

**School Improvement Plan**

<b>School:</b>	Highcroft ES
<b>Plan Year</b>	2016-2018

<b>Data Components</b>	<b>Strengths (data trend statements)</b>	<b>Concerns (data trend statements)</b>
<b>Student Achievement</b>	<p><u>EOG/mClass:</u></p> <ul style="list-style-type: none"> <li>*"Met" Expected Growth 2012-13 according to EVAAS</li> <li>*"Exceeded" Expected Growth 2013-14 according to EVAAS</li> <li>*We met all of our subgroup targets according to the AMO Status Report</li> <li>*90.3% of Highcroft students in Grades 3-5 were at or above grade level in Reading compared to 65.7% at the district level and 56.3% at the state level</li> <li>*92% of Highcroft students in Grades 3-5 were at or above grade level in Math compared to 63.2% at the district level and 52.2% at the state level</li> <li>*92.3% of Highcroft students in Grade 5 were at or above grade level in Science compared to 76.2% at the district level and 72.6% at the state level</li> <li>*92.4% of Highcroft students in Grades K-5 were at or above grade level benchmark on Reading DIBELS</li> <li>*Grades K-3 made progress on the TRC</li> <li>*82% of our teachers met or exceeded student growth based on Standard 6.</li> </ul> <p><u>Walkthrough:</u></p> <ul style="list-style-type: none"> <li>*All Grade levels use C-MAPP as a guide</li> <li>*A variety of instructional strategies are used, including but not limited to, strategy groups, guided reading groups, Letterland, differentiation across content areas, and ability grouping.</li> </ul>	<p><u>EOG/mClass:</u></p> <ul style="list-style-type: none"> <li>*We did not meet Expected Growth 2014-15 according to EVAAS, with an overall drop of 6.92 average growth index in 2015.</li> <li>*In 2014-15 our growth index in math went down 4.4 overall. In 3<sup>rd</sup> grade in went down 5.9, in 4<sup>th</sup> grade it went down 3.4, and in 5<sup>th</sup> grade it went down 5.3.</li> <li>*In 2014-15 our growth index in science went down 2.4</li> <li>*Overall, our Hispanic/Latino subgroups overall proficiency has gone down 11%.</li> <li>*Over the last 3 years, our Hispanic/Latino subgroups reading proficiency has gone down 14%.</li> <li>*Over the last 3 years, our Hispanic/Latino subgroups math proficiency has gone down 10%.</li> <li>*At Highcroft only 62.2% of our students with disabilities passed both math and reading tests.</li> <li>*18% of our teachers did not meet student growth based on Standard 6.</li> </ul> <p><u>Walkthrough:</u></p> <ul style="list-style-type: none"> <li>*Short formative assessments are not used consistently to drive instruction</li> <li>*Calculator use is not always present during math instruction</li> <li>*Technology is not always present in all classrooms</li> </ul>

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<b>Data Components</b>	<b>Strengths (data trend statements)</b>	<b>Concerns (data trend statements)</b>
<b>Process Data</b>	<ul style="list-style-type: none"> <li>*All grade levels use C-MAPP as a guide and Common Core Standards</li> <li>*Grade levels plan together as teams</li> <li>*Literacy Coach is available for K-2 and 3-5</li> <li>*Implementation of Book Clubs have been successful forms of Professional Development</li> <li>*Grades 2-5 ability group their students for math instruction</li> <li>*We have several programs for students to use at Highcroft. (RAZ Kids, Study Island, Adapted Mind, Test Ready, Wordly Wise, Scholastic News, etc...)</li> <li>*Backpack Buddies nourishes children's bodies so they can learn</li> <li>*PALS promotes positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>*According to the math walk-through data we need to see more calculator use</li> <li>*Students are not being progress monitored in MClass with fidelity</li> <li>*Based on utilization reports RAZ Kids and Study Island are not utilized as much as they could be.</li> </ul>
<b>Staff and Student Demographics</b>	<p><u>2014-2015 Teacher Demographics</u></p> <ul style="list-style-type: none"> <li>*100% of teachers are fully licensed and highly qualified as defined by federal law. 18.8% of teachers are National Board Certified. 50% of teachers have an advanced degree.</li> <li>*We have a low teacher turnover rate</li> </ul>	<p><u>2014-2015 Teacher Demographics</u></p> <ul style="list-style-type: none"> <li>*The same sub-groups (ED, LEP, and SWD) continue to under perform</li> <li>*Our level 4 and level 5 students are not making adequate growth</li> </ul>
<b>Perception</b>	<p><u>According to the 2015 WCPSS School Progress Report/WCPSS Teacher Survey:</u></p> <ul style="list-style-type: none"> <li>*86.2% of teachers believe, "Faculty and Staff have a shared vision."</li> <li>*87.5% of teachers believe, "The school environment is safe."</li> <li>*92.2% of teachers believe, "School is a good place to work and learn."</li> <li>*93.8% of teachers believe, "School leadership supports data-based decision-making."</li> <li>*90.8% of teachers believe, "Parents/guardians support teachers."</li> <li>*84.6% of teachers believe there is, "Time available to collaborate with colleagues."</li> </ul>	<p><u>According to the 2015 WCPSS School Progress Report/WCPSS Teacher Survey:</u></p> <ul style="list-style-type: none"> <li>*66.2% of teachers believe, "School administrators support teachers' efforts to maintain classroom discipline," compared to the district average of 76.8%</li> <li>*66.2% of teachers believe, "Staff is comfortable raising issues of concern," compared to the district average of 69.6%.</li> <li>*70.8% of teachers believe, "The school environment is clean and maintained," compared to the district average of 81.3%.</li> </ul>

