Eastern Wayne Elementary School
Wayne County Public Schools

School Improvement Plan

School Improvement Plan
2014 through 2016

Kelly Capps, Principal
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1271 New Hope Road
Goldsboro, NC 27534

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 EWE (960-329)
School Goal 1 - EWE will produce a **safe and orderly school environment** by following mandated policies, procedures, and protocols set forth by WCPS. We will have fewer discipline referrals/suspensions (15% less), have 100% SIP compliance reviews, and 100% completion of safety assessments by the end of the 2015-2016 school year. **School Goal 2 –** EWE will use 3D Reading mClass data to measure the progress of our 2nd grade students to ensure that 2nd **graders are reading on grade level** by the end of the school year. Data will be used to drive instruction and to make adjustments as necessary. A minimum of 75% of all 2nd graders are expected to be on grade level by the end of the 2015-2016 school year according to the DIBELS Composite score and 80% of all 2nd graders are expected to be on grade level by the end of the 2015-2016 school year according to 3D MClass TRC scores. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction.While our overall main goal is increased proficiency, we will achieve this by ensuring constant growth as monitored by the goals in our SIP. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade. **3D EOY TRC – Grade 2** 2012-2013 – 60% 2013-2014 – 69% 2014-2015 – 71% 2015-2016 – Goal is 80% (Long term goal of 100%) (BOY is 44%) **3D EOY DIBELS (Composite) – Grade 2** 2012-2013 – 75% 2013-2014 – 78%

2014-2015 – 65%
2015-2016 – 75% (Long term goal of 100%) (BOY is 79%)

School Goal 3 – EWE will **increase** our overall **math proficiency across all grade levels**. We will strive to increase math proficiency across all grade levels by the end of the 2015-2016 school year. Goals for our K-2 Math Assessment, STAR Math, and EOG Math data are outlined below. Math goals are expected to be reached by the end of the 2015-2016 school year. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction. While our overall main goal is increased proficiency, we will achieve this by ensuring constant growth as monitored by the goals in our SIP. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade.

K Overall Math Proficiency (K-2 Math Assessment)
2012-2013 – 75%
2013-2014 – 89%
2014-2015 – 88%
2015-2016 - Goal is 95% (Long term goal of 100%)
1st Grade Overall Math Proficiency (K-2 Math Assessment)
2012-2013 – 83%
2013-2104 – 92%
2014-2015 – 90%
2015—2016 - Goal is 95% (Long term goal of 100%)
2nd Grade Overall Math Proficiency (K-2 Math Assessment)
2012-2013 – 67%
2013-2014 – 67%
2014-2015-75%
2015-2016 – Goal is 85% (Long term goal of 100%)
STAR Math Data EOY (% of students tested that are AT or ABOVE grade level)
Grade 1
2012-2013 – 71%
2013-2014 – 80%
2014-2015 – 86%
2015-2016 – Goal is 91% (Long term goal of 100%)
Grade 2
2012-2013 – 56%
2013-2014 – 50%
2014-2015 – 71%
2015-2016 – Goal is 76% (Long term goal of 100%)
Grade 3
2012-2013 – 83%
2013-2014 – 60%
2014-2015 – 54%
2015-2016 – Goal is 59% (Long term goal of 100%)
Grade 4
2012-2013 – 76%
2013-2014 – 62%

2014-2015 – 74%
2015-2016 – Goal is 79% (Long term goal is 100%)
Grade 5
2012-2013 – 70%
2013-2014 – 76%
2014-2015 – 79%
2015-2016 – Goal is 84% (Long term goal is 100%)

2013-2014 Overall **Math Proficiency (Based on EOG Data)**
CCR – 30.3%
GLP – 38.9%
2014-2015 Overall **Math Proficiency (Based on EOG Data)**
CCR – 24.9%
GLP – 35%
2015-2016 EWE Goal for Math Proficiency
CCR-Goal is 35%
GLP- Goal is 45%
**NC Target GLP Goal for Math Overall is 59.7%%

Overall Math by Grade Level (Based on EOG Data)
Grade 3
2013-2014 - CCR-12.3%
2013-2014 - GLP-23.1%

2014-2015 – CCR-18.9%
2014-2015 – GLP – 31.5%

2015-2016 – CCR Goal is 30% (Long term goal of 100%)
2015-2016 – GLP Goal is 40% (Long term goal of 100%)

Grade 4
2013-2014 - CCR-25.4%
2013-2014 - GLP -33.3%

2014-2015 – CCR - 17.8%
2014-2015 – GLP - 24%

2015-2016 – CCR Goal is 25% (Long term goal of 100%)
2015-2016 – GLP Goal is 35% (Long term goal of 100%)

Grade 5
2013-2014 - CCR-28.5%
2013-2014 - GLP – 40.9%

2014-2015 – CCR – 37.6%
2014-2015 – GLP – 48.9%

2015-2016 – CCR Goal is 45% (Long term goal of 100%)
2015-2016 – GLP Goal is 60% (Long term goal of 100%)

School Goal 4 – To increase our overall reading proficiency percentage. We will strive to increase overall reading proficiency across all grades K-5 by the end of the 2015-2016 school year. Goals for 3D Reading MClass, STAR Reading, and EOG's are listed below. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction. While our overall main goal is increased proficiency, we will achieve this by ensuring constant growth as monitored by the goals in our SIP. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade

3D Reading mClass Data (DIBELS and TRC)
3D Reading Dibels EOY
Kindergarten
2012-2013 – 83%
2013-2014 – 89%
2014-2015 – 84%
2015-2016 - Goal is 89% (Long term goal 100%) (BOY is 73%)
First
2012-2013 – 72%
2013-2014 – 79%
2014-2015 – 81%
2015-2016 - Goal is 86% (Long term goal 100%) (BOY is 89%)
Second
2012-2013 – 75%
2013-2014 – 78%
2014-2105 – 65%
2015-2016 - Goal is 70% (Long term goal 100%) (BOY is 79%)
Third
2012-2013 – 58%
2013-2014 – 51%
2014-2015 – 78%
2015-2016 - Goal is 83% (Long term goal 100%) (BOY is 74%)

3D Reading TRC EOY
Kindergarten
2012-2013 – 67%
2013-2014 – 77%
2014-2015 – 77%
2015-2016 - Goal is 82% (Long term goal is 100%) (BOY is 20%)
First
2012-2013 – 77%
2013-2014 – 81%

2014-2015 – 69%
2015-2016 - Goal is 74% (Long term goal 100%) (BOY is77%)
Second
2012-2013 - 60%
2013-2014 – 69%
2014-2105 – 71%
2015-2016 - Goal is 76% (Long term goal 100%) (BOY is 44%)
Third
2012-2013 – 66%
2013-2014 – 73%
2014-2015 – 58%
2015-2016 - Goal is 63%% (Long term goal 100%) (BOY is 64%)

EOG Overall Reading Proficiency (Based on EOG scores)
2013-2014 CCR – 34.9%
2013-2014 GLP – 47.1%

2014-2015 – CCR – 29.8%
2104-2015 – GLP – 41.4%

2015-2016 – CCR Goal is 35%
2015-2016 – GLP Goal is 46%
**NC Target GLP Goal for READING Overall is 60.7%

Grade 3
2013-2014 - CCR – 36.9%
2013-2014 - GLP-49.6%

2014-2015 – CCR – 25.2%
2014-2014 – GLP – 37.8%

2015-2016 – CCR Goal is 30% (Long term goal of 100%)
2015-2016 – GLP Goal is 43% (Long term goal of 100%)

Grade 4
2013-2014 - CCR-33.1%
2013-2014 - GLP -45.9%

2014-2015 – CCR – 33.3%
2014-2015 – GLP – 45%

2015-2016 – CCR Goal is 38% (Long term goal is 100%)
2015-2016 – GLP Goal is 50% (Long term goal is 100%)

Grade 5
2013-2014 - CCR-31.3%
2013-2014 - GLP – 44.4%

2014-2015 – CCR – 30.8%
2014-2015 – GLP – 41.4%

2015-2016 – CCR Goal is 36% (Long term goal of 100%)
2015-2016 – GLP Goal is 46% (Long term goal of 100%)
**NC Target GLP Goal for READING Overall is 60.7%

STAR READING (% of students tested that are AT or ABOVE proficiency)
Grade 4
2012-2013 – 60%
2013-2014 – 58%
2014-2015 – 56%
2015-2016 - Goal is 61% (Long term goal 100%)
Grade 5
2012-2013 – 57%
2013-2014 – 58%
2014-2015 – 41%
2015-2016 - Goal is 46% (Long term goal 100%)

NC Read to Achieve - Good Cause Exemptions 2015-2106
3rd Grade students were compiled on a RTA spreadsheet. Students who have passed the BOG, have a level P in TRC or higher, OR have a level 5.1 in STAR Reading were considered to have made a Good Cause Exemption and have demonstrated grade level expectations. The % of erd Grade students who have made Good Cause Exemptions is documented below.
BOY - 31%
MOY -
EOY -

S**chool Goal 5 –** EWE will increase our overall science proficiency percentage for Grade 5 by the end of the 2015-2016 school year. Goals for CCR and GLP are outlined below. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction While our overall main goal is increased proficiency, we will achieve this by ensuring constant growth as monitored by the goals in our SIP. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade
2013-2014 - CCR-36.69%
2013-2014 - GLP – 48.64%

2014-2015 - CCR – 19.5%
2014-2015 - GLP – 28.6%

2015-2016 – CCR Goal is 30% (Long term goal of 100%)

2015-2016 – GLP Goal is 40% (Long term goal of 100%)
****NC Target GLP Goal for SCIENCE Overall is 66.6%

School Goal 6 – Digital Teaching & Learning – EWE will collaborate with CO to increase our technology proficiency. We will implement personalized professional development activities and resources, based on current research and selected by the needs of the staff that are aligned to digital competencies for educators and focus on current products available in the district for the 2015-2016 school year.

District Mission Statement for Wayne County Public Schools (960)

Mission: All Wayne County Public Schools students will graduate from high school, globally competitive for work and postsecondary education prepared for life in the 21st Century through rigor, relevance and relationships.

Mission Statement for EWE 960-329

Mission: The E.W.E. school family ensures our students will become lifelong learners in a multicultural society. This will be accomplished by an integrated developmentally appropriate curriculum in an environment conducive to learning, with a **staff committed to excellence.**

District Vision and Beliefs Statement for Wayne County Public Schools (960)

Vision:
The Wayne County Public Schools provides an exemplary education for all students in a globally competitive 21st Century environment.

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 Eastern Wayne Elementary (960-329)

Vision: EWE is dedicated to giving our very best to our stakeholders. We are committed to ensuring that every student reaches their maximum potential!

