

School Improvement Plan

School:	Hilburn Academy
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<ul style="list-style-type: none"> • According to 2014 - 2015 EVAAS data, Hilburn has a school designation of exceeds growth. The following courses exceeded growth: 3rd, 6th, and 7th grade reading, and 5th grade math. • Hilburn's EOG Performance Composite increased by 8% from 2013-2014 (65%) to 2014-2015 (73%). • In reading and math EOG data from 2013-14 to 2014-15, economically disadvantaged students, increased proficiency by 8%. • In reading and math EOG data from 2013-14 to 2014-15, black students, increased proficiency by 7%. • Based on EOG data from 2013-14 to 2014-15, students with disabilities, increased proficiency in reading by 4.8% and in math by 5.2%. • LEP in grades 2 & 3 increased Math proficiency by over 30% on second quarter benchmarks. • 2016-17 EOG data, mCLASS data, and PathDriver data to be entered in June, 2016. 	<ul style="list-style-type: none"> • In 2013-14 and 2014-15, black students did not meet the increasing AMO target in reading or math. • In both reading and math EOG data from 2013-14 and 2014-15, economically disadvantaged students did not meet the increasing AMO target. • According to 2014-2015 EVAAS growth data in science, 5th grade, 8th grade, and the school overall did not meet the Growth Standard. • The lowest performing subgroups per ELA Benchmarks in 2nd and 4th grade were LEP students, and the lowest in 3rd and 5th grades were SWD. • According to benchmark data from 2015-16 students in grades 5-8, labeled in SWD, are consistently performing at least 20% lower than their peers. • 2016-17 EOG data, mCLASS data, and PathDriver data to be entered in June, 2016.

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Process Data	<ul style="list-style-type: none"> • Summary data from the 2014-2015 teacher evaluation tool shows 99% of teachers were proficient in Standard 1a, teachers lead in their classrooms • In January 2016, WCPSS central office administrators granted Hilburn an additional special education position for an Autistic Support Teacher (AST). • Hilburn is part of a STEM collaborative network since 2011-2012 and successfully completed the three-year expansion to a PreK-8th grade program in 2014-2015. • The WCPSS Data Dashboard shows that the percent of students receiving a short term suspension remained low from 2013-2014 (0.5%) to 2014-2015 (1.1%). 	<ul style="list-style-type: none"> • In 4 out of 6 learning rounds during March 2014, teachers recognized the need for collaboration across grade levels and PLTs. • A staff survey from January 2014, reveals that 39% of teachers desire more professional development on instructional practices that meet the needs of all students (SWD, LEP, Intervention, AIG, etc.). • According to 2015-2016 attendance data, from Q1-Q2, absences increased by 145% within the entire school. (to be updated with year attendance trends in June, 2016) • According to 2015-2016 attendance data, from Q1-Q2, tardies increased by 288% within Kindergarten, and by 100% across all of Elem. School. (to be updated with year attendance trends in June, 2016) • 72% of the eligible, instructional staff members completed the 2014-15 WCPSS staff survey. • From 2013 to 2015 there was an increase in staff turnover from 10% to 15% • In the 2015-16 school year, major referral resulting in suspension or ALC increased from 9% to 24% from quarter 1 to quarter 2. (to be updated with year attendance trends in June, 2016) • In quarter 1 and 2 of the 2015-2016 school year, 41.8% of the suspensions or ALC assignments were students identified as SWD.

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Staff and Student Demographics	<ul style="list-style-type: none"> • According to WCPSS Data Dashboard, the Free & Reduced Lunch (FRL) population (26.7%) and Limited English Proficient (LEP) population (7.5%) have remained stable from 2013-2014 to 2014-2015. • 95.7% of our students who started the 2014-15 school year at Hilburn, also ended the school year at Hilburn. • The total enrollment increased from 514 students in 2012-2013 to 812 students in 2015-2016. • Since the addition of middle grades in fall 2012, the middle school enrollment first increased from 103 to 186 in 2013-2014 to 256 in 2014-2015 and then decreased to 223 in 2015-2016. • Elementary enrollment continually increased from 471 students in 2012-2013, to 488 in 2013-2014, to 559 in 2014-2015, then to 589 students in 2015-2016. 	<ul style="list-style-type: none"> • The WCPSS Data Dashboard shows an increase in the number of students receiving special education services at Hilburn Academy from 2013-2014 (108) to 2014-2015 (116).

