



School Improvement Plan
November 2018 to June 2020



Principal: Marny Ruben
Chapel Hill-Carrboro City Schools
Approved by School Improvement Team on: 10/18/18
Approved by Staff on: 10/9/2018

North Carolina State Board of Education Goals

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2: Every student has a personalized education.

Goal 3: Every student, every day has excellent educators.

Goal 4: Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

Goal 5: Every student is healthy, safe, and responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success

Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.

Goal 2: Empower and support all student groups to meet growth and achievement goals.

Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.

Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.

Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.

Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.

Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement

Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.

Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness

Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.

Goal 2: Directly align district resources with student needs.

Goal 3: Develop and maintain an organizational knowledge base.

Goal 4: Initiate effective, relevant and timely communication.

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	Names and Date of Election to Team	Signature
Principal	Marny Ruben	Marny Ruben
Assistant Principal Representative	N/A	
Teacher Representatives	Anna Kohler, May 2017 Gage Matthews, May 2018 Kirsten Bergman, May 2018	Anna Kohler Gage Matthews Kirsten Bergman
Instructional Support Representatives	Karen Weatherly, May 2017 Ellen Lowe, May 2018	Karen Weatherly Ellen Lowe
Classified Representatives	Angela Romatzick	Angela Romatzick
Student Representatives (MS - 3, HS - 3)	N/A	
Parent Representatives	N/A	

School Profile

Student Description (How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals)

Year: 2018-2020

For the 2017-2018 school year, the Hospital School served approximately 2284 students from 78 of the 100 counties in North Carolina. Additionally, students from at least 12 other states were also served as well as one student from outside of the United States. Ten percent of the students served were pre-K, thirty-four percent were elementary, twenty-one percent were middle school aged and thirty-five percent were in high school. The following data indicate race/ethnicity of students served:

White/Caucasian	50%
African american	27%
Other	20%
Asian/Pacific Islander	>10%
American Indian or Alaskan Native	>10%
Hispanic	18%
Non Hispanic	81%

The top 10 school districts served are (number of students in parentheses): Wake (290), Cumberland (107), Alamance-Burlington (102), Chapel Hill Carrboro City Schools (97), Durham (67), Harnett (67), Johnston (63), Chatham (51), Lee (50), and Orange (47).

Below you will find our students by hospital service. This data is used to determine staff or resource shifts to serve the students with the most needs. These service labels are determined by the label chosen by the hospital at the time of admission, and do not always reflect the exact number of students on each service over the course of the year.

Service	Count	Percentage	Average Days in Hospital
Burn	89	>10%	7.8
Cardiac	34	>10%	5.6
Endocrine	14	>10%	6.0
General	395	22.2%	7.9
Gastrointestinal	96	>10%	8.9
Hematology/ Oncology	362	20.3%	17.9
Neuroscience	>10	>10%	6.7
Orthopedics	66	>10%	5.6
Psychiatry	293	16.5%	20.2
Pulmonary	90	>10%	15.7
Rehabilitation	>10	>10%	19.0
Renal	35	>10%	20.7
Surgery	207	11.6%	6.8
Trauma	15	>10%	3.2

Women	74	>10%	4.8

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

The Hospital School is a unique school in the North Carolina public school system. It provides year round, pre-K12 educational services to school age patients so they will be able to continue their studies with as little interruption as possible. In some circumstances, educational services are provided for siblings of pediatric patients, and teen parents of long term pediatric patients. Services include direct instruction, diagnostic evaluations, and liaison with the student's community school. Liaison with the community school may include arranging homebound instruction, making referrals for Exceptional Children's services, collaborating on 504s and behavior management plans, collecting and sharing relevant information from the medical team, and coordinating transition plans.

The school's uniqueness manifests itself in several ways. In a hospital setting, students' educational needs are secondary to their medical needs. Teachers are presented with an array of students with learning difficulties, special conditions, and developmental needs. Teachers are considered members of multidisciplinary teams and contribute to as well as learn from information and expertise shared by team members. The hospital school teacher's responsibilities include being aware of the needs of a wide variety of patients/students, becoming medically informed about their illnesses and treatment protocols, and refining the requisite skills to meet students' specialized educational needs. This requires a high degree of flexibility in planning and implementing instruction.

In addition, Hospital School Teachers must have the compassion and coping strategies necessary to teach children who may have serious physical or mental illnesses, life altering injuries, or sometimes, end of life concerns. A second differentiating characteristic of our school is the physical environment. The school is located within the UNC Hospitals complex. There are classrooms and other educational environments within the school where the students attend school. If the student is unable to attend school due to medical concerns, school goes to the student. Teachers work with students at bedside or on the medical units; they work around IV poles,

medication distributions, and a variety of medical interruptions.

