School Improvement Plan		

School Name: Chapel Hill Elementary	School Year: 2016-2017		

| **Principal Name: Robert Blevins** | **Title I Program:** | | **Yes** | |
| | | **X** | **No** | |

Current Status:

	Priority		**Focus**		**Alert**

Implementing (Select all that apply):

X	**School Improvement Plan** (School Improvement Plans are due to Area Director by September 9, 2016).
	Flexible Learning Plan (FLP)

Principal's Signature:	**Date:**
Area Director's Signature:	**Date:**
Associate Superintendent's Signature:	**Date:**

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?

Chapel Hill Elementary is a school of 695 students, a certified staff of 54 and a support staff of 16.

Our daily instructional focus is providing standards-based instruction to all students. In addition, we seek to effectively integrate technology, hands-on experiences, and the use of differentiation within the school day. As appropriate, we take advantage of programs that are proven to provide successful outcomes such as Saxon Phonics, SRA Corrective Reading, COACH materials, and Odyssey software. Special Education students are provided support through cotaught classes at all grade levels. This year we will begin a Skills Block Intervention Time ("Power Hour") to address students needing remediation/enrichment in specific grade level standards.

Teachers meet in a collaborative setting at least once a week to create lesson plans that utilize the Next Generation Learning-Focused School (LFS) framework. To provide consistency across grade levels, math, ELA, Science and Social Studies plans are recorded on a Next Generation LFS form. In addition, all grade levels utilize the Lucy Calkins lesson plan form for writing instruction and those teachers in grades 1st – 4th use plans from Eureka Math as a basis for planning math instruction. Changes to those plans come as data provides teachers insight into how students are learning.

Parents are kept informed of what students are learning through a variety of means such as Notify Me, Parent Link, Class Dojo, Wikis, Symbaloo, Remind Me, weekly newsletters and lour "Cheetah" envelopes (containing work samples/graded papers) which are sent home each Monday. Fourth and Fifth grade students keep an agenda to list homework and topics studied. Upcoming concepts are shared through newsletters, parent conferences and email lists.

Implementation of the Next Generation LFS framework and additional instructional strategies are monitored by the administrative staff through frequent walk-throughs. Data from those visits is compiled and shared with individual teachers as well as teams. Our plans are to have targeted walk-through visits to collect data to highlight the impact of professional learning. The year's visits will focus on the implementation and utilization of NextGen LFS strategies HOTS and Effective Assignments.

The administrative staff meets regularly with teachers to share and review data pertaining to common district assessments. During those meetings, we review recent class/grade level performance on Common District Assessments by reviewing a reflection form with encourages teachers to disaggregate data and reflect on the performance of their class.

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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?

Results of the 2016 administration of the **Georgia Milestones** are as follows:

% of students scoring at levels 2-4
ELA: Grade 3 - 76; Grade 4 - 74; Grade 5 - 82
Math: Grade 3 - 91; Grade 4 - 85; Grade 5 - 86
Science: Grade 3 - 92; Grade 4 - 87; Grade 5 - 85
Social Studies: Grade 3 - 88; Grade 4 - 83; Grade 5 - 83

% of students scoring at levels 3-4
ELA: Grade 3 - 35; Grade 4 - 29; Grade 5 - 49
Math: Grade 3 - 38; Grade 4 - 41; Grade 5 - 48
Science: Grade 3 - 46; Grade 4 - 55; Grade 5 - 54
Social Studies: Grade 3 - 29; Grade 4 - 48 Grade 5 - 40

Areas of improvement for students scoring at levels 2-4 include all areas for Grade 3, ELA, math and science in Grade 4 and in Grade 5, Math and Science. Significant improvement noted for Grade 3 ELA (66 to 76), Grade 4 math (68 to 85), Grade 4 Science (65 to 87). Above state averages

Areas needing attention are Grade 4 (74) ELA. This score is below the system and state averages. Our Grade 3 ELA Score (76) is slightly above system average and at state average. Our Grade 3 and 4 ELA scores are not in line with our Grade 5 score (82).

