

Ahoskie Elementary School SCHOOL IMPROVEMENT PLAN

2015-2016

Grade Levels Served: 4th-6th

Hertford County Public Schools

Principal

Stan Warren

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Prepared by

SPMT Committee

Principal

District Name	School Name	School Code	Year
Hertford County	Ahoskie Elementary	460-308	2015-2016
Principal Name	Stan Warren	Principal Email	swarren@hertford.k12.nc.us
School Mission		"Anything is possible; if you don't know where you are going, the roads of Ahoskie Elementary School will get you there."	
School Vision		The roads of success at Ahoskie Elementary School are paved with leadership, motivation, self-discipline, and creativity. Our students accomplish success through excitement, rigor, and relevance in order to be college and career ready in a demanding 21st century. Along with students, staff, and community, we will work collaboratively to ensure students be all they can be.	
Data Analysis			
<p>Ahoskie is the largest community in Hertford County, located in the Northeastern part of North Carolina on the "Pleasure Route". Ahoskie is a rural community with 18 small diversified industries including poultry, peanut farming and processing, logging and wood products, aluminum products and plastic bottle caps. The town has grown in the area of health care facilities with the addition of a Dental School branch of Vidant Health Care system. The population of Ahoskie is 4,488. Ahoskie was incorporated in 1893. There are 18 full time and 2 part time firemen and 24 volunteer firemen in the fire department. Ahoskie is served by State Highway 11, 42, 350, and 561 in addition to US Highway 13. Ahoskie has three private preschool kindergartens, one primary school, one elementary school, and one high school. Ahoskie Elementary School has been on a steady increase in student performance, but not to the level of proficiency aimed for. In 2012-2013, the reading and math composite score was 23.6 When 2013-2014 school year ended, the composite score for reading and math increased to 34.2. At the end of the 2014-2015, the composite score for Ahoskie Elementary School was 35. Looking at historical data (EOG, MClass, Read to Achieve, Reading 3-D, and STAR, we have analyzed the individual weakness. This analysis has led us to validate that due to the number of students who are non-proficient in Reading, our growth has been impeded in academic areas. Over the last three years, our EVAAS growth has had a continuous increase, 2012-2013 it was -4.88, 2013-2014 -3.60 and 2014-2015 -2.72. Based upon data received from TWC in 2012 and 2014, managing student behavior was a concern for our staff. In 2012, 50.7% of our staff indicated that student behavior was being managed at Ahoskie Elementary School. In 2014, 83.4% of our staff indicated that the behavior was monitored. As a result of the TWC, administration put a focus on ensuring that all student behavior was managed. In 2013-2014, there were 90 reported discipline referrals reported in Power School and in 2014-2015 there was an increase to 164. Based upon past and current discipline data, African American males make up approximately 80% of the discipline referrals at Ahoskie Elementary School. In lieu of suspensions, we have implemented Positive Behavioral Instructional Strategies, hired a Student Behavior Management Room teacher and shared with parents current trends in data at our monthly community stakeholder meetings. Our school population is currently 497. 0.2% are Asian, 78.7% are African American, 2.4% Hispanic, 0.6% American Indian, 1.0% Multi-Racial and 17% White. We have 2 Limited English Proficient students who are served through Title I, 67 Exceptional students, and 43 AIG students. The students at Ahoskie Elementary School are taught by highly qualified staff. There are 29 certified staff and 22 classified staff. Also, there are two retired teachers that provide additional</p>			

academic support in Reading and Math to the At-Risk students. There is a 15% average three year turnover rate in staff. Ahoskie Elementary School's monthly student attendance rate is 94%. Ahoskie Elementary School has a 98% promotion rate. Students who do not meet promotion standards are given the opportunity to participate in monitored online instruction during the summer months. At the end of the four week period, students are reassessed to determine readiness for the next grade. 82% of our students qualify for free or reduced-price lunch, but 100% of our students receive free lunch. Our afterschool STEM program provides transportation to our students. To provide support for our families, Ahoskie Elementary provides Family Literacy Nights, Parent Involvement Nights, Parent Team Meetings, and monthly Coffee & Donuts with Administrators. To ensure that we are addressing the needs of the whole child, AES has a partnership with Ahoskie Food Pantry and local churches that provide support and resources. Overall, Ahoskie Elementary School is a school of continued progress.

