

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2015-2016 Sedgefield Elementary School Improvement Plan Report

Sedgefield Elementary School Contact Information			
School:	Sedgefield Elementary	Courier Number:	519
Address:	715 Hartford Ave.	Phone Number:	980-343-5826
	Charlotte, NC 28209	Fax Number:	980-343-5825
Learning Community	Central Learning Community	School Website:	Sedgefieldelem@cms.k12.nc.us

Principal:	Dr. Terri Cooper
Learning Community Superintendent:	Taralynn Sullivan

Sedgefield Elementary School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Dr. Terri Cooper	terri.cooper@cms.k12.nc.us	9/2/15
Assistant Principal Representative	Karen Reid	karen.reid@cms.k12.nc.us	9/2/15
Dean of Student	Kelli Wallace	Kelli.wallace@cms.k12.nc.us	9/2/15
Teacher Representative	Ebonie Hunt	ebonie.hunt@cms.k12.nc.us	9/2/15
Teacher Representative	Patricia Savage	patricia.savage@cms.k12.nc.us	9/2/15
Teacher Representative	Myra Cannon	Myra.cannon@cms.k12.nc.us	9/2/15
Teacher Representative	Ashley Williams	sherryt.stitt@cms.k12.nc.us	9/2/15
Teacher Representative	April Nugent	april.nugent@cms.k12.nc.us	9/2/15

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Teacher Representative	Kimberly Thomas	Kimberly.thomas@cms.k12.nc.us	9/2/15
Inst. Support Representative	Patricia Ochogu	patricia.ochogu@cms.k12.nc.us	9/2/15
Inst. Support Representative	Lauren Zalenski	laurenn.zalenski@cms.k12.nc.us	9/2/15
Parent Representative	Prentice Hardin-Wildt	jpigchix@gmail.com	9/2/15

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Through a collaborative effort with vibrant partnerships, highly effective teachers, and family and community support, Sedgefield Elementary will excel. All students will become successful enthusiastic learners while embracing a rigorous curriculum, 21st century standards, and high academic achievement.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: We at Sedgefield Elementary School along with our community are committed to nurturing the mind, body and spirit of all students. We plan to provide a safe orderly environment in which we will develop and maintain academic excellence for the 21st century.

Sedgefield Elementary Shared Beliefs

- We believe in teaching students to their full academic, social and emotional potential.
- We believe in creating a safe environment.
- We believe in teaching appreciation for diversity.
- We believe in setting high expectations that yield high results.
- We believe in preparing students for 21st century readiness.

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Sedgefield Elementary SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher.
- Provide a positive school climate, by promoting a safe learning environment free of bullying and harassing behaviors.
- The percentage of students in grades K-5 scoring proficient and higher in comprehension strategies will increase from 34.5% to 50.0% by May 2016 as measured by formal/informal assessments administered on a quarterly basis as well as May EOGs.
- Increase student achievement in math by 10 percentage points through a variety of research-based materials/resources and data driven differentiated instruction in grades PK-5.
- Increase 5th grade science EOG scores by 12% to show mastery of each science essential standard based on grade level common assessment given at the end of each unit.



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Sedgefield Elementary Assessment Data Snapshot

School Name	SPG Grade	SPG Score	Reading SPG Grade	Reading SPG Score	Math SPG Grade	Math SPG Score	EVAAS Growth Status	EVAAS Growth Score	Overall Achievement Score*	Read Score*	Math Score*	Science Score*
Sedgefield Elementary 2014-2015	D	48	D	43	C	56	NotMet	58.2	45	36	55	43

