

**Carver Heights Elementary
Wayne County Public Schools**

School Improvement Plan

School Improvement Plan
2014 through 2016

William T. Vann, III
411 Bunche Drive, Goldsboro, NC 27530

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.

Goals for Carver Heights School (318)

- School Goal 1** – Carver Heights’ administration, staff, and teachers will provide a safe and secure learning environment by ensuring there is effective and appropriate communication and information flow among juvenile justice agencies, police, community-based organizations, and parents consistent with North Carolina policy & law. This goal will be measured by a decrease in discipline referrals and out-of-school suspensions, reduced exit times for safety drills, and an increase in stakeholders’ satisfaction by 10%.
- School Goal 2** – Carver Heights’ administration, staff, and teachers will ethically access, interpret, act on, and communicate multiple types of data from state, local, classroom, and other sources to improve growth for students by 20%.
- School Goal 3** – Implement 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 2015-16 school year.
- School Goal 4** – By the end of the 2015-16 school year, math scores in EOG and i-Ready will increase in proficiency by 5%.

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 Carver Heights School (318)

Our vision is to engage our students through modern, interactive technology. Learning will be personalized to allow students to proceed at their own rate according to their ability.

District Vision and Beliefs Statement for Wayne County Public Schools (960)
<p>Vision: Cultivation, Personalization, Innovation Every Student, Every Day!</p>
<p>Beliefs:</p> <ul style="list-style-type: none"> * 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 Carver Heights School (318)
<p>Vision: Our vision is to engage our students through modern, interactive technology. Learning will be personalized to allow students to proceed at their own rate according to their ability.</p>
<p>Beliefs: We believe that all children can learn. We believe the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners. We believe every student deserves to learn in a non-threatening, nurturing environment. We believe every student and teacher deserves to be treated with respect and dignity. We believe that every student will gain knowledge needed to help them be successful in the 21st Century through rigor, relevance, and relationships.</p>

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	Carver Heights School/318
School Address:	411 Bunche Drive, Goldsboro, NC 27530
Plan Year(s):	2014-2016

School Improvement Team Membership	
Committee Position	Name
Principal	William T. Vann, III
Elementary Curriculum Specialist	Julie West
Curriculum Facilitator	Jenny Prince
Kindergarten Teacher	Jackie Rogers
1 st Grade Teacher	Kelli Schatzman
2 nd Grade Teacher	Vivian Ferrell
3 rd Grade Teacher	Vonder Ashford
4 th Grade Teacher	Christine Smith
EC Teacher	Kristin Bartley
Special Area Teacher	Erika Forsleff
Teacher Assistant	Cherry Townsend
Parent	Amanda Cawich

Percentage of Staff Approval:	100 %
Principal Signature:	_____ 9/23/15
Local Board Approval Date:	_____
	Date

Executive Summary –Carver Heights School

Synopsis of School Demographics

Since the consolidation of the city and county school systems in the 1980s, Carver Heights has had a predominately African American student population. There have not been enough students of any other ethnic group to create another subgroup for meaningful data gathering. The other significant subgroup of this school is the Economically Disadvantaged, since over 93% of the student body has historically qualified for free or reduced lunch since the systems merged.

Student Performance Data

Student performance data comes from the North Carolina End of Grade Reading and Math Testing for 3rd and 4th grades. This data is also used to determine federal AMO performance under ESEA Title I. Information from the K-2 Math Assessments, Computer Skills Portfolio, WCPS Benchmark Assessments, i-Ready Reading and Math Assessments, and 3D Reading Assessments are used to plan for student growth.

Student Demographic Data

The total enrollment of Carver Heights School as of September 23, 2015 is 316 students. Our school is made up of 92% African American students. The other 8% is made up of Caucasian, Hispanic, and Multi-racial students. The racial make up of Carver Heights School has not undergone any significant changes during the last five years. Furthermore, the percentage of low income students has sustained itself at 97%.

Community Demographic Data

Most of our parents live in single parent households. The students at Carver Heights School are residents of an urban community with a population of 48,211. The median family income for our community is \$43,200, while the per capita income is \$21,500. The majority of Carver Heights School students live in federal housing developments, where the average income is significantly lower than the median. The racial composition of the community is predominately African American. 52% of the community is African American, 43% is Caucasian, 1.4% is Asian, 2.7% is Hispanic, 0.4% is American Indian and Alaskan Native, 0.1% is Native Hawaiian and Other Pacific Islander, 1.6% is of mixed races, and 1.1% is labeled as other races. Seymour Johnson Air Force Base is located adjacent to the town and about 1 mile from Carver Heights School. It contributes significantly to the local economy and workforce. The community has a significant mixture of the labor force with approximately 28% identified as professionals.

