



### **Low Performing School Addendum**

School Location: **Sedalia Elementary**

- Goal 1: By June 2016, Sedalia Elementary will increase student achievement in grades 3-5 ELA from 56% to 70% proficiency.
- Goal 2: By June 2016, Sedalia Elementary will increase student achievement in grades 3-5 Math from 50% to 71.1% proficiency.
- Goal 3: Sedalia Elementary will implement Tier II Systems of Support Grade Level Teams to increase core instruction, determine steps for interventions, and increase student achievement for grades K-5.

#### **Regional Support:**

The Southeastern Region has developed and implemented a tiered deployment plan that strategically focuses our efforts on three core areas: instructional planning, teaching, and evaluating. The deployment plan outlines the roles and responsibilities of each content area coordinator for the targeted areas and schools in our region. All Southeastern Regional coordinators will regularly participate in PLC meetings, provide professional development, and conduct classroom observations to better inform teachers and administration about best practices and areas for improvement. Coordinators will assist in the integration of high level questioning and writing into instruction. Schools will also receive assistance with creating and analyzing formative assessment data. In addition, the Southeastern Regional team will carefully monitor all available data points to guide our efforts in providing differentiated and personalized support to each school. Instructional rounds will occur regularly with School Administrators, School Team members, and the Regional Team to strengthen collaboration in addressing identified problems of practice and to build the capacity of leaders in our region. Several professional development opportunities will be provided for each targeted area of instruction, equipping teachers with the knowledge and skills to effectively plan, implement, and improve instruction while meeting the needs of each student in the Southeastern Region.

**Central Office Support:**

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted and purposeful instruction aligned with state summative assessments. Low performing schools will complete diagnostic assessments linked to pacing in tested subject areas. As a result, schools will be able to provide targeted standard-level remediation to students. Additionally, several members of our central office based curriculum team have been placed in our four regions so that low performing schools receive additional support in the areas of literacy, math and science. Two district wide Learning Conferences are scheduled in the fall and spring for teachers that will focus specifically on instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.

## 2014-16 SCHOOL IMPROVEMENT PLAN

<b>School Name</b>	<b>Sedalia Elementary</b>	<b>School Number</b>	<b>535</b>
<b>School Address</b>	6120 Burlington Rd., Greensboro, NC 27406		
<b>Principal</b>	Pam Moore		
<b>District Name/State Local Education Agency (LEA) Number</b>	Guilford County Schools (410)		
<b>Date of Initial School Staff Vote of Approval</b>	09.04.15		
<b>Date of Last Review/Update</b>	08.17.15		
<b>Principal Signature</b>	_____ (Signature On File)		
<b>Board of Education Authority Signature</b>	_____ (Signature On File)		

### School Vision and Mission Statement

<b>Vision</b>
We continue to strive for excellence through the use of best practices in our classrooms to meet the needs of all learners. We will constantly endeavor to become a school of excellence in which all children grow to their full potential.
<b>Mission Statement</b>
The community of Sedalia School will work together to assure that each child will be respected, feel important, and develop academic, emotional, and social skills in our multicultural world.

### District and State Goal Alignment

<b>Guilford County Schools Strategic Plan 2016, Area I: <b>Personalized Learning</b></b> <i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i>
<b>Guilford County Schools Strategic Plan 2016, Area II: <b>Character, Service and Safety</b></b> <i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i>
<b>Guilford County Schools Strategic Plan 2016, Area III: <b>Parent, Family and Community</b></b> <i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i>
<b>Guilford County Schools Strategic Plan 2016, Area IV: <b>Educator and Organizational Excellence</b></b> <i>Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.</i> <i>Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.</i>

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Pam Moore	7/1/2015	
Curriculum Facilitator	Joy McClure	9/1/2015	
Instructional Staff Representative	Christine Huemmer	5/1/2014	Term ends 2015-2016
Instructional Support Staff Representative	Terri Kennedy	5/1/2014	Term ends 2015-2016
Instructional Staff Representative	Heather Griffin	5/22/2015	2015-2016 and 2016-2017
Instructional Staff Representative	Lydia Pegram	5/22/2015	Term ends 2015-2016
Instructional Staff Representative	Monica Ryan	5/22/2015	Term ends 2015-2016
Instructional Staff Representative	Stephanie Martens	5/1/2014	Term ends 2015-2016
Instructional Staff Representative	Tracy Trammell	5/22/2015	2013-14 and 2014-2015
Instructional Staff Representative	Donna Daye	5/22/2015	Term ends 2015-2016
Teacher Assistant Representative	Rachel Reid	5/1/2014	Term ends 2015-2016
Parent Representative	Tom Howe	6/2/2015	2015-2016
Parent Representative	Ronnette Hamilton	6/2/2015	2015-2016
Parent Representative	Brigitte Lowe	6/3/2015	2016-2017

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

## SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

### 1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Student attendance continues to be above 97%. In looking at math 3yr trend data, 5th grade math shows 2.7 % gain. While, the 4th grade students continues to make gains in the area of volume. The African American subgroup increased their proficiency rating as a cohort from 4th to 5th grade. They increased from 30.8 to 34.8, giving an increase of 4%. The white subgroup students increased their reading (same cohort) from 30% to 31%, giving a 1% increase.

