

CC Wright Elementary School



State Board of Education Goals – Future Ready Students for the 21st Century

- 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

- District Goal 1:**
Supports SBE Goal:
- District Goal 2:**
Supports SBE Goal:
- District Goal 3:**
Supports SBE Goal:
- District Goal 4:**
Supports SBE Goal:
- District Goal 5:**
Supports SBE Goal:

Instructional Services District Priorities

Priority 1

Wilkes County Schools Instructional Services Team will promote and support Pre-K-14 Instructional excellence. Expectations of Instructional Excellence will include but are not limited to:

- Pre-K – 12 Instructional Specialists/Professional Development
- Administrative Conferences, Instructional Cluster Meetings, Monthly Principals' Meetings
- Priority Standards/Alignment Documents
- Formative Assessment
- Data Teams (Instructional, School, District)
- Pre-K-12 Literacy Initiatives
- RTI (Response to Instruction)
- SEFEL (Social and Emotional Foundations for Early Learning)
- PBIS (Positive Behavior Intervention Support)
- Career and College Promise/WCC Partnership
- Distance Learning Opportunities
- Career and College Readiness (Explore, PLAN, ACT, WorkKeys)
- Differentiated Learning Focus

Priority 2

Wilkes County Schools Instructional Services Team will build the professional capacity of all educators to enhance the instructional quality of learning experiences to promote student excellence.

- Ventures structured interview process
- Educator Effectiveness Process
- Teacher and administrator evaluation process
- Comprehensive needs assessment
- Delivery of professional growth opportunities
- Collaboration between school based staff and support staff
 - Instructional Team
 - ITFs (Instructional Technology Facilitators)
 - Instructional Specialists (Elementary, Middle and High School)

Priority 3

Wilkes County Schools Instructional Services Team will continue to embrace the concept of diverse cultures where successful and gainful life choices within the community are respected; therefore, guiding students to occupations of self-fulfillment and contributions to the global community.

- Multi-Media Public Relations
 - Webpage
 - Facebook
 - Local News Venues
 - Power Schools (district and school bulletins, automated messaging, etc.)
- Partnerships
 - Home/Family
 - Community
 - Business and Industry

Recommended Data Sources for Analysis by School Improvement Team
Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)
Title I Surveys: Parent / Teacher / Student
Title I Comprehensive Needs Assessment
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports) http://www.ncpublicschools.org/accountability/reporting/cohortgradrate
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Pupil Accounting http://www.ncpublicschools.org/fbs/accounting/data/
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Special Education Continuous Improvement Plan
Title I AMO Results http://www.ncpublicschools.org/accountability/reporting/tedreports
Healthy Active Children Initiative (http://www.nohealthyschools.org)
EVAAS https://ncdolsas.com/
CEDARS Data Warehouse and Reporting System - https://schools.nc.gov/reporting (Need NC ID log in information)

LEA or Charter Name/Number:

School Name/Number:

School Address:

Plan Year(s):

Date prepared:

Wilkes County / 970

C.C. Wright Elementary School / 312

200 C.C. Wright School Road, N. Wilkesboro, NC, 28659

2015-2016

9/9/2015

Principal Signature: *Kimberlee A. Stone*

Kimberlee A. Stone

Local Board Approval Signature:

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Signature	Date
Principal	Kimberlee Stone	<i>Kimberlee A. Stone</i>	9-9-15
Assistant Principal	Kelly Waters	<i>Kelly Waters</i>	9/9/15
Teacher Representative - EC - Co-Chair	Donna Reynolds	<i>Donna Reynolds</i>	9/9/15
Teacher Representative - EC	Taklyah McCathern	<i>Taklyah McCathern</i>	9/9/15
Teacher Representative - Kindergarten	Ashley Doss	<i>Ashley Doss</i>	9/9/15
Teacher Representative - 1st Grade	Chelsea Campbell	<i>Chelsea Campbell</i>	9/9/15
Teacher Representative - 2nd Grade	Emily Fulcher	<i>Emily Fulcher</i>	9/9/15
Teacher Representative - 3rd Grade	Olivia Hinnant	<i>Olivia Hinnant</i>	9/9/15
Teacher Representative - 4th Grade	Heather Melton	<i>Heather Melton</i>	9/9/15
Teacher Representative - 5th Grade - Chair	Megan Kinder	<i>Megan Kinder</i>	9/9/15
Teaching Assistant Representative	Jennifer Spencer	<i>Jennifer Spencer</i>	9/9/15
Parent Representative	Shelby Parsons	<i>Shelby Parsons</i>	9/9/15
Inst. Support Representative	Heather Johnson	<i>Heather Johnson</i>	9/9/15
Inst. Support Representative	Amy Pruitt	<i>Amy Pruitt</i>	9/9/15
Inst. Support Representative	Barbara Wiebel	<i>Barbara Wiebel</i>	9/9/15
Teacher Representative - Pre-K	Tory Anderson	<i>Tory Anderson</i>	9/9/15

* Add to list as needed. Each group may have more than one representative.

School Vision and Mission Statements

Vision:

C.C. Wright Elementary School provides a positive "Can Do" learning environment where Tigers (students) R.O.A.R. by taking Responsibility, having Ownership, having a positive Attitude and by showing Respect for self, others and our school.

Mission:

The mission of C.C. Wright Elementary School is to provide a positive environment where academics, as well as social and emotional skills, are held to the highest standards. We want to be a role model for our children in these areas and be committed to going the extra mile to ensure children succeed both academically and emotionally. Our mission is built on the foundation of positive relationships and a "Can Do" attitude.

Principal Assignment for the 2015-16 School Year

The principal of C. C. Wright Elementary School, Dr. Kim Stone, will remain at the school. The strategies contained in this plan represent the principal's plan to remediate the performance deficit that exists.

Title I Schoolwide Components Checklist

Please address each of the following with a brief summary.

Include applicable artifacts (optional).

1. Comprehensive Needs Assessment Summary (drives all other components)

- a) Assessment data (K-2 Assessments, EOGs, AIMSWEB, AYP, etc.)
- b) Poverty, demographic, and personnel data
- c) Organization and instructional effectiveness including professional development needs
- d) Stakeholder perspectives (e.g., staff, parent, student surveys)
- e) Inventory of instructional materials and supplies

Results from the 2014-15 grades 3 – 5 End-of-Grade tests in reading and math, grade 5 Science End-of-Reading 3-D was used to benchmark all Kindergarten through 3rd graders and at-risk 4th and 5th graders. The results show that Kindergarten was 55% proficient at BOY and 80% proficient at EOY; first grade was 59% proficient at BOY and 49% proficient at EOY; second grade was 47% proficient at BOY and was 31% proficient at EOY; third grade was 53% at BOY and 60% proficient at EOY; 4th grade at-risk students was 0% proficient at BOY and was 0% proficient at EOY; and 5th grade at-risk students was 17% proficient at BOY and 50% proficient at EOY.

Historical Reading 3-D Proficiency Schoolwide Dibble and TRC Data

	2012-2013	2012-2013	2013-2014	2013-2014	2014-2015	2014-2015
	DIBELs	TRC	DIBELs	TRC	DIBELs	TRC
Beginning of Year	56%	45%	44%	31%	54%	35%
Middle of Year	52%	32%	51%	30%	62%	35%
End of Year	59%	50%	55%	34%	68%	56%

Kindergarten through 2nd grade EOY math benchmarks results show that Kindergarten was 55% proficient; first grade was at 47% proficient; and second grade was at 32% proficient.

	2012-2013	2013-2014	2014-2015
Kindergarten	79.9	50.8	74.4%
1 st Grade	52.1	59.4	68.7%
2 nd Grade	31.9	31.9	59.6%

The BOG3 was administered at the beginning of the school year and 23.7% were on track to pass the assessment. At the end of the year 50% were proficient with a level 3, 4, or 5. An additional 1.5 % were proficient with retesting or a good cause exemption.

