

AUDREY GARRETT
ELEMENTARY

2014-2016 School Improvement Plan



I. School Vision and Mission

School Vision Aligned

Our vision is to create a safe learning environment where caring highly qualified adults provide rigorous instruction designed to meet the diverse needs of our learners.

School Mission

Garrett Elementary School's mission is to build a collaborative culture focused on providing a challenging and engaging learning environment for our students. Our teachers and staff will support the academic and personal development of each child in order to prepare them to be successful and prepared for their future in a competitive and changing world.

II. Schoolwide Needs Assessment

Summary of Data Sources:

Data Source	Results	Strengths	Weaknesses	Significant Areas of Focus
Data Team	All staff are trained in the data team and CFA process.	<ul style="list-style-type: none"> • Access to data • Timeliness of data to drive instruction and meet individual student needs • Drives small group instruction • Focused on individual student skills and deficits. 	<ul style="list-style-type: none"> • Process is not being followed consistently and implemented with fidelity. • Focus on individual student deficits, not on areas of instruction that need improvement. • Teachers are new to the process and implementation is slow. • It is a culture shift in the use of data within our school. 	<ul style="list-style-type: none"> • Devise focus data teams to implement and model for other teacher teams. • Devise and implementation plan based on the district model. • Unpack curriculum and determine priority standards. • Assessments and grading practices. • Utilize assessment data to target small group instruction in order to increase overall academic performance. • Grade level plans for RTI Tier 1 focused on deficits in instructional practices. • Coaching and support provided to teachers with timely and useful feedback for strengths and areas of improvement.
EOG/EOC	<p>Overall Proficiency 46.2 for AMO (CCR are students who scored a 4 or 5)</p> <p>57.1 Proficient for NC (GLP are students who scored a 3, 4 and 5)</p> <p>AMO- Met 29 of 33 Targets – 87.9%</p> <p>Met Expected Growth</p> <p>(See EOG Data below)</p>	<ul style="list-style-type: none"> • Met 87.9% of AMO Targets • Met all Expected Targets in Math. • AG students surpassed proficiency rates in Math, Science and Reading. • Met Attendance Target. • SWD exceeded Math target by 3.8%. 	<ul style="list-style-type: none"> • Did not meet targets for all subgroups in reading- Hispanic, White , EDS and SWD. • Gender Gap-Males outperformed females overall by 31% , with an average of 10% gap in all content areas. • Performance on the EOG declined from 3 to 4 to 5 grade. • Hispanic and LEP students performed substantially lower than other subgroups. • Significant number of students scored a level 3 on the EOG Test. This group is considered the “bubble” group and needs to be a focus for growth. • Performance varies by subgroups in different grade level content areas. 	<ul style="list-style-type: none"> • Improve core Instruction to meet the needs of our changing demographics. • Set priority standards, learning targets, task/activities and assessment. • Improve instructional practice and assessments to provide a balanced curriculum. • Define gaps in the curriculum and instruction through targeted assessment. Use data collected to drive instruction. • Develop instructional strategies and programs designed to address the diverse needs of our learners. • Hold High Expectations for all students. Increase Rigor. • Provide Daily Interventions during Swamp Time. • Improve student engagement and collaboration.

ACCESS/WIDA	<p>WIDA Results</p> <p>Grade -# Students K- 14 1st-12 2nd-13 3rd-14 4th-6 5th-6</p>	<p>In grades K-2, Students performed higher in oral language rather than in reading and writing. As student's progress to 3-5 more students are proficient.</p>	<ul style="list-style-type: none"> • Writing is a challenge. In the K-2 grade levels. • In grades 3-5 LEP several students were identified in needing intensive interventions to support learning discrepancies, rather than language deficiencies. 	<ul style="list-style-type: none"> • Instructional approaches that treat language and content in an integrated way that is designed to help students build language skills that they need to succeed in content classrooms, colleges and careers. • Complex text that is challenging for LEP students. • LEP students are weak in academic languages that are required to engage in content area practices, such as solving word problems in math or deconstructing an author's purpose. • LEP students need to be given frequent extended opportunities to speak about content material and work through complex texts in English in small groups of classmates. • Intensive Vocabulary interventions and support. • Targeted writing instruction.
RTI/PBIS data	<p>Breakdown of students served in Tiers:</p> <p>EC-5% Tier 3-4% Tier 2-14% Tier 1-18% Core-59%</p>	<ul style="list-style-type: none"> • 77 Percent of students are served at core. • Decrease in the number of Tier 2 students. • More students served in Reading than in Math. • Screener data collected was aligned with student performance on EOG. 	<ul style="list-style-type: none"> • Less than 80% of students are being served at the CORE instructional level. • High number of EC students. • High percentage of Tier 2 students. • High percentage of male students in Tier 2 	<p>Improve Core Instruction</p> <ul style="list-style-type: none"> • Grade level plans for RTI Tier 1 focused on deficits in instructional practices. • Coaching and support provided to teachers with timely and useful feedback for strengths and areas of improvement. • Improve core Instruction to meet the needs of our changing demographics. • Set priority standards, learning targets, task/activities and assessment. • Improve instructional practice and assessments to provide a balanced curriculum. • Define gaps in the curriculum and instruction through targeted assessment. Use data collected to drive instruction. • Develop instructional strategies and programs designed to address the diverse needs of our learners. • Hold High Expectations for all students. Increase Rigor. • Provide Daily Interventions during Swamp Time. • Improve student engagement and collaboration.

Powerschool Discipline Data	<ul style="list-style-type: none"> • 161 Discipline Incidents • 83 students involved. 	<ul style="list-style-type: none"> • Large percentage of discipline issues occurred on the bus, rather than in the • PBIS Matrix and process for PBIS. 	<ul style="list-style-type: none"> • Males -87% and • Females- 13% resulting in a significant number of Males over females receiving disciplinary actions. • Bus Discipline 	<ul style="list-style-type: none"> • PBIS Used with fidelity • Behavior Plans for students with repeat offenses.
Teacher Working Conditions	100% of Garrett Teachers participated in the TWC Survey.	<ul style="list-style-type: none"> • Community Support 78.6 • Facilities 71.1 • Teacher Leadership 66.7 • Managing Conduct 65.1 	<ul style="list-style-type: none"> • Leadership- 48.8 • New Teacher Support-50 • Use of Time-53.5 • Professional Development- 54.8 • Instructional Practice 65.1 	<ul style="list-style-type: none"> • Improve communication. • Professional development is differentiated, relevant and supported. • Promote an atmosphere of collaboration. • Consistent Behavior expectations. • Improve parent engagement.

Strengths

- Low turnover
- Met 29 of 33 targets-87.9% Met expected Growth
- Proficiency of Grade 4 Math-exceeded growth
- Met all Targets in Math
- On the EOG test AIG student's performed above targets in Reading, Science and Math
- SWD exceeded target by 3.8% in Math
- Met Attendance Target
- Shared Vision
- Use Data to Improve student performance
- Hold High Standards
- High level of Parent Involvement and Support
- Significant attendance by parents at school events including student recognition and field trips.
- Teachers plan collaboratively.
- Safe learning environment.
- Student Behavior
- Facilities
- Teacher Leadership
- RTI process has improved

Areas for Growth

- Adapt instructional practice to meet the needs of our changing demographics-EDS, Hispanic, African America, Multi-Racial.
- Vertical Team
- Math-Subgroups-Hispanic and EDS
- ELA-All subgroups-Hispanic, White, EDS and SWD
- Improve Science proficiency
- Gender Gap-Males outperformed female students in all grade levels and content areas. Balance Female performance to match male performance on assessments and EOG.
- Provide New Teacher Support
- Differentiated Professional Development
- Improve core instruction-priority standards, instructional practice and assessment.
- High Expectations for all students.
- Build Efficacy and trust among faculty and staff with one another, administration, parents and community.
- Integration of Technology.
- Provide Feedback and follow-up (coaching) for all professional development.
- Assessment Practices
- Small Group Reading and Guided Math
- Inclusion model for specialists
- Improve PBIS
- Improve student collaboration and engagement through Kagan Strategies.