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2015-2016

2013-2014

Plan Report

School Composite															
L1 - 33.6				L2 - 21.3				L3 - 10.6				L4 - 27.6			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
437	100.0	147	33.6	93	21.3	46	10.5	120	27.5	31	7.1	197	45.1	151	34.6
Grade 03 EOG Math															
L1 - 19.5				L2 - 18.2				L3 - 10.4				L4 - 37.7			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
77	100.0	15	19.5	14	18.2	8	10.4	29	37.7	11	14.3	48	62.3	40	51.9
Grade 03 EOG Reading															
L1 - 50.6				L2 - 14.3				L3 - 15.6				L4 - 18.2			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
77	100.0	39	50.6	11	14.3	12	15.6	14	18.2	1	1.3	27	35.1	15	19.5
Grade 04 EOG Math															
L1 - 25.4				L2 - 31.0				L3 - 8.5				L4 - 31.0			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
71	100.0	18	25.4	22	31.0	6	8.5	22	31.0	3	4.2	31	43.7	25	35.2
Grade 04 EOG Reading															
L1 - 43.7				L2 - 22.5				L3 - 12.7				L4 - 21.1			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
71	100.0	31	43.7	16	22.5	9	12.7	15	21.1	0	0.0	24	33.8	15	21.1
Grade 05 EOG Math															
L1 - 23.4				L2 - 17.0				L3 - 6.4				L4 - 31.9			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
47	100.0	11	23.4	8	17.0	3	6.4	15	31.9	10	21.3	28	59.6	25	53.2
Grade 05 EOG Reading															
L1 - 31.9				L2 - 27.7				L3 - 12.8				L4 - 23.4			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
47	100.0	15	31.9	13	27.7	6	12.8	11	23.4	2	4.3	19	40.4	13	27.7
Grade 05 EOG Science															
L1 - 38.3				L2 - 19.1				L3 - 4.3				L4 - 29.8			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
47	100.0	18	38.3	9	19.1	2	4.3	14	29.8	4	8.5	20	42.6	18	38.3
School EOG Math Composite															
L1 - 22.6				L2 - 22.6				L3 - 8.7				L4 - 33.8			
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level B/M/V	% Level B/M/V	# Level M/V	% Level M/V
195	100.0	44	22.6	44	22.6	17	8.7	66	33.8	24	12.3	107	54.9	90	46.2

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2015-2016 Sedgefield

2012-2013 School Improvement Plan Report

School Composite												
L1 - 37.3				L2 - 31.6				L3 - 26.1				L4 - 6.0
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
434	100.0	162	37.3	137	31.6	109	25.1	26	6.0	135	31.1	
Grade 03 EOG Math												
L1 - 31.0				L2 - 27.6				L3 - 24.1				L4 - 17.2
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
58	100.0	18	31.0	16	27.6	14	24.1	10	17.2	24	41.4	
Grade 03 EOG Reading												
L1 - 27.6				L2 - 27.6				L3 - 39.7				L4 - 6.3
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
58	100.0	16	27.6	16	27.6	23	39.7	3	5.2	26	44.8	
Grade 04 EOG Math												
L1 - 40.4				L2 - 28.1				L3 - 29.8				L4 - 3.8
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
57	100.0	23	40.4	16	28.1	17	29.8	1	1.8	18	31.6	
Grade 04 EOG Reading												
L1 - 45.6				L2 - 31.6				L3 - 22.8				
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
57	100.0	26	45.6	18	31.6	13	22.8	0	0.0	13	22.8	
Grade 05 EOG Math												
L1 - 36.8				L2 - 26.6				L3 - 22.1				L4 - 14.7
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
58	100.0	25	36.8	18	26.6	15	22.1	10	14.7	25	36.8	
Grade 05 EOG Reading												
L1 - 41.2				L2 - 36.6				L3 - 19.1				L4 - 2.9
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
58	100.0	28	41.2	25	36.6	13	19.1	2	2.9	15	22.1	
Grade 05 EOG Science												
L1 - 38.2				L2 - 41.2				L3 - 20.6				
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
58	100.0	26	38.2	28	41.2	14	20.6	0	0.0	14	20.6	
School EOG Math Composite												
L1 - 36.1				L2 - 27.3				L3 - 25.1				L4 - 11.5
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	
183	100.0	66	36.1	50	27.3	46	25.1	21	11.5	67	36.6	

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Sedgefield Elementary Profile

Sedgefield Elementary maintains a diverse population of students comprised of 64% African American, 33%% Hispanic, and 3% White. Approximately 95% of our students receive free/reduced lunch. Sedgefield is a school-wide Title 1 program that serves 387 students in Pre-K through fifth grades. Pre-K consists of 3 Bright Beginnings classes. In Reading, 22.1% of students in grade 3, 4 and 5 are College and Career Ready. In Math, 46.2% of this same group of students performed College and Career Ready. In Science, 38.3% of these students performed at or above grade level. This data is according to our 2014-2015 EOG scores.