The Reading EOG assessments for grades 3-5 results showed the following proficiencies: 3rd grade - 51.5%, 4th grade – 46%, and 5th grade – 31.6%.

Historical Schoolwide Proficiency Reading EOG Data

2012-2013	2013-2014	2014-2015
40.1%	30.8%	34.3%

The Math EOG assessments for grade 3-5 results showed the following proficiencies: 3rd grade – 47%, 4th grade – 41%, and 5th grade – 38.6%.

Historical Schoolwide Proficiency Math EOG Data

2012-2013	2013-2014	2014-2015
39.6%	31.8%	37.6%

Using the data collected from the K – 5 Reading 3-D assessments, K – 5 tutors were trained in Corrective Reading which was used 4 days a week in small group instruction during IE time the 2014 – 2015 school year. Data teams were implemented in grades K – 5 during common planning with the focus being math and reading. Data teams will continue in the 2015 – 2016 school year with the math and reading focus continuing and the addition of science and social studies.

C. C. Wright's demographic data indicates that we have a poverty level of 79.58% (this does not include Pre-K students). Our ESL population is approximately 5.4%. The racial make-up of C. C. Wright's student population is fairly diverse. The schools population is distributed as follows: Asian <1%, Black 12%, Hispanic 15%, Multi-Racial 4%; and 63% White.

There is a range of teaching experience among the teachers. Approximately 50% of teachers have 0 - 4 years of experience and 50% have five or more years of experience. Two of our teachers are National Board Certified.

Title I funds were used to employ tutors in grades K – 5 and to purchase instructional supplies and materials. Please see the attached inventory sheet.

2. School Reform

- Identify low performing areas and strategies used to address those areas
- Describe the procedure for identifying non-proficient students and subgroups, and intervention strategies used to address the needs of these populations
- Describe how student progress will be monitored and how parents will be informed of their progress

The RTI process, Reading 3-D data, benchmark assessments, and EOG data from the previous year, combined with other formative assessments and teacher observation were used to identify non-proficient students. Strategies implemented to help meet the needs of non-proficient students included hiring tutors in grades 3 – 5 and teaching assistants in grades K – 1 which were used to provide small group instruction and remediation. Tutors in grades 3 – 5 used Corrective Reading tutors in grades K – 2 use Reading Mastery with small groups. New K-2 teachers attended Foundations training. Grade levels created pre/post tests for math units which were used for IE groupings. Pre-tests helped determine needs to be addressed when planning. Post-tests gauged learning and helped determine if further instruction was needed. K-2 teachers use Foundations with all students. 3-5 teachers use Words Their Way with all students. In addition, all teachers use Daily 5 for ELA instruction Math instruction centers on Math Investigations and is data driven. Moby Max was used to collect math data.

3. Highly-Qualified Personnel

- Provide a statement of attestation of the status of school's highly-qualified teachers and paraprofessionals
- Provide a plan to report to parents if a child is being taught by a teacher who is not considered "highly-qualified"

All but 4 teachers and paraprofessionals at C. C. Wright are highly qualified. The NCDPI website verifies that all staff members are highly qualified. If a child were being taught by a teacher who is not considered highly qualified, the parents would be notified in writing at the time per Title I requirements.

4. High-Quality and Ongoing Professional Development

- a) Describe your professional development activities in terms of: areas of needs determined by needs assessment; funding source; participants; timeline of training; implementation and follow-up training; evidence of researched effectiveness (brain research, product research, instructional practice research); and method of evaluating impact on student achievement
- b) Describe how the entire school community is involved in professional development activities

The staff continues to receive training in how to implement and use Reading 3-D data to meet the instructional needs of proficient and non-proficient students. These training sessions were held at the beginning of the school year by our Instructional Specialist. The data was used during grade level planning/data meetings to drive instruction. Our Instructional Specialist provided 3 Reading/Language Arts staff development opportunities for staff: 40 Ways to Read Like a Detective, and Close Reading. In addition, teachers were trained in Daily 5 and Words Their Way to strengthen ELA instruction. Training sessions for Moby Max and ALEKS were provided to enable teachers to drive math instruction from student data. Module 3 PBIS training has been conducted as well.

