

**Brogden Primary
Wayne County Public Schools
School Improvement Plan**

School Improvement Plan
2014 through 2016

Youlonda Wynn
2253 Old Mt. Olive Hwy
Dudley, NC 28333

District Improvement Plan Goals and Vision

State Board of Education Goals:
Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 2 – North Carolina public schools will be led by 21st Century professionals.
Goal 3 – North Carolina Public School students will be healthy and responsible.
Goal 4 – Leadership will guide innovation in North Carolina public schools.
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Wayne County Public Schools (960)
District Goal 1 –Wayne County Public Schools will produce globally competitive students.
District Goal 2 – Wayne County Public Schools will be led by 21st Century professionals.
District Goal 3 –Wayne County Public Schools students will be healthy and responsible.
District Goal 4 –Leadership will guide innovation in Wayne County Public Schools.
District Goal 5 – Wayne County Public Schools will be governed and supported by 21st Century systems.

Brogden Primary School (314)
School Goal 1- Brogden Primary will address School Safety through instruction and special programs, thereby reducing STS by 5%
School Goal 2 – Brogden Primary School will meet state target goal of 60.7 for “All” students in Reading and exceed expected growth to exit low performing school status

School Goal 3- 95% of all staff will participate in personalized professional development activities and resources, based on current research and selected by the needs of staff, that are aligned to digital competencies for educators and focus on current products available in the district for the 2015-2016 school year.

School Goal 4– Brogden Primary School will meet state target goal of 59.7 for “All” students in Math and exceed expected growth to exit low performing school status

District Mission Statement for Wayne County Public Schools (960)

Mission: Wayne County Public Schools holds high expectations for all students by collaborating with parents and the community to provide individualized support.

Mission Statement for Brogden Primary School (314)

Mission: Brogden Primary School Community will work together to help students learn in a safe environment.

District Vision and Beliefs Statement for Wayne County Public Schools (960)
Vision: Cultivation, Personalization, Innovation Every Student, Every Day!
Beliefs: * The education of children is a priority and is the responsibility of the entire community. * Education is a sound investment for society and a key to ending the cycle of poverty. * Understanding and respecting cultural diversity enriches the learning environment. * All students deserve a quality education. * Learning is a lifelong process.

Vision and Beliefs Statement for Brogden Primary School (314)
Vision: Brogden Primary School will develop globally competitive and self- directed students by providing an exemplary 21 st century education for all students.

Beliefs:

All students have value and can learn.

All students have unique intellectual, physical, social, and emotional needs.

All students, parents, community members, administrators, staff, and teachers share in the responsibility for educating our children.

All students learn in different ways and will be provided with a variety of opportunities to demonstrate their achievement.

Understanding and respecting cultural diversity enhances and enriches the learning environment for our children.

Clear goals and high expectations for student achievement guide the development of curriculum and design of instruction.

Assessments, both formative and summative, of student learning provide students with a variety of opportunities to demonstrate their achievement and authentic contexts to apply learning.

The commitment to continuous improvement is essential if our school is going to help students to become confident, self-directed, life-long learners.

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	Brogden Primary-314
School Address:	2253 Old Mt. Olive Hwy, Dudley, NC 28333
Plan Year(s):	2015-16

School Improvement Team Membership	
Committee Position	Name
Youlonda Wynn	Principal
Karla Smith	Elementary Curriculum Specialist
Amanda Skelton	Reading and Math Coach
Tina Craft	First Grade Teacher
Toni McCance	First Grade Teacher
Lesley Whitman	AdvancEd Facilitator
Sherri Fortner	Kindergarten Teacher
Victoria Sumner	Second Grade Teacher
Stephanie Lane	Third Grade Teacher
Stephen Richardson	Fourth Grade Teacher
Barbara Newsome	Instructional Assistant
Troy Harris	Guidance Counselor
Tracy Herriott	Parent Advisory Member
Nora Morton	Special Area Rep/ESL Teacher

Percentage of Staff Approval:	100%
Principal Signature:	9/14/15
Local Board Approval Date:	
	Date

Executive Summary –Brogden Primary School

Synopsis of School Demographics:

Brogden Primary School is a rural elementary school. We served approximately 805 students from primarily low socio-economic African American (34 percent) and Hispanic (54 percent) households in 2014-15. The teaching staff is diverse in race and teaching experience; with the majority of staff ranging from 0-10 years of teaching experience (approximately 60 percent). All teachers are highly qualified in the area in which they teach.

Student Performance Data

In 2012-13; Brogden Primary School met 22 of 29 or 75.9 percent of State and Federal Targets. Participation and Attendance goals were met. Reading Targets for Limited English Proficient students and Students with Disabilities were met in Reading. All other subgroups were not met in Reading. Black students were 9.3 points away from the state target of 25.6 (16.3), Hispanic students were 12.4 points away from the state target of 28.8 (16.4), Economically Disadvantaged students were 8.8 points away from the state target of 28.7 (19.9). Our White students showed the largest deficit in Reading with a 21.9 point gap from the state target of 56.6 (34.7). Math performance showed small gaps with several subgroups; however the noticeably large gap still existed with our White students. All other subgroups met state targets with confidence interval, and LEP students met without the confidence interval. White students, however, were 25.2 points from the state target of 53.8 (28.6). Brogden Primary School met growth according to the EVAAS model with a growth index of 1.1. Data for 2013-14 showed a decline in the previous numbers. Brogden Primary School met 16 of 27 Federal Goals or 59.3 %. All subgroups showed a decline in subgroup performance as the state targets increased. Hispanic students showed a 3 point gain over last year's performance (16.3 to 19.3) but did not meet the state target of 35.9. Academic data indicated that all subgroups with the exception of LEP in Reading; did not meet state targets for proficiency in Reading and Math. EVAAS data showed fourth grade students exceeded growth in Reading while not meeting growth in Math. This trend continued with 2014-2015 data. Once again, state and federal targets moved forward and subgroups at Brogden Primary School have failed to keep pace with increasing state and federal targets. Brogden Primary School met 13 of 25 State and Federal AMO targets (52%). Some subgroups made slight increases while others had slight decreases. Our performance would be described as stagnant at best. Black students increased from 12.8 to 16.9 in Reading and from 10.3 to 14.5 in Math. White students increased from 28.9 to 41.7 in Reading and from 26.7 to 27.8 in Math. EDS, LEP and Hispanic students saw slight decreases in Reading. LEP students increased from less than 5% to 12.5 in Math. EVAAS data from 2014-15 indicated that while student achievement in Grade 4 is

