



Donna Lee Loflin Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot	<u>9/28/2015</u>
Results For	<u>43</u>
Results Against	<u>0</u>

<u>Jordi Roman</u>	<u>10/8/15</u>
Signature	Date

Approved by Superintendent of Schools:

<u>Terry W. Worrell</u>	<u>10/8/15</u>
Signature	Date

Approved by Board of Education:

<u>Jane H. Redding</u>	<u>10/8/2015</u>
Signature	Date



Our School's Vision	Donna Lee Loflin Elementary will be a school of excellence that fosters lifelong learning and is dedicated to challenging all students to be successful 21 st century citizens.
Our School's Mission	We will empower all learners to reach their full potential. We will educate the whole child by demonstrating respect, inviting participation, and working collaboratively to foster creativity through the integration of the arts.
Core Beliefs	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">● We recognize the need to partner with parents, who are a child's first and most important teacher.● All members of our learning community will demonstrate the importance of high expectations in teaching and learning.● Teachers and students will be actively engaged in the learning process, which will include higher-order thinking skills, problem-solving skills and decision-making skills.● Teachers will create an environment that embraces individuality and encourages risk-taking in the learning process.● Our community will value diversity, demonstrating an understanding and appreciation of their own cultural heritage as well as that of others.● Our learning community will ensure that children and learning are the priorities for all decision-making● We have made a commitment to integration of the arts as a key component of our teaching and learning at Donna Lee Loflin.



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- Create Opportunities
- ✓ Capacity Building

Strategic Focus/Foci:

- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
- ★ *Implement response to instruction
- ★ *Academic proficiency in core curriculum
- ★ *Consistent use of performance rubrics

Current Level of Performance:

READING

Grade	Assessment	Proficiency
K	mClass	71%
1	mClass	58%
2	mClass	65%
3	EOG	51.7%
4	EOG	42.6%
5	EOG	44.8%

Annual Goal 1:

We will increase our K-2 mClass proficiency from 64.7% to 72%; 3-5 EOG from 46.4% to 62% by strengthening our students' ability to decode, comprehend complex text and increase academic vocabulary.



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Intentional lesson planning to unpack the literacy standards every 9 weeks to ensure systematic, explicit, and multi-sensory instruction for our students	Wendy Rich Rebecca Bel Castro Laurie Johnson	Delaware ELA Literacy Concept Organizer Engage NY Lessons Massachusetts Lessons	Grade Level Teams Ms. Watkins	Lesson Plans Quarterly ELA Planning Google Doc Quarterly Timeline Google Doc	September 1,2,3,23 October 28,29,30 November 5 December 3 January 13, 14, 15 Feb 11 March 11,12, 13		
Train all our staff (certified and classified) on guided reading (clear expectations as to what guided reading should be in the classrooms) impacting student growth	Mrs. Johnson Ms. Watkins Ms. Lee Ms. Ficquette	Jan Richardson materials available to all Exemplar guided reading lesson plans Observations Thursday Advanced PLC Trainings	Administration Mrs. Johnson Mrs. Underwood (Lead Mentor) Mrs. Player Grade level team	Completion of a log ongoing communication during PLC (agenda) Video Running records Dibels	Weekly as needed Quarterly <u>Phase 1</u> By First week of November (definition phase) including lesson plan <u>Phase 2</u> Peer observation Model lesson		



