

2015-2016 School Improvement Plan

LEA or Charter Name & Number: Chatham County Schools (#190)
School Name & Number: Silk Hope School (K-8) (#190352)
School Address: 7945 Gum Springs-Silk Hope Road
 Siler City, NC 27344
Plan Year(s): 2015-2016
Date prepared: September 15, 2015

Principal Signature: _____
 Angie Brady-Andrew

 Typed Name Approval Date

Local Board Approval Signature: _____

 Typed Name Approval Date

School Improvement Team Membership	
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>	
Committee Position*	Name
Principal	Angie Brady-Andrew
Assistant Principal Representative	Sarah Petty
Teacher Representative	Melissa Jenkins
Inst. Support Representative	Karen Snipes
Teacher Assistant Representative	Ginger Clark
Parent Representative	Reid Guthrie
Teacher Representative 3-5	Irion Dickerson
Teacher Representative 6-8	Regina DeCristofaro
Teacher Resource/Specials Representative	Catherine Stewart
Parent Representative	Susan Anderson
Curriculum Resource Representative	Cathy Waddell

* Add to list as needed. Each group may have more than one representative.

School Vision and Mission Statements for Silk Hope School (K-8)

Vision:

An Extraordinary Education For All Students in a Community Committed to Excellence

Mission:

The mission of School Hope Elementary School, in partnership with home and community, is to prepare all students with the necessary skills to succeed in a competitive global society. We are committed to acknowledging individual learning styles, nurturing self-worth, and challenging each student to become a life-long learner.

Executive Summary for Silk Hope School (K-8)

Based your answers from the School Data and Summary Analysis please provide a brief (no more than 2 paragraphs) summary of your school's achievements and highlights last year as well as the areas for growth that you plan to focus on this up-coming school year. This could include special events, unique awards, or student/staff accomplishments not necessarily mentioned in last year's school improvement plan.

In grades 3-8, comparisons of EOG data from the 2013-2014 school year to the 2014-2015 school, indicate significant increases in co-hort growth in both reading and math for the 5th and 6th grade students (5th grade increases of 14% in reading and 18% in math and 6th grade increases of 12.7% in reading and 15% in math) . In addition our overall performance composite for reading was up 2% as well as our math performance composite. Our science performance composite dropped 5% which we contribute to our students with disabilities being pulled from science instruction for work with the exceptional children's teacher.

Annual Measurable Objectives indicate that Silk Hope students met expected targets in 30 of 33 subgroups. The three subgroups not meeting expected targets are Hispanic students in reading (25.1% points away from meeting the target of 43% proficient), Hispanic students in math (20.5% points away from meeting the target of 46.1% proficient), and Economically Disadvantaged Students in science (16.7% points away from meeting the target of 50% proficient). This is the second consecutive year that Hispanic students have not reached their AMO target in the area of reading. There is also a huge gap in achievement between White and Hispanic students (a 47.8% difference in reading and a 39.6% difference in math). Although not a subgroup due to the small number of tested students, the percentage of Black students meeting proficiency in reading (20%) is below the target (40.4%) and also well below the White subgroup (65.7%).

Additional data from mClass TRC reading assessments indicate that kindergarten students grew 53% from the beginning of year assessment to the end of year assessment (from 13% proficient to 66% proficient). Growth was also evident with our 3rd grade co-hort with students showing a 9% increase (from 40% proficient to 49% proficient). There were dips at both the 1st and 2nd grade level with 1st grade experiencing the largest decrease, dropping from 66% proficient to 30% proficient (a decrease of 36%) with 2nd grade showing an 8% decline. With the DIBELS assessment we experienced a 15% increase and 14% increase for Kindergarten and 1st grade respectively. 3rd grade saw no change from the beginning of year to end of year assessment and 2nd grade decreased in proficiency by 3%.

