

# *Chadbourn Elementary School*

## *School Improvement Plan*

*2011 - 2016*

## *Chadbourn Elementary School Improvement Team*

|                          |  |
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| <b>Deanna Shuman</b>     | <b>Principal</b>                         |
| <b>Stephanie Sellers</b> | <b>Lead Teacher</b>                      |
| <b>Greer Inman</b>       | <b>Media</b>                             |
| <b>Lisa Zima</b>         | <b>Pre-K</b>                             |
| <b>Sheryl Bauer</b>      | <b>Kindergarten</b>                      |
| <b>Elizabeth Gore</b>    | <b>1<sup>st</sup> Grade</b>              |
| <b>Angela Duncan</b>     | <b>2<sup>nd</sup> Grade</b>              |
| <b>Brenda Goss</b>       | <b>3<sup>rd</sup> Grade</b>              |
| <b>Becky McCleney</b>    | <b>4<sup>th</sup> Grade</b>              |
| <b>Annie Lovoy</b>       | <b>5<sup>th</sup> Grade, Chairperson</b> |
| <b>Priscilla Todd</b>    | <b>Lab Facilitator</b>                   |
| <b>Lucretia Kelly</b>    | <b>Parent</b>                            |

## **Vision**

Chadbourn Elementary School will be a school of excellence where students are provided care, a secure environment, and an education that prepares them to be successful citizens in tomorrow's world.

## **Mission**

The mission of Chadbourn Elementary School is to establish an environment where students, parents, and teachers unite, thus enabling students to reach their highest potential.

## **Motto**

"Together We Can"

## **Beliefs**

- Students learn the most when they are actively involved in the learning process and have suitable opportunities for achievement.
- A wide variety of learning activities should be integrated into curriculum and instructional practices to accommodate differences in individual learning styles.
- Every student is an individual with his or her own physical, emotional, social and intellectual needs and abilities.
- A variety of services and resources are required for special children (e.g. special education, limited English proficiency, gifted and talented, etc.).
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- The main priority of our school is student learning.
- Students need to be given the opportunity to apply their learning in meaningful contexts.
- A variety of learning approaches should be provided to support different learning styles.

## SBE Goal 1: NC Public Schools will produce globally competitive students.

### **CCS District Goal 1** : Student Academic Success

**CES School Goal 1**: By June 2014, increase reading scores a minimum of 15% as measured by NCEOG.

Composite Reading scores will increase from 21.1% (2012-2013) to 24.27% for the 2013-2014 academic year.

All Reading achievement scores will be increased by a minimum of 15% in first through fifth grade as evidenced by the NCRReady EOG and Dibels Reading 3D data.