<p>Teachers will effectively develop and implement ExCELL strategies through embedded coaching opportunities so that all students may increase acquisition of academic language.</p>	<p>ExCELL team All Staff</p>	<p>PD / Review for all staff Exemplars of actual ExCeLL Lessons</p>	<p>P. Clinard N. Grady M. Joyce M. Cockman Instructional Team (Watkins, Johnson, Roman)</p>	<p>Lessons/ Observations</p>	<p>Initial Training Sept. 29th Two observed Excel Lessons by Nov. 2015 On-going Repository of Excel Lessons</p>		
<p>Visiting other classrooms and schools that achieved high growth to observe guided reading so that teachers can improve the overall implementation and effectiveness of guided reading.</p>	<p>ILT/ Mentors SIT Team</p>	<p>Ms. Wakins Ms. Johnson McCrary visit-Ms. Wiles Schedules for guided reading Substitute teachers</p>	<p>Central Office Administrative team</p>	<p>Lessons/ Observations Reflections from visits mClass Assessments Benchmarks Running Records Progress Monitoring</p>	<p>November 13, 2015</p>	<p>progress monitoring flexible reading groups</p>	
<p>Boost students' vocabulary by introducing 2-6 Tier Two vocabulary words per week using the ExC-ELL seven-step method so that students are developing an increased academic vocabulary.</p>	<p>Grade level Reps. Johnson Roman</p>	<p>Dubraska Stines ExC-ELL manual Grade level texts</p>	<p>Instructional Staff Literacy Committee ESL staff</p>	<p>Lesson plans Word walls Staff PDP</p>	<p>December 2015 February 2016 April 2016</p>		



Utilize Tier 2 words lists by grade level to ensure increased student exposure and use of words taught during ExC-ELL lessons.	Grade level Reps. Johnson Roman	Dubraska Stines ExC-ELL manual Grade level texts	Instructional Staff	Word Lists Lesson Plans	On-going		
Model and observe ExC-ELL seven step method in every classroom in which the teacher has not had training to ensure fidelity of program implementation..	Clinard Cockman Grady Joyce Johnson Roman	Dubraska Stines ExC-ELL manual Exemplar Lessons	ExC-ELL trained staff: Clinard, Cockman, Grady, Joyce, Roman	PD logs Walkthroughs/Observations	December 2015		



Strategic Objectives:
<ul style="list-style-type: none"> ✓ Engage Each Student ✓ Assessment for Learning ✓ Improved Achievement ○ Create Opportunities ✓ Capacity Building

Strategic Focus/Foci:
<ul style="list-style-type: none"> ★ 1st Century skills: 4 Cs - Communication, Collaboration, Critical thinking and problem solving, Creativity ★ *Problem-based learning

Current Level of Performance:	
Math Performance	
Grade	EOG Proficiency
3	67.2%
4	42.6%
5	41.1%

Annual Goal 2:
 Increase grade 3-5 math EOG proficiency from 50.4% to at least 65% by strengthening the students' number sense, computational fluency, and conceptual understanding through student-centered instruction.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will strengthen their implementation of mastery lessons, number talks, and the "launch, explore, discuss" strategy, so that students will learn in a student-centered instruction.	L. Johnson Math Committee	Provide PD to new classroom teachers (9/17/15) Video of exemplar lesson by Ms. Kern "Number Talks" book by Sherry Parrish Wendy Rich District Mastery Lessons	L.Johnson Donna Underwood D.Hunter	Lesson plans Video recorded lessons Peer observations Walkthrough data			



<p>Unpacking standards during grade level quarterly and weekly planning sessions, so that students are taught quality lessons that are based on the standards.</p>	<p>Grade level teams L. Johnson</p>	<p>-Pacing guides -DPI website -ACS elementary wiki -Georgia Math Units</p>	<p>J.Roman H.Watkins</p>	<p>PLC notes Lesson plan feedback Walkthrough data from central office support</p>	<p>Weekly (in PLC's)</p>		
<p>Students will increase math fact fluency through continued implementation of engaging activities (such as Math Wars), parent involvement, and daily practice, so that students' math problem solving skills will be efficient.</p>	<p>L.Johnson Grade level teams</p>	<p>Basic fact strategies inter-grade math wars Number Talks Parental Involvement (Math Night, math fact logs)</p>	<p>L. Johnson Parents Classroom Teachers</p>	<p>Google spreadsheet with Math War times and graphs Daily Math Log (signed by parents) Math War with McCrary Schoolwide expectation for weekly math fact practice at home</p>	<p>Weekly December 2015 and May 2016</p>		



Strategic Objectives:

- ✓ Engage Each Student
- ✓ Assessment for Learning
- ✓ Improved Achievement
- ✓ Create Opportunities
- ✓ Capacity Building

Strategic Focus/Foci:

- ★ 21st Century skills
- ★ Problem-based learning
- ★ *Academic proficiency in core curriculum
- ★ *Consistent use of performance rubrics
- ★ Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
- ★ *Implement response to instruction

Current Level of Performance:

2014-15 Grade 5 Science EOG Proficiency: 48.3%
2014-15 Grade 5 Science Benchmark Proficiency: 57%

Annual Goal 3:

We will increase our EOG Science scores from 48.3% to 65% by utilizing regular K-5 science instruction, vertical planning between grade levels, and integration of Literacy and Science instruction.