Specific strengths your data indicate (Detailed):

Data Source	Strengths	Implication
EVAAS, EOG, mClass, Benchmarks	Academically Gifted and Multi-racial performed at higher proficiency rates than other subgroups.	Services that our AIG students are receiving are effectively helping students to be proficient with grade level standards.
RTI Data	The number of Tier 3 students remains low at only 4%. Five students are being served in Math and 16 in Reading. Of the 21 students being served there are 9 Males and 12 Females are served at Tier 3 which 12 are white, 4 Black, 2 Hispanic and 3 Multi-racial.	After reviewing the data there is no significant racial or gender gap within Tier 3. 76% of students in Tier 3 are being served in Reading. To be proactive we need to focus on early interventions to address deficits in reading.
EOG, EVASS, AMO	Students met 13 of 13 AMO targets in Math on the EOG.	Math proficiency on the EOG in Grade 4 was significantly higher than other grade levels.
EOG, EVAAS, AMO	Academically Gifted Students performance on the EOG exceeded AMO target projections in all tested areas: Math, Reading and Science.	Continue having the AG program enhance learning 5 days a week in Grades 3-5. Examine practices and incorporate more push in to meet the needs of more level 3, 4, and 5 students who are not identified.
TWC	We have a safe and clean learning environment.	Allows for a more conducive environment for learning.
TWC, Discipline Data	Decrease in number of discipline referrals. Teachers are implementing the Ready to Learn Behavior Management System.	Students are aware of behavior expectations. Classroom environment is well managed and focused on learning. Improved student performance and increased attendance. Better working conditions for teachers.

Specific areas for improvement your data indicate (Detailed):

Data Source	Weaknesses	Implication
EOG, mClass	80% of our students are not on or above grade level in all content areas.	We need to improve our core instructional program in order to meet the daily needs of at least 80% of our student population. We need to place equal importance on reading and math when determining goals and strategies in our SIP and Title 1 Plan.
EOG, mClass and Benchmarks	There is a clear discrepancy among subgroups(multi and white out performing othe races in math and reading) and gender.(males outperforming females by 10% in all areas)	Current instructional strategies and practices are not addressing our diverse group of learners.

mClass	Students in Kindergarden have a 66% proficiency rate on the TRC as compared to 41% proficiceny rate in 1 st grade.	Student transition from K to 1 st is substantial. Our students are struggling with the level of questions and written component of the assessment in grade 1. We must address these gaps in K-2 with early interventions. Potential discrepancies and inconsistencies in expectations on the assessment.
EOG, mClass, Benchmark, CFA, AMC, Screeners, Formative assessments	Core instruction in Math and Reading is not aligned with common core. Guided instruction must be provided in both Math and Reading.	Students are not demonstrating high levels of proficiency and are lacking in conceptual understanding and comprehension.
EOG, EVAAS, mClass, Benchmark, CFA, AMC, Screeners, Formative assessments	Students are lacking skills in problem solving, academic vocabulary and metacognition.	Students are not meeting targets.
EOG, mClass, BOG, Screeners, formative assessments	Students are lacking foundation skills in Grade 3 reading.	Students are entering 3 rd grade below grade level in reading. Students are struggling with decoding strategies and reading comprehension skills.
EOG, Observation data, mClass, Benchmarks and Discipline Data.	Students are not performing at acceptable levels and there are gaps within in gender, race, economically disadvantaged and students with disabilities. We are in need of systemic and explicit instruction that is rigorous and engaging.	Students are not actively engaged and challenged to meet consistent high expectations. If we lower expectations and the level of instuction we will have low student performance. Students are not responding to current methods of instruction. There is a diconnect between the classroom and home with muliple subgroups. Increase in poverty rate of 10% over the past 3 years.

Specific performance gaps your data indicate:

What are the identified performance gaps?	What inferences can you make about why the gap exists?	Implications of these gaps?
Our Male students outperformed our Female students in Math, Reading and Science.	The gender gap is potentially occuring due to instructional methods and content being used within classroom instruction.	We need to view instruction from both female and male point of view. When developing literacy lessons teachers must specifically incorporate strategies and materials to engage females. A primary focus needs to be on Hispanic Females. Strutures need to be put in place to challenge the gender stereotype of girls not being successful in math and science. Teachers must have high expectations of all students, both male and female.
Our Hispanic and African American populations are performing well below our other racial subgroups. There is also a gap between our EDS and other subgroups. These students potentially are in multiple subgroups.	Delievery of daily core instruction is not reaching the subgroup. Some students in this subgroup may have limited background knowledge, vocabulary and resources.	If we continue to teach the way we always have, we will continue to receive the same results and will increase the achievement gap rather than close the gap between our subgroups. We need to plan instruction and classroom practices designed to meet the needs of our students.

<p>On the End of Grade Test ,there was a significant gap in student performance in the areas of Reading and Math between grades 3 to 4 to 5. Student proficiency decreased between each grade level.</p>	<p>Lack of foundational skills. Student engagement is lacking. Formative assessment needs to be used in order to guide instruction. Delivery of instruction varies-learning stations and scheduling.</p>	<p>Poor student performance. Gaps in knowledge Must have structures in place to challenge and engage students. Student responsibility in their academic growth.</p>
<p>We have identified a gap between our K-1-2 students in their achievement levels in literacy. This past year 66% of K students were proficient and in grade 1 41% of students were proficient.</p>	<p>We have identified the writing component of the mClass assessment has an impact on students demonstrating comprehension of text at high levels. We recognize there is a wider range of levels that students must demonstrate proficiency in 1st grade compared to K. mClass is a new assessment system and process for teachers. There may be inconsistent expectations for performance. Students in grades 1 and 2 struggle with text complexity, answering 2 part questions and responding in a graphic organizer format.</p>	<p>If we do not address gaps in early literacy, students will not have sufficient time to be on or at above grade level in reading upon entering Grade 3. We must target K-2 students and close gaps across subgroups. We need consistent expectations for student performance on the mClass Assessment.</p>
<p>Parent engagement is not focused on academics.</p>	<p>Need to improve parent engagement in student academics. Parents participation is high at award ceremonies and field trips, however classroom volunteers are limited. We feel this is due to our changing population and the need for parents to both be working, single parent homes, high rate of poverty and increase in spanish speaking families. Parents and community members may not be aware of volunteer opportunities and teachers have limited to time to solicit volunteers.</p>	<p>Lack of communication decreases involvement and impacts student performance. Less collaboration between home and school and connection is lost. Lack of vision, direction and expectations. Weak relationships with parents and community.</p>

III. School Improvement/Data Team Focus

School Improvement Goals:

ABSS Strategic Goal #1	Exemplary Classroom Teaching and Instructional Leadership 1.12 & 1.13-Define what exemplary instruction and learning looks like for Reading in Grades K-5.			
Focus Goal #1:	<p>Improve reading proficiency in grades K-5.</p> <ul style="list-style-type: none"> Narrow the reading proficiency gap between subgroups to meet all AMO targets for proficiency. Students in grades 3-5 will improve proficiency by 10% for each of the next 2 years in order to meet AMO targets. Improve proficiency on TRC to 80% for readers in grades K-2. 			
Strategy:	<ul style="list-style-type: none"> Define and improve core instruction. Align instruction with Common Core and North Carolina Essential standards. High Expectations of all Students. Enhance instructional delivery to challenge and engage all students. Focus on mastery of concepts while using data to inform and drive instructional delivery and content. Provide guided instruction designed to grow students. Implement intensive intervention based on research based practices targeted for at risk students. 			
Action Step	Timeline	Person(s) Responsible	Resources Required/Budget	Indicator(s) of Progress
Focus on improving ELA core instruction by following the ABSS Literacy Framework and Common Core Standards. Provide professional development, resources and support for all teachers in reading instruction.	August 2014- June 2016	<ul style="list-style-type: none"> Classroom Teachers-ELA Specialty Teachers Interventionists- RTI and ELA Instructional Assistants Academic Coach Administration ABSS ELA Lead Teacher 	<ul style="list-style-type: none"> On-going Professional Development and Coaching. Vertical Team Planning – Monthly Resources-ELA Common Core Plan Book Understanding by Design resources for planning. ELA Coach/Interventionist (Title 1 funding) Release time (1x every 9 weeks) Common Planning Master Schedule Access to Technology 	<ul style="list-style-type: none"> Lesson and Unit Plans ELA expectation matrix(vertical team) Improved student performance on Assessments <ul style="list-style-type: none"> EOG, mClass, Benchmark, screeners, CFA, Progress Monitoring, QRI, Running Records & SRI Grade level plans Reading Logs Classroom Observations PDP Weekly PLC Agendas
Implementation of Guided Reading across grade levels during designated small group reading literacy block. Students will receive 30 minutes of daily guided reading instruction at their instructional level.	August 2014- June 2016	<ul style="list-style-type: none"> Classroom Teachers-ALL Specialty Teachers Interventionists- RTI and ELA Instructional Assistants Academic Coach Administration ABSS ELA Lead Teacher 	<ul style="list-style-type: none"> On-going Professional Development and Coaching with ELA Program Specialist. Resources-Next Steps to Guided Reading by Jan Richardson Master Schedule Interventionist and Coach Reading Resources: LLI, Reading A-Z(for reading teachers), Scholastic Readers and guided reading libraries Access to Technology Paper/Copy Allotment 	<ul style="list-style-type: none"> Guided Reading Lesson Plans Feedback from Coaching Improved student performance on Assessments <ul style="list-style-type: none"> EOG, mClass, Benchmark, screeners, CFA, Progress Monitoring, QRI, Running Records & SRI Grade level plans Reading Logs Classroom Observations PDP PLC Agenda

<p>Tier 3 students will receive intensive researched based interventions during swamp time by an Interventionist.</p>	<p>August 2014- June 2016</p>	<ul style="list-style-type: none"> • RTI Interventionist • Instructional Assistants • Academic Coach • Administration 	<ul style="list-style-type: none"> • Master Schedule- Intervention time scheduled-Swamp Time. • Interventionist and Coach • Common Planning time • Release time(1x every 9 weeks) • Intervention materials <ul style="list-style-type: none"> ○ LLI ○ mClass ○ Reading A-Z ○ Corrective Reading ○ Foundations ○ Just words ○ Soar to Success 	<ul style="list-style-type: none"> • RTI Data • Progress Monitoring • Improved student performance on Assessments • EOG, mClass, Benchmark, screeners, CFA, QRI, Running Records & SRI • Grade level plans
<p>Utilize Reading data to improve student proficiency and determine differentiated small group and whole group instruction.</p>	<p>August 2014- June 2016</p>	<ul style="list-style-type: none"> • Classroom Teachers-ELA • Specialty Teachers • Interventionists- RTI and ELA • Academic Coach • Administration • Data Team Coach-CO 	<ul style="list-style-type: none"> • Data team planning and support weekly with PSM Coach. • Common Planning time. • Access to Data Warehouse. • Release time(1x every 9 weeks) • Professional Development • Weekly planning time with RTI, ELA and Academic Coach. 	<ul style="list-style-type: none"> • Grade level Data Plans and wall. • Lesson and Unit Plans • Improved student performance on Assessments <ul style="list-style-type: none"> ○ EOG, mClass, Benchmark, screeners, CFA, Progress Monitoring, QRI, Running Records & SRI • Grade level plans • Reading Logs • Classroom Observations • PDP • PLC Agenda

ABSS Strategic Goal #1	Exemplary Classroom Teaching and Instructional Leadership 1.12 & 1.13-Define what exemplary instruction and learning looks like for Math in Grades K-5.			
Focus Goal #2:	<p>Improve math proficiency in grades K-5.</p> <ul style="list-style-type: none"> Narrow the math proficiency gap between subgroups to meet all AMO targets for proficiency. Students in grades 3-5 will improve proficiency by 10% for each year for the next 2 years in order to meet AMO targets. Students will develop a conceptual understanding and number sense in grades K-2. 			
Strategy:	<ul style="list-style-type: none"> Define and improve core instruction. Align instruction with Common Core and North Carolina Essential standards. High Expectations of all Students. Enhance instructional delivery to challenge and engage all students. Focus on mastery of concepts while using data to inform and drive instructional delivery and content. Provide guided instruction designed to grow students. Implement intensive intervention based on research based practices targeted for at risk students. 			
Action Step	Timeline	Person(s) Responsible	Resources Required/Budget	Indicator(s) of Progress
Focus on improving Math core instruction by following the ABSS Math Framework and Common Core Standards. Provide professional development, resources and support for all teachers in mathematical practices.	August 2014-June 2016	<ul style="list-style-type: none"> Classroom Teachers-Math Specialty Teachers Interventionists- RTI and Math Instructional Assistants Academic Coach Administration ABSS Math Lead Teacher 	<ul style="list-style-type: none"> On-going Professional Development and Coaching. Vertical Team Planning – Monthly Understanding by Design resources for planning. Math Coach/Interventionist (Title 1 funding) Release time(1x every 9 weeks) Common Planning Master Schedule Access to Technology AMC Manipulative kits Math Foundations Training. PD funding for conferences Math Expression materials SMI subscription Math Coach/Interventionist (Title 1) 	<ul style="list-style-type: none"> Develop a Math Core Expectation Matrix.(vertical team) Lesson and Unit Plans Improved student performance on Assessments <ul style="list-style-type: none"> EOG, AMC, Benchmark, screeners, CFA, MCOMP/MCAP, SMI, Math Expression Assessments and ABSS math assessments. Grade level plans Math Notebooks Work Products Classroom Observations PDP PLC Agenda

<p>Implementation of Guided Math across grade levels during designated small group math block. Students will receive guided math instruction at their individual instructional level.</p>	<p>August 2015-June 2016</p>	<ul style="list-style-type: none"> ○ Classroom Teachers-Math ○ Specialty Teachers ○ Interventionists- RTI and Math ○ Instructional Assistants ○ Academic Coach ○ Administration ○ ABSS Math Lead Teacher 	<ul style="list-style-type: none"> ○ On-going Professional Development and Coaching with Math Program Specialist. ○ Resources-Guided Math Instruction. ○ Master Schedule ○ Interventionist and Coach ○ Math Resources: AMC, Math Expressions-Think Central, Contexts for learning. ○ Access to Technology 	<ul style="list-style-type: none"> ● Guided Math Lesson Plans ● Feedback from Coaching ● Improved student performance on Assessments <ul style="list-style-type: none"> ○ EOG, AMC, Benchmark, screeners, CFA, MCOMP/MCAP, SMI, Math Expression Assessments and ABSS math assessments. ● Grade level plans ● Math Notebooks ● Work Products ● Classroom Observations ● PDP ● PLC Agenda
<p>Utilize Math data to improve student proficiency. Utilize data to determine differentiated small group and whole group instruction.</p>	<p>August 2014-June 2016</p>	<ul style="list-style-type: none"> ○ Classroom Teachers-Math ○ Specialty Teachers ○ Interventionists-RTI and Math ○ Academic Coach ○ Administration ○ Data Team Coach-CO 	<ul style="list-style-type: none"> ○ Data team planning and support weekly with PSM coach. ○ Common Planning time. ○ Access to Data Warehouse. ○ Release time ○ Professional Development ○ Weekly planning time with RTI, Math and Academic Coach. 	<ul style="list-style-type: none"> ● Grade level Data Plans and wall. ● Lesson and Unit Plans ● Benchmark, screeners, CFA, MCOMP/MCAP, SMI, Math Expression Assessments and ABSS math assessments. ● Grade level plans ● Classroom Observations ● PDP ● PLC Agenda
<p>Provide Intensive Math Intervention during Swamp Time in addition to based on designated service time with push in support from EC, ESL, and Interventionists.</p>	<p>August 2014-June 2016</p>	<ul style="list-style-type: none"> ○ Classroom Teachers ○ Specialty Teachers ○ Interventionists ○ Instructional Assistants ○ Academic Coach ○ Administration ○ ABSS EC Lead Teacher 	<ul style="list-style-type: none"> ○ On-going Professional Development and Coaching Program Specialist on inclusion and co-teaching. ○ Master Schedule- Intervention time scheduled-Swamp Time ○ Interventionist and Coach ○ Common Planning time ○ Release time ○ Resources for PD ○ Researchd based Intervention materials. <ul style="list-style-type: none"> ○ AMC ○ Sour to Success Math ○ Math Expressions 	<ul style="list-style-type: none"> ● Lesson Plans ● Feedback from Coaching ● RTI Data ● Improved student performance on Assessments ● EOG, AMC, Benchmark, screeners, CFA, SMI. ● Grade level plans ● Classroom Observations ● PDP ● PLC Agenda ● Progress Monitoring ● Grade level plans

