

School Street Elementary Wayne County Public Schools School Improvement Plan

School Improvement Plan
2014 through 2016

Cortrina Smith
415 South Virginia Street
Goldsboro, NC 27530

District Improvement Plan Goals and Vision

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

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

Goals for School Street Elementary 960-376
School Goal 1 – By the end of 2015-2016 school year, SSE will increase efforts to improve student, staff, and community safety at as measured by incident reports, student referrals, staff referrals, increase in professional development devoted to safety, and transparency with the home-school connection of 95 % or greater of the time. School Goal 2 – By the end of 2015-2016 school year, SSE will increase teacher effectiveness of using student assessment data to design instructional strategies that will work towards exceeding growth by 10% in math and reading as measured by the NC READY EOG and other state standard tests. School Goal 3 – By the end of the 2015-2016 school year, 3 rd and 4 th grade students will exceed growth and increase performance on the READY EOG (reading/math) assessments by 10 points from the 2014-2015 school year (31.7 %). School Goal 4- By the end of the 2015-2016 school year, teachers will increase their usage of technology with their instructional presentations and assessments by 5% of their instructional schedule.

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 School Street Elementary 960-376
Mission: School Street Elementary School will develop confident, disciplined students who are preparing to make useful contribution in a global society.

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:	<ul style="list-style-type: none"> * The education of children is a priority and is the responsibility of the entire community. * Education is a sound investment for society and a key to ending the cycle of poverty. * Understanding and respecting cultural diversity enriches the learning environment. * All students deserve a quality education. * Learning is a lifelong process.

Vision and Beliefs Statement for School Street Elementary 960-376	
Vision:	Embracing the whole child.
Beliefs:	<p>All students can learn. Each student is a valued individual with unique intellectual , physical, social, and emotional needs. Teachers, staff, administrators, parents, students, and community members share in the responsibility for providing a supportive learning environment within our school. Students learn best when they have opportunities for success. Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles. The commitment to continuous improvement is imperative if our school is to enable students to become confident, self-directed, lifelong learners.</p>

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	School Street Elementary - 376
School Address:	415 South Virginia Street Goldsboro, NC 27530
Plan Year(s):	2014-2016

School Improvement Team Membership	
Committee Position	Name
Principal	Cortrina Smith
Curriculum Facilitator	Winter McNeill
Kindergarten Teacher	Emily Bolar
1 st Grade Teacher	Stephanie Boykin
2 nd Grade Teacher	Mary Maurer
3 rd Grade Teacher	Charity Wagner
4 th Grade Teacher	Deborah Copeland
Counselor	Cassandra Best
EC Teacher	Tammy Artis
Parent	Tasha Adams
Special Area Teacher	Carol Mitchell
Media	Eileen Gauthier
Social Worker	Claudia Brown
Teacher Assistant	Lori McDowell
Parent Coordinator	Teresa Joyner

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



Executive Summary –School Street Elementary

Synopsis of School Demographics

The school is located in the central attendance area (inner city) of Goldsboro. The town of Goldsboro is mainly an industrial town. The majority of employment comes from Wayne County Public Schools, Cherry Hospital, O'Berry Center and Seymour Johnson Air Force Base. School Street Elementary serves students from low socio-economic backgrounds. Many of the students live in federal housing projects and income based homes. Local churches and community organizations are very supportive of the school in its efforts to provide a quality education for the students.

Student Performance Data

North Carolina currently uses the READY accountability model. This model uses the End of Grade tests for grades 3-4 in the subject areas English/language arts and math. Currently, approximately 31.7% of our students perform at or above grade level. Our school did not meet AMO (Annual Measurable Objectives) as outlined in the ESEA Act meeting 7 of the 13 targets for the 2014-2015 school year. For the 2014-2015 data, our school had shown expected growth in each assessed area for the whole school.

The school's administrator and curriculum facilitator disaggregate the recent EOG test data to compare performance within our school, the district and the state. This data reflects the areas of need, but specific math and reading objectives continue to show lower performance with both the district and the state. We will concentrate on efforts to expose, extend, and enrich the Common Core Curriculum/Essential Standards through an increase with instructional time and support additional staff with Title I funding. Finally, our school constantly self-assesses and monitors through the use of school developed programs (bi-weekly common assessments), Reading First model (reading schedule), and AdvancEd Correlate activities.