### 2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Data analysis shows that there are multiple areas for improvement. Overall in grades 3-5 the number of students scoring as proficient on EOG tests fell in reading, math, and 5th grade science decreased as follows: reading - 56.1 to 47.5. In math 55.6 to 50, and science 58.1 to 46.7. When digging deeper into the data, there is a disproportionate gap between the performance of White students and African American students. In math this gap is 23.2 percentage points when looking at proficiency and in reading the gap is 12.2 percentage points. This indicates a need to focus on culturally relevant instructional strategies and instructional strategies that will better engage learners. Also by looking at the data, other areas of improvement are needed for SWD, AIG, and EDS in both reading and math.

### 3. What data is missing, and how will you go about collecting this information for future use?

We need more data regarding student mastery of mathematical concepts and reading concepts for all grade levels. We also need to increase our writing in content areas and increase the level of rigor in our staff questioning, as well as student questions and answers. We will begin our work in PLCs by discussing guided math and reading lessons, what the lessons should look like and the appropriate data that can be pulled from these lessons. We will also begin MTSS strategies and implement them throughout the school year. We will discuss key writing ideas through content areas and well as Depth of Knowledge questions during PLCs, staff meetings and vertical alignment meetings. We need to analyze 2014-15 EVVAS data to support us in meeting the needs of all of our students.

SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?
Priority Area 1:
1B) Literacy
Priority Area 2:
2B) Math with an Added Focus on Decreasing the Achievement Gap between African American and White Students
Priority Area 3:
3B) Reducing the achievement gap between African American and White students in both reading, math and science.
Priority Area 4:
4B)

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

**PLAN:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 1</b>	1B) Literacy
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 30, 2016, increase overall reading proficiency in grades 3-5 by 14% from 56% to 70% as measured by EOG and TRC assessments.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 30, 2016, increase overall reading proficiency in grades 3-5 by 14% from 56% to 70% as measured by EOG and TRC assessments.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

Strengthen the overall Balanced Literacy Program

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Continue implementation of Foundations to Kindergarten through 3rd grade with fidelity to continue to develop a strong competency of phonemic awareness and word structure in all students.			\$0.00	\$0.00	\$0.00	\$0.00
2) EC teacher will utilize Foundations materials to support double dosing targeted students. Spelling Corrector electronic devices will be			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers utilized Words their Way in grades 4 and 5 to support student mastery of word structures and spelling patterns. Three times a			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize Keys to Writing daily for 30 minutes in grades 4 and 5.			\$0.00	\$0.00	\$0.00	\$0.00
5) TRC assessments will be given an alternate assessor three times during the school year (BOY, MOY, EOY) using sweep teams.			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize the GCS ELA Standards Map to support planning aligned to State Standard.			\$0.00	\$0.00	\$0.00	\$0.00
7) Weekly Walkthroughs Foundations to monitor implementation of Foundations. Each teacher will receive feedback a minimum of once per week. Walkthroughs will be completed by the Principal and Curriculum Facilitator.			\$0.00	\$0.00	\$0.00	\$0.00
8) CF and Principal will monitor and provide feedback on teacher directed and guided reading lessons.			\$0.00	\$0.00	\$0.00	\$0.00
9) Teachers will provide grade level Guided Reading daily utilizing flexible grouping and providing staff for 4th and 5th grade.			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) CF will receive coaching training in the areas of Words Their Way, Foundations, and Keys To Writing and will use training to provide on-going			\$0.00	\$0.00	\$0.00	\$0.00
11) Support staff will receive training on the Jan Richardson Guided Reading model by the Administrator and CF throughout the year.			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

13) Host parent information session for families of third grade students on ways to support Foundations at home and give a RTA overview during the September 14th meeting.			\$0.00	\$0.00	\$0.00	\$0.00
14) Each grade level will host a curriculum night in the beginning of the school year to go over grade level expectations and curriculum needs			\$0.00	\$0.00	\$0.00	\$0.00
15) Teachers will send bi-weekly newsletters as well as update their school webpages to keep parents actively involved.			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #2