Goals	Ahoskie Elementary School 2012-2017	
Goal	Description	
1	By June of 2016, Ahoskie Elementary School will increase the percentage of student's proficient in reading and math by 10% as measured by the Ready End of Grade and Extend 1 Reading and Math test in grades 4-6 and Science in grade 5 thereby closing the achievement gap.	
	SBE Goal Alignment	North Carolina Public Schools will produce globally competitive students.
	LEA Goal Alignment	Hertford County Public Schools will produce globally competitive students through collaboration.
	Indistar Indicator: (if applicable)	
	Progress Monitoring Status:	
2	By June of 2016, instructional delivery will improve by 10% of teachers earning proficient or accomplished on the North Carolina Teacher Evaluation Tool as a result of receiving training in instructional practices as identified by formal/informal surveys and the acquisition of new resources.	
	SBE Goal Alignment	North Carolina Public Schools will be led by 21 st century professionals.
	LEA Goal Alignment	Hertford County Public Schools will be led by 21 st century professionals.
	Indistar Indicator: (if applicable)	
	Progress Monitoring Status:	
3	By June of 2016, Ahoskie Elementary School, students will learn how to make better choices for healthy and responsible lifestyles by decreasing their BMI by 10% of the student population and office referrals by 10%.	
	SBE Goal Alignment	North Carolina Public Schools will be healthy and responsible.

	LEA Goal Alignment	Hertford County Public School students and staff will be healthy and responsible.
	Indistar Indicator: (if applicable)	
	Progress Monitoring Status:	

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #1		By June 2016, Ahoskie Elementary School will increase the percentage of student's proficient in reading and math by 10% as measured by the Ready End of Grade and Extend 1 Reading and Math test in grades 4-6 and Science in grade 5 thereby closing the achievement gap.	
Strategy #1:		To continue to use the Common Core curriculum maps, NCWrite, pacing guides and best practices to implement rigorous instruction in all academic areas.	
Progress Monitoring Status		Progress monitoring reports, curriculum maps, pacing guides, common assessments, walk-through data, PLC and PLT meeting notes.	
Task/Action Steps:		Teachers will provide a variety of opportunities (while scaffolding the students' knowledge regarding a quality response) for students to deeply explain their thinking and problem solving strategies using written and verbal responses in all content areas. ELA staff will implement Daily 5. As a result of the implementation of Daily 5, the teachers will use small group instruction and individualized instruction to ensure that the student's achievement shows growth. Teachers will use an interactive word wall to support student learning of academic vocabulary. Grade level intervention teachers will work with groups of students who struggle with math word problems and reading. Teachers will integrate technology resources as appropriate including STAR Math and Reading, Accelerated Reader, Class works, Ten Marks, Razz Kids, Learning A-Z. STAR Math and Reading is used to assess students quarterly in order to identify Lexile levels and areas where students need more assistance. Razz Kids and Learning A-Z are used as a supplemental tool to provide practice in literacy based upon the students individualized reading	

		<p>levels. Students will continue to participate in mandatory Classworks 45 minute classworks sessions. Weekly progress reports are generated to document both progress and deficiencies. Anchor charts will be posted in the classrooms. Teachers will provide direct instruction to students on note-taking and summarizing strategies for them to use to improve their comprehension and vocabulary across the curriculum. Grade level academic core areas will be integrated into all aspects of reading and through Class Works to close the achievement gap. Utilize collaborative planning time to purposefully create higher order questions referencing the Depth of Knowledge in order for students to have an understanding of the verbiage used in all types of questions that will be similar to those assessed. Based upon data collected over the past three years in reference to student achievement on End of Grade Test, out of the identified subgroups at Ahoskie Elementary have shown growth except African Americans, Asian Americans, Hispanic, and Economically Disadvantage students. After careful analysis, it was determined that our Hispanic population in our school is decreasing which contributed to the decrease in proficiency in that subgroup.</p>	
Evidence		<p>Common core pacing guides, weekly PLC meeting agendas, weekly PLT agendas, Common Assessments, Weekly reports from Class works, Accelerated Reader and Study Island, Instructional Round Data, Walkthrough Data. Teachers will use weekly PLC's to vertically align standards. Staff will be provided with ongoing staff development on Depth of Knowledge (DOK).</p>	
Person(s) Responsible:		<p>Administrators, teachers, instructional assistants, CONNECT teachers, Media Specialist</p>	
Timeline:		<p>August 25- October 27, 2015 October 28-January 19, 2016 January 20-March 24, 2016 March 25-June 9, 2016</p>	
Budget Amount:			
Budget Source:			
District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #1		<p>By June 2016, Ahoskie Elementary School will increase the percentage of student's proficient in reading and math by 10% as measured by the Ready End of Grade and Extend 1 Reading and Math test in grades 4-6 and Science in grade 5.</p>	
Strategy #2:		<p>To implement differentiated and individualized instruction to all students in reading, math, science, and social studies.</p>	

