</p> <p>District for substitutes for CMS ILT meetings</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
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<p>close reading, guided reading, word work, and mini lessons</p> <ul style="list-style-type: none">• Coaching: Each teacher has a member of the leadership team assigned as their coach who will provide individualized PD through modeling, co-teaching, planning, etc. Each member of the leadership team also is coached by the principal through bi-weekly 1-1 coaching meetings.• Staff members attend additional PD outside of the school to enhance teaching and learning to include: CMS ILT, Intentional Leadership Academy, Assistant Principal Professional Development (PD) through Northeast Learning Community (NELC), Facilitator Meetings through NELC, PD offered through CMS on workdays and/or throughout the year					
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SMART Goal (6):	Increase CCR and GLP math proficiency in grades 3-5 as measured by the NC Math End of Grade Assessment and exceed EVAAS growth in grades 4-5 and for the overall math composite. GLP math scores in 3rd grade will increase from 63.6 to 73.6, 4th grade will increase from 42.3 to 52.3, 5th grade will increase from 64.6 to 74.6, and overall GLP math scores will increase from 57.2 to 67.2. CCR math scores in 3rd grade will increase from 50.8 to 60.8, 4th grade will increase from 34.0 to 44.0, 5th grade will increase from 59.4 to 69.4, and overall CCR math scores will increase from 48.2 to 58.2.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 2: Recruit, develop, retain and reward a premier workforce Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.
Strategic Plan Focus Area:	College- and career-readiness, Academic growth/high academic achievement, Access to rigor, Closing achievement gaps, Individualized professional development, Leadership development, Data Integrity and Data Use
Data Used:	Teacher Surveys, EOG Assessment Results, EVAAS Data

Strategies (determined by what data) ● Task ● Task ● Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) ● Interim Dates
1. Provide daily differentiated instruction in the form of: <ul style="list-style-type: none"> ● Flexible grouping during daily workshops ● Guided math groups ● One-on-one conferencing ● EC, TD, and ESL push-in and pull-out supports ● Utilize support staff to push-in and pull small groups during 	Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin Pre-K Facilitator- Jewell	Increased student academic success on assessments (MAP, Common Assessments) Daily Exit Tickets Grouping indicated on lesson plans as small group instruction 55 minute planning agenda for	N/A	Leadership Team Pre-K Facilitator Support Staff: EC, TD, ESL, TA's	(Aug-June) November 8 January 10 March 7 May 16



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<p>daily math workshop along with the core math teacher</p> <ul style="list-style-type: none"> Evaluate the progress of subgroups (EC, LEP) to determine the effectiveness of core and invention programs. Refine the core and intervention programs based on the various needs of the subgroups. Small group instruction based on TSGold data in Pre-K 		<p>workshops in K-5</p> <p>90 minute planning in Pre-K with focus on data collected through TSGold</p> <p>Informal/formal observations</p> <p>Master Schedule with daily workshops</p> <p>EC/ESL/TD inclusion co-taught groups</p> <p>Data Trackers</p>		Teachers	
<p>2. Quarterly Data Cycle</p> <ul style="list-style-type: none"> Creation of quarterly common assessments based on standards and student data Item analysis of quarterly assessment in order to plan for the upcoming quarter All day planning day for all K-5 teachers to include diving deep with student data and standards in order to prepare for the upcoming quarter Quarterly areas of focus for data collection with Pre-K that drives focus for small groups Planning regarding DDI on early release days 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, Common Assessments)</p> <p>Assessments</p> <p>Quarterly planning agenda</p> <p>Early release day PD agenda</p> <p>Analysis spreadsheets</p> <p>Pacing Calendars</p> <p>Pre-K Data Collection through TSGold</p>	N/A	<p>Leadership Team</p> <p>Pre-K Facilitator</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>3. Utilize data in weekly planning sessions</p> <ul style="list-style-type: none"> • K-5 workshop planning protocol to include: pulling assessment reports from Mastery Connect, force ranking questions, identifying skills needed to get questions correct, creating objectives for each small group for the next week's workshop, placing