

North Carolina Department of Public Instruction
Verification of Consultation with Schools
(Complete one for each Title I school. Please print or type all information.)

LEA :	<u>Alamance Burlington School System</u>	LEA Code :	<u>010</u>
School :	<u>Audrey Garrett Elementary School</u>	School Code :	<u>347</u>
Principal :	<u>Michelle Ammann</u>	School Phone :	<u>919-563-2088</u>
Email :	<u>Michelle_ammann@abss.k12.nc.us</u>	School FAX :	<u>919-304-5834</u>
Street Address :	<u>3224 Old Hillsborough Road</u>		
City/State/ZIP	<u>Mebane, North Carolina 27302</u>		

The school currently operates a Title I program under the following model:

Schoolwide Targeted-Assistance

The school will operate a Title I program in the new project year under the following model:

Schoolwide Targeted-Assistance

Is the school currently on the Priority or Focus List?

Yes No

Signatures

The undersigned certify that the school Title I program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children served under this part, and one of the following:

- 1) The school wide program plan incorporates the ten federally required components as outlined in SEC 1114 of NCLB.
- 2) The targeted-assistance program plan incorporates identification procedures to ensure that the program serves children identified as failing or at-risk of failing the State's academic achievement standards using multiple educationally related objective criteria. The program is implemented in accordance with SEC 1115 of NCLB.
- 3) A written parent involvement policy has been jointly developed, and distributed to, parents of participating children in accordance with SEC 1118 of NCLB.

Principal: _____ Date: _____

School Improvement Team Chairperson _____ Date: _____

Parent Representative: _____ Date: _____

Title I Program Director: _____ Date: _____

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School Prioritized Plan

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

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
<p>Increase the percentage of students (in each subgroup) proficiency in Reading by 10% each year, EOG, TRC and MCOMP by 10%.</p>	<ul style="list-style-type: none"> • Focus on improving Core Instruction by following the ABSS Literacy Framework. • Utilize mClass, SRI, QRI assessment results to target small group instruction in order to increase overall academic performance. • Analyze data among grade level and vertical teams. • Refocus and solidify the RTI process by utilizing an RTI facilitator and intervention coach to ensure interventions are researched based, appropriate and effective based on student need and results of progress monitoring. • Block schedule for all students for whole group reading. • Provide daily interventions during 30 minute Swamp Time. • Utilize all staff during guided reading time in order to provide small target groups. • Use the RTI Process and 	<ol style="list-style-type: none"> 1. mClass 2. EOG 3. Local Assessments 4. CFA 5. Screeners 6. Progress Monitoring 7. Benchmarks 8. SRI 9. Grade Level Plans 10. Reading Logs 11. Classroom walkthroughs 12. Teacher Observations 13. QRI 14. Running Records 15. PDP 16. PLC Agenda 	<ol style="list-style-type: none"> 1. BOY, MOY, EOY 2. Yearly 3. Quarterly 4. Weekly 5. Quarterly 6. As designated 7. Quarterly 8. Every 6 weeks 9. Quarterly 10. Weekly 11. Daily 12. As Designated 13. Quarterly 14. As Needed 15. BOY, MOY, EOY 16. Weekly 	<ul style="list-style-type: none"> • District Curriculum Specialist in collaboration with Academic Coach will provide yearlong professional development monthly and quarterly coaching with the ELA vertical team. • Academic Coach will facilitate Academic Vocabulary PD; PLC Training; • Yearlong professional development for Guided Reading including a coaching component by the District ELA Specialist. • mClass PD and support by AC and staff trainers. • Teacher presentations of best practices monthly. • Foundations Professional development and 	<ul style="list-style-type: none"> • Literacy Curriculum Night focused on at home reading strategies. • Newsletters and literature sent home to parents on how to support Reading at home Reading Comprehension support including mClass Question Stems and Vocabulary practice. • RTI Meetings • Parent Conferences • Assessment Night • Reading Logs • Reading Incentive support • Book Fair attendance • Reading Buddies.