Progress Monitoring Status	Progress monitoring reports, curriculum maps, pacing guides, Intervention/Transition Plans, IEP's, common assessments, walk through data. STAR Reading, STAR Math, PLC and PLT meeting notes, Anchor Charts posted in classrooms
Task/Action Steps:	Master schedule reflects a daily intervention block in which teachers will implement intervention groups. Common assessments will be administered every three weeks to monitor progress. Small group instruction will be implemented into the daily schedule to enhance the individual students. Tutoring will be provided by qualified staff 4 days a week for identified students. Daily 5 will be implemented into the ELA class. STEM Literacy, Class works, Accelerated Reader, Study Island will be used as a reinforcement of skills taught in the regular classroom. Lexile Professional Development will be provided for all staff along with Math professional development from DPI (Jeff Merrithew) and Intervention Cycle Implementation will support re-teaching and evaluation.
Evidence	Common assessment data, STAR Reading and Math data, Weekly Class works Data, Lexile data, PLC & PLT notes, TE21 data, School Net data.
Person(s) Responsible:	Administrators, teachers, Media Specialist, CONNECT Teachers, Instructional Assistants
Timeline:	August 25- October 27, 2015 October 28-January 19, 2016 January 20-March 24, 2016 March 25-June 9, 2016
Budget Amount:	
Budget Source:	

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #1		By June 2016, Ahoskie Elementary School will increase the percentage of student's proficient in reading and math by 10% as	

	measured by the Ready End of Grade and Extend 1 Reading and Math test in grades 4-6 and Science in grade 5.
Strategy #3:	Teacher will utilize online resources to enhance instruction.
Progress Monitoring Status	Ten Marks data, Class works data, Accelerated Reader data, STAR Math and Learning A-Z Science, Razz Kids, Reading Data, Study Island Data
Task/Action Steps:	Teachers will use Small group instruction to incorporate technology resources. Teachers will participate in project based learning staff development. Teachers will utilize School Net to enhance instruction Blended Learning Staff Development, Lesson Plans, Pacing Guides, Razz Kids
Evidence	Walk through data, Lesson plans, Pacing Guides, Classroom observation data
Person(s) Responsible:	Administrators, teachers, Media Specialist, CONNECT Teachers, Instructional Assistants
Timeline:	August 25- October 27, 2015 October 28-January 19,2016 January 20-March 24, 2016 March 25-June 9, 2016
Budget Amount:	
Budget Source:	

District Name:	School Name:	School Code:	Year:
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Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #2		By June of 2016, instructional delivery will improve in content areas, ELA, Math, and Science, by 10% of teachers earning proficient or accomplished on the North Carolina Teacher Evaluation Tool as a result of receiving training in instructional practices as identified by formal/informal surveys and the acquisition of new resources.	
Strategy #1:		Teachers will implement strategies/knowledge gained from attending staff development.	
Progress Monitoring Status		Reading Foundations, Class works training, Instructional Rounds training, Study Island training, ELA/Math best practices are mandatory for all grade levels to attend during weekly PLC's and monthly PD sessions. Action steps will be monitored by established Walk-Through forms and Teacher Evaluation forms.	
Task/Action Steps:		Teachers will be provided staff development in instructional delivery in ELA, Math, and Science. Teachers will participate in instructional rounds at least once a month in order to get a big picture of what is working and what is not working. Teachers will implement the 6 C's- Choice, Collaboration, Connection, Challenge/Competition, Communication and Commotion. Teachers will participate in TPAK/SAMR staff development with a representative from DPI in order to implement more technology into daily instruction. Using the information acquired from the TPAK/SAMR staff development, students will use technology to create products that align with the state standards. ELA teachers in grade 4 will attend Edsphere Training.	
Evidence		Staff Development sign-in sheets, data from walk-through and instructional rounds, data obtained from Edsphere, common assessment data, benchmarks and EOG data.	
Person(s) Responsible:		Administrators, Teachers, District Office, William McBride, Emma Bratten, Fran Jones, Angie Jilcott, Beverly Melton.	
Timeline:		August 25- October 27, 2015 October 28-January 19,2016 January 20-March 24, 2016 March 25-June 9, 2016	
Budget Amount:			
Budget Source:			

