



Charles W. McCrary Elementary School

2015-2016 Continuous Improvement and Title I Implementation Plan

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Staff Approval

Date of Secret Ballot	<u>10/2/2015</u>
Results For	<u>46</u>
Results Against	<u>0</u>

<u>Julie G. Brady</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>10/8/15</u>
Signature	Date



Our School's Vision	<p>Charles W. McCrary Elementary is a school where:</p> <ul style="list-style-type: none">● students are honored,● learning is valued and● our staff, students, families and community are dedicated to the success of all.
Our School's Mission	<p>Charles W. McCrary Elementary, in partnership with the community provides a nurturing, safe and inviting environment where all students grow academically, meet educational goals, appreciate the worth of each individual and continue to be contributing members of society.</p>
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 are responsible for each student's continual success—academic growth, proficiency and civic success.● Students' safety and a welcoming environment help us to create a positive experience for all stakeholders.● We will model a love of learning to instill in our students a love of learning so that they are and continue to be productive citizens.● We respect each stakeholder's unique role; our students' parents and our professional colleagues are our partners in educating every student.● All students, regardless of race, ethnicity or economic background will be expected to achieve and have continual success.● We will demonstrate our expectations, use a variety of assessments, analyze data and reflect upon our students and our own work to ensure every child's continuous success.● Student assessment will be closely monitored to ensure every student's continual success.● When our students do not reach their goals, new strategies including—small group work, one-on-one, utilization of community resources—will be examined, both horizontally and vertically, and put into practice.● The NCSCOS (Common Core Standards and NC Essential Standards) are the basis for what we teach our students.● Parents will be kept up-to-date of their children's progress, given clear expectations for their children and expected to follow through with our guidance.



Strategic Objectives:

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

Strategic Focus/Foci:

- ◆ Academic proficiency in core curriculum
- ◆ Implement a consistent plan for literacy instruction and assessment across the curriculum.

Current Level of Performance:

2014-2015 Reading EOG:

Grade 3 GLP 30% CCR 25%
Grade 4 GLP 39.6% CCR 20.8%
Grade 5 GLP 50.9% CCR 38.6%

TRC Proficiency:

Kindergarten 61%
1st grade 59%
2nd grade 67%
3rd grade 75%

Annual Goal 1:

Reading EOG grade level proficiency will increase. Student proficiency in fourth grade will increase from 30% to 55%. Student proficiency in 5th grade will increase from 39.6% to 60% by June 2016.

Reading TRC proficiency will increase. Student proficiency in first grade will increase from 61% to 80%; student proficiency in second grade will increase from 59% to 80%; student proficiency in third grade will increase from 67% to 80% by June 2016.



Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will have extended planning throughout the school year, including coaching and professional learning, to develop a deeper understanding of standards so that students reach mastery of standards.	Kidd Gardner Trogon Seymour Richardson King	Use of district and state resources including unpacking document, acselementary.wikispaces.com Question stems SchoolNet Assessment Item Bank LetterLand (K-1) NCRReady Resources	Brady Evans Wiles	Mastery on assessments (formative and summative) Minutes Lesson plans	<u>Monthly</u> Oct.--5th Nov.--3rd Jan--2nd Mar.--1st April--K May--4th Share planning highlights and concerns as well as a student assessment demonstrating mastery		May 2016
To increase student vocabulary, teachers will intentionally choose keywords, discuss and note in plans so that students increase their knowledge and use of context clues and academic vocabulary.	Kidd Gardner Trogon Seymour Richardson King	Actual texts used in lessons	Brady, Evans, Wiles	Lesson plans	<u>Monthly</u> Oct.--5th Nov.--3rd Jan--2nd Mar.--1st April--K May--4th Share an example of vocabulary engagement strategies		



<p>Implement a schoolwide word of the week so that students, staff and families are practicing academic vocabulary.</p>	<p>Laura LeRoy Steve Watson</p>	<p>ELA Unpacking document TRC question stems 12 Most Powerful Words - Larry Bell</p>	<p>Literacy Learning Team</p>	<p>Dojo Data</p>	<p>Monthly Review Dojo data</p>		
<p>Maximize instructional time for formative assessment and small group instruction so that students reach mastery</p>	<p>Kidd Gardner Trogon Seymour Richardson King Biaggi</p>	<p>Jan Richardson, Next Steps in Guided Reading SchoolNet Item Bank Core Assessments ELA Unpacking Document NC Ready LetterLand (K-1) Reading 3D</p>	<p>Brady Evans Wiles</p>	<p>Lesson Plans Walk-through data</p>	<p><u>Monthly</u> Oct.--5th Nov.--3rd Jan--2nd Mar.--1st April--K May--4th Share examples of how formative assessment impacted a small group.</p>		