School Characteristics

Carver Heights School was built in 1967 as a junior high for African American children within the city limits of Goldsboro. After integration in the early 1970s, the school housed middle school children. In 1983, Carver Heights became an elementary school, housing grades 2 and 3. In 1995, the school board rezoned the school district and Carver Heights

became a neighborhood school with Kindergarten through 4th grade. In 1998, Carver Heights joined the Edison Project, changing the school's name to Carver Heights – Edison with Kindergarten through 5th grades. After 2 years with Edison, Carver Heights left the privatized program and became categorized as a “High Priority School” due to test scores and state mandates. In 2006, the 5th grade was moved to an intermediate school with other central attendance 5th and 6th grade students. Currently the school has Kindergarten through 4th grade and an enrollment of 316 students. There have been few physical changes to the school building.

Stakeholders Perspective on the Quality of Education

Results from the Effective Schools survey administered to staff and parents reveal that Carver Heights School is a school dedicated to providing the best education to their students by ensuring high expectations in all academic areas.

Data Summary Analysis – Carver Heights 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

EVAAS data indicates that all teachers at CHS made growth. CHS Stakeholder Survey completed at the end of the 2014-2015 school year indicated that CHS dedicated staff was a major strength of the school. Implementation of PBIS has decreased the number of minor disciplinary incidents.

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.

For the 2014-15 school year Carver Heights' performance composite increased only slightly from 27% to 28.8%. While students at Carver Heights met expected growth EVAAS data analysis shows that a large portion of students are still performing at level 1. School diagnostic reports also show that a small portion of middle level students are not performing as well in reading as their previous cohort. Stakeholder's Survey indicates that more behavior management strategies are needed for all staff members.

Based upon the analysis conducted, what 3 top priorities emerge for the school?

- Enhanced communication to proactively manage student behavior
- A more data literate staff
- An increase in math composite performance

Estimated School Growth Measure				
Grade	3	4	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0		
2013 Growth Measure		5.6 B		5.6 B
Standard Error		1.9		1.9
2014 Growth Measure		0.3 G		0.3 G
Standard Error		2.0		2.0
2015 Growth Measure		0.9 G		0.9 G
Standard Error		2.1		2.1
3-Year-Average Growth Measure		2.3 G		2.3 G
Standard Error		1.2		1.2
Estimated School Average Achievement				
Grade	3	4		
State NCE Average	50.0	50.0		
2012 Average Achievement	32.6	28.9		
2013 Average Achievement	32.2	38.2		
2014 Average Achievement	31.6	32.5		
2015 Average Achievement	25.1	32.5		

B Significant evidence that the school's students made more progress than the Growth Standard
G Evidence that the school's students made progress similar to the Growth Standard
R Significant evidence that the school's students made less progress than the Growth Standard

Estimated School Growth Measure				
Grade	3	4	Growth Measure over Grades Relative to Growth Standard	
Growth Standard	0.0	0.0		
2013 Growth Measure		8.0 B		8.0 B
Standard Error		2.1		2.1
2014 Growth Measure	-3.5 G	0.4 G		-1.6 G
Standard Error	2.1	2.2		1.5
2015 Growth Measure	1.0 G	0.4 G		0.7 G
Standard Error	1.8	2.2		1.4
3-Year-Average Growth Measure		2.9 B		1.3 G
Standard Error		1.2		0.8
Estimated School Average Achievement				
Grade	3	4		
State NCE Average	50.0	50.0		
2012 Average Achievement	34.4	35.7		
2013 Average Achievement	34.3	42.4		
2014 Average Achievement	33.8	34.6		
2015 Average Achievement	34.8	34.3		

Priority Goal 1 and Associated Strategies

School Goal 1:	Carver Heights' administration, staff, and teachers will provide a safe and secure learning environment by ensuring there is effective and appropriate communication and information flow among juvenile justice agencies, police, community-based organizations, and parents consistent with North Carolina policy & law. This goal will be measured by a decrease in discipline referrals and out of school suspensions, reduced exit times for safety drills, and an increase in stakeholder satisfaction by 10%.
Supports this District Goal:	Wayne County Public Schools will be governed and supported by 21 st Century Systems.
Assigned Implementation Team:	Crisis Team, Leadership Team