Our priority for the 2015-2016 school year will be on increasing student achievement for all students by focusing on growth. We are committed on increasing the effectiveness of our Professional Learning Communities with a goal of creating a culture focused on teaching and learning that focuses our attention on excellent core instruction, data driven decisions, and appropriate and timely assessments. With the addition of an intervention and enrichment block into our master schedule we will provide consistent, research-based, effective instruction to students to eliminate gaps in learning without pulling students from core instruction. We will continue our efforts to equip teachers and build capacity in the area of literacy instruction through continued professional development and implementation guidance with word work (Recipe for Reading). This explicit, intentional teaching of phonics and word skills will serve as the building block of reading fluency.

Priority Goal #1 and Associated Strategies for Silk Hope School (K-8)

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Students will increase growth on reading and math end-of-grade assessments. Unit assessments will be used along with mClass assessments (3-5) to gauge progress towards goal.

School Goal #1:	In grades 3rd-8th, targeted subgroups will increase in proficiency as measured on the NC End-of-Grade Reading and Math assessments.	
	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Will Produce Globally Competitive Students	Objective 2
Target:	2014-2015 AMO Subgroup Proficiency: <div style="display: flex; justify-content: space-between;"> <div> Hispanic - 17.9% Reading (Goal: 50.1%) EDS - 36.7% Reading (Goal: 50%) SWD - 19.4% Reading (Goal: 39%) </div> <div> 25.6% Math (Goal: 52.8%) 36.7% Math (Goal 49.3%) 12.9% Math: (Goal: 38.8%) </div> </div>	
Indicator:	Formal and Informal Assessments (mClass/benchmarks/DUAs)	
Milestone Date:	Quarterly during the 2015-2016 school year	

Plan/Do

Strategy #1: Use the professional learning community framework to drive instructional decisions at Silk Hope School

Action Steps	
1	The master schedule will include a time for collaborative planning groups across grade spans
2	The curriculum coach will facilitate the work of the PLC groups
3	A member of each PLC will attend the Dufour PLC training to gain a deeper understanding of the framework
4	Quarterly planning days will be provided for extended PLC work
5	Agendas and minutes will be taken for each meeting and shared via Google Drive
6	Meetings will focus on data driven decision making using the four guiding PLC essential questions

Strategy #2: Use an intervention/enrichment block to support core instruction

Action Steps	
1	The master schedule will include a time for the intervention/enrichment block
2	Teachers will work collaboratively during PLCs to analyze student data
3	Students will be grouped by instructional need and receive targeted instruction during the intervention/enrichment block
4	Groupings will be flexible to meet the changing needs of the students
5	Classroom teachers and support staff are utilized to provide instruction during the intervention/enrichment block
6	Title I funds are being used to provide a reading/math interventionist

Strategy #3: Strengthen core balanced literacy instruction by providing teachers in grades K-2 professional development in the five components of an effective reading program: phonemic awareness, phonics, vocabulary development, fluency, and comprehension strategies.

Action Steps	
1	Contract with consultant to provide professional development to ensure that balanced literacy components are implemented in classrooms on a daily basis
2	The consultant will provide modeling and feedback from walkthroughs to teachers on best literacy practices
3	An implementation plan will be created with milestones identified
4	Best practices will be a topic of discussion at PLC meetings

Strategy #4:

Action Steps	
1	

How will we fund these strategies?

Funding Source	Amount
Local District Funds	\$4000.00
School General Funds	\$3000.00
Total	\$7000.00

Assigned Implementation Team:	
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Title I Components	Schoolwide Reform Instruction by HQ teachers Quality & On-going PD Effective & Timely Assistance
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

Minutes from PLC, observations, walkthroughs, lesson plans, literacy assessments. At our weekly PLC meeting we will continually look at student achievement data, and we will look specifically at the progress monitoring of our sub-groups to see the impact of instruction.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Analysis of feedback and assessment data

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

March 2016 -

Strategy 1:

