

School Improvement Plan

Pineville Elementary School



2018-2019

The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the continuous improvement process. School Improvement Plans remain in effect for three years, but a School Leadership Team may amend as often as necessary or appropriate. The template is adapted with permission from UVA Partnership for Leaders in Education.

Pineville Elementary School Contact Information

School:	Pineville Elementary	Courier #:	500
Address:	204 Lowery Street	Phone Number:	(980) 343-3920
	Pineville, NC 28134	Fax Number:	(908) 343-3925
Learning Community:	Southwest	School Website:	www.schools.cms.k12.nc.us/pinevilleES/Pages/Default.asp
Principal:	Mr. Brian Doerer		
Learning Community Superintendent:	Mr. Steve Esposito		
CMS BOE Representative:	Margaret Marshall	CMS BOE District Number:	District 5

Pineville 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	Brian Doerer	Brian.Doerer@cms.k12.nc.us	10/8/18
Teacher	Jessica Ramirez	jessica.ramirez@cms.k12.nc.us	10/8/18
PARENT	SCOTT WEBB	Flyingspyder@hotmail.com	10/8/18
Parent	Mindi Corso	mindicorso@gmail.com	10/8/18
Parent	Jasmine Jeffers	jjeffers@outlook.com	10/8/18
Teacher	Kimberly Rumph	Kimberly.rumph@cms.k12.nc.us	10/8/18
School Counselor	Kanaya Dinkins	Kanaya.dinkins@cms.k12.nc.us	10/8/18
Teacher	Marquess Hazell	marquess.hazell@cms.k12.nc.us	10-8-18
Teacher	Dagmy Denton	dagmy.denton@cms.k12.nc.us	10-8-18
Teacher	Debbi Gossett-Russell	deborah.k.russell@cms.k12.nc.us	10-8-18
Teacher	Kelly Winkler	Kelly1.winkler@cms.k12.nc.us	10-8-18
Teacher	Kathy Keadle	Kathy.w.Keadle@cms.k12.nc.us	10-8-18
Teacher	Tracie Parker	tracie.parker@cms.k12.nc.us	10-8-18
Teacher	Andrew Gignell	andrew.gignell@cms.k12.nc.us	10/8/18
teacher	Mackenzie Kidron	mackenzie.kidron@cms.k12.nc.us	10/8/18
Assist. Principal	Kathryn Trotter	Kathryn.trotter@cms.k12.nc.us	10/8/18

PURPOSE OF THE CONTINUOUS IMPROVEMENT PLAN:

Articulate in a few sentences what you hope to achieve by participating in the continuous improvement process.

We hope to examine subgroup and individual performance to move our school forward academically. Certain groups/individuals are performing below expectations as compared to our white students.

#	Goals	2017-2018 Results	2018-2019 Goals	Goal Indicators <i>(Metric to Indicate Progress)</i>
1	To reduce school gap between Reading and Math by 7 percentage points while maintaining a 3 percentage point gain in Math.	-60.4% Reading GLP -74.1% Math GLP -13.7% gap	-67.4% Reading GLP -77.1% Math GLP -6.7% gap	EOG Composite - GLP for Math & Reading
2	To reduce the Reading composite achievement gap between white students and non-White students (AA, Hispanic) by 7 percentage points while continuing to grow our white students.	White-77.5% Reading GLP AA (44.3%-33.2% gap), Hispanic-47.3%-30.2% gap Reading GLP	White-80.5% (Reading GLP) AA-54.3% (Reading GLP)-(26.2% gap) Hispanic-57.3% (Reading GLP)-(23.2 gap)	EOG Composite - GLP for Math & Reading
3				
4	To provide a duty-free lunch period for every teacher on a daily basis.			
5	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.			
6	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			

ACTION PLAN – PRIORITY #1

Continuous Improvement Plan Focus Area (Big Rock):

Rigor and Differentiation

School's Priority:

Given the goals identified, what problem needs to be addressed to achieve these goals?