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Each grade level will have a separate Science time, integrating technology, so that students' knowledge will build from year to year.	Grade level teams Administration L Johnson	Science kits Discovery Techbook Study Jams website BrainPop website Vertical Planning	Grade Level Teams L Johnson	Common Assessments aligned to pacing guide PLC discussion Walkthrough data	every 9 weeks or when Units are completed		
Teachers will participate in routine vertical planning to prepare for upcoming science units.	Grade level teams Administration L. Johnson	Science units Science curriculum	Grade Level Teams L Johnson	Common Assessments aligned to pacing guide PLC discussion Walkthrough data	every 9 weeks or when Units are completed		
Teachers will create common assessments which will be analyzed so that instruction will be driven based on data.	Grade level teams Administration L Johnson	Science kits Discovery Techbook PebbleGo Product Rubrics	Grade Level Teams L Johnson	Common Assessments aligned to pacing guide PLC discussion Walkthrough data	every 9 weeks		



Guided Reading will include books with Science content so that students' vocabulary will include Tier 2 and 3 words.	Classroom teachers D. Player	Foss books Guided Reading books Reading A to Z Big Universe Discovery Tech Book	Classroom teachers D. Player H. Watkins	Lesson plans Comprehension questions Walk through data	December		June, 2016
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Title I Compliance

Actions taken to meet the ten essential components of a School-Wide Title I Program

1. A Comprehensive Needs Assessment of the entire school	<ul style="list-style-type: none"> • Continued use of surveys that seek opinions of students, staff and parents • Fluid CIP that is revised throughout the year to meet student needs • Leadership Team meets monthly or more often as needed to have input into guidance of school • Monitoring attendance reports • Monitoring disciplinary logs • Retentions • mCLASS/Reading 3D data • EVAAS • EOG results • PLC meeting agendas/minutes • EC student referrals • Poverty Percentages • Scholastic Reading Inventory • North Carolina Teacher Working Condition Survey • Master schedule, reflecting continued implementation of A+ program (starting in 2013) • Master schedule, reflecting increased inclusion model for EC, ESL, AIG and reading schedule, reflecting inclusion (EC and ESL)
2. School-Wide Reform Strategies	<ul style="list-style-type: none"> • Participation in professional development around Literacy and ELL strategies: provided by school staff and district staff • Participation in professional development around ACS Literacy plan: provided by school staff • Instructional Assistants will participate in school Professional Development tailored to our specific DLL student needs • Effective collaborative planning for instruction and intervention. • Implementation of MPI's (Model Performance Indicators) through "I can statements". • Planning days with Wendy Rich to unpack standards • Common assessments developed at each grade level and analyzed for student needs • Response To Instruction; Student Support Team • School wide attendance incentive program • School wide discipline policy: PBIS/FISH • LLI Reading program implemented, targeting first grade and second grade students reading below grade level • Benchmark Assessments for Literacy, Math and Science • Instructional assistants to assist with small group and individualized instruction for students; all lower grade IAs partner with upper grade classes • Continued implementation of A+ program with a literacy focus • School-wide collaboration/co-teaching with specialists to integrate the arts