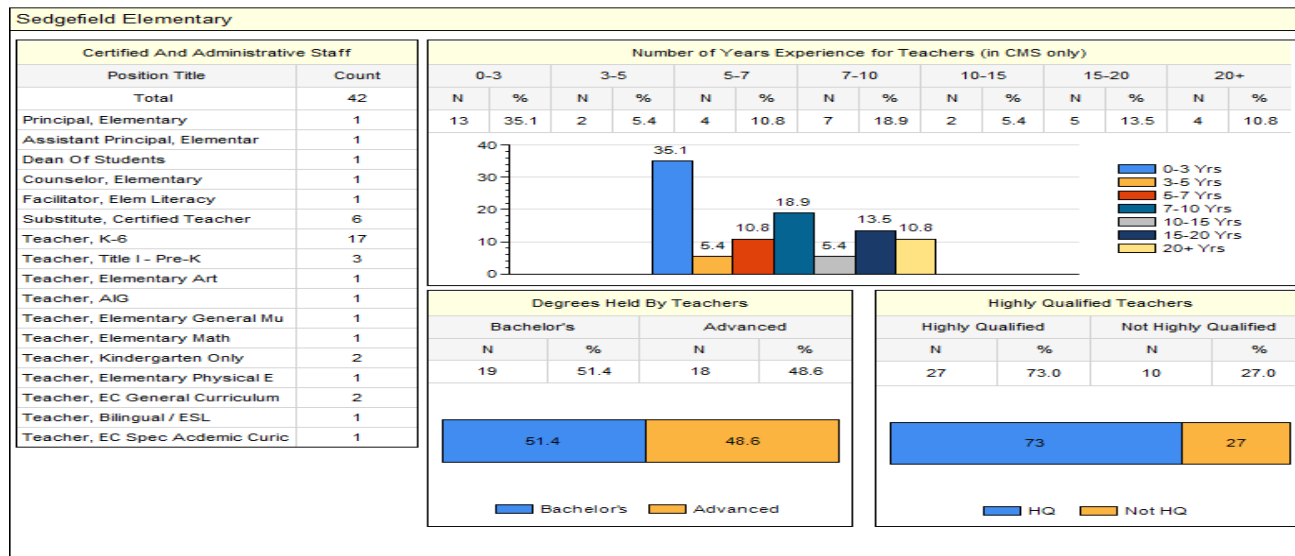
Sedgefield Elementary School is located in the heart of the South End community in the thriving Sedgefield Neighborhood. We have developed local partnerships with faith-based institutions and corporate entities that support the social, emotional, and academic growth of our students.

Staff Demographics

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Highly Qualified Staff

All of Sedgefield's teachers are fully licensed, certified, and highly qualified under the guidelines of the No Child Left Behind legislation. If a teacher is absent and the substitute teacher is not considered highly qualified, parents are notified in writing every four weeks. All of our instructional assistants are highly qualified as well. The staff consists of a Principal, an Assistant Principal, 1 Literacy and 1 Math Facilitator, 23 Classroom Teachers, 4 Enrichment Teachers (art, media, music, and physical education) 1 Bilingual ESL Teachers, 1.5 EC Resource Teachers, 1 EC Assistant, 7 Instructional Associates, 1 Speech Pathologist, 1 School Psychologist, 1 School Counselor, 1 Family Advocate, and a part time Talent Development teacher. Advanced degrees are held by 13 of our licensed staff members. Two teachers have National Board Certification. Every new teacher is provided a mentor teacher to provide assistance and support throughout the school year. Monthly activity logs are kept to monitor mentor contacts. We are committed to supporting the professional growth of teachers and support staff as evidenced through continuous site based and local in-service training, individual professional growth plans, workshops, and professional development offered during planning sessions. When assigning teachers to groups of

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students, we examine the teacher's strengths and needs of the students. If there is a student with a specific need, a teacher is chosen with a skill set that best matches the child's needs. Because our staff works closely as a team, the expertise and experience of seasoned staff is commonly shared and a problem solving approach is utilized.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce. To use the lunch monitors and instructional assistants to provide coverage for teachers daily during the lunch block.
Strategic Plan Focus Area:	Effective Teaching and Leadership
Data Used:	Teacher working conditions survey, formal and informal conversations with teachers, and district survey data.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Interviewing	Terri Cooper, Principal Karen Reid, AP Faculty Members	Applicants apply for position	State Funding	HR	Aug.- Sept.
2. Call applicants from MyApps	Terri Cooper, Principal Karen Reid, AP	Selects qualified applicant	State Funding	HR	June-June
3. Hiring	Terri Cooper, Principal Karen Reid, AP	Selects qualified applicant	State Funding	HR	Aug.–Sept. June-June