- Members from each PLC attended the Dufour training in November
- A template has been created and is used by each PLC
- Grade span PLCs meet weekly to discuss student needs, create common assessment data, adjust student groupings for I/E and classroom instruction, review assessment data
- pre and post unit assessments provide data to be used by the PLC members
- team meeting agendas provide data regarding the PLCs and how the time is used to drive instructional decisions in the school

Strategy 2:

- The master schedule includes time for I/E blocks for grade spans (k-1 / 2-3 / 4-5 / 6-8)
- students are grouped by PLC members (and instructional support staff during quarterly PLC days or other identified times) based on data from common assessments
- data is formally reviewed quarterly (as well as informally during weekly PLC meetings) and is used to make changes to student groupings
- classroom teachers, instructional support teachers and instructional assistants are providing instruction (intensive / skills support / standard support / acceleration)

MOY mClass data indicates that students are making gains in their TRC assessments in the following grades:

Kindergarten 15% increase from BOY to MOY

1st Grade 12% increase from BOY to MOY

2nd Grade 15% increase from BOY to MOY

4th Grade 8% increase from BOY to MOY

We did see a decrease in proficiency at the following grade levels and have analyzed the causes for the decrease and are addressing the identified needs:

3rd Grade 8% decrease from BOY to MOY

5th Grade 12% decrease from BOY to MOY

Strategy 3:

- We have opted to focus on strengthening our Recipe for Reading instruction and have contracted with a facilitator to provide Daily 5 training during the workdays at the end of the school year. We will be creating an implementation timeline which will carry over into the 16-17 school year.

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Priority Goal #2 and Associated Strategies for Silk Hope School (K-8)

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Reading achievement will increase for all K-5 students by strengthening the overall literacy instructional framework / mClass Reading 3D assessments will be used

School Goal #2:	In grades kindergarten-5th, 80% of the students will score proficient as measured on the End-of-Year mClass TRC reading assessments.	
	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Will Produce Globally Competitive Students	Objective 2

Target:	2015-2016 Beginning of the Year Proficiency percentages K - 29% proficient (goal for End-of-Year assessment 80%) 1st - 53% proficient (goal for End-of-Year assessment 80%) 2nd - 27% proficient (goal for End-of-Year assessment 80%) 3rd - 37% proficient (goal for End-of-Year assessment 80%) 4th - 51% proficient (goal for End-of-Year assessment 80%) 5th - 63% proficient (goal for End-of-Year assessment 80%)
Indicator:	EOY DIBELS and TRC data for grades K-5 along with EOG Reading Test data for grades 3-5
Milestone Date:	MOY assessment in January 2016, EOY assessment in May 2016, and EOG assessments in May 2016

Plan/Do

Strategy #1: Recipe for Reading will be implemented in all grades k-5

Action Steps	
1	Contract with a consultant to facilitate the implementation of Recipe for Reading during literacy blocks
2	The consultant will work with teachers by modeling best practices and providing feedback from observations during the months of September-December
3	Recipe for Reading will be included in the master schedule
4	An implementation plan will be created including targeted milestones
5	Materials needed will be purchased for teachers
6	The title I reading intervention teacher will attend the Orton Gillingham training

Action Steps	
7	Middle School ELA teachers will attend sessions in October/November/December to learn about syllabication/roots/prefixes/suffixes

Strategy #2: Create a structure within the literacy block which focuses on writing (and responding to reading through writing)

Action Steps	
1	Assess (through observation and reporting) what is being used to teach writing (what is the basis for writing)
2	Share findings from assessment and discuss during PLC
3	Create a plan based on the assessment findings which will include next steps, professional development needed, resources needed, etc.
4	Identify a scheduled time to daily teach the process of writing
5	Create opportunities for students to write throughout the day during all content areas

Strategy #3: Hold a series of family literacy nights (3) for K-5 parents to increase their capacity to support their child's reading growth at home

