

School Improvement Plan

School:	Douglas ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>Based on our 2014-2015 EOG data: 5th grade science scores increased 12% over the previous year.</p> <p>4th grade reading scores have increased 19% over the last three years, from 51% to 72%.</p> <p>4th grade math scores have increased 23% over the last three years, from 43% to 65% proficient.</p> <p>Our overall 3-5 composite of students proficient in reading and math has increased 8% over the last 3 years, from 56% to 64%.</p>	<p>Based on our 2014-2015 EOG data: 5th grade science scores show only 58% proficiency, which is 10% below the Northern area and 14% below the WCPSS average. 3rd grade reading scores showed a decrease of 10% overall. 3rd grade math scores showed an 11% decrease overall. We are showing a 42.3 achievement gap overall. The achievement gap is greatest in reading for Students with disabilities, then economically disadvantaged, Hispanic and Black.</p> <p>Based on our 4th quarter 2014-2015 data: Kindergarten TRC scores decreased by 2% from the previous year. Kindergarten mClass decreased by 4% from the previous year. 1st grade mClass decreased by 4.46% from the previous year. 2nd grade mClass decreased by 16.55% from the previous year. Kindergarten math scores decreased by 11% from the previous year. 1st grade math scores decreased by 6% from the previous year. 2nd grade math scores decreased by 13.56% from the previous year.</p> <p>EVAAS shows that we have not met AMO targets for the last 3 years</p>

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Process Data	<p>Based on our End of Year Math Walk Through data for 2014-2015, the following increases were seen over the course of the year:</p> <ul style="list-style-type: none"> 6% in teacher to student math talk 21% in student to student math talk 25% in students engaged in mathematical discourse 17% in students leading and participating in math discussions. 31% in students making arguments to defend their reasoning. 22% in students using mathematical models. 6% in students using and/or sharing multiple representations. <p>Based on our End of Year Walk Through Data for 2015-2016, teachers remained consistent with the implementation of providing appropriate math tasks (71%), students posing questions to other students (25%), students making arguments to defend their reasoning (13%) and students using/sharing multiple representations (48%).</p>	<p>Based on our End of Year Math Walk Through data for 2014-2015, there was only 58% of classrooms observed in which students were engaged in mathematical discourse.</p> <p>Based on our End of Year Math Walk Through data for 2015-2016, there were only 17% of classrooms observed in which students were engaged in mathematical discourse and most other areas showed decreases between 12 and 39%.</p>
Staff and Student Demographics	<p>We continue to have 100% of our staff highly qualified.</p> <p>Our student attendance target of >95% has been met or exceeded for the past 3 years.</p> <p>Our student population has decreased over the last 2 years by 8.5%, relieving our overcrowding</p>	<p>The percentage of Hispanic students has increased from 25% to 28% over the past 3 years.</p> <p>The percentage of African American students has remained constant at 16% for the last 3 years.</p> <p>Our teacher turnover rate has increased from 6% to 24% in the last 3 years.</p>
Perception	<p>According to the 2015 survey, 91.8% of the staff think Douglas is a good place to work and learn. This shows a 25.5% positive increase over the 2014 TWC.</p> <p>**Student perception and parent perception data not available**</p>	<p>**Data not available</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
We have a 42.3% achievement gap.	Lack of consistency in instructional practice.	<p>Improve the effectiveness of instruction through collaborative planning in literacy, math and science.</p> <p>Implement literacy structures that are consistent in all classrooms.</p> <p>Implement school wide routines and procedures to build community and positive behavior.</p>
We have not met AMO targets in the last three years.	lack of common planning across grade level, inconsistent literacy structures, need to increase effectiveness of PLTs	Improve the effectiveness of using student data in PLTs to improve instruction.
Our proficiency scores are below the Northern Area and WCPSS averages.	lack of consistency in instructional practices and assessments	Improve the effectiveness of both collaborative planning and PLTs.

Data Summary

Describe your conclusions

Douglas Elementary is a Creative Arts and Science Magnet School. While 92% of the staff think Douglas is a good place to work and learn, we continue to have a 42% achievement gap. We lost our Title I status this year and had an increase in the percentage of students who are both ELL and qualify for free and reduced lunch.

We believe literacy is our greatest area of need because of the effect it has on all other academic areas. We want to focus on the fidelity of literacy implementation. We will do this through grade level collaborative planning, strengthening the effectiveness of PLTs, ensuring consistent literacy structures and consistent use of school-wide procedures and routines. Our magnet structure will support our learners through multiple pathways to learning through the arts and experiential learning.