Increase student engagement and mastery of concepts through the use of whole brain research-based instructional strategies and culturally relevant instructional strategies and materials.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Build teacher understanding of brain-based engaging instructional strategies through multiple professional development opportunities and book studies on "brain-compatible" instructional strategies.			\$0.00	\$0.00	\$0.00	\$0.00
2) Facilitate engaging instructional strategies and the use of technology integration in daily lessons through interactive white boards and multimedia projectors. Interactive Whiteboard multimedia projectors will be installed in 20 classrooms. Additionally, approximately 9 document cameras will be purchased.			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will submit weekly lesson plans to the Sedalia Sharepoint site. Teachers will highlight engaging instructional strategies in their lesson plans and receive feedback regarding these strategies.			\$0.00	\$0.00	\$0.00	\$0.00
4) Classroom walkthroughs utilizing GCS IF Instructional Walkthrough Form completed by the principal and CF will have a component that focuses on identifying the use of engaging instructional strategies with writing across the curriculum and more rigorous questions in daily lessons. Teachers who need coaching to facilitate the use of these strategies will receive focused coaching from the CF.			\$0.00	\$0.00	\$0.00	\$0.00
5) The school's master schedule will be designed to provide back-to-back PLC and collaborative planning once per week in order to provide opportunities to monitor implementation of whole brain instructional strategies and culturally relevant instruction.			\$0.00	\$0.00	\$0.00	\$0.00
6) In order to provide teachers with culturally-relevant instructional materials the media coordinator and the CF will audit the school's literacy materials and develop a list of library books and guided reading library books that will be purchased to expand classroom libraries with culturally relevant materials.			\$0.00	\$0.00	\$0.00	\$0.00
7) The principal and CF will attend weekly grade level planning for grade levels as needed to support planning of integration of whole-brain based instructional strategies and to ensure that lessons are aligned and rigorous.			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10)) The school's AG teacher and a third grade teacher who are skilled at implementing Whole-Brain engaging instructional strategies will lead PD in conjunction with the school's CF and Principal based around Chris Biffle's book Whole Brain Teaching for Challenging Kids. Teachers will receive monthly updates to the training.			\$0.00	\$0.00	\$0.00	\$0.00
11) Technology teacher will continue to support classroom teachers in the area of technology throughout the year.			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						



## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

14) Schedule a school-wide curriculum night where parent in each grade level will receive an overview of the year and receive hands-on materials that they can use with their children.			\$0.00	\$0.00	\$0.00	\$0.00
15) Schoolwide events and grade level meetings will be scheduled each quarter with dates TBD to discuss academic goals and strategies that can be used to support student success. Student-led conferences will be scheduled during the first and third quarter.			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

Use data analysis effectively to increase student achievement.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
0			\$0.00	\$0.00	\$0.00	\$0.00
2) Provide a multi-tiered system of support to support students who are experiencing difficulties through the use of flexible grouping in guided reading, double dose instruction, intervention/enrichment time that is included in the master schedule, and day-time tutoring.			\$0.00	\$0.00	\$0.00	\$0.00
3) Schoolwide data notebooks for principal and eachers will be required and will be used to communicate grade level expectations for students to parents., progress monitoring, and to identify Tier 2 and 3 students.			\$0.00	\$0.00	\$0.00	\$0.00
4) Relevant data from assessments and common formative assessments will be reviewed weekly on s student-by-student basis during PLCs.			\$0.00	\$0.00	\$0.00	\$0.00
5) Use data from EOGs, 3rd Grade BOG, DIBELS, mClass and interim benchmarks to identify students needing additional assistance and address needs using daytime tutoring for reading.			\$0.00	\$0.00	\$0.00	\$0.00
6) Master schedules will designed for Intervention and Remediation time for Tier 2 and Tier 3 students.			\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will create MOY Intervention Plans for all students below the benchmark on DIBELS and TRC.			\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will also create PEPs for students based on BOY DIBELS and TRC assessment.			\$0.00	\$0.00	\$0.00	\$0.00
9) Utilize Instructional Framework with a focus on K-3 writing and DOK in all core areas.			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Teachers will be given additional training for the creation of common formative assessments (CFA) at PLCs and will then use planning time to create the assessments. The PD will be conducted by the CF. CFA creation and use in classrooms will be monitored by the principal and CF.			\$0.00	\$0.00	\$0.00	\$0.00
11) Provide two data/long-range planning days for teachers. One day will occur in January and one will occur in May. A portion of the day will be used to review current data available and plan interventions to address areas of need based on the data. An additional portion of the day will provide teachers time to assess their students using the DIBELS and TRC assessments. (Correction?)			\$4,500.00	\$0.00	\$0.00	\$0.00
12) DOK Training on August 20th?			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) PEP meetings will held with parents of Tier 2 and Tier 3 students to discuss data and intervention strategies by the end of the first quarter.			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

**CHECK:** *School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

The following documentation will demonstrate that strategies were implemented with fidelity: training rosters, schedules (master, classroom, and intervention), walkthrough documentation, meeting minutes (PLC, SIT, IST), lesson plans; quarterly reviews of teacher and student data notebooks, Personalized Education Plans, and parent conference notes.