5. Recruitment and Retention of Highly-Qualified Staff

- a) Describe how you use assessment data to place highly-qualified teachers in areas of need, including the use of "reduced class size" positions.
- b) Describe recruitment initiatives at the school level in terms of climate issues, administrative support for teachers (planning, staff development, lead teacher, coach, and/or mentor support) and any incentive program that may exist.

In an effort to retain a strong teaching staff, the instructional specialist is assigned as their mentor. New hires are also assigned a buddy teacher to assist with acclimation to the new environment. This past year year an EC PreK teacher and TA, 1 Kindergarten teacher, 1 First Grade teacher and TA, 2 Second Grade teachers, 2 Third Grade teachers, 1 Fourth Grade teacher, 1 Fifth Grade teacher, an Instructional Specialist, 2 EC TAs, a School Counselor, and an Assistant Principal were hired.

All certified staff members have 50 minutes of daily planning. For grades K – 5 this planning time was common. After school meetings were reduced by conducting SST during teacher planning time. Implementation of PBIS Module 2 helped teachers with classroom management. Our Instructional Specialist provided special events for BT support.

6. Parent Involvement

Show evidence of the following: Parent Involvement Policy; Annual Meeting; flexible meeting times; schoolwide planning; parent information and training opportunities; School-Parent Compact; Building Parent Involvement Capacity; reservation of funds for parent involvement; and annual evaluation of the plan

C. C. Wright has an increasing level of parental involvement as noted on sign-in in sheets at events throughout the year. Parent compacts and parental involvement policies are sent home to parents at the beginning of the school year. The PTO/Parent Advisory Committees meet monthly to discuss current school issues and to offer input in decision-making. Parents also serve on School Improvement Team. Other areas of parent/family involvement include: student led conferences, field day, PTO programs, open house, birthday celebrations, Grandparent's Day breakfasts, Veteran's Day program, awards programs, Terrific Kids programs, parent/teacher conferences, field trips, fall festival, family science night, family math night, Tigerthon, Read Across America Activities, Career Day, Classroom Volunteers, book fairs, and American Red Cross blood drives.

7. Transition

Describe transition activities for incoming students and students moving to middle school

Activities to make the transition easier to middle school, kindergarten, and information sessions are held for Pre-K. Pre-K and kindergarten screenings are held for students and information sessions are held for parents. Pre-K and Kindergarten teachers conduct home visits for all students. Transition meetings are held for students moving to middle school. Fifth graders visit Central Middle School each spring to meet the teachers and tour the campus. Transition meetings are held with teachers of exceptional children and

the principals of C. C. Wright and the middle schools to which they will be transitioning. Transition meetings are also held with service providers of EC children, C. C. Wright teachers, and the principal for incoming Pre-K. C. C. Wright's Pre-K teachers also partner with Cub Creek Headstart.

8. Teacher Involvement in Assessment Use

Describe teacher involvement with district-wide assessment requirements, how data is used and how to analyze data to drive instruction

C. C. Wright will implement Data Teams for the third year. Teachers met once a week as a grade-level with the instructional specialist, principal and/or assistant principal to compile and analyze data for planning purposes. Data analyzed includes: Moby Max and Reading 3D, and progress monitoring. Teachers were provided data days to analyze benchmark testing results to better meet the instructional needs of students. SST (psychologist/counselor/administrator/EC Resource Teachers/School Social Worker/School nurse) met monthly with each grade-level during common planning to review data and make instructional decisions pertaining to the implementation of the RTI process and other specific needs of students within the grade.

9. Intervention Strategies

Describe programs, strategies, and professional development used to meet needs of at-risk students.