students into math workshop groups all based on the previous week's assessment data • Utilize quarterly pacing based on previous quarter's common assessment data to determine daily objectives for core planning and instruction in addition to utilizing teacher-created charts unpacking each standard for that quarter • Have leadership team member in all weekly planning sessions to support use of data and standards • Provide a school-wide yearlong data tracker (Google Doc) that all homeroom teachers utilize to input major assessment data throughout the year (Ex: MAP, Quarterlies, EOG's) • Utilize quarterly data analysis spreadsheets for teachers to analyze quarterly common assessment data and plan for 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, Common Assessments)</p> <p>Weekly planning agendas</p> <p>Weekly workshop lesson plans in K-5</p> <p>Quarterly and weekly common assessments</p> <p>Core independent practice that is utilized to inform skill groups</p> <p>Walkthroughs of math workshop</p> <p>Yearlong data tracker</p> <p>Quarterly assessment analysis sheets</p> <p>TSGold data collection</p> <p>Small group plans in pre-k</p>	<p>Title I District Funded=Mastery Connect License</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Classroom Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
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<p>the upcoming quarter</p> <ul style="list-style-type: none"> Utilize Mastery Connect to upload weekly assessment data and run reports for use in workshop planning Utilize TSGold in Pre-K to track data to then utilize in weekly 90 minute planning sessions 					
<p>4. Utilize Math Common Core standards to guide all planning</p> <ul style="list-style-type: none"> Provide standards and daily objectives on each planning agenda prior to meeting Provide ongoing professional development in regard to understanding the Math Common Core in addition to the pre-k standards in the following ways: early release days, staff meetings, workdays, planning, individualized coaching Refer to unpacking, released EOG's, question stems and standards when discussing each lesson during planning. Each teacher in grades K-5 is provided with a planning binder at the BOY that contains all of these resources in regard to the standards. 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, Common Assessments)</p> <p>Weekly planning agendas</p> <p>Observations of Planning</p> <p>Lesson Plans</p> <p>Daily Objectives posted in classroom</p> <p>Planning Binders with standards-based resources</p> <p>PD agendas throughout the year</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p> <p>Classroom Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
<p>5. Coaching Caseloads</p> <ul style="list-style-type: none"> 6 members on leadership team: 5 have assigned classroom teacher coaching caseloads, principal coaches the other 5 members 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p>	<p>Increased student academic success on assessments (MAP, Common Assessments)</p> <p>Coaching Protocols: Communication Log, Bi-Weekly</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Pre-K Facilitator</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<ul style="list-style-type: none"> • Principal meets with each leadership team member on a bi-weekly basis for a 90 minute 1-1 coaching session • 5 Leadership Team Members meet with teachers on a tri-weekly basis for 1-1 coaching session in addition to coaching in the following ways: facilitating planning, co-teaching, modeling, providing resources, providing ongoing feedback • Use of coach/teacher communication logs to be able to communicate on a consistent basis • Monthly walkthroughs from principal aligned to coaching points developed between teacher and coach • Monthly leadership team meetings focused on <u>Get Better Faster</u> coaching techniques as well as mapping out PD for teachers • PD provided to staff at BOY by principal to create transparency around coaching • Leadership team receive coaching PD through NELC as well as Paul Bambrick and the Intentional Leadership Academy • Assess the effectiveness on teacher practice based on Insight Survey results, student 	<p>Pre-K Facilitator- Jewell</p>	<p>Meeting w/Principal, Tri-Weekly Coach/Teacher Meeting</p> <p>Staff Meeting PowerPoint with Coaching Information</p> <p>Leadership Team Meeting Agendas</p>		<p>Teachers</p>	
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<p>achievement data, etc. and make coaching adjustments as needed</p> <ul style="list-style-type: none"> Collaborate with Northeast Learning Community to improve effectiveness with coaching (Ex: walkthroughs with Northeast Learning Community superintendent, executive director, curriculum coordinator) 					
