



School Improvement Plan
November 2018 to June 2020

School: FPG Bilingüe

Principal: Emily Bivins

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 4, 2018

Approved by Staff on: October 3, 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.

School Name: Frank Porter Graham Bilingüe

Year 2018-2020

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: Frank Porter Graham Bilingüe

School Number: 681312

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: _____

Date: _____

Board Chair Signature: _____

Date: _____

School Improvement Team Membership

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	Emily Bivins	
Assistant Principal Representative	Karen Galassi Ferrer	
Teacher Representatives	Lilia Acero, 8/18 Kristin Jackson, 8/18	
Instructional Support Representatives	Marcela Granda 8/17 Eimy Rivas, 8/18	
Teacher Assistant Representatives	Shaunna Jeffries 8/18	
Student Representatives (MS - 3, HS - 3)	NA	
Parent Representatives	Jen Costello 6/17, Julie Spero 6/17, Alana Argersinger 6/16, Lorie Klein 6/18, Courtney McLaughlin, 6/18 and Deborah Finken 6/18, Emily Nicholson 6/21, Christina Burch 6/21, Susana Hernandez 6/21	

School Profile

Mission, Equity Vision, and Beliefs

Mission:

Mission: Ensure that all students are bilingual and biliterate and develop cultural awareness.

Vision for Equity and Excellence:

Vision for Equity and Excellence: A community of excellence and equity providing a rigorous bilingual educational program that supports and challenges each student, eliminating any achievement gap.

Beliefs:

Beliefs:

- Eliminate the achievement gap for LEP students, Latino, African-American, and/or economically disadvantaged students
- Provide the most effective and evidence-based practices to support Limited English Proficient (LEP) students
- Advance student achievement for all Dual Language students
- Create globally-minded and prepared students who work to solve real-world problems
- Recognize, advocate and take action on issues for social justice.
- Create a community comprised of students, staff, parents and community (and international) agencies and institutions that nurtures collaboration and each member feels ownership, valued and welcome.

School Profile

In 2018-2019, Frank Porter Graham Dual Language Magnet School serves 648 students K-5 (and 32 in preK).

Subgroup	Number	% of school population
Total	648	100%
White	257	34.2%
Black	19	5.4%
Hispanic	344	53.8%
Asian	13	1.4%
Multi Racial	26	5.2%
LEP (Limited English Proficient)	152	24.9%
EC (Exceptional Children)	53	7%
AIG (Academically Gifted)	73	11%
EDS (Economically Disadvantaged)	265	40%
Male	324	51.2%
Female	338	49.8%
# of Classrooms	27	

Frank Porter Graham Dual Language Magnet School is the district’s first magnet school, opening in 2013. With every student being a second language learner in either English or Spanish, classroom instruction must include strategies to ensure students are building upon what they already know, experiencing and using language in meaningful ways. A critical goal of our school is to teach all children and adults to learn to value, appreciate and work with others who may not share the same culture or language.

School Description

The campus of Frank Porter Graham Elementary is adjacent to the Frank Porter Graham Child Development Center and parallels highway 54. The school opened 50 years ago, prior to desegregation, and was one of the first elementary schools to integrate in 1965. The campus offers many outdoor learning areas for physical activity and exploration, including a community garden, Morgan Creek and outdoor classroom. The school has no walk zone. Parents “opt” and apply to enter dual language. The school campus is frequently used on the weekends and after school hours for community use.

With the implementation of Common Core and Essential Standards in a dual language school, Frank Porter Graham Bilingüe has selected an approach to instruction that will integrate content through units of study and experiential learning. This approach supports second language acquisition while supporting all students in a school experience that is integrated and more student centered. Thus, each grade level has developed four to six units of study that culminate with a student developed project. These projects are showcased and shared with families and the school community throughout the year.

The Dual Language program is an English-Spanish immersion program with the goal of being bilingual, biliterate and multi-cultural by the time students exit elementary school. There are two language allocation models- immersion and 50-50. For students who begin in immersion in Kindergarten, they proceed on a track that gradually adds English instruction each year until grade 3 when all classes are 50-50. For students who begin in a 50-50 track, they have half of their instruction in English and Spanish each year. All Pre-K students have a full immersion experience in Spanish. Student placement in Kindergarten is done through a lottery after priority is given to current dual language Pre-K students and siblings of currently enrolled students.

Frank Porter Graham Dual Language Magnet School also has a strong community outreach program. There are formal collaborations with the local universities for research, volunteers and connections to campus life for our students. Partnership with families is also critical. There are home visits, parent education and frequent community building activities.

Lastly, Frank Porter Graham Dual Language Magnet School offers extended services to students beyond the traditional school day. Some staff members have a schedule that facilitates the organization, implementation and oversight of an after school homework support/tutoring program for 15-20/students at each grade level 2:30PM-3:45PM, Monday-Thursday. There are also opportunities for clubs and other extracurricular activities. FPG also has an extended summer program for 8 weeks of additional learning.

