



Guy B. Teachey Elementary School

2013-2014 Continuous Improvement and Title I Implementation Plan

Contents

School Vision, Mission and Beliefs.....page 2
 Annual Goals and Action Stepspage 3
 Title I Compliancepage 6
 School Safety Planpage 7
 Compliance Statements.....page 8
 Parent Involvementpage 10
 Waiver Requestspage 13
 Leadership Team Members.....page 14

Appendixes

Current State of the Schoolpage 15
 School Profile.....page 16
 Student Performance Resultspage 17
 Other Data Sourcespage 21

Staff Approval	<i>Date of Secret Ballot</i>	<i>Results For</i>	<i>Results Against</i>
	11/05/13	65	1

 Principal's Signature

 Date

Approved by Superintendent of Schools:

 Signature

 Date

Approved by Board of Education:

 Signature

 Date



Our School's Vision	Guy B. Teachey Elementary will be a safe, nurturing school that works collaboratively with all stakeholders; preparing students to be productive 21st century citizens.
Our School's Mission	Guy B. Teachey Elementary will be an inviting school where high expectations, respect for one another, and life-long learning are valued and promoted.
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">• Our school community believes that a quality education for all children can best be provided through communication, cooperation, responsibility, and teamwork.• Our school community believes in creating a safe, secure, nurturing environment which fosters life-long learning, high standards of achievement, and character development through flexible, creative, and interactive experiences.• Our school community believes that high standards for both faculty and students ensure quality teaching and learning while encouraging all students to reach their highest potential.• Our school community believes that discipline is best achieved by setting clear expectations, modeling appropriate behavior, promoting positive behaviors, and teaching social and academic skills needed for success.• Our school community believes that respect of self and others is a key factor in learning; therefore, a true school community is built upon a foundation of mutual respect and support.• Our school community believes in utilizing all available technology in order to highly engage all students and aid their progress in becoming global, 21st century learners.



Strategic Objectives:

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

Strategic Focus / Foci:
-Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, & presenting)

Current Level of Performance:
 -Based upon the last available EOG data (2011/12), our reading proficiency rates in grades 3, 4, & 5 were 65.7%, 58.3%, & 66.7% respectively.
 -Our teachers have indicated, via survey, the desire for more professional development on guided reading best practices and teaching writing.

Annual Goal 1
Teachey Elementary will improve reading achievement for all students during the 2013-2014 school year as measured by an improvement in Reading composite from 35% proficient in 2012-2013 to 43% in 2013-2014.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Most current update on progress being made
Implement Jan Richardson's guided reading approach and strategies modeled for teachers, following the beginning-of-year reading assessments, so that teachers employ best practices during this segment of our balanced literacy plan.	-Jennifer Brumley -Ginny Dunn	<ul style="list-style-type: none"> • A list of teachers in need of seeing a modeled lesson • A schedule of when the core teacher will be conducting guided reading • An outline for the observing teacher to use during the modeled lesson for recording her notes 	-Jennifer Brumley	<ul style="list-style-type: none"> • Follow-up conference notes between the Reading Specialist and the core teacher 	October 15 th	October 15 th	-Monitoring of those teachers and any others that need refreshing on Jan Richardson guided reading strategies Model lessons complete, support is on-going



