

**School Improvement Plan**

<b>School Name: Arbor Station Elementary School</b>					<b>School Year: 2015-16</b>					
<b>Principal Name: Melissa Joe</b>					<b>Title I Program:</b>		<input type="checkbox"/>	<b>Yes</b>		
							<input checked="" type="checkbox"/>	<b>No</b>		
<b>Current Status:</b>										
<input type="checkbox"/>	<b>Priority</b>	<input type="checkbox"/>	<b>Focus</b>	<input type="checkbox"/>						<b>Alert</b>
<b>Implementing (Select all that apply):</b>										
<input checked="" type="checkbox"/>	<b>School Improvement Plan</b>									
<input type="checkbox"/>	<b>Flexible Learning Plan (FLP)</b>									
<b>Principal's Signature:</b>					<b>Date:</b>					
<b>Area Director's Signature:</b>					<b>Date:</b>					
<b>Associate Superintendent's Signature:</b>					<b>Date:</b>					

## School Improvement Plan

*1. Provide a narrative description of the school, the community and educational programs/practices used every day. Describe your school including instruction, communication, parent and community involvement, etc. What do you do every day and what is the understood expectation in instruction, communication, organization, inclusiveness, etc.? What are the expectations of teachers regarding planning and implementing? How do teachers and administrators monitor for consistency? What specific instructional strategies are used and expected by all – vocabulary, reading, writing across the curriculum, student-focused instruction (what does it look like), integration of technology, hands-on, applied student instruction in all subject areas, etc. What are the common strategies that will be used by all? How is this monitored? How is that evaluated and shared?*

- Arbor Station Elementary School houses 626 students in grades K-5.
- After fifth grade, most of our students attend Chapel Hill Middle School. A few students will attend Yeager Middle School and Chestnut Log Middle School.
- The majority of our students will attend Chapel Hill High School.
- Our population is composed of 50% Black, 30% White, 12% Hispanic, 6% Multi-Ethnic, and 2% Asian.
- The instructional framework used to support our standards-based classrooms is based on Learning Focused Schools with an emphasis on differentiated teaching and learning.
- Our focus is to improve student attendance and improve reading and math achievement
- 63% percent of our students qualify for free and reduced lunch.

## School Improvement Plan

*2. Data information. Data should describe strengths and challenges. Examples include data pertaining to overall school/student performance, attendance, instructional practices from walk throughs/observations, student learning, GAPSS data and parent involvement programs. Describe what you find clearly so that stakeholders understand.*

- *What does the data tell you about your school's strengths?*
- *What does the data tell you about your school's opportunities for improvement?*

At Arbor Station, there are many areas of perceived strength.

<b>Rewards</b>	<b>Climate</b>	<b>Instruction</b>
Puzzle Pieces Always There Bear Running Awards Character Traits Art Awards Dojo Points CDA Achievement Staff Attendance	Standards of Conduct Low Number of Discipline Referrals High Administrator Visibility Open Communication Among Students, Teachers, Administrators, Parents and the Community. Power Up 30	Focus on Math Vocabulary Differentiated Instruction Learning Focused Schools TKES Intergrated technology CDA Meetings
<b>Families and Community</b>	<b>Student Support</b>	<b>Extra-Curricular Activities:</b>
PIE PTSO Parental Involvement September Saturdays Last Days of Summer Festival Bear Run Relay for Life Arbor Station Idol Walk-A-Thon	Mentors Always There Bears At-Risk Weekly Meetings RTI Data Collection	Road Runners Basketball Camp Beta Club Reading Bowl Student Council Safety Patrol Chess Club Chorus/Honors Chorus Karate Camp Quiz Bowl Spelling Bee Science Fair 5 <sup>th</sup> Grade Morning Workout Club

**Student attendance averages about 97.04% daily.**

**Learning Focused School practices are expected to be used in all classrooms. Each grade level must teach the same Common Core Curriculum and assess students in the same manner. An emphasis will be placed on team collaborative planning to ensure that all teachers have a clear understanding of the curriculum that is to be taught. Teachers will utilize collaborative pairs, essential questions, and effective assignments in the classroom.**