Action Steps	
1	Choose dates and publicize to parents (web calendar, paper calendar, School Messenger, notes, flyers, etc)
2	Work with vendors (bookstores, restaurants, etc) to get donations to use as door prizes
3	Classroom teachers, reading teachers, ESL teacher, administration, etc work together to plan the topics for each of the three nights
4	Purchase a book for all K-5 students (chosen by grade level teachers) to use as a tool during the literacy night activities
5	Provide parents with resources that can be used at home (ex. sight word rings, comprehension question stems, books, etc)
6	Based on attendance, we may consider holding a parent event in one of our heavily populated communities to increase the opportunity that information will be shared
7	Create three "little libraries" and place in various locations in the community for students/parents and children of all ages to be able to access books
8	Purchase a book about kindergarten to provide to all pre-k students during the registration window

Strategy #4:

Action Steps	
1	

How will we fund these strategies?

Funding Source	Amount
School General Funds	2000.00
Local District Funds	2000.00
Federal Funds Title I	1000.00

Assigned Implementation Team:	
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Title I Components	Parent Involvement Schoolwide Reform Integration of Services & Programs Pre-K transition
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Check**What data will be used to determine whether the strategies were deployed with fidelity?**

Minutes from PLC, observations, walkthroughs, lesson plans, literacy assessments. At our weekly PLC meeting we will continually look at student achievement data, and we will look specifically at the progress monitoring of our sub-groups to see the impact of instruction.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Analysis of feedback and assessment data

Act**What do data show regarding the results of the implemented strategies?**

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

March 2016

Strategy 1:

- Recipe for Reading was included in the master schedule
- Materials needed were purchased for teachers
- We contracted with a consultant to facilitate the implementation of Recipe for Reading during literacy blocks

- The consultant worked with teachers by modeling best practices and providing feedback from observations during the months of September-December
- The title I reading intervention teacher attended the Orton Gillingham training in October
- Middle School ELA teachers attended sessions in October/November to learn about syllabication/roots/prefixes/suffixes

MOY mClass data indicates that students are making gains in their early literacy skills in the following grades:

Kindergarten 30% increase from BOY to MOY

1st Grade 32% increase from BOY to MOY

2nd Grade no change (77%) from BOY to MOY

4th Grade 8% increase from BOY to MOY

We did see a decrease in proficiency at the following grade levels and have analyzed the causes for the decrease and are addressing the identified needs:

3rd Grade 21% decrease from BOY to MOY

5th Grade 3% decrease from BOY to MOY

Strategy 2:

- Creating a structure for creating writing within the literacy block will be addressed during the Daily 5 training in during the workdays in June.

Strategy 3:

- We have held three family literacy nights on October 13, December 2, and March 1. Positive feedback was given by parents (through a short event feedback form) and students following each event
- We are in the process of ordering books to be given to rising K students
- We have communicated with the local fire chief to set up a "little library" near the Silk Hope Volunteer Fire Department and are awaiting a response regarding the location to set up the library

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Priority Goal #3 and Associated Strategies for Silk Hope School (K-8)

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Enhance the current total school environment by revisiting the school wide expectations for students and building leadership capacity through the exploration of the 7 habits.

School Goal #3:	Develop and implement a school wide Tier I behavior plan that will be implemented in 100% of the classrooms.
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	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Students Will Be Healthy and Responsible	Objective 2

Target:	We will have a school wide Tier I behavior plan in place that will be implemented throughout the school.
Indicator:	The MTSS Team along with the PBIS/Leadership team will create an implementation plan for accomplishing steps that will lead to having a school wide Tier I behavior plan (to be determined)
Milestone Date:	The work of the team will be analyzed quarterly by the school improvement team.

Plan/Do

Strategy #1: Review and update the current school behavior practices

Action Steps	
1	Inventory the current classroom management practices and classroom level consequences
2	Create a discipline referral google form to assist with data tracking
3	MTSS team will attend district Tier I behavior training
4	The MTSS team will work along side the PBIS/Leadership team to review current school and classroom practices
5	The MTSS team and PBIS/Leadership team will work together to create a plan and a timeline for implementation

Strategy #2: Explore the Leader in Me/7 Habits principles, the impact on student achievement, and the cost to the school and work with decide if we want to become a Leader in Me school.