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #2		By June of 2016, instructional delivery will improve in content areas, ELA, Math, and Science, by 10% of teachers earning proficient or accomplished on the North Carolina Teacher Evaluation Tool as a result of receiving training in instructional practices as identified by formal/informal surveys and the acquisition of new resources.	
Strategy #2:		Staff will conduct data analysis meeting with administration to review student achievement data.	
Progress Monitoring Status		Common Assessment Data, Data Walls, Individual Student Tracking Sheets	
Task/Action Steps:		Teachers will participate in data dialogue sessions with administrators. During the data dialogues, they will identify the skill deficits in each class based upon the common assessment data. Based upon the information gain from common assessment data, teachers will collaborate with administrators and peers to identify strategies that can be used to gain proficiency in areas of non-proficiency. Teachers will construct data walls to display class progress and track student's progress using individual tracking sheets. Progress monitoring conferences will be held quarterly by guidance counselor, CONNECT staff, and community.	
Evidence		Data Walls, Conference Sheets, Agendas from Data Dialogue Sessions, Individual Student Tracking Sheets.	
Person(s) Responsible:		Leadership Team, Teachers, Community Representatives	
Timeline:		August 25- October 27, 2015 October 28-January 19,2016 January 20-March 24, 2016 March 25-June 9, 2016	
Budget Amount:			
Budget Source:			

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #2		By June of 2016, instructional delivery will improve in content areas, ELA, Math, and Science, by 10% of teachers earning proficient or accomplished on the North Carolina Teacher Evaluation Tool as a result of receiving training in instructional practices as identified by formal/informal surveys and the acquisition of new resources.	
Strategy #3:		Certified staff will read professional literature and participate in book study, "The Essential 55".	
Progress Monitoring Status		Classroom observation, Book Study Talks	
Task/Action Steps:		Teachers will participate in "The Essential 55" book study. Teachers will read the book and implement the Essential 55 in their classroom. Teachers will reinforce the strategies acquired from the Essential 55 daily. Weekly teachers will have dialogue with their team during PLC's to address progress based upon the Essential 55.	
Evidence		Sign-In sheets for book study, decrease in discipline referrals,	
Person(s) Responsible (Who?):		Administrators, Teachers, Guidance Counselor, Instructional Assistants.	
Timeline:		August 11-20, 2015	
Budget Amount:			
Budget Source:			

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #3		By June of 2016, Ahoskie Elementary School students will learn how to make better choices for healthy and responsible lifestyles by decreasing their BMI by 10% of the student population and office referrals by 10%.	
Strategy #1:		Continue PBIS Implementation through PBIS-Kickoff, House assignments, SGA, House Competitions, House Meetings, Clubs.	
Progress Monitoring Status		Completion of PBIS Modules	
Task/Action Steps:		Leadership team will administer surveys to stakeholders each semester to assess school climate. Ahoskie Elementary School Staff will continue PBIS initiatives through the implementation of Houses with fidelity. Over the last three years, beginning with the 2012-2013 school year, there has been a nine point increase in the number of students who meet the healthy fitness zone by BMI measurements. As a result of the campaign to improve student overall health and decrease unhealthy BMI, students are provided a free balanced breakfast daily through the cafeteria. We have a partnership with Vidant Health and have implemented Walk to School Initiative. To address drug/tobacco free awareness and bully awareness, we have partnered with Roanoke Chowan Community College with their Tar Wars Program and the Stomp Out Bullying Initiative. To promote fresh fruits and vegetables, Ahoskie Elementary has partnered with North Carolina Credit Union to plant a community garden.	
Evidence		PBIS agendas, PBIS SET data, Discipline data, House data, PBIS Matrix posted in all classes, hallways, and common areas, PBIS Meeting	