**Our staff has recognized a need for increased rigor in daily instruction. Rigorous instruction continues to be a major emphasis for 2015-2016.**

## School Improvement Plan

*3. Based on the data, what 3-5 goals for improvement emerge for your school? (Use the Template Provided ) Cite relevant evidence from your data (in all areas) to support the goals. What strategies will the school use to address these goals (no more than 3 strategies)? The strategies you select will address your specific goals and be in addition to what you do every day. All staff will know those strategies and implement them consistently and pervasively across your school. Strategies will be detailed on the school improvement plan template.*

*Strategies should:*

- *Be researched based.*
- *Provide opportunities for ALL children in the school, including targeted populations, to meet or exceed standards.*
- *Use effective instructional methods that increase the quality and amount of learning time.*

**Based on the students' achievement on standardized test measures, the administration and faculty will focus on data-driven instruction. Teachers and administration will meet monthly to discuss student performance and research based strategies.**

## School Improvement Plan

*4. Describe the school staff, including the Hi-Q status of all professional staff. What strategies are used to recruit, build capacity and retain effective, highly qualified teachers (leadership-administrative/teacher, mentoring, professional learning, etc.)? (Describe specific strategies you are using to promote the CLASS Keys Self-Assessment/Reflection and Professional Growth Plan. What do you do to hire a highly qualified staff based on district procedures, initiatives and programs in your building? This will require that you look at your school's strengths and weaknesses in your decisions. Your staff decisions should be based on the needs of your students. What do you provide to increase retention: developing teacher leadership capacity, professional development, processes and procedures in place that provide a strong foundation for a healthy culture and work environment, student results, etc.)*

**One hundred percent of the teaching staff is highly qualified. Teachers with advanced degrees make up 57% of the faculty. The annual teacher retention rate is 86%.**

**In order to retain and recruit effective and highly qualified teachers, we celebrate excellence in the classroom.**

## School Improvement Plan

**5. Describe professional development activities that are offered at the school which enable all children in the school to meet performance standards. (Use the DCSS Three Year Professional Learning Plan Template attached) Include when and how the learning takes place through “Initiative Training”? What does it look like through “Monitoring for Implementation” (differentiated, job-embedded, collaborative, shared, etc.)? Describe how the Professional Learning impacted teacher knowledge and student learning through “Evaluation” (multiple measures). Also, use the DCSS: Standards Based Classroom Instructional Framework (LFS).**

- **The professional development focus for Arbor Station Elementary School will include the following activities. The faculty and staff will continue to effectively use data from AIMSWeb and CDA assessments to monitor progress and inform instruction. Learning Focused Schools training will continue throughout the 2015-2016 school year. The staff will receive additional professional development in science concepts and STEM activities.**

## School Improvement Plan

**6. Describe ongoing professional development activities that will be offered to instructional staff at the school to address the integration of technology within the curriculum. (Attach a copy of your school's technology plan) Include when and how the learning will take place. What will the professional development look like? How will you account for differences in levels of proficiency? How will you monitor and evaluate the use of technology in the classroom?**

- **The faculty will continue to provide instruction through the use of Promethean Boards, ActivExpression 2, document cameras (Ladibug), laptop computers, tablets, audio enhancement system, and “bring your own technology”.**
- **Darien Carruth will provide further technology training.**
- **Faculty will share technology tips and techniques during faculty meetings.**
- **Use of technology in the classroom will be monitored through lesson plans and walk-through observations.**



## School Improvement Plan

*7. Describe strategies to increase parental involvement in the classroom, school, and instruction of their child (leading other parents), capacity-building, communication, etc.).*

- **PTSO meetings**
- **Festival**
- **Newsletters**
- **Website**
- **Volunteering opportunities**
- **Grade Nights**
- **Boo Hoo Breakfast for kindergarten parents**
- **Book Fair**
- **Bear Run**
- **Partners in Education**
- **Arbor Station Idol**
- **Road Runners**
- **Basketball Camp**
- **Karate Camp**
- **Field Day**