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)	August 2015	Completed
Create a Crisis Plan utilizing School Safety Components Template	August 2015	In Progress
Participate in district and site-based professional development focusing on emergency response.	July 2015-Principal's Retreat	On-going
Conduct frequent safety drills during the 2015-2016 school year	August 2015	On-going
Provide feedback to staff after safety drills during staff meetings	August 2015	On-going

Strategy 2: Raise staff, student, and public awareness of bullying and harassment issues, in an effort to clarify/communicate district and school policies for bullying and harassment.		
Action steps:	Timeline:	Status:
Have anti-bullying presentations delivered to all grade levels by the school's guidance counselor.	August 2015	In-progress
Conduct a professional development session on bullying.	August 2015	Completed

Create clear discipline procedures and consequences for bullies.	August 2015	Completed

Strategy 3: Continue “Smart Choice” ticket campaign through PBIS		
Action steps:	Timeline:	Status:
Provide descriptions and examples of how students can earn smart choice tickets and post the tickets.	August 2015	Completed
Create display case for smart choice ticket winners.	August 2015	Completed
Have monthly celebration for smart choice winners.	August 2015	On-going

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Smart choice ticket data that can be analyzed by student, teacher, grade level, referring teacher, and date.				
Parent Contact Logs				
Discipline Referrals				

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

- Professional Development sign-in sheet, powerpoint & handouts
- CIRC Boxes
- Smart Choice tickets and data
- Discipline Reports
- Parent Contact Logs

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

<Write a narrative summary of the results of the 2-3 data measure identified above>

Priority Goal 2 and Associated Strategies

School Goal 2:	40 % of all third and fourth grade students will show growth on the 2016 EOG in reading
Supports this District Goal:	Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Administrative team/Homeroom teachers/MTSS team/3D testing team

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/Administrators during PLCs to create, revise, and implement weekly and daily plans.	August 2015	On-going
Conferencing with students to create individual goals, as well as track student progress and mastery.	August 2015	On-going
Monitoring or Evidence Based Action that reflects and tracks instructional program or practice revision, as well as success of adaptation	August 2015	On-going
Coaching conducted by Teacher-Leaders to create and modify academic and behavioral interventions.	August 2015	On-going
Conduct K-4 Data discussions after each benchmark	August 2015	On-going

Strategy 2: Implement Intervention Block periods (45 minutes) 2 times a week for all students to focus on specific skill deficits based upon our assessments.		
Action steps:	Timeline:	Status:
Develop schedule to create Intervention Block (Listed as Eagle Enrichment)	August 2015	Completed
Meet with classroom teachers to explain intervention block	August 2015	On-going
Assess students to determine skill deficiencies and placement	August 2015	On-going
Monitor Intervention Block through classroom walkthroughs	2015-16	On-going
Monitor progress of interventions to ensure student growth	2015-16	On-going

Strategy 3: Require the use of data to make informed PEP and MTSS decisions		
Action steps:	Timeline:	Status:
Utilize testing teams to complete Benchmark testing	September 2015	In-progress
Utilize Eagle Enrichment periods to provide time for progress monitoring	2015-16	On-going
Confirm progress monitoring of designated students	2015-16	On-going
Hold grade level data discussions to ensure use of assessment data to plan for instruction and intervention	2015-16	On-going
Conduct PEP & MTSS training for all staff	August 2015	Completed/In-progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
3D Assessments				
STAR Reading				
STAR Math				
i-Ready Math				
i-Ready Reading				
Teacher created assessments				
ELEOT				

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

- Lesson Plans
- Teacher Evaluation Instrument
- Curriculum Alignment Notebook with attendance and notes
- Master Schedule
- Notes from grade level data discussions
- PEPs
- 3D Reports
- STAR Reports
- MTSS Notebook
- I-Ready Reports
- Visuals and handouts presented at Data Discussions

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

Priority Goal 3 and Associated Strategies

School Goal 3:	Implement personalized professional development activities and resources for 100 % of CHS teachers. 17 days of current research based PD will be conducted by ConnectEd staff that is aligned to digital competencies for educators.
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 iPads, Apple TV, and iTunes.
Assigned Implementation Team:	Media and Technology Advisory Committee, Professional Development Committee, Media Coordinators, and Instructional Technology Specialists.