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<b>Priority Concerns/Problem Statement</b>	<b>Root Causes/Hypothesis (ICEL)</b>	<b>Solutions (evidence based)</b>
Our AIG students and our Level 4/Level 5 non-identified AIG students, are not making adequate growth.	<ul style="list-style-type: none"> <li>*According to 2015 WCPSS Student Survey: 79.6% of students agree "My teachers give me challenging work."</li> <li>*Staff development is needed to support teachers with our level 4/5, non-identified AIG students.</li> <li>*Time impacts potential for student growth because instruction can be fast-paced, mini-lessons may be too long, and often time does not seem flexible.</li> </ul>	<ul style="list-style-type: none"> <li>*Professional Development/Resources for staff on differentiation, acceleration, and serving AIG students, as well as, our level 4/5 non-identified AIG students.</li> <li>*Students will be given meaningful extension activities in order to increase rigor in classroom assignments</li> </ul>
According to EVAAS, for the past three school years our growth has been inconsistent; we have met growth, exceeded growth, and not met growth in Reading and Math.	<ul style="list-style-type: none"> <li>*Instructional practices (strategies and engagement) impact student growth.</li> <li>*Teacher beliefs impact student growth.</li> </ul>	<ul style="list-style-type: none"> <li>*Leadership will closely examine the master schedule to ensure time is not a factor</li> <li>*PLT work on utilizing the 4 C's (Collaboration, Creativity, Communication, and Critical Thinking) in all lessons</li> </ul>

**Data Summary**

Describe your conclusions

91% of our students are at or above grade level as measured by standardized assessments for the 2014-2015 school year. According to EVAAS, for the past three school years our growth has been inconsistent; we have met growth, exceeded growth and not met growth. All of our AMO targets for the past three years have been met. However, all students are not experiencing the same rate of success and our average growth is stagnant. More Highcroft students are not meeting expected growth compared to students who are meeting or exceeding growth. According to qualitative data and surveys, there is an accompanying lack of preparedness of staff to best differentiate instruction and the learning of our identified AIG and level IV/V non AIG students. As a result of our findings, the AIG teacher will provide professional development on differentiated instruction for all learners. In addition, teachers will participate in professional development on the theory of growth mindset and how to create engaging math and reading enrichment activities to increase the rigor of classroom assignments and instruction. PLTs will focus on examining not only below grade level data, but also on level and above grade level data.

**School Improvement Plan**
**Membership of School Improvement Team**

<b>School:</b>	Highcroft ES
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	M. Tanner Gamble
<b>Date:</b>	Jul - 2015

**SIP Team Members**

	<b>Name</b>	<b>School Based Job Title</b>
1	Camille Marlowe	Assistant Principal
2	Chantel Nelson	Parent
3	Dana Walters	Teacher
4	Emily Powell and Jeanne Duwve	Teacher
5	Emily White	Teacher
6	Erin Mills	Instructional Support Personnel
7	Heather Boykin and Melissa Melvin	Teacher
8	Jackie Burke and Nancy O'Brien	Teacher
9	Kirsten Abel	Teacher
10	Marc Schild	Instructional Support Personnel
11	McKenzie Hussey and Emily Williams	Teacher
12	Melissa Costanzo and Penny O'Brien	Teacher
13	Penny Deats	Teacher Assistant
14	Rachel Castaneda and Heather Marinello	Teacher
15	Rebecca Donaldson	Teacher
16	Sara Bowers	Teacher
17	Tanner Gamble	Principal

<b>School:</b>	Highcroft ES
<b>Plan Year</b>	2016-2018
<b>Date:</b>	Apr - 2016

**Mission Statement**

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

**Vision Statement**

Highcroft Drive Elementary students will become adaptable learners through the development of strong academic skills as we integrate all disciplines, including the arts and technology. Our school community will nurture the whole student through high expectations, differentiated instruction, and inquiry based learning, which will ensure high academic achievement in the 21<sup>st</sup> century for all students. The learning community will do so by offering collaborative support while providing a healthy, safe, diverse and engaging school environment.

