

**North Drive Elementary
Wayne County Public Schools**



**School Improvement Plan
2014 through 2016**

Charlenna Bennett-Carter, *Principal*
1108 North Drive
Goldsboro, NC 27534

District Improvement Plan Goals and Vision

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

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

Goals for North Drive Elementary School (390)
<p>School Goal 1– North Drive Elementary students will be healthy and responsible through school wide strategies that will address the needs of at risk students/students from poverty, decreasing Out of School Suspensions by 10% and maintaining current attendance percentages.</p> <p>School Goal 2- North Drive will produce globally competitive students by implementing school wide strategies that will strengthen literacy skills, as well as math problem solving skills in order to exceed student growth and increase student performance in these areas.</p> <p>School Goal 3 – Leadership will guide innovation at North Drive Elementary by transitioning teachers, students, and classrooms into the 21st Century Model, by charting, displaying, and discussing current student data, maintaining a data communication log to monitor data talks, increase technology integration, and differentiation, and all reading and math lessons will have a rubric for students to use to monitor their learning. These strategies will be completed weekly.</p>

District Mission Statement for Wayne County Public Schools (960)
<p>Mission: Wayne County Public Schools holds high expectations for all students by collaborating with parents and the community to provide individualized support.</p>

Mission Statement for North Drive Elementary (390)
<p>Mission: North Drive Elementary stakeholders will motivate and develop outstanding globally competent 21st century learners through rigor, relevance, and relationships in a cooperative and nurturing environment.</p>

District Vision and Beliefs Statement for Wayne County Public Schools (960)	
Vision:	Cultivation, Personalization, Innovation-Every Student, Every Day!
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 North Drive Elementary (390)	
Vision:	North Drive Elementary stakeholders will provide opportunities to empower and enhance learners' intellectual, social, and 21 st century skills necessary to become productive members of society.
Beliefs:	<p>North Drive Elementary staff believes:</p> <ul style="list-style-type: none"> • Every child must be accepted as a person of worth. • Home, community and school share in the responsibility and accountability of the education and well-being of our students.

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	North Drive Elementary School-390
School Address:	1108 North Drive, Goldsboro, NC 27534
Plan Year(s):	2014-2016

School Improvement Team Membership	
Committee Position	Name
Principal	Charlenna Bennett-Carter
Elementary Curriculum Specialist	Barbara Williams
Kindergarten Representatives	Patsy Soper, Rita Vaughn
1 st grade Representatives	Dierdre Sutton, Velma Hartsfield
2 nd grade Representatives	Catherine Borgquist, Jane Willer
3 rd grade Representatives	Shauna Skinner
4 th grade Representatives	Andrea Wooten, Karl Artis
Instructional Assistant	Patricia Watkin
Parent Representative	Theresa English
Parent/Curriculum Facilitator	Tonya Langston
Literacy Coach	Gregory Brown
Special Area Representative	Denise Dupree
Special Area Representative	Adrienne Greene
Guidance Counselor	Caressa Smythe
Math Representative	LaSonya Brooks
EC Representatives	Consuelo Bryant, Judy Alexander

Percentage of Staff Approval:	100 %
Principal Signature:	_____ 09/15/2015
Local Board Approval Date:	_____
	Date

Executive Summary –North Drive Elementary

Synopsis of School Demographics

North Drive is a Pre K- 4 school located in the Central Attendance Area of Wayne County Public Schools. This year, our school met Annual Measurable Objectives in reading and math. While a large number of students perform successfully, we must continue to address the educational needs of all learners. We will focus on math and reading in our school-wide instructional plan and it is our goal to exceed growth in reading and math, and increase student performance in these areas. This School Improvement Plan gives an overview of the data, strategies, resources and timelines for instructional interventions.

Student Performance Data

During the 2014-2015 school year North Drive met 9 of 15 state and federal goals, or 60.0 % of the Annual Measurable Objectives. 41.8% of North Drive's 3rd and 4th grade students were on grade level. 28% of 3rd and 4th grade students were College and Career Ready (received 4's or 5's on the EOG). North Drive made expected growth!! We were .7 points away from exceeding growth.

Student Demographic Data

North Drive's student population is largely made up of African Americans. Our total enrollment is 445 with the following ethnic groups represented: African American, Native American, Hispanic, Multi-Racial, White, Asian and Haitian.