School is important to many students in the hospital because it offers a degree of normalcy for the child who is ill and promotes a sense of hope that conditions will improve and resumption of one's routine can be expected. Students also view school positively because instruction is either small group or one to one and is geared to the level where they can be successful. Each year more than 500,000 people from across North Carolina come to UNC Hospitals for treatment. UNC Hospitals is the state's primary referral hospital and a major medical center providing specialized and primary care.

Last year our enrolled students came from 81 different counties in North Carolina. Students at UNC Hospital who come from out of state and other countries are also provided with support. Interacting with so many different school systems presents challenges in terms of accessing materials and textbooks. Local school resources, school infrastructures, regulations and forms for homebound services are varied throughout the state. Turnover of students and liaison with local schools also set our school apart from a conventional public school. The length of student stays can vary greatly from just a few days to several months. Many students return for further treatment at a later time and are re-enrolled, or they are followed up in outpatient clinics.

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:

Strengths and needs are determined by a variety of data sources. Each Committee and Professional Learning Community went through a reflection process at our end of the year retreat to determine their accomplishments and next steps. Also, we used data from our

created data collection tool to determine any shifts or changing needs for our pediatrics team. This, coupled with a SCAN (See the issues, Clarify the issues, Assess priorities, Name next steps, allowed us to make adjustments that would support more seamless support for our high school aged students here receiving treatment for Oncology/Hematology. Other data sources included the NC Working Conditions Survey.

A. Areas of Strength (*What does the analysis of data tell you about your school's strengths?*)

Equity:

- All Hospital School employees have attended Racial Equity Institute.
- All Hospital School employees have completed Diverse Populations 101.
- Facilitated questions, platforms, and conversations about equitable delivery of services within the hospital school (especially when looking at parents and students in alternative settings).
- Purchased 'beauty' products for female students on Neurosciences floor.
- Incorporated equity into Lesson Plans and Professional Learning Communities.
- Instructional and informational materials for students in alternative settings/non-traditional school settings.
- Racial equity questions were composed.
- Completed survey of teacher perceptions of equity in the Hospital School.

Makerspace:

- Makerspace activities being used by every teacher in every setting *at least* once a month (but likely more).
- Staff participated in six makerspace lessons and successfully implemented them with students.
- Over the course of the year, we modified expectations to work for the whole school.
- Implementation of robots school-wide, currently being used daily.
- Created a bank of makerspace Learning Focused Lessons and grab-and-go plans.
- Trained tutors to use makerspace materials and resources in order to give students even more opportunities.

Instructional Excellence:

- Provided structure and support to Professional Learning Communities to help meet goals of Learning Focused Lesson work and Project Advance.
- Structured Writing Activities.

Partnerships:

- Tutors continue to be vetted with volunteer services and are fully immunized and Health Insurance Portability Accountability Act (HIPPA) trained.
- 15/16 of this years tutors will be returning next year. Several long term tutors have graduated.
- Tutors were trained in STEAM activities.
- Academic troubadours (our Cultural Enrichment opportunities) continue to be a success on each floor with a regular set of dependable presenters.
- Troubadours were able to differentiate floor needs- partnerships continues to use feedback to meet the needs on each floor.
- Staff involvement in bagging for backpack program for TABLE.
- Continue to discuss new opportunities for troubadours.
- Career presentations to adolescent students.

Professional Learning Communities:

- Completed Learning Focused Lessons 103 and Diverse Populations
- Wrote writing prompts for social/emotional learning, equity, current events, and self-advocacy
- Supported our understanding and delivery of higher-level Higher Order Thinking Skills strategies 3-6

- Reviewed teacher evaluation model
- Reviewed Individual Education Plan process, standards, requirements
- Completed Wonder Connections Survey

North Carolina Teacher Working Conditions Survey:

Overall Composite:	94.9%
Community Support & Involvement:	88.3%
Facilities & Resources:	96.9%
Instructional Practices & Support:	94.2%
School Leadership:	94.5%
Teacher Leadership:	93.8%
Managing Student Conduct:	100%
Professional Development:	95.6%

B. Areas of Need (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

Equity:

- Re-evaluate Equity Plan, align with the District's Equity Plan.

- Continue to find new ways to incorporate Equity into our regular teaching materials, practices, and School Improvement Plan.
- Incorporating questions about equity for interview committees.
- Include members from the equity team on interview committees.
- Select current and relevant foci for topics to cover, such as gender, transgender, trauma, etc.

Makerspace:

- Create 3 “brain-station” lesson plans.
- Each lesson plan would span 5 days.
- Each day would revolve around the same theme but a different aspect of the STEAM acronym.
(Ex. The Three Little Pigs makerspace lesson would involve a **S**cience extension on day 1, a **T**echnology extension on day 2, an **E**ngineering extension on day 3...
 - Lessons would hit on the “pillars of cognitive rehabilitation”: concentration, memory, language, social/emotional and executive functions.