Attendance rate - 96%

Lexile scores: 49% of Grade 3 scored at or above the expected Lexile level of 650. In Grade 5, 70% of students scored at or above the expected level of 850.

Kindergarten student performance on the **GKIDS** include ELA 88.7 and Math 93.7.

Discipline - Office referrals dropped dramatically from 290 during the 2014-2015 school year to 67 in 2015-2016. The number of students disciplined fell from 109 to 71.

CCRPI - We continue to make improvements on each area and on our overall CCRPI score. 2015 scores include: Achievement - 33.7, Progress - 40, Achievement Gap - 7.5, Challenge - 6.8 and an overall score of 88. The one area we need to continue to focus on is content mastery with a score of 28.569 out of a possible 40 points. ELA is our lowest achievement score which may also impact Grad 3 and 5 Lexile scores.

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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.

See the SIP goal template

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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.)

Chapel Hill Elementary's staff is 100% highly qualified. Hiring qualified staff is a priority. Staff members are expected to be part of the hiring process. Interview panels include administration and staff members that have direct contact with the open position (i.e. third grade teachers would be part of a panel for hiring a third grade teacher.) We strive to find individuals who have the background skills or capacity to become an effective part of our learning community. We also feel it is also important to find individuals who are able to effectively work in a collaborative setting.

We work daily to grow a sense of a professional learning community in order to retain and build capacity in all staff members. We understand that each of us have strengths and opportunities to grow professionally. Those who are successful are encouraged to share their ideas and talents with others. Each grade level team shares a common planning time so they have an opportunity for collaborative planning and professional learning time. Teachers are encouraged to take leadership roles in the area of professional learning. Currently 24 of 49 certified staff members serve in some leadership capacity including team leaders, content area representatives, as well as those trained to redeliver content of school and district initiatives. In addition, all certified staff members sit on one of five school management committees (Media/Public Relations, Data/Testing, Health/Wellness, Diversity/Celebrations, Hospitality.) These groups meet at least monthly to plan, implement and manage school-wide intiatives and programs.

Over the last few years we have worked very hard to promote a safe, orderly and positive environment where teachers can teach and students can learn. Each day begins with a statement at the end of our announcements to remind students of their "job" while at school. Our school-wide discipline plan includes a common language for behavior expectations, monitored through a visual color-coded system and includes specific procedures for transitioning throughout the building. In addition, we have in place a Pawsitive 200 Club to recognize various students each day who are "caught" exhibiting positive behavior. We believe the results of our plan and focus on positive behavior are a more orderly learning environment for everyone. Referrals to the office have dropped from 433 during the 2011-2012 school year to 99 for 2015-2016.

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).

Professional development opportunites over the last several years has focused on building a stronger professional learning community at CHES. These experiences include having teachers visit other high performing schools, reporting their findings in faculty meetings, PLU courses including *Improving Instruction* (Science, Math Promethean, Increasing Rigor) and *Raising Expectations at CHES* (Writer's Workshop, Data Reviews). We have had a Language Arts Specialist work with three grade levels on preparing teachers and students for upcoming changes in state assessments (students having to find textual evidence to support their answers. We have had numerous technology trainings on the use of Promethean Boards and various software.

Last year we focused on implementing Lucy Calkins Writing across all grade levels, Eureka Math at Second and Third grade and Next Generation Effective Assignments school-wide. In addition, teacher leaders provided professional learning through "Lunch & Learn" activities. Those trainings included Collaborative Pairs, Effective Use of Odyssey, and How to Differentiate in Reading Groups.

Several of our teachers attended trainings over Summer 2016 – including T.E.A.M.S. – Math/Science (through UWG), Lucy Calkins, Eureka Math, Advanced Promethean, Digital Storytelling, Engrade and Coding. Several teachers were involved in the rewriting of various Common District Assessments.

This year our professional learning plans include continued training in Next Generation LFS – Effective Assignments. We will also get instruction in better utilizing the SLDS platform. Technology training will continue as we explore Coding instruction.

Monitoring of successful implentation of professional learning experiences is done through adminstrator walk-throughs, lesson plan checks, data review to include CDA and Georgia Milestones results, and TKES informal and formal evaluations.