	Schedules.
Person(s) Responsible:	PBIS Team, Transformation Team, Administrations, Staff
Timeline:	August 25- October 27, 2015 October 28-January 19,2016 January 20-March 24, 2016 March 25-June 9, 2016
Budget Amount:	
Budget Source:	

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #3	By June of 2016, Ahoskie Elementary School, students will learn how to make better choices for healthy and responsible lifestyles by decreasing their BMI by 10% of the student population and office referrals by 10%.		
Strategy #2:	Implement strategies to improve climate and increase collaboration among the community.		
Progress Monitoring Status	Surveys, Parent Meetings, Community Meetings		
Task/Action Steps:	Ahoskie Elementary School will transform the physical appearance of the school. To showcase the transformation, AES will host Family Nights,		

	Literacy Nights, Math Nights, Science Nights, Coffee & Donuts, and Drama Performances and invite parents and community members. Ahoskie Elementary School will continue developing partnerships with local community (businesses, churches, civic organizations, community colleges and universities). Ahoskie Elementary will promote conduct and achievement through awards and student recognition programs such as Student on the Rise, Night of Kindness, Honor Roll, Readers are Leaders, Beta Club, and Academic Boosters. Ahoskie Elementary School will participate in Relay for Life, Pennies for Patients, Hoops for Hearts, Autism Walk, Walk to School Day, Grits for Grandparents, Holiday Parades, Robotics, AES Steppers, AES Cheerleaders, AES Chorus and Canned Food Drives.
Evidence	Sign-In Sheets, Publicity from NELA (Northeast Leadership Academy), Friday Institute, Local Newspaper articles, and visits from various agencies.
Person(s) Responsible:	Administration. Teachers, Staff, District Office, Guidance Counselor, PBIS Team, Transformation Team
Timeline:	August 25- October 27, 2015 October 28-January 19,2016 January 20-March 24, 2016 March 25-June 9, 2016
Budget Amount:	
Budget Source:	

District Name:	School Name:	School Code:	Year:
Hertford	Ahoskie Elementary School	460-308	2015-2016
GOAL #3		By June of 2016, Ahoskie Elementary School, students will learn how to make better choices for healthy and responsible lifestyles by decreasing their BMI by 10% of the student population and office referrals by 10%.	

Strategy #3:	Incorporate "Brain Based" energizers and anti-bullying campaigns in all grades.
Progress Monitoring Status	Vidant Fitness Test, Discipline Data, Anonymous Bullying Reports
Task/Action Steps:	Ahoskie Elementary School will implement Houses in order to reduce the chance of bullying. Ahoskie Elementary School will participate in Stomp out Bullying National Initiative. Ahoskie Elementary will participate in American Staff School Initiative. Implementation of Safe Den Grant. School wide Red Ribbon Week activities. Ahoskie Elementary School has a partnership with area churches to implement Right Moves for Youth Program. Presentation by Roanoke Chowan Community College Criminal Justice department. Students daily participate in "Brain Based" energizers twice a day to keep students up and moving.
Evidence	Reduction in discipline referrals related to bullying, decrease in suspensions related to bullying. Data from fitness test. Decrease in BMI of students.
Person(s) Responsible:	Administration. Teachers, Staff, District Office, Guidance Counselor, PBIS Team, Transformation Team
Timeline:	August 25- October 27, 2015 October 28-January 19,2016 January 20-March 24, 2016 March 25-June 9, 2016
Budget Amount:	
Budget Source:	

Safe and Drug Free Schools Action Plan
2015-2016
Ahoskie Elementary School

By the end of the 2015-2016 school year, and each year thereafter, Ahoskie Elementary School will provide a safe, drug free and caring environment, as well as adequate facilities that support a culture for high student growth as measured by data collected from students, staff, and parents.