<p>6. Professional Development</p> <ul style="list-style-type: none"> Have teacher leaders from kindergarten, second, third, and fourth grade attending CMS ILT meetings, in addition to principal, assistant principal, and 2 facilitators who will then provide PD to staff throughout the year based on learning from CMS ILT meetings. A big focus from this work will be academic conversations & student engagement as well as writing. Monthly PD w/the leadership team to strengthen coaching based on the book <u>Get Better Faster</u>. 3 members of the leadership team attended 2 days of PD in July 2017 to support this work for the 2017-18 school year Protocols for weekly core and workshop led by members of the leadership team Quarterly all day planning 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p> <p>Pre-K Facilitator- Jewell</p>	<p>Increased student academic success on assessments (MAP, Common Assessments)</p> <p>Attendance at CMS ILT Meetings</p> <p>PD provided to staff based on learning from CMS ILT meetings</p> <p>Agendas from leadership team meetings</p> <p>Agendas from planning sessions</p> <p>Agendas from all day quarterly planning</p> <p>Year-long School PD Plan</p> <p>Coaching Protocols: Communication Log, Tri-Weekly Coach/Teacher Meeting</p> <p>Agendas/Artifacts from PD</p>	<p>Title I for all day planning sessions with substitutes</p> <p>District for substitutes for CMS ILT meetings</p>	<p>Leadership Team</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>sessions to reflect on student data and plan for the upcoming quarter</p> <ul style="list-style-type: none"> • Year-long school PD Plan to include workdays, staff meetings, and early release days with focus on the following: Data-Driven Instruction (DDI), standards-based learning, effective use of technology, academic conversations, and the workshop model • Coaching: Each teacher has a member of the leadership team assigned as their coach who will provide individualized PD through modeling, co-teaching, planning, etc. Each member of the leadership team also is coached by the principal through bi-weekly 1-1 coaching meetings. • Staff members attend additional PD outside of the school to enhance teaching and learning to include: CMS ILT, Intentional Leadership Academy, Assistant Principal Professional Development (PD) through Northeast Learning Community (NELC), Facilitator Meetings through NELC, PD offered through CMS on workdays and/or throughout the year 		<p>outside of HGES</p>			
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SMART Goal (7):	Increase CCR and GLP science proficiency in 5th grade as measured by the NC Science End of Grade Assessment and exceed EVAAS growth in 5th grade. GLP science scores in 5th grade will increase from 72.9 to 82.9. CCR science scores in 5th grade will increase from 61.5 to 71.5.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 2: Recruit, develop, retain and reward a premier workforce Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.
Strategic Plan Focus Area:	College- and career-readiness, Academic growth/high academic achievement, Access to rigor, Closing achievement gaps, Individualized professional development, Leadership development, Data Integrity and Data Use
Data Used:	Teacher Surveys, EOG Assessment Results, EVAAS Data



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Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Provide differentiated instruction in the form of: <ul style="list-style-type: none"> • Flexible grouping during 5th grade science block as needed • One-on-one conferencing as needed • Evaluate the progress of subgroups (EC, LEP) to determine the remediation and enrichment needs 	Assistant Principal- Kreutzberger 5 th Science Teacher- Nicoll	Increased student academic success on assessments Daily Exit Tickets Grouping indicated on lesson plans as small group instruction 55 minute planning agenda twice per week for 5 th science Informal/formal observations Data Trackers	N/A	Assistant Principal 5 th Science Teacher Principal Support Staff: EC, TD, ESL, TA's	(Aug-June) November 8 January 10 March 7 May 16
2. Quarterly Data Cycle <ul style="list-style-type: none"> • Creation of quarterly common assessments based on standards and student data • Item analysis of quarterly assessment in order to plan for the upcoming quarter • All day planning day for 5th science teacher to include diving deep with student data and standards in order to prepare for the upcoming quarter • Planning regarding DDI on early release days 	Assistant Principal- Kreutzberger 5 th Science Teacher- Nicoll	Increased student academic success on assessments Assessments Quarterly planning agenda Early release day PD agenda Analysis spreadsheets Pacing Calendars	N/A	Assistant Principal 5 th Science Teacher Principal	(Aug-June) November 8 January 10 March 7 May 16



