

# School Improvement Plan

Hickory Grove Elementary



Charlotte-Mecklenburg Schools

2018-2019

*The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the continuous improvement process. School Improvement Plans remain in effect for three years, but a School Leadership Team may amend as often as necessary or appropriate. The template is adapted with permission from UVA Partnership for Leaders in Education.*

## Contact Information

<b>School:</b>	Hickory Grove Elementary	<b>Courier #:</b>	410
<b>Address:</b>	6709 Pence Rd	<b>Phone Number:</b>	980-343-6464
	Charlotte, NC 28215	<b>Fax Number:</b>	980-343-6517
<b>Learning Community:</b>	Central City I	<b>Website:</b>	<a href="http://schools.cms.k12.nc.us/hickorygrove_ES/Pages/Default.aspx">http://schools.cms.k12.nc.us/hickorygrove_ES/Pages/Default.aspx</a>

<b>Principal:</b>	Matthew A. Bower
<b>Learning Community Superintendent:</b>	Dr. Denise Watts
<b>CMS BOE Representative:</b>	Carol Sawyer
	<b>CMS BOE District Number:</b> District 4

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional support 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 support 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
Administration (Principal)	Matt Bower	matthewa.bower@cms.k12.nc.us	09-05-18
Administration (Assistant Principal-chair)	Monica Pitt	monica1.pitt@cms.k12.nc.us	09-05-18
Administration (Dean of Instruction)	Towanda Hammond	towandam.smith@cms.k12.nc.us	09-05-18
Parent / PTO Treasurer	Natasha Ricks	nakishr@gmail.com	09-05-18
Teacher	Meghan Donnelly	meghanr.carey@cms.k12.nc.us	09-05-18
Teacher	Patricia Watson	patricia.watson@cms.k12.nc.us	09-05-18
Teacher	Anne Galligan	annee.galligan@cms.k12.nc.us	09-05-18
Teacher	LaToya Blackwell	latoyaf.blackwell@cms.k12.nc.us	09-05-18
Teacher	Kathryn Kolker	kathryn.kolker@cms.k12.nc.us	09-05-18
Teacher	Barbara Perry	barbara1.perry@cms.k12.nc.us	09-05-18
Teacher	Molly Finn	mollyj.finn@cms.k12.nc.us	09-05-18
Teacher	Christine Estherman	christinem.esterman@cms.k12.nc.us	09-05-18
Teacher	Tawauna Floyd	tawauna.floyd@cms.k12.nc.us	09-05-18
Teacher	Erica Thompson	ericak.thompson@cms.k12.nc.us	09-05-18
Teacher	Jessica Goux	jessical.schneider@cms.k12.nc.us	09-05-18
Counselor	Tommy Osborne	thomasosborne@cms.k12.nc.us	09-05-18

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, 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."

<b>Committee Position</b>	<b>Name</b>	<b>Email Address</b>	<b>Date Elected</b>
Academic Facilitator	Cassidy Henry	cassidyn.ricono@cms.k12.nc.us	09-05-18
Academic Facilitator	Lauren Berlin	lauren.berlin@cms.k12.nc.us	09-05-18
Academic Facilitator	Ashleigh Swiontek	ashleighm.swiontek@cms.k12.n	09-05-18
Parent	Jamal Fruster	jama11.fruster@cms.k12.nc.us	09-05-18
Parent	Wilhelmenia Lockhart	wihelmeniag.lockhart@cms.k12.	09-05-18
Instructional Assistant	Patricia Williamson	patricia.watson@cms.k12.nc.us	09-05-18
Parent / PTO Co-President	Shenequa Cuttino	Lmbsrcio@gmail.com	10-15-18
Parent / PTO Secretary	Kralphy Bienaime	Kralphyd@gmail.com	10-15-18

## PURPOSE OF THE CONTINUOUS IMPROVEMENT PLAN:

*Articulate in a few sentences what you hope to achieve by participating in the continuous improvement process.*

Clearly defined goals developed through deep data reflection and use of stakeholder feedback will allow us to tightly align our improvement efforts. Clearly stating and aligning our efforts will result in improved academic outcomes for students and ensure that the social/emotional needs of our students are being met. Through this collaborative effort, every subgroup represented in our diverse student body will thrive.

