



# Pittman Elementary SCHOOL

## 2015-2016 School Strategic Plan

### **OVERVIEW:**

The staff of Pittman Elementary School is dedicated to the continued success of our students. We intend to utilize the best teaching strategies in our building, and we plan to involve all of our stakeholders in the learning process. We believe that this will be very instrumental in helping us to build a positive culture of learning. Through continued high-quality professional development, we will reach and exceed the goals set forth in our strategic plan. Our motto is “**Pittman Elementary School... where every child learns!**”

### **PURPOSE:**

The purpose of this plan is to acknowledge, align, provide, and outline processes for the school leaders involved in Pittman Elementary School that support the mission of the district and its schools. This plan will align the initiatives from Race to the Top (RttT) – Transformation and Turnaround Models, Title I, ESEA Turnaround Model, the Framework for Action Instructional Model and the Indistar Indicators.

### **Demographics:**

Pittman Elementary School is located in rural Enfield, NC and is located on Hwy 561, just off of I-95. The school serves several small communities and works closely with its parents and other stakeholders to ensure student success. The school has a low teacher turnover rate, so this helps to contribute to the overall stability of the school. The students and teachers enjoy working and learning at Pittman Elementary School.

Pittman Elementary School is an elementary school with 170 students from pre-kindergarten through grade 5. The school population is comprised of 97% African American, 1% Hispanic, 1% American Indian, 0% White, and 1% other. All students speak English as their primary language, with the exception of 3 students, who comprise about 2.0% of the school's population. The proportion of special education students at this point is only 4.4%. There are no students currently identified as gifted. The average attendance rate for the 2014-15 school year was 95%. There are 170 students total, and 170 of these students are eligible for free and/or reduced lunch price, based on the district's current grant. This is 100% of the school's population.

There are 11 classroom teachers and 3 teacher assistants. There is a small staff population at Pittman Elementary School, so teacher assistants are used as itinerants to provide students with additional elective courses. This practice also allows all teachers to have a 50 minute planning period daily. The K-2 teachers are able to plan together daily and the teachers in grades 3-5 are able to plan together daily.

The overall attendance rate for the 2014-2015 school year was 95%.

### **VISION:**

Pittman Elementary School's students will seize educational opportunities and rise to the demands of globally competitive communities.

### **MISSION:**

Pittman Elementary School's stakeholders will collaborate to provide a safe and inviting learning environment where all children receive high quality 21st Century educational opportunities.

**The Process for District and School Improvement:** The Transformation Model and research-based best practices help focus the entire school system on continuous school improvement planning such as: organizational structure, policies and procedures, mission and goals, curriculum, organizational culture and assumptions, to enhance teaching and learning to improve student achievement. Therefore, it is necessary for school leaders to evaluate their school's school improvement process which involves four necessary and connected steps: 1) a Needs Assessment to identify significant student learning needs and school needs; 2) a strategic or School

Improvement Plan that specifies the actions that will be taken to address the identified student learning needs and school needs; 3) an Evaluation of Results which identifies the multiple measures used to indicate if goals are met; and 4) the Next Steps necessary to continue the process of improving student learning.

## **RESOURCES:**

An integral and necessary part of school improvement is the appropriate, efficient and effective management of all school resources, including instructional and support materials, personnel, budget, facilities, infrastructure, business partnerships, and family involvement.

### **Instructional Leadership**

Principals and other school leaders have the opportunity to bring about lasting school improvement through instructional leadership. School leaders play a critical role in both providing opportunities for, and engaging in, discourse and continuous learning with their staff about the curriculum, teaching and learning strategies, teaching tools, support strategies, community resources, and strategies for parental involvement. The school leader, as instructional leader, provides a clear focus and vision of the district and school's goals around teaching and learning, as well as the steps necessary to successfully meet these goals.

### **Shared Accountability**

School leaders are accountable to multiple constituents including their supervisor, board, district, community, staff, and particularly their students and parents, each with varying interests and needs. Thus, school leaders need to clearly specify student learning and school improvement goals that will help set priorities among multiple and often competing needs. Today's school leaders are finding that they are most successful under a model of shared accountability for student learning, professional growth, and community impact. A shared accountability model helps empower constituents to be both significant and integral contributors.