School Improvement Plan
Membership of School Improvement Team

School:	Douglas ES
Plan Year	2016-2018
Principal:	Derek Burns
Date:	Sep - 2015

SIP Team Members

	Name	School Based Job Title
1	Amelia Sheaffer	Teacher
2	Breanna Johnson	Teacher
3	Carol Owen	Teacher
4	Claudia Bazemore	Assistant Principal
5	Derek Burns	Principal
6	Heidi Bledsoe	Instructional Support Personnel
7	Jennell DeFrancis	Teacher
8	Jordan Bradley	Teacher
9	Kenneth Blue	Parent
10	Lisa Todd	Teacher Assistant
11	Rebecca Gurkin	Teacher
12	Reeves Raley	Teacher
13	Rochelle Hill	Instructional Support Personnel
14	Sara Ridings	School Improvement Chair
15	Sarah Bruner	Instructional Support Personnel
16	Stephen MacDonald	Teacher
17	Veronica Saghir	Parent

School:	Douglas ES
Plan Year	2016-2018
Date:	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

Douglas Creative Arts and Science Magnet Elementary School works as a collaborative community of teachers, students and parents to build positive relationships that create stimulating learning environments. We connect with the larger A+ schools network and tap community resources to differentiate learning through the multiple intelligences and provide intentional instruction with real world connections.

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

We believe:

- A positive, nurturing environment plays an essential part in learning.
- Students learn when they are engaged, interested and feel safe.
- The arts and hands-on science provide rich experiences that allow students to learn in multiple ways, addressing their diverse needs.
- We have high expectations of all students.
- Building relationships with students and their families is essential.
- Morning meetings are an important way to build relationships and establish a positive classroom climate and community.
- Communication and collaboration among staff members, between staff and administration, and between staff, administration and parents is essential in creating a safe, healthy and supportive environment.
- 21st Century Skills, including collaboration, communication, creativity, critical thinking, and media/technology skills are essential for learning.

School Goal		
By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets.		
Goal Manager	Strategic Objective	State Board of Education Goal
Derek Burns	Learning and Teaching	Globally Competitive Students
Resources		
We will utilize the following: DPI flexibility in financial transfers; the K-3 Read to Achieve Plan; Healthy Active Children Policy; Safe Orderly Schools Plan; Character Education Plan; and duty free lunch and planning.		

Key Process
<p>1. Improve the effectiveness of using student data to inform instruction in PLTs</p> <p>Tier Tier 1 / Core</p> <p>Process Manager administrative PLT</p> <p>Measurable Process Check(s) Mr. Burns will review PLT agendas and notes on a weekly basis to make sure that instructional choices are being made based on ongoing, formative common assessment data.</p> <p>Teachers will self-assess the effectiveness of PLT implementation at the end of the 2016-2017 school year and then on a quarterly basis.</p>

Action Step(s)
<p>1. The administrative PLT will develop expectations (including looking at data, agendas, norms, role, connection to SIP, next steps, fidelity of assessments and use of rubrics) and deadlines for grade level PLTs. All agendas/notes/kid talk will be organized and posted in Google Folders)</p> <p>Timeline From 6/2016 To 9/2016</p> <p>2. The administrative team will provide additional support where necessary to ensure all expectations and deadlines are being met.</p> <p>Timeline From 8/2016 To 6/2017</p> <p>3. Interventionists and AG teacher will research kid talk protocols to share with the administrative PLT.</p> <p>Timeline From 6/2016 To 8/2016</p> <p>4. The administrative PLT will create a tool for grade level PLTs to use during discussion of students.</p> <p>Timeline From 8/2016 To 9/2016</p>

5. AG and interventionists will review PLT notes weekly.

Timeline From 9/2016 To 6/2017

6. Administration will select one individual to facilitate literacy, math and science discussions in PLT and collaborative planning.

Timeline From 9/2016 To 6/2017

7. The administrative PLT will create a reflective tool so teachers and grade levels can self-assess progress of effective PLT implementation.

Timeline From 1/2016 To 4/2016

8. The principal will schedule ongoing Professional Development on the continuation of effective PLT implementation.

Timeline From 8/2017 To 5/2018

Key Process

2. Implement literacy instructional structures that are consistent in all classrooms.

*all dates on this key process are on a continuum and will be implemented as needed on a teacher by teacher basis

Tier

Tier 1 / Core

Process Manager

Sarah Bruner, Rochelle Hill, Literacy Committee Chair(s)

Measurable Process Check(s)

On a quarterly basis, teachers will self-assess with a multiple choice survey created and administered by the coaches.

