

# School Improvement Plan



**2013-2014 *through* 2014-2015**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*



## 2013-2015 Highland Creek Elementary School Improvement Plan Report

Highland Creek Elementary Contact Information			
<b>School:</b>	Highland Creek Elementary	<b>Courier Number:</b>	411
<b>Address:</b>	7242 Highland Creek Parkway	<b>Phone Number:</b>	980-343-1065
	Charlotte, NC 28269	<b>Fax Number:</b>	980-343-1066
<b>Learning Community</b>	North Learning Community	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/highlandcreekES/Pages/Default.aspx">http://schools.cms.k12.nc.us/highlandcreekES/Pages/Default.aspx</a>

<b>Principal:</b>	Ernest Saxton, III
<b>Learning Community Superintendent:</b>	Dr. Matthew Hayes

### Highland Creek Elementary [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	Email Address	Date Elected
Principal	Ernest Saxton, III	ernest.saxton@cms.k12.nc.us	n/a
Assistant Principal Representative	Margie Brice	m.brice@cms.k12.nc.us	n/a
Teacher Representative	Latasha Stinson	latasha.stinson@cms.k12.nc.us	9/5/2013
Inst. Support Representative	Michelle Haston	Michelle.haston@cms.k12.nc.us	9/3/2014
Teacher Assistant Representative	Denise Sabo	denise.sabo@cms.k12.nc.us	9/3/2014
Parent Representative	Sarah Foster	imsarahkate@hotmail.com	9/05/2014
Parent Representative	Tameka Johnson	mstamekajohnson@gmail.com	9/3/2014
Parent Representative	Kara Booth	mktbooth17@gmail.com	9/5/2013
Parent Representative	Kelly Layel	klayel@hotmail.com	9/5/2013
Parent Representative	Anna Ward	annac.ward@cms.k12.nc.us	9/3/2014



## 2013-2015 Highland Creek Elementary School Improvement Plan Report

### Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School:** Through partnerships with students, teachers, parents, and community stakeholders, HCE is committed to creating a positive learning environment for students to grow and excel academically.

### Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School:** The staff of HCE makes a difference in the lives of children by positively impacting each student with meaningful, relevant and rigorous instruction in a safe, nurturing environment that encourages life-long learning and academic excellence.

### Highland Creek Elementary Shared Beliefs

- Every child can and will learn at HCE.
- Students must feel safe from bullying.
- Every child must be valued, supported, and motivated by educators in order to excel as scholars.
- Teachers and students must share mutual respect so that students can thrive in a positive, caring, and inviting environment.
- Learning must be differentiated to meet the needs of every student.
- Teachers must work collaboratively to ensure high levels of learning for all students.
- Students will attain higher levels of success when presented with high expectations and rigorous, relevant, and meaningful instruction.
- Students, parents, staff and community stakeholders must form partnerships in the decision-making process to ensure continuous school improvement.
- Effective and timely communication appropriately prepares and equips all stakeholders.



## 2013-2015 Highland Creek Elementary School Improvement Plan Report

### Highland Creek Elementary [SMART Goals](#)

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- By June 2015, increase composite percentage of all students at or above proficiency from 72.5 to 75 as measured by the North Carolina End of Grade assessments in reading, mathematics, and science.
- By June 2015, increase the number of K-3 students proficient in reading skills from 88 percent to 91 percent as measured by the North Carolina Reading 3D assessment.
- By June 2015, increase usage of supplemental reading, math, and science instructional resources available through technology by 15 percent.



# 2013-2015 Highland Creek Elementary School Improvement Plan Report

## Highland Creek Elementary

Highland Creek Elementary School							
Assessment	Subgroup	2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	84.9	72.7		65.1		79.7
	All	84.9	72.7		65.1		79.7
Grade 03 EOG Math	All	85.4	70.3		69.8		91.9
Grade 03 EOG Reading	All	84.4	75		60.5		80.6
Grade 04 EOG Composite	All	64.8	54.7		59.7		88.6
Grade 04 EOG Math	All	64.5	56.7		63		95.9
Grade 04 EOG Reading	All	65	52.7		56.4		90.9
Grade 05 EOG Composite	All	69.6	61.8		67.3		90
Grade 05 EOG Math	All	69.9	63.7		71		96.3
Grade 05 EOG Reading	All	58.5	45.6		55.4		90
Grade 05 EOG Science	All	80.3	76.2		75.5		93.7
School EOG Reading Composite	All	69.2	57.7		57.4		87
School EOG Math Composite	All	73.1	63.4		67.7		94.6
School EOG Science Composite	All	80.3	76.2		75.5		93.7
EOG Composite	All	72.5	62.7		64.3		85.9
School Composite	All	72.5	62.7		64.3		91.2