Vision/Mission Statement

The EWE family ensures our students will become **willing**, **accomplished**, **resourceful**, **respectful**, **industrious**, **organized**, **responsible students (WARRIORS)** with a staff committed to excellence.

Kid Friendly Mission Statement

We are Warriors!! We are:
- **Willing**
- **Accomplished**
- **Resourceful**
- **Respectful**
- **Industrious**
- **Organized**
- **Responsible**
- **Students**

EWE is the place to be…come grow with me!

Belief Statements *Eastern Wayne Elementary Vision Statement*

- Everyone deserves the opportunity to enjoy a variety of learning experiences.
- Everyone deserves the opportunity to reach their fullest potential academically, socially and emotionally.
- Everyone deserves to experience success.
- Everyone needs unconditional love and acceptance.
- Everyone needs to assume responsibility for his or her actions.
- Everyone can learn.
- Everyone deserves to be treated with equal dignity and respect.

Eastern Wayne Elementary's Beliefs Statements

- EWE is a school where everyone deserves the opportunity to enjoy a variety of learning experiences.
- EWE is a school of engaging classrooms which cultivate students to reach their fullest potential academically, socially and emotionally.
- EWE is a school which believes everyone deserves to experience success.
- EWE is school with dedicated teachers who believe everyone needs unconditional love and acceptance.
- EWE is a school where everyone can learn.

> ● EWE is a school where everyone is treated with dignity and respect.

EWE is committed to the individual success of ALL learners. Each year our school theme supports our vision and mission for student learning.

2013-2014 – "DIVE In" (Differentiated Instruction Values Everyone)

2014-2015 – "Watch us GROW" (Goal Setting, Realistic Expectations, Opportunities to Experience Success, Willingness to Show your WARRIOR PRIDE and ALWAYS do YOUR BEST)

2015-2016 – "Let's Set SAIL" (Stretching Minds Towards Success, Achievement Based on Growth, Individualized Goal Setting, Love for Learning)

For the 2014-2015 school year, EWE was recognized for showing growth in every EOG tested area. Therefore, we believe that with continued commitment to our learners and a continued emphasis on differentiation and goal setting our students will continue to grow!

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools – 960
School Name/Number:	Eastern Wayne Elementary
School Address:	1271 New Hope Road Goldsboro, NC 27534
Plan Year(s):	2014-2015 (Plan 2014-2016)

School Improvement Team Membership	
Committee Position	**Name**
Principal	Kelly Capps
Elementary Curriculum Specialist	Shonise Jacobs
Reading Interventionist	Weslea Gray
Math Interventionist	Nikki Jackson
K Grade Representative	Sheri Pabst
1st Grade Representative	Laura Dean
2nd Grade Representative	Marcy Paul
3rd Grade Representative	Sonja Woessner
4th Grade Representative	Jordan Webb
5th Grade Representative	Patricia Alexander
Special Area Representative	Margaret Delbridge
IEP EC Representative	Debra Sauls
Advanced Ed Chair	Jordan Webb
Parent Representative	Michelle Garon

Percentage of Staff Approval:	100%
Principal Signature:	
Local Board Approval Date:	
	Date

Executive Summary –Eastern Wayne Elementary

Synopsis of School Demographics

Eastern Wayne Elementary is located in eastern Wayne County within 5 miles of Lenoir County and approximately 8 miles from Greene County. It is in a feeder pattern with Eastern Wayne Middle School and Eastern Wayne High School. It serves a diverse population of students. According to 2015-2016 Powerschool demographic data we have a current enrollment of 718 (a decrease of 55 students from the previous school year). We can attribute our decrease in enrollment to the opening/expansion of our county's new Charter School, Wayne Preparatory Academy. Our student demographic data reflects the following: <1% American Indian, <1% Asian, 45% African American, 0% Native Hawaiian/Pacific Islander, 30% Caucasian, 22% Hispanic, and 2% Multi-Racial. EC students make up approximately 12% of our total school population. Approximately 10% of our students are ESL. Only 2.5% (18 students) of our students are categorized as AIG. A large percentage of our population is considered economically disadvantaged. EWE has received a grant through our district again this year due to our large percentage of economically disadvantaged students that allows ALL students to receive a free breakfast and free lunch every day. We have 5 homerooms in Grades K, 3, 4, and 5 and 6 homerooms in grades 1 and 2. We have one PreK classroom with 18 students. Class size is approximately 20 students in our K-3 classrooms and 25 students in our 4-5 classrooms.

Student Performance Data

Eastern Wayne Elementary DID meet growth expectations for the 2014-2015 school year according to EOG test results (Grades 3-5 Reading and Math, Grade 5 Science). EWE met 17 (51.5%) of their 27 State Goals and met 13 (52%) of their 25 Federal Goals. Growth is evidenced in every tested area for the 2014-2015 school year. The following information represents our school's data across school year spans as well as indicates goals for the 2015-2016 school year.

READING
3D Reading mClass Data (DIBELS and TRC)
3D Reading Dibels EOY
Kindergarten
2012-2013 – 83%
2013-2014 – 89%
2014-2015 – 84%
2015-2016 - Goal is 89% (Long term goal 100%)
First
2012-2013 – 72%
2013-2014 – 79%
2014-2015 – 81%
2015-2016 - Goal is 86% (Long term goal 100%)
Second
2012-2013 – 75%

2013-2014 – 78%
2014-2105 – 65%
2015-2016 - Goal is 70% (Long term goal 100%)
Third
2012-2013 – 58%
2013-2014 – 51%
2014-2015 – 78%
2015-2016 - Goal is 83% (Long term goal 100%)

3D Reading TRC EOY
Kindergarten
2012-2013 – 67%
2013-2014 – 77%
2014-2015 – 77%
2015-2016 - Goal is 82% (Long term goal is 100%)
First
2012-2013 – 77%
2013-2014 – 81%
2014-2015 – 69%
2015-2016 - Goal is 74% (Long term goal 100%)
Second
2012-2013 - 60%
2013-2014 – 69%
2014-2105 – 71%
2015-2016 - Goal is 76% (Long term goal 100%)
Third
2012-2013 – 66%
2013-2014 – 73%
2014-2015 – 58%
2015-2016 - Goal is 63%% (Long term goal 100%)

EOG Overall Reading Proficiency (Based on EOG scores)
2013-2014 CCR – 34.9%
2013-2014 GLP – 47.1%

2014-2015 – CCR – 29.8%
2104-2015 – GLP – 41.4%

2015-2016 – CCR Goal is 35%
2015-2016 – GLP Goal is 46%
**NC Target GLP Goal for READING Overall is 60.7%

Grade 3
2013-2014 - CCR – 36.9%
2013-2014 - GLP-49.6%

2014-2015 – CCR – 25.2%
2014-2014 – GLP – 37.8%

2015-2016 – CCR Goal is 30% (Long term goal of 100%)
2015-2016 – GLP Goal is 43% (Long term goal of 100%)

Grade 4
2013-2014 - CCR-33.1%
2013-2014 - GLP -45.9%

2014-2015 – CCR – 33.3%
2014-2015 – GLP – 45%

2015-2016 – CCR Goal is 38% (Long term goal is 100%)
2015-2016 – GLP Goal is 50% (Long term goal is 100%)

Grade 5
2013-2014 - CCR-31.3%
2013-2014 - GLP – 44.4%

2014-2015 – CCR – 30.8%
2014-2015 – GLP – 41.4%

2015-2016 – CCR Goal is 36% (Long term goal of 100%)
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STAR READING (% of students tested that are AT or ABOVE proficiency)
Grade 4
2012-2013 – 60%
2013-2014 – 58%
2014-2015 – 56%
2015-2016 - Goal is 61% (Long term goal 100%)
Grade 5
2012-2013 – 57%
2013-2014 – 58%
2014-2015 – 41%
2015-2016 - Goal is 46% (Long term goal 100%)

EVAAS DATA INDICATES:
(See attached)
Reading-EVAAS
2013-2014 – 4th Grade students DID NOT Meet Expected Growth measures
2013-2014 – 5th Grade students MET Expected Growth measures

2014-2015 3rd Grade students DID NOT Meet Expected Growth measures
2014-2015 – 4th Grade students EXCEEDED Expected Growth measures
2015-2015 – 5th Grade students MET Expected Growth measures

***3 Yr Avg (2013-2015)
*4th and 5th Graders MET Expected Growth measures in Reading
Grade 4
Overall Levels of 1 and 2 – EXCEEDED Expected Growth measures
Overall Levels 3 and 4 – MET Expected Growth measures

Grade 5
Overall Levels 1, 2, and 4 – EXCEEDED Expected Growth measures
Overall Level 5 – MET Expected Growth measures

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<mark>MATH</mark>
K Overall Math Proficiency (K-2 Math Assessment)
2012-2013 – 75%
2013-2014 – 89%
2014-2015 – 88%
2015-2016 - Goal is 95% (Long term goal of 100%)
1st Grade Overall Math Proficiency (K-2 Math Assessment)
2012-2013 – 83%
2013-2104 – 92%
2014-2015 – 90%
2015—2016 - Goal is 95% (Long term goal of 100%)
2nd Grade Overall Math Proficiency (K-2 Math Assessment)
2012-2013 – 67%
2013-2014 – 67%
2014-2015-75%
2015-2016 – Goal is 85% (Long term goal of 100%)

STAR Math Data EOY (% of students tested that are AT or ABOVE grade level)
Grade 1
2012-2013 – 71%
2013-2014 – 80%
2014-2015 – 86%
2015-2016 – Goal is 91% (Long term goal of 100%)
Grade 2
2012-2013 – 56%
2013-2014 – 50%
2014-2015 – 71%
2015-2016 – Goal is 76% (Long term goal of 100%)

Grade 3
2012-2013 – 83%
2013-2014 – 60%
2014-2015 – 54%
2015-2016 – Goal is 59% (Long term goal of 100%)
Grade 4
2012-2013 – 76%
2013-2014 – 62%
2014-2015 – 74%
2015-2016 – Goal is 79% (Long term goal is 100%)
Grade 5
2012-2013 – 70%
2013-2014 – 76%
2014-2015 – 79%
2015-2016 – Goal is 84% (Long term goal is 100%)

2013-2014 Overall Math Proficiency (Based on EOG Data)
CCR – 30.3%
GLP – 38.9%
2014-2015 Overall Math Proficiency (Based on EOG Data)
CCR – 24.9%
GLP – 35%
2015-2016 EWE Goal for Math Proficiency
CCR-Goal is 35%
GLP- Goal is 45%
**NC Target GLP Goal for Math Overall is 59.7%%

Overall Math by Grade Level (Based on EOG Data)
Grade 3
2013-2014 - CCR-12.3%
2013-2014 - GLP-23.1%

2014-2015 – CCR-18.9%
2014-2015 – GLP – 31.5%

2015-2016 – CCR Goal is 30% (Long term goal of 100%)
2015-2016 – GLP Goal is 40% (Long term goal of 100%)