3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none"> ● Current staff is 100% “highly qualified” per the definition of No Child Left Behind ● 30% of our staff has an advanced degree ● Staff members assist in selection of new staff members
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> ● Professional development will be provided by Central office personnel on the local level ● Professional Development will be provided at PLCs and DLL Faculty Meetings ● Professional Development will be provided by the NC A+ program director and fellows
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none"> ● District retirement plan ● Provide an engaging and collaborative environment. ● Provide mentors for new certified staff and buddies for new classified staff. ● Provide new teachers with additional funds to help secure materials for their rooms. ● Continue to work with the Chamber of Commerce to provide incentives for new teachers. ● Provide all teachers with materials for their classroom. ● Provide additional orientations for first year teachers beyond that which is arranged for staff. ● Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students. ● Placing highly qualified teachers in areas of need
6. Including Teachers in Decisions Regarding the Use of Assessment	<ul style="list-style-type: none"> ● Decision making with goals for Continuous Improvement Plan ● Teachers collaborate in weekly PLCs, 3 yearly Assessment Wall meetings, SST meetings ● Teacher participation in Common Core curriculum training ● Teacher involvement through RtI process, SST meetings, PEP development and implementation ● Teacher involvement in the development, implementation and analysis of common, formative assessments
7. Strategies to Increase Parent Involvement	<ul style="list-style-type: none"> ● PTA meetings and grade level curriculum nights ● School wide fundraisers ● Parent volunteers – Field trips, PTA, in classrooms ● Family Reading Nights/Book Fair ● School/parent Compacts ● Read to Achieve parent meeting ● DARE (5th grade) and CARE (2nd grade) graduation (Drug Awareness Resistance Education and Child Abuse Reduction Effort) ● Grandparents breakfast ● Classroom presentations ● Summer Reading Program with project menu presentation ● Leadership meetings 1st Tuesday after school ● Calendar of monthly events sent home/available in school office and on school website ● School web site linked to other informational sites ● Daily planner grades 3 – 5; Tuesday folders for all written communication ● Parents can come and eat lunch with students



	<ul style="list-style-type: none">• Interim reports in addition to 9-week report cards• Information sent home is provided in English and Spanish• Spanish interpreter is available• A+ clubs, enrichment activities provided after school• Parent volunteers as mentors and lunch buddies
8. Preschool Transition Strategies	<ul style="list-style-type: none">• DIAL 4 screening, spring for entering Kindergartners (Fall for Pre-K students)• Transition forms filled out on pre-school child coming to kindergarten from ECDC• Meetings between pre-school teachers and kindergarten teachers at Loflin• Loflin Kindergarten teachers visit ECDC to observe incoming class• Special needs of ECDC students are shared with kindergarten teachers
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">• Daily Intervention block• District use of Personal Education Plans (PEPs)• Implementation of strategies developed at Student Support Team• Individual teachers tutoring (after school)• Targeting specific needs through small groups instruction in the classroom• EC program (exceptional children)• Title I/Reading Teachers/LLI targeting students not proficient in reading• ESL program (English as Second Language)• Speech services• Occupational Therapy• Mental Health and Social Services help is sought when needed• Resources are sought for children needing shoes and glasses• High school students are utilized in classrooms• Mentoring program with parent volunteers and Rushwood Park Wesleyan Church volunteers
10. Coordination and integration of Federal, State, and Local Services	<ul style="list-style-type: none">• Federal programs implemented in this school include: title I, Title II-A, Title II-D, Title III• State programs implemented in this school include: School Improvement funds (PRC 072), English as a Second Language (PRC 054)• Coordination and integration of these programs are outlined in the School's intervention plan and individual federal grant applications• Support from church partner: Rushwood Park Wesleyan Church



PBIS School Action Plan			
Task	Who	When	Completion Date
School PBIS team schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2015-2016 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the Central Office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 1, 2015	
Each PBIS team at the school level will complete the School Evaluation Tool and score 100% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2016	



