

School  
Improvement  
Plan  
for

Collettsville  
School  
2012-2014

## How to Use This Template

<b>General Information</b>	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. <b>At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</b></p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
<b>Reference Tabs – These tabs provide information to aid the planning process.</b>	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
<b>School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</b>	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). <b>Please note that each of these pages contains multiple drop-down menus.</b></p>
<b>Other SIP-related Requirements</b>	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

## District Goals for Caldwell County Schools

**District Goal 1:** To increase Academic Achievement.

**Supports SBE Goal:** Goal 1 – North Carolina public schools will produce globally competitive students.

**District Goal 2:** To provide a high quality teacher in every classroom.

**Supports SBE Goal:** Goal 2 – North Carolina public schools will be led by 21st Century professionals.

**District Goal 3:** To provide programs and processes that support the development and growth of healthy, responsible students.

**Supports SBE Goal:** Goal 3 – North Carolina Public School students will be healthy and responsible.

**District Goal 4:** To build internal and external support for the school system through communication and collaboration.

**Supports SBE Goal:** Goal 4 – Leadership will guide innovation in North Carolina public schools.

**District Goal 5:** To develop procedures and processes to provide for continuous development of 21st Century Systems within the school system.

**Supports SBE Goal:** Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.*

*Examine data from such areas as:*

**Highly Qualified Teachers (HQT):** Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT ([www.ncreportcards.org](http://www.ncreportcards.org) Click on High Quality Teachers tab)

**End-of-Grade (EOG) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**End-of-Course (EOC) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

**Career and Technical Education Local Plan**

**School Demographic Information** related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions,

**School Demographic Information** related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

**School Demographic Information** related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

**School Demographic Information** related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

**Title III AMAO School Process Information** related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

**Title III AMAO School Process Information** related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

**School Process Information** uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

**Ready Schools Inventory/Ready Schools Plan** (<http://ncreadyschools.org>)

**Special Education Continuous Improvement Plan**

**Title I AYP** (<http://ayp.ncpublicschools.org>)

**Healthy Active Children Initiative** (<http://www.nchealthyschools.org>)



**School Vision and Mission Statements for (insert school name)**

**Vision:**

**Collettsville School will provide, in partnership with the community, a 21st century education. All students will have the opportunity to reach their full potential within a caring, secure learning environment.**

**Mission:**

**The mission of Collettsville School is to equip students with 21st Century skills which will allow them to function in an increasingly global environment. It is our goal to create not only outstanding students but also life-long learners with the capabilities to function in the world they will inherit.**

**LEA or Charter Name/Number:** Caldwell County Schools - 140  
**School Name/Number:** Collettsville School - 308  
**School Address:** 4690 Collettsville School Drive, Collettsville, NC, 28611  
**Plan Year(s):** 2012-2014  
**Date prepared:** 13-Nov-12

**Principal Signature:** \_\_\_\_\_ \_\_\_\_\_  
Date

**Local Board Approval Signatur** \_\_\_\_\_ \_\_\_\_\_  
Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Craig Styron		
Assistant Principal Representative	n/a		
Teacher Representative	Stephanie Hall	Co-Chairperson	
Teacher Representative	Jeanie Walker	Co-Chairperson	
Teacher Representative	Alice Suddreth		
Teacher Representative	Dana Hicks		
Teacher Representative	Carolyn Lail		
Teacher Representative	Elizabeth Davis		
Teacher Representative	Jonathan Beal		
Teacher Representative	Jessica Greer		
Inst. Support Representative	TBD		
Teacher Assistant Representative	Tracy Enloe / Deanna Gragg		
Parent Representative	Marcus Vines		
Parent Representative	Dawn Cannon		

\* Add to list as needed. Each group may have more than one representative.

## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

This school's strength is based on high expectations and the rigor necessary to meet those expectations. Teachers join with parents and community members to foster a sense of family. The student support personnel do a very good job of identifying children and families with needs and finding the resources to meet those needs. This results in children that have basic needs met so that they can focus on learning. Teachers are satisfied that they receive immediate and useful feedback regarding instruction and the teachers used the Teacher Working Conditions Survey to identify areas of concern. Many of the concerns noted in the TWC Survey had already been resolved before the survey was published, and after careful consideration, the School Improvement Team chose goals based on the input gathered during Professional Learning Communities, the available data, and surveys. This school's academic performance is strong and has resulted in nomination for national awards every year for the past three years.



2. What does the analysis tell you about your schools gaps or opportunities for improvement?

There is room for growth in all performance scores, though a special emphasis will be on reading and literacy for all students. The district-wide visual art audit did note that our school has no formal visual arts program or art teacher. The staff continues to struggle with technology, especially technology that students can interact with in the classroom. There is a countywide emphasis on bullying and our school currently has no plan.