Grade 4
2013-2014 - CCR-25.4%
2013-2014 - GLP -33.3%

2014-2015 – CCR - 17.8%
2014-2015 – GLP - 24%

2015-2016 – CCR Goal is 25% (Long term goal of 100%)
2015-2016 – GLP Goal is 35% (Long term goal of 100%)

Grade 5
2013-2014 - CCR-28.5%
2013-2014 - GLP – 40.9%

2014-2015 – CCR – 37.6%
2014-2015 – GLP – 48.9%

2015-2016 – CCR Goal is 45% (Long term goal of 100%)
2015-2016 – GLP Goal is 60% (Long term goal of 100%)

EVAAS DATA INDICATES:
(See attached)
Math-EVAAS
2014-2015 – 4th Grade students EXCEEDED Expected Growth measures
2014-2015 – 5th Grade students EXCEEDED Expected Growth measures
3 Yr Avg (2013-2015)
*4th and 5th Graders Met Expected Growth measures

> **Grade 4**
> Overall Levels 1 and 2 – EXCEEDED Expected Growth measures
> Overall Levels 3 and 4 – MET Expected Growth measures

> **Grade 5**
> Overall Levels 1 and 2 – EXCEEDED Expected Growth measures
> Overall Levels 3 and 4 – MET Expected Growth measures

****
Science
> Grade 5 – No students among achievement levels 1-5 made expected growth
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Student Demographic Data
According to 2015-2016 Powerschool demographic data we have a current enrollment of 718 (a decrease of 55 students from the previous school year). We can attribute our decrease in enrollment to the opening/expansion of our county's new Charter School, Wayne Preparatory Academy. Our student demographic data reflects the following: <1% American Indian, <1% Asian, 45% African American, 0% Native Hawaiian/Pacific Islander, 30% Caucasian, 22% Hispanic, and 2% Multi-Racial. EC students make up approximately 12% of our total school population. Approximately 10% of our students are ESL. Only 2.5% (18 students) of our students are categorized as AIG. A large percentage of our population is considered economically disadvantaged. EWE has received a grant through our district

again this year due to our large percentage of economically disadvantaged students that allows ALL students to receive a free breakfast and free lunch every day. We have 5 homerooms in Grades K, 3, 4, and 5 and 6 homerooms in grades 1 and 2. We have one PreK classroom with 18 students. Class size is approximately 20 students in our K-3 classrooms and 25 students in our 4-5 classrooms.

Community Demographic Data

Eastern Wayne Elementary serves students from a predominantly low socio-economic background. It is located in rural Wayne County and is in close proximity to our feeder middle and high school. Eastern Wayne Elementary is located in eastern Wayne Co within 5 miles of Lenoir County and approximately 8 miles from Greene County. Many of the students reside in areas that are heavily populated even though much of our district is farmland. Parent involvement is very low. Our PTA is poorly supported due to the constraints and limitations of parents. Our Open House is our highest attended parent night. PTA meetings and Parent Workshops typically have very low attendance. Most parents meet with their child's teacher at least once a year. Our at-risk population typically meets with teachers approximately 4 times per year (either face to face meetings, phone conferences, home visits, etc.). Eastern Wayne Elementary has several Partners in Education. These have decreased through the years. Our partners supply needed items for students, support school's efforts to improve, provide funds through fundraisers and display art work in their facilities. We would like to increase our meaningful partnerships in our community. Currently our Partners in Education are Woodmen of the World, Subway, Waffle House, Goldsboro Milling, and John Boys Lawn Care. Other businesses such as McDonald's, Texas Roadhouse, Chick-Fil-A, Chuck E Cheese, etc. host Spirit Nights in an effort to raise funds for our school.

School Characteristics

Eastern Wayne Elementary opened its doors in 1991. Prior to this time, the school was housed on the campus of what is now Eastern Wayne High School. With the opening of the new school, teachers and students had the opportunity to create a safe, attractive, and clean setting for learning. The school has had some repairs over the years including painting and reconstruction of the entrance following a wind storm. A covered walk-way was added to allow for students to have a covered area during arrival and dismissal when it rains. Hurricane Irene caused some damage to the cafeteria building and destroyed several trees. Repairs for this done were completed during the 2011-2012 school year. The roof has also recently been replaced with bright blue metal shingles. The letters of our school name on the side of our building were replaced in 2014. This addition, along with the new roof, give our school a fresh, new look. Additionally, we have had many trees cut down to enhance the look of our campus, as well to increase safety. Many of these trees had grown too big to see around.

Several years ago the PTA worked on improving the playground with the addition of a few new, small pieces of equipment along with the landscaping of the play areas to provide a safer play environment. The school grounds continue to be landscaped yearly in an effort to maintain a manicured, well-kept look. Playground equipment is very expensive therefore

with limited funds, few changes/upgrades have been made to the play areas in recent years.

The student population at EWE has changed since the opening of Tommy's Road Elementary. The percentage of economically disadvantaged students has increased yearly. Our racial demographics have also changed drastically since EWE opened.

At EWE, the number of beginning teachers has continued to decrease. There are even fewer new teachers this year at EWE than in the past. Special Area support staff allotments are as follows (Art-1.2 teacher, Music-1.2 teachers, PE-2.6 teachers). In our EC Department, we now have 2 self-contained classrooms and 2 Resource teachers. We are maintaining our school program and process with less IA's than we started the school year with. Each year the number of Instructional Assistants we have continues to decline. This has brought about its share of challenges, but we continue to give our very best to our students. Additionally, we have 1.5 ESL teachers and 2 ESL tutors. We use a large amount of our Title I funds to hire certified, retired teachers as tutors to support instruction in Grades K-5. This year we have 9 tutors employed who will start by October 1, 2015. This additional support for students is priceless. Our students benefit from small group instruction to support remediation and enrichment practices. We believe that money spent on certified personnel to work directly with small groups of students greatly impacts our learners by increasing their success. Each year staff are given the opportunity to decide if this is how a large majority of our money should be spent and each year, without fail, staff vote to keep them here as an integral part of what we do at EWE to educate students and support teachers. Additionally, Title I funds have allowed us to hire 2 intervention coaches who work directly with staff and students in the areas of reading and math. For student support, they work with small groups of students to provide remedial skill practice and EOG prep reviews. One of our intervention coaches teaches 90-min intensive reading blocks to our transitional students who were identified by the Read to Achieve legislation. These students also receive intensive small group core math instruction for additional support. We believe these efforts will give these students the best chance to pass the 4th grade EOG at the end of the school year.

Each grade level has Intervention Blocks built into their Master Schedule. This allows students to get support at the level where they are performing from the lowest achiever to the highest. Some of our teachers team teach. This year we have 2 pairs of teachers that team teach in first, fourth and fifth and 1 pair of teachers that team teaches in second. All other teachers operate under the self-contained model.

<mark>Stakeholders Perspective on the Quality of Education</mark>
Eastern Wayne Elementary has many Partners in Education including Woodmen of the World, John Boys Lawn Care, Subway, Waffle House, and Goldsboro Milling. These companies share their resources, staff and products with our school. Parents are also valuable stakeholders in our school. Many volunteer in various classrooms, provide presentations, and supply classrooms with "extras". Teachers engage parents through agenda books (provided by the school at no cost to parents by the school), phone calls,

parent conferences, parent nights, parent workshops, our Parent Resource Center, etc. Parents of at-risk students are encouraged and invited to attend meetings with their child's teacher(s) at least 4 times per year to be kept abreast of their child's academic standing as well as other behavioral, etc. concerns. Additionally, teachers are asked to send home "positive postcards" to at least 3 students each 9 weeks. We believe this promotes positive relationships with our families! The PTA continues to try to involve parents through meetings at school and community fundraisers (Spirit Nights, etc). Parents and staff participate in these programs to help support the school. St. Mary's Church sponsors Knights of Columbus which benefits the EC Department in our school. Parents, teachers and students volunteer their time passing out Tootsie Rolls at local businesses. In turn, money is donated back to our school directly to support our EC population. Many of our teachers paired up with "Reddit", write grants, etc and are therefore the benefactors of additional classroom materials/resources.

In 2013-2014, all stakeholders participated in an Advanced Ed survey to support our district accreditation processes. Below are the results.

<center>**Advanced Ed Stakeholder Surveys**</center>

<center>**EWE STAKEHOLDER SURVEY STUDENT RESULTS 2013-2014**</center>

Early Elementary (3 POINT SCALE) (K-2)

Top 3 Strengths

1. **My teacher wants me to learn. (2.99)**
2. **My teacher wants me to do my best. (2.97)**
3. **My school has books for me to read. (2.97)**

Top 3 Areas for Improvement (WITH ALL AREAS > 2.5)

1. **My family likes to come to my school. (2.55)**
2. **Other teachers know me. (2.59)**
3. **I use a computer to learn at school. (2.84)**

Upper Elementary (3 POINT SCALE) (3rd-5th)

Top 3 Strengths

1. **In my school my teachers want me to do my best work. (2.97)**

2. **In my school my principal and teachers want every child to learn. (2.96)**

3. **My school has computers to help me learn. (2.96)**

Top 3 Areas for Improvement (With all areas being > 2)

1. **My principal and teachers ask me what I think about school. (2.32)**

2. **My teachers ask my family to come to school activities. (2.4)**

3. **In my school students treat adults with respect. (2.56)**

EWE STAKEHOLDER SURVEY PARENT RESULTS 2013-2014

Parents (5 POINT SCALE)

Top 3 Strengths (With all being > than 4)

1. **All of my child's teachers give work that challenges my child. (4.34)**

2. **My child knows the expectations for learning in all classes. (4.34)**

3. **All of my child's teachers use a variety of teaching strategies and learning activities. (4.31)**

4. **Our school has high expectations for students in all classes. (4.31)**

Top 3 Areas for Improvement

1. **Our school's governing body does not interfere with the operation and leadership of our school. (3.7)**

2. **Our school provides excellent support services (e.g. counseling and/or career planning). (3.82)**

3. **Our school ensures the effective use of financial resources. (3.9)**

Staff (5 POINT SCALE)

Top 3 Strengths

1. **Our school's purpose statement is clearly focused on student success. (4.4)**

2. **Our school has a continuous improvement process based on data, goals, actions, and measures for growth. (4.36)**

3. **Our school's leaders expect staff members to hold all students to high academic standards. (4.32)**

Top 3 Areas for Improvement

1. **Our school provides sufficient material resources to meet student needs. (3.46)**

2. **Our school provides opportunities for students to participate in activities that interest them. (3.72)**

3. **In our school, staff members provide peer coaching to teachers. (3.72.)**

The NC Teacher Working Conditions Survey indicated the following results (Spring 2014)