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	<p>interventionists to provide and monitor and probe students in tier 2 and 3 with fidelity.</p> <ul style="list-style-type: none"> • Utilize lesson plan template and Next Steps to guided Reading by Jan Richardson to strengthen instruction. • Utilize the foundations reading program for all K-2 students. • Utilize reading interventionist and RTI Interventionist to focus on high quality reading instruction K-5. • Provide uninterrupted time for grade level and vertical planning. • Teachers have been reassigned to different grade levels and content areas in order to strengthen grade level instruction and support the collaborative planning. • Incorporate additional text into Literacy Instruction. • Targeted Vocabulary Instruction. • Utilize EC/ESL/AG teachers during instruction to support the inclusion and co-teaching delivery model. 			<p>quarterly coaching.</p> <ul style="list-style-type: none"> • RTI professional development and support by the RTI interventionist. • Data Team and CFA support provided by AC and district coach. • Co-Teaching and Inclusion professional development conducted by District Specialists on all early release days. Quarterly observations and coaching will be provided. 	
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<p>Increase the percentage of students (in each subgroup) proficient on the math EOG, TRC and MCOMP by 10%.</p>	<ul style="list-style-type: none"> • Improve math core instruction. • Work with the math vertical team to identify core instruction expectations as they correlate to the ABSS Mathematics Framework. • Define Math practices as they apply in at each grade level and vertically within K-5 classrooms • Prepare to fully implement guided math in all K-5 classrooms. • Collect data based on CFA's to determine small group instruction. • Provide research based RTI interventions at Tier 2 & 3.(AMC, Math Expressions, Soar to Success Math) • Data team meetings and conversations to monitor ongoing student progress. • Implementation of AMC and the New version of Math Expressions. • Teachers have been reassigned to different grade levels and content areas in order to strengthen grade level instruction and support the collaborative planning. • Utilize manipulatives and real life experiences to teach math. • Teachers learn to analyze data to determine student abilities. • Teachers learn to analyze data to made solid instructional decisions. • Employ and Utilize the coach/interventionist to focus on 	<ol style="list-style-type: none"> 1. Formal and Informal Assessments 2. EOG 3. Local Assessments 4. CFA 5. Screeners-Mcomp/Mcap 6. Progress Monitoring 7. Benchmarks 8. SMI 9. Grade Level Plans 10. MX Unit Tests 11. Classroom walkthroughs 12. Teacher Observations 13. PDP 14. PLC Agenda 	<ol style="list-style-type: none"> 1. Ongoing 2. Yearly 3. Quarterly 4. Weekly 5. Quarterly 6. As designated 7. Quarterly 8. Every 6 weeks 9. Quarterly 10. Weekly 11. Daily 12. As Designated 13. Quarterly 14. Weekly 	<ul style="list-style-type: none"> • Math Interventionist/Coach Work collaboratively with the math vertical team and ILT to identify areas of needed support to strengthen core instruction. • District Curriculum Specialist in collaboration with Math Coach will provide yearlong professional development monthly and quarterly coaching with the Math vertical team. • Teacher presentations of best practices monthly. • RTI professional development and support by the RTI interventionist. • Data Team and CFA support provided by AC and district coach. • Co-Teaching and Inclusion professional development conducted by District Specialists on all early release days. Quarterly observations and coaching will be provided. • Book Study for Guided Math conducted by Math Intervention Coach. 	<ul style="list-style-type: none"> • Math Curriculum Night focused on at home strategies. • Newsletters and literature sent home to parents on how to support Math at home. • Take Home Math manipulative kits. • RTI Meetings • Parent Conferences • Assessment Night • Math Journals • Support in allowing students to participate in math related clubs.
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	<p>math instruction in small groups and support math core instruction.</p> <ul style="list-style-type: none"> Analyze SMI, EOG and district assessment data to develop and prioritize scope and sequence of math instruction and practice. Model Lessons conducted by Math interventionist/coach Utilize math core team to conduct walkthrough and coaching. Progress monitor students to identify targets student skill deficits. Incorporate math journals into daily lessons with open ended responses. Provide daily warm in which teachers spiral only previously taught objectives. Implement a daily small group component to the math block to differentiate math instruction. Utilize EC/ESL.AG teachers during instruction to support the inclusion and co-teaching delivery model. 				
<p>Increase the percentage of students K-5 proficient in writing as determined by local standards.</p>	<ul style="list-style-type: none"> Collection of data through common formative assessment training to determine small group instruction daily. To incorporate writing across the curriculum. Data team meetings to discuss student progress and planning of instruction. Specified time for direct and explicit writing instruction as outline in the ABSS Literacy Framework. 	<ul style="list-style-type: none"> CFA Formative Basements ABSS Local Assessments Writing sample portfolio and journals. 	<ul style="list-style-type: none"> Daily Quarterly writing assessments 	<ul style="list-style-type: none"> Core writing team will conduct professional development sessions throughout the school year. Specialist in collaboration with Academic Coach will provide yearlong professional development monthly and quarterly coaching with the ELA vertical team. Academic Coach will facilitate Academic Vocabulary PD; PLC Training; 	<ul style="list-style-type: none"> Attend Curriculum Night focused on at home reading/writing strategies. Newsletters and literature sent home to parents on how to support writing at home through the use of

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	<ul style="list-style-type: none"> • Develop writing rubrics and exemplar papers in each grade level and across specialty areas. • Showcase student writing. • Implementation of student writing journals in all areas (interactive notebooks, thoughtful logs) to increase writing responses. 			<ul style="list-style-type: none"> • Monthly presentation of Best Practices by Teachers. 	<p>question stems in addition to Vocabulary practice.</p> <ul style="list-style-type: none"> • RTI Meetings • Parent Conferences • Assessment Night • Participate in at home writing activities.
<p>All teachers will increase student engagement and collaboration in all content areas and the entire school community.</p>	<ul style="list-style-type: none"> • All teachers will participate in Kagan Cooperative Learning Training • All teachers will participate in on-site Kagan coaching • Lesson plan development using Kagan structures • Lessons designed to address the depth of knowledge and promote high order of thinking. • Offering academic clubs and experiences beyond the normal school day through clubs and competitions. 	<ul style="list-style-type: none"> • Observation and walkthrough data • Lesson plans • Discipline data • CFA data • Student Surveys • Improved Assessment results. • Participation 	<ul style="list-style-type: none"> • Daily • 9 weeks • Monthly discipline data 	<ul style="list-style-type: none"> • Kagan Cooperative learning training • Kagan coaching • Ongoing development in technology Teacher presentations of best practices monthly. • Teachers volunteer to provide students with club opportunities before and after school. 	<ul style="list-style-type: none"> • Curriculum nights • Parent conferences • Parent sessions to understand Kagan Structures • Good news notes home. • Attendance at Events. • Provide student with transportation to events. • Volunteer • Career Fair