Student Demographic Data

For the school year 2015-2016 school year, the total enrollment of student is 216. The ethnic composition of school is 90.2 % African-American, 2.7 % Caucasian, two or more races 2.7 %and 4.3% Hispanic. Our school is a School-wide- Title I School with approximately 100% of the student body receiving free breakfast and lunch.

Community Demographic Data

The school is located in the central attendance area (inner city) of Goldsboro. The town of Goldsboro is mainly an industrial town. The majority of employment comes from Wayne County Public Schools, Cherry Hospital, O'Berry Center and Seymour Johnson Air Force Base. School Street Elementary serves students from low socio-economic backgrounds. Many of the students live in federal housing projects and income based homes. Local churches and community organizations are very supportive of the school in its efforts to provide a quality education for the students.

School Characteristics

School Street Elementary is a public Pre-K-4th school located in the Central Attendance area of Goldsboro. We presently have (3) Pre-K, (2) kindergarten, (2) first grade, (2) second grade, (2) third grade, (2) fourth grade with a certified teacher in each classroom. We have one exceptional children resource teacher and one exceptional children's self-contained classroom. Title I and Local Funds also provide other instructional support staff: curriculum facilitator and parent involvement coordinator. The entire staff is involved in staff development to extend, enriches, and enhances the instructional program of our school. To implement our school improvement plan, the following funds are utilized: Title I, state funds and local funds. The school operates productively due to the leadership of the principal and the dedication of the faculty and staff.

Stakeholders Perspective on the Quality of Education

School Street Elementary School strives to provide a quality education, both academically and morally. It serves the community by producing educated children who care about the rights of others as a whole. Stakeholders and community leaders hold high expectations for School Street. It is the job of the school to prepare the students for a successful middle school experience, as well as, creating a nurturing environment.

Data Summary Analysis – School Street Elementary

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

Academically our strength, according to the 2014-2015 results, is reading for SSE. Our performance composite according to North Carolina's proficiency with all of our subgroups (whole school, black, EC, and economically disadvantage) for math/reading is 31.7%. Our 3rd/4th grade students were able to receive expected growth supported by additional Title I staff including tutors, curriculum facilitators, and supplemental resources. Students being placed in small groups according to their results using our common assessments for intense intervention for 60 minutes daily. These groups rotated every two weeks as according to their area of weakness throughout the school year in both reading and math. Using results from MClass and Star Math, K-2 student outcomes revealed that more students were on grade level. But these results also validate our focus on changing the status quo – strengthening and coordinating our early learning system and improving those areas that are most strongly linked to 3rd grade reading, which is one of the strongest predictors of future academic success.

This was the first full year of Positive Behavior Intervention Support (PBIS). The previous year (2013-2014), we had 169 students receiving out of school suspensions. For the 2014-2015 year, there were 124 students receiving out of school suspensions, We were able to make over 70% improvement using our school-wide PBIS with student discipline.

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

Our school improvement team was able to disaggregate the 2014-2015 state EOG and K-2 assessment results during our summer planning session. According to our AMO target goals, we met 7 out 13 targets. In the area of reading and math, 3rd and 4th grade students did not meet goal with the following subgroups: whole school, black, and economically disadvantaged students. Although, we were able to achieve expected growth in those areas too. The group identified math as the area that needs improvement school-wide. The 3rd grade performance percentage in reading was 27.7% and 4th grade's percent proficiency was 29.2%. As a team, we decided to analyze our math structure which follows includes 60 minutes of instruction and 30 minutes of intervention daily. The additional Title I support provides either push-in or pull-out instruction along with the teacher for 30 minutes per grade level in math. There were other factors to consider that may have been a contributing factor(s) for low performances in both grades. We decided for 2015-2016 school year to front load objectives during the months of September and October as a whole for grades 2nd- 4th. At the end of each week, a mini common

assessment will be given to gauge each student's progress. Students will be able to create a learning plan for each area of weakness along with their teacher using data folders with learning plans. The learning plans will be reviewed and adjusted after each common assessment or other teacher made assessment. Our every two weeks of common assessments will provide the data that documents student performance of those specific objectives. As a grade level, teachers along with our curriculum facilitator will outline a plan of action to execute for the next (2) week with an assessment as follow-up. The curriculum facilitator, principal, and teachers will actively participate in weekly PLC's to review the student results. The group will determine how to adjust instruction according to their students' performance. This plan will be for (2) weeks with a review at the end of the assessment period. Each grade level assessment will be created by the curriculum facilitator with teacher input using SchoolNet.