Compliance Statements		
Healthy Active Children Policy	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Students are not denied recess. Physical activity is promoted for healthful living.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Each student receives a minimum of 180 minutes of physical activity and/or physical education per week.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Teachers lead the students in the Pledge of Allegiance each day following the morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. The US and NC flags are flown daily outside our school and in our school auditorium. US flags are on display in every classroom.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Members of each grade level team, on an alternating schedule, will provide coverage for teachers in a duty-free lunch period for that grade level. PTA will also provide assistance with coverage.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. A minimum of 4.5 hours of duty free planning time is provided to every classroom teacher each week.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school; and
 - That parents are full partners in their child’s education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<p>Home visits by classroom teachers, administration, and social worker. In school parent conferences with teachers, administration, school counselor, interpreter, and curriculum specialists. Actively engage students and parents in PEP process.</p>
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>Connect Five phone messages recorded in Spanish and English Written notices/letters sent home in two languages. Principal newsletter to parents sent home on a regular basis. Open House. DLL website and teacher websites. Monthly Principal-parent round table meetings.</p>
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<p>PTA supports school programs. Volunteer flyers sent out by Community Committee. Field trips. Class speakers. Volunteer mentors provided by Rushwood Park Wesleyan; trained by Communities in Schools and Instructional Facilitator.</p>
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<p>Offer curriculum nights for parents on a regular basis (make and take/strategies, educational sessions). Continue using Raz-Kids as reading program students and parents can access from home and school.</p>
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<p>Parental involvement on school leadership team. Parent Survey. Principal-parent round table meetings.</p>
<p>6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<p>Partnership with St. Joseph’s Catholic Church – tutoring. Partnership with the Randolph Arts Guild. Partnership with Rushwood Park Wesleyan Church.</p>

Taken from School Family and Community Partnerships: Your Handbook for Action (2nd Edition)



Intervention Plan	
A. Overview	Intervention at DLL will be data driven. Teachers will participate in collaborative planning at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI, benchmarks, and formative assessments. All regular and support staff members will assist with planning and facilitating intervention.
B. Target Population	<ul style="list-style-type: none">• Reading- All students below grade level• Math- All students• Parents- communicate the deficits and our plan for improvement with the goal of engaging them as our partners.
C. Measureable Intended Outcome	<ul style="list-style-type: none">• Reading- 90% of our students who are below grade level proficiency in TRC will demonstrate growth of 5 or more reading levels.• Math- By the end of the 2014-2015 school year, our 5th grade math proficiency will increase by at least 10 percentage points to 38% proficient as measured by EOG's and the place value, addition, and subtraction Universal Screeners. Kindergarteners will demonstrate at least 90% proficiency in math as measured by their end of year Universal Screeners.
D. Description of activities or services to be provided	<ul style="list-style-type: none">• Intervention blocks scheduled at every grade level• School-wide: Meticulous use of student PEPs to establish goals and strategies for instruction while ensuring progress monitoring is timely and accurate. Instruction will be guided by the results of progress monitoring.• Instructional facilitator and classroom teachers align specific intervention strategies with specific deficits.• Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, African drumming, photography, dance, drama, etc.• Enrichment and remediation programs will be available for students. Weekly after-school offerings will include: St. Joseph's ESL program for homework help, SMARTS (Students Building Character thru Martial Arts), chorus, guitar, photography, dance, drama, homework help, etc.• Cross grade level tutoring program, utilizing older students to tutor younger ones. (Developed and facilitated by Instructional Facilitator)
E. Evaluation of Results	<ul style="list-style-type: none">• Reading 3D data; progress monitoring results• SRI data• Formative assessment data• Benchmark data• EOG data• Internal parent survey• Student success with PEP goals, including exit data• Universal Screeners



Waiver Request	
The Waiver to be Requested	How the waiver will be used:
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow DLL Elementary to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To waive the grade placement of teacher assistants allowing them to serve all students in the school according to (G.S. 115c-105.25.1)	2. To allow administration and staff at the school to determine placement of teacher assistants according to student needs.



Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

Name	Signature	Role
Jordi Roman		Principal
Herschelle Watkins		Assistant Principal
Donna Cabiness		School Counselor
Sharon Cagle		Instructional Assistant Representative
Pamela Clinard		Academic Support Staff Representative
Laura Johnson		Instructional Facilitator
Roberta Gavin		Specialist Representative (Recorder)
Summer Lee		Kindergarten
Danielle Hunter		1st Grade (Chairperson)
Natalie Grady		2nd Grade
Megan Cockman		3rd Grade
Ella Kern		4th Grade
Christopher Golden		5th Grade



Appendix 1: Current State of the School

Our School Improvement Team has examined several pieces of data. We have reached the following conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further areas of growth. These conclusions are our compass for reaching our goals for the 2015-2016 school year.