Strategic Objectives:
<input type="checkbox"/> Engage Each Student <input checked="" type="checkbox"/> Assessment for Learning <input type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

Strategic Focus/Foci:
♦ Academic proficiency in core curriculum.

Current Level of Performance:
<u>2014-2015 Math EOG:</u>
Grade 3 GLP 60% CCR 43.3%
Grade 4 GLP 49.1% CCR 39.6%
Grade 5 GLP 47.4% CCR 45.6%





Annual Goal 2:
Math grade level proficiency will increase. Fourth grade cohort proficiency will increase from 60% to 80%; fifth grade cohort proficiency will increase from 49.1% to 65% by June 2016.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will have extended planning throughout the school year to align common assessments with standards to drive lesson plans so that students reach mastery.	Kidd Gardner Trogon Seymour Richardson King	Use of district and state resources including unpacking document acselementary.wikispaces.com Question stems SchoolNet Assessment Item Bank NCReady Resources	Brady Evans Wiles	Mastery on assessments (formative and summative) Minutes Lesson plans	Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5 May-Grade 3 Share two pieces of student work (illustrating various strategies)		May 2016



<p>Maximize instructional time for formative assessment and small group instruction so that students reach mastery.</p>	<p>Kidd Gardner Trogon Seymour Richardson King Biaggi</p>	<p>SchoolNet Item Bank Core Assessments Math Unpacking Document NC Ready</p>	<p>Brady Evans Wiles</p>	<p>Lesson Plans Walk through Data</p>	<p>Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5 May-Grade 3 Share example of how formative assessment impacted a small group.</p>		
<p>Continue to implement student-centered instruction in order to build school-wide consistency so that students develop independent, higher-level problem solving skills.</p>	<p>Wiles Kidd Seymour Belote Bidwell</p>	<p>Resources from Stine and Smith http://maccss.ncdpi.wikispaces.net/Elementary https://www.illustrativemathematics.org/ http://ccak52012.wikispaces.com/home</p>	<p>Math Learning Team</p>	<p>Lesson Plans Walk through data Assessment Data</p>	<p>Sept.-Grade 3 Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5 Share two pieces of student work (illustrating various strategies)</p>		



<p>Incorporate a school-wide problem solving framework (See, Plan, Do, Answer) so that students understand a common language and practice for solving problems that is consistent across grade levels.</p> <p>http://teachmath.openschoolnetwork.ca/wp-content/uploads/2010/06/problem-solving-bookmark1.jpg</p> <div data-bbox="170 755 392 1312" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Problem Solving</p> <p>SEE</p> <p>I will read the Question  What is the problem about? What do I need to find out? What important information do I need? I can draw a picture to help me understand the problem.</p> <p>PLAN</p> <p>Is this problem like one I have solved before? What strategy could I use? What materials could I use? </p> <p>DO</p> <p>Estimate (what's reasonable) First I will try to...  I will show my ideas using picture's numbers and words.</p> <p>ANSWER</p> <p>I will look back. Does my answer make sense?  Does my estimate match? I can justify and explain my answer.</p> </div>	<p>Kidd Gardner Trogon Seymour Richardson King Wiles</p>	<p>PLC Meetings ½ day planning sessions</p>	<p>Math Learning Team</p>	<p>Lesson Plans Student Work Assessment Data</p>	<p>Sept.-Grade 3 Oct.-Grade 1 Nov.-Grade 2 Jan.-K Mar-Grade 4 April-Grade 5</p> <p>Share 1 piece of student work that exemplifies method.</p>		
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<p>Strategic Objectives:</p> <ul style="list-style-type: none"> ✓ Engage Each Student ✓ Assessment for Learning <input type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building 	<p>Strategic Focus/Foci:</p> <ul style="list-style-type: none"> ◆ 21st Century Skills: ◆ Academic proficiency in core curriculum 	<p>Current Level of Performance:</p> <p><u>2014-2015 Science EOG</u> Grade 5 GLP 68.7% CCR 52.6%</p> <p><u>2014-2015 Office Referrals</u> 43% of all office referrals were from 4th graders</p>
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Annual Goal 3:
Student proficiency in science will increase from 68.7% to 80% by June 2016.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Knowing the learning styles of our students, we will adapt instructional strategies so that student engagement is maximized.	Crotts Henderson Watson Richardson	Professional Development with Cayce McCamish PBIS Newsletter- PBIS Team	Brady Evans Wiles Classroom teachers	Lesson Plans Walkthrough Observations	Cayce McCamish- November, January, March, and May PBIS Newsletter- Monthly		