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<p>3. Utilize data in weekly planning sessions</p> <ul style="list-style-type: none"> • 5th science planning protocol: pulling assessment reports from Mastery Connect, force ranking questions, identifying skills needed to get questions correct, creating objectives for remediation and/or enrichment • Utilize quarterly pacing based on previous quarter's common assessment data to determine daily objectives for core planning and instruction in addition to utilizing teacher-created charts unpacking each standard for that quarter • Have assistant principal in all weekly planning sessions to support use of data and standards • Provide a school-wide yearlong data tracker (Google Doc) that the 5th grade science teacher utilizes to input major assessment data throughout the year (Ex: Quarterlies, EOG's) • Utilize quarterly data analysis spreadsheets for 5th science teacher to analyze quarterly common assessment data and plan for the upcoming quarter • Utilize Mastery Connect to upload unit assessment data and run reports for use in remediation and/or enrichment planning 	<p>Assistant Principal- Kreutzberger</p> <p>5th Science Teacher- Nicoll</p>	<p>Increased student academic success on assessments</p> <p>Weekly planning agendas</p> <p>Weekly lesson plans</p> <p>Quarterly and unit common assessments</p> <p>Core independent practice that is utilized to inform skill groups</p> <p>Walkthroughs of science blocks</p> <p>Yearlong data tracker</p> <p>Quarterly assessment analysis sheets</p>	<p>Title I District Funding=Mastery Connect License</p>	<p>Assistant Principal</p> <p>5th Science Teacher</p> <p>Principal</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
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<p>4. Utilize Science Essential Standards to guide all planning</p> <ul style="list-style-type: none"> • Provide standards and daily objectives on each planning agenda prior to meeting • Utilize Northeast Learning Community support, CMS science department, and previous year's reflections to adjust pacing of standards for the 2017-18 school year • Provide ongoing professional development in regard to understanding the science essential standards in the following ways: early release days, workdays, planning, individualized coaching • Refer to unpacking, released EOG's, question stems and standards when discussing each lesson during planning. 5th science teacher is provided with a planning binder at the BOY that contains all of these resources in regard to the standards. 	<p>Assistant Principal- Kreutzberger</p> <p>5th Science Teacher- Nicoll</p>	<p>Increased student academic success on assessments</p> <p>Weekly planning agendas</p> <p>Observations of Planning</p> <p>Lesson Plans</p> <p>Daily Objectives posted in classroom</p> <p>Planning Binders with standards-based resources</p> <p>PD agendas throughout the year</p>	<p>N/A</p>	<p>Assistant Principal</p> <p>5th Science Teacher</p> <p>Principal</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>
<p>5. Coaching Caseloads</p> <ul style="list-style-type: none"> • 6 members on leadership team: 5 have assigned classroom teacher coaching caseloads, principal coaches the other 5 members • Principal meets with each leadership team member on a bi-weekly basis for a 90 minute 1-1 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p>	<p>Increased student academic success on assessments</p> <p>Coaching Protocols: Communication Log, Bi-Weekly Meeting w/Principal, Tri-Weekly Coach/Teacher Meeting</p> <p>Staff Meeting PowerPoint with</p>	<p>N/A</p>	<p>Leadership Team</p> <p>5th science teacher</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>coaching session</p> <ul style="list-style-type: none"> • 5 Leadership Team Members meet with teachers on a tri-weekly basis for 1-1 coaching session in addition to coaching in the following ways: facilitating planning, co-teaching, modeling, providing resources, providing ongoing feedback • Use of coach/teacher communication logs to be able to communicate on a consistent basis • Monthly walkthroughs from principal aligned to coaching points developed between teacher and coach • Monthly leadership team meetings focused on <u>Get Better Faster</u> coaching techniques as well as mapping out PD for teachers • PD provided to staff at BOY by principal to create transparency around coaching • Leadership team receive coaching PD through Northeast Learning Community as well as Paul Bambrick and the Intentional Leadership Academy • Assess the effectiveness on teacher practice based on Insight Survey results, student achievement data, etc. and make coaching adjustments as 		<p>Coaching Information</p> <p>Leadership Team Meeting Agendas</p>			