Community Demographic Data

Our school serves two housing projects: Fairview Homes and Woodcrest Homes; two low income apartment complexes: Jefferson Court and Alpha Arms and a large number of low-income rented single family dwellings. We also have a population of working class families who are employed by local industries and businesses, Wayne Memorial Hospital, the state psychiatric facility, and other state facilities in Wayne County and surrounding areas.

School Characteristics

North Drive Elementary School is a public Pre K-4 school located in the Central Attendance area of Goldsboro. The school's grade make-up has changed throughout the years; it has previously been both a K-1 and K-5 school. The school was constructed and opened in 1975 in an open classroom format. In the year 2001 walls were constructed to provide a more traditional classroom setting.

Stakeholders Perspective on the Quality of Education

To address the needs of our student population, NDE provides human resources: including an Elementary Curriculum Specialist who leads testing for the school, a Curriculum Facilitator who assist with the implementation of curriculum and professional development, a Parent Facilitator who is a liaison for parents and the community at large, and works with all Title I initiatives. Additionally, we have a Literacy and Math Coach who addresses curriculum and instructional needs of the students and teachers in reading and math. While these staff-members are critical in assuring that our students educational needs are met, for this effort to be successful the needs of the whole child must be addressed. Other outside factors also contribute and impact our students. Some of these include health issues, nutritional issues, and sometimes housing issues. Currently, as part of the Child Family Support Initiative our full-time School Social Worker and School Nurse assist our students and their parents in crucial areas by providing on site interventions, educational resources, community service referrals and home visits. Their presence is important to help meet our children's basic needs which will directly impact the success of the student at school.

Data Summary Analysis – North Drive 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)

2014-2015 Performance Composite

	All	Black	Hispanic	White	SWD	AIG
All Subjects	41.5	42.3	50.0	16.7	34.4	81.3
EOG	41.5	42.3	50.0	16.7	34.4	81.3
EOG 3 rd grade	46.0	46.4	66.7	*	29.2	*
EOG 4 th grade	37.5	38.4	37.5	16.7	37.5	78.6
Reading	44.7	44.1	57.1	*	34.4	75.0
Reading 3 rd grade	48.0	48.6	*	*	25.0	*
Reading 4 th grade	41.7	39.7	*	*	40.0	71.4
Math	38.4	40.6	42.9	*	34.4	87.5
Math 3 rd grade	44.0	44.3	*	*	33.3	*
Math 4 th grade	33.3	37.0	*	*	35.0	85.7

School Accountability Growth

2014 Data

EOG	Index	Level
Math and Reading	1.29	Meets Expected Growth

2015 Data

EOG	Index	Level
Math and Reading	1.73	Meets Expected Growth

District data shows that North Drive students in 3rd and 4th grade made the highest growth in reading and math during the 2014-2015 school year as compared to other elementary schools in the district. This indicates that current strategies and interventions in reading and math should stay in place and monitored closely to continue the gains. Additional efforts in Critical Thinking and Problem Solving are at the forefront in the core instruction so that student performance and growth will continue to increase in all areas.

An analysis of our attendance data reflects that our students have outstanding attendance, and the interventions currently in place are appropriately addressing our needs as a school. The percentage of students who attend school daily continues to increase each year. CFST and PBIS programs will continue to be used as an integral part of addressing goals related to the whole child, as well as resources for students whose behavior and academic performance is impacted by outside factors.

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

North Drive Elementary is in the unique position of having overlapping membership in subgroups. Because the school lacks racial diversity as well as economic diversity, all subgroups are the same students. Therefore, there is no gap with regards to instruction to any particular group. The areas that we will continue to put an increased focus on will be in reading comprehension and math problem solving.

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

The data driven priorities for our school are as follows: (1) Instructional interventions in the area of reading and critical thinking are crucial in our efforts to improve our performance on End of Grade assessments, utilizing 21st Century practices. (2) We must increase time in PSP (Problem Solving Pad) utilizing the effective strategies already in place in the area of math, (3) We must continue with our PBIS efforts and utilization of the CFST program along with MTSS in order to impact behavior, academics and attendance.