We need to address the following to achieve our goals: rigor & differentiation of literacy Instruction, ensure the two-hour literacy block time is maintained/coveted. Currently, we are not seeing rigorous instruction and differentiation consistently across and within all classrooms and grade levels. Our priority is to shift the conversation in planning to be more effective around the discussion of teaching and learning. Teachers will dive deeper into the standards and the strategies they are using to meet their individual student needs during small groups and core instruction.

School Leader Responsible:

*Brian Doerer, Principal
Kathy Trotter, Assistant Principal
Crystal Anderson, Literacy
Facilitator*

Desired Outcome:

What will be different if you are successful in addressing this priority?

Teachers and support staff will collaborate in planning and design tasks to be more rigorous and standard aligned. Lessons will be designed to be differentiated and should address multiple learning styles. Teachers will make independent reading time a priority and ensure that they are conferring with students. These initiatives will increase student achievement.

Root Cause(s) to Address Hypothesis of Priority:

What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?

Why aren't our students moving more in Reading than they are in Math? Literacy is a broader and more holistic skill that develops over time. Math is easier to accelerate and easier to break down as data shows what students know and do not know.

CMS Strategic Plan 2024 Focus Area of Alignment:

Goal #2- Ensure every students has access to rich, diverse, and rigorous curriculum.

ACTION PLAN – PRIORITY #1 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
PLCs will intentionally examine Common Assignments in Literacy, Scope & Sequence & Interim and Formative Assessments for standard alignment and rigor	Point People: Brian Doerer, Principal Kathy Trotter, As. Principal Crystal Anderson, LF School Rachael Caldwell, TD Teacher	Bi-monthly	Schedule Feedback Protocol
ILT will conduct walkthroughs on a regular schedule that focus on Reading specifically looking for rigor, alignment and differentiation	Point People: Brian Doerer, Principal Kathy Trotter, As. Principal Crystal Anderson, LF School Rachael Caldwell, TD Teacher	Rotation from Aug-Dec	Schedule Feedback Protocol

ACTION PLAN – PRIORITY #1 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
Biweekly during team planning; at beginning of interim cycles; as needed	Common Assignment and interim assessments scores should improve.	-Revision of assignments and assessments as needed, based on feedback	
After the close of the fall, winter and spring MAP windows; ongoing use of MAP data.	Notable improvement should be indicated on MAP and TRC Reading scores.	-Student scores fluctuate and that should be noted when analyzing student data.	
Bi-weekly	Walkthroughs show evidence of alignment, differentiation and rigor	Alignment and rigor are not consistent across classrooms or grade levels.	

ACTION PLAN – PRIORITY #2

Continuous Improvement Plan Focus Area (Big Rock):

Data Driven Instruction

School's Priority:

Given the goals identified, what problem needs to be addressed to achieve these goals?

We do not have an identified tracking system or specific strategies to address the needs of our non-White students (AA, Hispanic). PLCs are working to implement data trackers within each classroom. Teams are not all consistently talking about data and how it is impacting instruction in a classroom. We are working to focus on looking at data strategically and to use it to differentiate instruction based on student needs. Implementation of these intentional, differentiated lesson will address student needs and lead to increases in student achievement and therefore close the existing achievement gap.

School Leader Responsible:

Brian Doerer, Principal
Kathy Trotter, Assistant Principal
Crystal Anderson, Literacy Facilitator
Kanaya Dinkins, School Counselor
Samantha Andrews, School Counselor
Classroom Teachers Teaching Assistants

Desired Outcome:

What will be different if you are successful in addressing this priority?

Teachers will have intentional data conversations with PLCs where teachers will look at student data and plan intentional lessons that will address individual student needs. Teachers will consistently be implementing the data driven lessons they are planning. Students growth and achievement are increasing. There will be an increase in the achievement of non-White students (AA, Hispanic) and the overall achievement of our school. We will have specified tracking systems and strategies in place to increase the achievement of our non-White students (AA, Hispanic).

Root Cause(s) to Address Hypothesis of Priority:

What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?