**School Improvement Plan (continued)**

**School Name: Arbor Station Elementary School**

**Principal Name: Melissa Joe**

**School Year: 2015-2016**

**GOAL #1 – Reading Improvement**

**Measurable Goals: 85% of K-5th grade students will meet the AIMS Web and/or Lexile goals as defined in the attached document.**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Assessment 1.1 Cohesive, Comprehensive System for Assessing Student Progress; Instruction 1.1 and 1.2 Shared Framework for Instruction and Consensus-Driven Framework for Instruction; Professional Learning 1.5 Job-Embedded Learning and Collaboration	1. Teachers will implement research-based and data driven best practices in the classroom to include: technology integration, differentiation, content specific vocabulary acquisition and application, collaboration, essential questions, and effective assignments.	Ongoing throughout 2015-2016	No cost	Teachers	Learning maps Walk-through data Instructional units	Formative assessment data AIMSweb
	2. Teachers will participate in progress monitoring through the use AIMSweb R-CBM.	Ongoing throughout 2015-2016	No cost	Teachers Administrators	Progress monitoring charts and graphs	Data Notebooks Lesson Plans

**School Improvement Plan (continued)**

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School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence

**School Improvement Plan (continued)**

**Principal Name: Melissa Joe**

**School Year: 2014-2015**

**GOAL # 2: SLOs**

**Measurable Goals: 85% of kindergarten students will meet the AIMS Web target and/or show 40% growth on the MNM assessment.**

**80% of 1<sup>st</sup>-5<sup>th</sup> grade students will meet the AIMS Web target and/or show 40% growth on the M-COMP assessment.**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence

**School Improvement Plan (continued)**

**School Name: Arbor Station Elementary School**

**Principal Name: Melissa Joe**

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School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Assessment 1.1 Cohesive, Comprehensive System for Assessing Student Progress; Instruction 1.1 and 1.2 Shared Framework for Instruction and Consensus-Driven Framework for Instruction; Professional Learning 1.5 Job-Embedded Learning and Collaboration	1. AIMSweb administered by teacher.	Aug 2015, Dec 2015, Apr 2016	No cost.	Teachers Administrators	AIMSweb assessments	AIMSweb data/report
	2. After first and second administrations, students who did not reach target are progressed monitored.	Ongoing throughout 2015-2016	Resources: Computer Testing materials AIMSweb	Teachers Administrators	AIMSweb assessments	AIMSweb data/report
	3. Teachers will implement research-based and data driven best practices in the classroom to include: interdisciplinary teaching, differentiation, and Learning Focused strategies.	Ongoing throughout 2015-2016	Resources: BrainPop Curricular materials Technology	Teachers Administrators	AIMSweb assessments CDAs Formative and summative assessments	AIMSweb data/report CDA results Formative and summative assessment data Lesson plans Grade books
	4. Class averages/grade level averages will be kept for each CDA content area to establish baseline data.	Ongoing throughout 2015-2016	Resources: CDAs	Teachers Administrators	CDAs	CDA results CDA grade level conferences

**School Improvement Plan (continued)**

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School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence

**School Improvement Plan (continued)**

**Principal Name: Melissa Joe**

**School Year: 2014-2015**

**GOAL # 3: Attendance**

**Measurable Goal: To decrease the number of students who were absent 6 or more days from 35% to 32% of the total school population.**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence

<b>Assessment 1.1 Cohesive, Comprehensive System for Assessing Student Progress; Instruction 1.1 and 1.2 Shared Framework for Instruction and Consensus-Driven Framework for Instruction; Professional Learning 1.5 Job-Embedded Learning and Collaboration</b>	<b>Daily incentive:</b> Always There Bear Dojo point for being present and on time.	Ongoing throughout 2015-2016	Cost: none	Teachers	Attendance records	Attendance records
	<b>Monthly incentives:</b> “Hats off to you” Students with perfect attendance for the month will be allowed to wear a hat to school. Always There Bear school mascot will be awarded to the class with the highest perfect attendance average for the month. The class will be announced on the morning announcements.	Ongoing throughout 2015-2016	Cost: none	Teachers	Attendance records	Attendance records
	<b>9 week incentive:</b> Always There Bear party for students with perfect attendance during the nine week period.	Ongoing throughout 2015-2016	Cost: none	Teachers	Attendance records	Attendance records
	<b>Yearly incentive:</b> Students with perfect attendance for the school year will receive a medal during their awards ceremonies. 5 <sup>th</sup> grade students with perfect attendance throughout kindergarten-5 <sup>th</sup> grade will receive a plaque.	Ongoing throughout 2015-2016	Cost: medals and plaques will be paid for by PTSO	Teachers	Attendance records	Attendance records

**School Improvement Plan (continued)**

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<b>School Keys Strands</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation of Strategies and Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>

**School Improvement Plan (continued)**

**School Name: Arbor Station Elementary School**

**Principal Name: Melissa Joe**

**School Year: 2015-2016**

**GOAL #4: Professional Learning**

**Measurable Goals: Faculty will participate in meaningful professional learning opportunities to include: Learning Focused Schools, STEM, and technology.**

<b>Assessment 1.1 Cohesive, Comprehensive System for Assessing Student Progress; Instruction 1.1 and 1.2 Shared Framework for Instruction and Consensus-Driven Framework for Instruction; Professional Learning 1.5 Job-Embedded Learning and Collaboration</b>	<b>1. Participate in ongoing Learning Focused Schools training.</b>	<b>Ongoing throughout 2015-2016</b>	<b>Online Training Sessions</b>	<b>Media Specialist Teachers Administrators</b>	<b>Lesson Plans, Faculty Meeting Notes, Team Meeting Notes</b>	<b>Walkthroughs, Lesson Plans</b>
	<b>2. Participate in STEM training.</b>	<b>Ongoing throughout 2015-2016</b>	<b>Redelivery by trained staff members</b>	<b>Media Specialist Teachers Administrators</b>	<b>Lesson Plans, Faculty Meeting Notes, Team Meeting Notes</b>	<b>Walkthroughs, Lesson Plans</b>
	<b>3. Participate in technology training.</b>	<b>Ongoing throughout 2015-2016</b>	<b>Training by Darien Carruth</b>	<b>Media Specialist Teachers Administrators</b>	<b>Lesson Plans Faculty Meeting Notes, Team Meeting Notes</b>	<b>Walkthroughs, Lesson Plans</b>



**Kindergarten Reading Goal 2015-2016**

Kindergarten students will either meet the April 2016 target goal of 33 letter sounds on the LSF AIMS Web assessment or show growth of at least 15 letter sounds.

**1<sup>st</sup> Grade Reading Goal 2015-2016**

1<sup>st</sup> grade students will either meet the April 2016 target goal of 53 words per minute on the R-CBM or show growth of at least 20 words per minute.

**2<sup>nd</sup> Grade Reading Goal 2015-2016**

2<sup>nd</sup> grade students will either meet the April 2016 target goal of 92 words per minute on the R-CBM or show growth of at least 30 words per minute.

**3<sup>rd</sup> Grade Reading Goal 2015-2016**

Lexile Score on August 2015 AIMS Web Assessment	Lexile Goal on April 2016 AIMS Web Assessment
0-649	100 points growth
650 or greater	Maintain or increase

**4<sup>th</sup> Grade Reading Goal 2015-2016**

Lexile Score on August 2015 AIMS Web Assessment	Lexile Goal on April 2016 AIMS Web Assessment
0-749	100 points growth
750 or greater	Maintain or increase

**5<sup>th</sup> Grade Reading Goal 2015-2016**

Lexile Score on August 2015 AIMS Web Assessment	Lexile Goal on April 2016 AIMS Web Assessment
0-849	100 points growth
850 or greater	Maintain or increase