

**Hoke County Schools  
2014-2016 School Improvement Plan**

School Name: Upchurch Elementary School

Date Approved by School: September 15, 2014

Date Approved by Board of Education: September 18, 2014

Principal's Signature:

School Improvement Team Members:

Name	Committee Position	Signature
Ashton Mitchell	Pre-K / Kindergarten	
Sharon Wood	1st Grade	
Lisa Gordon	2nd Grade	
Irene Waddell	3rd Grade	
Elisabeth O'Toole	4th Grade	
Jaclyn Boneshefski	5th Grade	
Tracy Roberson	5th Grade/Teacher of the Year	
Myra Wilson	Resource	
Yulonda Johnson	Exceptional Children	
Bob Allain	Guidance	
Molly Patterson	Academic Coach	
Sue Fann	Teacher Assistant of the Year	
Karen Parsons	Chair, Media and Technology	
Alison Leis	Assistant Principal	
Shannon Southerland	Principal	
Letty Obregon	Parent Representative	
Heather Morris	Parent Representative	

## **I. Direction**

School's Vision: The Upchurch Team is committed to providing an environment where students will become successful, lifelong learners prepared for a globally competitive society.

Date Established: September 2011

School's Mission: Upchurch Elementary School: Everyone is respectful, Accepts responsibility, Good decision makers, Lifelong learners, Encourages others, in a Safe and orderly environment

Date Established: September 2011

## **II. Data Driven Decision Making**

Prior to completing the School Improvement Plan, a thorough assessment must be completed utilizing the Comprehensive Needs Assessment (CNA) provided by NCDPI. The CNA and SIP are essential components of the planning process; thus, both are due at the same time.

1. What data was reviewed and used to generate and prioritize the needs of the school improvement plan?

- Benchmark Scores
- Science MSL Data
- NC Report Card
- End of Grade Results
- NC Teacher Working Conditions Survey
- Title I Parent Survey
- Safe Schools Survey
- School Common Assessment Data
- School Level Surveys (student, teacher, parent)
- Technology Application Data (Renaissance, Study Island, ClassWorks)
- PBIS Report (SWISS)
- Quality Assurance Review Results
- PowerSchool Data
- SIT and PLC Minutes
- Reading 3D
- FastForWord RPI
- EVAAS Data
- ACCESS for ELL ( English Language Learners)
- Office of Civil Rights

2. What does the analysis tell you about your school's strengths?

- Effective implementation of PBIS with a set score of 100% has significantly reduced the amount of students suspended.
- Student attendance rate has improved to more than 99%.
- Professional Learning Communities and Data Analysis drives teacher planning and instruction
- Improved teacher retention rate (87%) and teacher attendance

- No reportable offenses to the OCR
- 86% of our 3rd through 5th graders feel that Upchurch provides a safe learning environment
- 2013-2014 EOG Reading 66.7% of State Targets met.
- 2013-2014 EOG Math 100% of State Targets met.
- 2013-2014 EOG Science 100% of State Targets met.
- 2014 4th grade Science MSL performance composite was 68.5%.
- 2013-2014 Attendance 100% of State Targets met.
- 2013-2014 87.1% of total State Targets met.
- 2013-2014 Upchurch met EOG growth.
- 2013-2014 Reading 3D School Composite is 70%.
- 2012-2013 EOG Reading 64.3% of State Targets met.
- 2012-2013 EOG Reading 66.7% Federal Targets met.
- 2012-2013 EOG Math 100% State Targets met.
- 2012-2013 EOG Math 100% Federal Targets met.
- 2012-2013 EOG Science 50% State Targets met.
- 2012-2013 EOG Attendance 100% of State and Federal met.
- 2012-13 Reading 3D school composite for kindergarten through third grade was 66%.
- 2013 4th grade science MSL performance composite was 82%.

3. What does the data tell you about your learning gaps or opportunities for improvement?

- Literacy continues to be an area of need. At grades 3-5 as measured on the 2013-2014 EOG, 55.2% of our students are not proficient in reading. Our 2014 Reading 3D data shows that 30% of students in grades K-3 are not proficient readers. Our Reading 3D Text Reading Comprehension data shows that 54% of our students are not proficient in comprehending text. Of the two components, many of our students were proficient in oral comprehension, however, written comprehension remains a challenge. Implementing a balanced literacy program with an emphasis on written response to text will promote growth.
- Increase the use of instruction using Depth of Knowledge, vocabulary, phonics, comprehension strategies, and writing.
- All learning stations and centers should be rigorous and meaningful. There should be a product as the end result.
- Focus on differentiation to meet the learning styles of EC, AIG, and ELL in regular classroom
- As documented in the Quality Assurance Review visit, students need to be actively engaged with instructional technology.
- Consistent use of differentiated strategies is needed to help close the gap between our economically disadvantaged, African-American, students with disabilities, and total school subgroups in reading.
- Data trends predicted in EVAAS will guide us in developing our school wide intervention and enrichment program.