Strategies	Benchmark Dates	Resources Required	Person(s) Responsible	Means of Evaluation
To build unity, collaboration and cohesiveness among staff	2015/10 2015/11 2016/03 2016/05	Ice Breakers at meetings Team Building Activities Staff Surveys Staff Celebrations/Recognitions	Administrators Counselor All Staff	Working Conditions Survey Increased Collaboration among grades Improved Attendance
To continue the safety updates (Ident-A-Kid and Key Fobs) and Transformation of the school campus.	2015/10 2015/11 2016/03 2016/05	Plants Maintenance External fire alarms Outside speakers Refresh paint Add sand to the playground Security Cameras around the school Key Fobs for door entrances	Administration Art Teacher Teachers Landscape Crew PTSO Student Government Association Counselor	Maintenance logs Newspaper Adopt-A-Spot displays School Art
To implement the 8 tier discipline procedures as a part of PBIS and our School-wide transformation in order to maintain student accountability for a safe and orderly school environment.	2015/10 2015/11 2016/03 2016/05	Discipline Date Code of Student Conduct Handbook	Administrators Refocus Coordinator	Decrease Out-of-School Suspensions by 10% from September to May
To continue the upgrade and sustainability of the video cameras to monitor the campus activity as well as the maintenance of Security Fobs for all exterior entrances.	2015/10 2015/12 2016/05	Cameras Monitors Staff Fobs	Administrators Maintenance Technology Department	Recordings of Incidents from Cameras Tech Tickets
To continue to monitor parent, community and student campus activity.	Monthly	Visitor/Volunteer Log Student slips Parent and visitor badges	Administrators Office Personnel	Daily Logs Video Surveillance Ident-A-Kid Reports/Data

Ahoskie Elementary School Improvement Plan 2015-2016

		Ident-A-Kid System		
To continue to monitor bus and car rider traffic	2014/10 2014/11 2015/03 2015/05	Bus Team Members Cones Signs Bus Radios	Administrators Bus Team Members Bus Drivers	Observation Video Surveillance Bus Discipline Referrals

Staff Characteristics

Name_Last	Name_First	Race	Gender	Grade/Position	Years
Arias	Elizabeth	O	F	ESL	2
Artis	Doris	AA	F	EC	14
Askew	Tomeka	AA	F	Cafeteria	2
Beasley	Mary	AA	F	6th Grade Teac	29
Bowser	Corese	AA	F	6th Grade Teac	9
Brown	Victoria	C	F	5th Grade Teac	3
Bunch	Shirley	AA	F	Bus Driver	28
Burkett	Gail	C	F	Instructional As	25
Burnette	Linda	AA	F	Cafeteria	3
Canada	Genie	AA	F	6th Grade Teac	15
Ceney	MaryEllen	C	F	Receptionist	26
Copeland	Susan	C	F	EC	26
Cudd	Sherry	C	F	5th Grade Teac	4
Dail	Rita	AA	F	4th Grade Teac	18
Davis	Beatrice	AA	F	Custodian	9
DeCreasie	Terri	C	F	4-6th Grade	28
Elam	Terese	AA	F	6th Grade Teac	1
Eley	Derrick	AA	M	Custodian	8
Eley	Shawanda	AA	F	Bus Driver	8
Fennell	Maxie	AA	F	Bus Driver	8
Frederes	Lisa	C	F	4-6th Grade	8
Gatling	Vanessa	AA	F	Instructional As	10
Hall	Stephanie	C	F	4th Grade Teac	2
Hanson	Lagina	AA	F	6th Grade Teac	5
Harrison	Adrionna	AA	F	4th Grade Teac	1
Hines	Barbara	AA	F	5th Grade Teac	14
Jones	Courtney	C	F	School Nurse	2