**Core Beliefs**

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

**Value Statement**

The staff of Highcroft Drive Elementary will...

- build and foster trusting relationships between staff, students, and families.
- provide a welcoming climate, nurturing atmosphere, and safe learning environment for all children.
- promote academic excellence by adhering to the Common Core and Essential Standards.
- differentiate instruction to meet the needs of a diverse population of students.
- utilize best practices to promote student success through continuous learning, self-reflection, and innovation.
- collaborate to develop consistent instructional strategies using a variety of assessment data.
- provide opportunities for parents, students, staff, and community members to collaborate and work toward common goals.

<b>School Goal</b>		
<p>By June 2018, Highcroft Drive Elementary will meet or exceed expected growth in reading and math for all grade levels as measured by mClass (K-3 reading) and EOG's (3-5 reading/4-5 math) as reported by EVAAS.</p>		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Sara Bowers	Learning and Teaching	21st Century Students
<b>Resources</b>		
<p>Literacy Coach; Special Ed Teachers; AIG Teacher; Instructional Support Staff; Highly Qualified Teachers; mClass DIBELS and TRC &amp; Digging Deeper Assessments; C-MAPP, Leveled Bookroom; Media Collection; Classroom Libraries; Daily 5; CAFÉ; RAZ Kids; Tumblebooks; Pebble Go (K-2); SMART Exchange; Time for Kids; DPI unpacking documents; Adapted Mind; EVAAS, EOG, K-2 assessment data; Case 21 Grades 2-5; Math Common Core; Rigor Matrix; Bloom's Taxonomy; the 4 C's; Elementary (K-3 Read to Achieve Plan); EASi; RTI Team; Utilize all budget flexibility allowed by DPI, General Statute Laws, and policies; Healthy active children policy; safe and orderly schools plan, character education plan; duty free lunch and planning built into the master schedule; Parent Association and Community resources, Parent Engagement</p>		

<b>Key Process</b>
<p><b>1.</b> All teachers will collaborate during weekly PLTs to create assignments and provide opportunities for increased rigor using the Rigor Matrix model across content areas to increase student application and analysis skills.</p>
<b>Tier</b>
Tier 1 / Core
<b>Process Manager</b>
Dana Walters
<b>Measurable Process Check(s)</b>
<p>PLTs will use the Rigor Matrix model monthly to collect and analyze specific quadrant data about increased rigor in grade level lessons.</p> <p>Each quarter, SIT will monitor Rigor Matrix model data collected by PLTs to determine implementation of specific strategies from matrix quadrants and level of rigor achieved.</p> <p>PLTs and the SIT team will collect and analyze individual classroom math/literacy data quarterly using universal screening data, benchmark data, common formative assessments, and classroom observations for fidelity of implementation and impact on student achievement.</p>

Action Step(s)
<p><b>1.</b> PLT refresh at a school-wide PD at the beginning of the year with team building (Leadership)</p> <p><b>Timeline</b> From 8/2016 To 9/2016</p>
<p><b>2.</b> Teachers will input student data into the spreadsheet that will be shared with them at PLT's at the beginning of the year.</p> <p><b>Timeline</b> From 8/2016 To 9/2016</p>
<p><b>3.</b> Professional development on student engagement, rigorous instruction (Rigor Matrix), and growth mindset will be provided on staff development days and/or through coaching cycles.</p> <p>Professional development on the characteristics of identified AIG students, as well as, level 4/level 5 non-identified AIG students and resources/activities to use with them will be provided on staff development days and/or through coaching cycles.</p> <p>Professional development on lesson planning for enrichment: Bringing model lessons &amp; looking for differentiated opportunities. This also includes observing colleagues on half day planning.</p> <p>Professional development on the purpose of ICEL (Instruction, Curriculum, Environment, Learner), and how we can use this when evaluating C-MAPP/lesson plans.</p> <p><b>Timeline</b> From 8/2016 To 5/2017</p>
<p><b>4.</b> The SIT Team will reevaluate 2016-17 professional development to see what our next steps will be.</p> <p><b>Timeline</b> From 4/2017 To 5/2017</p>
<p><b>5.</b> Professional Learning Teams will analyze student work samples, universal screening data, benchmark data, and common grade level assessments to ensure rigorous activities are being implemented effectively with fidelity.</p> <p><b>Timeline</b> From 8/2016 To 5/2017</p>
<p><b>6.</b> PLT's will evaluate end of unit data in math and reading to determine if proficiency was at 92% or greater.</p> <p><b>Timeline</b> From 8/2016 To 5/2018</p>
<p><b>7.</b> Teachers will provide targeted instruction to remediate and accelerate all leveled subgroups in order to make Annual Yearly Progress.</p> <p><b>Timeline</b> From 8/2016 To 5/2018</p>
<p><b>9.</b> Teachers share best practices, resources, strategies, interventions, etc... during PLT's.</p> <p><b>Timeline</b> From 8/2016 To 5/2018</p>