Instructional Excellence:

- Maintain focus on ways to improve and support instruction at the Hospital School.

Partnerships:

- Scheduling tutors for the Summer/Fall.
- Ronald McDonald House dinner in September.
- Scheduling troubadours for the Summer and Fall.
- Participate in TABLE again.
- Recruit new troubadours (our Cultural Enrichment opportunities) to provide opportunities for students.

Professional Learning Communities:

- 21st century knowledge in coordination with Makerspace.
- A focus on vocabulary in educational contexts for all students.
- Support each other in staff wellness.
- Professional Development in Principles of Learning/ Digital Learning.
- Discuss and implement developmentally appropriate social emotional learning activities.
- Compile scholarship or college resources.
- Formalize and access math and science resources.
- Explore alternative and adult high school credit opportunities, and online option, NCVHS, GED. Compile some information that can be presented upon discharge.

North Carolina Teacher Working Conditions Survey:

Items where we scored less than 80%:

Q4.1: Parents/Guardians are influential decision makers in this school	73.3%
Q6.5: Teachers have an appropriate level of influence on decision making in this school	78.6%
Q8.1 K.: Professional Development is evaluated and results are communicated to teachers	73.3%
Qa.1a.: Local assessment data are available in time to impact inst. Pract.	77.8%

School Goals and Strategies

Goal Area 1: Student Success

By June 2020, we will increase our understanding of and use of research based vocabulary strategies with students from our baseline data in each category of our survey to 50-60%, with an average of at least 4 as measured by re-administering our Baseline Vocabulary Instruction Survey.

Present Status	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Reading				
Baseline data indicated that as a staff we were using research-based strategies for vocabulary instruction at varying ranges of percentages as seen below:	Vocabulary Instruction will be taught using research-based strategies at least twice a week with each student.	1. Provide Professional Development to the staff on research-based vocabulary instructional practices. 2018-2019 Sessions: Session 1: September 5th Session 2: November 5th	November 2018 January 2019 March 2019 May 2019	Bringing Words to Life Learning Focused Vocabulary Resources Articles on Research-based Vocabulary Strategies.

<p>1. Reading and Discussion:</p> <p>2. Use of Prefixes, Suffixes and Roots:</p> <p>3. Use of Graphic Organizers:</p> <p>4. Use of Tier 2 Words:</p> <p>When asked, on a scale of 1-5 where would you fall on the topic and use of vocabulary instructional practices with 1 being the lowest and 5 being the highest, our staff had a mean of 2.73.</p>		<p>Session 3: January 7th Session 4: February 26th Session 5: May 10th 2019-2020 Sessions TBD</p> <p>2. Provide quarterly parent sessions on the best ways to support Vocabulary Development at home with information packets to be created for families that are not able to attend.</p> <p>3. Monitor the use of Research-based strategies for vocabulary development in classroom observations, classroom walk throughs, lesson plans and student work samples.</p>	<p>September 2019</p> <p>December 2019</p> <p>March 2020</p> <p>May 2020</p>	<p>Walkthrough Tools, Observation Tool, Work Sample Protocols</p>
Math				
<p>Baseline data indicated that as a staff we were using research-based strategies for vocabulary instruction at varying ranges of percentages as</p>	<p>Vocabulary Instruction will be taught using research-based strategies at least 2 times a week with each student.</p>	<p>1. Provide Professional Development to the staff on research-based vocabulary instructional practices.</p>	<p>November 2018</p> <p>January 2019</p> <p>March 2019</p>	<p>Bringing Words to Life</p> <p>Learning Focused Vocabulary Resources</p> <p>Articles on Research-</p>

<p>seen below:</p> <ol style="list-style-type: none"> 5. Reading and Discussion: 6. Use of Prefixes, Suffixes and Roots: 7. Use of Graphic Organizers: 8. Use of Tier 2 Words: 9. Teach content words <p>When asked, on a scale of 1-5 where would you fall on the topic and use of vocabulary instructional practices with 1 being the lowest and 5 being the highest, our staff had a mean of 2.73.</p>		<p>2018-2019 Sessions Session 1-September 5th Session 2- November 5th Session 3- January 7th Session 4- February 26th Session 5- May 10th 2019-2020 sessions TBD</p> <ol style="list-style-type: none"> 2. Provide quarterly parent sessions on the best ways to support Mindfulness at home with information packets to be created for families that are not able to attend. 3. Monitor the use of Research-based strategies for vocabulary development in classroom observations, classroom walk throughs, lesson plans and student work samples. 	<p>May 2019 September 2019 December 2019 March 2020 May 2020</p>	<p>based Vocabulary Strategies. Walkthrough Tools, Observation Tool, Work Sample Protocols</p>
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By June 2020, we will increase our understanding of and use of mindfulness strategies with students from our baseline mean of 3.77 out of 6 to a mean of 5 as determined by the “Mindfulness Attention Awareness Scale” and an increase of use with students.

