Williams Township School

School Improvement Plan

2013-2014

Principal: Jeff Spivey

10400 James B. White Hwy

Whiteville, NC 28472

910-653-3791 (voice)   
910-653-6459 (fax)

Planning Committees

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Goal 1** | Shelia Lanier  Maxie McPherson | Amanda Greene  Sophia Scott | Clara Burns-Trogdon | Terry Gore  Ava Webb | Summer Small  Kim Parker | Dee Dee White  Alissa Darrow |
| **Goal 2** | Phyllis Lanier  Ashley Porter | Leigh Ann McPherson | Amy Jones  Dawn Buck | Karen Prince  Melissa McPherson | Daphney Long | Julia Hardwick  Wendy Maguire |
| **Goal 3** | Lisa Cox  Crystal Cartrette | Charity Worley | April Smith | Lisa Worley | Angie Gore | Sandra Pridgen |
| **Goal 4** | Jeff Gore  Trey Nye | Crystal McDowell  Lynne Hewett | Edria Kinlaw  Kelly Miller | Angie Shelley  Angela Zokal | Scarlet Strickland | Kelli Gore  Tara Todd |

**CCS Goal:** Student Academic Success

**Goal 1:** Raise the percentage of Kindergarten and First Grade students mastering Phoneme Segmentation Fluency and Nonsense Word Fluency to 80% by the end of the school year

**Objective 1:** Ensure fidelity implementation of Houghton-Mifflin Reading Series as primary resource for teaching the Language Arts Standards

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.1.1 Continued collaboration through weekly Professional Learning Community meetings | * Grade Level Teams * Lead Teacher * Reading Interventionist * Assistant Principal * Principal | * Professional Learning Community Minutes | * DIBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Waterford Data * Weekly Skills Test/Unit Tests |
| 1.1.2 Provide guided reading instruction daily  1.1.3 Provide word work and skill work daily.  1.1.4 Provide differentiated before, during and after reading activities including decoding and comprehension skills. | * Classroom Teachers * Assistant Teachers * Reading Interventionist * Assistant Principal * Principal | * Weekly Skills Test/Unit Tests * DIBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Principal Walk Throughs * AP Walk Throughs * Anecdotal teacher notes * Formative assessments * K-Houghton Mifflin Progress Monitoring | * Systematic Sequential Phonics Manual * Word Mats * Guided Reading Leveled Text * Small-Group Plans * Mclass Item Level Advisor Tool * K-Houghton Mifflin Progress Monitoring |

|  |  |  |  |
| --- | --- | --- | --- |
| 1.15 Maintain focus on the  5 research based components of Effective Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) through literacy stations | * Classroom Teachers * Assistant Teachers * Reading Interventionist * Assistant Principal * Principal | * Weekly Skills Test * DIBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Principal/AP Walk Throughs * Waterford Reports | * Learning Stations * Waterford * Florida Center for Reading Research Website * Houghton Mifflin Reading Series |

**CCS Goal:** Student Academic Success

**Goal 1:** Raise the percentage of Kindergarten and First Grade students mastering Phoneme Segmentation Fluency and Nonsense Word Fluency to 80% by the end of the school year

**Objective 2:**  Institute a systematic delivery model providing timely interventions for high risk students

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.2.1 Provide additional Road to the Code intervention daily for high risk students in Kindergarten | * Classroom Teachers * Assistant Teachers * Assistant Principal * Principal | * Weekly Skills Tests * DIBELS Data (Nonsense Word Fluency, Phoneme Segmentation Fluency) * Principal/AP Walk Throughs * Waterford Reports | * Road to the Code Manual and resources * Mclass Assessment Software * Netbook |
| 1.2.2 Utilize Road to the Code as a supplement to Early Success intervention for high risk First Grade students | * Classroom Teachers * Assistant Teachers * Assistant Principal * Principal | * Weekly Skills Tests * DIBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Principal/AP Walk Throughs * Waterford Reports | * Road to the Code Manual and resources * Mclass Assessment Software * Netbook * Early Success Program |