Utilize a cumulative pre-assessment and common assessments throughout the year so that specific student needs are met.	Henderson	Data meeting in 5th grade PLC	Henderson King Landis Biaggi	Completed assessment	September 2015	Pre-Assessment given on August 29, 2015 Average -30.2% Henderson -29.5% Landis-27.6% King-33.3%	
Incorporate writing across the curriculum (K-5) in order to measure student understanding of science standards/ concepts	Kidd Gardner Trogon Seymour Richardson King	PLC meeting time for planning Designated science time in the schedule	Grade Level Teams	Lesson Plans PLC Agendas and notes	January 2016 April 2016		
Examine science curriculum and identify power standards at each grade so that each teacher understands the value of their standards.	Kidd Gardner Seymour King	Standard Course of study K-12 Essential Standards Strand Map	Vertical Team	K-12 Power Standard document	November 2015		
Science instruction at all grade levels will focus on power standards in order to build student foundational knowledge.	Kidd Gardner Seymour King	Standard Course of Study K-12 Essential Standards Strand Map	Vertical Team, Grade Level Teachers, ESL	Lesson Plans, Walk-through scores, classroom science assessment	January 2016, April 2016		



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">● Use of surveys that seek opinions of students, staff and parents.● CIP that is reviewed and 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 reports● Mclass/Reading 3D data● EVAAS● EOG results● PLC meeting agendas/minutes● SST Referrals● EC student referrals● Percentage of students living in poverty● Scholastic Reading Inventory Data● Student Mobility Rate● AdvancED student, parent and staff surveys● Master schedule, reflecting large blocks of uninterrupted instructional time● Master schedule, reflecting inclusion (EC and ESL)
2. School-Wide Reform Strategies	<ul style="list-style-type: none">● ELA professional development for instructional staff including understanding standards● PBIS/Student engagement professional development● Effective collaborative planning for instruction and intervention● Common assessments developed at each grade level and analyzed for student needs● Student Support Team● School wide PBIS● LLI Reading program implemented, targeting Tier 2 first grade students reading below grade level● Benchmark Assessments for Literacy, Math and Science in grades 3-5● Lesson plan review and feedback provided by principal, assistant principal and instructional facilitator● 21st Century Grant Extended Learning time(focus on STEM and increased learning time)● Increased learning time of 20 minutes per day.



3. Instruction by a Highly Qualified Professional Staff	<ul style="list-style-type: none">● Current staff 100% highly qualified (No Child Left Behind Definition)● 44% (19) of our staff have a master's degree● 4% (1) of our staff have an advanced degree● 8% of our staff are Nationally Board Certified
4. High Quality and Ongoing Professional Development	<ul style="list-style-type: none">● Professional Development including coaching and feedback will be provided by Central Office personnel● Professional Development will be provided during PLCs and CWM Staff Meetings (Topics Include: Student Centered Math instruction, Analyzing Data, Understanding ELA Standards, Using technology)
5. Strategies to Attract Highly Qualified Teachers to High Need Schools	<ul style="list-style-type: none">● District recruitment plan● Provide a mentor for new certified staff● Provide all teachers with materials for their classroom.● Provide professional development to BT 1s, 2s and 3s.● New staff ½ day orientation (regardless of experience level)● 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.
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, PLC Data Meetings, SST meetings● Teacher involvement through Rtl 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">● PTO meetings and Grade Level Information Nights● Parent volunteers: field trips, media center, classrooms● Book Fair (Biscuits and Books, Late Night sale and Buy One Get One sale)● School/Parent Compacts● Calendar of Events● School Website● Progress Reports and Report Cards● Information sent home in English and Spanish● Spanish Interpreter is available● ESL Classes for all parents (as part of 21st Century Grant)● Weekly phone messages about upcoming events● CWM Facebook page● CWM PTO Facebook page