<p>Writing instruction professional development will be provided for teachers early in the school year so that teachers instruct using best practices for teaching their students the art of writing.</p>	<p>-Sharon Andrews -Jennifer Brumley</p>	<ul style="list-style-type: none"> • Time to plan together as co-presenters • Contacts at the district level and possibly at DPI • PD led by Sharon Andrews & Jennifer Brumley Sept 17th & Oct 22nd 	<p>-Sharon Andrews</p>	<ul style="list-style-type: none"> • PD attendance roster • PD feedback form • Extended writing practice at least 3 times per week • Student writing samples and portfolios • Common assessments 	<p>November, January, March Leadership meetings</p>	<p>May 1st, 2014</p>	<p>-Monitoring and coaching by the Instr. Facilitator and administration October 2013 to May 2014 -Common assessments that shift future writing instruction</p> <p>Two PD sessions have occurred. Support continues.</p>
<p>Students will record a written book reviews or digital book talk/trailer after they finish reading a book so that an awareness of books is provided to students and a culture of reading is promoted.</p>	<p>-Kellie Garcia -Amy Ralph</p>	<ul style="list-style-type: none"> • Network folder for storing completed book talks/trailers • Quick professional development on how to transfer the saved video from an Apple product to the network folder 	<p>-Kellie Garcia -Amy Ralph</p>	<ul style="list-style-type: none"> • Two students share on Tiger News every two weeks • Book reviews attached to book titles in Destiny system 	<p>October 14th 2013 – May 16th, 2014</p>	<p>May 16th, 2014</p>	<p>-Modeled by teachers and expert students</p> <p>Book trailers have become a part of bi-monthly news cast. Opportunities for reviewing books on Destiny have been made available. Plans for K-3 participation are the next area of focus.</p>



<p>Teachey will hold three Reading Nights during the school year so that reading is encouraged, promoted, and celebrated among the Teachey community.</p>	<p>-Kellie Garcia -Brian Saunders</p>	<ul style="list-style-type: none"> • Foster St. to provide refreshments • Grade-levels to meet and decide thematic activity • Advertisement via Teachey website, ConnectEd phone message, PTO website, and teachers' weekly newsletters 	<p>-Kellie Garcia</p>	<ul style="list-style-type: none"> • Sign In/Sign Out sheets (Title I purposes as well) • Survey as parents leave for the evening 	<p>October 14th, 2013 for the first</p>	<p>May 15th, 2014</p>	<p>-Contact Foster St regarding October 14th first event Establish a winter date and a spring date that coincides with the district parent survey window</p> <p>10/14/13 "Reading Around the World" 1/28/14 Cancelled due to weather Plans for April are underway.</p>
<p>Establishment of a clear plan for spelling instruction, practice, and assessment that fits well for each grade-level so that students develop their encoding skills that match their decoding skills developed during reading instruction.</p>	<p>-Sharon Andrews -Brian Saunders</p>	<ul style="list-style-type: none"> • Grade-level meetings between Instr. Facilitator Andrews and the PLC teams • Words Their Way materials 	<p>-Sharon Andrews</p>	<ul style="list-style-type: none"> • Each grade-level's established plan • Spelling Inventory • Formative & summative assessment data by each teacher 	<p>September 3rd, 2013</p>	<p>September 30th, 2013</p>	<p>-Ms. Andrews to continue meeting with grade-levels to discuss individual grade-level plans</p> <p>Grade levels have prepared and implemented spelling plans. The plans are based on <i>Words Their Way</i> (2-5) or on <i>Word Journeys</i> (K-1).</p>



<p>Teachers introduce text-relevant tier-two words each week; one per week in K-1, two per week in 2-3, and three per week in 4-5. In doing so, students will be able to build their personal vocabularies.</p>	<p>-Grade-level chairs</p>	<ul style="list-style-type: none"> • Graphic organizers as an instructional resource • Vocabulary notebooks or the grade-level equivalent 	<p>-Grade-level chairs</p>	<ul style="list-style-type: none"> • Graphic organizers • Lesson plans • Vocabulary notebooks or equivalent • Class display • School-wide Vocabulary Parade 	<p>-September 16th, 2013</p>	<p>Culminating event – Vocabulary Parade – May 2014</p>	<p>-Grade-levels to include this in their weekly lesson plans</p> <p>Each grade level has a vocabulary plan. Weekly plans include selected tier 2 words and direct instruction. Words are added to the classroom word walls.</p>
<p>Each K-5 student will engage their parent/legal guardian in a student-led conference three times in the school year so that the student’s current progress is shared and owned, and so that personal goals for future growth are written.</p>	<p>-All certified staff</p>	<ul style="list-style-type: none"> • Data folders, one per student, purchased and provided by school • Data sheets and graphs at each grade-level that fit age-appropriateness 	<p>-Grade-level Leadership representatives</p>	<ul style="list-style-type: none"> • Attendance logs at each of the student-led conference evenings • Completed data sheets for each and every student 	<p>-November, December, and April Leadership meetings</p>	<p>March 2014 – the 3rd of 3 student-led conferences takes place in each grade-level</p>	<p>-Ensure teachers are prepared to conduct the first ones in October 2013</p> <p>Fall and Winter conferences have occurred. Students are preparing for Spring conferences, looking at current data and setting new goals.</p>