among the lowest (Level 1), growth is among the highest (Level 3). Third grade achievement and growth however are among the lowest with both areas as Level 1. The overall growth measure in Math was 0.3, however Reading was -2.7 with Grade 3 contributing -3.8 in growth to that score. Recently completed mClass 3D data for the current year indicates close to 50% of students in grades K-3 have foundational skills, however transfer of those skills into Reading, Oral and Written comprehension shows gaps with only 12% proficient on TRC in K and 19% in 2 and 3. First grade shows 46% proficient on TRC, which is a good starting point for grade 1.

Student Demographic Data

Brogden Primary School has a diverse student population of 34 percent Black, 12 percent White, 54 percent Hispanic, and less than 1 percent other to include Asian and American Indian and multi-racial students. Out of the 850 students currently enrolled, 689 or 81 percent, qualify as economically disadvantaged. Our LEP population has steadily increased over the past four years and is now 35 percent, 297 students, of the total population. Approximately 11 percent of the population qualifies for Exceptional Children's Program.

EVAAS (Educator Value Added Assessment System) reported the following demographics for grade 3 and 4 which mirror significantly the school as a whole:

School Information					
Enrollment	287	Min Tested Grade	3	Max Tested Grade	4
% Academically or Intellectually Gifted	5	% American Indian	5	% Asian	5
% Black	34	% Female	51	% Hispanic	44
% Limited English Proficiency	23	% Male	49	% Minority	84
% Two or More Races	6	% Students with Disabilities	10	% Unknown (Race)	5
% White	16	% Economically Disadvantaged Students	67		

Community Demographic Data

Brogden Primary is a community-based school located in a rural community with a population of approximately 11,400. The major sources of employment are retail/trade, construction, and manufacturing. Approximately 59% of the community are high school graduates; with 26% having less than a high school education, and 15% with more than a high school education.

School Characteristics

Brogden Primary School is a public, rural elementary school serving students in Pre-kindergarten through fourth grades. Brogden Primary last received SACS accreditation in March of 2014 during the district wide accreditation process.

The school staff includes 112 staff members consisting of 1 administrator, 1 elementary curriculum specialist, 2 clerical employees, 1 translator/receptionist, 37 classroom teachers, 20 instructional assistants, 2 guidance counselors, 1 contracted speech language pathologist, 1 part-time nurse, 1 part-time social worker, 1 media coordinator, 3 physical education teachers, 1 art teacher, 1 music teacher, 2 Exceptional Children Resource teachers, 5 Reading and Math Coaches, 1.8 ESL teachers, 3 full-time custodial staff, 13 shared bus drivers, and 7 food service employees. The certified teaching staff consists of 12 beginning teachers. **Brogden Primary works hard to address what has been significant teacher turnover. With the percentage rate spiking as high as 25% in 2006, and now at 11%, it is necessary to embed recruitment and retaining practices within the school program. Some of these include, but are not limited to: Teacher Job Fair, Teacher Learning Coaches, Title I Support Personnel, and a new teacher induction program. Additionally, much effort is done in the area of staff morale and school culture.**

The Brogden Primary School Parent Advisory Council is made up of 7 parents that are representative of the student body. The advisory members meet every other month to discuss the business of the school and the community.

Technology consists of two computer labs and two mobile Ipad carts for students. Each classroom has three or more computers with Internet access. Classrooms also have an Ipad, printer, scanner, digital camera, and document projector to facilitate instruction. Each classroom is equipped with a promethean board, active slate and teacher laptop to facilitate instruction. We have two interactive tables. We run one technology based school wide program: Reading Eggs/EduCity.

Stakeholders Perspective on the Quality of Education

Brodden Primary School incorporates a parent representative on each of the AdvancEd committees as well as the School Improvement Team. The Parent Advisory Council is made up of parent representatives from each of the prominent subgroups represented within our school. Parent Surveys from AdvancEd indicate overall parent satisfaction with the school and the quality of services provided

Data Summary Analysis – Brogden Primary School

What does the analysis tell you about your school's strengths? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, discipline, attendance, etc.

(Add Charts and Graphs)

Federal goals indicate that student attendance is strong. Current Attendance Rate is 95% and that percentage has not varied significantly in the past decade. As a PBIS school, layers of support exist for the top tier of students whose behavior impedes the learning process. Short-term Suspension rate is 54.65 %. An analysis of this data reflects repetitive suspensions for the top tier and or students with a diagnosed behavior disorder. These students' needs are met through the Guidance Program, School Social Worker, MTSS, Title I, EC, and PBIS. In addition, a 21st Grant provides after school character building and academic support.