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## 2013-2015 Highland Creek Elementary School Improvement Plan Report

### Highland Creek [Profile](#)

Highland Creek Elementary School is located within the borders of the Highland Creek neighborhood, located in the northeast corner of Mecklenburg County. Highland Creek Elementary serves the Highland Creek neighborhood as well as students in surrounding neighborhoods. Highland Creek Elementary has a diverse population of 1111 students broken down as follows: 42% African American, 38% White, and 2% Multi-racial, 10% Asian, and 8% Hispanic.

At Highland Creek Elementary there are 48 regular education classrooms broken down as follows: 8 kindergartens, 9 first grades, 8 second grade, 9 third grades, 7 fourth grades and 7 fifth grades. Within those 48 classrooms are 6 Talent Development catalyst classes serving students in grades 3-5. Thirteen teacher assistants support the classroom teachers and assist with our Intensive Reading program in grades K-3. Special Area staff includes one part-time and one half-time Art, Music and PE teachers as well as one Media Specialist. Support staff includes the following: Literacy Facilitator, Reading Specialist, Math Facilitator, Guidance Counselor, part time Psychologist, three full time EC teachers, two EC teacher assistants, Speech Pathologist, part time Occupational Therapist, part time ESL teacher, full-time Talent Development teacher, Principal, Assistant Principal, and a Dean of Students. Many staff members of Highland Creek Elementary live in the school zone and have children attending the school. Others live within a very short commute. Approximately 45% of the HCES staff reports that they have a ten minute commute or less. Of that 45%, 26 staff members live in the Highland Creek community. Highland Creek Elementary has 90 employees (excluding custodians and cafeteria staff) made up of our 48 classroom teachers and those professionals mentioned above. Highland Creek Elementary has an experienced staff with only 12% reporting that they have 3 years or less educational experience while 72% report that they have 7 years or more experience. Highland Creek Elementary has 14 teachers that are National Board Certified and 34 with Master's Degrees.

Our 2013-14 End of Grade assessment data indicates that there needs to be a clear focus to ensure that all students are learning at high levels. The overall school composite score for 3<sup>rd</sup>-5<sup>th</sup> grade students, which included Reading, Math, and Science for 5<sup>th</sup> grade only is currently at a proficiency of 72%. These scores, for the new assessment based on the Common Core Standards, are up from 64% the previous year. The data indicates that there is a need for clear and focused instructional planning based on the new Common Core Standards. This will be accomplished as teachers work collaboratively to discuss effective teaching strategies and appropriate assessments, and to utilize data to help identify which students need remediation or enrichment. Teachers are using differentiated instruction, a flexible teaching approach that adapts the curriculum and teaching strategies to individual learning needs.

To ensure that our students are receiving rigorous and relevant instruction, we are continuing the use of several exciting technology resources including Discovery Learning, Orchard, Compass Learning, Dreambox for mathematics, Raz Kids, Reading Eggs, and the use of SMART Boards. The Highland Creek Learning Community is very proud of the achievement of its students and will continue to work together to make sure all students are achieving academic growth.

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## **2013-2015 Highland Creek Elementary School Improvement Plan Report**

The Highland Creek Learning Community is also committed to providing a safe, caring and inviting environment. We are implementing the Positive Behavior Intervention Support (PBIS) model that is designed to teach and reward appropriate behavior. We have a strong character education program which builds character traits and helps children respect and value one another. Highland Creek Elementary parents are involved in their children's education. The school will continue to utilize the outstanding support through parent volunteerism, business partners, and a hard-working PTA and SLT to reach both academic and safety goals. Our PTA provides monetary support for our programs, and special family events to build community. We are fortunate to have more than 12 businesses and organizations that support our school through donations. This year, we will continue a plan to involve even more community partners through our "Friends and Neighbors" (FAN) Club. We will be seeking and utilizing the talents and skills of community volunteers to provide additional support for our students.