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<ul style="list-style-type: none"> • Teacher Working Conditions Survey (TWCS) information will be entered here • The most important "glows" from March, 2016, learning rounds were as follows: <ol style="list-style-type: none"> 1. Using content vocabulary 2. Using "spy cards" to interact with other groups; Taking roles and capitalizing on talents 3. Using collaborative protocol to share their writing and receive feedback; evaluating each other's explanations 4. Generating own questions as part of collaborating • Future aspirations and goals perceived data was 97% or higher agreeing or strongly agreeing on the student data survey results. • Hilburn's February 2016 "As Is - To Be" feedback from WCPSS Ignite 2020 shows that staff believe elements of the 4Cs, PBL, and STEAM are currently in place at Hilburn to support the strategic plan. 	<ul style="list-style-type: none"> • Teacher Working Conditions Survey (TWCS) information will be entered here • Most important "grows" from March, 2016 learning rounds data were as follows: <ol style="list-style-type: none"> 1. Student to student discourse and talking with each other about learning; having dialogue with accountability 2. Knowing "why" of learning/activity 3. Having choice, creativity, & clarity in work products • Hilburn's February 2016 "As Is - To Be" feedback from WCPSS Ignite 2020 shows that staff recognizes the need for more vertical alignment between all grade levels, effective integration of 4Cs for all stakeholders (ex. students, staff, families, community partners), and creation/use of collaborative work spaces on campus.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Our student subgroups have not consistently met growth, even though our school exceeds growth expectations each year.	Students meet standards and expectations, but the depth of understanding is limited and student engagement is inconsistent. Additionally, the 4 Cs are applied inconsistently across all settings.	Provide students with learning experiences and assessments that require the use of the 4 Cs to deepen understanding and differentiate opportunities to show growth. This will be accomplished by the following strategies: <ul style="list-style-type: none"> • Project Based Learning • writing across the curriculum

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Current core instructional practices are not meeting the needs of all students.	Many instructional strategies are being used but they are not consistent across grade levels or subject areas.	Staff will integrate and commit to the 4 Cs throughout the school to create a consistent K-8 continuum. School professional development and resources focus on the following instructional strategies: <ul style="list-style-type: none"> • Project Based Learning • writing across the curriculum.

Data Summary

Describe your conclusions

To align with the WCPSS Vision 2020, Hilburn adopted a mission focused on the 4 Cs. Staff examined instructional strategies, preK-8 student achievement, and school processes that impact student growth and promote the 4 Cs. Individual subgroups show inconsistent growth even though the school has made exceptional growth. Staff also expressed the need for consistency and vertical alignment. Literacy data, including TRC data, revealed a need to focus on writing. STEAM and 4 Cs perception data underscored the need for consistent PBL professional development and integration.

School Improvement Plan

Membership of School Improvement Team

School:	Hilburn Academy
Plan Year	2016-2018
Principal:	Katherine White
Date:	May - 2016

SIP Team Members

	Name	School Based Job Title
1	Ann Johnston	School Improvement Chair
2	Becky Farrell	Teacher
3	Dawn Baumgartner Vaughan	Parent
4	Dianna Stavros	Teacher
5	Jill Rattinger	Teacher
6	Katherine White	Principal
7	Kristen Kennedy	Teacher
8	Maria Eby	Teacher
9	Michelle Bass	School Improvement Chair
10	Rebecca Gifford	Teacher
11	Wendy Menachary	Assistant Principal

School:	Hilburn Academy
Plan Year	2016-2018
Date:	May - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

Each day at Hilburn, we...

- participate in collaboration and share the responsibility of achieving a common goal;
- encourage dynamic, flexible learning spaces to foster innovators and risk-takers who demonstrate mastery of the curriculum in meaningful and unique ways;
- encourage and model in-depth, evidence-based communication for a variety of purposes; and
- create interdisciplinary environments that foster sustained inquiry.

Core Beliefs

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

- We value meeting the unique and developmentally appropriate needs of each student regardless of socioeconomic status, race, gender or ethnicity.
- We value that the collaborative work of well-supported, highly-effective, and dedicated staff is essential to the success of our diverse community.
- We value promoting and supporting a culture of continuous improvement, risk-taking, and innovation within a caring environment.
- We value collaboration with an extended community.

School Goal		
By June 2018, 90% of students at Hilburn Academy will grow as collaborative, creative critical thinkers and communicators who demonstrate standards-based growth as measured by local, state and other assessments.		
Goal Manager	Strategic Objective	State Board of Education Goal
Becky Farrell	Learning and Teaching	Leadership for Innovation
Resources		
<ul style="list-style-type: none"> • Professional Development team • Professional Development books • time to meet as PLTs 		

Key Process
<p>1. KEY PROCESS: All teachers will study and implement Project Based Learning (PBL) to enhance student achievement and integration of the 4 Cs: Creativity, Collaboration, Critical Thinking and Communication.</p>
<p>Tier</p> <p>Tier 1 / Core</p>
<p>Process Manager</p> <p>Kristen Kennedy and Maria Eby</p>
<p>Measurable Process Check(s)</p> <ul style="list-style-type: none"> • All teachers will complete the PBL Self-Assessment in January and June of each academic year to align PDP goals with PBL implementation. • All PLTs will use the 7 Norms of Collaboration Rubric throughout the academic year with a minimum of once per quarter to increase the effectiveness of PLTs. • All teachers will complete a 4 Cs Self-Assessment in June of each academic year to align PDP goals with PBL implementation. • The STEM Coordinator will maintain records of community partnerships, including purpose and frequency of visits/contacts, to track instructional fidelity and 4 Cs implementation. • Learning Rounds with a 4 Cs and PBL lens will be completed each quarter; every teacher will participate in one set of Learning Rounds each year to gauge fidelity of implementation and overall shifts in instructional culture. • The PLT and SIP committees will analyze student growth quarterly using PBL rubrics, common formative assessments, and benchmarks in order to determine the next steps for student growth with the 4Cs.