1. Though we made growth last year, as whole, our data show that we need to develop specific goals that address our diverse population's needs. Primarily in the areas of understanding complex texts and the learning and acquisition of academic language so that as we implement this plan for the year to come, our can develop students that use academic language with automaticity. We have excellent internal resources in our school and our district that will help us understand and implement ExCELL and other strategies that are brain based, engaging and developmentally rigorous.
2. Based on our mathematics data, particularly our EOG goal summaries, we know that we have to strengthen student's number sense, computational fluency and conceptual understanding through student-centered instruction. We are developing , in conjunction with Wendy Rich, elementary curriculum director, Quarterly plans that have the following essential components for successful curriculum implementation:
 - a. Half day collaborative planning
 - b. Model Performance Indicators (MPI's), I can Statements, Based on the WIDA model.
 - c. Unpacking of standards.
3. We continue to have a great year with PBIS. This year our goal is to achieve a set score of 100%. We began this year with a renewed focus on PBIS strategies; we will include PBIS whole school celebrations.
4. We know that our school represents the diverse population of our nation and our world. We continue to be committed to instructional strategies that are research-based and are effective for students in economically and culturally diverse populations. We know that many of our students enter school unprepared to access the curriculum based on several factors, therefore we will funnel our instructional efforts through student engagement and provide ongoing training to the staff.
5. As we continue to strengthen our parent involvement and parent education, we will focus our curriculum nights on engaging our parents in meaningful sessions with take home activities. We will inform parents weekly of school events through bilingual grade levels newsletters and bilingual messages sent through Connect 5 on the weekends to keep parents informed of events. By increasing the ways in which we communicate with parents, we hope to strengthen our partnership such that student success is nurtured.



Appendix 2: School Profile					
Historical Ethnicity Information (% of population on 20 th day)	2011-12	2012-13	2013-14	2014-15	2015-16
Black	11.30	13.3	14	14.5	15.4
Asian	.56	1.4	1.2	1.8	1.9
White	38.42	38.3	39	36.1	30.9
Hispanic	44.35	41.4	41	42.2	45.0
American Indian	0	.3	.5	0.3	0
2+ Races	5.08	5.3	5	5.1	6.8
Total Population	354	360	407	391	369

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	13.3	10.5	11	10.8	10.4
AIG	3.5	1.9	3.8	2.7	3.5
Limited English Proficient	21.3	19.2	21	18.6	20
Total Free/Reduced Lunch	79.6	76.8	81.0	80.6	70.8

Student Attendance Data	2010-11	2011-12	2012-13	2013-14	2014-15
Average Daily Attendance	96.43	96.79	96.13	96.27	98.5
Mobility (starting 2012-13)			20.0	16.3	18.7

Staffing Summary	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers “highly qualified” (classes taught)	100%	100%	100%	100%	93%
Teachers with advanced degrees	32%	35%	32%	36%	
Teachers with NBPTS Certification	4	5	4	4	
Teacher Turnover Rate	12%	29%	21%	11.11%	6.15%



Appendix 3: Student Performance Results

Promotion Rates	2010-11	2011-12	2012-13	2013-14	2014-15
Kindergarten	100	94.4	98.7	94	92.8
Grade 1	97.1	100	98.25	100	93.3
Grade 2	100	98.2	100	98	98.6
Grade 3	100	100	100	100	98.3
Grade 4	100	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics	2010-11	2011-12	2012-13*	2013-14	2014-2015
Grade 3 (EOG)	75.5	75.4	46.6	50.0	67.2
Grade 4 (EOG)	86.8	80.8	33.9	28.1	42.6
Grade 5 (EOG)	77.8	87.5	35.4	31.8	41.4

Grade Level Proficiency in Reading	2010-11	2011-12	2012-13*	2013-14**	2014-15
Kindergarten		59.0	56.0	70.0	71.0
Grade 1		61.0	64.0	48.0	58.0
Grade 2		61.0	53.0	73.0	65.0
Grade 3 (EOG)	48.1	54.4	31.0	38.3	51.7
Grade 4 (EOG)	64.2	65.4	32.3	43.8	42.6
Grade 5 (EOG)	61.9	52.1	14.6	39.4	44.8