Priority Goal 1 and Associated Strategies

School Goal 1:	North Drive Elementary students will be healthy and responsible through school wide strategies that model and practice appropriate safety procedures as well as address the needs of students from poverty, decreasing out of school suspensions by 10% and maintaining current attendance percentages.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Administrators, Classified and Instructional Staff, Parents, District Safety Supervisors

Goal 1 Improvement Strategies

Strategy 1: Increase staff, student, and community awareness/engagement for school safety issues, procedures pertaining to identified areas.		
Action steps:	Timeline:	Status:
Maintain CIRC (Black Box) and keep updated	2014-2016	In progress
Crisis Plan utilizing School Safety Components	2014-2016	In progress
Participate in district and site professional development focusing on emergency response.	2014-2016	In progress
Fire Drills	2014-2016	In progress
Tornado Drills	2014-2016	In progress
Lockdown Drills	2014-2016	In progress
Central Office Emergency Line	2014-2016	In progress
Safety Meetings	2014-2016	In progress
Safe School Mode	2014-2016	In progress

Strategy 2: Implement the PBIS and a Character Education Instructional Program school-wide.		
Action steps:	Timeline:	Status:
Bullying 101/Bullying Tips monthly	2014-2016	In progress
Refresh teachers with precepts of PBIS.	2014-2016	In progress
Collect and review classroom discipline plans to assure compliance with school wide plan.	2014-2016	In progress
Review referral data each 9 weeks.	2014-2016	In progress

Provide consistent teaching and re-teaching of appropriate behavior.	2014-2016	In progress
Provide incentives and rewards to students for consistent and appropriate behavior(PBIS Program)	2014-2016	In progress
Recite the "Pledge to Self"- daily	2014-2016	In progress
PBIS team plan and monitor program components.	2014-2016	In progress

Strategy 3: Utilize the CFST and MTSS Team to address student needs in the area of health, academic progress, and behavior; also, providing a resource base for all stakeholders.		
Action steps:	Timeline:	Status:
Implement the components of the Child Family Support Team Initiative as outlined by the state.	2014-2016	In progress
MTSS weekly meetings	2014-2016	In progress
Provide training to all staff in Deborah Greenblatt Legislation.	2014-2016	September
Utilize Behavior Support Assistant**	2014-2016	In progress
Reflection activity	2014-2016	In progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
MTSS data				
PowerSchool data				
Observations				
Staff Development rosters				
CFST data				
Discipline Plans				
PBIS data				

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

- MTSS data
- Professional Development Rosters
- Discipline data
- PowerSchool

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

Priority Goal 2 and Associated Strategies

School Goal 2:	North Drive will produce globally competitive students by implementing school wide strategies that will strengthen literacy skills, as well as math problem solving skills in order to exceed student growth and increase student performance in these areas.
Supports this District Goal:	Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Administrators, Classified Staff , Instructional Staff, Parents, Partners in Education

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 to create, revise, and implement weekly and daily plans.	2014-2016	In progress
Conferencing with students, as well as, track student progress and mastery (data talks/rubrics)	2014-2016	In progress
Provide professional development on using data to inform instruction.	2014-2016	In progress
Create reading/math action plans and adjust plan as data dictates	2014-2016	In progress

Strategy 2: Establish a comprehensive instructional program that includes data driven instruction in the classroom, utilizing the Literacy Lab and the Problem Solving Pad (PSP)		
Action steps:	Timeline:	Status:
Ensure data driven instruction in both the classroom and lab settings by incorporating effective teacher to teacher communication	2014-2016	In progress

tools (PLC/MTSS Form C), teacher to student communication (Data talks/logs), teacher to parent communication (assessment/progress reports/surveys).		
High Yield Strategies will be integrated into daily instruction.	2014-2016	In progress
Non-negotiable teaching strategies will be integrated in all math and reading lessons.	2014-2016	In progress
Guided Reading: Students will be homogeneously grouped for reading instruction using the guided reading format which emphasizes comprehension.	2014-2016	In progress
Technology Programs: Reading Eggs, iReady, STAR Math and Reading	2014-2016	In progress
At-risk students and EC students will be supported in reading instruction using corrective reading, and/or reading mastery.	2014-2016	In progress
Tutors will support grades 2-4 by remediating students in math and reading.	2014-2016	In progress
Administer benchmark tests and Universal Screeners as determined by NCDPI and WCPS.	2014-2016	In progress
Notify parents of student progress monthly; send a formal letter to notify parents if students are at risk of retention.	2014-2016	In progress
Problem Solving Pad (PSP)/Literacy Lab: Students and teachers will use the lab to participate in and engage students in lessons addressing the math/reading objective(s).	2014-2016	In progress
All teachers will chart, display, and discuss math and reading data (data talks/ logs).	2014-2016	In progress
Turn and Talk/Think-Pair-Share-student coaching-Limited Lecture (non-negotiables)	2014-2016	In progress
Develop a Reading/Math Action Plan	2014-2016	In progress