School Summary Comparison Reports (2012 vs. 2014)

Time – ALL areas Increased in % of Satisfaction

Facilities & Resources – 5/9 areas Increased in % of Satisfaction, 1 area stayed the same, 3/9 areas Decreased (access to a broad range of professional development, clean and well maintained school environment, and reliability & speed of internet connections)

Community Support & Involvement – 4/8 areas Increased in % of Satisfaction, 1 stayed the same, 3/8 Decreased (parents/guardians are influential decision makers, parents/guardians support teachers, community members support teachers)

Managing Student Conduct – 4/7 areas Increased in % of Satisfaction, 2 areas stayed the same, 1 area Decreased (students follow school rules of conduct)

Teacher Leadership – ALL 8 areas Increased in % of Satisfaction

School Leadership – 16/20 areas Increased in % of Satisfaction, 1 stayed the same, 3/20 areas Decreased in % of Satisfaction (teachers are help to high standards for delivering instruction (98%-95.9%), school leadership facilitates using data to improve student learning (100%-97.9%), leadership addresses concerns about facilities and resources (88.9%-85.1%)

Professional Development – 10/13 areas Increased in % of Satisfaction, 3/13 areas Decreased in % of Satisfaction (sufficient resources are available for professional development (86%-79.6%), appropriate time is provided for professional development (92%-79.6%), professional development are data driven (91.7%-84.8%))

Instructional Supplies & Support – 7/11 areas Increased in % of Satisfaction, 2 areas stayed the same, 2/11 areas Decreased in & of Satisfaction (state assessment data are available in time to impact instructional practices and local assessment data are available in time to impact instructional practices)

Overall Satisfaction

"My school is a good place to work and learn." (2012 – 91.7%), (2014 – 93.6%) - Increase

School Summary Results – NC TWC 2014

(Comparison between NC Public Schools, Wayne County Public Schools, NC Elementary Schools, and Eastern Wayne Elementary School)

6 Areas are noticeably different as to how EWE scored with the other comparisons

Topic	NC Schools	WCPS Schools	NC Elem Schools	EWE
Class Size	60.2%	59.3%	61.7%	33.3%
Sufficient Access to Technology	78.7%	69.9%	81%	55.1%
Clean School Environment	86%	82.9%	87.1%	62.5%
Reliability & Speed of Internet	76.1%	58.3%	80.2%	46.9%
Parent Support for Teachers	72.5%	71.5%	74.9%	46.9%
Teachers Feel Comfortable Raising Concerns	72.1%	75%	72%	87.5%

2014-2015 Staff Advanced Ed Survey Results (March 2015)

In 2014-2015, EWE staff were invited to participate in an Advanced Ed Survey. The results were as follows. 4 is the maximum score.

Standard 1 Purpose and Direction – 3.84
Standard 2 Governance and Leadership – 3.56
Standard 3 Teaching and Assessment for Learning – 3.55
Standard 4 Resources and Support Systems – 3.6
Standard 5 Using Results for Continuous Improvement – 3.84

Data Summary Analysis – Eastern Wayne Elementary

What does the analysis tell you about your school's <u>strengths</u>? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, discipline, attendance, etc. (*Add Charts and Graphs*)

Reading Data Sources-3D Reading, EOG, STAR, EVAAS

Reading EOY 3D Reading

	3D Reading – DIBELS EOY Composite Score

	2012-2013	2013-2014	2014-2015	2015-2016
K	83%	89%	84%	Goal-89%
1	72%	79%	81%	Goal-86%
2	75%	78%	65%	Goal-70%
3	58%	51%	78%	Goal-83%
	3D Reading – TRC EOY Score			
K	67%	77%	77%	Goal-82%
1	77%	81%	69%	Goal-74%
2	60%	69%	71%	Goal-76%
3	66%	73%	58%	Goal-63%

Reading AMO – Grades 3-5 (Based on EOG)

Subgroup	2014-2015 State Target	EWE GLP 3's, 4's. 5's	Difference
Total (All)	55.1	41.4	13.7
Native American	43.2	0	NA
Asian	69.3	0	NA
Black	40.4	29.7	10.7
Hispanic	43.0	35.7	7.3
Multi-Racial	56.5	57.1	.6
White	65.2	58	7.2
ED	42.9	35.2	7.7
LEP	27.6	11.1	16.5
Students w/ Disabilities	30.3	18.9	11.4
AIG	92.5	>95	Approx 2.5

EVAAS DATA INDICATES:
Reading-EVAAS
2013-2014 – 4th Grade students DID NOT Meet Expected Growth measures
2013-2014 – 5th Grade students MET Expected Growth measures

2014-2015 3rd Grade students DID NOT Meet Expected Growth measures
2014-2015 – 4th Grade students EXCEEDED Expected Growth measures
2015-2015 – 5th Grade students MET Expected Growth measures

***3 Yr Avg (2013-2015)
*4th and 5th Graders MET Expected Growth measures in Reading
    Grade 4
    Overall Levels of 1 and 2 – EXCEEDED Expected Growth measures
    Overall Levels 3 and 4 – MET Expected Growth measures

Grade 5
Overall Levels 1, 2, and 4 – EXCEEDED Expected Growth measures
Overall Level 5 – MET Expected Growth measures

Math Data Sources – K-2 Assessments, STAR Math, EOG, EVAAS

	K-2 Math Assessments			
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**
K	75%	89%	88%	Goal 95%
1	83%	92%	90%	Goal 95%
2	67%	67%	75%	Goal 85%

	STAR Math EOY Scores			
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**
1	71%	83%	86%	Goal 91%
2	56%	52%	71%	Goal 76%
3	83%	58%	54%	Goal 59%
4	76%	62%	74%	Goal 79%
5	70%	75%	79%	Goal 84%

Math AMO – Grades 3-5 (Based on EOG)

Subgroup	2014-2015 State Target	EWE GLP 3's +	Difference
Total (All)	53.9	35	18.9
Native American	41.6	0	NA
Asian	77	0	NA
Black	37.8	27.9	9.9
Hispanic	46.1	32.9	13.2
Multi-Racial	53.6	35.7	17.9
White	63	44.3	18.7
ED	42.1	27.6	14.5
LEP	34	11.1	22.9
Students w/ Disabilities	30	7.5	22.5
AIG	93.3	>95	Approx 1.7

Math-EVAAS

2014-2015 – 4th Grade students EXCEEDED Expected Growth measures

2014-2015 – 5th Grade students EXCEEDED Expected Growth measures

3 Yr Avg (2013-2015)

*4th and 5th Graders MET Expected Growth measures

Grade 4

Overall Levels 1 and 2 – EXCEEDED Expected Growth measures

Overall Levels 3 and 4 – MET Expected Growth measures

Grade 5

Overall Levels 1 and 2 – EXCEEDED Expected Growth measures

Overall Levels 3 and 4 – MET Expected Growth measures

Stakeholder Data – Advanced Ed Surveys, NC Teacher Working Conditions Survey

AdvancEd Stakeholder Surveys

EWE STAKEHOLDER SURVEY STUDENT RESULTS 2013-2014

Early Elementary (3 POINT SCALE) (K-2) - Top 3 Strengths

> **My teacher wants me to learn. (2.99)**

> **My teacher wants me to do my best. (2.97)**

> **My school has books for me to read. (2.97)**

Upper Elementary (3 POINT SCALE) (3rd-5th) - Top 3 Strengths

> **In my school my teachers want me to do my best work. (2.97)**

> **In my school my principal and teachers want every child to learn. (2.96)**

> **My school has computers to help me learn. (2.96)**

EWE STAKEHOLDER SURVEY PARENT RESULTS 2013-2014

Parents (5 POINT SCALE) - Top 3 Strengths (With all being > than 4)

All of my child's teachers give work that challenges my child. (4.34)

My child knows the expectations for learning in all classes. (4.34)

All of my child's teachers use a variety of teaching strategies and learning activities. (4.31)

Our school has high expectations for students in all classes. (4.31)

Staff (5 POINT SCALE) - Top 3 Strengths

Our school's purpose statement is clearly focused on student success. (4.4)

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. (4.36)

Our school's leaders expect staff members to hold all students to high academic standards. (4.32)

<mark>NC TWC Survey Strengths:</mark>

Top 20 Areas as Noted as Strengths on EWE's TWC (>95% Agreement)

1. Parents/Guardians know what is going on in this school. (100%)
2. Teachers are encouraged to participate in school leadership roles. (100%)
3. Teachers are effective leaders in this school. (100%)
4. Teachers are encouraged to reflect on their own practice. (100%)
5. The curriculum taught in this school is aligned with Common Core Standards. (100%)
6. Teachers are encouraged to try new things to improve instruction. (100%)
7. This school does a good job of encouraging parent/guardian involvement. (98%)
8. Teacher provide parents/guardians with useful information about student learning. (98%)
9. Policies and procedures about student conduct are clearly understood by the faculty. (98%)
10. Teachers use assessment data to inform their instruction. (98%)
11. The faculty has an effective process for making group decisions to solve problems. (97.9%)
12. In this school we take steps to solve problems. (97.9%)
13. The staff and faculty have a shared vision. (97.9%)
14. The school leadership facilitates using data to improve student learning. (97.9%)
15. This school maintains clear, two-way communication with the community. (95.9%)
16. Teachers are held to high professional standards for delivering instruction. (95.9%)
17. Teachers work in professional learning communities to develop & align instructional practices. (95.9%)
18. The school improvement team provides effective leadership at this school. (95.9%)
19. Teachers receive feedback that can help them improve teaching. (95.8%)
20. School leadership makes a sustained effort to address teacher concerns about instructional practices and support. (95.8%)

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

Test Data Sources – 3D Reading, STAR test, EOG

Reading
Reading EOY 3D Reading

	3D Reading – DIBELS EOY Composite Score			
	2012-2013	2013-2014	2014-2015	2015-2016
K	83%	89%	84%	Goal 89%
1	72%	76%	81%	Goal 86%
2	75%	78%	65%	Goal 70%
3	58%	51%	78%	Goal 83%
	3D Reading – TRC EOY Score			
K	67%	77%	77%	Goal 82%
1	77%	81%	69%	Goal 74%
2	60%	69%	71%	Goal 76%
3	66%	73%	58%	Goal 63%

Reading AMO – Grades 3-5 (Based on EOG)

Subgroup	2014-2105 State Target	EWE GLP 3's, 4's, 5's	Difference
Total (All)	55.1	41.4	13.7
Native American	43.2	NA	NA
Asian	69.3	NA	NA
Black	40.4	29.7	10.7
Hispanic	43.0	35.7	7.3
Multi-Racial	56.5	57.1	.6
White	65.2	58	7.2
ED	42.9	35.2	7.7
LEP	27.6	11.1	16.5
Students w/ Disabilities	30.3	18.9	11.4
AIG	92.5	>95	Approx 2.5