Fourth Grade students in on all levels, with the exception of Level 2 in Reading, saw average to high growth in Reading and Math; which indicates sound instruction and strategies in Fourth Grade. Grade 3 data indicates growth with the highest performing students only. 3D data indicates that students are gaining foundational skills in Reading. Students are transferring those skills over to be able to read proficiently in K and 1.

What does the analysis tell you about your school's gaps or opportunities for improvement? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, discipline, attendance, etc. *(Add Charts and Graphs)*

State performance data indicates subgroups are below the state targets in both reading and math. Black and White students made progress in both Reading and Math, but are still significantly below the state and federal targets. Hispanic, EDS, and LEP students had slight losses but still remain well below the state and federal targets as well. Third grade students did not meet growth in Reading indicating a priority in grades two and three. MTSS tracking data indicates a significant problem with core instruction and the ability of teacher to meet the needs of students who are in the bottom levels of performance.

Based upon the analysis conducted, what 3 top priorities emerge for the school? *(Add charts and Graphs)*

1. Ensure sound core instruction for all students, primarily students with teachers struggling with core instruction as evidenced by last year's data and ELL students
2. Provide strategic intervention in reading for grades 2-4

- Provide strategic intervention to close the gap for grade 4 students who did not meet growth as 3rd grade students on last year

Priority Goal 1 and Associated Strategies

School Goal 1:	Brogden Primary will address school safety and culture through instruction and specialized programs, thereby reducing STS by 5%.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	School Improvement Team, School Safety team, Teachers, Instructional Assistants, Parent Advisory Team
Budgeting Source	None

Goal 1 Improvement Strategies

Strategy 1: Increase staff, student, and community awareness/engagement for school safety issues, needs, and concerns; as well as, clarify and communicate district- and school-level policies and procedures pertaining to identified areas.		
Action steps:	Timeline:	Status:
Complete all requirements for the CIRC (Black Box)	9/23/15	In Progress
Create a Crisis Plan utilizing School Safety Components Template	9/23/15	In Progress
Participate in district and site professional development focusing on emergency response.	10/22/15	In Progress

Strategy 2: Positive Behavior Intervention and Support will be implemented with staff and students to teach the importance of responsible, respectful, kind and safe behavior for all		
Action steps:	Timeline:	Status:
PBIS Team will attend district training sessions including refresher classes and training.	9/9/15	Complete
Staff will be provided staff development and training on PBIS and plans for the upcoming school year.	8/18/15	Complete
PBIS team will meet monthly	4 th Tuesday Mthly	In Progress
Behavior expectation Matrix will be distributed and displayed in the school	8/18/15	Complete
Behavior Matrix lessons will be provided by the PBIS team and teachers will include the lessons daily to teach and model expectations	8/18/15	Complete
Reward Tickets (Sea-Sational Behavior) will be distributed daily by all staff members to individual students exemplifying the Be Attitudes of BPS.	8/18/15	Complete In Progress
A ticket will be drawn weekly for recognition and reward	8/28/15	In Progress
Special Area teachers will reward class "Fish" to classes that have exemplary behavior. Classes with the most "fish" per grade level will get a flag to display on their door at the end of the month	8/28/15	In Progress
There will be a "Little Lamb" celebration at the end of each quarter for students with no office referrals	10/22/15 1/15/16 3/24/16 6/3/16	In Progress
Staff can reward "Joy Fish" where they write something positive about a colleague. Winners are drawn on Fridays from the "Joy Fish" bowl	8/28/15	In Progress

A teacher or Instructional Assistant will be chosen to receive a bucket full of goodies each Friday and must refill and pass the bucket to a colleague who is successfully supporting efforts at our school	8/28/15	In Progress
Staff is recognized and rewarded periodically at meetings and staff development with goodies, refreshments, and/or door prizes for displaying the "Be Attitudes" and implementing initiatives at our school.	8/18/15	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Decrease in office referrals from prior school year		x		
Teacher Working Conditions Survey will indicate sense of well-being and safety among staff		x		
Teacher Working Conditions Survey will indicate that students know and adhere to rules for BPS		x		

What are the artifacts used to document the strategies and action steps?

- PLC meeting minutes
- TWC Survey
- Disciplinary Data
- Attendance Numbers for Little Lamb Celebrations

- PBIS Meeting Agendas
- PBIS Documents from Google Drive
- Staff Meeting Agenda for safety training

What does data show regarding the results of the implemented strategies?

Priority Goal 2 and Associated Strategies

School Goal 2:	Brogden Primary School students will meet the state target goal for the “all students” category of 60.7 in Reading and exceed expected growth to exit low performing school status
Supports this District Goal:	District Goal 1 –Wayne County Public Schools will produce globally competitive students. District Goal 2 – Wayne County Public Schools will be led by 21st Century professionals. District Goal 4 –Leadership will guide innovation in Wayne County Public Schools.
Assigned Implementation Team:	School Improvement Team Members, Reading and Math Coaches and Tutors, Classroom Teacher, Teaching and Learning Coach
Budgeting Source	Title I: Instructional materials, personnel, computer software and hardware; State and Local 411 Funds

Goal 2 Improvement Strategies

Strategy 1: <i>WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction.</i>		
Action steps:	Timeline:	Status:
Coaching conducted by Teacher Leaders, and Administrators during PLCs to create, revise, and implement weekly and daily plans.	9/8/15	In Progress
Conferencing with students to create individual goals, as well as track student progress and mastery, utilizing rubrics, student made graphs and coaching logs.	10/22/15	In Progress
Monitoring or Evidence Based Action: Quarterly Assessment Review conducted by the principal and ECS , teacher specific action plans that will be created prior to quarterly assessment review and discussed in detail at that time, individualized coaching for teachers during the MTSS process with attention to core instructions and sound instructional strategies that reach 80% of students, student data notebooks that will be monitored during MTSS core process, and monthly ELEOT team meetings and data discussion regarding student response to instruction	10/22/15 1/15/16 3/24/16	In Progress