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4. Choose candidates that are highly qualified and good fits or our school	Terri Cooper, Principal Karen Reid, AP	Selects qualified applicant	State Funding	HR	June-June
5. Train employees	Terri Cooper, Principal Karen Reid, AP	Effectively perform job task	State Funding	HR	Aug.- Sept.
6. Make sure that all employees receive professional development to complete the task to the highest standards	Terri Cooper, Principal Karen Reid, AP	Effectively perform job task	State Funding	HR	Aug.- Sept.
7. Monitors employees	Terri Cooper, Principal Karen Reid, AP	Teachers are no longer eating with the students	State Funding	HR	Aug.- Sept.
8. Conduct employee evaluations and provide feedback regarding performance	Terri Cooper, Principal Karen Reid, AP Kelli Wallace, Dean of Students	Effectively perform job task	State Funding	HR	Sept.-June



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9. Lunch coverage will be provided by lunch monitors and school administration for supervision of students in K-5.	Terri Cooper, Principal Karen Reid, AP Lunch Monitors: Mrs. Brooks, Mrs. Polk	Submission of applicant names; hiring of monitor; Attendance of Monitor	CMS	Admin	Sept.-June
10. Assigned Seating: Students will be assigned seats through a seating chart devised by the classroom teacher to minimize behavior issues and facilitate behavior management by lunch monitors.	Classroom Teachers	Reduced number of student discipline referrals	No cost to implement	Teachers	Sept.-June
11. School Behavior Matrix: The behavior matrix, posted throughout the school and cafeteria sets clear behavioral expectations for students and incentives for positive behaviors.	Discipline Committee Lunch Monitors Administrators	Reduced number of student discipline referrals	No cost to implement	Discipline Committee	Sept.-June



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce. Allowing teachers adequate time to properly prepare lessons and collaborate with peers will lead to better instructional practices and higher student success. This planning is built into the master schedule.
Strategic Plan Focus Area:	Effective Teaching and Leadership
Data Used:	Formal and informal assessment data, quarterly benchmark; Statutory Reference 115C-105.27(b) (7)

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline Interim Dates
1. Master Schedule:	Principal AP Facilitators	Master Schedule Classroom Observations Team Minutes Increased test Scores, Lesson Plans, Data Trackers, Evaluations,	No cost to implement	Teachers Administrators Facilitators Classroom Teachers EC Teachers Instructional	Weekly August-June

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		Walkthroughs		Assistants Special Area	
2. 90 minute planning	Principal AP Facilitators	Master Schedule Classroom Observations Team Minutes Increased test Scores, Lesson Plans, Data Trackers, Evaluations, Walkthroughs	No cost to implement	Teachers Administrators Facilitators Classroom Teachers EC Teachers Instructional Assistants Special Area	Weekly August-June
3. Provide appropriate classroom coverage	Principal AP Facilitators	Master Schedule Classroom Observations Team Minutes Increased test Scores, Lesson Plans, Data Trackers, Evaluations, Walkthroughs	No cost to implement	Teachers Administrators Facilitators Classroom Teachers EC Teachers Instructional Assistants Special Area	Weekly August-June
4. 45 minute daily planning	Terri Cooper, Principal, Karen Reid, AP Patricia Ochogu & Lauren Zalenski, Facilitators	Increased Test Scores, Lesson Plans, Data Trackers, Evaluations, Walkthroughs	No cost to implement	Teachers Special Area Administrators Facilitators	Daily



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5. Provide appropriate classroom coverage	Terri Cooper, Principal, Karen Reid, AP Patricia Ochogu & Lauren Zalenski, Facilitators	Increased Test Scores, Lesson Plans, Data Trackers, Evaluations, Walkthroughs	No cost to implement	Teachers Special Area Administrators Facilitators	Daily
6. Schedule long-range planning each semester and provide adequate coverage	Terri Cooper, Principal, Karen Reid, AP Patricia Ochogu & Lauren Zalenski, Facilitators	Increased Test Scores, Lesson Plans, Data Trackers, Evaluations, Walkthroughs	Professional Development Funds	Teachers Administrators Facilitators	Quarterly
8. Establish other means of communication <ul style="list-style-type: none"> • Wildcat Words-staff newsletter • Blackboard Connect Messages • Sending emails instead of conducting meetings • Google Docs—coaching comments, collaboration 	Terri Cooper, Principal Karen Reid, AP Dean of Students Literacy and Math Facilitators	Copies of the weekly staff newsletters Sharing of documents on Google Coaching documentation	No cost to implement	Admin.	Sept.-June
SMART Goal (3): <i>Anti-Bullying / Character Education</i>		Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			