#	Goals	2017-2018 Results	2018-2019 Goals	Goal Indicators (Metric to indicate progress)
1	<p>ELA Proficiency</p> <p>PreK- 85% or more of students in each homeroom will make a minimum of 8pts growth from Fall-Spring PPVT assessment</p> <p>K- 71% or more of students will be at or above grade level according to TRC as measured from BOY-EOY assessment</p> <p>1- 57% or more of students will be at or above grade level</p>	<p>PreK- 62.5%</p> <p>K- 66%</p> <p>1- 48%</p> <p>2- 50%</p> <p>3- 37.6%</p> <p>4- 28.8%</p>	<p>PreK- 100%</p> <p>K- 71%</p> <p>1- 57%</p> <p>2- 57%</p> <p>3- 42.6%</p> <p>4- 33.8%</p>	<p>ELA EOG, Reading MAP screener, MClass (TRC), common/quarterly assessments</p>
2	<p>Math Proficiency</p> <p>K- 60% or more of students will have met or exceeded "expected growth" on the Spring MAP screener in math</p> <p>1- 45% or more of students will have met or exceeded "expected growth" on the Spring MAP screener in math</p> <p>2- 60% or more of students will have met or exceeded "expected growth" on the Spring MAP screener in math</p> <p>We will decrease the total number of discipline referrals by 5%.</p>	<p>K- 54.5%</p> <p>1- 39%</p> <p>2- 55.2%</p> <p>3- 44.5%</p> <p>4- 48.4%</p> <p>5- 51.1%</p>	<p>K- 60%</p> <p>1- 50%</p> <p>2- 60%</p> <p>3- 54.5%</p> <p>4- 58.4%</p> <p>5- 56.1%</p>	<p>Math EOG, Math MAP screener, common/quarterly assessment</p>
3		<p>Referrals- 369 total referrals submitted</p>	<p>Discipline Incidents: Decrease 19% for yearly average</p>	<p>Morning Meeting Walkthroughs (observation data), Discipline Data</p>
4	<p>To provide a duty-free lunch period for every teacher on a daily basis.</p>			
5	<p>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.</p>			
6	<p>Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>			

## ACTION PLAN – PRIORITY #1

### Continuous Improvement Plan Focus Area (Big Rock):

Equity in the quality of instruction and engaging lesson delivery across each grade level at HGES. Targeted feedback and coaching to improve our "instructional core".

**School's Priority:**

*Given the goals identified, what problem needs to be addressed to achieve these goals?*  
 There needs to be strict alignment to grade level standards and adaptation of PLC team plans to reflect the individual needs (data) and interests of students. This will require starting with exemplars of what is required from students to display mastery of each standard. Every teacher must leave planning with a clear understanding of what is expected of students and how to deliver this information in an engaging way. Analysis of student work will help us reflect on the effectiveness of

**Desired Outcome:**

*What will be different if you are successful in addressing this priority?*  
 Through mastery exemplars, team discourse and the unpacking of standards, instructional leaders will ensure that every teacher leaves planning with a clear/unified understanding of what mastery looks like for each standard. PLC's will share ideas for increasing interest and involving students in the delivery of aligned content. As a result, this will empower teachers, improve student engagement and result in growth on benchmark assessments.

**School Leader Responsible:**

Principal  
 Assistant Principal  
 Dean of Instruction  
 Academic Facilitators (3)

**Root Cause(s) to Address Hypothesis of Priority:**

*What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?*  
 Teachers are not all internalizing grade level plans and then making them "their own". This is evidenced in the varying levels of lesson delivery, questioning and adapted resources. 15/34 teachers in K-5 are in their first 2 years of teaching. This has made it difficult for teachers to internalize their plans prior to teaching. As a result, engagement levels vary from class to class. This is supported by participation in PLC planning/data dives, student achievement data, coaching notes, as well as observation and ongoing walkthrough data.