# 2013-2015 Highland Creek Elementary School Improvement Plan Report

## Strategic Plan Goals

**Goal 1:** Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.

**Focus Areas:** College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps

**Goal 2:** Recruit, develop, and retain a premier workforce.

**Focus Areas:** Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development

**Goal 3:** Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.

**Focus Areas:** Family Engagement, Communications, Partnership Development, Philanthropic Foundation

**Goal 4:** Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.

**Focus Areas:** Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency

**Goal 5:** Optimize district performance and accountability by strengthening data use, processes and systems.

**Focus Areas:** Effective & Efficient Processes and Systems, Strategic Management of District Resources, Data Integrity and Utilization, School Performance Improvement, Disproportionality

**Goal 6:** Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion of strategic school design.

**Focus Areas:** Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design





## 2013-2015 Highland Creek Elementary School Improvement Plan Report

<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
<b>Strategic Plan Goal:</b>	<b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion of strategic school design.			
<b>Strategic Plan Focus Area:</b>	<b>Focus Areas:</b> Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	Percent of Teachers with Duty Free Lunch for school year 2012-13			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1.Hire two lunch monitors to supervise and facilitate entry and exit in cafeteria	Principal Ernest Saxton	Duty free lunch provided to all teachers and assistants	District allotment		September 9 – June 10
2.Assign teacher assistants to cover in cafeteria for a few hours	Assistant Principal Margie Brice	Duty free lunch provided to all teachers and assistants			



## 2013-2015 Highland Creek Elementary School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Develop a schedule to allow for teacher planning once a day, four days a week for 50 minute each and one 90 minute planning per week.	Principal Ernest Saxton Assistant Principal Margie Brice Assistant	Increase student proficiency and growth as determined by end of year benchmarks and assessments	Embedded into regular work hours	Certified Teaching Staff	September 3 – June 9.
2. Develop a schedule to allow for teacher planning once a week for 90 minutes.	Principal Ernest Saxton				September 3 – June 9.



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<b>SMART Goal (3):</b> <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
<b>Strategic Plan Goal:</b>	<b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, customer service, and cultural competence			
<b>Strategic Plan Focus Area:</b>	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention	Counselor Stacy Kata	Reduce the number of short term suspensions by 50% from 24 to 14	n/a	ALL	Aug 26 – June 10
2. Character Education-PBIS program recognizes and rewards for positive behavior for individual students and classes.	Assistant Principal Margie Brice	Reduce the number of reported incidents by 25% from 87 to 65	n/a	ALL	Aug 26 – June 10
4. School Health Team	Ann Campbell and Leona Bost	Completion of Health Team SMART goal	200/PTA	ALL	Aug 26 – June 10



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<b>SMART Goal (4):</b>	Increase composite percentage of students at or above proficiency from 72.5 to 75 as measured by the 2014-15 North Carolina End of Grade assessments in reading, mathematics, and science.			
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	EOG Performance, Measure of Academic Progress (MAP) Assessment, and Reading 3D			

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>Task</li> <li>Task</li> <li>Task (PD)</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) <ul style="list-style-type: none"> <li>Interim Dates</li> </ul>
1. Utilizing the UbD Framework, teams will design curriculum around a common thread within a 4 to 5 week instructional window so that specific <b>Common Core and Essential Standards</b> are organized in logical sequences ( <i>goals-based, thematic approach, or project based</i> ) that provide the best conditions and opportunities for learning to occur at high levels. <ul style="list-style-type: none"> <li>Set high expectations for grade level proficiency with student work products</li> <li>Meet weekly for ninety minutes to plan and share instructional</li> </ul>	Admin Team  Facilitators/ Sanders and West	<ul style="list-style-type: none"> <li>Weekly Team Planning notes will reflect Essential Questions for instruction based on the Common Core</li> <li>Increase percent of students meeting projected growth from 54.2 to 60 as measured by MAP assessments</li> <li>Decrease number of student referrals to intervention team</li> <li>Increase number of students exited from PEP</li> </ul>	\$13,000 for copier cost/School to pay  \$3200 for half day subs	Admin Team  Facilitators  Classroom Teachers  Support Staff	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015