Goal 3 Improvement Strategies

Strategy 1: Learn basic functions of iPad and use in classroom		
Action steps:	Timeline:	Status:
Instruction on Strategy 1	2015-16	On-going
Follow-up activity for Strategy 1	2015-16	On-going
Teachers implement strategies in classroom	2015-16	On-going

Strategy 2: Review and select resources in iTunes.		
Action steps:	Timeline:	Status:
Instruction on Strategy 2	2015-16	On-going
Follow-up activity for Strategy 2	2015-16	On-going
Teachers implement strategies in classroom	2015-16	On-going

Strategy 3: Utilizing iPads with Apple TV and interactive whiteboards		
Action steps:	Timeline:	Status:
Instruction on Strategy 3	2015-16	On-going
Follow-up activity for Strategy 3	2015-16	On-going
Teachers implement strategies in classroom	2015-16	On-going

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	ELEOT Data Lesson Plans	ELEOT Data Lesson Plans		

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

- Lesson Plans
- ELEOT Data
- Certificates
- ConnectED Documents

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

<Write a narrative summary of the results of the 2-3 data measure identified above>

Priority Goal 4 and Associated Strategies

School Goal 4:	By the end of the 2015-16 school year, math scores in EOG and i-Ready will increase in proficiency by 5%.
Supports this District Goal:	Wayne County Schools will produce globally competitive students.
Assigned Implementation Team:	Administrative team/Homeroom teachers/MTSS Team

Goal 4 Improvement Strategies

Strategy 1: Teachers will complete Thinking Maps Learning Community Module Think Like a Mathematician.		
Action steps:	Timeline:	Status:
Purchase Thinking Maps Learning Community License for all teachers	May 2015	Completed
Provide staff development on utilizing Thinking Maps Learning Community	May 2015	Completed
Create Staff Development Plan of Action	September 2015	In-progress
Teachers complete module and discuss in PLCs	2015-16	On-going
Teachers implement strategies learned in classrooms	2015-16	On-going

Strategy 2: Invite WCPS Math Leads for Grade Level Staff Development.		
Action steps:	Timeline:	Status:
Meet with WCPS Math Lead to discuss curriculum needs	September 2015	Completed
Plan dates and format of staff development	October 2015	In-progress
Teachers attend sessions provided	2015-16	On-going
Teachers implement strategies learned in classrooms	2015-16	On-going

Strategy 3: Utilize i-Ready for math assessment, instruction, and intervention.		
Action steps:	Timeline:	Status:
Provide teachers training in i-Ready management	September 2015	Completed
Assess students 3 times a year with Diagnostic	2015-16	On-going

Provide staff development in utilizing the data from i-Ready	2015-16	On-going
Teachers use reports to inform instruction and make MTSS decisions	2015-16	On-going
Students complete lessons weekly	2015-16	On-going

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Thinking Maps Learning Community Module Completion Rate				
i-Ready Data				
EOG Data				
ELEOT Data				

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

- Lesson Plans
- ELEOT Data
- Certificates
- i-Ready Reports
- EOG Data

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

<Write a narrative summary of the results of the 2-3 data measure identified above>