**CMS Strategic Plan 2024 Focus Area Alignment:**

Strategy 1 Tactics: The Instructional Core

1. Guaranteed and viable curriculum for every student (exemplars/alignment to standards)
2. Challenge students to reach their full potential with rigorous tasks/work (internalize plans/utilize data to drive instruction)
3. Support teachers with development and learning equal to performance expectations (Improving PLC planning)

## ACTION PLAN – PRIORITY #1 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems &amp; processes</i>	Person Completing Action	Timeline	Resources Needed / Source
ILT and lead teachers will participate in long-term instructional planning paid for with Title 1 funding (summer planning, quarterly planning).	Principal AP Facilitators Lead Teachers Dean of Instruction	Weekly	-NCSCOS Guides -Pacing Guides/Calendars -Assessment Guides/Calendars -OnCourse (lesson plan) -Title 1 Funds -Summer Planning with ILT & lead
All PLC lesson planning will begin with what mastery of the standard being covered looks like (unpacked and documented). The exemplar will be used to review exit tickets and identify misconceptions/skills missing for evaluating next steps.	Facilitators Teachers Administration	Weekly	-NCSCOS Guides -Mastery Connect -Pacing Guides/Calendars -Assessment Guides/Calendars -OnCourse (lesson plan)
PLC's will analyze student work and data to inform instruction: ? Students will be grouped according to academic need by standard ? Analyze data to determine individual student, class and subgroup progress toward growth and achievement goals. ? Students with 504, IEP or LEP plans will receive	General Education Teachers EC Teachers ELL Teachers Instructional Assistants	Daily	-Corrective teaching plans -Mastery Connect (learn check an quarterly data) -Common walkthrough form -EC/ELL resources / modified lessons
We will develop a standard protocol at HGES for Student Work Analysis that begins with unpacking the standards. All PLC's will utilize this form to review student work, discuss instructional practices and devise corrective teaching plans.	Teacher Facilitators Administration	As Required	-Mastery Connect -Corrective teaching plans -Common Assessments -EC/ELL modified assessments -Analysis of Student Work Standard Protocol
Instructional Leaders (Dean, AP, Facilitators) will meet weekly and bi-weekly to discuss grade level data, streamline action steps and align "bite-sized" feedback. We will focus on alignment to standard, engagement of students and rigor of tasks/questioning. This will be reflected in our electronic "walkthrough" form.	Administration Facilitators	weekly / bi-weekly	-Coaching log -Leadership Meeting Agenda -Bi-weekly 1-on-1 agenda with facilitator/coaches -Coaching log with teachers -Student work samples

## ACTION PLAN – PRIORITY #1 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
August-June (monthly)	<ul style="list-style-type: none"> <li>-PLC Planning Agenda</li> <li>-Meeting Minutes</li> <li>-Facilitator/Coach feedback</li> <li>-Common grade level assessments</li> <li>-Student Achievement Data</li> <li>-Monthly SLT meeting notes (staff feedback)</li> <li>-Summer Planning agenda</li> </ul>	<ul style="list-style-type: none"> <li>-PLC planning and data dive protocols</li> <li>-Planning structure</li> </ul>	
August-June (monthly)	<ul style="list-style-type: none"> <li>-PLC Planning/Discussion Notes</li> <li>-Google Drive Planning Agendas</li> <li>-Lesson Plan in OnCourse</li> <li>-Student Achievement Data</li> <li>-Monthly SLT meeting notes (staff feedback)</li> </ul>	<ul style="list-style-type: none"> <li>-PLC planning and data dive protocols</li> <li>-Lesson plan expectations</li> </ul>	
August-June (monthly)	<ul style="list-style-type: none"> <li>-Corrective teaching plans in OnCourse</li> <li>-Walkthrough data</li> <li>-Observation data</li> <li>-Coaching notes</li> <li>-Student achievement data</li> <li>-Growth of SWD subgroup</li> <li>-EC/ESL Inclusion and pull-out teaching</li> </ul>	<ul style="list-style-type: none"> <li>-Changes to pacing</li> <li>-Changes to assessment calendars</li> <li>-Teacher/Facilitator expectations</li> <li>-Workshop structure of support and independent tasks</li> </ul>	
August-June (monthly)	<ul style="list-style-type: none"> <li>-Standard Protocol for Student Work Analysis</li> <li>-Mastery Connect</li> <li>-Corrective teaching plans in OnCourse</li> </ul>	<ul style="list-style-type: none"> <li>-Workshop structures</li> <li>-Assessments</li> </ul>	
August-June (monthly)	<ul style="list-style-type: none"> <li>-Coaching &amp; meeting minutes</li> <li>-Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting structures / agenda</li> </ul>	