| Strategies   | Key Personnel  | Performance Measure   | Resources  |
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| <b>Goal 1</b><br><b>Strategy 1</b><br>Enhance fidelity of implementation of the Houghton-Mifflin Reading series (K-2), novel studies and Houghton Mifflin (3-5), district curriculum guides (K-5), and Pre-K OWL curriculum adopted as the primary resource for teaching the Reading standards | <ul style="list-style-type: none"> <li>Curriculum Director</li> <li>Principal</li> <li>Lead Teacher</li> <li>Teachers</li> <li>Computer Lab facilitator</li> </ul> | <ul style="list-style-type: none"> <li>Utilization of Columbus County Schools' Common Core/Essential Standards Resource Documents (PreK-5) as Lesson Plans</li> <li>2013-2014 EOG Reading achievement scores</li> <li>SuccessMaker/Waterford</li> <li>Classroom Walkthroughs</li> <li>Development of curriculum guides through collaborative team meetings across district</li> <li>Utilization of disaggregated Theme Skills assessments (K-3)</li> <li>Peer observations in house and across the district</li> <li>District level planning sessions for grade level groups to work on curriculum alignment and create instructional guides</li> </ul> | <ul style="list-style-type: none"> <li>NCDPI Website</li> <li>Columbus County School Website (PreK-5Resource Pages)</li> <li>Textbooks/Supplementary Materials</li> <li>NCDPI Crosswalk/Unpacking Documents/NCSCOS</li> <li>School-wide PLC's</li> <li>Cross Grade Level Meetings</li> <li>District-wide Professional Development</li> <li>SuccessMaker/Waterford Reports</li> <li>Updated Curriculum guides</li> <li>Houghton Mifflin Weekly Skills/Theme Skills Assessments</li> <li>Strategies observed in peer observations</li> <li>District professional development sessions</li> <li>A+ staff development</li> <li>Lesson plans</li> <li>HRMS</li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>• Employ highly qualified teachers</li> <li>• Integration of A+ strategies/components to increase rigor and student engagement</li> </ul>   |   |
| <b>Goal 1</b><br><b>Strategy 2</b><br>Use technology to enhance the delivery of differentiated instruction in Reading/Writing | <ul style="list-style-type: none"> <li>• Computer Lab facilitator</li> <li>• Curriculum Director</li> <li>• Principal</li> <li>• Teachers</li> <li>• Lead Teachers</li> <li>• Parent Involvement Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Disaggregated data from benchmark, formative, and teacher-made assessments</li> <li>• Disaggregated data from Waterford, SuccessMaker, and Reading 3D</li> <li>• Classroom Walkthrough data and Formal Observations</li> <li>• School funding for technology</li> <li>• SuccessMaker/Waterford Tiered Intervention</li> <li>• Utilization of Core Curriculum Technology materials</li> <li>• Completion of Professional Development through collaborative team meetings</li> <li>• Provide additional time for targeted students to access SuccessMaker Reading sessions during Early Bird remediation time</li> <li>• Host family night that showcases SuccessMaker and Waterford Reading components</li> <li>• Incorporate project based</li> </ul> | <ul style="list-style-type: none"> <li>• ClassScape Assessment System through NCSchool</li> <li>• Teacher Made Tests</li> <li>• Successmaker/Waterford/Reading 3D Reports</li> <li>• Core Curriculum Technology resources</li> <li>• School-wide PLC's</li> <li>• District-wide Professional Development</li> <li>• Title I School funds</li> <li>• Early Bird remediation schedule</li> <li>• Family Night (SuccessMaker and Waterford)</li> <li>• Parent Involvement Coordinator</li> <li>• Write to Learn</li> </ul> |

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|  |  | learning activities utilizing Write to Learn for research projects and summaries aligned to curriculum guides in grades 3-5  |  |
| <b>Goal 1</b><br><b>Strategy 3</b><br>Institute a systematic delivery model for timely interventions for those students not meeting expectations | <ul style="list-style-type: none"> <li>• Curriculum Director</li> <li>• Principal</li> <li>• Teachers</li> <li>• Lead Teacher</li> <li>• Teacher Assistants</li> <li>• Computer Lab facilitator</li> </ul> | <ul style="list-style-type: none"> <li>• Disaggregate data to identify individual students' needs for mastery at their grade level</li> <li>• Common assessments to measure student achievement</li> <li>• Small group intervention using scientifically-based Reading research resources</li> <li>• Master schedule</li> <li>• Disaggregated data from Dibels in K-3 and 3-5 benchmark data</li> <li>• SuccessMaker/Waterford data</li> <li>• Teachers and teacher assistants deliver small group intervention sessions to targeted students</li> <li>• Teachers maintain updated small group plans (bi-monthly) to address needs of individual students</li> <li>• Utilize Home Connect report to involve parents during parent conferences and family night events</li> <li>• Employ tutor to work specifically with third grade students to support Read to Achieve standards and</li> </ul> | <ul style="list-style-type: none"> <li>• Soar to Success (1-5)</li> <li>• Road to the Code (K)</li> <li>• SuccessMaker/Waterford reports</li> <li>• Progress Monitoring documentation for Reading 3D (K-3)</li> <li>• Reading 3D reports (K-3)</li> <li>• Houghton Mifflin Phonics/Decoding Screening test (4-5)</li> <li>• Benchmark assessment data</li> <li>• Master Schedule depicting Intervention schedules</li> <li>• Personalized Education Plans</li> <li>• Rigor Book Study</li> <li>• District-wide Professional Development</li> <li>• School-wide PLC's</li> <li>• Intervention schedule</li> <li>• Small group plans</li> <li>• Home Connect reports</li> <li>• Third grade tutor</li> <li>• IEP</li> <li>• Exceptional children teachers</li> </ul> |