Strengths and Needs Assessment

The School Improvement Team and school leadership team reviewed various sources of data to examine trends and note areas of strength and needed improvement. The data sources reviewed were: Student achievement data, attendance data, discipline data from SRSS, MTSS and SWIS, parental feedback, Teacher Working Conditions (TWC) and student survey data. In addition, the school also reviewed the requirements for the Title I plan and the INSTAR system for Targeted Assistance Schools. The school administration worked with central office staff to review various data sources to determine goals and targets. In addition, the school received feedback from parents through a variety of focus groups and a PTA survey.

Strengths and Needs Assessment

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

One strength of the school is the clear focus on dual language education. Being a full school for dual language, the school is able to center its curricula, instruction and other activities to support bilingualism, biliteracy and multi-culturalism. The staff are also hired and support this vision and pedagogy. All human and financial resources support this effort.

The curriculum, while following the Common Core and State Standards, supports project based learning and authenticity of the learning experience. For example, as grade one learns the characteristics and needs of living organisms, the students study an animal and become a “zoological expert” on this animal. They create models, write descriptors and prepare zoo talks for visitors to the grade 1 zoo. In preparation for the zoo opening, they study the organization of a zoo, its layout, needs and fiscal responsibilities so they can organize their zoo based on real world models. The eight to ten week unit of study integrates all subjects across both languages- reading, writing, word study, mathematics, science and social studies. In addition to this authentic approach to learning, cross cultural learning and social justice are embedded into each unit of study/school activity. In the zoo unit, students learn about conservation and the importance of the environment and natural habitats. In other units, students learn about topics from various perspectives.

Lastly, the community connections with parents, university and community partners are also a strength. Parents are viewed as equal partners in the education of their children. They receive a home visit upon entering PreK and/or Kindergarten and frequent

Year 2018-2020

communication throughout the school year. Community partners tighten the connection of the school with our public and private resources. The community is also given the role of providing advisement to the school about its development. The school has collaborated with the Family Success Alliance and Town of Chapel Hill to provide an eight week summer learning experience for non-proficient students to build background knowledge, experience and vocabulary, as well as various professional development initiatives like mindfulness and equity. The universities provide volunteers, role models and access to campus life, particularly for students who may not be familiar with university. In addition, the universities also collaborate on research projects and place student teachers and interns in our school. The university provides nurse practitioner interns to lead for social emotional groups for anxiety. Both community and university are collaborators in extended learning opportunities for students.

B. Areas of Need

Increasing the academic performance in literacy and mathematics is a goal for the school in each grade level, particularly for underachieving subgroups of Latino, Economically Disadvantaged (EDS) and Limited English Proficiency (LEP). The school strives to ensure that students on grade level grow at least one year on performance measures and that students who are below grade grow more than one year's worth of growth on performance measures. Given our current students' level of performance, our school will focus on the strategies mentioned earlier to support academic growth for all students, particularly those who are below grade level performance (Latino, LEP, EDS). It is our goal that students below grade level achieve at least 1.5 years worth of growth in reading and math. We also will focus on our Spanish Second Language learners and the level of Spanish proficiency in reading, writing, speaking and listening.

To support the academic achievement of our students, our school implements quality dual language instruction and provides interventions and supports for students. The district has clear expectations for Multi-Tiered System of Support (MTSS). Within this model, academic performance is measured along with language acquisition, so additional work and analysis is needed in selecting appropriate interventions that distinguish content knowledge and language development. The school also is working on systematic program for social-emotional support for our students who need support beyond classroom PBIS (Positive Behavior Support). These supports range from friendship groups and behavior contracts to school based mental health support.

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.					
	Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Reading					
All	57.9	63.0	<ol style="list-style-type: none"> Continue to refine dual language units of study, with focus on the bridge Implement Imagine Español in K-2 and American Reading for small group instruction- K-2 Spanish, grade 3 English Use MTSS processes to support students who are non-proficient Offer extended learning opportunities like B3 and summer learning Offer parent education on assessment and support for reading at home, targeting both ELL and SLL families (e.g. reading at home) 	Quarterly data reviews for all students	Imagine Español American Reading
Latinx (Hispanic in ESSA Goals)	31.6	34.4			
White	86.8	93.4			
English Learner					
	13.9	16.9			
Math					
All	64.5	67.2	1. Implement Ready/I-Ready in K-2	Quarterly data	I-Ready

Latinx (Hispanic in ESSA Goals)	40.6	43.6	2. Provide flexible grouping K-5 to provide differentiation and collaborative teaching in grades 3-5, including highly gifted services 3. Provide fast fact support using volunteers 4. Offer extended learning opportunities like B3 and summer learning 5. Offer parent education on assessment and support for math at home, targeting ELL and SLL families (e.g. math word problems, letters from programs we use, like Reflex)	reviews for all students on critical grade level skills (number ID, fast facts)	Math Workshop and advancing questions
White	90.6	92.9			
English Learner	25.0	28.1			