ABSS Strategic Goal #1		Exemplary Classroom Teaching and Instructional Leadership 1.12 & 1.13-Define what exemplary instruction and learning looks like for Writing in Grades K-5.		
Focus Goal #3:		Improve writing proficiency in grades K-5. <ul style="list-style-type: none"> Students will in grades K-5 will improve proficiency by 10% for the next two years on the ABSS End of Year writing benchmark. Implement a schoolwide balanced literacy program that incorporates written comprehension instruction and practice into all content areas. Devise rubrics and expectations for student writing vertically. Comprehensive school writing program that creates a culture of writing. Use of Journals, Thoughtful logs, Interactive Notebooks and lap books to encourage and organize writing. 		
Strategy:		<ul style="list-style-type: none"> Define and improve core instruction. Align instruction with Common Core and North Carolina Essential standards. High Expectations of all Students. Enhance instructional delivery to challenge and engage all students. Focus on mastery of concepts while using data to inform and drive instructional delivery and content. Provide guided instruction designed to grow students. Implement intensive intervention based on research based practices targeted for at risk students. 		
Action Step	Timeline	Person(s) Responsible	Resources Required/Budget	Indicator(s) of Progress
Incorporate written response instruction and practice during guided reading and literacy stations.	October 2014- June 2016	<ul style="list-style-type: none"> All Teachers Specialty Teachers Interventionists Instructional Assistants Writing Core Team Academic Coach Admin Writing Core Team Academic Coach Admin 	<ul style="list-style-type: none"> Question Stems Journals, thoughtful logs, interactive notebooks, lap books Professional Development Common planning Resources Technology 	<ul style="list-style-type: none"> Student writing samples Student Work station content and tasks Improved performance on the TRC, mClass, EOG and Benchmarks assessments. Lesson Plans Classroom observations
Targeted Writing Instruction designed to incorporate the use of graphic organizers to support students to construct independent authentic pieces and/or responses to reading.	October 2014- June 2016	<ul style="list-style-type: none"> All Teachers Specialty Teachers Interventionists Instructional Assistants Writing Core Team Academic Coach Admin 	<ul style="list-style-type: none"> Professional Development and resources for instructional strategies including graphic organizers. Release Time for core team to plan and facilitate. 	<ul style="list-style-type: none"> Lesson Plans Classroom observations Student work posted Student work products PD Roster and credit awarded. Improved student assessment.
Provide Professional Development on Instructional Strategies to support written comprehension.	October 2014- June 2016	<ul style="list-style-type: none"> All Teachers Specialty Teachers Interventionists Instructional Assistants Writing Core Team Academic Coach Admin 	<ul style="list-style-type: none"> mClass Questions stems Blooms Depth of Knowledge Professional Development Release time-Data Days 	<ul style="list-style-type: none"> PD Roster Presentation mClass data-TRC Classroom observations Student work posted Student work products PD Roster and credit awarded. Improved student assessment.

<p>ABSS Strategic Goal #2, 4 & 6</p>	<p>Specialized Programs Classroom and School Supports 6.4.10 Ensure equitable opportunities and outcomes for all students and avenues for addressing unique needs of student populations. 6.4.3 Streamline current resources/programs World Class Teaching Working Conditions 4.1.6 Improve or discontinue working conditions/practices that are not effective. 4.1.7 Develop new working conditions/practices</p>			
<p>Focus Goal #4:</p>	<p>To enhance our school culture by providing opportunities for collaboration and engagement among students, teachers, parents and the community.</p>			
<p>Strategy:</p>	<ul style="list-style-type: none"> • To promote a positive school culture. • Improve student attendance. • Improve student and teacher engagement through collaboration. • Sustain school-wide Positive Behavior Intervention Program. • Increase parent and community engagement in the academic program at Garrett Elementary. 			
Action Step	Timeline	Person(s) Responsible	Resources Required/Budget	Indicator(s) of Progress
<p>Increase daily attendance and decrease number of tardies and early checkouts by 10%.</p>	<p>August 2014- June 2016</p>	<ul style="list-style-type: none"> • Teachers • Speciality Teachers • Guidance counselor • Social Worker • Data Manager • Admin 	<ul style="list-style-type: none"> • Incentives for students • Allotted positions-Social Worker and Data Manager • Attendance Data in Powerschool • Connect ed • Phone and email. • Correspondence • Newsletter 	<ul style="list-style-type: none"> • Improved daily attendance rate and decrease of tardies and early check outs. • Less attendance and CFT meetings. • Less 3, 5 ,10 day letters sent. • Improved student performance on assessments.
<p>Increase student engagement in all content areas by incorporating Kagan structures to promote student engagement and collaboration.</p>	<p>August 2014- June 2016</p>	<ul style="list-style-type: none"> ○ Classroom Teachers ○ Specialty Teachers ○ Interventionists ○ Instructional Assistants ○ Academic Coach ○ Administration ○ Kagan Coach 	<ul style="list-style-type: none"> ○ Year-long professional development and coaching by Kagan trainer. ○ Kagan support resources. 	<ul style="list-style-type: none"> • Application of Kagan Structures; • Lesson Plans; • Coaching Feedback; • Discipline data; Student assessment performance; Attendance
<p>Utilize allocated staff and resources to meet the needs of students.</p>	<p>August 2014- June 2016</p>	<p>School Leadership Team HR Admin</p>	<p>Personnell Allotments Title 1 Budget Fund 6</p> <ul style="list-style-type: none"> • Trade 2 TA positions to fund Technology Position. • Designate one teacher to provide science instruction to all Grade 4 and 5 students every day for a designated learning time. • Hire a Math and ELA Interventionist/Coach • Desginate a PSM/RTI Coach/Reading interventionist • Part time Parent Engagement Specialist. • Part time Translator. • Collaborative planning time • Technology and media resources. 	<ul style="list-style-type: none"> • Improved student performance on assessments • Higher levels of engagement. • Improved level of instruction • Increased parental volunteers. • Increased invovlement and improved communicaiton with Spanish speaking families.