Strategy 3: Monitor the use and frequency of HYS, best practices, student engagement, and 21 st Century Instructional Practices.		
Action steps:	Timeline:	Status:
Classroom Walkthroughs done twice weekly by Administrators, Curriculum Facilitator, and/or teacher leaders.	2014-2016	In progress
NC Teacher Evaluation System	2014-2016	In progress
Tutors work with 2 nd , 3 rd and 4 th grade students on best practices	2014-2016	In progress
Lesson Plan Spot Check	2014-2016	In progress
Data communication log review (data talks)	2014-2016	In progress

Charted data monitored weekly	2014-2016	In progress
CWT tool	2014-2016	In progress
Foster Grandparents	2014-2016	In progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Classroom Walk-through Data				
Anecdotal Data				
mClass Data				
Star Math Data				
Star Reading Data				
ELEOT/CWT Tool**				
mClass/Progress Monitoring				
Read to Achieve passages/assessment (3 rd grade only)				

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

- PLC notebooks
- McClass/STAR data
- Reading/Math Action Plans
- Weekly anecdotal notebooks-Round Table
- Read to Achieve passages/assessment data

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

Walk-through data is checked weekly by the Principal to ensure HYS and other research based strategies are being carried out in the classroom with fidelity. Feedback forms are also given to the teacher for immediate feedback. STAR and Dibels data are reviewed and discussed with each teacher and an action plan is devised to directly address the individual needs of the students.

Priority Goal 3 and Associated Strategies

School Goal 3:	Leadership will guide innovation at North Drive Elementary by transitioning teachers, students, and classrooms into the 21 st Century Model, by increasing the frequency of differentiation, digital teaching and learning opportunities, rubrics, parent partnership, and utilizing “non-negotiables” in math and reading lessons each day.
Supports this District Goal:	Wayne County Public Schools will be governed and supported by 21st Century systems.
Assigned Implementation Team:	Administrators, Curriculum Facilitator, Teacher Leaders, Parents

Goal 3 Improvement Strategies

Strategy 1: Provide comprehensive resources to facilitate 21 st century instruction		
Action steps:	Timeline:	Status:
Research based strategies-Non-negotiables Checklist	2014-2016	In progress
Rubrics	2014-2016	In progress
Guided Reading Program	2014-2016	In progress
Literacy and PSP Labs	2014-2016	In progress
Professional Learning Communities	2014-2016	In progress
Tutors	2014-2016	In progress
On-going enrichment/interventions	2014-2016	In progress
CFST and MTSS Teams	2014-2016	In progress
Parent Nights/Classroom invitations	2014-2016	In progress
Parent Advisory Council	2014-2016	In progress
Parent Resource Center	2014-2016	In progress

Strategy 2: Access to research based resources, strategies and programs		
Action steps:	Timeline:	Status:
Professional Development-MTSS, McKinney Vento, Reading Stamina, Non-negotiables, PBIS, Bloom's Training, Science Inquiry/Integration	2014-2016	In progress
Rubrics	2014-2016	In progress
Guided Reading Program	2014-2016	In progress
Parent Resource Center	2014-2016	In progress
mClass/Dibels data	2014-2016	In progress
STAR data	2014-2016	In progress
Data communication logs	2014-2016	In progress
iReady data	2014-2016	In progress
Universal Screener	2014-2016	In progress