On a regular basis (tri-weekly in K-2 and bi-weekly in 3-5), all classroom teachers will administer word work assessments as well as assess reading and writing to ensure that students are mastering the word work skills.

Coach will complete coaching cycles K-2 literacy teachers on a quarterly basis to look at effectiveness of literacy structures and instructional practices.

Action Step(s)

1. Engaged Mini Lessons:

- The principal/IRT will select a team of teachers to create and lead professional development on how to implement effective mini lessons using the gradual release model (e.g. Using picture books to teach multiple mini lessons, gradual release model—I do, we do, they do). 12/18/16

Timeline From 10/2016 To 1/2017

2. Word work:

- K-2 teachers will give Letterland unit assessments to determine effectiveness. 3-5 teachers will give a bi-weekly assessment to determine effectiveness. 9/4/15 - ongoing per unit

Timeline From 10/2016 To 6/2017

3. Literacy Committee/IRT will create Google folders with staff resources for each literacy component (mini-lessons, conferring, guided reading, strategy groups) as they are being implemented. 5/30/17

Timeline From 8/2016 To 5/2017

4. IRT and others will research a way to measure effectiveness of vocabulary instruction. 9/4/15 - ongoing

Timeline From 10/2016 To 1/2017

5. Engaged mini-lessons:

- The team will facilitate the professional development on creating effective mini lessons. 3/23/16

Timeline From 10/2016 To 1/2017

6. Engaged mini-lessons:

- The literacy structures team (not the team facilitating) will develop an observation tool to monitor implementation of effective mini lessons and provide additional support where necessary. 1/15/16

Timeline From 10/2016 To 1/2017

7. Independent Reading and Conferring:

- Classroom teachers will level all the books in their classroom libraries. Grades 3-5 will use Lexiles. Q2

Timeline From 8/2016 To 9/2016

8. Independent Reading and Conferring:

- Classroom teachers will use Guiding Readers & Writers, the Daily Café book or resources on CMAPP to model for students how to select a good fit book within the first 20 instructional days. 16-17

Timeline From 9/2016 To 9/2016

9. Independent Reading and Conferring:

- Classroom teachers will select a form to guide conferring and record notes. 9/30/16

Timeline From 6/2016 To 6/2016

10. Independent Readings and Confering:

- IRT and Literacy Coach will provide coaching cycles on how to effectively confer with students as needed.

Timeline From 9/2016 To 6/2017

11. Strategy Groups & Guided Reading:

Literacy Committee will lead a staff wide professional development defining strategy groups, guided reading groups, and their structures.

Timeline From 9/2016 To 10/2016

12. Strategy Groups and Guided Reading:

Literacy Committee, K-2 Coach and IRT will provide coaching cycles on how to effectively implement strategy groups and guided reading groups.

Timeline From 9/2016 To 10/2016

13. The Literacy Committee will organize before/during school 30 minute Family Literacy Camps once per quarter with provided childcare (with PTA support) to teach families strategies on how to read with their children and help them select appropriately leveled books.

Timeline From 8/2017 To 5/2018

14. The principal will schedule 1 teacher workday for home visits to reach out to parents of students in our targeted subgroups and provide them with books and resources to support reading at home.

Timeline From 8/2017 To 12/2017

Key Process

3. Implement school wide routines and procedures to build community and positive behavior.

Tier

Tier 1 / Core

Process Manager

Kelli Williams

Measurable Process Check(s)

At the end of each quarter, the PBIS committee will receive all minor and major data in SIRS. At the end of quarter 1 in 2016, the SIP co-chairs will create a survey in which teachers can agree/disagree with statements about climate at the school.

Action Step(s)

1. Building community in the classroom:

- Classroom teachers and students will develop class expectations/promises during the first instructional week. Specialists will revisit already developed class expectations and introduce to students during the first specials rotation.

Timeline From 8/2016 To 8/2016

2. SIP team will compare the PBIS minor and major referrals to measure effectiveness. 10/23 and ongoing quarterly

Timeline From 10/2016 To 6/2017

3. PBIS team will develop a system to encourage teachers to give out Dragon Dollars and share ideas to keep behaviors positive around the holidays.