<p>Sustain Implementation of school-wide PBIS Program by analyzing referral data and developing target lessons/interventions to teach behaviors aligned with the PBIS matrix.</p>	<p>August 2014- June 2016</p>	<ul style="list-style-type: none"> • Teachers • Speciality Teachers • Guidance counselor • Social Worker • PSM Core Team • Interventionists • Admin 	<ul style="list-style-type: none"> • Access to Discipline Data • Professional Development • Screener Data • Curriculum resources • Incentives 	<ul style="list-style-type: none"> • Monthly Discipline Data • RTI Behavior Screeners • PBIS/PSM Minutes • Positive behavior awards.
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IV. Specific alignment for Title I schools
2014-2015 Planning Allotment Title I – 10 Schoolwide Components

School Components	Data Source	Where We Are	Where We Should Be	Strategies for Improvement	Budget Amount
1. Comprehensive needs assessment	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Mclass TRC data shows that overall reading proficiency of K-5 students is 45%. 2013 EOG data indicates 41.7% of students in grades 3-5 are proficient in reading.	mClass TRC proficiency will increase by 10% to 55%. EOG performance will increase by 13.4% to meet target of 55.1% proficient.	Plan instruction that intervenes with students who are not proficient and accelerate those who are proficient or above to ensure consistent growth of all students.	
	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Progress monitoring is inconsistent. It is difficult to progress TRC in mClass without aligned texts.	Progress monitoring with fidelity. Teachers should have access to appropriate materials to progress monitor TRC.	Purchase mClass TRC kits for teachers to use when progress monitoring. PSM coach to support teachers in progress monitoring.	\$2,000
	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Data indicates there are gaps in reading core instruction and that we are not growing all levels of students in reading.	Differentiated, standard based small group reading groups designed to support and reteach curriculum for mastery.	To improve both reading comprehension and Phonics. All teachers and staff will attend ongoing professional development and coaching by the district ELA coach and academic coach focused on Jan Richardson's, Next Steps for Guided Reading.	
	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Based on TRC data, grade 2 students are predicted to be 50% proficient in reading in grade 3. Data indicates these students struggle with fluency, reading comprehension and vocabulary.	Students entering grade 3 must be at least 80% proficient.	Devise a specific grade level plan to monitor student performance. Devise SMART goals that reflect specific strategies to move students from not proficient to proficient as measured by the TRC and Composite. The Academic Coach will provide professional development and ongoing coaching to support Grade 3 reading and Vocabulary Instruction.	
	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	We have limited high interest/low level texts, limited guided reading resources and limited access to fiction and non-fiction text.	Students should have access to a variety of reading resources.	Purchase Leveled Literacy Intervention Kits by Fountas and Pinnell to support small group reading instruction. Purchase Reading A-Z to allow access to differentiate levels of text. Purchase access to weekly reader magazines (Scholastic readers, story works, etc.) for student to access at school and use as take home readers.	\$17,000 \$2,200 \$3,000

Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Data indicates gaps in phonemic awareness and phonics instruction.	Foundations to be instructed with fidelity in K-2 for 30 minutes a day in order to improve phonemic awareness and phonics instruction.	Purchase materials to upgrade foundations kits to version 2 for grades K-2. Provide professional development and coaching to all K-2 teachers.	\$10,000
WRITING -Writing Assessment Data/Teacher observation	We have an average of 42% of students in K-5 who are targeted as at risk in writing. Writing scores continue to decline at all grade levels. mClass performance is negatively impacted due to students writing ability.	Implement a writing core program across the grades K-5.	Provide internal ongoing professional development and coaching for writing instruction. (expectations, rubrics and writing samples) Incorporate strategies for interactive notebooks. Purchase student journals for students to use to promote writing in all content areas.	\$1,000
MATH -EOG Math Data / K-2 Math Assessment Data		We intend to reduce the percentage of students who are considered "not proficient" in math by 10%. We also need to see an increase in individual growth from all students.	We will monitor students' growth in math using Scholastic Math Inventory to measure the development of their quantile level	
MATH -EOG Data/Formative Assessments/Benchmark Data/District Math assessments/SMI/Classroom Observations	We have limited resources for math interventions for Tier 1, 2 and 3 students. Students are not receiving proper interventions in math.	All students should be provided with research based interventions to eliminate learning gaps.	We will purchase Accessing Math Concepts instructional materials. Math coach will provide classroom support and resources for teachers. Math Coach will provide math interventions using AMC. Math coach will support teachers in the implementation of AMC within math stations. Send teachers to district Professional Development throughout the school year.	\$6,000
MATH -EOG Data/Formative Assessments/Benchmark Data/District Math assessments/SMI/Classroom Observations	The 2013 overall math proficiency was 48% which is a decrease from 2012. Overall Mcomp screener indicates 46% of our students are at risk in math.	We would like to see at least a 10% increase in proficiency and to exceed student growth. Math EOG proficiency will increase to 58% and Mcomp to 56%. We need to focus on differentiated, objective based math instruction. We must utilize staff and provide resources and training to address areas of concern. Determine gaps and then design individualized differentiated instruction to grow students.	Provide professional development and ongoing coaching to support math instruction. Support teachers in purposeful planning of math instruction.	

	MATH -EOG Data/Formative Assessments/Benchmark Data/District Math assessments/SMI/Classroom Observations	Currently, our teachers use the Math Expressions Curriculum as a base for Math Instruction. The current curriculum is not aligned with common core.	Math instruction should be aligned with common core. Teachers need access to appropriate resources in order to provide math instruction.	Purchase Update Math Expressions Instructional Materials.	\$1,755-45
	SCIENCE -Our 2013 Science EOG results indicated 53% of our students were proficient	Currently science instruction is scheduled for 30 minutes a day and is not being instructed with fidelity. Time and facility restraints have impacted student being able to receive project based instruction.	We would like to see at least 63% of our grade 5 students proficient in science. We need to provide resources for inquiry based science instruction in grades K-5 to fully prepare students for the Science EOG.	We will purchase science materials in order to support the Essential standards and focus on Vocabulary and Content as well as hands-on learning.	\$3,500
	MATH/RTI -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	2013 Year end PSM data indicated 68% of students are proficient, 12% students receive T1 intervention; 13% receive Tier 2; 2.9% receive Tier 3 and 4% are EC. This indicates we have a significant number of students receiving Tier 2 interventions. When analyzing data it was determined students are receiving interventions in decoding, phonics and comprehension.	The majority of our students should respond to the core program as well as receive differentiated instruction in the regular classroom setting. Only 20% or less of students should receive intervention at the Tier II and Tier III level.	We will hire an additional ELA and Math intervention teacher/Coach to help close the achievement gap.	
	RTI-Screener data, data warehouse	2013 Year end PSM data indicated 68% of students are proficient, 12% students receive T1 intervention; 13% receive Tier 2; 2.9% receive Tier 3 and 4% are EC. This indicates we have a significant number of students receiving Tier 2 interventions. When analyzing data it was determined students are receiving interventions in decoding, phonics and comprehension.	We need to decrease the number of Tier 2 students by 5% to be a total of 8%. Strengthen core instruction in the areas of phonics and comprehension.	Grade levels will devise grade level plans to determine, address and monitor gaps in core instruction.	
	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Mclass TRC (text Reading Comprehension) data shows that overall reading proficiency of K-5 students is 45%. 2013 EOG data indicates 41.7% of students in grades 3-5 are proficient in reading.	We intend to reduce the percentage of students who are considered "not proficient" in reading. We also need to see an increase in individual student growth from all students. mClass TRC proficiency will increase by 10% to 55%. EOG performance will increase by 13.4% to meet target of 55.1% proficient.	We will monitor students' growth in reading using Scholastic Reading Inventory to measure the development of their lexile. We will focus remediation services on explicit, direct instruction for grades K-5 using research-based strategies matched to the specific needs of our students. We will implement consistent TRC assessments in grade levels K-3 to be used 3 times a year (September, January, and May) to monitor students' application of decoding skills, fluency, and comprehension level.	
2. School wide reform	OVERALL INSTRUCTION -Staff Feedback /Surveys /Leadership	We are in the process of implementing the Common Core and NC Essential Standards. Using collaborative logs, grade	We need to successfully implement the Common Core in reading and math across grades K-5 with	Continue to unpack curriculum and provide resources. Staff will attend training and receive materials	