	STAR Reading			
	2012-2013	2013-2014	2014-2015	2015-2016
4	60%	58%	56%	Goal 61%
5	57%	58%	41%	Goal 46%

Math
Math AMO – Grades 3-5 (Based on EOG)

Subgroup	2014-2015 State Target	EWE GLP 3's, 4's, 5's	Difference
Total (All)	53.9	35	18.9
Native American	41.6	NA	NA
Asian	77	NA	NA
Black	37.8	27.9	9.9
Hispanic	46.1	32.9	13.2
Multi-Racial	53.6	35.7	17.9
White	63	44.3	18.7
ED	42.1	27.6	14.5
LEP	34	11.1	22.9
Students w/ Disabilities	30	7.5	22.5
AIG	93.3	>95	Approx 1.7

	STAR Math EOY Scores			
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**
1	71%	80%	86%	Goal 91%
2	56%	50%	71%	Goal 76%
3	83%	60%	54%	Goal 59%
4	76%	62%	74%	Goal 79%
5	70%	76%	79%	Goal 84%

Math-EVAAS

2014-2015 – 4th Grade students EXCEEDED Expected Growth measures

2014-2015 – 5th Grade students EXCEEDED Expected Growth measures

3 Yr Avg (2013-2015)

*4th and 5th Graders MET Expected Growth measures

Grade 4
Overall Levels 1 and 2 – EXCEEDED Expected Growth measures
Overall Levels 3 and 4 – MET Expected Growth measures

Grade 5
Overall Levels 1 and 2 – EXCEEDED Expected Growth measures
Overall Levels 3 and 4 – MET Expected Growth measures

Reading-EVAAS

2013-2014 – 4th Grade students DID NOT Meet Expected Growth measures

2013-2014 – 5th Grade students MET Expected Growth measures

2014-2015 3rd Grade students DID NOT Meet Expected Growth measures

2014-2015 – 4th Grade students EXCEEDED Expected Growth measures

2015-2015 – 5th Grade students MET Expected Growth measures

***3 Yr Avg (2013-2015)
*4th and 5th Graders MET Expected Growth measures in Reading

Grade 4
Overall Levels of 1 and 2 – EXCEEDED Expected Growth measures
Overall Levels 3 and 4 – MET Expected Growth measures

Grade 5
Overall Levels 1, 2, and 4 – EXCEEDED Expected Growth measures
Overall Level 5 – MET Expected Growth measures

Science-EVAAS – DID NOT Meet Expected Growth Measures

Stakeholder Results – Advanced Ed surveys, NC Teacher Working Conditions Survey

AdvancEd Stakeholder Surveys

EWE STAKEHOLDER SURVEY STUDENT RESULTS 2013-2014

Early Elementary (3 POINT SCALE) (K-2) - Top 3 Areas for Improvement (WITH ALL AREAS > 2.5)

My family likes to come to my school. (2.55)

Other teachers know me. (2.59)

I use a computer to learn at school. (2.84)

Upper Elem (3 POINT SCALE) (3rd-5th) - Top 3 Areas for Improvement (With all areas being > 2)

My principal and teachers ask me what I think about school. (2.32)

My teachers ask my family to come to school activities. (2.4)

In my school students treat adults with respect. (2.56)

EWE STAKEHOLDER SURVEY PARENT RESULTS 2013-2014

Parents (5 POINT SCALE) - Top 3 Areas for Improvement

Our school's governing body does not interfere with the operation and leadership of our school. (3.7)

Our school provides excellent support services (e.g. counseling and/or career planning). (3.82)

Our school ensures the effective use of financial resources. (3.9)

Staff (5 POINT SCALE) - Top 3 Areas for Improvement

Our school provides sufficient material resources to meet student needs. (3.46)

Our school provides opportunities for students to participate in activities that interest them. (3.72)

In our school, staff members provide peer coaching to teachers. (3.72.)

<mark>**NC TWC Survey Opportunities for Improvement:**</mark>
Top 5 Areas as Noted as Opportunities for Improvement on EWE's TWC (<60% Agreement)

1. Class sizes are reasonable such that teachers have the time available to meet the needs of all students. (33.3%)

2. Efforts are made to minimize the amount of routine paperwork teachers are required to do. (42.9%)

3. The reliability and speed of Internet connections in this school are sufficient to support instructional practices. (46.9%)

4. Parent/Guardians support teachers, contributing to their success with students. (46.9%)

5. State assessments accurately gauge students' understanding of standards. (55.3%)

Based upon the analysis conducted, the priorities that emerge for the school are as follows:
1. **Ensure the Safety and Security of All Staff and Students**
2. **Increase overall Reading proficiency for ALL 2ⁿᵈ Graders Based on 3D MClass Data**
3. **Increase overall Math Proficiency in Grades K-5**
4. **Increase overall Reading Proficiency in Grades K-5**
5. **Increase overall Science Proficiency in Grade 5**
6. **Digital Teaching & Learning – Improve the technology skills of our staff to enhance instruction through the integration of technology**

Priority Goal 1 and Associated Strategies

School Goal 1:	EWE will produce a **safe and orderly school environment** by following mandated policies, procedures, and protocols set forth by WCPS. We will have fewer discipline referrals/suspensions (15% less), have 100% SIP compliance reviews, and 100% completion of safety assessments by the end of the 2015-2016 school year.
Supports this District Goal:	WCPS will be governed and supported by 21ˢᵗ Century systems.
Assigned Implementation Team:	Principal, Elementary Curriculum Specialist, School Staff, Local Emergency Personnel

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)	Ongoing-In progress 9/14-6/16	In Progress
Create a Crisis Plan utilizing School Safety Components Template	October 2015	In Progress
Participate in district and site professional development focusing on emergency response.	As Outlined by WCPS	In Progress

Strategy 2: Increase staff and student awareness of procedures and protocols and maintain procedures/protocols already in place.

Action steps:	Timeline:	Status:
Fire Drill Reports	Monthly	In progress
Tornado Drills	Biannually	In progress
Lockdown Drills	Biannually	In Progress
Rules Assembly	September 2015	Completed
Safety Inspections	Monthly	In Progress
Fire Inspection	Biannually	In Progress
Playground Inspections	Quarterly	In Progress

Strategy 3: Continue to monitor and update existing safety procedures and implement new ones as required

Action steps:	Timeline:	Status:
Continuation of School Resource Officer	In Progress	In Progress
Monitor traffic patterns	Daily	In Progress
Bus procedures	Daily	In Progress
Hallway Expectations	Daily	In Progress
Cafeteria Expectations	Daily	In Progress
Playground Expectations	Daily	In Progress

Rules Assembly	September 2015	Completed
Visitor Passes (office check-in)	Daily	In Progress
Installment of Doorbell to be used when front office area is locked	Daily	Completed
COPE-5th Graders	TBA	In Progress
Code of Conduct	Aug 2015	Completed
Class Dojo (majority of teachers)	Daily	In Progress
Bullying Training Provided to All Staff	August 2015	Completed
Warrior Tickets (positive reinforcement)	October 2015	In Progress
Use of Walkie-Talkies (purchase of more)	Daily	In Progress
Warrior Buddies Student Mentor Program	October 2015	In Progress
Student of the Month (positive reinforcement)	Monthly	In Progress
Bus Rider of the Month (positive reinforcement)	Monthly	In Progress
Student Behavior Celebrations	Jan & May	In Progress
Fun Friday (Academic & Behavior Goals)	Weekly	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Crime and Violence Incident Report		X		
Discipline Referrals	X			
Guidance Logs for Discipline Referral Follow-Up	X			

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

- NC School Report Card
- Powerschool Discipline Tracking Report
- Discipline Logs
- Guidance Logs
- Stakeholder Surveys
- Collaboration with Local Law Enforcement and Safety Personnel
- Crime and Violence Incident Report
- Pictures of Cafeteria and Hallway Expectations
- Picture of Warrior Ticket Reward Bags
- Student of the Month List – Picture on Bulletin Board
- Bus Rider of the Month List – Picture on Bulletin Board
- Warrior Buddies Mentor Program Log/Student List
- Lockdown Procedures Staff Development Sign In Sheet

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:	EWE will use 3D Reading mClass data to measure the progress of our 2nd grade students to ensure that 2nd **graders are reading on grade level** by the end of the school year. Data will be used to drive instruction and to make adjustments as necessary. A minimum of 75% of all 2nd graders are expected to be on grade level by the end of the 2015-2016 school year according to the DIBELS Composite score and 80% of all 2nd graders are expected to be on grade level by the end of the 2015-2016 school year according to 3D MClass TRC scores. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade. **3D EOY TRC – Grade 2** 2012-2013 – 60% 2013-2014 – 69% 2014-2015 – 71% 2015-2016 – Goal is 80% (Long term goal of 100%) **3D EOY DIBELS (Composite) – Grade 2** 2012-2013 – 75% 2013-2014 – 78% 2014-2015 – 65% 2015-2016 – 75% (Long term goal of 100%)
Supports this District Goal:	WCPS will produce globally competitive students.
Assigned Implementation Team:	Principal, Elementary Curriculum Specialist, Teachers, Instructional Assistants, Intervention Coaches, Title I Tutors

Goal 2 Improvement Strategies

Strategy 1: WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction. In doing so, it is our goal that all 2nd graders will be reading at or above grade level by the end of the school year.		
Action steps:	**Timeline:**	**Status:**
Coaching conducted by Teacher-Leaders and Administrators, Collaboration for data reviews/data driven instruction during PLCs to	In Progress Weekly PLC's	In Progress

create, revise, and implement weekly and daily plans.		
Conferencing with students to create individual goals, as well as track student progress and curriculum mastery	In Progress Weekly, Quarterly Goal Setting	In Progress

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Strategy 2: Utilize 3D Reading mClass reading assessment tools to screen and progress monitor students. Instruction will be modified as needed based on on-going data collection.