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Strategic Plan Goal:	Goal 3: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence. Providing systems to allow students to feel safe at school will increase attendance and overall performance. This will contribute to higher graduation rates.
Strategic Plan Focus Area:	Increasing the Graduation Rate
Data Used:	Statutory Reference: 115C-105.27 (b) (2) School Safety Audits; Teacher/Parent/Student Surveys; Suspension Rates

Strategies (determined by what data)	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline Interim Dates
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> Guidance lessons in class School-wide assemblies Individual sessions Participation in Red Ribbon Week 	Jessica Jones, Counselor Dominique Stone, Family Advocate Terri Cooper, Principal Karen Reid, AP	<ul style="list-style-type: none"> School-wide bullying plan Less discipline referrals Increased Academic/Character Award recipients 	School \$200.00	Jessica Jones Dominique Stone	Aug. - June
2. Character Education <ul style="list-style-type: none"> Recognize character trait of the month with the Kiwanis Classroom lessons on character Character traits on morning news 	Jessica Jones	<ul style="list-style-type: none"> Bulletin Boards Discipline Report 	Chick-Fil-La \$200.00 No cost to implement (lessons/broadcast)	Guidance Counselor Intervention Team Character Education Committee Students Reporters	Aug. - June



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3. Healthy Active Child 30 minutes • Scheduled Physical Activity	Classroom Teacher	<ul style="list-style-type: none"> Adherence to Physical Activity schedule Students actively participating 	No cost to implement	Classroom Teachers	Aug. - June
4. School Health Team • Monthly health and safety tips	Tyron Simpson	<ul style="list-style-type: none"> Committee minutes Health Room Reports (decrease) 	No cost to implement	School health committee	Aug. - June
5. Insight-Principal Portal	Terri Cooper, Principal Karen Reid, AP Kelli Wallace, Dean of Students Jessica Jones, Counselor	<ul style="list-style-type: none"> Decrease the number of suspensions by monitoring reporting data 	No cost to implement	AP Dean of Students	Aug. - June
6. Attendance	Jessica Jones, Counselor Gabriela Francisco	<ul style="list-style-type: none"> Guidance Counselor Communities In Schools 	No cost to implement	Counselor CIS Site Coordinator	Oct.-June



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7. Suspension	Kelli Wallace, Dean of Students	<ul style="list-style-type: none"> Suspension Data 	No cost to implement	Kelli Wallace	Aug.-June
SMART Goal (4):	Academic Goal: Increase student achievement in literacy by 12% percentage points through an increased focus on balanced literacy and data driven differentiated instruction in grades PK-5.				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate career and college ready.				
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps				
Data Used:	NC End of Grade Reading Assessment, Benchmark Assessment, Formative Assessments, Historical Achievement Data, TRC, DIBELS, MAP , and progress monitoring tools				

Strategies (determined by what data)	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline Interim Dates
1. Implement a school-wide balanced literacy program focused on components of Shared Reading, Read Aloud, Guided Reading, Independent Reading, phonics, phonemic, awareness, and fluency	Patricia Ochogu, Literacy Facilitator	<ul style="list-style-type: none"> Trained Staff Increase in student readability levels Increase in students application of comprehension skills 	Title I Funding	Patricia Ochogu, Literacy Facilitator Teri Marsh, Literature Coach	Aug. - June