**How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)**

Data to measure progress toward goals will be monitored from the following sources: DIBELS/TRC (BOY, MOY, and EOY), CCSS ELA unit assessments, quarterly writing assessments, and district interim assessments.

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### What does the data/evidence show regarding the results of the implemented strategies?

#### *Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)*

BOY TRC data for grades 3-5 shows the following percentage of students as proficient when broken down by grade level: 58%, 4th Grade 69%, and 5th Grade 78%. Benchmarks for the first interim assessment showed the following results: 3rd grade - 46.5 (1.2 below district average); 4th grade - 53.8 (.5 above district average); 5th grade 60.0 (0 point deviation from district average). DIBELS fluency, DORF, data from BOYs shows the following: In third grade 39% of students were below benchmark in the area of DORF fluency. In 4th grade 29% of fourth grade students were below benchmark in DORF, with the greatest needs being in the area of DORF fluency. In 5th grade, 50% of students are below the benchmark with the greatest area of need with the DAZE assessment. Teachers in grades 3-5 will continue to examine interim assessment information during PLCs.

#### *Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)*

In regards to reading data, DIBELS data for 3-5th grades is as follows: 3rd grade – DORF fluency decreased by 2% overall, but DORF accuracy increased by 11% overall; 4th grade – DORF fluency increased by 11% and DORF accuracy increased by 5%; 5th Grade – DORF fluency increased by 5% and DORF Accuracy increased by 5%. TRC data indicates the following: In grades k-5, TRC MOY proficiency levels are as follows: 3rd grade 27%; 4th grade 70%; 5th grade 78%. Interim Benchmark 2 data is as follows: 3rd grade: 46.6% (+.1 growth), 4th grade 50.7(-3.1 decrease), 5th grade 57.2 (-2.8 decrease). The data shows that Sedalia's students did not make growth on benchmark assessments at an acceptable level. Also, TRC data shows that the number of students meeting benchmark in 4th grade increased slightly, but decreased in 3rd and 5th grade. The decrease in benchmarks indicates that some strategies need to be altered slightly. When analyzing the 3-5 TRC data, the increased complexity of the written response questions, coupled with student unfamiliarity with the questions, caused student levels to drop to a lower level when oral comprehension questions indicated that the students were proficient in that area. We also believe that the amount of time required to assess students with TRC and DIBELS had a negative impact on the TRC growth from BOY to MOY.

#### *Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)*

In regards to reading data, TRC data as a school has shown a slight decrease (only 1%). Kindergarten and first showed growth from MOY to EOY. During conversations with K and 1, we will discuss what worked and what didn't to have the same techniques brought to 2nd and 3rd grade students.

#### *Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)*

The beginning of the year data shows the following: DIBELS Kindergarten -45%, 1st Grade-77%, 2nd Grade -79%, 3rd Grade -57%, 4th Grade - 72% and 5th Grade - 48% are in green for the BOY. In analyzing the data, we will focus on the students lowest level of intervention. We will weekly progress monitor and graph each week until that intervention grade level expectation is met then move to the next area of concern. K-37% 1st-70 2nd-81% 3rd-53% 4th-76% 5th-21% (Insert BOG data)

#### *Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

**ACT:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### Based upon identified results, should/how should strategies be changed?

#### *Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)*

At this time all strategies will remain the same except for the following: Improvement strategy 2, Action Step 11 (Kagan Professional Development) has been deleted and an Action Step has been added under Improvement Strategy 2. High quality substitute teachers will be used to provide a data/long range planning day in January and March to look at reading and math data and plan for small group instruction. The January day will be used to look at Benchmark and MOY TRC and DIBELS data and mid-year math CBM data. Additionally, the Brain-based learning was pushed back to the early release days in the first quarter of 2015.

#### *Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)*

To address the concern with the TRC levels, teachers in grades 3-5 are embedding the TRC question stems at least twice weekly in instruction to help students gain practice with those question stems. In addition, we are retasking a k-2 reading tutor to work with students in grades 4 and 5 on the ELA strands that are most heavily tested. Students are being identified based on their Interim Assessment 2 overall score and the proficiency on those strands. An additional action step change will be to change the date of the second data day to allow teachers to assess all of their students over a period of two days.

#### *Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)*

To continue to address the concern for TRC, teachers K-5 will be adding more writing across the curriculum with Keys to Writing, as well as using writing prompts such as those from TRC questions stems. Students will need practice answering higher level questions and providing evidence in different areas of organization with graphic organizers as well as how to compose writing when in response to reading instruction. Teachers will be asked to plan for questioning in their plans. Strategies have changed to allow an alternate assessor to test for TRC three times a year. This will hold more fidelity for the teachers and the students. Guided Reading will also be monitored in all grade levels including 4th and 5th to ensure proper Jan Richardson techniques, as well as strategies for Close Reading.