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<p>strategies and ideas that ensures high levels of rigor, relevance, and student engagement</p> <ul style="list-style-type: none"> <li>• Create quarterly duty free half day team planning sessions to develop unit plans</li> <li>• Embed components of 21<sup>st</sup> Century learning skills into lesson designs</li> </ul>		<ul style="list-style-type: none"> <li>• Walkthrough reports will provide reports as evidence of instructional practices.</li> <li>• Number of evaluations rated Accomplished on standard 3 and 4</li> </ul>			
<p>2. Every educator will approach the teaching-learning process with high expectations for every student and build positive relationships in order to successfully engage students in quality learning experiences based on best practices in the field on education.</p> <ul style="list-style-type: none"> <li>• Develop small group instruction according to ability level and student need</li> <li>• Differentiated reading instruction via Balanced Literacy</li> <li>• Promote literacy for students via a motivational program entitled Reading 5000 Challenge to encourage daily reading at home</li> <li>• Develop and teach interdisciplinary units in special area classes (IDU's) that aligns to grade level curriculum maps.</li> <li>• Spiraling skills to provide multiple opportunities for mastery</li> <li>• Flexible grouping and acceleration opportunities for high fliers</li> <li>• Implement project based learning expectations for grades</li> </ul>	<p>Facilitators/ Sanders and West</p>	<ul style="list-style-type: none"> <li>• Increase from 88 to 91 the percentage of at-risk students meeting Reading 3D benchmark</li> <li>• Increase number of students demonstrating mastery on grade level benchmark common assessments data from beginning of year to end</li> <li>• Increase school average RIT scores in reading (69%) and mathematics (64%) by 3% as determined by MAP assessment</li> </ul>	<p>\$13,000 for copier cost/School to pay</p>	<p>Admin Team Facilitators Classroom Teachers Support Staff</p>	<p>10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015</p>



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<p>1 – 5.</p> <ul style="list-style-type: none"> <li>Plan educational field trips to enhance learning experiences</li> <li>Provide students with timely and descriptive feedback that is meaningful and specific so that the learner is clear on what next steps are needed to improve their performance</li> </ul>					
<p>3. Make data driven decisions and utilize assessments to drive instructional practice.</p> <ul style="list-style-type: none"> <li>Collaborative teams utilize Home Base Assessment creator to develop valid and high quality pre- and post- common assessments to evaluate learning and inform instruction</li> <li>Collaborative teams design common benchmark assessments to cumulatively and periodically measure objective mastery</li> <li>Collaborative teams perform item analysis of the assessment instruments</li> <li>Collaborative teams determine mastery level for each assessment and scoring process</li> <li>Collaborative teams implement a student self-reflection instrument (or process) for students self-reflection (required of student prior to retesting)</li> <li>Collaborative teams analyze assessment results, identify students in need of additional</li> </ul>	<p>Admin Team  Facilitators/ Sanders and West</p>	<ul style="list-style-type: none"> <li>Increase from 88 to 91 the percentage of at-risk students meeting Reading 3D benchmark</li> <li>Increase number of students demonstrating mastery on grade level benchmark common assessments data from beginning of year to end</li> <li>Increase school average RIT scores in reading (69%) and mathematics (64%) by 3% as determined by MAP assessment</li> </ul>	<p>\$11000 for copier cost/School to pay  \$3200 for half day subs</p>	<p>Admin Team  Facilitators  Classroom Teachers  Support Staff</p>	<p>10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015</p>



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<p>support, and develop an intervention plan</p> <ul style="list-style-type: none"><li>• Collaborative teams revise (if needed) assessment instruments to improve validity and quality</li><li>• Weekly team data meetings to implement RTI via TIPS (Teacher Initiated Problem Solving) and discuss specific students of concern, review student work products, analyze student or homeroom data, and determine if proficiency is met, review progress monitored results, and determine plans of action for intervention.</li></ul>					
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## 2013-2015 Highland Creek Elementary School Improvement Plan Report

<b>SMART Goal (5):</b>	Increase the number of K-3 students proficient in reading skills from 88 percent to 91 percent as measured by the North Carolina Reading 3D assessment during the 2014-2015 academic year.			
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	Reading 3D and Measure of Academic Progress (MAP) Assessment			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Provide appropriate levels of intervention for every student performing below grade level. <ul style="list-style-type: none"> <li>• Implement the K-3 Intensive reading model in grades K-3 to provide 45 – 90 minutes of additional literacy instruction for students not meeting benchmark according to Reading 3D</li> <li>• Utilize Orton-Gillingham and Wilson Reading Programs via daily Reading Lab for identified students</li> <li>• Flexible grouping and intervention block incorporated</li> </ul>	Admin Team/Sanders and West  Facilitators	<ul style="list-style-type: none"> <li>• Increase from 88 to 91 the percentage of at-risk students as indicated on Reading 3D benchmark data</li> <li>• Increase number of students demonstrating mastery on grade level benchmark common assessments data from beginning of year to end</li> <li>• Increase school average RIT scores in reading (69%) and mathematics (64%) by 3% as</li> </ul>	\$6560/ Extended Day Funds	Admin Team  Facilitators  Classroom Teachers  Support Staff  Reading Lab Teacher  Hired Tutor	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015