3. What is data is missing, and how will you go about collecting this information for future use?

Many teachers have been "partially" trained in technology for the classroom. Surveys will be used to identify those gaps for professional development this year.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

**Student academic achievement** is always going to be a top priority and the evidence would be that performance indicators have not yet reflected sufficient growth to meet local and state expectations. The faculty and staff are not as comfortable with **using technology and data** in and outside of the classroom as they would like to be as demonstrated in formal and informal survey of staff. The staff will focus on **data**, from gathering to analyzing, in order to affect classroom programming. The staff will address bullying at all levels in this school.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Current proficiency data: Reading 87.4%, Math >95%

**School Goal 1:** To improve student achievement reflected in performance indicators for reading and math as well as scores reflected in growth indicators for reading and math.

**Supports this district goal:** To increase Academic Achievement.

<b>Target:</b>	Improve achievement in all grade levels and all core areas.
<b>Indicator:</b>	EOG Scores, DIBELS Scores, Benchmark Scores
<b>Milestone date:</b>	Jun-14

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	<b>Strategy 1:</b>	<b>Strategy:</b> Utilize existing and begin using new diagnostic testing to identify at-risk students.			
		<b>Action steps:</b>			
		1. Use DIBELS in 3rd grade		5. Use ClassScapes Teacher-Made	
		2. Use DIBELS in 4th grade		6. STAR Testing/Diagnostic	
		3. Use DIBELS in 5th grade		7	
		4. Benchmark Testing		8	
	<b>Strategy 2:</b>	<b>Strategy:</b> Utilize new technology to provide students opportunity to practice and refine skills.			
		<b>Action steps:</b>			
			1. Use Study Island Reading & Math 3rd-8th		5. Use AM to track/monitor student practice
			2. Use Reading Eggs K-2nd		6
			3. Use ClassScapes to create practice		7
		4. Use AR to track/monitor student practice		8	
	<b>Strategy 3:</b>	<b>Strategy:</b> Implement Common Core as the NCSCOS			
<b>Action steps:</b>					
		1. Two Common Core PD Days District-wide		5. Acquire & use DPI Quick Reference Guide	
		2. Common planning for grade levels		6. Manipulatives (Literacy & Math)	
		3. Common planning for PLC's		7	



**Plan/Do**

**How will we fund these strategies?**

<b>Funding source 1:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$30,000
<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$9,000
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>\$39,000</b>

**Review frequency:** Semi-annually

**Assigned implementation team:** Principal, Teachers, Media Specialist, Teacher Assistants, Instructional Facilitator

**Study**

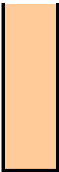
**What data will be used to determine whether the strategies were deployed with fidelity?**

All formative and summative testing results will be monitored semi-annually to discern trends. Administrative observation of instruction and monitoring of all available data (EVAAS, DIBELS, Study Island, ClassScape, District Benchmarks, K-2 assessments, EOG's, etc.).

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

We will track growth in each of the mentioned areas at each tested point. If growth is not evident, intervention strategies will be increased or changed.

**What does data show regarding the results of the implemented strategies?**



Based upon identified results, should/how should strategies be changed?

Act



## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

The use of technology by staff, both in interactive lessons with students and on their own inside and outside of the classroom is an area that requires growth. Teachers need to feel more comfortable acquiring and using the data and technology resources available.

**School Goal 2:** Increase staff and student knowledge and use of technology and related data in and out of the classroom to promote student success.

**Supports this district goal:** To develop procedures and processes to provide for continuous development of 21st Century Systems within the school system.

<b>Target:</b>	More use of technology and data to inform programming; more use of technology in and out of classroom.
<b>Indicator:</b>	Higher survey results on technology and data use and more lesson plans that demonstrate use of technology in interactive lessons w/student
<b>Milestone date:</b>	Jun-14

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Provide Professional Development Opportunities for Staff Regarding Technology School Already Has		
	<b>Action steps:</b>		
	1. Monthly PD Days School-wide		5. Participate in Webinars Specific to
	2. Identify Competence Levels for Teachers on		6
	3. Specialized PD -Grade Level Appropriate		7
4. Provide PD on ER Days		8	
<b>Strategy 2:</b>	<b>Strategy:</b> Develop Easy to Use Reference Guides for Existing School Technology/Programs		
	<b>Action steps:</b>		
	1. Provide handouts at Technology Training		5
	2. Email/Googledoc Handouts from Sessions		6
	3. Small Group Sessions to Create/Develop		7
4. Acquire Existing Reference Guides from		8	
<b>Strategy 3:</b>	<b>Strategy:</b> Update Technology Hardware/Software		
	<b>Action steps:</b>		
	1. Ipads for K-5 for Reading 3D		5. Add Common Core Coach ELA 3rd-8th
	2. Star Boards in Classrooms		6. Add Digital Periodical Subscriptions for
	3. IF Clickers/MOBI Mobile Whiteboards		7. Add Streaming Video (Discovery)