Historically, our school has a lower success rate with educating our non-White students (AA, Hispanic). Our non-White students have lower reading foundation skills upon entering kindergarten. During planning, teachers are not consistently looking at data in a way that impacts teacher instruction. Teachers are not using data to respond to the data that they are collecting. Data trackers have been started in each classroom, but we are continuing to work on how those data trackers are being utilized in the classrooms with students.

CMS Strategic Plan 2024 Focus Area of Alignment:

Goal #2: Ensure every student has access to rich, diverse and rigorous curriculum.

ACTION PLAN – PRIORITY #2 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Teachers will have intentional conversations in PLCs around student data and how they need to respond to the student data. <ul style="list-style-type: none"> - Teachers will utilize the lists of specific students that have been identified within classrooms that are performing below expectations in reading to also guide their discussion. 	Point People: Brian Doerer, Principal Kathy Trotter, As. Principal Crystal Anderson, LF School Rachael Caldwell School Counselors	Bi-weekly in PLC meetings	Lead Teacher Support and Buy In Guiding questions and/or protocols as needed Student Lists
Teachers will have data trackers for each student in every classroom. Reading and Writing conference logs with student goals will be consistent across all grade levels.	Point People: Brian Doerer, Principal Kathy Trotter, As. Principal Crystal Anderson, LF School Rachael Caldwell, TD Teacher	October 2018	Assessment data Conferring Notes Templates
Provide learning opportunities for teachers on how to confer and develop meaningful literacy goals for students based on their individual needs	Point People: Brian Doerer, Principal Kathy Trotter, As. Principal Crystal Anderson, LF School Rachael Caldwell, TD Teacher	September 2018 to June 2019	Assessment data Learning Continuum Conferring Notes Templates

ACTION PLAN – PRIORITY #2 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
October 31; January 22; March 29; June 11	Non-White students (AA, Hispanic) will improve their reading performance at a higher rate than white students, as indicated by: MAP, TRC/Running Record, grades, common assignments, interim assessments.	Adjust the type of small group instruction given to our non-White students (AA, Hispanic). Adjust the teacher that administers the small group instruction.	
Bi-weekly	Conference Logs with Student Goals and Data Trackers will be reviewed during planning sessions.	Adjust the amount of time given to non-White students (AA, Hispanic) in small group instruction.	
Bi-weekly	PLC planning agendas show evidence of intentional data conversations	PLCs are not using agendas consistently or not following their agenda	

STATE AND LOCAL REQUIRED PLANS

Duty-Free Lunch

The NC SBE’s statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Re-Employ a lunch monitor	Trotter, Assistant Principal	8/2018-6/2019; Checkpoints: 11/2018 and 2/2019	Funding - CMS Personnel - teacher assistants scheduled to support cafeteria monitor
Use of music to create a positive dining environment and maintain appropriate noise level.	Trotter, Hazell, Seligman	8/2018- 6/2019;	Playlists Personnel

PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
9/21/2018 10/15/2018 10/31/2018	Teachers provided duty free lunch as safety allows.	Schedule starts with teachers in cafeteria; schedule shifts to half of teachers per grade level in cafeteria; schedule shifts to duty free lunch	
11/2018 2/2019	Decrease in Discipline Referrals /maintain order and safety the cafeteria.	Procedure explained at Discipline Assembly in Sept. Adjustment of music playlist throughout school year Administration has scheduled day of cafeteria duty	

STATE AND LOCAL REQUIRED PLANS

Duty-Free Instructional Planning Time for Teachers

The NC SBE’s statutory provision 115C-105.27 (b) (7) requires a plan to provide duty-free instructional planning time for every with the goal of providing an average of at least 5 hours of planning time a week. [Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Draft a master schedule that allows teachers common planning time of one 85 minute session and 5, 45 minute sessions during the school’s 6 day schedule rotation.	Anderson, Facilitator	8/2018-6/2019	Master Calendar Staff
Provide a schedule for half day planning on Early Release days to respond to interim assessment data and create targeted action plans.	Doerer, Principal, Trotter, Assistant Principal; Anderson, Facilitator, Caldwell, TD teacher	8/2018-6/2019	Planning Time SIP

PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
11/2018 2/2019	A schedule that provides instructional time, including an intervention block, that allows for small group, personalized instruction.	Maintenance of 6 day schedule rotation due to days lost in school calendar Fairness to all grade levels with changes in schedule (assemblies, early release days, etc.)	
11/2018 2/2019	Increase in student growth scores as measured by Reading 3D, MAP, and EOG assessments.	Topic changes due to analysis of data	

STATE AND LOCAL REQUIRED PLANS

Bullying Prevention

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Character Education <ul style="list-style-type: none"> ● Positive Discipline Training for New Staff Members (4) ● Implement Positive Discipline Lessons ● Implement Terrific Kids ● Bullying Lessons 	Doerer, Principal, Trotter, Assistant Principal School Counselors - Andrews & Dinkins	9/2018-6/2019	Funding for Training Positive Discipline Materials Terrific Kids Partnership with Kiwanas
Title IX Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities.	Dinkins and Andrews, Counselors	9/2018-6/2019	District forms Training

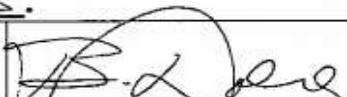
PROGRESS MONITORING

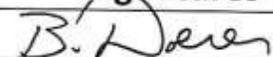
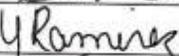
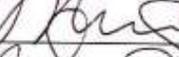
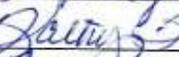
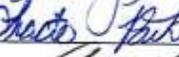
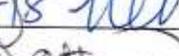
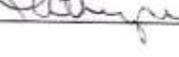
Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
11/2018 2/2019	All staff have been trained. Teacher, parent, and student surveys indicate a reduction in bullying incidents. There will be a decrease in number of student suspensions from last year to this year.	Positive Discipline training of new staff Response to increase in bullying incidents if needed	
11/2018 2/2019	Counseling and educational resources will be available to students who have alleged harassment and to students accused of sexual or gender-based harassment. Title IX Training for all staff with classroom lessons	Title IX training of new staff	

Approval of Plan

§ 115C-105.27. Development and approval of school improvement plans. (c) School Vote on the Plan. - Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. **The vote shall be by secret ballot.** The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

My signature verifies that I adhered to the aforementioned statutory requirement. The 2018-2019 School Improvement Plan was voted on by secret ballot on 10-10-18.

Principal Name:	<i>Brian Doerer</i>	Principal Signature:		Date:	10-16-18
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Committee Position	Name	Email	Date	Signatures
Principal	Brian Doerer	Brian.Doerer@cms	10-8-18	
Teacher	Jessica Ramirez	jessica.ramirez@cms	10/8/18	
Parent	Scott WEBS	Flyingpyder@Hotmail.com	10/8/18	
Parent	Mindi Corso	mindi.corso@gmail.com	10/8/18	
Parent	Yasmine Jeffers	yjeffers7@outlook.com	10-8-18	
Teacher	Kim Rumph	Kimberly.rumph@cms.k12.nc.us	10-8-18	
School Counselor	Kanya Linkins	KanyaLinkins@cms.k12.nc.us	10-8-18	
Teacher	Marques Hazell	marques.hazelle@cms.k12.nc.us	10-8-18	
Teacher	Dagny Denten	dagny.denten@cms.k12.nc.us	10/8/18	
Teacher	Debbi Coester-Russell	deborah.k.russell@cms.k12.nc.us	10/8/18	
Teacher	Kelly Winkler	Kelly1winkler@Cms.k12.nc.us	10/8/18	
Teacher	Kathy Keadle	kathyw.keadle@cms.k12.nc.us	10-8-18	
Teacher	Tracie Parker	tracie.parker@cms.k12.nc.us	10-8-18	
Teacher	Andrew Grandi	andrewb.grandi@cms	10/8/18	
Teacher	Mackenzie Ridnour	mackenzie1ridnour@Cms	10-8-18	
Asst. Principal	Kathryn Trotter	kathryn.trotter	10/8/18	