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<p>needed</p> <ul style="list-style-type: none"> Collaborate with Northeast Learning Community staff to improve effectiveness with coaching (Ex: walkthroughs with Northeast Learning Community superintendent, executive director, curriculum coordinator) 					
<p>6. Professional Development</p> <ul style="list-style-type: none"> Have teacher leaders from kindergarten, second, third, and fourth grade attending CMS ILT meetings, in addition to principal, assistant principal, and 2 facilitators who will then provide PD to staff throughout the year based on learning from CMS ILT meetings. A big focus from this work will be academic conversations & student engagement as well as writing. Monthly PD w/the leadership team to strengthen coaching based on the book <u>Get Better Faster</u>. 3 members of the leadership team attended 2 days of PD in July 2017 to support this work for the 2017-18 school year Protocols for weekly core and workshop led by members of the leadership team Quarterly all day planning sessions to reflect on student data and plan for the upcoming quarter 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p>	<p>Increased student academic success on assessments</p> <p>Attendance at CMS ILT Meetings</p> <p>PD provided to staff based on learning from CMS ILT meetings</p> <p>Agendas from leadership team meetings</p> <p>Agendas from planning sessions</p> <p>Agendas from all day quarterly planning</p> <p>Year-long School PD Plan</p> <p>Coaching Protocols: Communication Log, Tri-Weekly Coach/Teacher Meeting</p> <p>Agendas/Artifacts from PD outside of HGES</p>	<p>Title I for all day planning sessions with substitutes</p> <p>District for substitutes for CMS ILT meetings</p>	<p>Leadership Team</p> <p>5th science teacher</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<ul style="list-style-type: none"> • Year-long school PD Plan to include workdays, staff meetings, and early release days with focus on the following: Data-Driven Instruction (DDI), standards-based learning, effective use of technology, and academic conversations • Coaching: Each teacher has a member of the leadership team assigned as their coach who will provide individualized PD through modeling, co-teaching, planning, etc. Each member of the leadership team also is coached by the principal through bi-weekly 1-1 coaching meetings. • Staff members attend additional PD outside of the school to enhance teaching and learning to include: CMS ILT, Intentional Leadership Academy, Assistant Principal Professional Development (PD) through Northeast Learning Community (NELC), Facilitator Meetings through NELC, PD offered through CMS on workdays and/or throughout the year 					
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Mastery Grading Procedures Plan – Required for All Schools



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Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Summative Assessments, EOG Assessment Results, PowerSchool Grade Book

Strategies (determined by what data) a. Task b. Task c. Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) ● Interim Dates
1. Common assessments <ul style="list-style-type: none"> Assessments created using Mastery Connect & School Net aligned to objectives Quarterly Common Assessments will be created and used each quarter 	Leadership Team-Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin	Increased achievement on common assessments Disaggregated data from common assessments	N/A	Leadership Team Teachers	(Aug-June) November 8 January 10 March 7 May 16
2. Data disaggregation <ul style="list-style-type: none"> Student Achievement will be monitored by objective in order to facilitate remediation/intervention plans (i.e. MTSS) Staff will analyze data using Mastery Connect and other data trackers to plan for remediation and enrichment opportunities. 	Leadership Team-Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin	Lesson Plans for core and workshop groups Differentiated instruction provided in lesson plans	N/A	Leadership Team Teachers	(Aug-June) November 8 January 10 March 7 May 16