Ahoskie Elementary School Improvement Plan 2015-2016

Jones	Peggy	AA	F	Bus Driver	29
Jones-Manley	Stacy	AA	F	4th Grade Teac	1
Kilshiemer	John	C	M	5 th Grade Teacher	10
Liverman	Christine	C	F	4th Grade Teac	19
Long	Rebecca	C	F	4-6th Grade	19
Manley	Sylvia	AA	F	EC Instructiona	10
Manley	Mary	AA	F	4th Grade Teac	25
Mason	Marcus	AA	M	Custodian	2
Mitchell	Nicole	AA	F	Instructional As	5
Mitchell	Robi	C	F	4th Grade Teac	6
Mizelle	Tammy	AA	F	Instructional As	4
Morris	Joyce	C	F	Cafeteria	28
Moore	Mary	C	F	5 th Grade Teacher	3
Norman	Barbara	AA	F	Art Teacher	31
Palmer	Aaron	AA	M	PE Teacher	3
Phillips	Brittany	C	F	4th Grade Teac	1
Powell	Yolanda	AA	F	Media	17
Riddick	Bethany	C	F	5 th Grade Teacher	4
Ruffin	Wanda	AA	F	STEM Literacy	25
Scott	Kimberly	AA	F	Assistant Principal	23
Simons	Lorena	AA	F	Instructional Partner	2
Swain	Mary	AA	F	EC Teacher	25
Vann	Melanie	C	F	Guidance Counselor	13
Warren	George	C	M	Principal	26
Wilkins	Amy	C	F	6 th Grade Teacher	10
Williams	Enetra	AA	F	5 th Grade Teacher	16

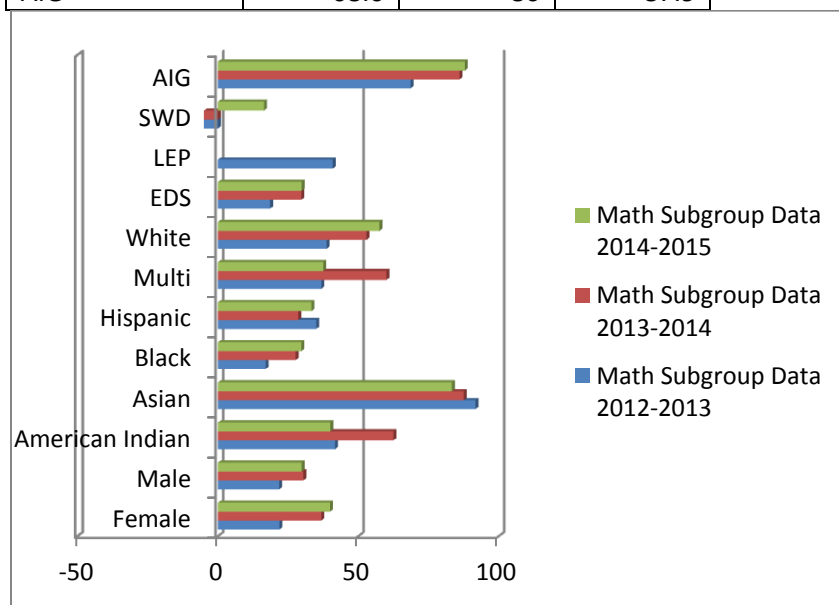
Ahoskie Elementary School Improvement Plan 2015-2016

Reading Subgroup Data			
Subgroups	2012-2013	2013-2014	2014-2015
Female	25.9	38.7	41.4
Male	20.6	30	31.7
American Indian	41.7	50	60
Asian	75	87.5	83.3
Black	19	28.4	29
Hispanic	20	57.1	33.3
Multi	47.4	40	50
White	39.6	54.1	70
EDS	19.9	31.3	29.8
LEP	22.7		
SWD	6	-5	19.7
AIG	74.3	88	89.7



Ahoskie Elementary School Improvement Plan 2015-2016

Math Subgroup Data			
	2012-2013	2013-2014	2014-2015
Female	21.9	36.8	39.9
Male	21.8	30.4	29.8
American Indian	41.7	62.5	40
Asian	91.7	87.5	83.3
Black	17	27.7	29.7
Hispanic	35	28.6	33.3
Multi	36.8	60	37.5
White	38.7	52.9	57.5
EDS	18.6	29.7	29.8
LEP	40.9		
SWD	-5	-5	16.4
AIG	68.6	86	87.9



Science Subgroup Data			
	2012-2013	2013-2014	2014-2015
Female	22	28	31.5
Male	23.2	29.2	31.4
American Indian			
Asian			
Black	15.6	25.3	24.4
Hispanic	62.5		
Multi			
White	45.7	42.3	59.3
EDS	19.3	26.5	27.7
LEP	42.9		
SWD	11.1	9.5	27.8
AIG	83.3	47.8	72.2

