Hallsboro/Artesia Elementary

School Improvement Plan

2013 – 2014

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**Members:**

All administrators

All Certified Staff

Paraprofessional: Darlene Graham

Parent Representative: Christy Horrell

**School Vision Statement**

The vision of Hallsboro/Artesia Elementary School is to instill in students the academic and social skills essential for responsible and productive citizenship in a global society

**School Mission Statement**

Our mission at Hallsboro/Artesia Elementary School is to strive for high expectations, academic excellence, extraordinary character and create successful learners ready for the world.

**School Strengths:**

* Strong with Retired Senior Volunteer Program
* School Cultural Diversity
* Veteran Staff
* Master degree teachers
* Parent/Advisory Committee
* Three 5 Star More-at-Four Programs
* National Board Certified Teachers
* Hand in Hand School Volunteer Program

**Opportunities for Improvement:**

* Number of teacher assistants
* PE/Art, and Music Teacher
* Facility is not adequate for the number of faculty, staff, and students
* Still an academic gap between African American students and Caucasian students
* Full time Health Service provider to attend to medical issues
* Guidance Counselor
* Assistant Principal
* Full time Social Worker to address attendance and medical issues

**3 – 5 Top Priorities:**

* All students will increase a minimum of 10% in total growth with an emphasis in the area of math.
* Increase Math and Reading Test Scores according to the state standards with all students
* Increase student, faculty, and staff motivation and morale, as a result, increase academic grades and test scores and decrease instances of discipline problems.

**What are we going to do?**

**School Goal 1**

**We will raise the percentage of all students proficient in mathematics by at least 10% as measured by school, district, and state proficiency guidelines.**

Strategy 1: Enhance and maintain fidelity of the implementation of the Math Investigations Series adopted as the primary resource for teaching the Mathematics Curriculum Standards and Common Core Standards listed on the Pacing Guide and the addition of My Math to supplement 5th grade.

* Continued staff development through Collaborative Team meetings
* Lead Teacher will provide staff development and support to enable staff to incorporate “higher order strategies” as defined by Susan O’Connell and John San Giovanni into daily instructional practice
* Instructional planning will be constructed and delivery will be focused on the “Levels of Knowledge” beyond procedural to applying, communicating, justifying, modeling, and reasoning.
* Have a school math night involving all students, parents, and teachers
* Enlist parents as partners through communication about the mathematics program to ensure students are present for the full instructional day.
* Utilize the daily School Broadcast for mathematical review with the “Math Wizard” segment

Facilitate collaborative learning teams to increase understanding and develop higher order thinking skills

* Provide professional development by the Lead Teacher for putting the practices into action
* Utilize all manipulatives and other real life materials to facilitate student understanding of mathematics

Institute a systematic delivery model for timely interventions for those students not meeting expectations

* Offer before and after school tutoring using SuccessMaker with the Computer Lab Manager as well as Intervention groups in the classroom for students not meeting expectations
* Analyze SuccessMaker reports weekly to drive instruction in the classroom. Grade level teams meet with Lab Manager, Lead Teacher and Principal to analyze progress and develop intervention plans
* Deliver through small group instruction interventions for those students not meeting expectations using Intervention resources
* Utilize cross grade level PLCs to discuss strengths and weaknesses in students
* Agree on and implement the use of common assessments (including the common assessment in Investigation, State K-2 Benchmarks and County Benchmarks for 3-5
* Implement a school plan for guided math groups in the Math Block for all students at least 2 times a week in grades K-5.

**School Goal 2**

**We will raise the percentage of all students’ proficiency in Reading at least 10% as measured by school, district, and state guidelines.**

Enhance fidelity of implementation of the Houghton-Mifflin Reading Series for K-2. 3-5 will enhance fidelity of Common Core Standards utilizing novels.