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?

Teachers at Chapel Hill are fortunate to have several pieces of technology equipment within their classrooms – student laptops, teacher desktop computers, Promethean Board, student response system, a document camera, and a printer. We are a BYOT (Bring Your Own Technology) school, so students are able to bring their own devices to complete research, etc.

While we have made progress intergrating technology into the curriculum, some teachers have embraced its use more than others. This year we will continue placing emphasis on the use of technology as an instructional tool when creating projects and exploring concepts. More in-depth training on the use of these tools will be conducted this year for both teachers and student by school system trainers, as needed. Throughout the school year, students will receive training from our Media Specialist on the various programs and software available for them to use in the classroom and at home. To make the teacher training as effective as possible, most training will occur within grade-level team settings during planning times. Those in special education/areas will either attend training during grade-level planning times or meet after school. We are lucky to have a Media Specialist that is very tech savvy and teachers with Instructional Technology degrees which have been great resources.

Our teachers use technology in many ways. Many use an online resource (Classdojo.com) to promote positive student behavior. Some share information with students and parents through Wikis, while others allow students to bring their personal wireless devices (laptops, Ipods, tables, etc.) to conduct research, etc. After receiving Photo Story training a couple of years ago, many more teachers are using this program so students can do presentations using technology.

The administrative team continues to encourage staff members to use technology to enhance instruction. This includes utilizing the technology resources that we have on a regular basis. Use of this equipment will be monitored and noted during walkthroughs and observations.

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

We expect parents to be partners in the educational process of their child(ren). Parents are regularly informed of grade-level academic and behavioral expectations. Each team will hold a grade level Parent Meeting during the first month of school. These meetings focus on academic/behavior expectations. Teachers conduct parent conferences using the CHES Parent Conference form that provides parents with detailed information on their child's progress – including assessments (AIMSWEB, CDA) and grade level goals for end of the year. During the first conference of the year, the teacher, parent and student develop individual yearly goals based on prior performance on state tests and/or AIMSWEB assessments.

Teachers share upcoming learning concepts with parents and update them on progress through weekly grade-level newsletters, email lists, phone calls, texts and conferences. Specific strategies may include increasing parent participation regarding student knowledge of math facts by providing parents with flash cards and instructional website links or early literacy practice using sight word flashcards and sending home Saxon leveled readers.

As a school we communicate with parents via our website, Parent Link and Notify Me. Each Friday our weekly email newsletter, "Chapel Hill Chronicle" is sent to parents. This newsletter provides parents information about school news and upcoming events. All grade levels have a communication folder that goes home daily and grades 4 and 5 use an agenda. Our goal is to host at least two "Lunch & Learn" type parent meetings this year to focus on students in the Early Intervention Program. The focus of these meetings will be to train parents how they can best help their child academically. This year we hope to increase parent visits by hosting "Pastries with Parents" and "Grits with Grandparents" during the winter.

The CHES community is actively involved in many ways to promote parent involvement and student achievement. Our PTA coordinates a large number of parent (and some grandparent) volunteers. These individuals assist teachers with everything from making instructional materials to working one-on-one with students through our mentoring program. We seek input from our PTA and School Council in decisions involving the total school program.

School Improvement Plan (continued)

School Name: Chapel Hill Elementary

Principal Name: Robert Blevins	School Year: 2016-2017

Measurable Goals: GOAL #1 – Percentage of students at achievement levels 2-4 on Georgia Milestones ELA will increase as follows: Grade 3 – 76% - 80 %; Grade 4 - 76% - 80%; Grade 5 – 83% - 87%.