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

(Add charts and Graphs)

School Goal 1 – By the end of 2015-2016 school year, SSE will increase efforts to improve student, staff, and community safety at as measured by incident reports, student referrals, increase in professional development devoted to safety, and transparency with the home-school connection by 95% or greater of the time.

School Goal 2 – By the end of 2015-2016 school year, SSE will increase teacher effectiveness of using student assessment data to design instructional strategies that will work towards exceeding growth by 10% in math and reading as measured by the NC READY EOG and other state standard tests.

School Goal 3 –By the end of the 2015-2016 school year, 3rd and 4th grade students will exceed growth and increase performance on the READY EOG assessments by 10 points from the 2015-2016 school year (31.7 %).

School Goal 4- By the end of the 2015-2016 school year, teachers will increase their usage of technology with their instructional presentations and assessments by 5% of their instructional schedule.

Priority Goal 1 and Associated Strategies

School Goal 1:	By the end of 2015-2016 school year, SSE staff will implement a safe and positive school culture by developing a comprehensive crisis plan, utilizing school-wide expectations, implementing a mentoring program, and decreasing discipline referrals by 10% (70% last year).
Supports this District Goal:	Wayne County Public Schools will be governed and supported by 21st Century systems.
Assigned Implementation Team:	Teachers, PBIS Core Team, Curriculum Facilitator, Principal

Goal 1 Improvement Strategies

Strategy 1: Increase staff, student, and community awareness/engagement for school safety issues, needs, and concerns; as well as, clarity 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) and create a crisis plan using school safety.	September 2015	On going
Utilize SchoolMessenger for families and staff	September 2015-June 2016	On going
Safety drills such as fire, tornado, and lockdown	August 2015-June 2016	On going
First Responders will collaborate with school personnel	August 2015-June 2015	On going
Provide safety training staff training including items in the 'Black Box' and their locations.	October 14, 2015	Planning
Participate in district and site professional development focusing on emergency response.	September 2015-June 2016	On going

Strategy 2: Staff will participate in various workshops throughout the school year, to promote a safe school environment.		
Action steps:	Timeline:	Status:
Staff development on Deborah Greenblatt and Bullying	August 2015- June 2016	On going

Counselor provides information on bullying and other prevention programs per our school-wide needs assessment results.	September 2015-June 2016	monthly
Post and discuss school-wide discipline matrix	August 24-September 4, 2015	Complete
Mentors assigned to identified students from Seymour Air Force Base	October 12, 2015-May 6, 2016	On going

Strategy 3: Students and staff will implement a positive school-wide discipline plan (Positive Behavior Intervention Support- PBIS).		
Action steps:	Timeline:	Status:
Group will attend PBIS training sessions.	September 2015-June 2016	In progress
Committee/staff will create and implement PBIS school-wide	September 2015-June 2016	On going
Staff will monitor student behavior throughout the school including the bus, cafeteria, special areas, and hallway. Students are able to earn PAWS throughout the school day.	September 2015-June 2016	On going
PowerSchool will be used to monitor student behavior	September 2015-June 2016	On going
Schedule celebrations every 9-weeks	October 29, 2015, January 29, 2016, March 23, 2016,	In progress
Weekly announcements	August 24 2015-June 7, 2016	On going

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
PBIS Cougar Paws Count				
Parent Surveys				
PowerSchool Discipline Results				

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

- Classroom behavior charts
- PBIS Incentives
- Intensive support provided by counselor with one-on-one assistance
- Parent conference notes
- Individual student behavior plans
- MTSS

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

Students are observed by their homeroom teacher of any negative changes in their behaviors. Often times, these changes are not only seen in the homeroom but during transitional opportunities too. If we are able to create and implement strategies pertaining to each student's needs; by working together with parents there should be improvement.