Grade Level Proficiency in Science	2010-11	2011-12	2012-13*	2013-14	2014-15
Grade 5 (EOG)	66.7	62.5	22.9	47.0	48.3



Math CCR Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	46.6	38.3	53.4	33.9	21.9	35.2	35.4	25.8	37.9
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	14.3	25.0	28.6	40.0	0.0	37.5	33.3	14.3	16.7
Hispanic	48.1	43.5	36.8	25.7	22.9	27.3	47.4	21.9	40.6
2+ Races	*	*	*	*	*	*	*	*	*
White	52.4	47.6	76.0	47.6	30.4	42.9	20.0	36.0	44.4
Male	50.0	42.4	45.5	38.2	16.7	38.7	39.1	33.3	42.9
Female	43.3	33.3	58.3	28.6	26.5	30.4	32.0	16.7	33.3
AIG	*	*	*	95	85.7	95	*	80.0	95
EC	16.7	10.0	14.3	5	5	8.3	5	5	5
Non-EC	50.0	44.3	58.8	38.2	26.0	42.9	42.5	30.4	44.0
LEP	33.3	30.8	25.0	5	5	11.1	*	5	10.0
Non-LEP	51.2	40.4	60.8	42.0	26.0	40.0	36.4	27.9	43.7
F/R Lunch	42.2	36.5	45.2	31.3	18.9	34.0	12.5	17.6	34.0
Non-F/R Lunch	61.5	50.0	75.0	42.9	36.4	43.3	35.0	53.7	54.6

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-38.1	-22.6	-47.4	*	*	-5.4	13.3	*	-27.7
Hispanic (to White)	-4.3	-4.1	-39.2	-21.9	-7.5	-15.6	27.4	-14.1	-3.8
EC (to non-EC)	-33.3	-34.3	-44.5	-33.2	-21	-34.6	-37.5	-25.4	-39
LEP (to non-LEP)	-17.9	-9.6	-35.8	-37	-21	-28.9	*	-22.9	-33.7
FRL (to non-FRL)	-19.3	-13.5	-29.8	-11.6	-17.5	-9.3	-22.5	-36.1	-20.6

Math EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
				1.2	-8.7	-5.7	1.3	-6.0	3.4



Reading CCR Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	31.0	28.3	39.7	32.3	29.7	22.2	14.6	25.8	32.8
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	14.3	16.7	28.6	60.0	5	25.0	16.7	42.9	5
Hispanic	33.3	26.1	21.1	25.7	22.6	4.5	5.3	12.5	28.1
2+ Races	*	*	*	*	*	*	*	*	*
White	38.1	38.1	64.0	38.1	47.8	42.9	25.0	36.0	55.6
Male	32.1	33.3	31.8	32.4	20.0	29.0	8.7	30.6	28.6
Female	30.0	22.2	44.4	32.1	38.2	13.0	20.0	20.0	36.7
AIG	*	*	*	95	85.7	83.3	*	90.0	83.3
EC	16.7	10.0	28.6	5	10.0	16.7	5	5	12.5
Non-EC	32.7	32.0	41.2	36.4	33.3	23.8	17.5	30.4	36.0
LEP	6.7	7.7	8.3	5	5	5	*	5	5
Non-LEP	39.5	37.0	47.9	40.0	35.2	26.6	15.9	27.9	39.6
F/R Lunch	26.7	25.0	33.3	31.3	22.6	17.0	7.5	17.6	25.5
Non-F/R Lunch	46.2	49.8	56.5	35.7	63.9	23.8	50.0	53.7	64.0

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-23.8	-21.4	-35.4	*	*	-17.9	-8.3	*	-50.6
Hispanic (to White)	-4.8	-12	-42.9	-12.4	-25.2	-38.4	-19.7	-23.5	-27.5
EC (to non-EC)	-16	-22	-12.6	-31.4	-23.3	-7.1	-12.5	-25.4	-23.5
LEP (to non-LEP)	-32.8	-29.3	-39.6	-35	-30.2	-21.6	*	-22.9	-34.6
FRL (to non-FRL)	-19.5	-24.8	-23.2	-4.4	-41.3	-6.8	-42.5	-36.1	-38.5