Strategy 2: Brogden Primary School Staff will utilize effective resources and research based practices , vetted by DALI, Education Weekly, the Principal and Director of Elementary Education to teach oral and written comprehension of reading material.		
Action steps:	Timeline:	Status:
Use Making Meaning Program in Reading to increase comprehension skills	8/24/15	In Progress
Use Vocabulary instruction using MM vocabulary along with other Tier II vocabulary instruction	8/24/15	In Progress
Implement SIPPS (Strategic Instruction in Phonics, Phonemic Awareness and Sight Words) to build and solidify reading foundational skills	8/24/15	In Progress
Use Leveled Literacy Intervention for small group guided reading instruction	9/21/15	In Progress
The Principal and ECS will engage all BPS teachers with ongoing PLC on curriculum alignment, vertical alignment, data collection and analysis, and instructional techniques	9/1/15	In Progress
BPS Staff will participate in school based and county planned staff development on ED days aligned with instruction and using data to inform instruction	9/23/15 10/14/15 1/19/16 1/20/16 2/15/16 3/16/16 4/13/16	In Progress
Refresher on the Response to Literature, Narrative Writing, and Expository Writing to increase written comprehension skills	10/23/15	In Progress
Professional Development provided by administration and district MTSS team on purpose and use of MTSS process to provide strategies to	9/22/15	In Progress

intervene in Reading Instruction and attention to sound core instruction in Tier I		
Train in and implementation of SIOP (Sheltered Instruction Observation Protocols) to work with ELL students in the area of vocabulary acquisition to understand core content	8/24/15	In Progress
Strategy 3: Teachers will use formative and summative assessment data, student work, and lesson plans to show evidence that students have obtained 21st century knowledge, skills, and dispositions in reading.		
Action steps:	Timeline:	Status:
Students K-4 will complete formative quarterly benchmark assessments	10/19-11/13/15 1/11/16-2/19/16 3/21/16-4/22/16	In Progress
Teachers will implement and revise PEPs for at-risk students in all grades	9/21/15	In Progress
Utilize mClass 3D MSV tool and grouping tool and Star Reading grouping tools and prescriptive lessons to strategically intervene with students who are not responding to core instruction	9/28/15	In Progress
Imagine Learning Software (ESL) to support reading instruction	9/28/15	In Progress
Protected reading block to be 90 minutes at minimum in K-4	8/24/15	In Progress
Teachers will submit weekly lesson plans to administration	9/11/15	In Progress
Teachers will disseminate and analyze benchmark assessments during PLC and vertical planning	10/19-11/13/15 1/11/16-2/19/16 3/21/16-4/22/16	In Progress
Administration and teachers will participate in Quarterly Data Analysis Meetings to assess	10/22/15 1/15/16 3/24/16	In Progress

progress and discuss goals set according to classroom data.		

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Benchmark Data	x	x		
mClass 3D and STAR data	x	x		
Student data notebooks	x	x		

What are the artifacts used to document the strategies and action steps?

- Quarterly Assessment Review Data
- Benchmark Results
- mClass 3D trend data results
- STAR progress results
- Student data notebooks
- PLC agendas
- Staff development agendas and sign-in rosters
- Lesson plans
- PLC minutes
- PEPs
- Master Schedule
- MTSS minutes, schedules and documentation

What does data show regarding the results of the implemented strategies?

Priority Goal 3 and Associated Strategies

School Goal 3:	95% of all staff will participate in personalized professional development activities and resources, based on current research and selected by the needs of staff, that are aligned to digital competencies for educators and focus on current products available in the district for the 2015-2016 school year.
Supports this District Goal:	Faculty and Administration will be given the opportunity to earn 1.0+ digital literacy credits by completing courses offered onsite and online for Google.
Assigned Implementation Team:	Media and Technology Advisory Committee, Professional Development Committee, Media Coordinators, and Instructional Technology Specialists
Budgeting Source	None-Facilitated through the Instructional Technology Department

Goal 3 Improvement Strategies

Strategy 1: Staff will participate in DT&L class on using Google Docs and Sheets to enhance classroom instruction and collaboration.		
Action steps:	Timeline:	Status:
Step 1: Instruction on Strategy/Class 3	10/22/15	In Progress
Step 2: Follow-up activity for Strategy/Class 3	10/22/15	In Progress

Strategy 2: Faculty will learn to help students to organize, collaborate and communicate through the use of Google Tools by participating in DT&L class five		
Action steps:	Timeline:	Status:
Step 1: Instruction on Strategy/Class 5	1/15/16	In Progress
Step 2: Follow-up activity for Strategy/Class 5	1/15/16	In Progress

Strategy 3: Utilize Chrome to enhance classroom resources through the web store and browser.		
Action steps:	Timeline:	Status:
Step 1: Instruction on Strategy/Class 1	3/24/16	In Progress
Step 2: Follow-up activity for Strategy/Class 1	3/24/16	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Participation in PD	Rosters	Certificates		
Implementation of Learning	Classroom Data & Lesson Plans	Classroom Data & Lesson Plans		

What are the artifacts used to document the strategies and action steps?

- Staff Sign-in sheets
- PD evaluation forms
- Standard 4d of Teacher Evaluation Instrument
- CEU in tech literacy

What does data show regarding the results of the implemented strategies?