<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b> State funds for at-risk students	<b>Funding amount:</b> \$10,000
	<b>Funding source 2:</b> School general funds	<b>Funding amount:</b> \$500
	<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>
	<b>Total initiative funding:</b>	<b>\$10,500</b>
	<b>Review frequency:</b> Semi-annually	
	<b>Assigned implementation team:</b> Principal, Teachers, Students, Media Specialist, Computer Lab Instructional Assistant, Classroom Instructional Assistants	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Observation and assessment of classroom projects, assignments and presentations. Examine and provide Staff Development Plan for each year and then the School Improvement Team will examine the sign-in sheets and PD-4's for Staff Development at the yearly review. Check teacher webpages for updated information. Examine lesson plans for implemented strategies. Inventory lists.	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	At the middle and end of the school year, the School Improvement Team will examine logs and records demonstrating use inside and outside of classroom as well as student use. A brief survey will be conducted annually of the teacher's rating of increased use in classroom. The Principal will examine lesson plans and make classroom observations. Peers will conduct classroom observations. The Teacher Working Condition survey will be utilized to analyze for longitudinal results. Students will be surveyed for perceived increase of use of technology with baseline established this year.	
	<b>What does data show regarding the results of the implemented strategies?</b>	

	Based upon identified results, should/how should strategies be changed?
Act	

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Districtwide emphasis to educate and increase awareness about bullying with a goal to decrease bullying in all district schools.

**School Goal 3:** Plan and Implement Anti-Bullying Strategies

**Supports this district goal:** To provide programs and processes that support the development and growth of healthy, responsible students.

<b>Target:</b>	Reduce Bullying, Increase Knowledge & Awareness
<b>Indicator:</b>	Student, parent, and staff surveys
<b>Milestone date:</b>	June 1, 2014

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Professional Development and Strategy Sessions to Develop and Implement Plans		
	<b>Action steps:</b>		
	1. District-wide Training by Student Support Svcs		5. Strategy Sessions in Professional Learning
	2. School-wide Training & Discussion		6
	3. Utilize Data from Middle School Student Focus		7
	4. Strategy Sessions in School Improvement		8
<b>Strategy 2:</b>	<b>Strategy:</b> Educate Students and Increase Awareness		
	<b>Action steps:</b>		
	1. Bullying Survey Completed By MS Students		5. Acquire Anti-Bully Books for Media Center
	2. Guidance Counselor Class Visits		6. Display Posters and Banners for Student
	3. K-2 Students Attending Bullying Play		7. Students Will Sign Anti-Bullying
	4. MS Student Involvement w/HS Bully Play		8. Review of Student Code of Conduct w/Bully
<b>Strategy 3:</b>	<b>Strategy:</b> Educate Parents and Increase Awareness		
	<b>Action steps:</b>		
	1. Articles in Newsletters		5. Parent Conference Following Bullying Incidents

	<b>2. Sign Anti-Bullying Contract/Commitment</b>	<b>6.</b>
	<b>3. Sign Acknowledgement of Handbook w/Policy</b>	<b>7.</b>
	<b>4. Display Posters &amp; Banners for Parent Night</b>	<b>8.</b>

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$1,000
	<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b> \$500
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$1,500</b>
	<b>Review frequency:</b>	Semi-annually	
	<b>Assigned implementation team:</b>	Principal, teachers, instructional assistants, staff members	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Student surveys, parent surveys, discipline referrals, parent complaints, student complaints, anonymous reports, and observation.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	There will be a change in the number of discipline referrals. The data should show a temporary increase in bullying referrals, followed by resolution and a decrease in referrals. The number of student and parent complaints of bullying should reduce as situations are diffused.		
	<b>What does data show regarding the results of the implemented strategies?</b>		

	Based upon identified results, should/how should strategies be changed?
Act	



**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Year: 2012-2014**

**LEA or Charter School Name/Number:** Caldwell County Schools - 140

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals
	(Please duplicate this sheet as needed for additional waivers.)

\_\_\_\_\_  
 Signature of Superintendent/Designee \_\_\_\_\_  
 Date