Subgroup Targets			2012 - 2013 Performance	2013 - 2014 Performance	2014 - 2015	2015 - 2016	2014 – 2015 Focus
Total							
2013	2014						
49.5	55.1	Reading	25.2	44.8			Yes
48.1	53.9	Math	40.2	51.7			Yes (4th)
57.0	61.8	Science	28.3	68.9			No
American Indian							
2013	2014						
36.1	43.2	Reading	36.4	45.5			Yes
34.3	41.6	Math	36.4	36.4			No
45.9	51.9	Science	*	*			No
Asian							
2013	2014						
65.4	69.3	Reading	*	*			Yes
74.1	77.0	Math	66.7	*			No
73.5	76.5	Science	*	*			No
Black							
2013	2014						
33.0	40.4	Reading	17.6	36.2			Yes
30.0	37.8	Math	31.5	42.6			No
39.3	46.0	Science	21.2	61.1			No
Hispanic							
2013	2014						
35.9	43.0	Reading	35.7	47.2			Yes

39.4	46.1	Math	54.8	58.5			No
45.6	51.7	Science	37.5	64.3			No
2 or More							
2013	2014						
51.1	56.5	Reading	44.4	78.6			Yes
47.8	53.6	Math	55.6	85.7			No
58.7	63.3	Science	42.9	>95			No
White							
2013	2014						
60.9	65.2	Reading	24.1	51.6			Yes
58.4	63.0	Math	45.6	59.4			Yes
68.2	71.7	Science	39.1	78.6			No
EDS							
2013	2014						
35.8	42.9	Reading	19.8	40.2			Yes
34.9	42.1	Math	37.1	48.7			No
43.8	50.0	Science	20.7	64.5			No
LEP							
2013	2014						
18.5	27.6	Reading	14.3	36.8			Yes
25.7	34.0	Math	50	47.4			No
24.8	33.2	Science	*	*			Ins. Data
SWD							
2013	2014						
21.6	30.3	Reading	*	13.5			Yes

21.2	30.0	Math	5.7	13.5			Yes
28.5	36.4	Science	*	30			No
AIG							
2013	2014						
91.6	92.5	Reading	76.5	>95			Yes
92.5	93.3	Math	94.1	>95			No
93.7	94.4	Science	87.5	>95			No

### III. Priorities

#### Priority #1: Hoke County Schools will produce globally-competitive students.

Goal 1: Every student will be provided a rigorous and relevant core curriculum that will give them the essential skills needed to be successful in the 21st Century as evidenced by our reading composite of 78% and our math composite of 90% in grades 3-5 based on EOG results.
Strategy: <ul style="list-style-type: none"><li>● Provide curriculum support in Common Core and Essential Standards</li><li>● Use appropriate data to differentiate instruction to meet the needs of all subgroups</li><li>● Implement evidence based practices to promote cognitive and critical thinking skills</li><li>● Design daily lessons that integrate instructional technology to engage and involve students through participation and product creation</li></ul>
Action Steps:
Provide professional development and materials to support differentiated instruction that will support following sub-groups; Academically Intellectually Gifted, Exceptional Children, English Language Learners
Continue to utilize the Literacy Committee to support implementation of district wide literacy initiatives to include framework, text complexity, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC)
Use data disaggregated by subgroup from common formative assessments, programs utilizing technology, and benchmark results to guide differentiated instruction in the classroom
Increase technology resources available to teachers and students to include desktop and laptop computers, iPads, document cameras, and web-based programs
Target at-risk students for participation in the Fast ForWord Lab, Reading Assistant, and Rosetta Stone
Provide a web-based study program to support student learning at home
Provide professional development to increase technology integration within classrooms through Math Technology Advisory Committee and Curriculum and Instruction staff
Utilize school level AIG, ELL, and EC Professional Learning Communities that meet quarterly (face and virtually) to support cluster teachers and provide curriculum support
Provide daily school-wide intervention and enrichment for all students targeting needs of subgroups
Administration and academic coach will provide periodic feedback on designated common assessments in reading, math, and science.

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: Priority 1: Goal 1: Increase student achievement levels to meet Race to the Top Goals, Hoke County Academic Goals, and No Child Left Behind Goals.