Priority Goal 4 and Associated Strategies

School Goal 4	Brogden Primary School students will meet state target goal for category “all students” of 59.7 in Math and exceed expected growth to exit low performing school status
Supports this District Goal:	District Goal 1 –Wayne County Public Schools will produce globally competitive students. District Goal 2 – Wayne County Public Schools will be led by 21st Century professionals. District Goal 4 –Leadership will guide innovation in Wayne County Public Schools.
Assigned Implementation Team:	School Improvement Team, Reading and Math Coaches and Tutors, District, Teachers, Teaching and Learning Coach
Budgeting Source	Title I Title II, Local and State 411 Funds

Goal 4 Improvement Strategies

Strategy 1: WCPS and Brogden Primary School data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction		
Action steps:	Timeline:	Status:
Coaching conducted by Teacher Leaders, and Administrators during PLCs to create, revise, and implement weekly and daily plans.	9/8/15	In Progress

Conferencing with students to create individual goals, as well as track student progress and mastery.	10/22/15	In Progress
Quarterly Data Review and Action Planning facilitated by the administration.	10/22/15 1/15/16 3/24/16	In Progress

Strategy 2: Brodgen Primary School Staff will be provided resources and training to implement best instructional practices in Math		
Action steps:	Timeline:	Status:
DPI Resources, Small Group Instruction and Math Centers will be used in the implementation of math standards	8/24/15	In Progress
Provide all BPS teachers with structured PLC focused on curriculum alignment, data collection and data analysis in math; PLCs will be facilitated by the administration.	9/1/15	In Progress
Incorporate Math Problem of the Day to increase math problem solving strategies and skills	8/24/15	In Progress
Utilize DPI math vocabulary in daily lessons	8/24/15	In Progress
Utilize STAR Math (WCPS Universal Screener) grouping tool and individual prescriptive lessons for students in small group	9/23/15	In Progress
Students in grades K-4 will use STAR Math	9/23/15	In Progress
Hold Math Quiz Bowl quarterly to provide competition and review for grades 3 and 4	10/22/15 1/15/16 3/24/16 5/13/16	In Progress

Study Island Math will be utilized in 3-4 and EduCity Math will be utilized in K-2 during a formal computer lab block. Both programs have been vetted by the Principal and Director of Elementary Education.	8/24/15	In Progress

Strategy 3: Teachers will use data from formative and summative assessments, student work, and lesson plans to show evidence that students have obtained 21st century knowledge, skills, and dispositions in math.		
Action steps:	Timeline:	Status:
Students K-4 will complete formative quarterly benchmark assessments.	10/19-11/13/15 1/11/16-2/19/16 3/21/16-4/22/16	In Progress
Teachers will implement and revise PEPs for at-risk students	9/21/15	In Progress
Utilize Star Math (WCPS Universal Screener) and MTSS process to strategically intervene with students who are not responding to core instruction	9/22/15	In Progress
Teachers will submit weekly lesson plans to administration.	9/11/15	In Progress
Teachers will disseminate and analyze benchmark assessments.	10/19-11/13/15 1/11/16-2/19/16 3/21/16-4/22/16	In Progress
Administration and teachers will participate in Quarterly Data Analysis Meetings to assess progress and discuss goals set according to classroom data.	10/22/15 1/15/16 3/24/16	In Progress

Math Quiz Bowl competition quarterly for 4th grade students to demonstrate math proficiency during competition	10/22/15 1/15/16 3/24/16 5/13/16	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
County Benchmark Data	x	x		
STAR Math Data	x			
State Testing Data		x		

What are the artifacts used to document the strategies and action steps?

- Quarterly Assessment Review Data
- Benchmark Results
- STAR Math progress results
- Student data notebooks
- PLC agendas
- Staff development agendas and sign-in rosters
- Lesson plans
- PLC minutes
- PEPs
- Master Schedule
- MTSS minutes, schedules and documentation

What does data show regarding the results of the implemented strategies?

Title 1 School-Wide Compliance Review and Plan

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement as determined by **AMOs (Annual Measurable Objectives)** on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Limited English Proficient students will meet or exceed State Target Goal of 36.7 in Reading and 42.3 in Math and exceed growth	<p>Schedule ESL pullout classes to provide focused intervention in math and reading but allow students maximum time in regular classroom for instruction.</p> <p>Provide differentiated instruction in small groups for all sub groups including ESL.</p> <p>Reading Eggs/Eggspress, Imagine Learning,</p>	<p>Student Outcomes: IEPs, PEPs, benchmark assessments, progress monitoring, formative and summative classroom assessments, STAR, Schoolnet, 3D</p> <p>Teacher Outcomes: Quarterly data analysis</p>	<p>Student Outcomes: Twice per quarter</p> <p>Teacher Outcomes: Quarterly</p>	<p>Staff Development related NCSCOS in reading, writing, and math</p> <p>Participate in PLCs and meet weekly to plan and monitor student progress toward mastery of goals, Participate in Vertical Planning monthly</p> <p>Teacher Coaching</p> <p>Staff development as needed to implement</p>	<p>Host Family Night for Hispanic parents and community.</p> <p>Hold Curriculum nights for all grade levels.</p> <p>Hold PEP conferences quarterly to discuss progress monitoring toward mastery of goals.</p> <p>Host parent workshops with Parent Involvement Coordinator at our school.</p> <p>Utilize Take Home Computer Program.</p> <p>Utilize Parent Resource Center</p>