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)
By the end of the 2015-16 school year, all students will improve their over-all performance in reading by 5% on state assessments.	<ul style="list-style-type: none"> -Provide highly qualified teachers for all students -Teach/model/utilize research based reading strategies -Provide Title 1 direct small group instruction -Provide additional classroom support for at-risk students in grades K-4 such as Title 1 libraries and resources -Integrate reading skills across curriculum areas -Utilize Title 1 Take-Home Computer Program -Teach Common Core reading/literacy standards -Provide instruction and practice in phonemic awareness, phonics, vocabulary, and fluency to increase comprehension -Utilize assessment data in planning for instruction and to monitor students' academic progress -Utilize MTSS to support teachers in need of support for struggling students -Utilize FCRR and other research-based literacy stations -Continue common grade level planning and data analysis -Use Revised Bloom's Taxonomy and Marzano's high yield 	<p>MTSS Tier 1,2,&3 Documents, PEPs, Benchmark Assessments, Progress Monitoring, STAR Reading, 3D Reading, i-Ready Reading</p> <p>Lesson Plans, Grade Level Meeting Notes, Curriculum Alignment Notebook, MTSS Notebook, Classroom Walkthroughs, Teacher Observations, Teacher Artifacts</p>	<p>PEPs – Each 9 weeks</p> <p>MTSS - Monthly</p> <p>Benchmark Assessments – Each 9 weeks</p> <p>Progress Monitoring – Monthly</p> <p>STAR Reading – Beginning, Middle, and End of Year</p> <p>i-Ready Reading – Beginning, Middle, and End of Year with weekly progress monitoring</p> <p>3D Reading – Beginning, Middle and End of Year with monthly progress monitoring</p> <p>Lesson Plans – Weekly</p> <p>Grade Level Meeting Notes – Weekly</p> <p>Curriculum Alignment Notebook – Weekly</p> <p>MTSS Notebook – Weekly</p> <p>ELEOT Data – Weekly</p>	<p>Lesson Plan Format</p> <p>Universal Screening</p> <p>Progress Monitoring</p> <p>Thinking Maps</p> <p>Common Core</p> <p>Data Analysis</p> <p>PEPs</p> <p>Literacy Stations</p> <p>High Yield Strategies</p> <p>i-Ready</p>	<p>Parent Workshops: -Launch Into Reading and Writing Parent Workshop -Parent Empowerment Workshop</p> <p>Oral and Written Communication -School Messenger -Letters Home to Parents -Power School Message Boards</p> <p>Parent Facebook Page</p>

	instructional strategies -Encourage parent involvement through newsletters, parent workshops, and resources from the Parent Resource Center -Develop, implement, and monitor PEPs for non-proficient students -Utilize Thinking Maps in all classrooms -Utilize iReady program with all K-4 students		Teacher Observations – Quarterly Teacher Artifacts – Beginning, Middle, and End of Year		
By the end of the 2015-16 school year, students in the African American and the Economically Disadvantaged sub-groups will improve their over-all performance in math by 5% on state assessments	-Provide highly qualified teachers for all students -Teach/model/utilize research based reading strategies -Provide additional classroom support for at-risk students in grades K-4 such as Title 1 libraries and resources -Utilize Title 1 Take-Home Computer Program -Teach Common Core math standards -Provide instruction and practice in problem solving skills -Utilize assessment data in planning for instruction and to monitor students' academic progress -Utilize MTSS to support teachers in need of support for struggling students -Utilize research-based math stations -Continue common grade level planning and data analysis -Use Revised Bloom's Taxonomy and Marzano's high yield instructional strategies -Encourage parent involvement through newsletters, parent workshops, and resources from the Parent Resource Center -Develop, implement, and monitor PEPs for non-proficient students -Utilize Thinking Maps in all classrooms	MTSS Tier 1,2,&3 Documents, PEPs, Benchmark Assessments, Progress Monitoring, STAR Math, i-Ready Math Lesson Plans, Grade Level Meeting Notes, Curriculum Alignment Notebook, MTSS Notebook, Classroom Walkthroughs, Teacher Observations, Teacher Artifacts	PEPs – Each 9 weeks MTSS - Monthly Benchmark Assessments – Each 9 weeks STAR Math – Beginning, Middle, and End of Year i-Ready Math – Beginning, Middle, and End of Year with weekly progress monitoring Lesson Plans – Weekly Grade Level Meeting Notes – Weekly Curriculum Alignment Notebook – Weekly ELEOT Data – Weekly Teacher Observations – Quarterly Teacher Artifacts – Beginning, Middle, and End of Year	Lesson Plan Format Universal Screening Progress Monitoring Thinking Maps Common Core Data Analysis PEPs Math Stations High Yield Strategies MTSS i-Ready	Parent Workshops -Kitchen Math Parent Workshop -Touch Math for Parents -Parent Empowerment Workshop Oral and Written Communication -School Messenger -Letters Home to Parents -Power School Message Boards CHS Parent Facebook page

SCHOOLWIDE PROJECT SCHOOLS

Provide a **SCHOOL summary** of the ten (10) school wide components being implemented in participating schools, as described in section 1114. All activities in school wide 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

- Common Core State Standards and North Carolina Essential Standards
- Research Based Best Practices (High Yield Strategies, Thinking Maps, Revised Bloom's Taxonomy)
- Parent Involvement
- Curriculum Alignment
- MTSS
- PBIS
- Staff Development on curriculum weaknesses as identified by data

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

Carver Heights School provides students with highly qualified teachers. Vacant positions are filled through an interview with the principal and a designated panel including teachers when available. All applicants will be screened through a list of research based best practices, 21st century learning skills questions and possible classroom scenarios.

3. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

On-site, highly qualified professional development will be provided based on student and staff needs to the extent that funds are available. Staff will also participate in appropriate system-wide and/or outside highly qualified professional development opportunities. The major areas of focus will be on effective utilization of the Common Core State Standards/North Carolina Essential Standards, Utilizing technology to enhance and differentiate instruction, Thinking Maps, Literacy and Math Stations, Data Analysis, Universal Screening/Progress Monitoring, and utilizing data to drive instruction. Professional development will be provided by the Elementary Curriculum Specialist, the Curriculum Facilitator, the Teaching and Learning Coach, and the ConnectED Specialist from Apple Professional Development.

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

We will utilize the Wayne County Public Schools Job Fair and our business partners. We will collaborate with ECU through their intern program and publish available positions online. HRMS will be used to monitor and contact teachers. CHS administrators will also work with WCPS HR department and our TLCs to acquire high quality teachers.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

Carver Heights School Improvement Team represents the school in this decision making. This team has representatives from each grade level and department. This team collects input from their grade level or department and shares this information with the team. Assessments are also discussed and shared with the teachers through Lesson Plan Tuning.

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

- Advisory Council meetings
- Grade level parent meetings
- School/class web pages
- Emails, phone calls, and notes
- Student Handbook
- Newsletters
- PTA meetings
- Parent workshops
- Parent Conferences
- Parent Resource Center
- Take Home Computer Program
- CHS Facebook Page
- Family Curriculum Nights
- Power Schools Parent Module
- 3D Reading Scoring Explanation letters distributed to all K-3 parents 3 times a year
- Progress reports/Report Cards sent home monthly
- Snapshot of NC School Report Card distributed to all parents
- ConnectED Deployment Events

7. TRANSITION STRATEGIES

- Kindergarten Registration (Kindergarten Grade Chair – J. Rogers)
- Community Advertisement of Kindergarten Registration (WCPS Elementary Director – C. Artis)
- Transition literature for parents (WCPS)
- Kindergarten teachers visit attendance area preschools (Kindergarten Grade Chair – J. Rogers)
- School visits from area preschools (Principal – W. Vann and Preschool Director)
- Preschool EC transition meetings (WCPS EC Department)
- 4th Grade Assembly with former CHS students who are currently 5th Grade students at DMS (Elementary Curriculum Specialist – J. West)
- 4th Grade student visit feed pattern middle school
- Individual student visits for at risk 4th grade students

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

- Eagle Enrichment
- MTSS Tier 1 Grade Level problem solving
- MTSS Tier 2 Services
- MTSS Tier 3 Services
- Title 1 Services
- Consultative Services
- Literacy Stations
- Math Stations
- Guided Reading
- Small Group Instruction
- Intervention Block
- PEP Interventions
- I-Ready

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

Federal, state, and local funds are utilized to provide personnel, materials, equipment, resources, and training for the implementation of the school-wide program.

10. RESOURCES USED IN PROGRAMS

The MTSS Ranking system will be utilized to determine how Title 1 resources will be utilized and with which students. The main resources that will be utilized are research based skill specific games, literacy stations, and intervention materials. We will also utilize reading and math manipulatives, classroom libraries, guided reading, computers, SMART Boards, SMART tables, and ConnectED resources.

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;

- K-1 3D Reading Benchmarks completed 3 times a year and progress monitoring completed as needed
- K-1 i-Ready Reading Diagnostics completed 3 times a year, progress monitoring and lessons completed weekly
- Parent/Teacher conferences to discuss and develop PEPs for at-risk students
- 3D Reading Scoring Explanation letter sent to K-1 parents 3 times a year
- Letter sent to all students below grade level with January report cards to notify parents of possible retention
- Title 1 services provided for students at risk as identified by assessments and teacher observations
- Curriculum Alignment Meetings and targeted grade level staff development
- Progress reports
- Kindergarten Entry Assessment (KEA)
- MTSS Tier 1, 2, and 3 problem solving and services

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;

- K-3 3D Reading Benchmarks completed 3 times a year and progress monitoring completed as needed
- I-Ready Reading and Math Diagnostics completed 3 times a year, progress monitoring and lessons completed weekly
- Intervention Block to provide small group instruction to address targeted areas of concerns (4th grade)

- Curriculum Alignment and Grade Level Planning held weekly to provide collaboration amongst teachers to offer strategies to assist students and analyze the data
- MTSS Tier 1, 2, and 3 problem solving and services
- Star Reading Benchmarks completed 3 times a year
- K-4 Star Math Benchmarks completed 3 times a year
- Computer-based programs

Strategies for Providing Duty-Free Times

<p>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.</p>

- Due to the fact that our school has no instructional assistants in the regular education classrooms, our teachers do not have duty free lunch. All teachers, administrators, an EC instructional assistant, and Foster Grandparents supervise the cafeteria on a daily basis.