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|  |  | <p>deliver additional interventions to targeted students</p> <ul style="list-style-type: none"><li>• Differentiate instruction to meet needs identified in IEP goals</li></ul> |  |
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## **SBE Goal 1: NC Public Schools will produce globally competitive students.**

### **CCS District Goal 1:** Student Academic Success

**CES School Goal 2:** By June 2014, Mathematics achievement scores will increase by a minimum of 15% as measured by the NCRReady EOG and K-2 summative benchmark data. Composite Math scores will increase from 19.5% (2012-2013) to 22.43% for the 2013-2014 academic year.

| <b>Strategies</b>  | <b>Key Personnel</b>  | <b>Performance Measure</b>  | <b>Resources</b>  |
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| <b>Goal 2</b><br><b>Strategy 1</b><br>Enhance the fidelity of implementation of Math Investigations and Common Core standards as the primary resource for teaching the Mathematics standards | <ul style="list-style-type: none"><li>• Curriculum Director</li><li>• Principal</li><li>• Lead Teacher</li><li>• Teachers</li><li>• Computer Lab facilitator</li><li>• Parent Involvement Coordinator</li><li>• Grade level district planning teams</li></ul> | <ul style="list-style-type: none"><li>• Utilization of Columbus County Schools' Common Core/Essential Standards Resource Documents (PreK-5) as Lesson Plans</li><li>• 2013-2014 EOG Math achievement scores</li><li>• SuccessMaker/Waterford</li><li>• Classroom Walkthroughs</li><li>• Development of curriculum guides through collaborative team meetings across district</li><li>• Host family night that showcases Mathematics curriculum and classroom instruction</li><li>• Staff development focused on higher order thinking strategies to enhance/strengthen instructional delivery</li><li>• Peer observations in house and across the district</li><li>• District level planning sessions for grade level</li></ul> | <ul style="list-style-type: none"><li>• Math Investigations curriculum (K-5)</li><li>• MyMath 2013 curriculum (5)</li><li>• SuccessMaker/Waterford reports</li><li>• NCDPI Website</li><li>• Columbus County School Website (PreK-5 Resource Pages)</li><li>• NCDPI Crosswalk/Unpacking Documents/NCSCOS</li><li>• Curriculum guides</li><li>• School-wide PLC's</li><li>• Cross Grade Level Meetings</li><li>• District-wide Professional Development</li><li>• Parent Involvement Coordinator</li><li>• Agendas</li><li>• Strategies observed during peer observations</li><li>• District professional development sessions</li></ul> |

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|   |   | <ul style="list-style-type: none"> <li>• groups to work on curriculum alignment and create instructional guides</li> <li>• Integration of A+ strategies/components to increase rigor and student engagement</li> <li>• Employ highly qualified teachers</li> </ul>   | <ul style="list-style-type: none"> <li>• A+ staff development</li> <li>• Lesson plans</li> <li>• HRMS</li> </ul>   |
| <b>Goal 2</b><br><b>Strategy 2</b><br>Use technology to enhance the delivery of differentiated instruction in Mathematics | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Lead Teachers</li> <li>• Computer Lab facilitator</li> <li>• Curriculum Director</li> </ul> | <ul style="list-style-type: none"> <li>• Disaggregated data from benchmark, formative, and teacher-made assessments</li> <li>• Disaggregated data from Waterford, SuccessMaker, and K-2 Math benchmarks</li> <li>• Classroom Walkthrough data and Formal Observations</li> <li>• School funding for technology</li> <li>• SuccessMaker/Waterford Tiered Intervention</li> <li>• Utilization of Core Curriculum Technology materials</li> <li>• Completion of Professional Development through collaborative team meetings</li> <li>• Integrate online math manipulatives as a supplemental resource</li> </ul> | <ul style="list-style-type: none"> <li>• ClassScape Assessment System through NCSchool</li> <li>• Teacher Made Tests</li> <li>• Successmaker/Waterford Reports</li> <li>• Core Curriculum Technology resources</li> <li>• School-wide PLC's</li> <li>• District-wide Professional Development</li> <li>• Title I School funds</li> </ul> |
| <b>Goal 2</b><br><b>Strategy 3</b><br>Institute a systematic  | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Teacher Assistants</li> </ul>   | <ul style="list-style-type: none"> <li>• Disaggregated data to identify individual students' needs for mastery at their</li> </ul>   | <ul style="list-style-type: none"> <li>• SuccessMaker/Waterford reports</li> <li>• Quarterly Math assessments</li> </ul>   |