|  |  |  |  |
| --- | --- | --- | --- |
| 1.2.3 Provide daily intervention using Early Success for high risk students in 1st and 2nd grade | * Classroom Teachers * Reading Interventionist * Assistant Teachers * Assistant Principal * Principal | * Weekly Skills Tests * DIBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Principal/AP Walk Throughs * Waterford Reports | * Mclass Assessment Software * Netbook * Early Success Program * Waterford Software |
| 1.2.4 Provide small group instruction for all students | * Classroom Teachers * Reading Interventionist * Assistant Teachers * Assistant Principal * Principal | * Weekly Skills Tests * DIBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Principal/AP Walk Throughs * Waterford Reports | * Mclass Assessment Software * Netbook * Waterford Software * Small-Group Plans * Houghton Mifflin Reading Series * Mclass Item Level Advisor * Mclass Small-Group Advisor |

**CCS Goal:** Student Academic Success

**Goal 1:** Raise the percentage of Kindergarten and First Grade students mastering Phoneme Segmentation Fluency and Nonsense Word Fluency to 80% by the end of the school year

**Objective 3:** Increase parental awareness in the area of literacy

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.3.1 Provide opportunity for parents to participate in Literacy night | * Classroom Teachers * Lead Teacher * Reading Interventionist * Assistant Principal * Principal * Media Specialist | * Sign in Sheet /Attendance * Literacy Night communication (School Messenger, flyers home, etc.) | * Assessment Materials * Lead Teacher * Reading Interventionist * Books * Learning Station Activities |
| * + 1. Provide Home Connection Letters at beginning , middle and end of year to inform parents about student reading progress | * Classroom Teachers | * Teacher documentation | * Mclass Data * Mclass Software |
| 1.3.3 Conference with parents each nine weeks to discuss student’s strengths and weaknesses | * Classroom Teachers * Parent | * Conference forms/ rosters | * DIEBELS Data (Nonsense Word Fluency , Phoneme Segmentation Fluency) * Conference Forms/rosters * Student data/work samples |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.1.1 Continued collaboration through weekly Professional Learning Community meetings | * Grade Level Teams * Lead Teacher * Assistant Principal * Principal | * Professional Learning Community Minutes | * PLC Forms * DIBELS Data (Oral Reading Fluency and Text Reading Comprehension) * Weekly Skills Tests * SchoolNet Benchmarks * SuccessMaker Reports * Reading EOG Data |
| 2.1.2 Analyze data from weekly skills test, DIBELS PM, and other assessments to reteach students not meeting expected growth | * Classroom Teacher * Assistant Teachers | * Percent of Students Proficient on Weekly Skills Tests | * Grade Level Professional Learning Community * Lead Teacher |

**CCS Goal:** Student Academic Success

**Goal 2**: Raise the percentage of first through eighth grade students mastering fluency and comprehension to 85% by the end of the year

**Objective 1**: Ensure fidelity of Houghton Mifflin Reading Series as the primary resource for teaching the Language Arts Standards in first and second grade

|  |  |  |  |
| --- | --- | --- | --- |
| 2.1.3 Maintain focus on the 5 research based components of Effective Reading Instruction  (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) through literacy stations/centers | * Classroom Teachers * Assistant Teachers | * DIBELS Data (oral reading fluency and text reading comprehension) * Weekly Skills Test * SchoolNet Benchmarks * SuccessMaker Reports | * Houghton Mifflin Reading Series * Florida Center for Reading Research * SuccessMaker program * Waterford Program |
| 2.1.4 Provide opportunity for parents to participate in Literacy Night | * Classroom Teachers * Lead Teacher * Reading Interventionist * Assistant Principal * Principal * Media Specialist | * Sign in Sheet /Attendance * Literacy Night Communication (School Messenger, flyers home, etc.) | * Assessment Materials * Lead Teacher * Books * Learning Stations |
| 2.1.5 Communicate with parents using a variety of methods  (reminders, homework/ behavior log, newsletter, conferences ) | * Classroom Teachers * Assistant Teachers | * Percent of signed Weekly Homework/Behavior Logs * PBIS Data | * Newsletters * Homework/Behavior Logs * PBIS Data |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.2.1 Utilize appropriate instructional leveled intervention materials. | * Classroom Teachers * Assistant Teachers * Reading Interventionist | * Oral Reading Checks * Mclass Data (Oral Reading Fluency and Text Reading Comprehension) * SchoolNet * EOG Houghton Mifflin Theme Tests * Weekly Comprehension Skill Tests | * Early Success Program * Soar to Success Program * Mclass Assessment Software (DIBELS) * Lead Teacher * Reading Interventionist |
| 2.2.2 Analyze and use data to plan instruction through weekly Professional Learning Community Meetings | * Grade Level Professional Learning Community * Assistant Teachers * Lead Teacher * Reading Interventionist | * Professional Learning Community Minutes * Small Group Plans * Weekly Lesson Plans | * Oral Reading Checks * Mclass Data (Oral Reading Fluency and Text Reading Comprehension)/DIBELS * SchoolNet * EOG Houghton Mifflin Theme Test * Weekly Comprehension Skill Test * SuccessMaker Report * Waterford Report * Common Core Standards * North Carolina Standard Course of Study |

**CCS Goal:** Student Academic Success

**Goal 2:** Raise the percentage of first through eighth grade students mastering fluency and comprehension to 85% by the end of the year

**Objective 2:** Institute a systematic delivery model for timely interventions for high-risk student

**CCS Goal:** Student Academic Success

**Goal 2:** Raise the percentage of first through eighth grade students mastering fluency and comprehension to 85% by the end of the year

**Objective 3:** Implement daily guided reading and learning stations consistently as part of the 90 minute literacy block

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.3.1 Provide guided reading instruction three times weekly for high risk students and two times weekly for low risk students | * Classroom Teachers * Assistant Teachers | * DIBELS Data (Oral Reading Fluency and Text Reading Comprehension) * Weekly Skills Tests * SchoolNet Benchmarks * SuccessMaker Reports | * Guided reading leveled texts * Early Success Program * Soar to Success Reading Program |
| 2.3.2 Implement Fluency Learning Stations | * Classroom Teachers * Assistant Teachers * Lead Teacher | * Oral Reading Fluency Progress Monitoring * DIBELS Oral Reading Fluency Benchmarks | * Readers Theater Scripts * Timers * Whisper Phones * Fluency Passages * CCS’/DPI’s Wiki and web resource sites |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.3.3 Utilize assessment data to determine guided reading groups/small groups | * Classroom Teachers * Lead Teacher * Reading Interventionist | * Small-Group Plans * Guided Reading Group Roster * Professional Learning Community Minutes | * Mclass Data (Oral Reading Fluency and Text Reading Comprehension) * SchoolNet * EOG Houghton Mifflin Theme Tests * Weekly Comprehension Skill Tests * SuccessMaker Reports * Mclass Small-Group Advisor |
| 2.3.4 Increase student accountability through student documentation (Learning Station journals etc.) | * Classroom Teacher * Students | * Student Work Samples * Data Notebooks * Learning Stations Journal/Notebooks * Data Boards | * Classroom Grades * Mclass Data (Oral Reading Fluency and Text Reading Fluency) * SchoolNet * EOG Houghton Mifflin Theme Tests * Weekly Comprehension Skill Tests * SuccessMaker Reports |

|  |
| --- |
| **CCS Goal:** Student Academic Success  **Goal 2 :** Raise the percentage of first through eighth grade students mastering fluency and comprehension to 85% by the end of the year  **Objective 4:** Ensure fidelity of the state and district initiatives with a focus on the CCS’ curriculum plans as the primary resource for teaching the Language Arts Standards in grades 3 – 8. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.4.1 Continued collaboration through weekly Professional Learning Community meetings | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal | * Professional Learning Community Minutes | * PLC Forms * DIBELS Data (Oral Reading Fluency and Text Reading Comprehension) * Weekly Skills Tests * SchoolNet Benchmarks * SuccessMaker Reports * Reading EOG Data |
| 2.4.2 Analyze data from weekly skills tests and novel unit tests to reteach students not meeting expectations | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal | * Percent of Students Proficient on Benchmark Tests | * Grade Level Professional Learning Community * Lead Teacher * Reading Interventionist |
| 2.4.3 Provide opportunities for parents to participate in Literacy night and Read to Achieve meetings | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal * Media Specialist * DPI and District key personnel | * Sign in Sheet /Attendance * Literacy Night Communication (School Messenger, flyers home, etc.) | * Assessment Materials * Lead Teacher * Books * Learning Station Activities * Read to Achieve Passages * Read to Achieve Portfolios |
| 2.4.4 Provide parents with opportunities to communicate with classroom teacher  (reminders, homework/ behavior log, newsletter, conferences ) | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal | * Percent of signed Weekly Homework/Behavior Logs * PBIS Data * Weekly Newsletters * Voicemail * Email | * Newsletters * Homework/Behavior Logs * PBIS Data |

|  |
| --- |
| **CCS Goal:** Student Academic Success  **Goal 2:** Raise the percentage of first through eighth grade students mastering fluency and comprehension to 85% by the end of the year  **Objective 5:** Institute a systematic delivery model for timely remediation for high risk student in grades 4 - 8 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.5.1 Utilize appropriate grade level intervention programs | * Classroom Teachers * Assistant Teachers | * Oral Reading Checks * Novel Unit Tests * Weekly Comprehension Skill Tests | * Soar to Success Program * Lead Teacher * Reading Interventionist * EOG Prep Material |
| 2.5.2 Analyze and use data to plan instruction through weekly Professional Learning Community Meetings | * Grade Level Professional Learning Community * Assistant Teachers * Lead Teacher | * Professional Learning Community Minutes * Small-Group Plans * Weekly Lesson Plans | * Oral Reading Checks * Weekly Comprehension Skill Tests/Novel Unit Tests * SuccessMaker Reports * Common Core Standards |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 3.1.1 Collect and analyze assessment data to plan instruction through weekly Professional Learning Communities | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal | * Lesson Plans * SchoolNet Benchmark * Teacher Made Assessments * Investigations Assessments(K-4) * SuccessMaker Reports * McGraw-Hill Assessments (5th) * Glencoe Assessments   (6th - 8th) | * Investigations Math Program * Math Manipulatives * Additional Online Investigations Resources   (K-4)   * McGraw-Hill (5th) * Glencoe (6th – 8th) |
| 3.1.2 Utilize math manipulatives to make learning more concrete | * Classroom Teachers * Assistant Principals * Principal | * Formal and informal assessments on students’ ability to use manipulatives (checklist from Investigations Teacher Manuals) | * Classroom Manipulatives * Investigations Workbooks * Investigations Teacher Manuals |

**CCS Goal:** Student Academic Success

**Goal 3:** Raise percentage of grade 3-8 students demonstrating 92% proficiency in math as measured by Math EOG

**Objective 1:** Ensure fidelity of core Math Programs

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1.3 Collaborate with Professional Learning Communities to ensure the alignment between Investigations Program and the common core standards | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal | * Lesson Plans * Principal/AP Walk Throughs * Posted Objectives | * Common Core * Teacher Manuals * Pacing Guides |
| 3.1.4 Provide Home Parent Letters at the beginning of each math investigations unit. | * Classroom Teacher | * Send letters home at the start of each unit | * Investigations Parent Letters |

**CCS Goal:** Student Academic Success

**Goal 3:**  Raise percentage of grade 3-8 students demonstrating 92% proficiency in math as measured by Math EOG

**Objective 2:**  Implement interventions in response to students performing below grade level or not meeting expected growth in Math**.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 3.2.1 Analyze assessment data and student work to identify student needs through weekly Professional Learning Communities | * Classroom Teachers * Lead Teacher * Assistant Principal * Principal | * Professional Learning Community Minutes | * SchoolNet Benchmark * Teacher Made Assessments * Investigations Assessments * SuccessMaker Reports * Student Work Samples |
| 3.2.2 Design and implement small group interventions according to student data | * Classroom Teachers * Lead Teacher * Assistant Teachers * Grade Level Teams | * Lesson Plan * SchoolNet Benchmark * Teacher made assessments * Investigations Assessments * SuccessMaker Reports | * Additional Support Material from Investigation Math Program * SuccessMaker Program * Additional Teacher Resource |
| 3.2.3 Provide a Family Math Night to increase student achievement and parent involvement | * Math Team * K-5 Classroom Teacher * Principal * Assistant Principal | * Attendance/Response to Invitation | * Community Business * Math Team * Communication to Parents(letters, School Messenger, flyers) |
| 3.2.4 Create and implement Learning Stations based on students’ needs (K-5) | * Classroom Teacher * Math Team * Lead Teacher | * SuccessMaker Data reports * Assessment Scores * Common Core Standards | * SuccessMaker Reports * Assessment Manuals |

**CCS Goal:** Provide Safe and Nurturing Schools

**Goal 4:** Reduce student discipline referrals by 50%

**Objective 1:** Implement School-wide Positive Behavior Intervention Support (PBIS) Plan

**Objective 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 4.1.1 Data Team will disaggregate discipline data | * PBIS Team * Assistant Principal * Principal | * Nine Weeks’ PBIS Data | * Educator Handbook |
| 4.1.2 Enforce consistent classroom/school-wide rules, procedures and expectations | * PBIS Team * Classroom Teachers * Assistant Teachers * Assistant Principal * Principal * Bus Drivers | * Nine Weeks’ PBIS Data | * Matrix * Incentive Charts * Behavior Charts/Logs * Reflection Forms |
| 4.1.3 Assign levels of behavior from 1 to 4 ( 1 being minor and 3 and 4 immediate referral) on student infractions and follow training guide for consequences | * PBIS Team * Classroom Teachers * Assistant Principal * Principal | * Nine Weeks’ PBIS Data * Completed Reflection Forms * Notes Home | * PBIS team * Reflection Sheets * Educator Handbook * Classroom Matrix * Behavior Flowcharts * Levels Assigned for Behavior * School Wide Consequences |

|  |  |  |  |
| --- | --- | --- | --- |
| 4.1.4 Promote positive behaviors | * PBIS Team * Classroom Teachers * Assistant Teachers * Assistant Principal * Principal * Bus Drivers | * Behavior Logs * Sticker Charts * Rewards for Class Stickers | * Teachers * Staff * Charts/Stickers * PBIS Training Folder * Incentives |
| 4.1.5 Parent signature required on behavior logs, student behavior reflections and referrals | * Teachers * PBIS Team * Parents | * Percent of Parent Signatures | * Behavior Logs * Notes Home * Reflection Forms * Educator Handbook |

**CCS Goal:** Provide Safe and Nurturing Schools

**Goal 4:**  Reduce student discipline referrals by 50%

**Objective 2:**  Enforce classroom rules through PBIS by consistently using positive reinforcement

**Objective 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Strategies | Key Personnel | Performance Measures | Resources |
| 4.2.1 Utilize a whole class sticker chart to earn a reward | * Classroom Teacher * Assistant Teacher | * Number of Charts Completed | * Charts/ Stickers * PBIS Team * PBIS Training Folder |
| 4.2.2 Utilize student sticker charts to earn rewards | * Classroom Teacher * Assistant Teacher | * Number of Charts | * Charts/ Stickers * PBIS Team * PBIS Training Folder |
| 4.2.3 Utilize matrices throughout halls, classrooms, and other common areas to reinforce behavior expectations | * PBIS Team | * Nine Weeks PBIS Data | * Matrix * PBIS Team * PBIS Training Folder * Poster Machine |

|  |  |  |  |
| --- | --- | --- | --- |
| 4.2.4 Provide instruction on behavior expectations the first ten days of the school year with consistent practice throughout the year | * Classroom Teachers * Assistant Teachers | * Lesson Plans * Nine Weeks PBIS Data | * PBIS Sample Lesson * PBIS Team * PBIS Training Folder |
| 4.2.5 Utilize student reflection forms for minor infractions | * Students * Classroom Teachers * Parents | * Completed Reflection Forms | * Flow Chart * Matrix * PBIS Training Folder |