Priority Goal 2 and Associated Strategies

School Goal 2:	By the end of 2015-2016 school year, SSE will increase teacher effectiveness of using student assessment data to design instructional strategies that will work towards exceeding growth by 10% in math and reading as measured by the NC READY EOG and other state standard tests.
Supports this District Goal:	Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Curriculum Facilitator, School's Common Core Curriculum/Essential Standard's Team, Teachers, Principal

Goal 2 Improvement Strategies

Strategy 1: WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction.		
Action steps:	Timeline:	Status:
Coaching conducted by Teacher-Leaders, and Administrators during PLCs to create, revise, and implement weekly and daily lesson plans/strategies.	September 21, 2015- May 2016	Ongoing
Conferencing with students to create individual goals, as well as track student progress and mastery.	October 5, 2015- May 2016	Preparing to implement
Monitoring or Evidence Based Action that reflects and tracks instructional program or practice revision, as well as success of adaptation.	September 28, 2015-May 2016	Ongoing
Develop Personalized Education Plans for students who are at risk of academic failure.	October 26, 2015- May 2016	Ongoing
Use data folders to conference with students to create individual goals, as well as track student progress and mastery.	September 28, 2015-May 20, 2016	Ongoing

Strategy 2: SSE staff will identify the academic trends of student data and how it is affecting student achievement.		
Action steps:	Timeline:	Status:
Professional learning Collaboration (PLC's) teams meet weekly to review common assessments, lesson plans, and learning strategies	September 2015-June 2016	Ongoing
Students will be grouped according to their performance in math/reading per their weekly common assessments	September 2015-June 2016	Ongoing
Teachers will pre-teach objectives whole group per planned monthly schedule	September – October 2015	In progress
Teachers and support staff (curriculum facilitator/parent coordinator) will assist students to make goal sheets for reading/math	October 2015-June 2016	In progress
Teachers will provide common assessments every other week for reading and math	September 2015-April 2016	Ongoing
Students will receive 60 minutes of intervention daily in math/reading in small groups with their teacher or support staff.	September 2015-May 2016	In progress

Strategy 3: Parents will participate in various academic workshops throughout the school year, to promote collaboration between school and home.		
Action steps:	Timeline:	Status:
Family Reading Night	October 22 ,2015	In progress
Family Math Night	February 18, 2016	In progress
Parent Resource Room Availability	August 2015-June 2016	Ongoing
Title I Parent Workshops	October 2015-March 2016	Ongoing (Planning)

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Parent Surveys				
Common Assessments				
PLC Agendas/Minutes				

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

- MClass
- Star Math
- Teacher –made assessments/Common Assessments
- Student data folders

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

The data revealed through student individual assessment results helps our teachers and tutors to adjust instruction as needed. Our students are grouped according to the data outcome and specific objectives missed. It will often identify the trends that exist and sometimes needing to be taught in a different matter.

Priority Goal 3 and Associated Strategies

School Goal 3:	By the end of the 2015-2016 school year, 3 rd and 4 th grade students will exceed growth and increase performance on the READY EOG assessments by 10 points from the 2014-2015 school year (31.7 %) according to annual measurable objectives (AMO) per state and federal mandates.
Supports this District Goal:	Wayne County Public Schools will be governed and supported by 21st Century systems.
Assigned Implementation Team:	Students, Teachers, Parents, Curriculum Facilitator, Parent Involvement Coordinator, and Principal

Goal 3 Improvement Strategies

Strategy 1: Teachers will create and implement PEP's for low performing students in math and reading.		
Action steps:	Timeline:	Status:
Teachers will use common assessments weekly to check for mastery of skills.	Every Friday	In progress
Students will participate in intervention daily for 60 minutes	September 2015-June 2016	Ongoing
Teachers may refer students to MTSS for additional support with strategies.	Monthly	Ongoing
Use MTSS interventions with struggling students	September 8, 28, November 3, 2015 January 23, February 23, March 16, April 26, 2016	Ongoing

Strategy 2: School Street Elementary will improve students' academic performance through high time on task and frequent monitoring of achievement.		
Action steps:	Timeline:	Status:
Administration team will complete daily classroom observations	September 2015-June 2016	Ongoing
Curriculum facilitator will collect data through common assessments (SchoolNet).	October 2015-May 2016	In progress
Common, uninterrupted reading block (90 minutes)	August 2015-June 2016	Ongoing
Schedule in- class or pull- out instructional for intense intervention daily for 60 minutes with teachers and support staff (curriculum facilitator/parent coordinator).	September 2015-May 2016	In progress
Lesson plans will be reviewed weekly by principal using Google Drive	August 2015-June 2016	In progress
Students will be able to have in-school and after-school tutoring in math and reading according to their recent benchmark or other teacher made assessments by certified .	December 1, 2015-May 16, 2016	Preparing to implement
Use Read to Achieve testing data to monitor	September 2015-	Ongoing

