

LEA or Charter Name/Number: Hickory City Schools - 181
School Name/Number: Viewmont Elementary-344
School Address: 21 16th Ave. NW, Hickory, N. C. 28601
Plan Year(s): 2010-2011
Date prepared: November, 2010

Principal Signature: _____ **Date** _____

Local Board Approval Signature: _____ **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	Judy Jolly	Kindergarten Teacher	Alison Milstead
Assistant Principal Representative	Roger Staley	First Grade Teacher	Maria Creger
Teacher Representative	Ruthie Hill	Second Grade Teacher	Susan Winkler
Inst. Support Representative	Sara Gane	Third Grade Teacher	Anyea Gibson
Teacher Assistant Representative	Sarah Moore	Fourth Grade Teacher	Ricki Helton
Parent Representative	Kerri King	Fifth Grade Teacher	Chelsea Hartness
		Specialist Representative	Heather Minton
		Safe and Caring School Chair	Jane Hodges

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

School Vision and Mission Statements for Viewmont Elementary School

Vision:

Our vision is to nurture our students to be caring, healthy, and productive twenty-first century learners.

Mission:

Our mission is to nurture our students to be caring, healthy, and productive twenty-first century learners.

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 priority areas for improvement.

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?

School Report indicates a highly qualified staff. The parent survey for Viewmont indicates a high level of parental satisfaction with the school. The school met high growth in math during the 2009-2010 school year, as well as meeting AYP goals for reading.

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

We have an achievement gap between white students and minority students in reading and math. Our black students did not make AYP in math and will be targeted for improvement.

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

We will use spreadsheets to track students and monitor progress using benchmarks. Students' needs will be identified and targeted with administration and teachers monitoring student performance and interventions. The interim data will show student progress toward performance goals.

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.

Increasing the achievement of minority groups in math and reading and implementing a diagnostic, systematic framework for reading instruction beginning in K-2 and extending next year for grades 3-5 are priorities for our school.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading proficiency scores of the following sub-groups (African American, Hispanic, Limited English Proficient, and Students with Disabilities) are below the AYP target (71.6%) for the 2010-2011 school year. Also, there is an achievement gap between our white and minority sub-groups. (See attached chart).

School Goal 1:	To increase the reading proficiency scores of the following sub-groups; Black, Hispanic, Limited English Proficient (LEP), Students with Disabilities (SWD).
Supports this district goal:	Improve student achievement

Target:	Increase the above sub-groups' proficiency level in reading by a minimum of 15 percentage points. (see chart)
Indicator:	End of Grade Proficiency Scores
Milestone date:	June 10, 2011

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

Strategy 1:	Strategy: Align 90% of instructional lesson plans with the Anatomy of a Lesson framework.	
	Action steps:	
	1. Provide professional development on the Anatomy of a Lesson framework.	5
	2. Monitor implementation through classroom walk-throughs.	6
	3. Provide teachers feedback on collected classroom data.	7.
4. Facilitate small-group teacher discussion groups to review and analyze collected data pertaining to classroom instruction.	8.	
Strategy 2:	Strategy: Create, post, and utilize learning targets for all lessons.	
	Action steps:	
	1. Review elements of learning targets with all certified staff members.	5
	2. Align all learning targets with the North Carolina Standard Course of Study.	6
	3. Post learning targets in "kid friendly" language for all lessons.	7.

4. Conduct classroom walkthroughs to ensure that learning targets are posted, aligned with the NCSCoS, and that students demonstrate understanding of the posted learning targets. ("I can" statements, discuss targets specific to their learning).

8.

Strategy: Utilize data to establish whole and small, flexible reading groups based on student needs.

Action steps:

- 1. Analyze formal and informal data.
- 2. Teachers work collaboratively to form appropriate groupings of students.
- 3. Conduct classroom walk-throughs to verify whole and small group lessons are being conducted.
- 4. Administrators facilitate teacher discussions to review student performance data and instructional practices.

- 5. Schedule co-planning opportunities to include classroom teachers, ESL, EC, and AIG teachers. (data review, lesson planning)
- 6.
- 7.
- 8.

Strategy 3:

How will we fund these strategies?

- Funding source 1: Select a funding source
- Funding source 2: Select a funding source
- Funding source 3: Select a funding source
- Funding source 4: Select a funding source
- Funding source 5: Select a funding source

- Funding amount:
- Funding amount:
- Funding amount:
- Funding amount:
- Funding amount:
- Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: Administrators, Teachers, Literacy Coach

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

Classroom Walk-through Data, Lesson Plans, Observations

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

Quarterly Data Reports (benchmark & quarterly assessments, teacher class records of informal assessments). Comparing EOG results in reading from 2009-2010 to 2010-2011 results.

Check

Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Math proficiency scores of the following sub-groups (African American, Hispanic, Limited English Proficient, and Students with Disabilities) are below AYP target (88.6%) for the 2010-2011 school year. Also, there is an achievement gap between our white and minority sub-groups. (See attached chart).