	<p>EduCity, Study Island Software</p> <p>Continue use of Making Meaning and Comprehension Toolkit</p> <p>STAR Math Program and AM to track student performance and provide individualized math practice.</p> <p>MTSS process to track core instruction and student intervention</p> <p>SIOP training and implementation (sheltered instruction observation protocols) to strategically teach ELL students vocabulary necessary to understand core area content</p>	<p>action plans and meetings, EVAAS data, teacher evaluation/observations, ELEOT data</p>		<p>new programs and/or refresh new staff members on continued programs.</p> <p>Refresher/Staff Development in MTSS process</p>	
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<p>Hispanic students will meet or exceed the State Target Goal of 50.1 in Reading and 52.8 in Math and exceed growth</p>	<p>Title I tutors in grades K-4 will pull small groups as well as teach groups within the classroom setting to provide specialized instruction according to specified needs. Tutors will cost 71, 400.00.</p> <p>Integrate Leveled Literacy into small reading groups which will provide differentiated learning for sub groups.</p> <p>Continue focus on foundational components of literacy in K-2 with SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), use MSV component of mClass 3D to strategically target errors students are making</p>	<p>Student Outcomes: IEPs, PEPs, benchmark assessments, progress monitoring, formative and summative classroom assessments, STAR, Schoolnet, 3D</p> <p>Teacher Outcomes: Quarterly data analysis action plans and meetings, EVAAS data, teacher evaluation/observations, walk-through data</p>	<p>Student Outcomes: Twice per quarter</p> <p>Teacher Outcomes: Quarterly</p>	<p>Staff Development to support NCSCOS</p> <p>Teacher Coaching</p> <p>Participate in PLCs and meet weekly to plan and monitor student progress toward mastery of goals, participate in vertical planning monthly</p> <p>Staff development as needed to implement new programs and/or refresh new staff members on continued programs</p>	<p>Host Family Night for Hispanic parents and community.</p> <p>Hold Curriculum nights for all grade levels.</p> <p>Hold PEP conferences quarterly to discuss progress monitoring toward mastery of goals.</p> <p>Host parent workshops with Parent Involvement Coordinator at our school.</p> <p>Utilize Take Home Computer Program.</p> <p>Utilize Parent Resource Center</p>
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	<p>Reading Eggs/EggSpres/ Educity/Study Island Software</p> <p>Continue use of Making Meaning and Comprehension Toolkit</p> <p>Utilize unpacking document to fully understand student outcomes for NCSCOS/ Utilize “backwards design planning” to make sure that student mastery of the assessment aligned to the objective is the focus of instructional planning (UbD/Understanding by Design)</p> <p>STAR Math Program and AM to track student performance and provide individualized math practice.</p>				
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	MTSS process with students and teachers to intentionally focus on core instructions with teachers and interventions with students once sound core instruction is reached				
Black students will meet or exceed the State Target Goal of 47.8 in Reading and 45.6 in Math and exceed growth	<p>Title I tutors in grades K-4 will pull small groups as well as teach groups within the classroom setting to provide specialized instruction according to specified needs. Tutors will cost 71,400.00</p> <p>Integrate Leveled Literacy into small reading groups which will provide differentiated learning for sub groups.</p> <p>Continue focus on foundational components of literacy and MSV training to</p>	<p>Student Outcomes: IEPs, PEPs, benchmark assessments, progress monitoring, formative and summative classroom assessments, STAR, Schoolnet, 3D</p> <p>Teacher Outcomes: Quarterly data analysis action plans and meetings, EVAAS data,</p>	<p>Student Outcomes: Mid and end of quarter</p> <p>Teacher Outcomes: Quarterly</p>	<p>Staff Development on NCSCOS</p> <p>Teacher Coaching</p> <p>Participate in PLCs and meet bi-weekly to plan and monitor student progress toward mastery of goals, vertical planning meetings monthly</p> <p>Staff development as needed to implement new programs and/or refresh new staff members on continued programs</p>	<p>Hold Curriculum nights for all grade levels.</p> <p>Hold PEP conferences quarterly to discuss progress monitoring toward mastery of goals.</p> <p>Host parent workshops with Parent Involvement Coordinator at our school.</p> <p>Utilize Take Home Computer Program.</p> <p>Utilize Parent Resource Center</p>

	<p>understand the mistakes students are making in reading</p> <p>Integrate Accelerated Math Program into overall math curriculum in grades 2-4 to provide individualized math practice.</p> <p>Continue use of Making Meaning and Comprehension Toolkit</p> <p>STAR Math Program to track student performance and provide individualized math practice.</p>	<p>teacher evaluation/observations, ELEOT tool, review of student work</p>			
<p>White students will meet or exceed the State Target Goal of 69.5 in Reading and 67.6 in Math and exceed growth</p>	<p>Title I tutors in grades K-4 will pull small groups as well as teach groups within the classroom setting to provide specialized instruction according to specified needs.</p>	<p>Student Outcomes: IEPs, PEPs, benchmark assessments, progress monitoring, formative and summative classroom</p>	<p>Student Outcomes: Mid and end of year</p> <p>Teacher Outcomes: Quarterly</p>	<p>Staff Development on NCSCOS and strategies to support</p> <p>Participate in PLCs and meet weekly to plan and monitor student progress toward mastery of goals.</p>	<p>Hold Curriculum nights for all grade levels.</p> <p>Hold PEP conferences quarterly to discuss progress monitoring toward mastery of goals.</p> <p>Host parent workshops with Parent Involvement Coordinator at our school.</p>

	<p>Web based programs, at home and at school which allows to students to work at their own pace and move on to higher grade levels if needed.</p> <p>STAR Math Program to track student performance and provide individualized math practice.</p> <p>Use DPI student outcomes to guide instruction and assessment and continued alignment of instruction to NCSCOS</p> <p>Continue use of Making Meaning and Comprehension Toolkit</p>	<p>assessments, STAR, Schoolnet, 3D</p> <p>Teacher Outcomes: Quarterly data analysis action plans and meetings, STAR student math profiles, EVAAS data, teacher evaluation/observations, ELEOT data</p>		<p>Staff development as needed to implement new programs and/or refresh new staff members on continued programs</p>	<p>Utilize Take Home Computer Program.</p> <p>Utilize Parent Resource Center</p>
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SCHOOLWIDE PROJECT SCHOOLS

Provide a **SCHOOL summary** of the ten (10) schoolwide components being implemented in participating schools, as described in section 1114. All activities in schoolwide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as

determined by the comprehensive needs assessment of the school. Attach additional pages as needed.