#### *Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)*

Our major focuses has been to continue to look at DIBELS data and form effective guided groups as well as effective intervention and enrichment plans with additional staff support. Enrichment/ Intervention plans has been monitored closely and adjusted frequently with administrative support. At our opening staff meeting, there was initial training for staff on "Class Yes". Moving forward the strategies for Whole Brain will be a monthly staff update. Our focus will continue to be on guided reading instruction with training updates for all staff as well as UNC-G student interns.

#### *Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)*

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

**PLAN:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 2</b>	2B) Math with an Added Focus on Decreasing the Achievement Gap between African American and White Students
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016 increase the number of students scoring as proficient on Math EOGs to from 50% proficient to 71.1% proficient as measured by EOG scores and decrease the achievement gap for African American students by gaining proficiency percentage from 42.6% to 66.3%
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016 increase the number of students scoring as proficient on Math EOGs to from 50% proficient to 71.1% proficient as measured by EOG scores and decrease the achievement gap for African American students by gaining proficiency percentage from 42.6% to 66.3%
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning
<b>DO:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).	

### IMPROVEMENT STRATEGY #1

Increase student engagement and mastery of concepts through the use of whole brain research-based instructional strategies and culturally relevant instructional strategies and materials.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Build teacher understanding of brain-based engaging instructional strategies with month staff meeting updates.			\$0.00	\$0.00	\$0.00	\$0.00
2) Ongoing engaging instructional strategies and the use of technology integration in daily lessons through interactive white boards and multimedia projectors.			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will submit weekly lesson plans to the Sedalia Sharepoint site using engaging instructional strategies.			\$0.00	\$0.00	\$0.00	\$0.00
4) Classroom walkthroughs completed by the principal and CF will have a component that focuses on identifying the use of engaging instructional strategies in daily lessons. Teachers who need coaching to facilitate the use of these strategies will receive focused coaching from the CF.			\$0.00	\$0.00	\$0.00	\$0.00
5) The school's master schedule will be designed to provide common collaborative planning daily. Teachers will meet on Tuesdays for PLC with Administration team and Thursday for MTSS.			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize the GCS Math Toolbox and NCDPI wikispaces for daily planning and instruction and the GCS Math Units for lesson planning and instructional delivery.			\$0.00	\$0.00	\$0.00	\$0.00
7) The principal and CF will attend weekly grade level planning for grade levels as needed to support planning of integration of intervention and enrichment planning.			\$0.00	\$0.00	\$0.00	\$0.00
8) School will utilize problem solving mnemonic CUBE and teach this to students in grades K-5.			\$0.00	\$0.00	\$0.00	\$0.00
9) Unit plan assessments are being used by staff from schoolnet to inform and guide classroom instruction.			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			\$0.00	\$0.00	\$0.00	\$0.00
11) CF will provide training on effective use the School Net, GCS Math Toolkits/NCDPI wikispace on-going support.			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES							
			\$0.00	\$0.00	\$0.00	\$0.00	
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>				
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet	
12) Schedule a school-wide curriculum night where parent in each grade level will receive an overview of the year and receive hands-on materials			\$0.00	\$0.00	\$0.00	\$0.00	
13) Schoolwide events and grade level meetings will be scheduled each quarter with dates TBD to discuss academic goals and strategies that can be used to support student success. Student-led conferences will be scheduled during the third quarter.			\$0.00	\$0.00	\$0.00	\$0.00	
			\$0.00	\$0.00	\$0.00	\$0.00	
<b>IMPROVEMENT STRATEGY #2</b>							
Use data analysis effectively to increase student achievement.							
<b>Action Steps to Implement Improvement Strategy</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>				
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet	
1) Monitor the effectiveness of math core instruction through the use of teacher data notebooks. Data collected will include interim data and data from Common Formative Assessments. Monitoring will occur through collaborative discussions at PLCs.			\$0.00	\$0.00	\$0.00	\$0.00	
2) Provide a multi-tiered system of support to support students who are experiencing difficulties through the use of flexible grouping in guided math, double dose instruction, intervention/enrichment time that is included in the master schedule and daytime support(interns and volunteers).			\$0.00	\$0.00	\$0.00	\$0.00	
3) Schoolwide data notebooks for teachers will be required and will be used to communicate grade level expectations for students to parents.			\$0.00	\$0.00	\$0.00	\$0.00	
4) Relevant data from assessments will be reviewed weekly on s student-by-student basis during PLCs.			\$0.00	\$0.00	\$0.00	\$0.00	
5) Use data from EOGs, formative assessments and interim benchmarks to identify students needing additional assistance and address needs using daytime intervention/enrichment for math.			\$0.00	\$0.00	\$0.00	\$0.00	
			\$0.00	\$0.00	\$0.00	\$0.00	
			\$0.00	\$0.00	\$0.00	\$0.00	
			\$0.00	\$0.00	\$0.00	\$0.00	
			\$0.00	\$0.00	\$0.00	\$0.00	
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>				
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet	
			\$0.00	\$0.00	\$0.00	\$0.00	