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<p>2. Using a variety of resources, teachers will monitor student progress by using:</p> <ul style="list-style-type: none"> • Words Their Way • Reading A to Z • Balanced Literacy/Teacher's College Materials • Curriculum Guides • RAZ Kids • DIBELS/TRC • Fontas and Pinnell • LLI Kits 	<p>Terri Cooper, Principal</p> <p>Karen Reid, AP</p> <p>Patricia Ochogu, Literacy Facilitator</p>	<ul style="list-style-type: none"> • Students will show growth at mid-year and end of year on MAPs assessment • DIBELS/TRC data 	No cost to implement	Classroom teachers, EC teachers, Support staff	Sept. - June
<p>3. Common assessments will be used to create differentiated flexible groups that will focus on mastery of the same skill.</p>	<p>Terri Cooper, Principal</p> <p>Karen Reid, AP</p> <p>Patricia Ochogu, Literacy</p>	As students are reassessed after small group instruction, they will show 80% mastery of skill.	No cost to implement	Classroom teachers	Sept. -June
<p>4. K-5 students at risk for not meeting their goal(s), will receive support from intervention strategies</p>	<p>Terri Cooper, Principal</p> <p>Karen Reid, AP</p> <p>Patricia Ochogu, Literacy</p>	Students participating in intervention will show growth on Winter MAP, benchmarks, informal/formal assessments	No cost to implement	Specified classroom teachers	Sept. -June



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5. All staff members will participate in monthly literacy professional development that will focus on specific needs for that grade level.	Terri Cooper, Principal Karen Reid, AP Patricia Ochogu, Literacy	Classroom teachers will use strategies learned during PD in literacy instruction as documented in lesson plans.	PTA Funds	Classroom teachers PTA	Sept-June
6. The TD teacher will implement Balanced Literacy using critical thinking skills via varied instructional materials	Karen Bailey, TD Teacher	Tracking MAP and Benchmark data throughout 2015-2016 school year to show academic growth	No cost to implement	Karen Bailey, TD Teacher	Sept. - June
7. Use ACCESS and WAPT data to form ESL groups based on language ability levels <ul style="list-style-type: none"> • Provide additional support through small group instruction • Collaborate with classroom teachers to modify classroom assignments based on language proficiency 	Linda Jennings, ESL Teacher	Students will show growth on MAP and Reading 3D data.	No cost to implement	Linda Jennings, ESL Teacher	Sept. -June
9. Differentiate instruction for students experiencing with deficient reading skills as determined by MAP testing <ul style="list-style-type: none"> • Orton-Gillingham 	Douglass Chin-Lee & Della Scales, EC Teachers	Students will show growth in these specific areas on MAP assessment	No cost to implement	Douglass Chin-Lee & Della Scales, EC Teachers	Sept. -June



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<ul style="list-style-type: none"> • Great Leaps Reading • Fluency 					
10. Using Read to Achieve plans and strategies for specific students for intensive reading instruction. <ul style="list-style-type: none"> • LLI Kits-Reading Lab small group intervention • Fluency passages • Participation in guided reading groups daily in classroom • DAZE activities • RAZ-KIDS 	Terri Cooper, Principal Karen Reid, AP Patricia Ochogu, Literacy	Mastery on standards Growth on MAP test Passing EOG	No cost to implement	3 rd Grade Teachers Instructional Assistants	Sept. -June
SMART Goal (5):	Academic Goal: Increase student achievement in math by 10 percentage points through a variety of research-based materials/resources and data driven differentiated instruction in grades PK-5.				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate career and college ready.				
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps				
Data Used:	NC End of Grade Reading Assessment, Benchmark Assessment, Formative Assessments, Historical Achievement Data				



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Strategies (determined by what data)	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline Interim Dates
1. Varied math resources will be used to support math instruction to	Terri Cooper, Principal Karen Reid, AP Lauren Zalenski, Math Facilitator	Students will show 80% mastery on Investigations unit assessments	No cost to implement	Classroom Teachers	Sept. -June
2. Common assessments will be used to create flexible that will focus on mastery of the same skill.	Terri Cooper, Principal Karen Reid, AP Lauren Zalenski, Math Facilitator	As students are retested after small group instruction, they will show a minimum of 80% mastery of skill.	No cost to implement	Classroom Teachers	Sept. -June
3. The technology based program, DreamBox and AMC, will be used to monitor student progress.	Technology Assistant, Sherry Baxter	Students will show 80% mastery on assigned objectives.	No cost to implement	Classroom Teachers	Sept. -June
4. Grades K-5 teachers will provide intervention for students who are at risk of not meeting goals.	Terri Cooper, Principal Karen Reid, AP	Students participating in intervention will show growth on Winter and Spring MAP assessment	Title I Funding	Specified Classroom Teachers	June 2016