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<p>into teacher daily instructional schedules</p> <ul style="list-style-type: none"> <li>Targeted instruction for identified students based on specific skills as disaggregated by MAP assessment</li> </ul>		<p>determined by MAP assessment</p>			
<p>2. Weekly team data meetings to monitor and discuss (using the TIPS process form) each student below grade level.</p> <ul style="list-style-type: none"> <li>Implement data meeting protocol to diagnose student learning difficulties and prescribe the appropriate treatment</li> <li>Watch for trends in low student performance across the board and augment core instruction if more than 20%</li> <li>Initiate PEP for any student at risk for academic failure</li> <li>Inform and partner with parents of students who require a <b>Personalized Education Plan (PEP)</b></li> <li>Progress monitor students using AIMSweb to measure student growth in areas targeted by the intervention</li> <li>Refer to School Intervention Team if applicable</li> </ul>	<p>Admin Team Facilitators/Sanders and West</p>	<ul style="list-style-type: none"> <li>Decrease number of student referrals to intervention team</li> <li>Increase number of students exited from PEP</li> <li>Increase number of students demonstrating mastery on grade level benchmark common assessments</li> <li>Increase from 88 to 91 the percentage of at-risk students meeting Reading 3D benchmark</li> <li>Increase school average RIT scores in reading (69%) and mathematics (64%) by 3% as determined by MAP assessment</li> </ul>	<p>n/a</p>	<p>Admin Team Facilitators Classroom Teachers Support Staff</p>	<p>10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015</p>
<p>3. Implement Student Intervention Team protocol based on teacher/school referrals.</p> <ul style="list-style-type: none"> <li>Complete and submit the "Focus of Concern" form when data indicates there is a concern for student learning</li> <li>Provide copies of the quantifiable</li> </ul>	<p>Stacy Kata/Counselor Admin Team</p>	<ul style="list-style-type: none"> <li>Decrease number of student referrals to intervention team</li> </ul>	<p>n/a</p>	<p>Admin Team Facilitators Classroom Teachers</p>	<p>10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015</p>



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<ul style="list-style-type: none"> <li>• progress monitoring data</li> <li>• Highlight the data trend that denotes progress or lack thereof</li> <li>• Consult with the PEP case manager</li> <li>• Conduct team meeting to identify the learner centered problem and prescribe more researched based interventions</li> <li>• Document and implement strategies and schedule follow up meeting to evaluate progress</li> </ul>				Support Staff	06/01/2015
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<b>SMART Goal (6):</b>	By June 2015, increase usage of online supplemental resources in reading, math, and science by 15%.			
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	Formal and Informal observation data			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Implementation of Compass Learning K-5. • Schedule students with devices to complete learning path activities twice a week for a total of 90 minutes.	Literacy Facilitator/Marcy Sanders	Summary of student and class reports.	n/a	Admin Team  Facilitators/Sanders and West  Classroom Teachers	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015
2. Increase average usage of DreamBox from 7.1 hours to 10 hours to supplement in mathematics. • Math Facilitator to collaborate with teams to develop specific expectations for student usage	Facilitators/Sanders and West	• Dreambox training for staff with PD sign in sheets as evidence.  • Usage reports per teacher and grade level	n/a	Admin Team  Facilitators/Sanders and	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015

*Every Child. Every Day. For a Better Tomorrow.*



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<ul style="list-style-type: none"> <li>Frequently monitor (via weekly electronic reports) of created assignments and student proficiency</li> <li>Develop student goal setting system for goal setting and student recognition incentive for goal accomplishment</li> <li>Provide professional development for teachers</li> </ul>		<ul style="list-style-type: none"> <li>Student and class recognitions during awards assemblies</li> </ul>		West  Classroom	04/13/2015 05/04/2015 06/01/2015
3. Incorporate Discovery Education interactive labs and videos into all science lessons K – 5. <ul style="list-style-type: none"> <li>Provide job embedded training and a “how to” guide for teacher for DE</li> <li>Provide time for staff to collaborate and complete task.</li> <li>Develop a realistic completion and goal time-line for staff per quarter</li> <li>Acknowledge and celebrate teachers/teams for accomplishments</li> </ul>	Admin Team  Facilitators/Sanders and West  Classroom Teachers	Usage reports per teacher and grade level to include at least one lab per week per class.	n/a	Admin Team  Facilitators/Sanders and West  Classroom	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015