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #3</b>						
African American students and students who are new to Sedalia will receive additional support by being involved in activities where character development, service learning, and developing habits that lead to academic success are focused upon.						
<b>Action Steps to Implement Improvement Strategy</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Counselor and Social worker will host welcome sessions for all new Tigers. Students will have personalized lessons that help student understand school-wide expectations. New Tigers will also have an opportunity to connect with other students who are new to the school. This will occur after the winter break.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) The school counselor will host small-group sessions as needed for students experiencing academic or social needs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Sedalia students in grades three through five will have an opportunity to participate in a student leadership groups led by the school's counselor and various other staff members.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) All students will participate in Service learning and character development activities.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Students who are new to Sedalia will be assigned one additional "significant" adult who will serve as a student mentor throughout the year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00



## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
The following documentation will demonstrate that strategies were implemented with fidelity: training rosters, schedules (master, classroom, and intervention), walkthrough documentation, meeting minutes (PLC, SIT, IST), lesson plans; quarterly reviews of teacher and student data notebooks, Personalized Education Plans, and parent conference notes.						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Data to measure progress toward goals will be monitored from the following sources: Easy CBMs and other common assessments						
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i> Interim Assessment data for the first interim assessment is as follows: 3rd Grade - 37.4% (.5 above district average); 4th grade 39.6% (.1% below district average); 5th grade 32.9% (4.7% below the district average). In third grade the lowest level class has a slightly higher percentage of EC students who are experiencing difficulty. The data shows that 5th grade students are below the district average, however we believe this is because the 5th grade math teachers is slightly behind on the pacing guide and did not complete the Unit on NF. A large portion of interim assessment 2 questions were in the area of NF. For strategy 3, small group counseling has started and anecdotal data from teachers indicate that the students who are being targeted for the small group sessions with the counselor are experiencing a decrease in classroom behavior problems and are more attentive in class.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i> Interim Assessment 2 data in grades 3-5 is as follows: 3rd grade – 47.1 (9.1% growth); 4th Grade – 44.9 (5.3% growth); 5th grade – 45.7% (12.8% growth). All three grade levels were above the district average in terms of percent of growth between interim one and interim 2. While consistent with average district growth, third grade was not as far above the county average. This could be due to the fact that third grade has fallen slightly behind the pacing guide in order to address student misconceptions. In terms of the achievement gap, there are still significant gaps between the achievement levels of African-American students and White students in each grade level as follows: 3rd grade – 8 points; 4th grade – 11 points; 5th grade 9 points.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i> Based on the End of Grade tests for grades 3-5, there is still a significant gap in African American students, as well as a need for additional PD in guided math for all students. Teacher directed math and guided math will be monitored more directly as well as teacher engagement in PD.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i> The beginning of the year data shows the following: Math CBMs Early Numeracy for K- 85% green number identification, 85% quantity discrimination, 72% missing number. 1st Grade-74% green Number Identification, 92% quantity discrimination, 80% missing number. Math CBM's computation 2nd -38%, 3rd- 35% 4th- 54% and 5th 20% green.						
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)						
<b>ACT:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>Based upon identified results, should/how should strategies be changed?</b>						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>						

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

At this time all strategies will remain the same except for the following: Improvement strategy 2, Action Step 11 (Kagan Professional Development) has been deleted and an Action Step has been added under Improvement Strategy 2. Strategy 3 was delayed in starting and will begin in the second quarter. High quality substitute teachers will be used to provide a data/long range planning day in January and March to look at math data and plan for small group instruction with tutors. The January day will be used to look at Benchmark math CBM data and formative assessment data from the first month of tutoring to analyze the effectiveness of tutoring and determine how tutoring groups need to be altered.

### *Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)*

While student growth indicated a positive trend, the overall proficiency numbers indicate that we still have work to do. The schedule for daytime math tutoring will be increased for students in grades 4 and 5. In addition to the time change, the focus of tutoring will now shift from grade level classroom topics to addressing individual student needs based on performance on each domain as indicated through interim assessment results.

### *Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)*

Individual student needs will be focused on from the beginning of the year through cross grade level discussions and after school vertical alignments. More work is to be done to dissect power standards and filling the gaps of common core. Principal and CF will also encourage teachers to attend all math PD from the county as well as any state conferences and report back to the staff.

### *Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)*

In looking at the data, a vertical grade level meeting was formed. During the meeting it was established that 2nd through 5th grade would add math interventions to address fluency for math computation based on grade level expectations. We will continue to monitor for progress. Power standard discussion was also a point of emphasis vertically to ensure previous and next grade levels are in sync with instruction. As well as, we have added math mastery volunteers to support students with math fact mastery.