Strategic Objectives:

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

Strategic Focus/Foci:

- ★ 21st century skills
- ★ Global awareness
- ★ Academic proficiency in core curriculum
- ★ Expand learning opportunities after school
- ★ Increase opportunities for acceleration

Current Level of Performance:

-Based upon the last available EOG data (2011/12), our math proficiency rates in grades 3, 4, & 5 were 82.4%, 85.4%, & 77.1% respectively.

-Based upon the last available EOG data (2011/12), our proficiency rates in 5th grade science dropped from 70.7 in 2010/11 to 61.9% in 2011/12.

Annual Goal 2:
Teachey Elementary will improve instruction in all subject areas via the 4 C's (critical thinking, collaboration, communication, and creative expression) during the 2013-2014 school year as measured by an improvement in the school's overall performance composite from 38.3% proficient in 2011-2012 to 45% in 2013-2014.

Action Steps	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Most current update on progress being made



<p>Grade-levels provide project-based learning through the adoption of another country (or other states in 4th grade) so that students learn about countries and cultures, beyond their own local one, through available technologies.</p>	<p>-Kellie Garcia -Sharon Caviness</p>	<ul style="list-style-type: none"> • GlobalSchoolNet.org • www.epals.com • http://schoolsonline.britishcouncil.org/ • TLA participants to provide PD to faculty 	<p>-Kellie Garcia -Sharon Caviness</p>	<ul style="list-style-type: none"> • Lessons plans incorporating the partner class from another country • Live Skype sessions • Possible culminating event in March (Global Awareness Fair) 	<p>January & March Leadership meetings</p>	<p>March 2014</p>	<p>-All grade levels have sent out a culture box to their partner school in another country or state.</p> <p>- Grade levels are waiting for culture boxes to be sent from other countries or states as a response.</p> <p>- Kindergarten: Has received Valentines from Ecuador 4th Grade: Ms. Lawton has received a culture box from Michigan. 5th Grade: Ms. Grant and Mrs. Scott have received letters from the students in Ghana.</p>
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<p>Use of appropriate instructional strategies so that students gain conceptual understandings in math, literacy, and content areas.</p>	<p>Sharon Andrews</p>	<ul style="list-style-type: none"> • Unit planning that incorporates concept development • PD provided by Sharon Andrews in November 2013 • Trailblazers lessons as appropriate • Review, implementation, and monitoring of TAP MATH strategies 	<p>-Sharon Andrews -Grade Level Teams</p>	<ul style="list-style-type: none"> • Common assessment data that measures conceptual understanding • Specific indication of the 4 Cs within weekly lesson plans 	<p>November, January, March Leadership meetings</p>	<p>June 2014</p>	<p>-All grade levels have developed math groups based on student math assessments. Students participate in a math rotation where groups do various activities to practice recently taught math concept. During this rotation they also meet with the teacher to review math concepts that they are missing or receive math enrichment.</p> <p>-Teachers also work with students on a one on one basis if one student does not understand a specific math concept.</p>
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<p>Teachers, through grade-level PLCs, effectively utilize formative and summative common assessments, and re-teach concepts and skills, so that their students demonstrate mastery of the Standards.</p>	<p>-Sharon Andrews -Brian Saunders -Grade-level chairs</p>	<ul style="list-style-type: none">• Professional development through Dr. Maerz• Support through IF Sharon Andrews• Monitoring of the common assessments by school-level instructional team and periodically at the district level	<p>-Brian Saunders</p>	<p>-Rigorous, standards-based common assessments in each of the subject areas -Rubrics in place for project- and performance-based assessments</p>	<p>-Grade-levels will complete documentation form once every four weeks and submit to administration</p>	<p>May 2014</p>	<p>-All grade levels are creating common assessments and turning them into Mrs. Day. The administration of common assessments varies from grade level to grade level and depends on the instruction being given.</p>