* Continued staff development through Collaborative Team meetings
* Incorporate “higher order thinking” into daily instructional practices
* Collaborative data analysis in professional learning communities
* Utilize county wide collaborative planning to increase rigor and enhance student learning.
* Educate parents about tutoring options offered before and after school with SuccessMaker Reading access.
* The Lead Teacher will provide staff development on the Anchor Standards of Literature
* Literacy Night for all students, parents, and teachers. Encourage parents to visit the labs and complete SuccessMaker sessions with students. The Lab Manager will discuss Parent Reports and interpret the data.
* Both Indian Education Tutors and Migrant Tutor will support daily small group instruction for K-5 through collaboration with classroom teachers. In addition the Migrant Tutor will utilize the Migrant Computer Lab to enhance learning using SuccessMaker and “Write to Learn”

Incorporate Project Based Learning Activities

* Provide Staff Development for teachers utilizing new strategies with Project Based Learning
* Model and train students on proper research skills
* Provide teachers and students additional support through the Media Specialist and Media Research lab
* Utilize “Write to Learn” for research projects and summaries of research in 3rd, 4th, and 5th grade

Institute a systematic delivery model for timely interventions for those students not meeting expectations

* Add an additional 1st grade teacher to reduce the teacher/student ratio from 27/1 to 18/1. Provide additional support to 2nd grade with volunteers during the ELA block
* Analyze SuccessMaker and Waterford data weekly to direct instruction. Utilize the programs to provide whole group instruction in the classrooms. Meet with Lab Manager and Lead Teacher to develop interventions.
* Deliver through small group instruction daily morning interventions for students not meeting expectations. Maintain small group plans for At Risk student’s interventions. Revise small group plans every 2 weeks for more individualized instruction.
* Provide all 3rd graders daily guided reading groups, utilizing additional support staff, during their ELA block to instruct and remediate for mastery with Standards measured from Portfolio Reading Passages for “Read to Achieve”
* K-3 Progress Monitoring using the Mclass Dibels Assessment and focusing on At Risk students every 2 weeks. Analyze data at PLC meetings to direct instruction. Teachers will graph Progress Monitoring data on our data board
* Staff will work to establish family and community engagement through partnerships that inform and support academic achievement. Parent conferences will be held with all parents to discuss progress at least twice a year. Teachers will attempt to meet with “At Risk” students’ parents at least every 9 weeks.
* Continue to implement the Reading 3D Assessment Program for K-3, County Benchmarks for 3-5 and “Read to Achieve” portfolios for 3rd grade. Analyze all data to direct instruction.
* Provide 6 morning intervention groups, by including 3 additional support staff members, for 3rd graders showing deficiencies as shown by data and teacher observations.

**School Goal 3**

**We will close the achievement gap between our past EOG test and the new NC Ready Assessment by increasing student, faculty, and staff morale and motivation to create a positive learning environment**

Initiate training for module 2 for a complete implementation of Positive Behavior Intervention and Support for staff. Continue to implement procedures to ensure a safe and orderly learning environment for staff and students.

* Security doors
* Implementation of PBIS Module 2
* PBIS Behavior Plan
* Principal’s Student Council
* Support for staff with Classroom Management
* Implementation and use of Hall Passes
* Implementation of Principal’s Mustache Award
* Implementation of HOUSES of Hallsboro for 3-5 and charms for Pre-K-2

Increase student motivation by increasing participation in HOUSES of Hallsboro for 3-5

* Monthly competitions between HOUSES
* Opportunities for all students to earn points
* HOUSE get-togethers to establish collaboration
* Academic competitions to increase fluency in reading – Read Across America /Amazing Race
* Arrange EOG Pep Rally
* Inspirational letters and notes to students from staff
* Broadcast opportunities for all grade levels
* Theme based dances

Increase teacher morale, based on the Teacher’s Working Conditions Survey

* Fun holiday mystery games for staff
* Some comp. time for Common Core training and planning
* Ordering Lunch out of the building once a month
* Observing other schools/Peer observations in house
* Initiate cross grade level meetings for support
* Protect teachers’ planning time