Targeted Subgroups: Total, Black, Hispanic, White, SWD, EDS, AIG

Title I Schoolwide Project:

The following components are reflected in this goal:

Schoolwide reform strategies
Instruction by highly qualified teachers
High quality and ongoing professional development
Strategies to increase parental involvement
Measure to include teachers in decisions regarding the use of academic assessments
Activities to ensure that students who experience difficulty attaining proficiency receive effective timely additional assistance
Coordination and integration of Federal, State, and local services and programs

**Priority #2: Hoke County Schools will be led by 21st Century professionals.**

Goal 1: Maintain a minimum of 89% of current teaching and support staff based on effectiveness
<p>Strategy:</p> <ul style="list-style-type: none"> <li>• Maintain school level mentoring program to support beginning teachers</li> <li>• Increase teacher retention rate from 87% (2013-2014) to 90% (2014-2015) by creating a positive and supportive school climate</li> </ul>
Action Steps:
Continue teacher mentoring / support program that includes beginning teachers, teachers new to the school, and teachers new to the grade level through required monthly meetings to support classroom instruction and to encourage positive teacher relationships
Continue beginning teacher / veteran teacher mentor system
Recognize an outstanding beginning teacher, veteran teacher, and classified staff person each month
Continue use of hospitality committee to organize morale and team building activities for entire staff

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: Priority 2: Goal 1: All administrative leaders will recruit and increase the concentration of highly effective teachers and leaders in schools based on effectiveness and not on qualifications.

Targeted Subgroups: N/A



Title I School-wide Project:

The following components are reflected in this goal:

Strategies to retain highly-qualified teachers to high-needs schools
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**Priority #2: Hoke County Schools will be led by 21st Century professionals.**

Goal 2: 100% of certified staff will participate in required county and school level professional development targeting technology, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), North Carolina Educator Evaluation System, and Smarter Balanced Assessments
Strategy: Provide appropriate professional development opportunities to meet needs of certified staff
Action Steps:
Continue to utilize the Literacy Committee to support the implementation of district wide literacy initiatives to include framework, text complexity, and Literacy Design Collaborative (LDC)
Discuss research-based strategies (face to face or virtually) during quarterly professional learning communities with cluster teachers of the following subgroups: ELL, EC, and AIG
Utilize PowerSource modules, SchoolNet, and PowerSchool for parents and teachers
Participate in Schoolnet 101b online school training
Participate in countywide quarterly grade level / department meetings on Common Core and Essential Standards, Literacy Design Collaborative (LDC), and Math Design Collaborative (MDC)
Implement follow up sessions to address issues and concerns regarding professional development needed through School Improvement Team "Action Items"
Principal and Academic Coach will maintain district and in house professional development roster and verify attendance in professional development
100% of certified staff will complete two PDP goals which include the Literacy Design Collaborative and Math Design Collaborative and differentiation

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: Priority 2: Goal 3: Provide 100% aligned professional development with state and local standards, assessments, data use, and instructional improvement initiatives.

Targeted Subgroups: EC, ELL, AIG

Title I School-wide Project:

The following components are reflected in this goal:

Schoolwide reform strategies
High quality and ongoing professional development

Strategies to retain highly-qualified teachers to high-needs schools
Measure to include teachers in decisions regarding the use of academic assessments
Coordination and integration of Federal, State, and local services and programs

**Priority #3: Hoke County Schools’ students will be healthy and responsible.**

Goal 1: 100% of Upchurch students will be provided a comprehensive, sequential health, physical education, and guidance curriculum as outlined in the Essential Standards
Strategy: Implement a coordinated school health and guidance program that will empower students to make healthy choices
Action Steps:
100% of students receive the recommended amount of daily physical activity
Instruction based on the NC Essential Standard for Healthful Living will be provided by classroom teachers and a licensed physical education teacher
Students will participate in “The First Tee” National School Program
Guidance will be provided by classroom teachers and a licensed guidance counselor
Encourage physical activity through a running club targeting 4th and 5th graders
Child Nutrition will provide healthy, nutritious food choices for students

Goal 2: Upchurch will effectively implement the Positive Intervention Support Program (PBIS) with 95% of students reaching PBIS goals.
Strategy: Ongoing professional development will be offered to all staff members to ensure appropriate implementation of the PBIS program
Action Steps:
Teachers will continue the use of morning meetings to reinforce PBIS expectations
PBIS team members will provide all staff members with ongoing professional development monthly updates as needed
PowerSchool data reports will track number of discipline referrals

PBIS Committee will formulate a list of names submitted by classroom teachers of students who have met their PBIS incentive goals

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: Priority 3: Goal 3: 100% of our schools will effectively monitor the Positive Behavior Intervention Support (PBIS) Program.

Targeted Subgroups: Total School

Title I School-wide Project:

The following components are reflected in this goal:

Schoolwide reform strategies

Instruction by highly qualified teachers

Highly-quality and ongoing professional development

Activities to ensure that students who experience difficulty attaining proficiency receive effective timely additional assistance

Coordination and integration of Federal, State, and local services and programs

**Priority #4: Hoke County Schools' leaders will guide innovation.**

Goal 1: Upchurch will create a culture that encourages all stakeholders - parents, teachers, students and community members - to work together as a team to improve student achievement as measured by 60% of students having a parent attend one or more "achievement focused" workshop and completion of selected surveys on effectiveness.