Many strategies are in use at C. C. Wright Elementary School to meet the instructional needs of our at-risk students including: RTI, SST, and employing tutors to work with small groups of at-risk students using Corrective Reading and Reading Mastery. Other programs used for intervention strategies include: Treasures, Studies Weekly (4th grade), Foundations (all K-2 students), daily scheduled Intervention/Enrichment time (all K – 5 students), Reading 3D (all K – 5 students), Ten Marks Math (all 1 – 5 students) and Moby Max (Kindergarten students).

10. Coordination/Integration of Programs

Describe collaborations with other programs, grants, and agencies (e.g., local civic groups, church organizations, and community resources)

The staff at C. C. Wright works with community agencies to provide opportunities to provide opportunities for our students, parents, and families. Included in these opportunities are: Terrific Kids sponsored by the Kiwanis Club; Communities in Schools provides lunch buddies for at-risk students, school supplies from "Stuff the Bus," and Fishing Creek Baptist Church and free glasses from "Sight for Students." Samaritan's Kitchen sponsored the Back Pack program. The Wilkes County Library sponsors a Summer Reading Program. School Spirit Nights with McDonald's and Pizza Hut net 10% of their proceeds to C. C. Wright. Dreams and Kitestrings sponsored the Dream Explorers program for 5th graders. The school participated in Box Tops for Education, the Coke Rewards Campaign, began recycling aluminum cans through "Can Do," Lowes Foods Cart to Class, Target Red Card Rewards, Communication 4 Education Fundraising through Carolina West Wireless, and Liberty Theaters' movie specials. HOPE Ministry, BROCC, and Salvation Army all provide support for C. C. Wright families during the Holidays. Vulcan Materials provided rock dust to cover the track. Louisiana Pacific donated 4 loads of mulch. The Speedway Ruritans provided dictionaries for every 3rd grade students and donated funds to the school to support student needs. An anonymous benefactor provided field trip funds to support students served through the ESL program. Garner Glass provided a new safety glass window at the front office. Several teachers received Donor's Choose Grants to support learning in their classrooms. We continue to partner with ASU and their Teacher Education Department by providing classrooms for year 3 internships during the fall and spring semesters. Oakwoods Baptist Church sponsored the Good News Club for students in grades K – 5.

11. Historical Schoolwide Attendance Data:

2012-2013	2013-2014	2014-2015
95.65%	95.03%	95.47%

Through data collection and analysis trends are seen with students who have high absenteeism and lower performance.

12. Historical Schoolwide Office Discipline Referral Data

2012-2013	2013-2014	2014-2015
31	70	140

Upon implementation of PBIS (Positive Behavior Intervention and Support) expectations consistently throughout the school teachers have become more aware and more intentional of the distinction between minor and major offenses. The majority of the 2014-2015 ODRs can be documented to a small number of students to which the PBIS rewards are less effective. Moving into Module 3 of PBIS those are the students who are receiving individualized interventions.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data). **Title I Component – Comprehensive Needs Assessment / Teacher Involvement in Assessment Use / Coordination & Integration of Programs**

The majority of students participating in Corrective Reading and Reading Mastery showed growth on our Reading 3D assessments.

All grade levels developed a detailed, fluid Curriculum Map based on Power Standards which kept our focus on intentional instruction.

Grade level teams met weekly to create Intervention and Enrichment groups.

Grade levels met a minimum of one time each week to discuss instructional practices and collaboratively created lesson plans based on their curriculum map.

During SST (Student Success Team) meetings and grade level meetings teachers focused on growing each individual child from where they were to their future. Specific notes are taken for reference as necessary.

Parental Involvement has increased validated through sign-in sheets at various events. Our PTO provides support to our students and teachers. Support data based on Open House, conferences, number of parent volunteers, family nights, and phone contact.