students' progress with reading on grade level by the 3rd grade.	2016	

Strategy 3: The School Street Elementary staff will attend and participate in 95% of county and school staff development opportunities.				
Action steps:		Timeline:	Status:	
Provide technology classes for all instructional staff from the county's technology team		Monthly	In progress with planning	
Curriculum facilitator will provide onsite opportunities for professional development in reading and math as needed		December 2015	Planning	
Curriculum facilitator and principal will provide effective instructional strategies using school-based materials during staff meetings or PLC's.		September 2015- June 2016	Ongoing	
Staff may attend conferences such as the elementary conference to bring back information to the entire staff (state-wide).		As scheduled	Planning	
Staff will share information and training from the county's summer institute program at UOM.		Monthly staff meetings	September 2015- May 2016	
What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Teacher Working Conditions Survey				
Common Assessment Data				
Benchmark Assessments				

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

- Benchmark Assessments
- Common Assessments
- Teacher -made Assessments
- Staff development Surveys

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

Students needing more practice with pacing themselves on assessments, learning how to connect what they have already learned, and connecting what is needed to solve problems. Staff has provided what typed of staff development needs they would like to learn more about for their classroom.

Digital Teaching and Learning Goal Associated Strategies

Digital Teaching & Learning Goal:	Implement personalized professional development activities and resources, based on current research and selected by the needs of staff, that are aligned to digital competencies for educators and focus on current products available in the district for the 2015-2016 school year.
Supports this School / District Goal:	Faculty and Administration will be given the opportunity to earn 1.0+ digital literacy credits by completing courses offered onsite and online for SchoolNet.
Assigned Implementation Team:	Media and Technology Advisory Committee, Professional Development Committee, Media Coordinators, and Instructional Technology Specialists

DT&L Goal Improvement Strategies

Strategy/Class 1: Locate, review and create resources in SchoolNet.		
Action Steps	Timeline	Status
Step 1: Instruction on Strategy/Class 1		

Step 2: Follow-up activity for Strategy/Class 1		
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Strategy /Class 2: Locate, review and create assessments in SchoolNet.		
Action Steps	Timeline	Status
Step 1: Instruction on Strategy/Class 2		
Step 2: Follow-up activity for Strategy/Class 2		

Strategy /Class 3: Create a lesson plan in SchoolNet Part 1.		
Action Steps	Timeline	Status
Step 1: Instruction on Strategy/Class 3		
Step 2: Follow-up activity for Strategy/Class 3		

Strategy /Class 4: Create a lesson plan in SchoolNet Part 2.		
Action Steps	Timeline	Status
Step 1: Instruction on Strategy/Class 4		
Step 2: Follow-up activity for Strategy/Class 4		

Strategy /Class 5: Create a unit plan in SchoolNet (Part 1).		
Action Steps	Timeline	Status
Step 1: Instruction on Strategy/Class 5		
Step 2: Follow-up activity for Strategy/Class 5		

Strategy /Class 6: Complete a unit plan in School Net (Part 2). Utilize resources, assessments and lesson plans in the classroom.		
Action Steps	Timeline	Status
Step 1: Instruction on Strategy/Class 6		
Step 2: Follow-up activity for Strategy/Class 6		

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

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

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

Title 1 Compliance Review and Plan

Begin with changes

School Prioritized Plan

Based on the annual review of the district 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 each 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)
First and second grade classes will increase their percent of proficient students by 10% in reading (39.4 last year) and math (36.6 last year.).	Provide rigorous in-school intervention daily by teachers/support staff	Student Outcomes: Benchmark Assessments, PEP's, K-2 assessments, and IEP's	Student Outcomes: Every 9 weeks	PEP training from central office and curriculum facilitator if needed	Provide opportunities to participate in Reading Nights.
Reading proficiency will increase growth and performance as measured by the READY end-of-grade test to 55.1 % in grades 3-4.	Implement PEP's with MTSS to incorporate differentiated instructions based on student needs	Teacher Outcomes: Lesson Plans, Walkthroughs, teacher reflections	Teacher Outcomes: Every Semester	Conduct (1) per month training sessions for teachers in tested areas with expert consultants or teachers..	Provide workshops that support parental involvement including Tomekia Hutchins (parent facilitator)
	Provide guided reading and math instruction with intervention in small group setting				
	Implement the pull-out model in select classrooms grades 3-4.	Student Outcomes: 9-Weeks Benchmark, PEP's, Teacher-made Assessments	Student Outcomes: Every 9 weeks	PEP training from central office and curriculum	Provide workshops for