Action Step(s)
<p>1. ACTION STEP: PBL Coaches will deliver differentiated professional development throughout the course of the year on PBL to all staff on designated workdays, early release days, and in individual settings.</p> <p>Timeline From 8/2016 To 6/2017</p>
<p>2. ACTION STEP: Each teacher will increase the quantity and/or quality of PBL to increase student achievement based on differentiated professional development and PDP goal.</p>

Timeline From 8/2016 To 6/2017

- 3. ACTION STEP:** All staff will learn, practice, and integrate the 7 Norms of Collaboration to optimize professional development, PLT work, and instructional time.

Timeline From 8/2016 To 6/2017

- 4. ACTION STEP:** Teachers will use 4 Cs and PBL rubrics to assess and evaluate student products as well as their own integration of these instructional methods.

Timeline From 8/2016 To 6/2017

- 5. ACTION STEP:** Teachers will partner on PBLs with members of our Business Alliance and other community organizations to increase applications of the 4 Cs.

Timeline From 8/2016 To 6/2017

- 6. ACTION STEP:** The SIP committee will develop a program to allow all middle-school students to complete an authentic job experience with a community partner.

Timeline From 8/2016 To 6/2018

Key Process

- 2.** Hilburn staff will establish and implement a K-8 writing curriculum that is utilized across content areas to deepen understanding and increase communication skills.

Tier

Tier 1 / Core

Process Manager

Rebecca Gifford and Jill Rattinger

Measurable Process Check(s)

- In 2017-18, learning rounds with a 4 Cs and writing lens will be completed each quarter; every teacher will participate in one set of Learning Rounds each year to gauge fidelity of implementation and overall shifts in instructional culture.
- The PLT and SIP committees will analyze common formative assessments and benchmark data quarterly in order to determine the next steps for student growth.

Action Step(s)

- 1. ACTION STEP:** The SIP committee, with input from teachers, will determine the writing curriculum and adopt rubrics that assess writing elements to be used K-8.

Timeline From 6/2016 To 8/2017

School: Hilburn Academy**Plan Year** 2016-2018**LEA:** Wake County (920)

2. ACTION STEP: With instructional coaching from IRTs, literacy coach and colleagues, PLTs will plan writing instruction and analyze student work using collaborative protocols.

Timeline From 8/2016 To 6/2018

3. The IRTs and literacy coach, with input from teachers, will establish student literacy portfolios to document student growth K-8.

Timeline From 8/2016 To 8/2017

4. All teachers will create and communicate a plan for regular integration of writing instruction across content areas to increase student achievement.

Timeline From 8/2016 To 8/2017

5. Each teacher will increase the quantity and/or quality of writing to increase student achievement based on differentiated professional development and PDP goal.

Timeline From 8/2017 To 6/2018

School:	Hilburn Academy
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School Improvement Plan

School:	Hilburn Academy
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:																								
<p>Project-Based Learning Professional Development Overview</p> <p>All certified Hilburn staff will participate in project-based learning professional development in the 2016-2017 school year. As documented in our School Improvement Plan, teachers will focus on individual growth in this capacity and will collaborate with their PLTs and develop PDP goals in this area. Teachers will be supported by grade-level coaches in a PLT and individual setting and will be grouped for differentiated professional development throughout the course of the year. All teachers will earn 2 CEUs.</p> <p>Project-Based Learning PD Schedule</p>	<p>All certified staff 2016-2017 PBL Coaches</p> <p>Michelle Bass and Kristen Kennedy</p> <p>Jimmy Cucurullo and Maria Eby</p> <p>Chris Clark, Ann Johnston and Dianna Stavros</p>	<p>Key Process #1</p>																								
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School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Hilburn Academy
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
PLT collaboration • 7 Norms of collaboration • Creation and use of rubrics	All certified staff	Key Processes 1 and 2
Learning Rounds	All certified staff	Key Process 1 and 2

School Improvement Plan**Summary Sheet of Professional Development Activities**

School:	Hilburn Academy
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

School:	Hilburn Academy
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit			
Intervention Structure			
Instruction			
Assessment and Progress Monitoring			
Curriculum/Resources			

School Improvement Plan

Intervention Planning Matrix

School:	Hilburn Academy
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	Reading	Math	Behavior
Data Decision Process for Entry and Exit			
Intervention Structure			
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