Professional Development Plan

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/District-wide/In- school	Fund Source	Estimated Amount
Summer Institute	Aug. 4-6	1,2,3	Administration & Beginning teachers	District	Other	Unknown
BT Orientation	Aug 3-13	1	Beginning Teachers	District	Other	Unknown
Deborah Greenblatt Training	Aug. 20	1	All staff members	In-School	Other	Unknown
Bullying Training	Aug. 18	1	All staff members	In-School	Other	Unknown
Blood Borne Pathogens	Sept. 17	2 & 3	All staff members	In-School	Other	Unknown
KEA	Aug. 5, Aug. 20, & Ongoing	1 & 2	Kindergarten Teachers	State/District/In-School	Other	Unknown
RtA/3D Amplify	Aug. 5 & Ongoing	1, 2, & 4	K-3 Certified Staff	State/District/In-School	Other	Unknown
PBIS Comprehensive	Aug 19	1	New staff members	In-School	Other	Unknown
PBIS Training	Aug. 21	1	All staff members	In-School	Other	Unknown
NCEES	Aug. 27	5	All certified staff	In-School	Other	Unknown
ELA, Sci, SS, Math PD	TBD	3	Grade Level Representatives	District	Other	Unknown
Thinking Maps	Aug. 21	3	All staff members	In-School	Other	Unknown
Thinking Maps - Day 1	Aug, 19, Sept. 2,9,&16	3	New staff members	In-School	Other	Unknown
3D Reading Training	2015-2016	2 & 3	All certified staff	In-School	Other	Unknown
PEP Training	Sept. 29	2	All certified staff	In-School	Other	Unknown
Data Analysis & Discussion	Sept. 23 & TBD	2 & 3	All certified staff	In-School	Other	Unknown
Journeys' Textbook Training	TBD	3	Grade Level teachers	In-School	Other	Unknown

Data Analysis & Interventions	2015-16 - Weekly	2 & 3	All instructional staff	In-School	Other	Unknown
i-Ready Start Up	Sept. 22	1 & 2	All certified staff	District	Other	Unknown
i-Ready Data Analysis	Nov. 4	1 & 2	All certified staff	District	Other	Unknown
i-Ready Coaching	Nov. 12 & 30, Jan. 21, Feb. 17 & 29, Mar. 23, Apr. 18, and May 9	1 & 2	All certified staff	District	Other	Unknown
Elementary Conference	Oct. 16-18	1,2,&3	Selected Staff & Administration	State	Title I	\$1000.00
Tech. Training	Ongoing	2	All staff	In-school	Other	Unknown
Curriculum Alignment	Ongoing	2 & 3	Homeroom Teachers	In-school	Other	Unknown
Power Schools	Ongoing	2 & 5	Homeroom Teachers	In-School	Other	Unknown
Apple Academy	TBD	1,2,4, & 5	ConnectED Core Team	Apple	Title 1	\$10,000

Profile Data

2014-2016

Wayne County Public Schools

**EOG Data
2014-15**

Ready Schools Plan (if applicable)

Ready Schools Plan

Goal 1: Carver Heights will use a variety of resources to engage the learner.

Strategies	Resources Required	Means of Evaluation
Carver Heights will utilize educational materials that are linked with the Common Core Curriculum	Local, State and Title 1 Funds	Increase in student achievement on formative and summative data
Provide ongoing professional development to enhance teachers' skill set	Local, State and Title 1 Funds, District and In-house staff members	Increase in student achievement on formative and summative data
Invite local day cares, Wages and Head Start to visit and tour the campus	Contact Information and Calendar	Transition Plan and Meeting Dates
Transition Meetings with Pre-K parents to enhance the school experience	EC Staff, Regular Ed staff, Parents and Calendar	Meetings held and dates documented
Implement KEA	Local, State, and Title 1 Funds	Review by Elementary Director

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.