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	Lauren Zalenski, Math Facilitator				
5. AMC Anywhere math will be used to monitor student growth based on established benchmarks.	Terri Cooper, Principal Karen Reid, AP Lauren Zalenski, Math Facilitator	Data notebooks maintained by teachers will identify students' growth measures.	No cost to implement	Classroom Teachers	Sept. -June
6. Differentiate math instruction for gifted learners by developing critical thinking and problem solving skills	Karen Bailey, TD	Graphing of MAP results throughout the 2014-2015 school year will show growth of TD students	No cost to implement	Karen Bailey, TD	Sept. -May
7. Work collaboratively with classroom teachers to implement SIOP strategies to make information accessible to all students	Linda Jennings, ESL Teacher	ESL students will show growth on math MAPS assessments	No cost to implement	Karen Bailey, TD Classroom Teachers	Sept. -May
8. Differentiated math instruction for target deficits in math reasoning as determined by MAPS testing: <ul style="list-style-type: none"> • Use Math Number Words • Touch Math 	Douglass Chin-Lee and Della Scales, EC Teachers	Students will show 80% mastery on unit tests.	No cost to implement	Douglass Chin-Lee and Della Scales, EC Teachers,	Sept. -June



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SMART Goal (6):	Academic Goal: Increase 5th grade science EOG scores by 12% to show mastery of each science essential standard based on grade level common assessment given at the end of each unit.				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21 st century learning environment for every child to graduate career and college ready.				
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement				
Data Used:	NC End of Grade Reading Assessment, Benchmark Assessment, Formative Assessments, Historical Achievement Data				

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline Interim Dates
1. Students will be assessed through common assessments.	Classroom Teachers	Students will show 80% growth on unit assessments	No cost to implement	Classroom Teachers	Sept. -June

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2. Students will participate in weekly social studies/science lab instruction.	Classroom Teachers	Students will show 80% growth on unit assessments	No cost to implement	Classroom Teachers	Sept. -June
3. Non-Fiction text and reading strategies will be used during literacy instruction.	Literacy Facilitator, Patricia Ochogu	Students will use skills taught during literacy instruction when reading for science instruction	No cost to implement	Classroom Teachers	Sept. -June
4. Teachers will use a variety of resources to create lessons that match the essential standards to include Buckle Down, CMS Science Coordinator, Wayne Fisher Resources, Science Wiki, etc	Classroom Teachers	Students will show 80% mastery on common assessment and benchmarks	No cost to implement	Classroom Teachers	Sept. -June
5. Work collaboratively with classroom teachers to implement SIOP strategies to make information accessible to all students.	Linda Jennings, ESL Teacher	ESL students will show mastery of science standards on the end of unit assessments	No cost to implement	Linda Jennings, ESL Teacher, Classroom Teachers	Sept. -June



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6. Common assessments will be used to identify students who require re-teaching in small groups.	Classroom Teachers	Students will show 80% mastery on common assessments after re-teaching	No cost to implement	Classroom Teachers	Sept. -June
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Mastery Grading Procedures Plan – Required for All Schools

Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	

Strategies (determined by what data)	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline Interim Dates
1. Common assessments will be used to identify students who require re-teaching in small groups.	Classroom Teachers	Students will show 80% mastery on common assessments after re-teaching	No cost to implement	Classroom Teachers	Sept. -June
2. Data Disaggregation <ul style="list-style-type: none"> PD provided to aid PLC in analyzing data School Net data of student mastery is compiled and 	Terri Cooper, Principal Karen Reid, AP	Increase students level of instruction Increase in student performance and student	No cost to implement	Terri Cooper, Principal Karen Reid,	Aug. -June