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**
C 1.1; I 1.1, 1.2; A 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 P 1.1. 1.5	1) Consistent use of researched-based and data driven practices to include: *Learning-Focused framework *Grade level collaborative planning to include gifted teachers, ESOL, Special Ed *Student goal setting *Emphasize use of Lexile score to select books *Vertical team planning to address gaps in instruction between grade levels *Data meetings to be conducted on regular basis *Utilize resources such as Six Minute Solution, SRA, Saxon Phonics *Skills Block Intervention Time – "Power Hour"	Ongoing throughout the 2016-2017 school year	Professional Learning Funds, ASP Funds	Teachers Administrators	*Walkthrough observation notes *TKES observations – walkthroughs, formal *Conference forms *Grade-level data meetings	*Classroom observations *DCSS Common District Assessments *Georgia Milestones *AIMSWEB Data *SLO Data
	2) Professional learning to include Next Generation LFS – Effective Assignments, Higher-Order Thinking Skills	Ongoing throughout the 2016-2017 school year	Utilize County level content area resource personnel, CHES LFS trainers	Teachers Administrators		

School Improvement Plan (continued)

School Name: Chapel Hill Elementary

Principal Name: Robert Blevins

School Year: 2016-2017

Measurable Goals: GOAL #2 – Percentage of students at achievement levels 2-4 on Georgia Milestones Math will increase as follows: Grade 3 – 91% - 95%; Grade 4 - 85% - 89%; Grade 5 – 86% - 90%.

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**
C 1.1; I 1.1, 1.2; A 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 P 1.1. 1.5; PL1.1, 1.4, 1.5	1) Consistent use of researched-based and data driven practices to include: *Technology integration *Learning-Focused framework *Emphasize higher-order thinking skills *Ability grouping in all grades *Gifted teacher to teach accelerated Grade 5 math class *Grade level collaborative planning to include gifted teachers, ESOL, Special Ed *Student goal setting *Vertical team planning to address gaps in instruction between grade levels *Data meetings to be conducted on regular basis *Utilize resources such as Math Magician, xtramath.com *Use of Engage NY curriculum at Grades 1-4. *Skills Block Intervention Time – "Power Hour"	Ongoing throughout the 2016-2017 school year	Next Generation LFS training – none (school level trainer)	Teachers Administrators	*Walkthrough observation notes *Teacher Keys observations – informal, formal *Extending Thinking Lesson plans	*Classroom observations *DCSS Common District Assessments *Georgia Milestones *AIMSWEB Data *SLO Data
	2) Professional learning to include Next Generation LFS – Effective Assignments, Higher-Order Thinking Skills	Ongoing throughout the 2016-2017 school year	CHES LFS trainer	Teachers Administrators		

DCSS: Three Year Professional Learning Development Plan

Professional Learning FY17 *Indicates emphasis for year	Professional Learning FY18 *Indicates emphasis for year	Professional Learning FY19 *Indicates emphasis for year
1. Initiative Training: **Next Generation LFS Framework – Effective Assignments**	**1. Initiative Training:** **Next Generation LFS Framework – Topics TBD**	**1. Initiative Training:** **Next Generation LFS Framework – Topics TBD**
-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback	-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback	-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback
-Evaluation: SGP/SLO Achievement, SIP goals, AIMSWEB, DCSS Common District Assessments	-Evaluation: SGP/SLO Achievement, SIP goals, AIMSWEB, DCSS Common District Assessments	-Evaluation: SGP/SLO Achievement, SIP goals, AIMSWEB, DCSS Common District Assessments
2. Initiative Training: **Next Generation LFS Framework – Higher Order Thinking Skills**	**2. Initiative Training:** **Integration of Technology-Incorporating technology into learner based instruction (students creating technology projects)**	**2. Initiative Training:** **Integration of Technology**
-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback	-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback	-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback
-Evaluation: SGP/SLO achievement, SIP goals, AIMSWEB, DCSS Common District Assessments	-Evaluation: SGP/SLO achievement, SIP goals, AIMSWEB, DCSS Common District Assessments, Georgia Milestones	-Evaluation: SGP/SLO achievement, SIP goals, AIMSWEB, DCSS Common District Assessments, Georgia Milestones
3. Initiative Training: **Technology – Coding and Use of SLDS state platform**		
-Monitoring for implementation: Walkthroughs, walkthrough/formal TKES observations, feedback		
-Evaluation: SGP/SLO achievement, SIP goals, AIMSWEB, DCSS Common District Assessments, Georgia Milestones		