## ACTION PLAN – PRIORITY #2

**Continuous Improvement Plan Focus Area (Big Rock):**

Meeting the social and emotional needs of all children within a diverse student body (aligning the support of various staff members, effectively collaborating with parents & changing staff mindset towards discipline).

**School's Priority:**

*Given the goals identified, what problem needs to be addressed to achieve these goals?*

We need to better prepare staff through professional development, and access to social and emotional learning resources. A sense of community must be built with all student in each classroom. Interventions/supports need to be consistent throughout school year while identifying, targeting and supporting our most at-risk children.

**School Leader Responsible:**

Principal  
Assistant Principal  
Dean of Instruction  
Counselors (2)  
BMT  
EC Lead Teacher

**Desired Outcome:**

*What will be different if you are successful in addressing this priority?*

Student incident referrals will decline overall, specifically around insubordination and aggressive behaviors towards both staff members and peers. As a result, we will see a reduction in our chronic absenteeism. Our classroom's functioning as communities will exhibit a focus on establishing positive relationships with all students, teaching behaviors and addressing basic student needs.

**Root Cause(s) to Address Hypothesis of Priority:**

*What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?*

Teachers have not had time built in their schedule to attend to the social and emotional needs of their students. Additionally, staff has not had the professional development and received the instructional resources needed to establish these classroom communities. We must efficiently coordinate the supports of our staff through frequent communication.

**CMS Strategic Plan 2024 Focus Area Alignment:**

Increase the social and emotional and mental health learning resources and access. We will identify pressures and provide targeted/consistent supports to mitigate the external factors distracting students from learning.



## ACTION PLAN – PRIORITY #2 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems &amp; processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Time built into the schedule to allow for daily "Caring Communities" meetings in every classroom at the beginning of each day. This time must remain protected throughout the year and resources must be utilized.	Classroom Teachers Principal Dean of Instruction Counselors BMT Discipline Committee	Daily	-Master Schedule -Walkthrough form -Ongoing PD -Caring Communities program -Title 1 Funding to hire BMT
SST meeting each afternoon to debrief on day, current student supports, effectiveness of these supports and next steps.	Principal Assistant Principal Dean of Instruction Counselors (2) BMT EC Lead Teacher	Daily (PM)	-Title 1 funding to hire BMT -Documentation of supports and responsibilities
Provide ongoing opportunities for students, staff, and parents to provide feedback on needs and collaborate with school. Enhance the level of communication to families/community partners in order to increase PTO involvement, daily student attendance and parent participation at school-wide events.	Principal Assistant Principal Dean Counselors	Quarterly	-PTO -Survey Monkey -Newsletter -Paper Surveys -School events -Title 1 Funds for Parent & Family Advocate
Staff must work to identify students around the school who require social and emotional supports. We will identify the root cause, develop supports needed and continually monitor.	Teachers Principal Assistant Principal Dean Facilitators BMT Counselors (2)	Daily	-Meeting/notes -Surveys -Guidance Lessons -District Support Staff -Protocols for support -Behavior Plans
Teachers will create classroom behavior expectations. Staff will then differentiate supports based on individual student needs identified through multiple data points to positively impact ALL represented subgroups. Each class will track and reinforce appropriate behaviors through a class-wide system.	BMT Counselors General Education Teachers ELL Teachers EC Teachers	Quarterly by 11-02-18 01-25-19 04-01-19 06-07-19	-Class Dojo -Clip Charts -School-wide quarterly rewards -Individualized Behavior Plans -Brain, Body, Behavior PD