## **DISTRICT STRATEGIC PLAN ACTION PROCESS:**

Effective and successful school and district leadership is based on nine best practices. These nine practices are from the Framework for Action Process and include:

- Using data to drive decisions,
- Developing goals and priorities for an effective plan for implementation,

- Recruiting, nurturing, and retaining a high quality staff,
- Implementing quality professional learning communities,
- Implementing strategies for the teaching and learning environment ensuring all students learning,
- Implementing a strategic literacy plan,
- Maintaining student engagement and plans transitions to ensure on-time graduation,
- Engaging parents and the community in partnerships, and
- Re-evaluating practices and procedures impact on learning,

### **DESIRED OUTCOMES:**

By the end of the district and school improvement cycle, the participants will exhibit the following:

- School Board, district and school leaders build a shared vision focused on raising expectations for student achievement;
- School Board, district and school leaders are both instructional leaders and school managers;
- School Board, district and school leaders must demonstrate assessment literacy;
- School Board, district and school leaders are data-based and standards-based decision makers;
- School Board, district and school leaders are reflective practitioners;
- School Board, district and school leaders are collaborative, use open communication, engage in shared decision-making, and delegate responsibility and authority where appropriate;
- School Board, district and school leaders seek out, utilize and contribute to promising practices that enhance student learning, including new, creative, and risk-taking ideas;
- School Board, district and school leaders create a professional climate that builds human capacity by providing and engaging in quality professional development for their staff and themselves; and
- School Board, district and school leaders continuously work towards and demonstrate the skills and competencies identified in the North Carolina Standards.

### **EVALUATION:**

By the end of the 2015-2016 school year, Pittman’s school performance composite will be at or above 60% proficiency. For details of each department’s support of the Halifax County School District board goals, see the detailed department action plan.

## Pittman Elementary School’s Comprehensive Data Section

A comprehensive data snapshot of the school and the various subgroups within the Adequate Yearly Progress (AYP) model can be found on the NC Public Schools Report Card website. Please use the following link to gain access to the information.

<http://www.ncreportcards.org>

*Note: North Carolina Department of Public Instruction now uses Annual Measureable Objectives based on the 2010-2011 school year data.*

### **Overall Performance Composite for the 2014-15 school year: 62.9% (Met Expected Growth)**

The NC Report Cards website also has data specific to each grade level and subject area. This information has been used to create the goals found in this Strategic Improvement Plan.

<p><b>Strategic Priority #1:</b> The Halifax County School District will drive accelerated achievement for all students to eliminate the achievement gap, with a focus on low performing schools, the well-being of students, and professional development for teachers and other school personnel – (Student Achievement)</p>	
<p><b>Strategic Priority #2:</b> The Halifax County School District will ensure sound fiscal management through budgets and audits being in compliance with all governmental regulations and guidelines producing unqualified audits through internal audits; following a procedural manual for monthly, quarterly, and end of fiscal year audits – (Fiscal Management)</p>	
<p><b>Strategic Priority #3:</b> The Halifax County School District will use direct and indirect methods of communications to increase stakeholder awareness of factors that impact student achievement and ways to become involved in the educational process – (Community Engagement)</p>	
<p><b>Halifax County Schools District’s Best Practices from the Framework for Action Process, Experiential Research and Transformation Model</b></p>	

School Goal(s)	Areas of Focus/ Strategies to Meet the Goal	360 Degree Feedback Cycle/ Data/Instrument Used to Progress Monitoring	Person(s) Responsible	Timeline for Monitoring and Reporting
<p><b>Student achievement in reading, math and 5<sup>th</sup> Grade science, as measured by end-of-the-year NWEA MAP data will reflect a 5-10 point gain from the middle-of-the-year NWEA MAP data.</b>  <i>(In support of Strategic Priority #1)</i></p>	<ul style="list-style-type: none"> <li>✓ Disaggregate and utilize data from multiple sources to ensure that instruction is aligned with student needs</li> <li>✓ Conduct weekly Professional Learning Communities (PLC) meetings to analyze data and plan instructional strategies to meet students' needs</li> <li>✓ Use our rigor PLC checklist to analyze and evaluate student work samples brought to PLC for evaluation by team</li> <li>✓ Align Human Resources to maximize student learning</li> </ul>	<p>MAP Data  Reading 3D/TRC Data  SchoolNet Data  STAR Reading/AR Data  Accelerated Math Data  Formative Assessment Data  PLC meetings  EOG Reports  Daily Intervention  Moby Max  KEA  K-2 Assessments  Critical Thinking Maps (student mastery and overall understanding)</p>	<p>School administrators  Pre-K-5<sup>th</sup> Grade Teachers  Instructional Coach</p> <p>Administrators  Pre-K-5<sup>th</sup> Grade Teachers  Instructional Coach  Teacher Assistants  Media Specialist</p>	<p>Sept.14-Sept. 30 (MAP)  Jan.1-Jan. 18 (MAP)  Apr.11-Apr. 29 (MAP)  Weekly(PLC, SchoolNet, AR/STAR)  Accelerated Math, Daily Intervention Block)  Sept.1-22(Reading 3D)  Jan.5-27(Reading 3D)  Apr.25-May 20 (Reading 3D)</p>