8. Preschool Transition Strategies	<ul style="list-style-type: none">● DIAL 4 screening, spring for entering Kindergartners● Transition forms reviewed of pre-school children coming to kindergarten from ECDC● IEP meetings between pre-school teachers and kindergarten teachers at CWM● McCrary kindergarten teachers visit ECDC to observe incoming class● Special needs of ECDC students are shared with kindergarten teachers● Materials given at kindergarten screening to all students● DIAL4 and Letter ID data is used to create balanced kindergarten classrooms
9. Activities for Children Experiencing Difficulty	<ul style="list-style-type: none">● District use of Personal Education Plans (PEPs)● Implementation of strategies developed at Student Support Team● Targeting specific needs through small group instruction in the classroom● EC program (exceptional children)● LLI targeting 1st grade students not proficient in reading● ESL program (English as Second Language) focused on inclusion● Speech services● Collaboration with Community Mental Health Providers● Resources are sought for children needing shoes, food and glasses● Backpack Pals program (Communities in Schools)● Mustang Mentors (community volunteers, high school students for lunch/breakfast interaction, uniformed law enforcement officers (Randolph County Sheriff's Department and Asheboro Police Department)● 21st Century grant focus on under-resourced students● Check-in/Check-out for students experiencing difficulties● Community volunteers utilized in classrooms (Parents, Community Members and First United Methodist volunteers)● Globe-Trotters (21st Century Community Learning Center Grant) for students in grades 2nd-5th with a focus on 2nd and 3rd graders daily from 2:35-5:30 and 6 weeks in the summer from 8:00-12:30.
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



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.	PBIS team leader, assistant principal	Monthly through the 2015-2016 school year.	
School team representative will attend District level bi-annual PBIS meetings.	PBIS team leader, 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.	PBIS team leader, assistant principal	By October 1, 2015	



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 healthy 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 165 minutes of physical activity and/or physical education per week. The fitness club meets every Friday afternoon for one hour with targeted students.
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. Students recite the Pledge of Allegiance each day during 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. 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. Teachers eat lunch in the cafeteria but work with one another when a duty-free lunch is needed.
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 220 minutes of duty free planning time is provided to every classroom teacher each week. Every 16 days, teachers are given 140 minutes of uninterrupted planning.
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. A written request will be made if a method is determined.



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>	<ul style="list-style-type: none"> ● Home visits by classroom teachers, administration, social worker and counselor ● Parent conferences with teachers, administration, counselor, interpreter ● Engage parents in PEP process ● Parent classes (Parenting(UNCG), ESL (RCC)) through Globetrotters—21st Century Grant for any parent
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> ● Blackboard Connect phone messages in Spanish and English ● Written letters sent home in two languages ● School and district website ● Open house ● Curriculum Nights ● Parent Literacy Academy (Spring semester) ● Class Dojo parent links provided to every parent for individual access (behavior incentive system and messaging tool) ● Weekly folders sent home on Tuesdays
<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>	<ul style="list-style-type: none"> ● PTO works as a liaison between home and our school ● Volunteers recruited at events for future events ● Literacy night
<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>	<ul style="list-style-type: none"> ● Curriculum nights ● RAZ-Kids reading program ● Reading Logs/Bags for every student ● Parenting Classes (Globetrotters) ● PTO Reading night in September
<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>	<ul style="list-style-type: none"> ● PTO Council meets with administration and staff members ● Parent representative on School Improvement Team ● Parent survey



<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>	<ul style="list-style-type: none">● Partnership with First United Methodist Church (tutoring, mentoring, teachers support)● Partnership with various community agencies (public library, Randolph County Cooperative Extension, Randolph Arts Guild, UNCG)● Yearly health fair during spring semester
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Taken from School Family and Community Partnerships: Your Handbook for Action (2nd Edition)