1. SCHOOL REFORM STRATEGIES

None

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

All teachers (100 percent) at Brogden Primary School hold a Standard Professional I or Standard Professional II License and are highly qualified.

3. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

All teachers will be involved in High Quality and on-going professional development. Professional development follow up and refreshers will include but not be limited to leveled literacy intervention program staff development K-2, Making Meaning, SIPPS, Comprehension Toolkit, High Yield Strategies staff development, data collection and use (formative assessments and summative assessments), Positive Behavior Intervention and Support, Narrative/Expository and Informational Writing with Susan Edwards at an approximate cost of 3,000.00, Response to Literature with Susan Edwards at an approximate cost of 3,000.00, Mclass 3D, and MTSS. Professional development that will be new to the staff this year will include but not be limited to SIOP (Sheltered Instruction Observation Protocols) which will cost approximately 5,000.00 and MSV (Meaning Structure Visual) with Karla Casteen. Professional development will be offered during the school day and after school.

4. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS

Teaching and Learning Coaches are assigned to beginning teachers in each school. Beginning teachers have a resource library. They also have collaboration meetings scheduled by the county BLT director. Veteran teacher mentors are assigned to BTs. The master schedule includes a daily planning time for collaboration with PLC. Positive Behavior Interventions and Support staff development will be on-going to help with classroom management and student discipline. Administration will establish classes to provide for success of beginning teachers. BTs will participate in school wide staff development and administration will support BTs in finding and attending staff development that is specific to their individual learning needs. BTs will be coached by TLCs, veteran teachers, and administration on understanding school and county protocols, policy, and procedures.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

The School Improvement Team meets to determine what summative assessments will be used and when summative assessments will occur and data discussions will be held for the upcoming year. Data collection is then put on time lines as consistent with the programs we use for assessment (Schoolnet/ County benchmarks, STAR, 3D). Teachers gather formative data in a manner discussed by their professional learning communities to plan for daily instruction, enrichment, and remediation. Efficient and effective means for collecting formative data are shared among PLCs. The School Improvement Team also helps develop the Title I plan and the School Improvement Plan which both include how we will measure the outcomes we expect. MTSS also provides structured protocols for implementing strategies and collecting and analyzing student data for decisions regarding individual students.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT (also explain how assessment results will be reported to parents)

Parent meetings and workshops will be held at various times during daytime and evening hours to accommodate the various schedules of our parents. Parents will be asked for input into the types of sessions they would like to have offered and asked to provide feedback about the relevance of sessions offered. Parent involvement calendars will go home monthly and be included in newsletters to parents that are sent weekly by teachers. The take home computer program will continue to be utilized. Curriculum Nights will be scheduled quarterly to help parents with understand the curriculum, how to read state testing results and how to help students with work that is coming home. Parent Advisory Council meetings will include a meeting to discuss school data results. NC School Report Card will go home to parents on the designated date. 3D home connect letters will be sent home at the designated beginning, middle and end of year points.

7. TRANSITION STRATEGIES

A transition contact person will be designated from the kindergarten staff, this person is typically the grade chair and at this point is Lesly Whitman. The transition person will contact area preschools to begin transition collaboration. We will provide the area preschools with brochures, a "Ready, Set, Go" video and books about kindergarten to have a resources for parents. The transition person will visit area preschools to talk about kindergarten readiness. Orientation day for area preschools will be planned to allow upcoming kindergarten students to experience a day in kindergarten. We will have a kindergarten parent night for parents of upcoming kindergarten students. Transition meetings will be held for preschool students who have been identified as exceptional. We plan an orientation day for our fourth grade students to visit the middle school for fifth grade, this is typically handled through the guidance office by Mr. Troy Harris. We also create the kindergarten through fifth grade classes in PLCs for the new school based on student ability and interaction with one another to maximize the potential for a great classroom mixture of heterogeneously grouped students. Grade chairs collaborate with each other about strengths and weaknesses in overall data for the students moving up to the next grade. Transitions activities utilizing Scholastic and district office resources will be planned for parents and students during Fall and Spring Curriculum nights.

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

The master schedule will have a built in time for remediation of skills for students experiencing difficulty. Tutors will be employed to work with students. Teachers will continue to

provide before and after-school remediation for their students. We will continue with the 4H after-school program tutoring. Reading Eggs/EggSpress/ and Math Seeds will be available for use at home. MTSS will be utilized to provide strategies to teachers for use with struggling students.

9. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES

Title I teachers and tutors will work and plan with other teachers to serve students. Budget from each level will include resources to support instruction (i.e. tutors, teachers, instructional materials and supplies). After-school 4H program will employ tutors from the school as well as contracted services to provide remediation to students experiencing difficulty. Karla Casteen, DPI Consultant for Region 2 will provide staff development for teachers on MSV and using mClass 3D data to impact lesson planning and student achievement. Teachers will continue to attend county sponsored curriculum meetings. Mrs. Artis, Director of Elementary Education, will provide support with implementation of initiatives as requested by administration to support staff and students.

10. RESOURCES USED IN PROGRAMS Briefly summarize the Title I and other resources used in participating schools. Include instructional programs and how students will be served in the Title I program.