Discipline Disproportionality				
Present Status Discipline Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/ Professional Development to Support Progress
61 referrals- 9%	54 referral- 8%	1. Continue to refine schoolwide implementation of PBIS, Mindfulness 2. Refine and evaluate resources for MTSS for social emotional learning and intervention 3. Continue to support school-based mental health	quarterly	MTSS School-based mental health Mindfulness Restorative Practices

		4. Train all staff and implement restorative practices		
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EL Progress in Language Acquisition				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
44.0% met expected growth	45.0% will meet expected growth	<ol style="list-style-type: none"> 1. Continue to implement biliteracy units of study 2. Provide professional development on SIOP through a cohort training option 	Quarterly monitoring of Elevations data	SIOP training

Culture/Climate (Based on Student Survey Data)				
Present Status	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
48.85%- use of learning outside of classroom 54.74%- excited to participate	54%- use of learning outside of classroom 59%- excited to participate	<ol style="list-style-type: none"> 1. Engage learners in various programs that support integrated and global learning (e.g. Puerto Rico Project/penpals, unit showcases, technology integration) 2. Implement Restorative Practices and Circles 3. Offer student interest clubs 	quarterly	Restorative practices Technology study group PTA support for visiting artists, clubs

		<ol style="list-style-type: none"> 4. Explore feasibility of Student Council 5. Provide school community building opportunities (Hispanic Heritage, African American Culture celebrations, Carnaval) 6. Create a forum for parent collaboration/sharing across language/cultural groups to engage across families or volunteer in the school or afterschool programs. 7. Seek field trips/family opportunities in the community that support Spanish language and culture 		
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Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
59.2%- Differentiated Professional Development 59.2%- Teacher influence in decision making 60.8%- Cleanliness of school	65%- Differentiated Professional Development 65%- Teacher influence in decision making 66%- Cleanliness of school	<ol style="list-style-type: none"> 1. Offer differentiated study groups, opportunities for teachers to participate in Project Advance Courses, mentoring, choice based equity sessions 2. Establish decision making guidelines with FPGBLT and adhere to guidelines. 3. Collaborate with maintenance, CHCCS custodial services, contracted custodial 	June 2019 January 2019 November 2018, monitor quarterly	Study groups, delayed openings, Project Advance CHCCS resources for facilities and maintenance

		services to develop a plan for building maintenance and ongoing facility needs.		
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Goal Area 3 Organizational Effectiveness

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
No data available at this time		Collect baseline data 18-19		Finance Office reports

Other Required Goals

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
October 2018	School Schedule on file at school

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
October 2018	School Schedule on file at school

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.
October 2018	<ul style="list-style-type: none">● utilizing email for professional communication when appropriate,● eliminating redundant requests for reports, and● fully utilizing existing data and processes as much as possible to complete required reports.

Reference GC115C-105.27

ESSA Data



North Carolina Long Term Goals & Interim Targets **Preliminary**



Accountability Status for **Frank P. Graham Elementary School**

Mathematics (Third - Fifth Grade)

Percent College/Career Ready

Key:		met	not met								
# Goals	# Met	All	Asian	Black	Latino	Multi-racial	White	EDS*	EL*	SWD*	
2017-18	5	5	64.5	N<10	N<10	40.6	>95	90.6	27.1	25.0	14.8
		Target	60.3	none	none	32.6	none	88.2	25.2	11.6	none
		Expected Annual Improvement	2.7	1.8	3.4	3.0	2.8	2.3	3.2	3.5	3.8
		Baseline	57.6	none	none	29.6	none	85.9	22.0	8.1	none
		N-Count	259	N<10	N<10	133	10	106	107	72	27

*EDS = Economically Disadvantaged Students --- *ELS = English Learners --- *SWD = Students with Disabilities

Reading (Third - Fifth Grade)

Percent College/Career Ready

# Goals	# Met	All	Asian	Black	Latino	Multi-racial	White	EDS*	EL*	SWD*	
2017-18	5	1	57.9	N<10	N<10	31.6	90.0	86.8	14.0	13.9	14.8
		Target	61.0	none	none	32.0	none	91.8	20.8	8.5	none
		Expected Annual Improvement	2.0	1.8	2.5	2.4	1.6	1.6	2.5	3.1	3.0
		Baseline	59.0	none	none	29.6	none	90.2	18.3	5.4	none
		N-Count	259	N<10	N<10	133	10	106	107	72	27

English Learner Progress (Third - Fifth Grade)

Percent Meeting English Improvement Targets

# Goals	# Met	All	Target	N Count	Expected Annual Improvement	Baseline	
2017-18	1	1	44.0	41.5	100	3.5	38.0

Note: Baseline data is from 2015-16 for each school. The Expected Annual Improvement values are applied for all NC schools for the same group and subject.

**Groups with less than 30 students (N-Count) don't count as a goal. *Groups with 30 or more students who with no Target, will have a Target next year.