Intervention Plan	
A. Overview	Intervention at CWM will be data driven. Teachers will participate in PLCs at which time individual student needs will be discussed. Intervention strategies will be determined using Reading 3D data, SRI and formative assessments. All certified staff members will assist with planning and all instructional staff will assist in facilitating intervention instruction.
B. Target Population	<ul style="list-style-type: none">● Reading—All students below grade level and deficit areas● Math—All students with deficits● Intense intervention, using LLI, with first grade to decrease and eliminate gaps as students move forward.
C. Measureable Intended Outcome	<ul style="list-style-type: none">● 80% of our students will achieve growth (1 year for on and above grade level students and 1 year and 5 months for below grade level students) in reading.
D. Description of activities or services to be provided	<ul style="list-style-type: none">● LLI—Small groups of 2-3 students meet daily with a reading teacher for instruction using the Leveled Literacy Intervention program. Student data is examined every 4 weeks to determine students to add or delete to the groups.● Globe-Trotters—75 2nd, 3rd 4th and 5th grade students are targeted to receive focused learning opportunities from 2:35-5:30.● PEPs—PEPs are created using student data. Data meetings are held every 4 weeks during PLCs to check the progress or lack of progress for students.
E. Evaluation of Results	<ul style="list-style-type: none">● Reading 3D data (Benchmark and Progress Monitoring)● SRI data● Common Assessment Data● Benchmark data● EOG data● PEP data



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 McCrary 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
Rebecca Kidd		Kindergarten
Kelly Gardner		First Grade
Denise Trogdon		Second Grade
Mary Jean Seymour		Third Grade
Kristin Richardson		Fourth Grade
Laura King		Fifth Grade
Emmy Biaggi		ESL
Steve Watson		PE
Lilly Bossong		Parent
Lori English		Instructional Assistant
Brianne Crotts		Guidance Counselor
Deanna Wiles		Instructional Facilitator
Ann Evans		Assistant Principal
Julie Brady		Principal



Appendix 1: Current State of the School

- More than 90% of our student population is economically disadvantaged. We know improving our student data in this area will improve our overall student data.
- Many of our students met their reading growth goal. The use of the data tracking charts increased student awareness of personal reading growth. this year, we will add a proficiency component to data tracking.
- We are beginning our 3rd year of our 21st Century Learning Community Grant. The grant allows targeted students extended learning opportunities throughout the school year and the summer. This year, Globetrotters continues its focus on STEM and improving reading strategies and skills.
- This year, our math scores saw significant improvement across grade levels and cohorts of students. For example, third grade GLP increased more than 20 points; the 3rd to 4th cohort improved GLP 10 points and the 4th to 5th cohort improved C&CR proficiency by more than 13 points.
- Fifth grade proficiency in reading, math and science improved significantly in all areas. All scores were above the district average except for math GLP.
- Science scores have improved from 20.5% proficient (C&CR) in 2013 to 52.6% proficient (C&CR). Grade Level Proficiency in science increased from 46.8% proficient to 66.7% proficient. We believe continuing and strengthening our focus in kindergarten-fifth grade science will ensure our students' long term success.
- Even through our ELA EOG scores have improved, there is a disconnect between our TRC scores and our EOG scores.



Appendix 2: School Profile					
Historical Ethnicity Information (% of population on 20 th day)	2011-12	2012-13	2013-14	2014-15	2015-16
Black	20.0	22	17.1	15.6	15.5
Asian	1.0	0	0.7	1.5	1.9
White	30.8	27	28.6	22.9	22.6
Hispanic	44.0	46	49.4	54.8	55.1
American Indian	0.0	0	0.2	0.3	0.2
2+ Races	4.2	5	4.0	5.0	4.6
Total Population	386	429	409	398	412

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Exceptional Children	9	10	10	11	13.2
AIG	1	2	2	3	3.2
Limited English Proficient	31	34	35	31	31.6
Total Free/Reduced Lunch	77.0	82.3	87.1	88.6	

Student Attendance Data	2010-11	2011-12	2012-13	2013-14	2014-15
Average Daily Attendance	95.87%	96.38%	95.81%	95.92%	
Mobility (starting 2012-13)			31.2%	24.5%	26.2%

Staffing Summary	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%	100%
Teachers with advanced degrees	38%	32%	39%	43%	
Teachers with NBPTS Certification	4	4	5	6	
Teacher Turnover Rate	10%	10%	15%	7.79%	16.44%