Students will increase to 53.9% proficiency in math as measured by the READY EOG.	Align PEP's to reflect strategies used per student needs.	Teacher Outcomes: Lesson Plans, ELOET	Teacher Outcomes: Every 9 weeks	curriculum facilitator as needed	teachers on how to assist with supporting parental involvement relative to reading and math.
	Sustain the Reading First model with 90 minutes of uninterrupted instruction along with 60 minutes of intervention from Title I teachers. K-2 students will use ReadingEggs for at least 20 minutes daily. Title I support staff will be scheduled to work with small groups Teachers and Title I Support staff will use a math management software for practice assignments and target individual needs (IXL)	Written management plans for each student (data folder) will chart the progress of each student. Students will master 80% proficiency	Beginning in September, teachers will analyze student EOG results. A mid-year assessment will be given to monitor student progress before May's READY EOG (STAR Math).	Teachers will utilize a variety of math software or websites as a math supplement. Teacher lesson plans will reflect integration of training ideas into daily instruction.	Provide Family math nights.

TITLE I SCHOOL SUMMARY

Provide a **Summary** of your Title I School Plan. All activities in Title I schools 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.

1. SCHOOL REFORM STRATEGIES

Teachers are required by the state to use a variety of formative assessments. We have developed local assessments that are given every nine weeks in the areas of math and reading using SchoolNet. We analyze student data to find the strengths and weaknesses according to the objectives taught during those nine weeks. We will be implementing Multi-

Tiered System of Supports (MTSS) to monitor our students progress in the areas of math and reading. This information will be used to create students at risk of failure, personal educational plan (PEP) using data from 3-D Reading and other common assessments per grade level. Instruction is adjusted accordingly either with remediation or enrichment. Teachers collaboratively weekly to analyze data for these various assessment tools to maintain and prescribe the individual academic need of a student in order to gain success. Teachers will utilize the following items daily: personal educational plan (as needed), LEA pacing guide, and Common Core Curriculum/Essential Standards. Research-based assessment tools as benchmarks such as reading/math coach, and basal assessment tools. We will implement the Reading Eggs (K-2) and Reading Eggpress for grades 3-4 in reading (web-based programs). The IXL math program will be used to assist students that are at risk in math. These supplemental programs will provide additional academic supports that are specific to each child's area of weakness according to Race to the Top and Common Core Curriculum/Essential Standards. Research continues to prove that students will improve as they reach mastery in the areas of reading and math. Effective Learning Environments Observation Tool (ELEOT) will continue to be used to monitor teaching and learning trends daily.

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

All classroom teachers are certified "Highly Qualified" through the NC Department of Public Instruction. All Instructional Assistants are highly qualified.

3. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

The LEA provides continuous learning opportunities for our teachers and teacher assistants to participate in throughout the school year. The Summer Institute is one of our local professional development opportunities within the county. Our teachers and teacher assistants are able to receive an array of instructional strategies, instructional presentations, or experience new research-based information first hand to add to their teaching skills. All of our professional development enables our teacher leaders to enhance and build in their particular certification area. We have nationally board certified teachers on our staff too. Teachers encourage provide support within a group through our county office that assists candidates through the certification process. We are also in partnership with Southeastern Alliance to participate in various high quality professional development opportunities throughout the year.

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

School Street Elementary is involved with local recruiting programs by participating in the local LEA's Job Fair and utilizing our school's website to recruit highly qualified staff.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

Teachers are included in the decision making process through the following opportunities: staff meetings, personal conferences regarding their students, the SSE Building Leadership Team, AdvancEd process. Teacher and administrative student data outcomes will include: student assessments through the weekly common assessments, READY EOG reading/math, nine week assessments, and writing tests results are implemented to determine student needs.