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<p>discussed in grade level planning meetings.</p> <ul style="list-style-type: none"> Students will analyze data to improve performance and set goals Assessment data is analyzed to determine effectiveness of assessment questions Data used to group and differentiate instruction to meet individual student needs. Teachers will communicate with parents regarding skills that are not mastered Data Trackers will be uploaded to Google Docs 	<p>Lauren Zalenski, Math Facilitator</p> <p>Patricia Ochogu, Literacy Facilitator</p> <p>Classroom teachers</p>	<p>engagement</p> <p>Data used to plan for differentiated instruction.</p> <p>Common assessment data trackers demonstrate greater mastery among student body.</p> <p>Assessment quality will be continuously improved.</p> <p>Student data analysis will empower students to take ownership of their learning</p>		<p>AP</p> <p>Lauren Zalenski, Math Facilitator</p> <p>Patricia Ochogu, Literacy Facilitator</p> <p>Classroom teachers</p>	
<p>3. Flexible Grouping</p> <ul style="list-style-type: none"> Remediation and extension period built into school day and driven by data results. Strategic scheduling based on EOG test scores by academic facilitators for Foundations classes Use School Net data to group students according to ability. 	<p>Terri Cooper, Principal</p> <p>Karen Reid, AP</p> <p>Lauren Zalenski, Math Facilitator</p> <p>Patricia Ochogu, Literacy Facilitator</p>	<p>Increase students level of instruction and performance</p> <p>Student Engagement Continuous student growth</p> <p>Remediation instruction much more targeted and strategic to increase overall mastery</p> <p>Students who have demonstrated mastery will</p>	No cost to implement	<p>Literacy Facilitator, Patricia Ochogu</p> <p>Math Facilitator, Lauren Zalenski</p> <p>Classroom Teachers</p>	Aug. -June



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Grade level teams create instruction to match each group's specific needs. Incorporate this targeted instruction during remediation and extension period.	Classroom teachers	be provided with higher quality extension opportunities to help push the "high-fliers" Decreased retention of students due to increased remediation and general teacher and curricular support		Support Teachers	
5. Homework, Late & make- up work School Grading Policy- <ul style="list-style-type: none"> • A student who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up work. • A teacher may choose to provide extended time for a student to complete missing assignments. • Students are encouraged to attend tutoring with their teachers following an absence to ensure students get the academic support they need to stay current in their studies. • If the student was present in the 	Classroom Teachers	Spiral enrichment Fosters student responsibility Develop student independence Greater student accountability to make-up work An understanding among all staff, students, and parents regarding CMS and school grading expectations	5. Homework, Late and make- up work School Grading Policy- -A student who misses homework/ other assignments/ due dates because of absences, whether excused or unexcused, must be allowed to make up work.	Classroom Teachers	Spiral enrichment Fosters student responsibility Develop student independence Greater student accountability to make-up work An understanding



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class on the due date, the work may be given less credit.			-A teacher may choose to provide extended time for a student to complete missing assignments. -Students are encouraged to attend tutoring with their teachers following an absence to ensure students receive needed academic support. -If the student was present in the class on the due date, the work may be given less credit.		among all staff, students, and parents regarding CMS and school grading expectations
7. School Grading Policy- Action Alerts • Grades for all assignments must be entered in the grade book within ten (10) school days of the assignment due date. This	Principal, Terri Cooper AP, Karen Reid	Increase student and parental responsibility Student and parent participation will be better informed of student	No cost to implement	Classroom Teachers	Aug. -June



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includes make-up work. (Note: Grades for long term assignments/projects and work turned in late are excluded from the 10 day posting requirement.)		progress allowing time for them to take actions such as attending tutoring. Reduced failure rates due to increased number of assessments allowing students to show evidence of mastery			
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Sedgefield Elementary - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

1. Maximum Teaching Load and Maximum Class Size (grades 4-12) **[required for all schools with grades 4-12]**

2. Please identify the law, regulation or policy from which you are seeking an exemption.

2. 115C-301 (c and d) Maximum Teaching Load and Maximum Class Size **[required for all schools with grades 4-12]**

3. Please state how the waiver will be used.

3. Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Dr. Terri Cooper	<i>Terri Cooper</i>	10/26/15
Assistant Principal Representative	Karen Reid	<i>Karen Reid</i>	10/26/15
Dean of Student	Kelli Wallace	<i>Kelli Wallace</i>	10/26/15
Teacher Representative	Ebonie Hunt	<i>Ebonie Hunt</i>	10/26/15
Teacher Representative	Patricia Savage	<i>Patricia Savage</i>	10/26/15
Teacher Representative	Myra Cannon	<i>Myra Cannon</i>	10/26/15
Teacher Representative	Ashley Williams	<i>Ashley Williams</i>	10/26/15
Teacher Representative	April Nugent	<i>April Nugent</i>	10/26/15
Teacher Representative	Kimberly Thomas	<i>Kimberly Thomas</i>	10/26/15
Inst. Support Representative	Patricia Ochogu	<i>Patricia Ochogu</i>	10/26/15
Inst. Support Representative	Lauren Zalenski	<i>Lauren Zalenski</i>	10/26/15