PBIS has a clear focus that is based on learning from our prior experiences with implementation. We successfully completed Module 2, receiving a score of 100% on our SET, and have been trained in Module 3.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Title 1 Component- School Reform/ Transition/ Intervention Strategies (box will expand as you type)

Continued training in assessments for Reading and Math, formative in particular, are needed.

Continued use of data will be used to inform instructional practices in both reading and math in order to close gaps.

Additional collaborative planning of grade level teams to address instructional gaps.

Consistent PBIS school wide implementation of Module 3.

Standards based instruction must occur in order to successfully implement standards based grading practices in grades K - 3.

Working toward skills mastery (K-2 report cards).

Math interventions to address specific skill needs.

3. What data is missing, and how will you go about collecting this information for future use?

Title 1 Schoolwide Component-Teacher Involvement in Assessment Use/ Coordination & Integration of Programs/ Intervention Strategies

Specific student assessment in Math and ELA – Areas of strength & needed improvement will be determined based on these results.

Consistent progress monitoring data to address academic needs.

Math data was more focused and thorough. We will begin using Moby Max to collect data 3 times each year beginning with the 2015-16 school year. SRA ALEKS will be used as the math intervention in grades 3 – 5 and Moby Max and SRA Number Worlds will be the math intervention used in grades K – 2 for the 2015-16 school year.

SRA ALEKS (which stands for Assessment and Learning in Knowledge Spaces) is research based and backed by the National Science Foundation. Based on the knowledge space theory, ALEKS used artificial intelligence to develop and select an appropriate path for students to complete to support and develop students' mathematical knowledge states. Moby Max is a research based computer program that incorporates various cognitive skills and techniques. Moby Max's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's research.

Math Investigations was developed by TERC (a non-profit research development agency) by a team of curriculum developers and mathematical educators. The research was funded by the National Science Foundation and field tested over a number of years.

4. Based upon the analysis conducted, what 2-3 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

Title 1 Schoolwide Component- Highly Qualified Personnel/High Quality & Ongoing Professional Development/School Reform/Intervention Strategies

Literacy- Based on 2014-15 performance data and 2014-15 Reading 3D data we need to continue to be more intentional with instruction. We will continue to utilize Words Their Way, Daily 5, Now What through M-Class, and Foundations to provide rigorous focused instruction.

Math-Based on 2014-2015 performance data, Ten Marks Math data, and Moby Max data determined that a student math achievement showed improvement. We will continue to provide rigorous focused instruction by training teachers on the methodologies of Math Investigations and will supplement any instructional gaps with Georgia Math and Howard County Math lessons.

Data/Planning – Based on 2014-15 EOG scores, Reading 3D results and curricular mapping, we see a need for continual support in developing unit plans and daily lesson plans that align with the curriculum guide/CCSS.

The data also evidences the need to develop strategies to meet the needs of our Exceptional Children's population and our ESL population to ensure growth.

5. Title I School Only – How will parents be informed of your School Improvement Plan and be given the opportunity to provide feedback.

Present plan to our PTO and Parent Advisory for feedback.

SIP will be available on our website, in print in our office, and in the Data Notebook of each staff member.

Mission and Vision statement will be continually reiterated with our school and community.

Priority Goal 1 and Associated Strategies(Required)

Area for improvement and supporting data: Literacy

Based on student need from Reading 3D assessments and prior years EOG data. For all students to be successful there must be a foundation of basic literacy.

School Goal 1:

C. C. Wright will increase from a D to a C on the NC School report card by October, 2016.
Priority 1

Supports this district goal:

Target:

60% of students will meet proficiency and grow in Reading based on their EOG, Benchmarks, BOY, MOY, and EOY assessments

Indicator:

Title I Component(s):

1, 2, 4, 8, and 9

Milestone date: October, 2016

Weekly, Quarterly, Annually

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:

Strategy: Corrective Reading implementation for at-risk students in grades 3-5 and Reading Mastery for at-risk students in grades K – 2

Action steps:

1. Corrective Reading tutors to work with 3rd -5th grade students. Reading Mastery tutors to work with K – 2 students.
2. Tutor will meet with students to 5 days per week, 45 min. per day.
3. Assess after every 10 lessons to assess growth.
4. Release students from the intervention when mastery is reached.