strategies	Team Minutes /BEC Survey /Teacher Observation Data /Student Assessment data	levels began to map out curriculum standards, learning targets, strategies and materials. When analyzing instruction we have determined there are significant gaps in our core curriculum.	fidelity. Determine priority standards for instruction.	throughout the year for the implementation of the common core. Provide teachers with a lesson framework and means to electronically share lesson plans. Provide Common Planning time that is protected for teachers. Coaches will provide weekly content planning support. School wide planning time two times a month after school in which core teachers plan collaboratively with specialists and ENCORE.	
	OVERALL INSTRUCTION- Staff Feedback/Surveys/Leadership Team Minutes/BEC Survey/Teacher Observation Data/Student Assessment data	We are in the process of implementing the Common Core and NC Essential Standards. Using collaborative logs, grade levels began to map out curriculum standards, learning targets, strategies and materials. When analyzing instruction we have determined there are significant gaps in our core curriculum.	Vertical Teams planning curriculum and lessons based on Common Core standards that are paced and designed to spiral in order to eliminate instructional gaps.	We will provide 3 1/2 days of release time to teachers to analyze data in both reading and math to focus on mastery. Teachers will plan collaboratively based on student assessment and performance results for each 9 weeks to effectively implement the Common Core Curriculum. During this time they will also devise CFA's, plan interventions and share best practices. District Content specialists provide year-long professional development, classroom observation and coaching in the areas of Kagan structures, guided reading/math, co-teaching, academic vocabulary and vertical teaming. Instructional coaching designed to provide planning/content support and feedback to teachers to improve instruction. Teachers are recognized and share best practices at monthly staff meetings.	\$6,200
	STAFFING- Teacher Allotment	Currently we are funded at 29 core teachers from the state. In addition we have 1 reading remediation teacher who serves our 90 Tier 2 and Tier 3 students along with being our PSM chair. We also have 1 academic coach provided by the district.	An ELA and Math Coach/Interventionists designated to address the intervention needs of our students while providing support to teachers to implement effective instructional strategies for core instruction to meet the diverse needs of our students.	Hire a Math and ELA Interventionist/Coach to support Tier 2 & 3 students with intervention and coach teachers to improve core instruction while meeting the diverse needs of students. The current reading interventionist will serve all Tier 3 Reading students in addition to providing PSM support for students and teachers through progress monitoring and coaching in addition to planning and	\$115,910.80

				facilitating the entire PSM process.	
STAFFING -Teacher Allotment	Science instruction is not being provided with fidelity and is not purposefully scheduled for each student daily. Currently we are funded at 29 core teachers from the state. Currently we have 29 students in each of our grade 4 classrooms. In order to reduce class size, we will hire a Grade 4 teacher.	We will designate 1 core teacher to teach only science to students in grades 4/5. This will be a 45 minute class instructed daily. Class sizes should be less than 25 students in grades 4 & 5.	Allow current Grade 5 teacher to instruct science and hire a teacher to allow for reduction of class size if needed. Lower class sizes in order to properly provide the level of instruction required to meet the needs of our diverse learners.	\$50,000.	
Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Data indicates there are gaps in reading core instruction and that we are not growing all levels of students in reading.	Differentiated, standard based small group reading groups designed to support and reteach curriculum for mastery.	To improve both reading comprehension and Phonics, All teachers and staff will attend ongoing professional development and coaching by the district ELA coach and academic coach focused on Jan Richardson's, Next Steps for Guided Reading. Based on current data, we re-aligned teacher assignments to improve student achievement and strengthen all grade levels.		
Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Based on TRC data, grade 2 students are predicted to be 50% proficient in reading in grade 3. Data indicates these students struggle with fluency, reading comprehension and vocabulary.	Students entering grade 3 must be at least 80% proficient.	The Academic Coach will provide professional development and ongoing coaching to support Grade 3 reading and Vocabulary Instruction.		
OVERALL INSTRUCTION -Staff Feedback/Surveys/Leadership Team Minutes/BEC Survey/Teacher Observation Data/Student Assessment data	In the last 3 years our school has experienced a 10% increase in children living in poverty. Teachers have asked for professional development in teaching and engaging students of poverty.	Teachers need to be aware of strategies to engage and instruct students of poverty.	School-wide book study on Engaging and Teaching students of Poverty by Eric Jensen.	\$1,000.	
Positive Behavior Intervention Support	PBIS matrix needs to be revised	PBIS matrix should be implemented with consistency and fidelity and be an integral part of the school culture.	PBIS team will align the Ready to Learn classroom behavior management system with the PBIS matrix beginning of the 2104-2015 school years. We will also implement a school-wide behavior chart that will be provided to teachers for use in every classroom including ENCORE.		

		The 2013 overall math proficiency was 48% which is a decrease from 2012. Overall Mcomp screener indicates 46% of our students are at risk in math. Mclass TRC (text Reading Comprehension) data shows that overall reading proficiency of K-5 students is 45%. 2013 EOG data indicates 41.7% of students in grades 3-5 are proficient in reading.	We would like to see at least a 10% increase in proficiency and to exceed student growth. Math EOG proficiency will increase to 58% and Mcomp to 56%. We need to focus on differentiated, objective based math instruction. We must utilize staff and provide resources and training to address areas of concern. determine gaps and then design individualized differentiated instruction to grow students. mClass TRC proficiency will increase by 10% to 55%. EOG performance will increase by 13.4% to meet target of 55.1% proficient.	K-5 Inclusion model for Guided Reading and Small Group Math; K-5 Science Kits aligned with Essential Standards; Weekly Content Planning Session with Academic Coaches; Quarterly Data Days; Grade Level PLCs/PLC Leaders	
3. Instruction by highly qualified teachers	HRMS; school report card;	All staff members are highly qualified.	All staff members highly qualified.	We will continue to hire high qualified staff members	
	Personnel Staffing Report/HRMS/School Report Card	Retained 98% of all teachers, 1 teacher left teaching and 1 retired.	Retain 100% of teachers that we want to retain.	Facilitate positive morale, utilize school leadership team for this feedback by utilizing reflection strategies at the end of all meetings	
	TWC; SACS survey; teacher feedback; Observational data; walkthrough data	We currently have four teachers who are considered beginning teachers. Only 1 of the 4 is a first year teacher. Based on TWC results new teachers indicated they needed more support from mentors and within the school.	We will provide ongoing coaching and support to beginning teachers. Gather feedback and provide support based in individual needs.	Provide mentors for all beginning teachers. Mentors will meet regularly with teachers. All beginning teachers will meet monthly with the lead mentor and administration. All beginning teachers will have opportunities to observe peers and follow-up with academic coach, administrator, and lead mentor All beginning teachers will attend district provided professional development.	
	2014-15 master schedule	55 minute common planning time	Increase time for specials to allow for 55 minutes for grade level common planning time. This intentional use of planning time will be used for data interpretation and collaborative planning.	55 minute common planning time with weekly coaching/planning support from Academic Coach and Math Coach; 55 Minute data planning with PSM coach and co-teaching lessons with the media/technology teachers, PE/Health and Music/Art.	