Timeline From 10/2016 To 6/2017

4. PBIS team will compare the PBIS minor and major referrals to measure effectiveness. quarterly

Timeline From 11/2016 To 6/2017

5. The leadership team will coordinate with each grade level in developing and carrying out a community service project.

Timeline From 8/2017 To 6/2018

6. The PBIS Committee will create a resource to provide clarification on majors versus minors and include appropriate consequences for the major/minor behaviors listed.

Timeline From 8/2017 To 10/2017

7. The PBIS Committee will develop a bank of reward and goal-setting ideas for K-2 and 3-5. The 3-5 reward ideas will be designed to promote more intrinsic motivation.

Timeline From 8/2017 To 12/2017

8. Ms. Bugbee and another PBIS member will implement a Student Council with K-5 representatives.

Timeline From 8/2017 To 5/2018

9. A PBIS Ambassador program will be implemented to promote positive behavior in Grades 3-5. This will specifically target students who have a history of minors/majors and can earn being an ambassador to mentor a K-2 student.

Timeline From 10/2017 To 5/2018

Key Process

- 4. Improve the effectiveness of instruction through collaborative planning in literacy, math, and science.**

Tier

Tier 1 / Core

Process Manager

Sarah Bruner

Measurable Process Check(s)

On a weekly basis, administrators and/or the IRT will attend collaborative planning meetings and/or review planning notes. Feedback will be given to team at the end of quarter 2 in 2016 and then quarterly thereafter about effectiveness of planning.

On a weekly basis, grade levels will self-assess their planning meetings using a tool each grade level creates in collaboration with the IRT and/or principal

Action Step(s)

1. AG and interventionists will review planning notes weekly to align instruction. 9/2/15 and ongoing
Timeline From 9/2016 To 6/2017
2. Math committee will facilitate the development of cross curricular student discourse prompts to create and promote effective student discourse.
Timeline From 10/2016 To 1/2017
3. Literacy coach/IRT will complete coaching cycles as needed and observe using the walk through tool.
Timeline From 11/2016 To 12/2016
4. 1. Science specialist and grade level science facilitators will meet to plan how science vertical articulation will occur throughout the year. 6/9/15
Timeline From 8/2016 To 9/2016
5. Planning notes and lessons will have evidence of deep arts integration to teach and assess the content standards. AG and occasionally MI specialists will be available to assist with arts integration as needed and during scheduled arts integration team planning.
Timeline From 9/2016 To 6/2017
6. The Science specialist will meet with each grade level quarterly for curriculum mapping and to plan investigations.
Timeline From 8/2016 To 4/2018

Date	May - 2016
Waiver Requested	
none	
How will this waiver impact school improvement?	
n/a	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	n/a

School:	Douglas ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Family Involvement - The staff will be trained by the Social Worker on how to appropriately conduct home visits.	classroom teachers	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key processes - implement literacy structures that are consistent in all classrooms, build community
The Science Committee will organize Professional Development on content at each grade level as well as available resources - need to talk to Derek about discussions/plans already in the works	Classroom Teachers	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key process - Improve the effectiveness of instruction through collaborative planning in literacy, math and science.
Staff members will participate in A+ training opportunities over the summer.	classroom teachers and support personnel	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key process - Improve the effective of instruction through collaborative planning in literacy, math and science.
The Arts Committee/selected teachers will provide Professional Development around deepening the level of arts integration to focus on student learning through the process/product.	all staff members	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key process - Improve the effectiveness of instruction through collaborative planning in literacy, math and science.

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School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
The IRT/K-2 Literacy Coach will support teachers during planning and through Professional Development on how to implement the student discourse prompts.	all staff members	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key process - Improve the effectiveness of instruction through collaborative planning in literacy, math and science.
Learning rounds will take place on at least a quarterly basis during literacy, looking specifically at the structures of mini-lessons, conferring, and small group instruction.	all classroom teachers	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key process - Implement literacy instructional structures that are consistent in all classrooms.
Arts/Science Intergration - Grade levels will have monthly half day plannings with Lisa Milliken to learn about how to deepen the implementation of arts and science integration into all subject areas.	all grade level PLCs	By June 2018, 75% of Douglas Elementary students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments. All subgroups will meet or exceed their AMO targets. key process - Increasing effectiveness of instruction

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

School:	Douglas ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

School:	Douglas ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data
Intervention Structure	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data
Instruction	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data
Assessment and Progress Monitoring	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data
Curriculum/Resources	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data	Will be completed pending EOY 15-16 and BOY 16-17 data

School Improvement Plan

Intervention Planning Matrix

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