Strategy 2:

Strategy: Implement Foundations for all K-2 classrooms

Action steps:

1. Train all new K-2nd grade teachers in Foundations
2. Foundations will be used 50 minutes per day in each K-2nd grade classroom to fidelity.
3. Assess student progress at BOY, MOY, and EOY in Reading 3D and Foundations unit tests.
- 4.

Strategy 3:

Strategy: Intervention and Enrichment Groups

Action steps:

1. Analyze data from Reading 3D, Moby Max, and SRA ALEKS to create groups based on deficits and standards mastery.
2. Tailor instruction in small grade-level groups to meet standards that lack proficiency.
3. Re-assess standards and re-group students based on data from progress monitoring and benchmark data.
4. Scaffold instruction to meet needs of students in enrichment groups.

Check	What data will be used to determine whether the strategies were deployed with fidelity? <p>Detailed lesson plans will be completed weekly by all teachers and monitored by administration. Standards, interventions, and resources are included in plans with grade level collaboration.</p> <p>Instructional Specialist will train tutors in assessment of Corrective Reading and Reading Mastery for placement into/out of Corrective Reading based on student need and data.</p> <p>For Corrective Reading and Reading Mastery schedules of tutors will be created to ensure 5 day per week implementation, 45 minutes per day. Tutors will maintain notebooks with records of student data.</p> <p>Administrators will disaggregate Reading 3D data with teachers at BOY, MOY, EOY during Data Team meetings.</p> <p>Administrators and Instructional Specialist will observe Foundations lessons in all K-2 classrooms and training will be implemented for fidelity.</p> <p>I/E blocks will be monitored/modified by grade level teams during common planning.</p> <p>Standards Mastery Checklist</p>
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) <p>Student growth as evidenced at BOY, MOY, EOY and progress monitoring in Reading 3D.</p> <p>Student growth as evidenced by Corrective Reading assessments every 10 lessons.</p> <p>Student growth as evidenced by Reading Mastery assessments every 10 lessons.</p> <p>Student growth as evidenced by anecdotal records of tutors documenting student performance.</p> <p>3th grade proficiency and growth from BOG to EOG</p> <p>4/5 grade proficiency and growth as evidenced by EOG scores</p>
	What does data show regarding the results of the implemented strategies?

Priority Goal 2 and Associated Strategies(Required)

Area for improvement and supporting data:

Instructional Practice and Data Analysis

School Goal 2:

Teachers will plan relevant instruction based on specific student and school data.

Supports this district goal:

Priority Goal 1 and 5

Target:

60% of students will be proficient and make growth in reading, math, science.

Indicator:

1, 2, 4, 6, 8, and 9.

Title I Component(s):

Milestone date: October, 2016

BOY, MOY, EOY, EOG, Benchmarks

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:

Strategy: Data Teams

Action steps:

1. Grade-level teams will meet twice weekly to discuss instructional practices and specific student data in reading and math.
2. Teachers will create pre/post assessments to evaluate knowledge of standards in reading and math.
3. Teams will keep a fluid data wall showing BOY, MOY, & EOY reading and math data. This will be updated mid-way between each benchmark as well.
4. Pre/Post math data will be tracked for each standard in the data room.

Strategy 2:

Strategy: Collaborative Planning

Action steps:

1. Grade-levels will create quarterly curriculum maps based on priority standards
2. Grade-levels will plan together at least once per week on lesson plans
3. SST will meet monthly with grade-levels to address specific individual needs of students
- 4.