Appendix 3: Student Performance Results

Promotion Rates	2010-11	2011-12	2012-13	2013-14	2014-15
Kindergarten	100	100	100	100	100
Grade 1	100	100	100	97	100
Grade 2	100	100	100	100	100
Grade 3	100	100	100	87	100
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)	66.1	57.3	36.7	40.3	60.0
Grade 4 (EOG)	72.2	76.2	29.4	36.5	49.1
Grade 5 (EOG)	61.4	64.1	23.9	39.7	47.4

Grade Level Proficiency in Reading	2010-11	2011-12	2012-13*	2013-14**	2014-15
Kindergarten			71.0	83.0	61.0
Grade 1			34.0	70.0	59.0
Grade 2			60.0	64.0	67.0
Grade 3 (EOG)	42.5	36.6	43.3	32.3	31.7
Grade 4 (EOG)	48.1	54.0	28.2	44.2	39.6
Grade 5 (EOG)	44.3	37.5	19.4	34.6	50.9

Grade Level Proficiency in Science	2010-11	2011-12	2012-13*	2013-14	2014-15
Grade 5 (EOG)	41.4	39.1	20.9	46.2	66.7



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	36.7	25.8	43.3	29.4	32.7	39.6	23.9	29.5	45.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	50.0	5	12.5	21.1	42.9	14.3	7.7	21.4	30.0
Hispanic	38.2	23.1	37.9	20.5	33.3	40.9	21.4	23.7	54.8
2+ Races	0.0	*	*	*	*	*	28.6	*	*
White	38.5	39.1	61.9	56.5	25.0	47.6	36.8	43.5	38.5
Male	42.4	22.6	36.7	32.6	34.4	27.3	9.7	40.0	51.5
Female	29.6	29.0	50.0	26.2	30.0	48.4	36.1	20.9	37.5
AIG	*	*	*	*	100.0	*	*	85.7	100.0
EC	5	5	5	5	10.0	5	10.0	5	5
Non-EC	41.5	30.2	50.9	32.9	38.1	48.8	26.3	32.4	58.9
LEP	29.2	22.7	25.0	4.0	5	10.0	12.5	5.6	11.1
Non-LEP	41.7	27.3	51.5	40.0	42.5	46.5	27.5	36.7	53.1
F/R Lunch	32.7	21.8	38.9	25.0	31.8	35.4	16.1	24.6	42.0
Non-F/R Lunch	62.5	57.2	83.3	53.8	37.7	80.0	63.6	67.1	78.6

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)	11.5	-34.1	-49.4	*	*	-33.3	-29.1	*	-8.5
Hispanic (to White)	-0.3	-16	-24	-36	8.3	-6.7	-15.4	-19.8	16.3
EC (to non-EC)	-36.5	-25.2	-45.9	-27.9	-28.1	-43.8	-16.3	-27.4	-53.9
LEP (to non-LEP)	-12.5	-4.55	-26.5	-36	-37.5	-36.5	-15	-31.1	-42
FRL (to non-FRL)	-29.8	-35.4	-44.4	-28.8	-5.9	-44.6	-47.5	-42.5	-36.6

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
				2.4	-2.5	10.9	2.1	1.7	6.9



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	43.3	22.6	25.0	27.1	36.5	20.8	19.4	21.8	38.6
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black	33.3	10.0	12.5	10.5	14.3	14.3	15.4	21.4	40.0
Hispanic	41.2	15.4	24.1	15.4	40.0	13.6	14.3	7.9	38.7
2+ Races	16.7	*	*	*	*	*	14.3	*	*
White	61.5	34.8	33.3	60.9	33.3	28.6	31.6	43.5	38.5
Male	42.4	19.4	23.3	37.2	28.1	13.6	12.9	28.6	39.4
Female	25.0	25.8	26.7	16.7	50.0	25.8	25.0	16.3	37.5
AIG	*	*	*	*	95	*	*	85.7	85.7
EC	14.3	5	5	5	5	5	5	5	5
Non-EC	47.2	26.4	29.4	30.3	45.2	25.6	22.8	23.9	48.9
LEP	29.2	13.6	10.0	8.0	8.3	5	5	5	5
Non-LEP	52.8	27.6	32.5	35.0	45.0	25.6	25.5	28.3	45.8
F/R Lunch	36.5	18.2	20.4	18.1	36.4	16.7	12.5	15.9	32.0
Non-F/R Lunch	87.5	57.2	66.4	76.9	37.1	60.0	54.5	67.0	85.7