Strategy 3: Access to resources to implement technology integration and computer assisted instruction. Implement personalized professional development activities and resources, based on current research and needs of the staff, that are aligned to digital competencies.		
Action steps:	Timeline:	Status:
Access to whiteboard/mimio technology	2014-2016	In progress
Computer Software: Reading Eggs, Microsoft Word programs, iReady, STAR	2014-2016	In progress
Access to Classroom notebooks/iPads	2014-2016	In progress
Computer Lab/Mini-lab	2014-2016	In progress
Learn basic use of iPads	2015-2016	In progress
Review apps for curriculum parts 1&2	2015-2016	In progress
Integrating apple into the core curriculum	2015-2016	In progress
Utilizing iPads with whiteboards	2015-2016	In progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Computer Lab Sign In Sheet				
Classroom Walk-through Data				
Media Center Sign In Sheet				
Software Program Reports				
Data Communication Logs				

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

- PLC Minutes
- Lab sign-in sheets
- Lesson Plans
- Anecdotal Notes
- Data Communication Logs

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

Staff development sign-in sheets are used to document all professional development held on-site. PLC notebooks outline strategies used for students in the classroom. Lesson plans are spot checked regularly during CWT's to ensure 21st century strategies are being employed.

Title 1 School-Wide Compliance Review and Plan

School Prioritized Plan

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

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Improve math achievement scores to meet AMO standards as outlined by the state.	Increase utilization of Math Labs Utilize PLCs to plan use of strategies as well as align instruction with curriculum guides.	Benchmark Tests Classroom Assessments EOG Data iReady STAR data	9/2014-6/2016	21 st Century Problem Solving PD Non-negotiables Refresher HYS	Meetings/Signatures Parent Conferences Parent Academic Nights
Improve reading achievement scores to meet AMO standards as outlined by the state.	Guided Reading Utilize PLCs to plan use of strategies as well as align instruction with curriculum guides.	Classroom Assessments EOG Ready Data Mclass Data K-2 Assessments iReady STAR data	9/2014-2016	Guided Reading Refresher Bloom's Refresher Common Core PD Non-negotiable's Refresher HYS	Meetings/Signatures Parent Conferences Parent Academic Nights

SCHOOLWIDE PROJECT SCHOOLS

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

1. SCHOOL REFORM STRATEGIES

Our school will focus our efforts on 21st century systems. We will engage our students in 21st Century Classrooms, and provide instruction that is global and relevant. We will integrate technology using the SMART Board, Mimio Technology, iPads and the Computer Lab. The 5 components of Literacy will be the focus of the Literacy Lab. Non-negotiable requirements and HYS will be utilized in all math and reading lessons to ensure rigor and all learners' needs are addressed.

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

We only hire Highly Qualified Staff. A school based retention program is in place and support by the district is provided.

3. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Needs assessment and interest surveys are utilized to determine site based professional development. When needed, presenters are contracted, or district personnel are utilized. Online professional development is also integrated into our plan. We have, and will continue to focus on: the Common Core, addressing needs of at risk students, classroom management, PBIS, HYS, and Differentiation.

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

The district sponsors a job fair that provides a vehicle to meet and recruit HQ teachers. In addition, our school website provides topical information about our school program so that teachers who are visiting the district website can also learn about our school. Loan forgiveness programs are in place within the state for teachers who work at least 3 consecutive years in a high needs school.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

Teachers are required to use diverse assessments. In addition, local benchmark testing is done in reading and math. Each week teachers are provided common planning time to discuss the assessments and ways to adapt instruction for the benefit of the students.

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

Consistent communication is the pinnacle of our parent outreach program. We will communicate using Power School to provide brief reminders. We use newsletters and written communication to give more in depth information. Our website and marquee also provide both short and lengthy summaries of school happenings. We use face to face meetings through home visits, the Parent Resource Center, PAC meetings/open house; and family nights to establish rapport and solicit support. Finally we use our Child Family Support Team to ensure that parents have a platform to advocate for their child, as well as understand and access the available resources within the school and community. We will utilize Power School to inform parents about academic progress. Assessment results are reported to parents through progress reports, reports cards, parent conferences, large group meetings, small group meetings, phone calls, letters, newsletters, and the state report card.

7. TRANSITION STRATEGIES

Administrators-Bennett-Carter and Williams, Kindergarten teachers-Thigpen, Marshall, Dellick, Soper, and Wellington, and the Pre-K staff-Boykin and Gregory insure proper placement of students transitioning from

preschool. They review assessment information and participate in meetings with WAGES Teachers, NC Pre-K teachers, and other pertinent personnel. These meetings allow for the sharing of information about the needs and placement strategies for these children. We hold parent meetings that allow students who are future enrollees and their parents to familiarize themselves with our school. During Kindergarten registration, our staff is available to assist with questions as well as the enrollment process. A Kindergarten transition plan has been developed to address anticipated issues and needs of students. In May, our fourth grade teachers-Wooten, Howell, Artis and guidance counselor-Smythe will arrange for all 4th grade students to participate in an orientation at Dillard Middle School so that our students are familiar with the upcoming requirements of middle school.