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| <p>delivery model for timely interventions for those students not meeting expectations</p> | <ul style="list-style-type: none"> <li>• Lead Teacher</li> <li>• Curriculum Director</li> <li>• Media Specialist</li> <li>• Computer Lab facilitator</li> <li>• Parent Involvement Coordinator</li> <li>• SIT committees</li> </ul> | <p>grade level</p> <ul style="list-style-type: none"> <li>• Common assessments to measure student achievement</li> <li>• Small group intervention using core curriculum intervention materials</li> <li>• Master schedule</li> <li>• Disaggregated data from Math quarterly assessments in K-2 and 3-5 benchmark data</li> <li>• Analyze SuccessMaker/Waterford data to plan targeted instruction</li> <li>• Provide additional time for targeted students to access SuccessMaker Mathematics sessions during Early Bird remediation time</li> <li>• Host family night that showcases SuccessMaker and Waterford Mathematics components</li> <li>• Utilize cross grade level PLCs to analyze data and plan small group intervention for targeted students</li> <li>• Differentiate instruction to meet needs identified in IEP goals</li> </ul> | <p>(K-2)</p> <ul style="list-style-type: none"> <li>• Investigations Intervention materials/MyMath Response to Intervention materials</li> <li>• Common Investigation assessments used across district</li> <li>• State K-2 Math benchmarks</li> <li>• District 3-5 Math benchmarks</li> <li>• Master Schedule depicting Intervention schedules</li> <li>• Personalized Education Plans</li> <li>• Rigor Book Study</li> <li>• District-wide Professional Development</li> <li>• School-wide PLC's</li> <li>• Early Bird intervention schedule</li> <li>• Family Night SuccessMaker/Waterford</li> <li>• Parent Involvement Coordinator</li> <li>• Lab Facilitator</li> <li>• SIT committees</li> <li>• IEP</li> <li>• Exceptional children teachers</li> <li>• SIG implementation</li> </ul> |
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## **SBE Goal 2: NC Public School students will be healthy and responsible.**

**CCS District Goal 2:** Provide a Safe and Nurturing School

**CES School Goal 3:** By June 2014, office referrals including insubordination/disruptive behavior will be reduced by 50% as measured by PowerSchool discipline referral data.