Action steps:	Timeline:	Status:
Assess students for BOY levels	9/1/15-9/22/15	In Progress
Group Students according to assessment levels	In Progress	In Progress
Progress monitor based on level of student performance	In Progress	In Progress
Administrative review of 3D reports	Monthly	In Progress
Review of data by MTSS Team	Quarterly	In Progress

Strategy 3: Utilize Reading Eggs/Razz Kids/Study Island - technology based reading programs to supplement and reinforce instruction

Action Steps:	Timeline:	Status:
Students complete online assignments	Sept '15-June 2016	In Progress
Teacher directed goals/activities	Sept '15-June 2016	In Progress
Teacher/Administrative Review of Reports	Quarterly	In Progress

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What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
3D Reading mClass DIBELS reports	X			
3D Reading mClass TRC reports	X			
Reading Eggs/Razz Kids reports	X			

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

- 3D Reading Reports
- Reading Eggs Reports
- Razz Kids Reports
- Study Island Reports
- Intervention support provided by Title I Tutors, ESL Tutors
- PEP's

- Lesson Plans
- Minutes from PLC Meetings
- Meeting Agendas
- Sign-In Sheets
- Daily 5 Staff Development
- Whole Brain Teaching
- CWT's
- Pictures of tutors working with small groups
- Data Notebooks
- Student work samples
- Individualized student goal setting
- MTSS

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 3 and Associated Strategies

School Goal 3:	EWE will **increase** our overall **math proficiency across all grade levels**. We will strive to increase math proficiency across all grade levels by the end of the 2015-2016 school year. Goals for our K-2 Math Assessment, STAR Math, and EOG Math data are outlined below. Math goals are expected to be reached by the end of the 2015-2016 school year. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade. **K Overall Math Proficiency (K-2 Math Assessment)** 2012-2013 – 75% 2013-2014 – 89% 2014-2015 – 88% 2015-2016 - Goal is 95% (Long term goal of 100%) **1st Grade Overall Math Proficiency (K-2 Math Assessment)** 2012-2013 – 83% 2013-2104 – 92% 2014-2015 – 90% 2015—2016 - Goal is 95% (Long term goal of 100%) **2nd Grade Overall Math Proficiency (K-2 Math Assessment)** 2012-2013 – 67% 2013-2014 – 67% 2014-2015-75% 2015-2016 – Goal is 85% (Long term goal of 100%)

	STAR Math Data EOY (% of students tested that are AT or ABOVE grade level) **Grade 1** 2012-2013 – 71% 2013-2014 – 80% 2014-2015 – 86% 2015-2016 – Goal is 91% (Long term goal of 100%) **Grade 2** 2012-2013 – 56% 2013-2014 – 50% 2014-2015 – 71% 2015-2016 – Goal is 76% (Long term goal of 100%) **Grade 3** 2012-2013 – 83% 2013-2014 – 60% 2014-2015 – 54% 2015-2016 – Goal is 59% (Long term goal of 100%) **Grade 4** 2012-2013 – 76% 2013-2014 – 62% 2014-2015 – 74% 2015-2016 – Goal is 79% (Long term goal is 100%) **Grade 5** 2012-2013 – 70% 2013-2014 – 76% 2014-2015 – 79% 2015-2016 – Goal is 84% (Long term goal is 100%) **2013-2014 <u>Overall</u> Math Proficiency (Based on EOG Data)** CCR – 30.3% GLP – 38.9% **2014-2015 <u>Overall</u> Math Proficiency (Based on EOG Data)** CCR – 24.9% GLP – 35% **2015-2016 EWE Goal for Math Proficiency** CCR-Goal is 35% GLP- Goal is 45% ****NC Target GLP Goal for Math Overall is 59.7%%** **Overall Math by Grade Level (Based on EOG Data)** **Grade 3** 2013-2014 - CCR-12.3% 2013-2014 - GLP-23.1%

	2014-2015 – CCR-18.9% 2014-2015 – GLP – 31.5% 2015-2016 – CCR Goal is 30% (Long term goal of 100%) 2015-2016 – GLP Goal is 40% (Long term goal of 100%) **Grade 4** 2013-2014 - CCR-25.4% 2013-2014 - GLP -33.3% 2014-2015 – CCR - 17.8% 2014-2015 – GLP - 24% 2015-2016 – CCR Goal is 25% (Long term goal of 100%) 2015-2016 – GLP Goal is 35% (Long term goal of 100%) **Grade 5** 2013-2014 - CCR-28.5% 2013-2014 - GLP – 40.9% 2014-2015 – CCR – 37.6% 2014-2015 – GLP – 48.9% 2015-2016 – CCR Goal is 45% (Long term goal of 100%) 2015-2016 – GLP Goal is 60% (Long term goal of 100%)
Supports this District Goal:	WCPS will produce globally competitive students.
Assigned Implementation Team:	Administration, Intervention Coaches, Teachers, Instructional Assistants, Title I Tutors, ESL Tutors

Goal 3 Improvement Strategies

Strategy 1: EWE will use STAR Math to assess students' knowledge of grade level equivalent standards. This information will not only serve as an assessment but also as a way to progress monitor. (Grades 1-5)		
Action steps:	**Timeline:**	**Status:**
Assess students to determine level of performance	Quarterly	In Progress
Group students according to level of performance	Ongoing	In Progress
Data folders on at-risk students to successfully document progress towards goals	Quarterly	In Progress

Document interventions used for MTSS for struggling students	Ongoing	In Progress
Involve students in goal setting	Ongoing	In Progress
Use of MTSS Team	Biweekly	In Progress
Display of Data on Data Wall	Quarterly	In Progress

Strategy 2: Utilize Study Island and Accelerated Math as an intervention/remediation/enrichment tool to increase achievement in the area of Math for students in all achievement levels (Grades 3-5)

Action steps:	Timeline:	Status:
Students take initial diagnostic test	September 2014	In Progress
Teachers monitor progress	Ongoing	In Progress
Teachers conference with students about individual progress and goal setting	Monthly	In Progress
Administrative review of Study Island/Accelerated Math Reports	Monthly	In Progress
Review of Data by MTSS	Quarterly	In Progress
Students complete Study Island/Accelerated Math assignments in the computer lab/classrooms	Weekly	In Progress

Strategy 3: Utilize K-2 local math assessments to monitor proficiency of math goals

Action steps:	Timeline:	Status:
Administrative review of local assessment data	June 2015	In Progress
Share K-2 data with teachers	September 2015 (from previous year)	In Progress
Grade Level PLC reviews of Data	Yearly	In Progress
Refine instructional practices (Math intervention groups, etc) to ensure student mastery	Weekly	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
STAR Math Reports	X	X		
K-2 Math Assessment Data	X	X		
Study Island Reports	X	X		

Accelerated Math Reports	X			
Math Benchmark Tests	X	X		
Math EOG Scores		x		
DPI EVAAS Reports				
Evidence of Progress Monitoring and Research Based Intervention (easycbm. Com, etc)	X	X		

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

- K-2 Math Assessment reports provided by Central Office
- Study Island Reports
- Accelerated Math Reports
- STAR Math reports
- PEP's
- Lesson plans
- Whole Brain Teaching Staff Development
- Notes from Grade Level PLC's
- MTSS meeting notes
- Meeting agendas
- Parent Workshops/Sign-In Sheets
- Pictures of tutors working with small groups
- Student work samples
- Interactive Notebooks
- Parent Resource Center log
- EVAAS Reports from DPI
- Progress monitoring reports, documentation of interventions

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:	EWE will strive to increase overall reading proficiency across all grades K-5 by the end of the 2015-2016 school year. Goals for 3D Reading MClass, STAR Reading, and EOG's are listed below. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive

instruction. WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction. Our goal will be to increase our overall reading proficiency percentage for ALL grades K-5. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade.

3D Reading mClass Data (DIBELS and TRC)
3D Reading Dibels EOY
Kindergarten
2012-2013 – 83%
2013-2014 – 89%
2014-2015 – 84%
2015-2016 - Goal is 89% (Long term goal 100%)
First
2012-2013 – 72%
2013-2014 – 79%
2014-2015 – 81%
2015-2016 - Goal is 86% (Long term goal 100%)
Second
2012-2013 – 75%
2013-2014 – 78%
2014-2105 – 65%
2015-2016 - Goal is 70% (Long term goal 100%)
Third
2012-2013 – 58%
2013-2014 – 51%
2014-2015 – 78%
2015-2016 - Goal is 83% (Long term goal 100%)

3D Reading TRC EOY
Kindergarten
2012-2013 – 67%
2013-2014 – 77%
2014-2015 – 77%
2015-2016 - Goal is 82% (Long term goal is 100%)
First
2012-2013 – 77%
2013-2014 – 81%
2014-2015 – 69%
2015-2016 - Goal is 74% (Long term goal 100%)
Second
2012-2013 - 60%
2013-2014 – 69%
2014-2105 – 71%
2015-2016 - Goal is 76% (Long term goal 100%)
Third

2012-2013 – 66%
2013-2014 – 73%
2014-2015 – 58%
2015-2016 - Goal is 63%% (Long term goal 100%)

EOG Overall Reading Proficiency (Based on EOG scores)
2013-2014 CCR – 34.9%
2013-2014 GLP – 47.1%

2014-2015 – CCR – 29.8%
2104-2015 – GLP – 41.4%

2015-2016 – CCR Goal is 35%
2015-2016 – GLP Goal is 46%
**NC Target GLP Goal for READING Overall is 60.7%

Grade 3
2013-2014 - CCR – 36.9%
2013-2014 - GLP-49.6%

2014-2015 – CCR – 25.2%
2014-2014 – GLP – 37.8%

2015-2016 – CCR Goal is 30% (Long term goal of 100%)
2015-2016 – GLP Goal is 43% (Long term goal of 100%)

Grade 4
2013-2014 - CCR-33.1%
2013-2014 - GLP -45.9%

2014-2015 – CCR – 33.3%
2014-2015 – GLP – 45%

2015-2016 – CCR Goal is 38% (Long term goal is 100%)
2015-2016 – GLP Goal is 50% (Long term goal is 100%)

Grade 5
2013-2014 - CCR-31.3%
2013-2014 - GLP – 44.4%

2014-2015 – CCR – 30.8%
2014-2015 – GLP – 41.4%

2015-2016 – CCR Goal is 36% (Long term goal of 100%)
2015-2016 – GLP Goal is 46% (Long term goal of 100%)

	NC Target GLP Goal for READING Overall is 60.7% **STAR READING (% of students tested that are AT or ABOVE proficiency)** **Grade 4** 2012-2013 – 60% 2013-2014 – 58% 2014-2015 – 56% 2015-2016 - Goal is 61% (Long term goal 100%) **Grade 5** 2012-2013 – 57% 2013-2014 – 58% 2014-2015 – 41% 2015-2016 - Goal is 46% (Long term goal 100%)
Supports this District Goal:	WCPS will produce globally competitive students.
Assigned Implementation Team:	Administration, Intervention Coaches, Teachers, Instructional Assistants, Title I Tutors, ESL Tutors, Foster Grandparents

Goal 4 Improvement Strategies

Strategy 1: Utilize 3D Reading mClass data to assess and progress monitor and to drive instruction.