3. Flexible grouping <ul style="list-style-type: none"> Students will be grouped according to academic need by objective Data will be analyzed regularly by staff to determine individual 	Leadership Team-Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin	Reading and Math Workshop Lesson Plans Differentiated instruction provided to students	N/A	Leadership Team Teachers	(Aug-June) November 8 January 10 March 7 May 16



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student, class and subgroup progress toward growth and achievement goals					
<p>4. Additional learning opportunities</p> <ul style="list-style-type: none"> • Teachers will provide additional learning opportunities and re-teaching and enable students to retake formal assessments where they have not demonstrated objective mastery. The re-test grade will replace the original grade. • Teachers may assign an initial score of zero to an assignment or assessment on which a student made no attempt or which is missing. • Teachers will not assign a final score of less than fifty percent to an assignment or assessment on which a student made a concerted effort. • Students with 504, IEP or LEP plans should receive accommodations and modifications on assignments and assessments as outlined in the individual student plan. Students will be given the necessary supports to engage in on-grade level content but should not be penalized in grading due to performing below grade level. 	<p>Leadership Team- Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p>	<p>Progress Reports</p> <p>Report Cards</p> <p>Teacher Gradebook</p> <p>EC/ESL inclusion teaching</p> <p>Students ability to track grades and measure growth</p>	N/A	<p>Leadership Team</p> <p>Teachers</p> <p>EC/ESL Teachers</p>	<p>(Aug-June)</p> <p>November 8</p> <p>January 10</p> <p>March 7</p> <p>May 16</p>



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<p>5. Late and make-up work</p> <ul style="list-style-type: none"> Late and make-up work will be accepted by all teachers. Students who miss work because of absences, whether excused or unexcused will be allowed to make up work within five school days and will be initiated by the teacher. If a student was present in class on the due date, the work may be given less credit. If the student was not present on the due date because of an excused absence, full credit will be given. If a student was not present on the due date because of an unexcused absence, work may be given less credit. 	<p>Leadership Team: Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p>	<p>Teacher Gradebook</p> <p>Progress Reports</p> <p>Excused/Unexcused Absence Notes as documented in PowerSchool</p> <p>Students ability to track grades and measure growth</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Teachers</p>	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>
<p>6. Grade reporting</p> <ul style="list-style-type: none"> Teachers will record grades in PowerSchool within seven school days of the assignment's due date Teachers may assign an initial score of zero to an assignment or assessment on which a student made no attempt or which is missing. Teachers will not assign a final score of less than fifty percent to an assignment or assessment on which a student made a concerted effort. Graded assignments will be aligned with content standards. 	<p>Leadership Team: Becker/ Bower Kreutzberger, Swiontek, Ricono, Berlin</p>	<p>Progress Reports</p> <p>Report Cards</p> <p>Teacher Gradebook</p> <p>Parents informed in a timely fashion and able to partner and assist students</p>	<p>N/A</p>	<p>Leadership Team</p> <p>Teachers</p> <p>Secretaries</p>	<p>(Aug-June)</p> <p>November 8 January 10 March 7 May 16</p>



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<ul style="list-style-type: none"> 40% of quarter grade will include classwork, informal assessments and homework. 60% of quarter grade will include formal assessments. 					
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Approval of Plan			
Committee Position	Name	Signature	Date
Principal/ Interim Principal	Jessie Becker/ Matthew Bower		
Assistant Principal	Marlies Kreutzberger		
Teacher Representative	Megan Donnelly		
Teacher Representative	Patricia Watson		
Teacher Representative	Caroline Keigher		
Teacher Representative	Teresa Bellardini		



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Teacher Representative	Amina Karim		
Teacher Representative	Elizabeth Towles		
Teacher Representative	Heather Dachiu		
Teacher Representative	Ryan Nicoll		
Teacher Representative	Gloria Hemple		
Teacher Representative	Chelsea Mercurio		
Teacher Representative	Jessica Goux		
Inst. Support Representative	Tommy Osborne		
Inst. Support Representative	Ashleigh Swiontek		
Inst. Support Representative	Lauren Berlin		
Inst. Support Representative	Cassidy Ricono		
Parent	April Williams		