4. High quality and ongoing professional development	Reading -Mclass Data/ EOG/TRC Data/RTI data/Screeners/SRI/district assessments/benchmarks/classroom data and observations.	Guided Reading is not being instructed with fidelity.	Guided Reading Instruction based on Jan Richardson's Next steps in Guided Reading, instructed with fidelity.	Through coaching and in-house professional development, teachers will improve small group instruction, intervention and learning stations by utilizing instructional assistants, specialists for small group instruction. Teachers will develop fluid plans to group students for small group reading and intervention.	
	OVERALL INSTRUCTION -Staff Feedback/Surveys/Leadership Team Minutes/BEC Survey/Teacher Observation Data/Student Assessment data	In the last 3 years our school has experienced a 10% increase in children living in poverty. Teachers have asked for professional development in teaching and engaging students of poverty.	Teachers need to be aware of strategies to engage and instruct students of poverty.	School-wide book study on Engaging and Teaching students of Poverty by Eric Jensen.	
	MATH -EOG Data/Formative Assessments/Benchmark Data/District Math assessments/SMI/Classroom Observations	The 2013 overall math proficiency was 48% which is a decrease from 2012. Overall Mcomp screener indicates 46% of our students are at risk in math.	We would like to see at least a 10% increase in proficiency and to exceed student growth. Math EOG proficiency will increase to 58% and Mcomp to 56%. We need to focus on differentiated, objective based math instruction. We must utilize staff and provide resources and training to address areas of concern. determine gaps and then design individualized differentiated instruction to grow students.	Provide professional development and ongoing coaching to support math instruction. Support teachers in purposeful planning of math instruction.	
	OVERALL INSTRUCTION -Staff Feedback/Surveys/Leadership Team Minutes/BEC Survey/Teacher Observation Data/Student Assessment data	We are in the process of implementing the Common Core and NC Essential Standards. Using collaborative logs, grade levels began to map out curriculum standards, learning targets, strategies and materials. When analyzing instruction we have determined there are significant gaps in our core curriculum.	Vertical Teams planning curriculum and lessons based on Common Core standards that are paced and designed to spiral in order to eliminate instructional gaps.	Monthly Professional Development offered by the Academic Coach and internal staff to address areas of instructional weakness. Instructional coaching designed to provide planning/content support and feedback to teachers to improve instruction. Research based professional development designed to address collaborative learning to increase student engagement. All staff is trained by Kagan in collaborative learning and student engagement-Year long including coaching component.	

	READING -mClass	41.6% TRC Proficiency	60% TRC Proficiency	Data Days; Mini Professional Development; Higher Order Questioning Question Stem Professional Development. Scheduled after school planning time with specialists.	
	Teacher evaluation data; teacher feedback	Much of the instructional time is still spent using traditional teacher centered practices. Student engagement continues to fall below expected levels	Student engagement should be high, with students completing many of the tasks, while teachers serve as instructional facilitators.	All staff members will participate in staff development focused on Kagan Cooperative Learning. All staff members will receive Kagan Cooperative learning coaching, training books and materials	\$42,000
	WRITING -Writing Assessment Data/Teacher observation	We have an average of 42% of students in K-5 who are targeted as at risk in writing. Writing scores continue to decline at all grade levels. mClass performance is negatively impacted due to students writing ability.	Implement a writing core program across the grades K-5.	Provide ongoing professional development and coaching for writing instruction. (expectations, rubrics and writing samples) Incorporate strategies for interactive notebooks.	
5. Strategies to attract highly qualified teachers to high need schools	Implementation of the Data Team Process.	All staff members have been trained in the Data Team process; however the process has not been implemented with fidelity.	All grade levels should be meeting weekly to discuss cause and affect data to plan instruction. All content areas incorporating the CFA's.	Build leadership capacity of teachers by having them lead data teams in their grade levels. All grade levels need to continue to develop their professional learning communities. Collaborate with district specialist to properly incorporate the data team process correctly.	
	Common Grade Level Planning Time	Core teacher have a 40 minute common planning time while students are attending Encore classes. Teachers have limited time to actually plan and collaborate.	Teachers should be utilizing common planning time to plan instruction and analyze data.	Grade level teams have common grade level times. Increase the planning time to 55 minutes. RTI Coach, Math Coach and ELA coach along with ILT collaborate with teachers during planning time to assist in the effective use of planning time.	
	Adequate resources to support a comprehensive instructional program.	Currently, we have limited current resources for reading, math and science due to limited funding.	Utilize Title 1 funding to purchase curriculum materials to the support Common Core and NC Essential Standards. Provide students with leveled text that is at their level and high interest.	Ensure teachers have all necessary current resources to deliver instruction that engages students and prepares them to be 21 st century learners while developing higher order thinking skills. Science kits will support inquiry based learning.	
	School Improvement Plan	The current school improvement plan was developed by a group of elected teachers, support personnel and parents. Historically, data has not been collected or used as part of the review process.	Data pertaining to goals and strategies should be collected and used as part of a quarterly review process. This information should be shared with all stakeholders in order to elicit further feedback.	The school improvement plan will be shared at each staff meeting. The school leadership team will collect and analyze data in order to review and revise the school improvement plan quarterly.	

<p>6. Including teachers in decisions regarding the use of assessments</p>	<p>Universal screener data, benchmark data, EOG data, K-2 assessment data</p>	<p>We are currently beginning the process of analyzing data, determining individual student needs, and aligning instruction to meet those needs.</p>	<p>Teachers will work in grade level and vertical teams to analyze assessment data and make instructional decisions.</p>	<p>Provide quarterly release time for teachers to disaggregate data and implement the data teaming process. Focus will be given to aligning standards, assessments, and instructional strategies in order to increase student achievement (funded above) Provide one day per week for teachers to meet and discuss standards, weekly data, instructional implementation, and goals</p>	
	<p>Grade level teams; Accreditation survey results; informal teacher feedback; leadership team meetings</p>	<p>Grade level teams are transitioning to being data teams. Teachers meet in grade level teams to discuss student data and some share strategies with the team towards improvement.</p>	<p>Teams will function as data teams with assigned roles Grade level teams should analyze data based on CFAs and other data to focus instructional strategies in moving towards mastery</p>	<p>Instructional support team and academic coach will meet with grade levels to be a part of the data team process. Data teams will begin to utilize formative assessments with students. Data teams will be create and administer common formative assessments and use data to drive instruction. PSM Coach will meet with data teams each week on Monday during common planning. Each grade level will implement data team meetings determined by data and student need.</p>	
	<p>Feedback from grade levels, plc observations and conversations</p>	<p>Utilizing formative assessment data to remediate in small groups in the classroom</p>	<p>Utilize all forms of data available to reteach objectives</p>	<p>Leadership will meet with grade levels weekly to analyze data and reteaching plans</p>	
<p>7. Strategies to increase parental involvement including ways student progress is reported to parents. (Complete separate Parent Involvement Plan</p>	<p>Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team</p>	<p>Parents indicate that student planners/folders are helpful in communication between home & school. Parents enjoy consistent communication between the school and home.</p>	<p>We will continue to support parental requests concerning communication.</p>	<p>Provide homework folders for K-5</p>	
	<p>Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team</p>	<p>Parents are more likely to attend events where food is served and childcare is provided. Most staff participated in Curriculum Nights.</p>	<p>Holding various types of events for families of students in addition to curriculum nights. Providing parents with ample notice of events. Making face-to-face visits with families. Continuing Curriculum Nights & Grade Level presentations. Providing additional opportunities for parent involvement.</p>	<p>Provide 3 curriculum nights with take-home materials for families. Focus will be-Math; Literacy; Encore/Assessment Curriculum Nights Holding various types of events for families of students in addition to curriculum nights. Providing parents with ample notice of events; Lunch w/ Principal; We will provide refreshments for parent meetings and curriculum nights</p>	<p>\$1,500</p>