The school uses teachers, instructional assistants and tutors with students identified for increased small group instruction or intensive one to one instruction and to work with teachers in need of instructional coaching in the areas of reading and math. We have two stationary computer labs as well as two mobile ipad labs. All classrooms are equipped with interactive white boards, document cameras, and active slates. We have two full time resource teachers, two full time guidance counselor, a school social worker three days a week, a school nurse three days a week, one full time and one part time ESL teacher, and enough instructional assistants for one to one in grades K-1.

Strategies for Improving Student Reading in Kindergarten-First Grade

Pursuant to General Statute §115C-105.27(b), The schools shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;

- Small group instruction by Reading Coaches in K and 1st grade
- PEPs for students at risk in K and 1st grade
- mClass 3D reading assessments
- SIPPS (Strategic Instruction in Phonic, Phonemic Awareness, and Sight Words)
- Making Meaning Reading Comprehension Program
- Making Meaning Vocabulary Program

- Comprehension Toolkit
- Imagine Learning/Reading Eggs
- PLC meetings and grade level planning/ Vertical planning
- Classroom libraries leveled by IRL (instructional reading level) and TRC level
- Secret Stories Implementation
- Leveled Literacy Intervention for small group instruction
- TRI (Targeted Reading Intervention) strategy use
- Reading A to Z
- MTSS (multi-tiered system of support)
- 90 minute protected reading block
- Instructional Assistant in all K-1 classes
- Ready Schools initiatives

Strategies for Improving Academic Performance of At-Risk Students

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;

- PEPs for students at risk K-4
- Small group instruction provided by Reading and Math Teachers, EC teachers, and tutors
- 4H after school program which provides after school tutoring
- Mastery Teaching and multiple opportunities to demonstrate mastery
- Focused PLC with interventions for at-risk students discussed
- Quarterly Data Analysis and Review
- Action plan for instruction to target at-risk students per quarter
- Staff mentor
- School Counselor focused groups

Strategies for Providing Duty-Free Times

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week.
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- Master schedule is arranged for each teacher to have an hour block of duty-free time
- Homeroom teachers are not assigned morning or afternoon duty of any kind

Professional Development Plan

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/District-wide/In-school	Fund Source	Estimated Amount
PBIS Training	8/18/15 9/16/15	Goal 1	PBIS Team	District Wide	EC District	\$0
Making Meaning	8/20/15	Goal 2 SIP Goals 1,2,4	Staff	In-School	Title I	\$0 fee waved with purchase of materials
MSV (Meaning, Structure,	10/6/15	SIP Goal 2 Goal 1,2	Staff	In-School	State	\$0

Visual) with Karla Casteen						
Safety and Security/Lock Down Training	10/6/15	SIP Goal 1	Staff	In-School	State	\$0
SIPPS (Strategic Instruction in Phonics, Phonemic Awareness and Sight Words)	8/20/15	Goal 2 SIP Goals 1,2,4	Staff	In-School	Title I	\$0 fee waved with purchase of materials
Digital Learning and Technology: Google Tools	10/22/15	Goal 3 SIP Goals 1,2	Staff	In-School	County IT Dept	\$0
Deborah Greenblatt Training	9/29/15	Goal 1 SIP Goals 2,3,4	Staff	District Wide	State	\$0
WCPS Training on Bullying and Harassment	9/29/15	Goal 1/Goals 2	Staff	District Wide	State	\$0
Southeast Education Alliance Workshops	All year as they become available	Goals 1,2,3/ Goals 1,2,3,4,5	Select Teachers	School	Local/ State	\$1800
Read To Achieve Updates	8/18/15 and as more are made available	Goal 2 SIP/Goals 1,2,3	Staff	District/School	District School	\$0
Kindergarten Conference	12/10/15 12/11/15	Goals 2,3 Goals 1,2, 4, 5	Sarmento and Moses	State Conference	Title I	\$134 Hotel \$738 Fee

Elementary Education Conference	10/18/15 10/19/15 10/20/15	Goals 2,3 Goals 1,2, 4, 5	BTs, R/M Coaches, Grade Chairs, Wynn	State Conference	Title I School Funds	\$1700 Reg and 1600 Hotel Fee
MTSS Training	10/15/15 2/17/16 3/16/16	Goals 2,3/Goals 1,2,4,5	Wynn	District/School		\$0
WCPS Staff Development / School Level Staff Development on ED: Vertical Alignment, Data analysis, Data Literacy, Teacher Evaluation, Instructional Designs, Student Behavior	9/23/15 10/14/15 3/16/16 4/13/16	Goals 1,2,3 SIP/Goals 1,2,3,4,5	Staff	District-Wide/In-School	Local/State	
Susan Edwards Narrative, Response to Literature, Expository Refresher	10/16/15 11/17/15	Goals 1,2,3 SIP/Goals 1,2,3,4,5	K-4 Teachers	In-School	Title I	\$2400
Summer Institute	8/3-8/6	Goals 1,2,3 SIP/Goals 1,2,3,4,5	Staff	District		\$0

Various Other Conferences and PD Opportunities as deemed necessary for teacher and student growth from formative and summative assessment data	Varied	All	Staff	All	Local State Federal	TBD
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NOTE: As you plan your professional development, please remember the requirements for staff training on the Deborah Greenblatt law, as well as your efforts to prevent bullying.

Waivers

Waiver No: 1

Waiver Name: Classroom Flexibility

Law, Regulation or Policy which Exemption is requested: G.S. 115.c-105.21.B

How waiver will promote achievement of performance Goals: Students will be provided continuous instruction from a highly qualified instructor to support provision for an education continuum.