Action steps:	Timeline:	Status:
Initially assess students	September 2015	In Progress
Progress monitor based on student achievement	Ongoing	In Progress
Group students based on data	Quarterly	In Progress
Differentiate instruction to remediate and enrich	Ongoing	In Progress
Use reports to drive/modify instruction	Ongoing	In Progress
Administrative review of reports and teacher conferencing	Monthly	In Progress

Strategy 2: Utilize Study Island for remediation and enrichment

Action steps:	Timeline:	Status:
Students take initial diagnostic test	September 2015	In Progress
Teachers monitor progress	Ongoing	In Progress
Teachers conference with students about individual progress and goal setting	Monthly	In Progress
Administrative review of Study Island Reports and monitors progress through teacher conferencing	Monthly	In Progress

Strategy 3: Utilize Intervention Blocks to ensure that reading instruction is differentiated and based on student needs (remediation and enrichment)		
Action steps:	**Timeline:**	**Status:**
Master schedule is created to include intervention blocks	July 2015	Completed
Small group instruction is possible (Daily 5, Use of IA, Use of Title I tutors, etc)	In Progress	In Progress
Lesson plans will indicate differentiated learning activities during intervention	In Progress	In Progress
Administrative review of processes and progress through observations and teacher conferencing	In Progress	In Progress

Strategy 4: Utilize Reading Eggs (K-2) and Razz Kids (Grade 1) to monitor and enhance reading instruction		
Action steps:	**Timeline:**	**Status:**
Students participate in online activities	Ongoing	In Progress
Teachers monitor student use and progress	Ongoing	In Progress
Administration monitor student progress through reports and teacher conferencing	Ongoing	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
3D Reading Reports	X	x		
STAR Reading Reports	X	X		
Study Island Reports	X	X		
Reading Benchmark Tests	X	X		
Reading EOG Scores		X		

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

- Study Island Reports
- STAR Reading reports
- Lesson Plans
- PEP's/Data Folders for Documentation of Student Progress/Interventions
- Student work samples

- Meeting notes from Grade Level PLC's
- Pictures of tutors working with small groups
- Whole Brain Teaching Staff Development (Sign In Sheet 9-17-14)
- CWT's
- Data notebooks
- Parent Resource Center log
- Interactive Notebooks
- Reading Eggs Reports
- Razz Kids Reports
- Pictures of Title I and ESL Tutors working in small groups with students
- Master Schedule to document planning times & grade level intervention blocks
- MTSS

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 5 and Associated Strategies

School Goal 5:	EWE will increase our overall science proficiency percentage for Grade 5 by the end of the 2015-2016 school year. Goals for CCR and GLP are outlined below. Data literacy is embedded in everything we do at EWE to support instruction. Data is used constantly to drive instruction. We will monitor our data carefully to ensure that we exceed growth expectations and our overall performance grade. 2013-2014 - CCR-36.69% 2013-2014 - GLP – 48.64% 2014-2015 - CCR – 19.5% 2014-2015 - GLP – 28.6% 2015-2016 – CCR Goal is 30% (Long term goal of 100%) 2015-2016 – GLP Goal is 40% (Long term goal of 100%) ****NC Target GLP Goal for SCIENCE Overall is 66.6%
Supports this District Goal:	WCPS will produce globally competitive students.
Assigned Implementation Team:	Administration, Teachers, CO Support (Andy Forsleff)

Goal 5 Improvement Strategies

Strategy 1: Lesson plans will include science lessons that engage and encourage students to think critically about scientific content		
Action steps:	Timeline:	Status:
Science lesson plans created by teachers	Daily	In Progress
Administrative review of lesson plans	Ongoing	In Progress
CO Support by Andy Forsleff, Lead Science Teacher	In Progress	In Progress

Strategy 2: Students will use science based non-fiction text to not only increase science knowledge but also increase reading comprehension		
Action steps:	Timeline:	Status:
Science Weekly	Weekly	In Progress
Weekly Reader	Weekly	In Progress
Scholastic News	Weekly	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Science Benchmark Tests	X			
Science EOG Scores		X		
DPI EVAAS Reports				

What are the artifacts used to document the strategies and action steps?
- **Lesson plans**
- **Science Benchmark Scores**
- **Science EOG Scores**
- **Science journals**
- **Student work samples/Interactive Notebooks**
- **Feedback from Lead Science Teacher, Andy Forsleff**
- **CWT's**
- **Modeled Lessons**
- **Lesson provided by Mr. Henderson (Kinetic Minds)**
- **Science Assemblies**
- **AIG Presentations (Science Focus – Imagination Station, NC Aquarium, etc)**

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 6 and Associated Strategies

School Goal 6:	Digital Teaching & Learning – EWE will collaborate with CO to increase our technology proficiency. We will implement personalized professional development activities and resources, based on current research and selected by the needs of the 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:	WCPS students will be led by 21st Century professional. 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 & Technology Committee, Administration, Media Coordinators, Classroom Teachers, Instructional Technology Staff

Goal 5 Improvement Strategies

Strategy 1: Learn basic functions of the Ipad and use in the classroom

Action steps:	Timeline:	Status:
Instruction on Strategies		
Follow-Up Activity for Strategies		

Strategy 2: Review popular apps for curriculum enrichment

Action steps:	Timeline:	Status:
Instruction on Strategies (apps)		
Follow-Up Activity for Strategies (apps)		

Strategy 3: Utilizing iPads with Apple TV and interactive whiteboards

Action steps:	Timeline:	Status:
Instruction on Strategies		
Follow-Up Activity for Strategies		

Strategy 4: Review and select resources in iTunes

Action steps:	Timeline:	Status:
Instruction on Strategies for use of iTunes		

Follow-Up Activity for iTunes Strategies		

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	CWT, Lesson Plans	CWT, Lesson Plans		

What are the artifacts used to document the strategies and action steps?
- **Lesson plans**
- **CWT's**
- **Sign In sheets from PD**

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 (See attached AMO Spreadsheet)

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)
Increased Reading proficiency for all students – Grade level specific/Subject specific goals have been set and outlined previously in this plan	*Continue CCS to reflect Higher Order Thinking Skills *Align PEP's to reflect the use of related strategies and appropriate progress monitoring *Integrate Instructional Decision Making Process *Ensure emphasis on "Vocabulary" to improve comprehension *Use of Thinking Maps *Integrate High Yield Strategies from professional development *Small Group Instruction	District Benchmarks, EOG's, 3D Reading reports, STAR Reading Reports, Formative Assessments, Lessons Plans, Walk-Through Data and ELEOT data, reports from Study Island, IReady, Reading Eggs, Razz Kids	Progress Reports (4 ½ weeks), Report Cards (9 weeks), Benchmark data (9 weeks), EOG's, (yearly), Formative Assessments (daily)	*Training in effective use of DPI resources *Training in utilization of STAR Reading Interventions and Strategies *Continuation of Thinking Maps utilization *Utilization of High Yield Strategies *Study Island Trainings *Intervention Coach *Attendance to NC Elem Conference *Attendance to NC EC Conference	*Encourage the use of Parent Resource Center *PEP Mtgs * Parent conferences *Agenda books *Parent attendance to parent workshops *Student use of take home computer program through Title I

	* Differentiated instruction *Intervention Blocks *Reading Eggs *Razz Kids *Brain Pop *Study Island *Weekly Reader *Scholastic News *Science & SS Weekly *Daily 5 *Whole Brain Teaching *Lesson plans * STAR Reading				
Increased Math proficiency for all students- Grade level specific/Subject specific goals have been set and outlined previously in this plan	* Higher Order Thinking Skills *Align PEP's to reflect the use of related strategies and appropriate progress monitoring *Integrate Instructional Decision Making Process *Ensure "Key Operation Math Vocabulary" is taught and reviewed *Use of Thinking Maps *Integrate High Yield Strategies from professional development *Small Group Instruction *Study Island *Lesson Plans	District Benchmarks, EOG's, STAR Math Reports, Formative Assessments, Lessons Plans, Classroom Walk-Throughs, Datat from ELEOT tool, Study Island Reports, Accelerated Math reports	Progress Reports (4 ½ weeks), Report Cards (9 weeks), Benchmark data (9 weeks), EOG's, (yearly), Formative Assessments (daily)	*Training in effective use of DPI resources *Training in utilization of STAR Math Interventions and Strategies *Continuation of Thinking Maps utilization *Continuation of PEP's/Data Folders *Utilization of High Yield Strategies *Study Island Trainings Training *Intervention Coach * Math Confer.	*Encourage the use of Parent Resource Center *PEP Mtgs * Parent conferences *Agenda books *Parent attendance to parent workshops *Student use of take home computer program through Title I

	*Accelerated Math *STAR Math **Individualized student goal setting				
Increased Science proficiency for all students- Grade level specific/Subject specific goals have been set and outlined previously in this plan	*Higher Order Thinking Skills *Integrate Instructional Decision Making Process *Use of Thinking Maps school-wide and cross curricular *Integrate High Yield Strategies from professional development *Small Group Instruction *Science & SS Weekly *Scholastic News *Weekly Reader *Lesson Plans *Collaboration with Lead Science Teacher (A Forsleff) *Modeled Lessons by Lead Science Teacher *Science based school assemblies	District Benchmarks, EOG's, Formative Assessments, Lessons Plans, Walk-Throughs, ELEOT data	Progress Reports (4 ½ weeks), Report Cards (9 weeks), Benchmark data (9 weeks), EOG's, (yearly), Formative Assessments (daily)		*Encourage the use of Parent Resource Center * Parent conferences *Agenda books *Parent attendance to parent workshops

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

EWE has in place many school-wide practices to increase student achievement. School-wide, we use Title I tutors for small group instruction and differentiation. This academic support is used for pre-teaching, remediation, and enrichment. Intervention blocks school-wide allow for protected time for differentiated learning to take place. We also use Renaissance Learning, Accelerated Reader, Accelerated Math, 3D Reading, STAR Enterprise, etc. Programs/instructional resources also include Study Island, Reading Eggs (K-2), Brain Pop, and Razz Kids. A grade level Ipad cart was also purchased for every grade to ensure that students have increased access to technology. ESL teachers, ESL tutors, Intervention Coaches, Title I tutors, EC support staff, Foster Grandparents, etc. all play a vital role in supporting student achievement. Our Parent Resource Center is available for free use by our stakeholders. Additional academic support ensures that all students are given the best chance at success. Also at EWE, we have a MTSS, ESL staff meet to assist teachers in identifying best practice interventions and reviewing data/information collected at grade level PLC's, grade level PLC's collaborate to review data and plan meaningful lessons, etc. Our MTSS team is made up of experts from each grade level, our EC department, school psychologist, counselors, intervention coaches, and Administration. This team investigates core instruction, analyzes data, monitors progress and then ultimately decides whether or not a student needs to move to the next tier of support and be referred for academic testing/further evaluation by our psychologist. This model ensures that our students and teachers are successfully supported. We display a data wall where our MTSS and Grade Level PLC's meet to plan and collaborate. Administration and Intervention Coaches will strive to collaborate often with grade level PLC's to assist with the facilitation of data dialogue and intervention practices which will in turn ensure data driven instruction.