### *Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

**PLAN:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 3</b>	3B) Reducing the achievement gap between African American and White students in both reading, math and science.
<b>*SMART Goal</b>  *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2016 decrease the achievement gap between African-American students and White students in reading by 8.5% and math by 11.3% as measured by the EOG math and reading tests
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016 decrease the achievement gap between African-American students and White students in reading by 8.5% and math by 11.3% as measured by the EOG math and reading tests
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

Increase the fidelity of science essential standards.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Increase the use of science based vocabulary.			\$0.00	\$0.00	\$0.00	\$0.00
2) Increase writing in science to develop a better understanding of concepts.			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will be trained in techbook through the GCS district PD.			\$0.00	\$0.00	\$0.00	\$0.00
4) All grade levels will participate in science fair, whether class project, small group or individual projects.			\$0.00	\$0.00	\$0.00	\$0.00
5) All classrooms PreK-5 will teach the scientific method.			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will use schoolnet, discovery education and other technology sources to enhance their instruction			\$0.00	\$0.00	\$0.00	\$0.00
7) The principal and CF will attend weekly grade level planning for grade levels as needed to support planning of integration science text during literacy block.			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
12) The school's AG teacher and a third grade teacher who are skilled at implementing Whole-Brain engaging instructional strategies will be giving a monthly staff update beginning in January.			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) On September 14th school-wide curriculum night where parent in each grade level will receive an overview of the year and receive hands-on materials that they can use with their children.			\$0.00	\$0.00	\$0.00	\$0.00
14) Schoolwide events and grade level meetings will be scheduled each quarter with dates TBD to discuss academic goals and strategies that can be used to support student success. Student-led conferences will be scheduled during the third quarter.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #2</b>						
Use data analysis effectively to increase student achievement.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Monitor the effectiveness of math and reading core instruction through the use of teacher data notebooks. Data collected will include interim data and data from Common Assessments, DIBELS, and TRC data. Monitoring will occur through collaborative discussions at PLCs.			\$0.00	\$0.00	\$0.00	\$0.00
2) Provide a multi-tiered system of support to support students who are experiencing difficulties through the use of flexible grouping in guided reading, double dose instruction, intervention/enrichment time that is included in the master schedule, and day-time tutoring.			\$0.00	\$0.00	\$0.00	\$0.00
3) Schoolwide data notebooks for teachers will be required and will be used to communicate grade level expectations for students to parents.			\$0.00	\$0.00	\$0.00	\$0.00
4) Relevant data from assessments will be reviewed weekly on a student-by-student basis during MTSSs.			\$0.00	\$0.00	\$0.00	\$0.00
5) Use data from EOGs, assessments and criteria based measures to identify students needing additional assistance and address needs for intervention and enrichment.			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Teachers will be given additional training for Schoolnet assessments at PLCs.			\$0.00	\$0.00	\$0.00	\$0.00
11) Provide common daily planning for teachers. Tuesdays will be to look at curriculum matters and Thursdays will be used to study student data and match interventions and enrichment.			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #3</b>						
(Enter Improvement Strategy #3)						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
The following documentation will demonstrate that strategies were implemented with fidelity: training rosters, schedules (master, classroom, and intervention), walkthrough documentation, meeting minutes (PLC, SIT, IST), lesson plans; quarterly reviews of teacher and student data notebooks, Personalized Education Plans, and parent conference notes.						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Data to measure progress toward goals will be monitored from the following sources: DIBELS, TRC, and interim assessments and formative assessment data.						
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
DIBELS and TRC reports showing BOY comparison data between African-American students and White students mirrors the EOG comparison data with 77% students' composite scores at benchmark and 64% of African-American students at benchmark.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Interim Assessment 2 data regarding the achievement gap between African-American students and White students is as follows: 3rd grade math: AA 44% and W 53%; 3rd grade reading: AA 48% and W 50%; 4th grade math: AA 42% and W 52%; 4th grade reading: AA 47% and W 56%; 5th grade math: AA 43% and W 51%; 5th grade reading: AA 56% and W 64%.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
Strategies will be changed to increase the level of questioning, as well as the level of student writing. This will allow an increase in TRC written response and student engagement in common assessments.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
The beginning of the year data shows the following: DIBELS Kindergarten -45% (37% AAM), 1st Grade -77%(70% AAM), 2nd Grade -79%(81%AAM), 3rd Grade -57%(53%AAM), 4th Grade - 72%(76%AAM) and 5th Grade - 48%(21%AAM) are in green for the BOY. In analyzing the data, we will focus on the students lowest level of intervention. We will weekly progress monitor and graph each week until that intervention grade level expectation is met then move to the next area of concern.						
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)						
<b>ACT:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>Based upon identified results, should/how should strategies be changed?</b>						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>						

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

At this time all strategies will remain the same except for the following: Improvement strategy 2, Action Step 11 (Kagan Professional Development) has been deleted and an Action Step has been added under Improvement Strategy 2.

*Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)*

In math, the schedule for daytime math tutoring will be increased for students in grades 4 and 5. In addition to the time change, the focus of tutoring will now shift from grade level classroom topics to addressing individual student needs based on performance on each domain as indicated through interim assessment results.

In reading, to address the concern with the TRC levels, teachers in grades 3-5 are embedding the TRC question stems at least twice weekly in instruction to help students gain practice with those question stems. In addition, we are retasking a k-2 reading tutor to work with students in grades 4 and 5 on the ELA strands that are most heavily tested. Students are being identified based on their Interim Assessment 2 overall score and the proficiency on those strands.

*Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)*

Teachers will continue to implement Kagan strategies, whole brain learning, Jan Richardson's guided reading, Close reading, and new development of guided math training.

*Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)*

Our major has been to continue to look at DIBELS data and form effective guided groups as well as effective intervention and enrichment plans with additional staff support. Enrichment/ Intervention plans has been monitored closely and adjusted frequently with administrative support. We will begin a Mentoring Group in January with AAM with mentors from UNC-G. We will also be doing parent help nights for science fair projects

*Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## 2014-16 SCHOOL SAFETY CHECKLIST

**School Name:**

**Sedalia Elementary**

**School Number: 535**

**School Address:**

6120 Burlington Rd., Greensboro, NC 27406

**Principal:**

Pam Moore

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Principal	Annually	8/12/2015
Pre-Crisis Checklist	Principal	Annually	8/25/2015
After Hours Emergency Contact List	Kathy Davis	Annually	8/20/2015
Register Principal for Sex-Offender Registry Notifications	Principal	Annually	2009
Diabetic Training for Staff	James Dettbarn and Kristen Battle	Annually	10/6/2015
Distribute/Explain Crisis Plan to Staff	Principal	Annually	9/16/2015
Distribute/Explain Code of Conduct	Principal	Annually	9/8/2015
Tornado Drill	Principal	Annually	
Conduct Student Safety Perception Survey	Heather Baldwin	Annually	
Train staff on Emergency Notification Network deployment	Principal	Annually	9/16/2015
Lock-down Drills	Principal	Bi-Annually	9/11/2015
Safety Inspection	Principal	Bi-Annually	8/20/2015
Alternate Route Fire Drill	Principal	Bi-Annually	
Playground Inspection	Andrinnea Scott (ACES)	Bi-Annually	9/16/2015
Fire Drill / Sanitation Inspection	Darrell Timmons	Monthly	8/28/2015, 9/16/2015, 10/30/15, 11/18/15
Fire Extinguishers Inspection	Darrell Timmons	Monthly	8/28/2015, 9/16/2015, 10/30/15, 11/18/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Principal	Monthly	9/3/15, 10/3/15, 11/6/15, 12/4/15
Automated External Defibrillator (AED) Inspection	Kathy Davis	Monthly	8/28/2015, 9/16/2015, 10/30/15, 11/18/15
Discipline Incidents in PowerSchool	Principal	Ongoing	
Volunteer Background Checks	Principal	Ongoing	
Monitor Visitor Check-In	Ardeanna Wideman	Ongoing	
Monitor Arrival and Dismissal of Students	Principal and All Staff Members	Ongoing	
Monitor Sex Offender Registry	Principal and Data Manager	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	N/A	Ongoing	



## 2014-16 SCHOOL SAFETY CHECKLIST


## RESOURCE MATERIALS

GCS School Improvement Planning Guide ( <a href="http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf">http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf</a> )
North Carolina School Improvement Planning Implementation Guide ( <a href="http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf">http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf</a> )
<b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT ( <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)
<b>End-of-Grade (EOG) Results disaggregated:</b> ( <a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)
<b>End-of-Course (EOC) Results disaggregated:</b> ( <a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)
North Carolina Teacher Working Conditions Survey ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )
School Report Card results: ( <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> )
GCS Data Console ( <a href="http://qcsdataconsole.qcsnc.net">http://qcsdataconsole.qcsnc.net</a> )
<b>School Demographic Information related to student discipline:</b> (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) ( <a href="http://www.ncpublicschools.org/research/discipline/reports">http://www.ncpublicschools.org/research/discipline/reports</a> )
<b>School Demographic Information related to drop-out information and graduation rate data</b> ( <a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a> )
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels</b> <a href="http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls">http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls</a>
<b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
<b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
<b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan ( <a href="http://www.ncreadyschools.org">http://www.ncreadyschools.org</a> )
Title I AYP ( <a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a> )
Healthy Active Children Initiative ( <a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a> )
EVAAS ( <a href="https://ncdpi.sas.com/">https://ncdpi.sas.com/</a> )
2013 School Safety Act - North Carolina Senate Bill 589 ( <a href="http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf">http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf</a> )
North Carolina General Statute 115C-105.27 <a href="#">Scroll down to 115C-105.27 - Development and approval of school improvement plans.</a>