Action Steps	
1	Send teams of SHS teachers, staff, and parents to other Leader in Me Schools for their Leadership Day.
2	Send a team of SHS teachers, staff and parents to the Leader in Me Symposium.

Action Steps	
3	Have Leadership day and symposium attendees reflect on their visits and the possible impacts on the SHS school community.
4	Attendees will share their reflections with the staff and hold a question and answer session.
5	Cost options will be explored and discussed with the PTA
6	A final decision will be made regarding moving forward and next steps if needed

Strategy #3:

Action Steps	
1	

Strategy #4:

Action Steps	
1	

How will we fund these strategies?

Funding Source	Amount

Assigned Implementation Team:	
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Title I Components	Parent Involvement Schoolwide Reform Inclusive decision making Effective & Timely Assistance
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

Minutes from MTSS/PBIS teams as well as implementation plan. Leadership day and symposium attendees notes regarding visits, presentations, etc.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will assess the progress towards reaching goals in the implementation plan.

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

March 2016

Strategy 1:

- Action steps 1-4 have been completed (including creating "guidelines for success")
- We are currently working on drafting a school wide plan to begin implementing for the 16-17 school year

Strategy 2:

- We will be sending staff members to two different leadership days.

Professional Development Plan

School Goal 1

Alignment

Related Strategies:	Strategy 1: Use the professional learning community framework to drive instructional decisions at Silk Hope School
	Strategy 2: Use an intervention/enrichment block to support core instruction
	Strategy 3: Strengthen core balanced literacy instruction by providing teachers in grades K-2 professional development in the five components of an effective reading program: phonemic awareness, phonics, vocabulary development, fluency, and comprehension strategies.
	Strategy 4:

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
Weekly	Professional Learning Community Meetings	Cathy Waddell	PLC Teams (K-1 / 2-3 / 4-5 / 6-8)	0	N/A
November 4,5,6 2015	Professional Learning Communities at Work (Dufour Training)	Dufours	Angie Clark (K-1 PLC) Irion Dickerson (2-3 PLC) Sara Hamel (4-5 PLC) Tiffany Johnson (6-8 PLC) Amy Rogers (support) Cathy Waddell (CC) Sarah Petty (Asst. Principal)	\$3,500	PTA / Local Funds / District Support
October 2015	Orton Gillingham Training	Institute for Multi-Sensory Education	Amy Rogers (Reading Teacher)	\$1000	Local Funds
November 2015	Balanced Literacy Support	Mary Clayton	K-2 teachers	\$1000	Local Funds

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

Professional Development Plan

School Goal 2

Alignment

Related Strategies:

Strategy 1:

Recipe for Reading will be implemented in all grades k-5

Strategy 2:

Create a structure within the literacy block which focuses on writing (and responding to reading through writing)

Strategy 3:

Hold a series of family literacy nights (3) for K-5 parents to increase their capacity to support their child's reading growth at home

Strategy 4:

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
September - December 2015	Recipe For Reading	Cathy Snipes	K-5 teachers, 6-8 ELA teachers	\$1000	Local Funds

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

Professional Development Plan

School Goal 3

Alignment

Related Strategies:	Strategy 1: Review and update the current school behavior practices
	Strategy 2: Explore the Leader in Me/7 Habits principles, the impact on student achievement, and the cost to the school and work with decide if we want to become a Leader in Me school.
	Strategy 3:
	Strategy 4:

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October, November	MTSS Behavior/Tier I School Wide Behavior plann	Darlene Reap-Klosty	All Staff	0	N/A
Spring 2015	Leader in Me	Leader In Me schools	various staff members	500	Local Funds

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?