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)	-28.2	-24.8	-20.8	*	*	-14.3	-16.2	*	1.5
Hispanic (to White)	-20.3	-19.4	-9.2	-45.5	6.7	-15	-17.3	-35.6	0.2
EC (to non-EC)	-32.9	-21.4	-24.4	-25.3	-40.2	-20.6	-17.8	-18.9	-43.9
LEP (to non-LEP)	-23.6	-14	-22.5	-27	-36.7	-20.6	-20.5	-23.3	-40.8
FRL (to non-FRL)	-51	-39	-46	-58.8	-0.7	-43.3	-42	-51.1	-53.7

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
		-5.4	-0.7	3.6	-0.6	3.8	-0.7	0.4	3.4



Science CCR Proficiency by Subgroup	Grade 5		
	2012-13	2013-14	2014-15
All	20.9	46.2	52.6
American Indian	*	*	*
Asian	*	*	*
Black	15.4	28.6	40.0
Hispanic	14.3	44.7	61.3
2+ Races	14.3	*	*
White	36.8	60.9	46.2
Male	16.1	60.0	51.5
Female	25.0	34.9	54.2
AIG	66.7	95	95
EC	10.0	5.0	8.3
Non-EC	22.8	49.3	64.4
LEP	5	16.7	11.1
Non-LEP	27.5	55.1	60.4
F/R Lunch	14.3	40.6	48.0
Non-F/R Lunch	54.5	89.1	85.7

Science Achievement Gaps	Grade 5		
	2012-13	2013-14	2014-15
Black (to White)	-21.4	-32.3	-6.2
Hispanic (to White)	-22.5	-16.2	15.1
EC (to non-EC)	-12.8	-44.3	-56.1
LEP (to non-LEP)	-22.5	-38.4	-49.3
FRL (to non-FRL)	-40.2	-48.5	-37.7

Science EVAAS Growth	Grade 5		
	2012-13	2013-14	2014-15
	-1.2	0.0	2.3



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
		-7.3			6.5			4.9	



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	17	21	81.0%	Reading – Hispanic, ED, LEP Math - All
2010-11	21	21	100.0%	
2011-12*	11	21	52.4%	Reading – All, Hispanic, White, ED, LEP Math – All, Hispanic, White, ED, LEP
2012-13*	22	25	88.0%	Reading – All, ED Math - All
2013-14*	18	29	62.1%	Reading – All, Hispanic, White & EDS Math – All, Hispanic, White & EDS
2014-15*	24	29	82.8%	Reading - All, Hispanic, White & EDS Math - All



Appendix 4: Other Data Sources

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1) Our school has a continuous improvement process using data, goals and actions 2) Protected instructional time 3) Provide opportunities for students to participate in activities of interest
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1) Lack of consistent grading 2) Minimizing behaviors that negatively affect instruction 3) Engaging families in their children’s learning process
Two significant findings	<ol style="list-style-type: none"> 1) Our school leaders expect staff members to hold students to high academic standards 2) Several staff members expressed strength in relationships among peers and with their students

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1) Many locations that students can learn 2) Technology to support learning 3) Teachers care about students
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1) Students treating adults with respect 2) Teachers inviting/engaging families in school activities 3) Staff members ask me what I think about school
Two significant findings	<ol style="list-style-type: none"> 1) Principal and teachers want every student to learn (100% agreed with this) 2) Teachers want students to do their best work



Parent Survey	
Three or more areas of strength	<ol style="list-style-type: none">1) Reporting students' progress in a manner that is easy for parents/families to understand2) Teachers work as a team to help children learn3) Safe learning environment
Three or more areas of possible improvement	<ol style="list-style-type: none">1) Improving involvement of parents and families in the school's purpose statement2) Informing parents of how their child is being graded3) Making connections between curriculum and real-world experiences
Two significant findings	<ol style="list-style-type: none">1) Parents expressed concern in the negative public perception of our school.2) Our school provides adequate supply of learning resources that our current/good condition