## ACTION PLAN – PRIORITY #2 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
August-June (monthly)	<ul style="list-style-type: none"> <li>-Master Schedule</li> <li>-Classroom Walkthrough Data</li> <li>-Staff Surveys</li> <li>-Student Survey</li> <li>-Professional Development Offered</li> <li>-Insight Survey</li> </ul>	<ul style="list-style-type: none"> <li>-Caring Communities lesson content</li> <li>-Structure of SEL lessons</li> </ul>	
Daily / August-June (monthly)	<ul style="list-style-type: none"> <li>-SST Notes/documentation</li> <li>-MTSS Support Documentation</li> <li>-Number and types of referrals submitted in -Powerschool</li> <li>-Insight Survey</li> </ul>	<ul style="list-style-type: none"> <li>-Days/times rescheduled</li> <li>-Frequency of check-ins</li> </ul>	
Quarterly by 11-02-18 01-25-19 04-01-19 06-07-19	<ul style="list-style-type: none"> <li>-Staff survey data</li> <li>-Student survey data</li> <li>-Parent survey data</li> </ul>	<ul style="list-style-type: none"> <li>-Supports provided</li> <li>-Structure of lessons</li> <li>-Addition of programs &amp; opportunities aligned to Caring Communities</li> </ul>	
August-June (monthly)	<ul style="list-style-type: none"> <li>-SST Notes/documentation</li> <li>-MTSS Support Documentation</li> <li>-Facilitator/coach meeting notes</li> <li>-Number and types of referrals submitted in -Powerschool</li> </ul>	<ul style="list-style-type: none"> <li>-Protocols for identifying students in need</li> </ul>	
August-June (monthly)	<ul style="list-style-type: none"> <li>-Behavior Planning resources available</li> <li>-Walkthrough data</li> <li>-Insight Survey</li> </ul>	<ul style="list-style-type: none"> <li>-Modification of behavior plans</li> <li>-Content of Caring Communities lessons modified to meet specific needs of class / students</li> </ul>	

## ACTION PLAN – PRIORITY #3

### Continuous Improvement Plan Focus Area (Big Rock):

Improve school-wide culture in order to retain teachers identified as effective.

**School's Priority:**

*Given the goals identified, what problem needs to be addressed to achieve these goals?*  
Coaching and feedback should be clearly defined, succinct, reasonable and occur regularly. Teachers know that administrators are committed to their growth and development. Staff support structures need to be improved and stakeholders must be included in decision making processes.

**School Leader Responsible:**  
Principal  
Assistant Principal  
Dean of Instruction

**Desired Outcome:**

*What will be different if you are successful in addressing this priority?*  
Improve job satisfaction so that teacher retention rate will rise, student achievement levels will improve and people will communicate a sense of pride about being a part of Hickory Grove Elementary. Insight Survey scores will improve as a result of this work, specifically the 3 questions listed below in the root cause analysis.

**Root Cause(s) to Address Hypothesis of Priority:**

*What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?*  
12/31 classroom teachers in K-5 grade are new to the school this year (18-19).

**Insight Survey Data:**

- Only 76% of our teachers commented that they "regularly discuss feedback about my teaching with an instructional leader at my school".
- Only 71% of our teachers commented that "Leaders at my school work hard to retain teachers " .