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

Our staff at EWE is a completely highly qualified staff that continues to grow professionally through staff development activities and weekly collaboration. They are lifelong learners who strive to grow and evidence a love for lifelong learning. They are eager to learn and try new things and deliver staff development to peers when required. Early Dismissal WCPS required staff development, site-based staff development, attendance to conferences, collaboration with colleagues, vertical alignment meetings, etc all play a vital role in maintaining a highly qualified staff at EWE. All Title I tutors also continue to hold a current teacher certification.

3.   HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Our staff receives opportunities for staff development through site-based and district required staff developments. At times, differentiated staff development is offered based on the distinct needs of grade levels. Staff are also encouraged to attend state offered conferences.

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

Our school is represented at the WCPS Job Fair in April each year. Our school strives to maintain a positive rapport and positive school culture to entice professionals to join our team to better meet the needs of our learners. Administration is supportive to staff and maintains a positive rapport with parents and the community. Generally, EWE has a low staff turnover rate.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

EWE will continue its use of our MTSS (formerly known as RTI). This team is representative of someone from each grade level and area. This team was carefully selected by administration as a group of professionals who make student learning and student growth a priority. The use of data and research based best practices is an integral part of our process. This team will analyze assessment data and plan and recommend accordingly. In the room where PLC's and MTSS meets there will be a display board where data will be monitored and reviewed. At EWE, we believe that data driven instruction is imperative to truly meet the changing needs of students. Our MTSS team is a learning and growing PLC. Staff development is offered to our team this year by our Psychologist to ensure that we are following the mandates of the law and serving students to best of our ability. Discussion in our MTSS PLC include specific student cases, the referral process, research based interventions, progress monitoring, completing MTSS paperwork, etc. Our MTSS team is committed to continuous learning and collaboration.

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

Parents are encouraged to attend parent workshops, volunteer in classrooms, support school events such as Spirit Nights (Possible Spirit Nights for this year include Chuck E Cheese, Chik Fil A, Zaxby's, McTeacher Night, etc), school fundraisers, etc. Parents are always welcome in our school. Teacher communication is encouraged by all staff. Positive postcards are sent to parents to ensure we are making efforts to keep positive, open lines of communication open. Many of our teachers communicate often with parents through Remind 101, Class Dojo, email, text, etc. We strive to communicate with our parents through many methods to ensure that we maintain a positive, proactive relationship with our students' parents. We acknowledge that many parents have constraints that interfere with them being able to be physically present in our building so we strive to ensure that all of our parents are aware of their child's progress through a variety of communicaction methods. Our school provides parents with Agenda Books for every student. This is another way that open lines of communication are documented daily. Our school's Parent Resource Center is open every day and there are many items available for parent check-out free of charge. Materials/Resources are available for all subject areas and all grades. We also us our School Messenger system to communicate to parents important information about events and school reminders. Our district and school use this system. This system provides quick and easy communication to stakeholders. Our annual opening Title I

Meeting/PTA Meeting kicks-off our year with parents and Woods Chapel church prepares and serves a spaghetti dinner free to all who attend (staff, students and parents). Assessment information is shared with parents through progress reports, report cards, PEP meetings, parent conferences, emails, home visits, etc. Additionally, teachers are able to communicate progress and behavior to parents daily through agenda books. Home Base allows parents to view grades, attendance, etc. online. This is available through Powerschool.

7. TRANSITION STRATEGIES

We have several activities for our PreK students to help prepare them for kindergarten. Our PreK teacher works with our kindergarten teachers to ensure vertical alignment. Our district does an effective job "advertising" Kindergarten Registration through the WCPS Website and other local media outlets. Posters are disseminated to all schools and daycares. Additionally, our Kindergarten Grade Chair will assist Administration in ensuring that local daycares and preschools are visited and informed about Kindergarten transition activities. Daycares with preschool programs are given the opportunity to visit our school and our Kindergarten classrooms. We will plan to hold a Kindergarten Parent Night to during one of our regularly scheduled PTA meetings/Parent Book Fair Night to allow them to get more acquainted with EWE parent activities/opportunities as well as gave upcoming Kindergarten parents the opportunity to see our Chorus students perform. This was a very successful event and we will plan to do this again this Spring! In an effort to ensure we are ready to meet the needs of upcoming EC kindergarten students our EC staff meets with preschools to review EC paperwork to make the transition to kindergarten more successful for everyone!

Our 5th grade students visit the Eastern Wayne Middle School yearly to tour the school and meet their staff. EWMS visits EWE and talks with our 5th graders about expectations, to meet administration and to address student questions at an assembly. 5th grade families also attend a Parent Night at EWMS as an Orientation.

We have held Curriculum Nights in the past, however attendance was very poor. We will seek other avenues to keep parents involved and abreast of school happenings. For the parents we serve, Curriculum Night was not a success. Teachers are encouraged to try other strategies to communicate with parents such as email, texts, home visits, etc.

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

Student needs/difficulties are addressed through our Title I, EC and ESL department. We have Title I teachers who provide additional small group support. EC teachers provide support for struggling students through inclusion and resource and self-contained settings. Our EC Department is using Corrective Reading and Reading Mastery and supplementary instructional programs. For ESL students we have ESL teachers and ESL tutors to support learning. Title I tutors are in place for every grade level. Our MTSS team provides support for teachers and students through data analysis and progress monitoring and make recommendations as necessary. Our Title I department also allows parents to work with their children at home through our Take Home Computer program as well as through check-outs from our Parent Resource Center. Reading and Math programs are used with the take home laptops to assist struggling students. Additionally, through Title I, we have

wealth of resources in our Parent Resource Center located in B106. There are numerous materials available free for parent check-out.

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

Fiscal resources provided by federal, state and local agencies are combined to best meet the needs of students. Programs such as Accelerated Math, Accelerated Reader, Razz Kids, Brain Pop, etc and supplies for classrooms and resources such as Weekly Reader, Scholastic News, Science/Social Studies Weekly, etc are purchased with funds. Federal funds are used to support our Title I staff and our tutors as well as to purchase materials and equipment for our Title I classrooms and students. Federal funds also purchase materials to maintain our Parent Resource Center. State and local funds and support staff provide staff development, provide instructional supplies and materials, etc. Our Title I funds provided Study Island, Reading Eggs, Razz Kids, Science Weekly, Social Studies Weekly, Ipads, 9 certified Title I tutors, etc. Funds are combined to provide materials and resources to provide the best service to students possible.

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.

Federal funds support our Title I staff and tutors. They also support supplies and instructional materials to enhance student learning. Our Title I plan includes support for students in grades K-5. This year Title I is a school-wide model in our district and we are utilizing federal funds to increase instructional technology and resources/support in our classrooms to a great extent.

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;

- **Differentiated small group instruction**
- **3D Reading data analysis and progress monitoring, Parent Portal**
- **Use of Tutors (Peer & Title I)**
- **Foster Grandparents/Parent Volunteers**
- **Teachers to attend state Reading Conference**
- **Reading Mastery (EC Students)**
- **Parent Resource Center**
- **Team Teaching (one first grade team)**
- **PEP's**
- **Parent Workshops**

- **Use of data to development intervention groups and individualized instruction**
- **District benchmark assessments**
- **Use of Literacy Stations**
- **Daily 5**
- **Study Island**
- **Reading Eggs**
- **Razz Kids**
- **Brain Pop**
- **Accelerated Reader**
- **STAR Reading**
- **Whole Brain Teaching**
- **Small Group Instruction**

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;

- **Differentiated small group instruction**
- **3D Reading data analysis and progress monitoring, Parent Portal**
- **Common Core staff development**
- **Use of Tutors (Peer & Title I)**
- **Foster Grandparents/Parent Volunteers**
- **Teachers to attend state conferences**
- **Reading Mastery , Corrective Reading (EC Students)**
- **Parent Resource Center**
- **Team Teaching (two first grade teams) (all 4th and 5th grade)**
- **PEP's/IEP's/Documentation through Data Folders**
- **Parent Workshops**
- **ESL Tutors**
- **EC/ESL Teachers**
- **Inclusion**
- **Title I student support**
- **Reading Eggs**
- **Razz Kids**
- **Study Island**
- **IReady Reading Intervention Program**
- **STAR Reading and Math**
- **Brain Pop**
- **Title I Take Home Computer program**
- **Warrior Buddies**
- **Small group instruction**

- **MTSS**
- **Individualized goal setting/Data Notebooks**
- **STAR Reading/STAR Math**
- **CWT's**
- **Whole Brain Teaching**

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.

- Schedule that allows for duty free lunch
- Schedule that allows for duty free planning (1 hour per week with grade level)
- Schedule that allows for longer periods of planning weekly due to block scheduling with special area classes

Professional Development Plan 2015-2016

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/District-wide/In- school	Fund Source	Estimated Amount
WCPS Summer Institute	Aug 4-6	District	Various Staff	District-Wide	Other	CO provided
Deborah Greenblatt Training	Aug 18	District/SIP	All Staff	District-Wide	Other	No Cost
Bullying Training	Aug 18	District/SIP	All Staff	District-Wide	Other	No Cost
NAEYC Conference	Sept 17-19	District/SIP	PreK Teacher	State Conference		
NCEES Training by DPI	Sept 30	District	Administration	District		
EC Basic Training	Oct 12	District	New EC Teachers	District	EC	
WCPS ED	Oct 14	District/SIP Data Literacy	All teachers	District Wide		
Reading Mastery Training	Oct 19	District/SIP	EC Teachers	District	EC	
NC Elem Conference	Oct 18-20	SIP	Various Teachers (5)	State Conference	Title I	$1000

EC Reevaluatuion Training	Oct 20	District/SIP	EC Teachers	District	EC	
Principal READY Training	Nov 2	District/SIP	Principal			
NC Math Conference	Nov 5-6	District/SIP	Various Teachers (3)	State Conference	Title 1	$500
MDR Process	Nov16	District	Admin +EC Teachers	District		
NC EC Conference	Nov 18-20	District/SIP	Teachers (3)	State Conference	EC Dept	$500
Effective IEP Meetings	Nov 30	District	EC Teachers	District	EC	
PLAAF Training	Jan 28	District	EC Teachers	District	EC	
Transitioning of EC Students	Feb 17-18	District	EC Teachers	District	EC	
Completing Reevals & Initials	April 20-21	District	EC Teachers	District	EC	
CPI Training	On-Going	District/SIP	Various Teachers/Admin	District-Wide	EC	
NC Education Online Modules	On-Going	District/SIP	Certified Staff	District-Wide	Other	CO Provided
Southeastern Alliance Trainings	On-Going	District/SIP	Certified Staff	Region	Other	

*** Staff development plan will be updated as new opportunities become available.

Profile Data

(Data is embedded in or SIP. Charts/Graphs are attached/uploaded.)

Wayne County Public Schools

Waivers

Waiver No: 1

Wavier 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.