<b>Key Process</b>
<p><b>2.</b> Teachers will identify and target academic and behavioral student needs through differentiation (content, process and product) that incorporates the 4 C's (Communication, Collaboration, Critical Thinking, and Creativity) to increase student growth with the core standards.</p> <p><b>Tier</b> Tier 1 / Core</p> <p><b>Process Manager</b> Kirsten Abel</p> <p><b>Measurable Process Check(s)</b> PLTs will collect and analyze common assessment data monthly to monitor student growth. SIT will monitor grade level common assessments quarterly to determine student progress and success.</p>

<b>Action Step(s)</b>
<p><b>1.</b> SIT will conduct a short survey to determine focus content areas for differentiated PD.</p> <p><b>Timeline</b> From 8/2016 To 8/2016</p> <p><b>2.</b> Professional development for K-5 on types of differentiation (content, process, product, environment) as well as differences between and connections to rigor.</p> <p>Professional development on social/emotional characteristics of AIG students. Specifically, how to respond to the socio-emotional needs of students.</p> <p>Professional development on how to incorporate digital learning and technology into everyday instruction.</p> <p>Based on the PD survey, PLN's (Professional Learning Networks) will be created and take place the remainder of the year.</p> <p><b>Timeline</b> From 8/2016 To 4/2017</p> <p><b>3.</b> PLTs identify student needs and build on staff development to implement differentiated assignments in focus content area throughout all instructional settings (regular classroom, ESL, CCR, AIG).</p> <p><b>Timeline</b> From 10/2016 To 5/2017</p> <p><b>4.</b> During monthly curriculum discussions, PLTs monitor and analyze data on implementation of differentiated assignments and identify next steps for student success.</p> <p><b>Timeline</b> From 10/2016 To 5/2017</p>



**School:** Highcroft ES**Plan Year** 2016-2018**LEA:** Wake County (920)

5. SIT quarterly monitors grade level data on differentiated assignments and identifies staff development needs.

**Timeline** From 10/2016 To 5/2017

<b>Date</b>	Apr - 2016
<b>Waiver Requested</b>	
No waiver request	
<b>How will this waiver impact school improvement?</b>	
No waiver request	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	No waiver request

**School Improvement Plan**

**Summary Sheet of Professional Development Activities**

<b>School:</b>	Highcroft ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
<p>Professional development on student engagement, rigorous instruction, and growth mindset will be provided on staff development days and/or through coaching cycles.</p> <p>Professional development on the characteristics of identified AIG students, as well as, level 4/level 5 non-identified AIG students and resources/activities to use with them will be provided on staff development days and/or through coaching cycles.</p> <p>Professional development on the social-emotional characteristics of AIG students.</p> <p>PD on how to incorporate digital learning and technology into everyday instruction.</p> <p>ICEL and the 4 C's across Content Areas</p>	All certified staff	Goal 1

**School Improvement Plan****Summary Sheet of Professional Development Activities**

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<b>School Year:</b>	2017-2018

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
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**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Highcroft ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	Will be complete September 2016	Will be complete September 2016	Will be complete September 2016
<b>Intervention Structure</b>	Will be complete September 2016	Will be complete September 2016	Will be complete September 2016
<b>Instruction</b>	Will be complete September 2016	Will be complete September 2016	Will be complete September 2016
<b>Assessment and Progress Monitoring</b>	Will be complete September 2016	Will be complete September 2016	Will be complete September 2016
<b>Curriculum/Resources</b>	Will be complete September 2016	Will be complete September 2016	Will be complete September 2016

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Highcroft ES
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<b>School Year:</b>	2017-2018

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>			
<b>Intervention Structure</b>			
<b>Instruction</b>			
<b>Assessment and Progress Monitoring</b>			
<b>Curriculum/Resources</b>			