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

School Street Elementary School parent coordinator will facilitate parental workshops and meetings during the day and evening that will enable all parents to participate. Throughout the year, we will plan a variety of activities that will enhance parents' partnership in their student's classroom such as Reading Family Night, Math Family Night, and EOG Family Night. Often times, the parent coordinator may visit home to communicate needed information from the school to the parents to assist with completing forms. Students are able to sign-up and participate in the county's take-home computer program. This program will enable a parent to assist their child with pre-programmed programs in the areas of math and reading. Transportation and childcare will be provided as needed throughout the school year in order for parents to attend school functions. The appropriate stakeholders are provided the necessary data through various methods such newsletters, brochures, or monthly updates. Parents are given information about their individual child through test data such as 3D Reading, grade level common assessments, READY EOG results, teacher observations, tri-weekly progress reports and newsletters/teacher web pages. Also, parents have the opportunity to know the overall outcome of our school through the state report card and the Parent Portal that is provided online. Specific surveys are given to staff, students, and parents to complete through the AdvancEd model for school improvement. These surveys provide information on the understanding of the curriculum by the student, the facility needs, working conditions, and community involvement. This information is used to complete our school improvement plan and to allow our stakeholders to have the opportunity to participate in the planning for our instructional success. Our members of the Parent Advisory Committee (PAC) are committed to bringing together the talents of our teachers, parents, and most importantly our students. The goal is to enhance our children's education by creating a rich learning environment at school and outside of school. The PAC will achieve this by providing our teachers with assistance and support throughout the school year. All families are invited to participate in the county's Title I seminars held in the fall and spring of each school year. Representatives of the staff are able to attend these seminars too. A list outlining the school, student, and parent expectations will be provided for all families at the beginning of the school year in an open forum along with a student, parent, teacher, and principal compact. Student compact serves as a partnership to support each child throughout the school year. Our parent representative is an active participant on our school improvement team too.

7. TRANSITION STRATEGIES

SSE has two Pre-kindergarten classrooms. The pre-K students are included in age appropriate activities at the school. All Pre-Kindergarten students and parents are provided a tour of the Kindergarten classrooms, school cafeteria, media center and the school facility. The kindergarten teachers and Pre-kindergarten classes will collaborate with an activity each semester. Kindergarten students begin the school year on a staggered schedule with 5 students reporting to each class each day for the first 5 days. Following the 5-day abbreviated schedule, all Kindergarten students report to their respective classrooms. Mrs. Emily Bolar (kindergarten teacher) is responsible for our kindergarten transition plan. 4th grade students transitioning to 5th grade at a separate facility are provided a tour, meet with the teachers, and provided an orientation of Dillard Middle School (DMS). The DMS staff invites our 4th grades each spring.

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects. We will provide opportunities and methods for re-teaching and remediation in the classroom throughout the school year. Teachers will revise, implement, and monitor Personalized Education Plans for at-risk learner with the support of the school's MTSS team. In order to identify at-risk students, we will use the data from EVAAS data (4th), 3D Reading (K-3), and Star Math (K-4) to analyze student needs and plan instruction.

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

Title I and NC State funds are combined to provide highly qualified teachers, curriculum facilitators, lead teachers, tutors and classified assistants to offer remedial supportive programs for students identified through the Multi-Tiered Support Systems data assessments and teacher recommendations.

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.)

Our school will continue to stay up to date on the latest in school reform. The integration of technology throughout the curriculum will strengthen and improve our educational program. SSE staff will participate with technology training which includes online and on site opportunities. The county's technology team will provide training using Canvas with students and parents. and how to use SchoolNet to create resources. This will be a school-wide technology opportunity. All students will be able to use Promethean Boards to integrate various subject areas especially math and reading. The Star Math program will be used to assist with identifying student intervention needs. 3-D Reading will be utilized to monitor the progress of students in reading for grades K-3 reading. IXL is a web-based program that students are able to

use daily for at least 30 minutes. These supplemental programs will provide additional academic supports that are specific to each child's area of weakness according to the Common Core Curriculum/Essential Standards. Research continues to prove that students will improve as they reach mastery in the areas of reading and math.

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;

- Parents will receive tri-weekly progress reports notifying parents of their performance.
- Reading common assessments along with other teacher-made assessments will be administered in order to monitor students' improvement per need.
- Personal Educational Plan will be created with the student, parent, and teacher that will list specific, more intense strategies that will improve student performance.
- A letter will be sent home followed by a parent-teacher conference notifying parents about their child not performing on grade level after the first semester.