**CMS Strategic Plan 2024 Focus Area Alignment:**

- Support teachers with the development and learning equal to performance expectations
- Increase job satisfaction

## ACTION PLAN – PRIORITY #3 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems &amp; processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Structures put in place to further support newly hired staff members with management and instructional practice. These structures will include the use of Title 1 funds to hire a UNCC coach providing targeted supports specifically to new teachers in K-5 (coaching and professional development).	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Assistant Principal</li> <li>-Dean of Instruction</li> <li>-Facilitators</li> </ul>	Daily	<ul style="list-style-type: none"> <li>-Facilitators (meeting logs, notes)</li> <li>-Schedules</li> <li>-Walkthrough and observation feedback</li> <li>-Title 1 New Teacher Coach</li> <li>-CC1 Real-Time Teacher</li> </ul>
Improve BTSP school program by leveraging teacher leaders in the school to provide ongoing PD opportunities for BT's. These PD's will be aligned /differentiated to address teachers current needs.	<ul style="list-style-type: none"> <li>-Academic Facilitator</li> <li>-Mentor Teachers</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>-BTSP Agenda and plans</li> <li>-Walkthrough and observation feedback data</li> <li>-Mentor logs</li> </ul>
Hold retention meetings with identified staff to discuss personal goals and how administration can support these goals. Determine in these meetings what is needed to retain teachers and how school administration can improve job satisfaction.	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Assistant Principal</li> <li>-Dean of Instruction</li> </ul>	Feb-May	<ul style="list-style-type: none"> <li>-Leadership check-ins (caseload)</li> <li>-Meeting plan</li> <li>-Meeting agenda</li> </ul>
Provide equal access to leadership opportunities.	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Assistant Principal</li> <li>-Dean of Instruction</li> <li>-Facilitators</li> </ul>	Aug-June	<ul style="list-style-type: none"> <li>-Leadership opportunities to include committee chairs, BTSP PD, SLT elections, differentiated staff led PD</li> </ul>
Develop new partnerships with local businesses and faith based groups. Leverage our community to help us access the resources needed to celebrate teachers, increase parental involvement and incentivize students	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Assistant Principal</li> <li>-Dean of Instruction</li> <li>-Counselors (2)</li> </ul>	Sep.-June	<ul style="list-style-type: none"> <li>-Partner recruitment and meetings</li> </ul>

## ACTION PLAN – PRIORITY #3 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
October 24h	<ul style="list-style-type: none"> <li>-Coaching logs</li> <li>-Insight Survey</li> <li>-Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>-Who is being coached</li> <li>-Coaching schedule</li> <li>-Addition of coaches / supports</li> </ul>	
September-June	<ul style="list-style-type: none"> <li>-BTSP Agenda</li> <li>-PD Lessons / Powerpoint</li> <li>-Insight Survey</li> <li>-Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>-BTSP agendas</li> <li>-Goals (based on progress/development)</li> </ul>	
May 22nd	<ul style="list-style-type: none"> <li>-Retention meeting feedback</li> <li>-Insight Survey</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting dates / times</li> </ul>	
November 28th	<ul style="list-style-type: none"> <li>-Leadership roles documented on teams &amp; committees</li> <li>-Selection process (forms)</li> <li>-Insight Survey</li> </ul>	<ul style="list-style-type: none"> <li>-New leadership opportunities offered</li> </ul>	
November 28th	<ul style="list-style-type: none"> <li>-Partnership Meeting notes</li> <li>-Partnership contributions / supports</li> </ul>	<ul style="list-style-type: none"> <li>-Requests may change based on needs and programs developed</li> </ul>	

## STATE AND LOCAL REQUIRED PLANS

### Duty-Free Lunch

The NC SBE's statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP.

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems &amp; processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Hire Lunch Monitors	Principal	August 2018	School Funds
Duty Free Schedule Shared	Principal AP Dean	August 2018	Schedule

#### PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Status	Potential Adjustments
August 2018	Monitor Staffed		
August 2018	Plan in Place and Communicated		

## STATE AND LOCAL REQUIRED PLANS

### Duty-Free Instructional Planning Time for Teachers

The NC SBE's statutory provision 115C-105.27 (b) (7) requires a plan to provide duty-free instructional planning time for every with the goal of providing an average of at least 5 hours of planning time a week. [Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow.]