| <b>Strategies</b>  | <b>Key Personnel</b>  | <b>Performance Measure</b>   | <b>Resources</b>   |
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| <b>Goal 3</b><br><b>Strategy 1</b><br>Professional development will be aimed at developing knowledgeable professionals who effectively meet the academic, cultural, and social needs of at-risk students | <ul style="list-style-type: none"> <li>• All Columbus County Schools personnel</li> <li>• All CES personnel</li> <li>• Parents</li> <li>• Students</li> <li>• Community Stakeholders</li> <li>• SIT committee</li> <li>• Behavior Support personnel</li> <li>• Mentors</li> <li>• BTSP Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Suspension data</li> <li>• Classroom walkthroughs</li> <li>• Office referral data</li> <li>• Completion of Rigor Made Easy book study</li> <li>• High-yield strategies professional development</li> <li>• Guest speakers from the community to speak with students and staff</li> <li>• Incorporation of strategies that focus on positive student behaviors</li> <li>• Security doors</li> <li>• Weekly mentor/mentee meetings</li> <li>• Peer observations</li> </ul> | <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Pupil Personnel Services</li> <li>• CES personnel</li> <li>• School-wide PLC's</li> <li>• Cross Grade Level Meetings</li> <li>• Rigor Made Easy book study</li> <li>• Community Stakeholders</li> <li>• High-Yield Strategies</li> <li>• SIT committee</li> <li>• Positive behavior recognitions</li> <li>• Mentor logs</li> <li>• Peer observation schedule</li> <li>• Walk-through form</li> </ul> |
| <b>Goal 3</b><br><b>Strategy 2</b><br>Staff will work toward providing the academic, social, psychological and cultural resources students   | <ul style="list-style-type: none"> <li>• All CES personnel</li> <li>• Parents</li> <li>• Students</li> <li>• SIT Committee</li> <li>• Child nutrition employees</li> </ul>  | <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Suspension data</li> <li>• Classroom walkthroughs</li> <li>• Office referral data</li> <li>• Number of alternative referrals/incidences and</li> </ul>   | <ul style="list-style-type: none"> <li>• Community Stakeholders</li> <li>• Parents</li> <li>• Students</li> <li>• Pupil Personnel Services</li> </ul>  |

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| need to succeed as<br>“scaffolding for support”   | <ul style="list-style-type: none"> <li>• NC Pre-k staff</li> </ul>   | <p>School Resource Officer reports in schools</p> <ul style="list-style-type: none"> <li>• Stakeholder Survey data</li> <li>• Develop school-wide rules and procedures and implicitly teach them to students</li> <li>• Professional development on behavior plans</li> <li>• Monthly recognitions</li> <li>• Pre-K and Kindergarten informational nights</li> <li>• Local head start visits to Kindergarten classrooms</li> <li>• Free breakfast provided to every student</li> <li>• Implementation of SEFEL program in pre-k classrooms</li> </ul> | <ul style="list-style-type: none"> <li>• All Columbus County Schools personnel</li> <li>• All CES personnel</li> <li>• School-wide PLC’s</li> <li>• Incentive plan</li> <li>• PDPs</li> <li>• Child nutrition guidelines</li> <li>• SEFEL training</li> </ul>  |
| <b>Goal 3</b><br><b>Strategy 3</b><br>Staff will work to establish family and community engagement through partnerships that inform stakeholders and support academic achievement | <ul style="list-style-type: none"> <li>• All CES personnel</li> <li>• Community Stakeholders</li> <li>• PBIS Committee</li> <li>• Parents</li> <li>• Students</li> <li>• School Social Worker</li> <li>• Pupil Personnel Director</li> <li>• Parent Involvement Coordinator</li> <li>• Smile Dental employees</li> </ul> | <ul style="list-style-type: none"> <li>• PowerSchool notification letters</li> <li>• Parent conferences with administration, school social worker and teachers</li> <li>• Development of mentor program for students</li> <li>• Parent Contact logs</li> <li>• School Messenger phone notifications</li> <li>• District/School/Teacher websites</li> <li>• Pre-K and Kindergarten informational nights</li> <li>• Local head start visits to Kindergarten Classrooms</li> <li>• Dental services provided to</li> </ul>                                | <ul style="list-style-type: none"> <li>• Community Stakeholders</li> <li>• Parents</li> <li>• Students</li> <li>• Pupil Personnel Services</li> <li>• All Columbus County Schools personnel</li> <li>• North Carolina Dept. of Public Instruction Positive Behavior Intervention Support - Regional Consultant</li> <li>• PBIS Committee</li> <li>• Parent Involvement Coordinator</li> <li>• PowerSchool</li> </ul> |

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|  |  | students with needs | <ul style="list-style-type: none"><li>• School Messenger</li><li>• Websites</li><li>• Smile Dental Van</li></ul> |
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