& summarize here.)	Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team	Teachers and staff do not conduct home visits or interact with all children in their home environment.	To bridge the gap between home and school by teachers and staff going into the community to support Garrett students and families.	Making face-to-face visits with families. Breakfast at Bus Stop	\$800.
	Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team	Provide reminders to parents of all procedures and expectations for students and parents.	We will send home expectations, rules and procedures in a Parent-Student Handbook at the beginning of the year.	Student Parent Handbooks	\$1,200
	Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team	Periodically providing parents with information related to events happening in school. Updating webpage frequently.	Sending Connect Ed messages regarding events; Updating webpage weekly; Sharing educational resources and designating a central location for parents to seek information.	Create a parent resource station in the front foyer.	
	Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team	Soliciting feedback from parents after Curriculum Nights.	Systematically soliciting feedback from parents throughout the year.	Feedback/Suggestion Box	
	Parent Surveys / Attendance Data From Previous Events / PTO Board Meetings / Parent Involvement on Leadership Team	Parents are provided with some materials to support student learning. Most information is communicated via online or in print resources.	We will continue to provide opportunities for families to learn about the curriculum and how they can support their child/children at home in an engaging format.	We will provide a curriculum overview at the beginning of the year. Provide curriculum update information at 9 week Gator Gatherings. We will provide monthly Home and School Connection newsletters to help build communication between family and school	\$1,500.
		Parents enjoy opportunities to see their child/children perform or showcase talents	We will continue to support parental involvement through our ENCORE Assessment Night and at Quarterly Gator Gatherings	Provide an arts night for students to showcase their artistic talents. Continue student music performances at al quarterly Gator Gathering student recognition events.	
8. Transition activities (PreK-6th)	Parent/Student and Teacher Surveys	Our students have limited opportunities to experience colleges and universities.	Students should have opportunities to familiarize themselves with local colleges and universities.	Provide field trip experiences to local colleges and universities	
	Kindergarten registration; feedback from Kindergarten and 5th grade teachers and families	We provide a kindergarten registration and orientation for incoming Kindergarten students in the Spring	We will continue to provide Kindergarten Registration and will provide a general information session for all incoming Kinder parents at Meet the	Organize a packet of materials for families to take home at the end of screening. Devise a presentation for parents to review.	

			Teacher night.		
		Our 5th grade students attend a middle school orientation session at either Hawfields Middle School.	We will continue to partner with our receiving schools to provide an orientation session for rising 6th grade students.	Collaborate with middle schools and provide parents with accurate information.	
	Feedback from kindergarten teacher and PreK teachers.	Currently in year 2 of hosting an EC Pre a-K program t Garrett.	PreK students and parents can visit kindergarten classrooms and meet with kindergarten teachers along with K orientation	PreK teacher and kindergarten teachers will collaborate together to prepare an event for students and parents that currently attend Garrett. Include our Pre-K program in all school wide activities and include them in school wide program including lunch, ENCORE, school wide assemblies. Pre-K teachers will attend all AGE professional development.	
	Kinder Screen sign-up	Kinder Screening has a significant turnout in the spring, however, many parents do not attend and students are not properly screened and parents are not informed.	All students must be screened properly. Parents need to be aware of school wide expectations prior to their student enrolling.	Focus on recruiting students that live in Garrett school zone to attend our PreK. Better advertisement of pre-screen dates. Provide a parent informational meeting at the start of the school year that is correlated with the Kinder screening day.	
9. Activities for children experiencing difficulty	Reading & Math- Mclass Data/ EOG/TRC Data/RTI data/Screeners/ SRI/district assessments/benchmarks/classroom data and observations. EOG Math Data / K-2 Math Assessment Data	2013 Year end PSM data indicated 68% of students are proficient, 12% students receive T1 intervention; 13% receive Tier 2; 2.9% receive Tier 3 and 4% are EC. This indicates we have a significant number of students receiving Tier 2 interventions. When analyzing data it was determined students are receiving interventions in decoding, phonics and comprehension, fact fluency, place value, base ten and problem solving.	We need to decrease the number of Tier 2 students by 5% to be a total of 8%. Strengthen core instruction in both reading and math.	Grade levels will devise grade level plans to determine, address and monitor gaps in core instruction. We will focus remediation services on explicit, direct instruction for grades K-5 using research-based strategies matched to the specific needs of our students.	

Student Discipline Data	We have incorporated "Learning Lab" in which administration refers students when they experienced difficulty following procedures and meeting expectations in the classroom setting.	We are in the process of implementing PBIS school-wide as well as on an individual student basis.	We will recognize students for positive behaviors through incentives.	
	We have implemented character education programs, school safety programs, guidance and health lessons and GREAT.	We will continue to provide students with informational programs to ensure students are educated regarding safety issues.	Schedule health/guidance lessons during Encore. GREAT lessons in grades 4 and 5 for 9 weeks during social studies.	
School Improvement Plan	We have students who lack the interest and motivation to attend school or stay in class and miss instruction because they are chronically absent or in the Learning Lab.	We will expose students to core subjects through ENCORE lessons focused on project-based learning, cultural awareness, and problem solving and collaboration thus increasing student engagement and desire to be at school and in the classroom.	Our specialty teachers will create thematic project-based learning units that tie in cultural arts, technology, literacy, and health awareness/physical activity. Collaborative planning for core and specialists. Modified Encore schedule in which students are on a 3 day rotation for each encore.	
	We provide a limited number of clubs offered to engage students in activities before and after school that are an extension of learning in the classroom.	We will continue to provide clubs and offer additional clubs to increase student engagement and their desire to be at school.	We will increase the number of club offerings for students.	
Response to Intervention Data from the 2013-2014	Over 20% of our students are served within the RTI process.	80% proficient	Continue weekly plc meetings to analyze data, discuss small group instructional strategies, remediate and reteach across grade levels	
			provide funding for 2 additional intervention teachers. Utilize RTI time to close achievement gaps and ensure that interventions are implemented with consistency and fidelity, time has been staggered throughout the day to provide additional support and monitoring. Rti facilitator/math coach will provide model lessons and intervention strategies. Purchase materials for math and additional support for rti interventions. Utilize 8specialty teachers to provide interventions and small group instruction. Conduct weekly RTI meetings with someone from ILT in attendance	

	EC data from 2013-14 school year	Data gathered is consistent and core assessments were completed on EC students	Continue to maintain consistent interventions and data on EC students	Encourage inclusion when needed, utilize pull out for students when necessary; students will not be pulled during core instruction.	
	ESL data from 2013-2014	Data gathered is documented and students have been served based on English proficiency	Continue to maintain consistent interventions and data on EC students	Encourage inclusion when needed, utilize pull out for students when necessary; students will not be pulled during core instruction.	
10. Coordination and integration of Federal, State, and local services	Campus Security System Software currently documents site visitation by various community agencies	We have a computer system that signs in visitors to work in and around the school.	We need to ensure that all individuals sign in and out as they enter and leave the building. We will monitor the movement of individuals throughout the building.	We will purchase the basic Ident-A-Kid package and labels that visitors will wear will in our building so that they can easily be identified by staff members.	
	Parent and Teacher Feedback	We have a large number of students who are on free/reduced lunch who have difficulty paying for field trips.	We will continue to provide equal access to educational trips for all students.	We will supplement funding for needy families who are unable to afford the cost of a field trip.	
	Volunteer Hours	We have a limited number of volunteers who are able to volunteer their time in the classrooms.	We want to increase our overall number of volunteer hours.	We will recognize our volunteers throughout the year on the 2 hour power bulletin board at the end of the year through a volunteer celebration.	
	Documentation of partnerships with the Garrett community	Community agencies have limited involvement in our school.	Expand volunteer base to lunch buddies and reading buddies. Build partnerships with local churches, the police/free department, Mebane Business Association and local residents.	Collaborate with local churches and businesses to provide snacks for students in the classroom and a weekend backpack program for students Strengthen partnerships with the local churches ILT team will continue to attend community events in Mebane.	
	Social Worker / Guidance Counselor / Community Service Providers	Maintaining relationships with outside agencies that serve our student population.	Continue to maintain relationships and build additional relationships between school personnel, parents, and students and outside agencies.	Continue to provide resources for parents with Christmas Cheer, Social Services agencies, local food banks, area retailers, and Mebane Business Association.	