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Mastery Grading Procedures Plan – Required for All Schools					
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement				
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam		<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>					
<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Common assessments are administered at mid-quarter to check for mastery of objectives. <ul style="list-style-type: none"> <li>• Collaborative teams utilize Home Base Assessment creator to develop valid and high quality pre- and post- common assessments to evaluate learning and inform instruction</li> <li>• Collaborative teams design common benchmark assessments to cumulatively and periodically measure objective mastery</li> <li>• Collaborative teams perform item analysis of the assessment instruments</li> <li>• Collaborative teams determine</li> </ul>	Facilitators/Lea Ann West and Marcy Sanders Teacher Teams	Quality and alignment of assessments will improve. Planning and pacing will be more strategic.  Improved student performance of all final exams through effective PLC planning and collaboration	Copy Cost 3,000	Instructional Leadership Team	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015



## 2013-2015 Highland Creek Elementary School Improvement Plan Report

mastery level for each assessment and scoring process					
2. Collaborative teams analyze assessment results, identify students in need of additional support, and develop an intervention plans	Facilitators/Lea Ann West and Marcy Sanders Teacher Teams	Data used to plan for differentiated instruction. Common assessment data trackers demonstrate greater mastery among student body.  Assessment quality will be continuously improved.  Student data analysis will empower students to take ownership of their learning	n/a	Instructional Leadership Team	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015
3. Flexible grouping remediation and extension period built into school day and to be driven by data results.	Facilitators/Lea Ann West and Marcy Sanders Teacher Teams	Remediation instruction much more targeted and strategic to increase overall mastery. Students who have demonstrated mastery will be provided with better quality extension opportunities to help push the "high-fliers."	n/a	Instructional Leadership Team	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015
4. Additional learning opportunities for students earns below an 84% on any of the 4 common assessments. Students may have the opportunity to make test corrections within one week of the original assessment administration date (or due date).	Facilitators/Lea Ann West and Marcy Sanders Teacher Teams	Teachers more cognizant of learning taking place rather than teaching taking place, leading to greater student mastery of content.  Increased content mastery and increased performance on state test results by ability grouping	n/a	Instructional Leadership Team	10/06/2014 11/03/2014 12/01/2014 01/12/2015 02/02/2015 03/02/2015 04/13/2015 05/04/2015 06/01/2015



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		students			
5. Late and make-up work. A student, who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up work.	Facilitators/Lea Ann West and Marcy Sanders Teacher Teams	<p>Greater student accountability to make-up work</p> <p>An understanding among all staff, students, and parents regarding CMS and school grading expectations</p>	n/a	Instructional Leadership Team	<p>10/06/2014</p> <p>11/03/2014</p> <p>12/01/2014</p> <p>01/12/2015</p> <p>02/02/2015</p> <p>03/02/2015</p> <p>04/13/2015</p> <p>05/04/2015</p> <p>06/01/2015</p>



# 2013-2015 Highland Creek Elementary School Improvement Plan Report

## Highland Creek - 600 Waiver Requests

### Request for [Waiver](#)

**1. Insert the waivers you are requesting**

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

**2. Please identify the law, regulation or policy from which you are seeking an exemption.**

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

**3. Please state how the waiver will be used.**

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

**4. Please state how the waiver will promote achievement of performance goals.**

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*





## 2013-2015 Highland Creek Elementary School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Ernest Saxton, III		10/24/14
Assistant Principal Representative	Margie Brice		10/24/14
Teacher Representative	Latasha Stinson		10/24/14
Inst. Support Representative	Michelle Haston		10/24/14
Teacher Assistant Representative	Denise Sabo		10/24/14
Parent Representative	Sarah Foster		10/30/14
Parent Representative	Tameka Johnson		_____
Parent Representative	Kara Booth		10/24/14
Parent Representative	Kelly Layel		_____
Parent Representative	Anna Ward		10/30/14