Reading EVAAS Growth	Grade 3			Grade 4			Grade 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
		0.4	0.7	5.2	-1.5	0.8	-2.3	-2.4	2.9



Science CCR Proficiency by Subgroup	Grade 5		
	2012-13	2013-14	2014-15
All	22.9	31.8	31.0
American Indian	*	*	*
Asian	*	*	*
Black	33.3	28.6	5
Hispanic	21.1	25.0	25.0
2+ Races	*	*	*
White	15.0	40.0	50.0
Male	21.7	44.4	39.3
Female	24.0	16.7	23.3
AIG	*	90.0	95
EC	12.5	5	5
Non-EC	25.0	37.5	36.0
LEP	*	5	10.0
Non-LEP	22.7	34.4	35.4
F/R Lunch	20.0	21.6	25.5
Non-F/R Lunch	37.5	66.5	54.5

Science Achievement Gaps	Grade 5		
	2012-13	2013-14	2014-15
Black (to White)	18.3	-11.4	-45
Hispanic (to White)	6.1	-15	-25
EC (to non-EC)	-12.5	-32.5	-31
LEP (to non-LEP)	*	-29.4	-25.4
FRL (to non-FRL)	-17.5	-44.9	-29

Science EVAAS Growth	Grade 5		
	2012-13	2013-14	2014-15
	-0.5	-2.3	-2.6



mCLASS EVAAS Growth	Kindergarten			Grade 1			Grade 2		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
		-4.1			1.1			-2.4	



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	17	100.0%	
2010-11	14	17	82.4%	Reading – ED
2011-12*	13	17	76.5%	Read – All, Hispanic, White, ED Math – All, Hispanic
2012-13*	16	19	84.2%	Read—All, White Math - White
2013-14*	14	25	56.0%	Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS Science – All, Hispanic, & EDS
2014-15**	17	25	68.0%	Reading - All, Hispanic & EDS Math - All & Hispanic Science - All, Hispanic & EDS

+ Preliminary Data



Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 100% of staff surveyed agree that our school's purpose statement is clearly focused on student success. 2. 100% of staff surveyed agree that our school's continuous improvement plan is data driven. 3. 100% of staff surveyed agree that our school's leaders expect staff members to hold all students to high academic standards.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 69% of staff surveyed feel that our school provides a plan for the acquisition and support of technology to support the school's operational needs 2. 75% of staff surveyed feel that our teachers in our school have been trained to implement a formal process that promotes discussion about student learning 3. 89.5% of staff surveyed feel that all teachers in our school use a process to inform students of their learning expectations and standards of performance.
Two significant findings	<ol style="list-style-type: none"> 1. Overall, our school results showed that our school's leaders expect staff members to hold all students to high academic standards. 2. Teachers feel that we need more support to effectively integrate technology.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 97% of students feel that teachers want them to do their best work. 2. 93% of students feel that their teachers use different activities to help them learn. 3. 94% of students feel that their school has computers to help them learn.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 36% of students feel that their principal and teachers ask them what they think about school. 2. 50% of students feel that students in the school treat adults with respect. 3. 69% of students feel like they are treated fairly in school.
Two significant findings	<ol style="list-style-type: none"> 1. Overall, students realize that their education is important and that teachers and parents are here to support them. 2. Based on the student survey, respect of teachers and other students is an issue that needs to be addressed and improved upon at our school.



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none">1. 93% of parents feel that our school has high expectation for student in all classes.2. 94% of parents feel that all of their child's teachers work as a team to help their child learn.3. 98% of parents feel that our school provides a safe learning environment.
Three or more areas of possible improvement	<ol style="list-style-type: none">1. 83% of parents feel that their child sees a relationship between what is being taught and his/her everyday life.2. 84% of parents feel that our school communicates effectively about the school's goals and activities.3. 79% of parents feel that our school shares responsibility for student learning with its stakeholders.
Two significant findings	<ol style="list-style-type: none">1. Parents believe that our school is a welcoming place that encourages students to do their best.2. Based on the parent survey, our school needs to communicate more effectively with all stakeholders.