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems &amp; processes</i>	Person Completing Action	Timeline	Resources Needed / Source
PLC Planning Daily Schedule for all certified staff members	Principal Facilitators	August 2018	Master Schedule

#### PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Status	Potential Adjustments
Aug-Jun Quarterly	PLC Agendas		PLC protocols, Master schedule
Aug-Jun Quarterly	PLC Minutes		PLC protocols, Master schedule
Aug-Jun Quarterly	Teacher Lesson Plans / Student Work Samples		PLC protocols, Master schedule

## STATE AND LOCAL REQUIRED PLANS

### Bullying Prevention

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

#### ACTIONS

#### Critical Action to Address Root Cause & Achieve Desired Outcome *Focus on teacher practice and systems & processes*

	Person Completing Action	Timeline	Resources Needed / Source
Bullying Prevention Program	Counselor	Ongoing	Bullying prevention curriculum, classroom lessons, small groups,
Morning Meetings (Caring Communities)	Teachers	Ongoing	lesson plans, time in master calendar for meetings

#### PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Status	Potential Adjustments
Aug-Jun Quarterly	Decrease in reported student incidents (PS)		supports provided & pacing
Aug-Jun Quarterly	Increase in overall attendance		notifications to families


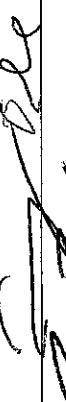



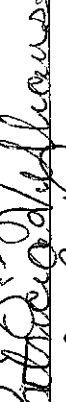



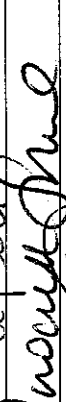
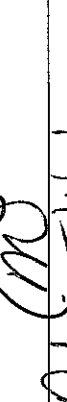
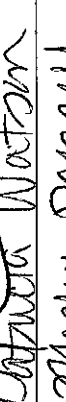





### Approval of Plan

§ 115C-105.27. Development and approval of school improvement plans. (c) School Vote on the Plan. - Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. **The vote shall be by secret ballot.** The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

**My signature verifies that I adhered to the aforementioned statutory requirement. The 2018-2019 School Improvement Plan was voted on by secret ballot on 09-26-18.**

<b>Principal Name</b>	Matthew A. Bower	<b>Principal Signature</b>		<b>Date</b>	10-18-18
-----------------------	------------------	----------------------------	---	-------------	----------

Committee Position	Name	Signature	Date
Principal / Co-chair	Matthew A. Bower		10-18-18
Counselor	Tommy D'Isora		10-18-18
Facilitator	Lauren Berlin		10-18-18
Facilitator	Cassidy Ricono		10-18-18
Kindergarten	Anne Galligan		10-18-18
Facilitator	Ashleigh Szymontak		10-18-18
TA	Patricia Williamson		10-18-18
Parent	Nakisha Ecks		10/18/18
parent	Krapphy Blondaine		10/18/18
parent	Shenequa Pultino		10/18/18
AP/chaire	MONICA PITT		10/18/18
Dean of Instruction	Towanda Smith		10/18/18
Parent	Menia Lackhart		10/19/18
Prek Teacher	Patricia Watson		10/19/18
Prek Teacher	Meahan Donnelly		10/19/18
Art teacher	Jess Goux		10/19/18

Committee Position	Name	Signature	Date
1st Grade	Latoya Blackwell	<i>Latoya Blackwell</i>	10/19/18
EC	Tawana Floyd	<i>Tawana Floyd</i>	10/19/18
ES	Erica Thompson	<i>Erica Thompson</i>	10/19/18
Parent	Jamal Frauster	<i>Jamal Frauster</i>	10/19/18
5th grade	Christine Esterman	<i>Christine Esterman</i>	10/19/18
4th	Molly Finn	<i>Molly Finn</i>	10/19/18
3rd	Barbara Perry	<i>Barbara Perry</i>	10/19/18
2nd	Kathryn Koltar	<i>Kathryn Koltar</i>	10/19/18