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

Children who are experiencing difficulty are provided interventions outlined in MTSS. Small Group Instruction and Computer Assisted Instruction is prevalent throughout the day. The Child Family Support Team also meets and designs intervention plans for students who are at risk behaviorally or socially. PEPs are written and implemented for students who are at risk of failing. Additionally, we have a Behavior Health Center that provides support for students with emotional or mental health needs.

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

Funds are used to strengthen and support the educational program at North Drive.

Funds are used to provide staff development.

Funds are used to enhance technology integration.

Funds are used to provide instructional materials.

Funds are used to provide needed personnel to strengthen the educational program.

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 Title I program provides students with Title 1 teachers and 6 part time tutors who support and enhance our educational program. The Title I program gives our students access to diverse resources and instructional supplies so that the learning environment is more rich and productive.

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;

- Guided Reading
- Literacy Lab
- CFST Team
- MTSS Team
- Informal communications with parents regarding academic performance.
- Formal communications with parents if students are at risk of failing (written/oral).
- mClass data and progress monitoring
- Parent Workshops during the school day
- Parent volunteers
- iReady
- Reading Eggs
- NC Pre-K
- KEA

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;

- CFST Team w/parent component
- MTSS Team w/ parent component
- Take Home Computer Program
- Literacy Lab
- 21st Century/4-H After School Program (Communities in Schools)
- Differentiated instruction
- IEP's
- EC S/C and Resource
- mClass data and progress monitoring
- iReady
- Reading Eggs
- Non-negotiables

- Reading/Math Action Plans

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.

- Common planning time incorporated into the master schedule
- Duty Free lunch incorporated into the master schedule

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.

- Training provided to all staff
- Handouts provided to all staff
- *Administrator training by Central Office

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.

- PBIS Implementation
- Character Education Instruction/Presentations
- Code of Conduct Assembly
- School Pledge
- Bullying 101
- Bullying Tip of the month
- Mentor Program

- GREAT Program
- Pledge to Self

Professional Development Plan

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/ District-wide/ In- school	Fund Source	Estimated Amount
Professional Dev.-Best Practices	On-going	North Carolina public schools will produce globally competitive students.	Certified Staff	In school	Local, state, federal	TBD
MTSS Refresher	September	Leadership will guide innovation in Wayne County Public Schools.	Certified Staff	In School	State, federal	0
PBIS Refresher	September	Wayne County Public Schools students will be healthy and responsible.	All Staff	In School	State, federal	0
Guided Reading Refresher	September	Leadership will guide innovation in Wayne County Public Schools.	All Staff	In School	Local, State, Federal	0
Bloom's Refresher	September	Leadership will guide innovation in Wayne County Public Schools.	All Staff	In school	Local, State. Federal	0
Reading Stamina	November	Leadership will guide innovation in Wayne County Public Schools	Certified Staff	In School	Federal	0
Digital Teaching and Learning	October-May	Leadership will guide innovation in Wayne County Public Schools	All Staff	In School	Local, State, Federal	0
Deborah Greenblatt	September	Wayne County Public Schools students will be healthy and responsible.	All Staff	In School	Local, State	0
Non-negotiables	October	Leadership will guide innovation in Wayne County Public Schools	All Staff	In School	State, Federal	0
Bullying Initial Training	September	Leadership will guide innovation in Wayne county Public Schools	All Staff	In School	Local, State	0
Southeast Alliance/Elementary Conference	On-going	Leadership will guide innovation in Wayne County Public Schools	Certified Staff	District Wide	Local, State, Federal	TBD
McKinney-Vento/Poverty Training	September	Wayne County Public Schools students will be healthy and responsible	All Staff	In School	N/A	0
Using data to Inform Instruction	On-going	Leadership will guide innovation in Wayne County Public Schools	All Staff	School/District/ State	Local, State, or Federal	TBD