School Goal 2:	To increase the math proficiency scores of the following sub-groups; Black, Hispanic, Limited English Proficient (LEP), Students with Disabilities (SWD).
Supports this district goal:	Improve student achievement

Target:	Increase the above sub-groups' proficiency level by a minimum of 15 percentage points. (see chart)
Indicator:	End of Grade Proficiency Scores
Milestone date:	June 10, 2011

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

Strategy 1:	Strategy: Align 90% of instructional lesson plans with the Anatomy of a Lesson framework.	
	Action steps:	
	1. Provide professional development on the Anatomy of a Lesson framework.	5. Reteach for 85% mastery
	2. Monitor implementation through classroom walk-throughs.	6
	3. Provide teachers feedback on collected classroom data.	7.
	4. Facilitate small-group teacher discussion groups to review and analyze collected data pertaining to classroom instruction.	8
Strategy 2:	Strategy: Create, post, and utilize learning targets for all lessons based on North Carolina Standard Course of Study.	
	Action steps:	
	1. Review elements of learning targets with all certified staff members.	5. Provide teachers feedback on collected classroom data.
	2. Align all learning targets with the North Carolina Standard Course of Study.	6. Facilitate small group teacher discussion groups to review and analyze collected data pertaining to classroom instruction.
	3. Post learning targets in "kid friendly" language for all lessons.	7. Align lessons and quarterly assessments with the HPS math Curriculum Guide.

4. Conduct classroom walk-throughs to ensure that learning targets are posted, aligned with the NCSCoS, and that students demonstrate understanding of the posted learning targets. ("I can" statements, discuss targets specific to their learning).

8.

Strategy: Utilize data to establish whole and small, flexible math groups based on student needs.

Action steps:

Strategy 3:

1. Analyze formal and informal data to reteach and accelerate student learning. (quarterly benchmark assessments)

5. Schedule co-planning opportunities to include classroom teachers, ESL, EC, and AIG teachers. (data review, lesson planning)

2. Teachers work collaboratively to form appropriate groupings of students based on student needs identified through benchmark assessments.

6

3. Conduct classroom walk-throughs to verify whole and small group lessons are being utilized with appropriate instructional strategies.

7.

4. Administrators facilitate teacher discussions to review student performance data and instructional practices.

8.

How will we fund these strategies?

Funding source 1: Select a funding source	Funding amount:	\$0
Funding source 2: Select a funding source	Funding amount:	\$0
Funding source 3: Select a funding source	Funding amount:	\$0
Funding source 4: Select a funding source	Funding amount:	\$0
Funding source 5: Select a funding source	Funding amount:	\$0
	Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Administrators, Classroom Teachers, Accountability Department

Check

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

Classroom Walk-through Data, Lesson Plans, Quarterly Benchmark Assessments

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

Analyze benchmark data, PEPs, report card data, as well as observation of implemented strategies to monitor student progress.

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

Act

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



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

There is a need to establish baseline literacy assessment data resulting from the implementation of a systematic approach to reading to address at-risk readers deficits.

School Goal 3:	Provide K-2 teachers and support staff (ESL, EC, Literacy Coaches, & Media Specialists) with a systematic approach to teaching reading.
Supports this district goal:	Improve student achievement
Target:	100% of K-2 and support staff complete Year 1 of training and implement identified components.
Indicator:	Student assessment data, lesson plans, classroom walk-through data, professional development rosters
Milestone date:	June 10, 2011

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

Strategy 1:	Strategy: K-2 teachers and support staff will implement assessment procedures and instructional strategies related to phonological awareness, phonics, spelling, fluency, and comprehension.	
	Action steps:	
	1. Teachers attend professional development sessions scheduled for the 2010-2011 school year.	5. Reteach skills for 85% mastery
	2. Conduct assessments and enter data in My Data First management system to diagnose students strengths and weaknesses.	6.
	3. Prescribe the most appropriate reading and learning strategies for both whole group and small flexible group instruction based on assessment	7.
4. Monitor to ensure student progress	8.	

Strategy 2:	Strategy: Utilize literacy coach to extend teacher knowledge and support effective implementation of Literacy First strategies.		
	Action steps:		
	1. Employ and train Literacy First Coach	5.	
	2. Literacy First Coach will conduct walk-throughs, analyze student performance data, and evaluate implementation of the process		6.
	3. Weekly meetings of literacy coach, assistant principal and principal to discuss implementation of Literacy First		7.
4. Literacy coach assists teachers through modeling lessons, facilitating grade level meetings and individual conversations, and providing feedback on walk-throughs	8.		
Strategy 3:	Strategy:		
	Action steps:		
	1.	5.	
	2.		6.
	3.		7.
4.	8.		
How will we fund these strategies?			
Funding source 1: Federal funds - Title I		Funding amount:	
Funding source 2: Select a funding source		Funding amount:	
Funding source 3: Select a funding source		Funding amount:	
Funding source 4: Select a funding source		Funding amount:	
Funding source 5: Select a funding source		Funding amount:	
		Total initiative funding:	
Review frequency: Quarterly			
Assigned implementation team: Administrators, teachers, literacy coach			

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Teacher grouping reports; attendance at staff development; My Data First; monitor weekly grade level meeting minutes ; Literacy First walk-through data; classroom walk-through data
	How will you determine whether the strategies led to progress toward the goal? (include formative, benchmark, and summative data as appropriate).
	All teachers will utilize Year I strategies and the data gathered in My Data First to design instructional strategies for systematically teaching reading. My Data First will define progress for each student.
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?