<p><b>Build capacity for 21<sup>st</sup> century educational effectiveness at PES</b></p>	<ul style="list-style-type: none"> <li>✓ Math tutor will provide intensive intervention during extended math block using the Accelerated Math Program</li> <li>✓ (2-5)</li> <li>✓ Improve the quality of teaching and learning at PES through the use of rubrics, teacher modeling, lesson plan monitoring, and specific feedback from assessments and student work.</li> <li>✓ Provide after-school support for students</li> <li>✓ Provide students with intensive, individualized daily intervention using researched based programs so that learning gaps are closed and high achievers are challenged.</li> <li>✓ Implement the new teacher administrator and</li> </ul>	<p>Professional Development Agendas Lesson Planning w/Professional Development activities</p> <p>Teacher growth on evaluations</p>	<p>Administrator K-5<sup>th</sup> Grade Teachers Teacher Assistants Lead Teachers</p>	
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<p><b>during the 2015-2016 school year, by providing at least 1 relevant, high-quality professional development monthly.</b> <i>(In support of Strategic Priority #1)</i></p>	<p>teacher evaluation instruments with a focus on student achievement</p> <ul style="list-style-type: none"> <li>✓ Provide research-based professional development opportunities that are proven to improve student achievement and educator quality.</li> <li>✓ Provide opportunities for staff presentation and follow-up of information learned at professional development sessions..</li> <li>✓ Empower staff to seek and write grants that will provide us with a long-term plan for securing needed resources.</li> </ul>	<p>Student disciplinary data</p> <p>PBIS</p> <p>Incentives/Celebration</p> <p>Logs</p>	<p>School administrators</p> <p>Teachers</p>	<p>On-going throughout the year</p> <p>At least once a month (August 2015-May 2016)</p> <p>Check disciplinary data each six weeks for celebrations</p>
<p><b>In the 2015-2016 academic year, decrease the number of out of class referrals to no more</b></p>	<ul style="list-style-type: none"> <li>✓ Implement Positive Behavior Intervention Support strategies</li> </ul>			



<p><b>than two per week per student.</b> <i>(In support of Strategic Priority #1)</i></p>	<ul style="list-style-type: none"> <li>✓ Increase or maintain attendance of 97% for the academic school year</li> <li>✓ Refer students to the school counselor and social worker for additional support and intervention.</li> <li>✓ Provide differentiated support in the form of incentives based on individual student needs</li> </ul>	<p>Daily/Weekly Attendance Records</p> <p>Outfit the Eagles' Nest with incentives</p>	<p>Teacher Assistants</p> <p>School Counselor</p> <p>Positive Behavior Student Support Committee</p> <p>PTA</p> <p>Parent Volunteers</p> <p>Social Worker</p>	<p>Monitor weekly referrals/conferences/meetings</p> <p>Monitor each grading period</p>
<p><b>Parent involvement opportunities will increase to at least 2 parent leader sponsored events per grading period during the 2015-2016 academic year.</b> <i>(In support of Strategic Priority #3)</i></p>	<ul style="list-style-type: none"> <li>✓ Implement programs/activities to promote healthy and responsible decision-making.</li> <li>✓ Create opportunities for parental/community involvement in the achievement of student outcome goals.</li> </ul>	<p>Agendas/Sign-in Sheets</p> <p>Student Participation</p> <p>Feedback from Surveys</p>	<p>School administrators</p> <p>School Counselor</p> <p>School Social Worker</p> <p>Parent Leader</p> <p>Parent Involvement Committee</p>	<p>Monthly planning w/Parent Leader</p>

	<ul style="list-style-type: none"><li>✓ Secure partnerships with area groups/businesses to provide extended opportunities for</li><li>✓ student learning.</li> <li>✓ Provide surveys to gather feedback about the school's progress in the eyes of the parents at PTA meetings, parent leader sponsored events, and other school-wide events</li></ul>			
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