Strategy A: Increase awareness of school events and functions

- PowerSchool
- School Reach being used
- Renaissance Home Connect
- Organization of duty free lunch through Parent Volunteer Coordinator
- Staff has been informed about the services in the Translation Center

Action Steps:

Utilize the Parent and Community Involvement Committee and Parent Volunteer Coordinator to plan and promote activities for Upchurch families and surrounding community

Utilize HomeBase, PowerSchool, and SchoolReach to increase two-way communication and feedback between home and school.

Utilize Public Relations Committee to ensure events are marketed through local radio, newspaper, the Internet
Targeted parent group surveys during events
Utilize translation services to reach Spanish speaking parents
Conduct home visits, as needed, to encourage positive parent/school relationships
Implement “Family Friendly Walkthrough” Checklist twice per academic year in the fall and the spring
<p>Strategy B: Provide parent events that focus on strategies that can be used in the home that will improve student achievement</p> <ul style="list-style-type: none"> <li>● Parents participating in the Mentor Program</li> <li>● Kindergarten Orientation</li> <li>● Title I Nights (Math and Science Night / Reading Fair)</li> <li>● Grade Level “Parent Nights”</li> <li>● AIG Parent Nights</li> <li>● Mentor Luncheon</li> <li>● Parent Committee</li> <li>● Open House</li> </ul>
Action Steps:
Host an “Open House” to promote a warm and welcoming environment in the school
Provide an orientation for kindergarten parents during the second week of school to assist with the transition from preschool to elementary school
Offer two Title I information nights to promote parent understanding of the Common Core and Essential Standards along with school policy
Provide “Parent University” nights on the following topics: instructional technology, literacy, and parenting tips for school success
Focus on family engagement by providing universal events that involve all Upchurch families, selected activities targeting families who want to know or learn more through access to parent room/tutor room and intensive activities targeting specific subgroups
Maintain sign in rosters for all parents and community members participating in school events
Strategically survey parents targeting specific subgroups on the effectiveness of events

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: Priority 4: Goal 1: All administrative leaders will provide training and develop meaningful activities on how parents can impact their child’s achievement and to increase parental involvement

Targeted Subgroups: Total School, LEP

Title I School-wide Project:

The following components are reflected in this goal:

Schoolwide reform strategies
Strategies to increase parental involvement
Plans for assisting preschool students in the successful transition from early children programs to elementary schoolwide programs
Activities to ensure that students who experience difficulty attaining proficiency receive effective timely additional assistance
Coordination and integration of Federal, State, and local services and programs

**Priority #5: Hoke County Schools will be governed and supported by 21st Century systems.**

Goal 1: 100% of certified staff will use technology resources to enhance student learning as measured through periodic classroom observations conducted by administration, Academic Coach, technology committee, and QAR team.
Strategy: Participation in district wide and in-house professional development targeting available technology resources
Action Steps:
Administer teacher technology proficiency survey at the beginning of each school year to assess readiness of certified staff
100% participation in Open Class 101 on Schoolnet
Document participation in technology workshops based on need offered through district and Media Technology Advisory Committee
Increase the amount of technology resources available to teachers, such as iPads, desktop computers and laptop computers, with available funding
Conduct periodic informal observations with feedback to ensure technology resources are effectively being used to enhance the delivery of instruction and encourage student active engagement (administration, Academic Coach, technology committee)

How does this goal align with/address the following:

Strategic Plan 2011 - 2016: Priority 5: Goal 2: All staff and students will have access to 21st Century technology resources.

Targeted Subgroups: Total School

Title I School-wide Project:

The following components are reflected in this goal:

Schoolwide reform strategies
Instruction by highly qualified teachers
Highly-quality and ongoing professional development
Strategies to retain highly-qualified teachers to high-needs schools
Measure to include teachers in decisions regarding the use of academic assessments
Activities to ensure that students who experience difficulty attaining proficiency receive effective timely additional assistance
Coordination and integration of Federal, State, and local services and programs

#### **IV. Monitoring**

1st Nine-Weeks...Date Reviewed:

**Results of Monitoring:**

Priority 1:

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Priority 2:

Priority 3:

Priority 4:

Priority 5:

**Changes Due to Results**

2nd Nine-Weeks...Date Reviewed:

Results of Monitoring:

Priority 1:

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Priority 2:

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Priority 3:

Priority 4:

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Priority 5:

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**Changes due to results:**

3rd Nine-Weeks...Date Reviewed:

Results of Monitoring:

Changes due to results: