Williams Township School

School Improvement Plan

2013-2014

Principal: Jeff Spivey

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Planning Committees

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| **Goal 2** | Phyllis LanierAshley Porter | Leigh Ann McPherson | Amy JonesDawn Buck | Karen PrinceMelissa McPherson | Daphney Long | Julia HardwickWendy Maguire |
| **Goal 3** | Lisa CoxCrystal Cartrette | Charity Worley | April Smith | Lisa Worley | Angie Gore | Sandra Pridgen |
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**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

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| **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 daily1.1.3 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
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| 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

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| **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
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| 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
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**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

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| **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
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| **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

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| 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
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| **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
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**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

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| **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
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| 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
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| **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. |

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| **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
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| **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 |

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| **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
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| **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
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**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

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| 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**.**

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| **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**

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| **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
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| 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**

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| 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
 |

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| 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
 |