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;

- Each teacher will maintain a record of parent contacts throughout the school year

- (keep parents informed of progress in reading and math).
- Kindergarten & 1st grade teachers will inform parents after the first semester if their child is not reading on grade level by the 2nd grade.
- Students not on grade-level will receive additional instruction provided by a member of the support team (Ms. McNeill-curriculum facilitator and Ms. Joyner-parent coordinator) daily in the area(s) of concern.
- At-risk students will participate in the research-based computer program daily (IXL and Reading Eggs).

Strategies for Providing Duty-Free Times

<p>Pursuant to General Statute §115C-105.27(b), All schools shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C - 301.1, with the goal of providing an average of at least five hours of planning time per week.</p>

- K-2 teacher assistants monitor students in the cafeteria during the class' lunch period instead of teachers.
- 3rd-4th grade students are monitored by a member of the administrative team instead of teachers.
- A school-wide schedule for special area classes (PE, art, and music) was created and approved by the school improvement team. During this (1) hour time span, teachers are able to meet/plan.

Strategies for Preventing the Inappropriate Use of Seclusion and Restraint (Deborah Greenblatt Law)

Pursuant to General Statute §115C-391.1(a), It is the policy of the State of North Carolina to:

- (1) Promote safety and prevent harm to all students, staff, and visitors in the public schools.
- (2) Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
- (3) Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.
- (4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.
- (5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

Describe below the steps the school will take to prevent the inappropriate use of seclusion and restraint as outlined in the applicable General Statute.

- Students, parents, and teachers will be given a handbook with school and WCPS policies/procedures (Code of Conduct).
- Deborah Greenblatt presentation will be given to the staff annually
- Select staff will receive training in Nonviolent Crisis Intervention annually
- SSE is implementing PBIS; a team will be attending various staff development sessions to provide updates to share with the entire staff including 'Bullying in School'.

Strategies for the Prevention of School Violence

Pursuant to General Statute §115C-407.17, Schools shall develop and implement methods and strategies for promoting school environments that are free of bullying or harassing behavior.

Describe below the steps the school will take to promote an environment free from bullying or harassing behavior.

- The staff will participate in anti-bullying refresher workshops throughout the school year provided by the school counselor (Cassandra Best).
- A proactive drug and alcohol abuse program will be in place for students along with a strong advocacy against violence and weapons (Goldsboro City Police Department).
- The counselor will provide students with hands-on activities throughout the year about how to maintain a bully-free environment.

Professional Development Plan

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/District-wide/In-school	Fund Source	Estimated Amount
SchoolNet/how to use tools to integrate instruction	Oct. 2015 Dec. 2015 Apr. 2016	2/1	Teachers, Teacher Assistants, Principal	In-School	County	
3-D Reading	Fall 2015 Winter 2016 Spring 2016	2/1	Teachers, Principals	District-Wide	State	
Common Core/Essential Standards	Sept 15, Oct. 14, Dec. 8, 2015 Mar. 11, 2016	2/1	Teachers, Teacher Assistants principal	In-School	County and State	
Southeastern Alliance	Through-out the Year	2/1	Teachers, Teacher Assistants, Principal	TBA	Fed.	Free
High Yield Strategies	Monthly	3/1	Teachers, Teacher Assistants, Principal	In-School	County	
PBIS	Monthly	1/2	Teachers, Teacher Assistants, Principal	In-School	State	
Anti-Bullying	Monthly	1/2	Teachers, Teacher Assistants, Principal	In-School	None	
Deborah Greenblatt	Sept, 15, 2015	1/2	Teachers, Teacher Assistants, Principal	In-School	None	
PLC's	Weekly	2/2	Teachers, Principal	In-School	None	
WCPS' Summer Institute	Summer 2015 and 2016	3/5	Teachers, Teacher Assistants, Principal	Designated by the county	State	
Incident Command System Training	Oct. 14, 2015	1/3	Teachers, Teacher Assistants, Principal	In-school	county	

NOTE: As you plan your professional development, please remember the requirements for staff training on the Deborah Greenblatt law, as well as your efforts to prevent bullying.

Profile Data

2014-2015

Wayne County Public Schools

Ready Schools Plan (if applicable)

Chemical Hygiene Plan (High Schools Only)

Waivers

Waiver No: 1

Waiver Name: Classroom Flexibility

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

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