Strategy 3:

Strategy: Data Analysis

Action steps:

Plan/Do

1. Analyze data from Reading 3-D (K-5)
2. Analyze data from Moby Max. (K-5)
3. Analyze data from SRA ALEKS (3-5)
4. Analyze data from Corrective Reading, Reading Mastery, and Number Worlds

Check	What data will be used to determine whether the strategies were deployed with fidelity? Data notebooks will be kept by each teacher containing specific information regarding individual student data in reading and math. Contents of the Data Notebook will include: curriculum maps, lesson plans, student data reports from Reading 3-D, ALEKS, Moby Max, a copy of the SIP, and an individual progression of intervention sheet for each student. Pre/post standard assessments will align with curriculum maps each quarter.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Data from BOY (Beginning of the Year), MOY (Middle of the Year), EOY (End of the Year) -- Reading 3-D, Moby Max Data from BOG (Beginning of Grade) 3 and Grade 3 EOG Data from Grades 3 – 5 EOGs Formative classroom assessments Benchmark data Math Investigations assessment checklists
	What does data show regarding the results of the implemented strategies?

Priority Goal 3 and Associated Strategies(Required)

Plan	Area for improvement and supporting data:
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Mathematics – Based student need from Moby Max, SRA ALEKS, and the previous year's EOG data. There must be additional instruction in foundational mathematics and problem solving skills.

School Goal 3:

C. C. Wright will increase from a D to a C on the NC School report card by October, 2016.

Supports this district goal:

Priority 1 and 5

Target:

Based on their EOG, Benchmarks, BOY, MOY, and EOY assessments 60% of students will make growth in math.

Indicator:

Title I Component(s):

1, 2, 4, 8, and 9

Milestone date: October, 2016

BOY,MOY,EOY

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:

Strategy: Math Investigations

Action steps:

1. Teachers will be trained in Math Investigations
2. Teachers will carry out the Math Investigations lessons to fidelity on a daily basis.
3. Math Investigations differentiation lessons will be used when appropriate during I/E
4. Fidelity checks will be conducted throughout the year by the instructional specialist and administration.

Strategy 2:

Strategy: Moby Max (K–2) & SRA Aleks (3-5)

Action steps:

1. Teachers will be trained to implement Moby Max & SRA Aleks
2. Students will be engaged with Moby Max to address specific areas of need or acceleration during math rotations
3. Students will be engaged with SRA Aleks to address specific areas of need or acceleration 30 minutes daily during math rotations
- 4.

Strategy 3:

Strategy: SRA Number Worlds implementation for at-risk students in grades K - 2

Action steps:

1. An SRA Number Worlds tutor will provide intervention 5 days per week for 45 minutes
2. Students will be assessed for progress following completion of the unit of lessons on a standard

3. Students will be released from the intervention when standards mastery occurs.

4.

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Reports from Aleks (3-5) and Moby Max (K-2) Tutor documentation Fidelity check feedback Standards Mastery checklists
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Data from BOY, MOY, and EOY – Reading 3D Ten Marks and Moby Max – K-5 data at BOY, MOY and EOY BOG and EOG Scores Formative and K-2 nd Benchmark data
	What does data show regarding the results of the implemented strategies?

Wilkes County Schools, SIP Safe Schools Checklist

(Administrator should initial each component to indicate that the safety act has been completed)

___ School safety committee has been established.

School Goal 5: Supports this district goal:	C. C. Wright will Increase from a D to a C on the NC School report card by October. 2016
Target: Indicator: Title I Component(s): Milestone date: October, 2016	Based on their EOG and Benchmark assessments 60% of students will make growth in Science.
Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.	
Strategy 1:	Strategy: Improve Science Vocabulary
	Action steps:
	1. Teachers will teach grade-specific Science vocabulary at every grade-level.
	2. Science vocabulary word of the day will be announced on in-house and scrolled on schoolwide televisions.
	3. Teachers will create grade-specific Science vocabulary word walls.
Strategy 2:	Strategy: Discovery Education Techbooks
	Action steps:
	1. Teachers will be trained in the use of Discovery Education Techbooks
	2. Teachers will utilize Discovery Education Techbooks to fidelity
	4.
Strategy 3:	Strategy:
	Action steps:
	1.
	2.
	3.
	4.