Culture/Climate				
Present Status	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Baseline data indicated that as a staff mean we were at 3.77 out of 6 on the “Mindfulness Attention Awareness Scale.”	As a staff we will strive for a mean of 5 out of 6 on the “Mindfulness Attention Awareness Scale.” Mindfulness strategies will be taught/reinforced with students at least once a week.	1. Provide Professional Development to the staff on Mindfulness practices. 2018-2019 Sessions Session 1: October 1st Session 2: December 12th Session 3: January 29th Session 4: February 26th Session 5: May 10th 2019-2020 sessions TBD 2. Provide quarterly	November 2018 January 2019 March 2019 May 2019 September 2019 December 2019 March 2020 May 2020	Learning to Breathe- A Mindfulness Curriculum for Adolescents Mindful Schools Web Resources UNC Hospital Resources

		<p>parent sessions on the best ways to support Vocabulary Development at home with information packets to be created for families that are not able to attend.</p> <p>3. Monitor the use of Mindfulness practices in classroom observations, classroom walk throughs, lesson plans and student work samples.</p>		
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Goal Area 2: Employee Experience

By June 2020, we will increase our percentage of teachers having an appropriate level of influence on decision making in this school from 78.6% to 90% or higher as measured by the NCTWCS.

Retention or Culture (Based on NCTWCS Results)				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Q6.5 from the NCTWCS-Teachers have an appropriate level of influence on decision making in this school- 78.6%	By 2020 we would like to see an increase in this area from 78.6% to 90% or above.	Staff indicated the desire to work on Staff Wellness as a SIP Goal to support the emotional needs of working in this unique setting. Therefore, we have identified the following strategies: 1. Conduct Self-Assessments and professional development on Mindfulness Practices to increase our tools for stress reduction. 2. Determine wellness	November 2018 January 2019 March 2019 May 2019 September 2019 December 2019 March 2020 May 2020	Mindfulness Resources Trego Ed Resources Wellness Resources

		<p>goals for each floor PLC. As a PLC team, chart progress and determine rewards.</p> <p>3. Determine solutions to issues in a whole group manner using problem solving strategies such as Consensus Building, Situational Appraisal, and Decision Analysis as tools for group decision making.</p>		
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Goal Area 3: Organizational Effectiveness

By June 2020, we will increase our percentage of teachers having a moderate to large role in providing input on how the school budget is spent from 80% to 100% as measured by the NCTWCS.

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Data from the 2018 NCTWCS indicated that 20% of Hospital School teachers felt that they had a small role in providing input on how the school budget was spent. 40% felt they had a moderate role and 40% felt they had a large role.	We would like for 100% of our teachers to feel they have a moderate to large role on the 2020 NCTWCS.	<p>With input from committee leads, we will determine budget needs for each committee.</p> <p>SIT will review budget updates at each meeting and report back to PLC teams.</p> <p>Budget updates/decisions will be reviewed/decided quarterly at staff meetings for alignment with SIP and SP.</p>	<p>Nov. 5th, 2018: Staff Meeting</p> <p>Jan. 7th, 2019: Staff Meeting</p> <p>March 4th, 2019: Staff Meeting</p> <p>May 10th, 2019: Staff Retreat</p> <p>2019-2020 dates TBD</p>	<p>Training in new Hospital budget system.</p> <p>SIT Professional Development with attorney scheduled for Oct. 2018.</p>

Other Required Goals

The school will approve a hiring/retention strategy for diverse teaching staff.

School Improvement Decision/Date	Plan for hiring/retention strategy for diverse teaching staff
11/19/2018	<p>The school will ensure diversity in all interview processes.</p> <p>The principal will commit to retaining and hiring a diverse teaching staff with the goal of having a teaching staff that represents the student population that we serve.</p>

School Improvement Decision/Date	Plan for providing Duty-free Lunch
10/9/2018	<p>All teachers will plan their daily schedule to include a 30 minute duty-free lunch period.</p> <p>The principal will review schedules to ensure all teachers have a daily 30 minute lunch period.</p>

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
10/9/2018	<p>All teachers will plan their daily schedule to include a 30 minute duty-free lunch period.</p>

	The principal will review schedules to ensure all teachers have a daily 30 minute lunch period.
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The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
10/9/2018	<p>All teachers submit daily schedule which includes 60 minutes of planning time.</p> <p>The principal will review schedules to ensure all teachers have a daily 60 minute planning time.</p>

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
10/9/2018	<p>Use email for professional communication when appropriate.</p> <p>Eliminating redundant requests for reports.</p>

School Name: UNC Hospital School

Year: 2018-2020

	Fully utilizing existing data and processes as much as possible to complete required reports.
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Reference GC115C-105.27