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<p>4th and 5th grade implement and utilize the components of the Discovery Science Techbook so that our 21st century learners better connect with key science vocabulary and concepts necessary for understanding the world around them.</p>	<p>-4th and 5th grade teachers -Brian Saunders</p>	<ul style="list-style-type: none"> Professional development on October 8th, 2013 	<p>-Angie Scott -Jeannie Westbrook</p>	<p>-Evidence of use within lesson plans -Observation of its use within these 4th/5th grade classrooms</p>	<p>-January & March Leadership team meetings</p>	<p>May 2014</p>	<p>-Fifth Grade has been using the Discovery Techbook as a whole class to help students better understand Science concepts. They plan to assign individual assignments within the techbook to help student's master Science concepts following benchmarks. - Fourth Grade plans to deepen their use of this resource in unit plans for science for the 5th and 6th weeks. Some troubleshooting of class rosters was needed and has been completed.</p>
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<p>Creation of a Math Olympiad team (approximately 25 4th and 5th graders) so that students are challenged to their full potential in mathematics.</p>	<p>-Kristen McClosky</p>	<ul style="list-style-type: none"> • Formation of the team in early October, 2013 • Practices scheduled for Monday afternoons at Teachey after school 	<p>-Kristen McClosky</p>	<p>-Preparation for and completion of the Math Olympiad competition held later in the school year</p>	<p>-November & March Leadership team meetings</p>	<p>March 2014</p>	<p>-Eleven students completed Math Olympiad at our school for this year.</p> <p>-The students showed growth in their ability to communicate about math problem solving and increased their percentage of correct responses from 40% to 60%.</p>
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<p>Strategic Objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input checked="" type="checkbox"/> Improved Achievement <input checked="" type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building
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<p>Strategic Focus/Foci</p> <ul style="list-style-type: none"> -Implement Response to Instruction -Community partnerships
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<p>Current Level of Performance:</p> <ul style="list-style-type: none"> -We have had little to no visible evidence within the building that high school graduation is our primary vision for each and every student; this goal has been present but invisible. -Data Conversations between the school's instructional team and the grade-level teachers have been periodic in the past, but there is a need for these to be more frequent and connected to Response to Instruction (RtI) moving forward.

Annual Goal 3
Teachey Elementary will establish a culture wherein each student recognizes the importance of college and career readiness, as measured by 10% gains made from the Asheboro City Schools' Student survey in 2012-2013 to the Student survey in 2013-2014.

Action Steps	Implementation	Monitoring	Completion
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	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Most current update on progress being made
Graduation from high school both visually promoted in each classroom and orally discussed as an expectation for each student by Teachey staff so that students understand this goal and expect it to be achieved.	<Who> -Amy Day -Sharon Andrews -Brian Saunders	<ul style="list-style-type: none"> Teachers will be provided some assistance in obtaining visual resources to post outside their classroom 	<1 or 2 people in charge> -Sharon Andrews	<ul style="list-style-type: none"> Visual evidence <measures of observable outcome> within each classroom Observation of teachers using “When you graduate...” phrases during their instruction 	<when progress reported to SLT> December 2013	<finish date> June 2014	<reflection> -Establish clear expectations for this action step -Share these expectations with staff (Oct 2013) -November 20th – COLLEGE SHIRT DAY- Staff wore
							apparel promoting continued education after high school -Teachers and students are having ongoing discussions about the importance of graduating from high school and post high school education. -2nd grade students created personal time lines starting with birthdate to present day. One class extended the assignment by discussing their future education and career goals and adding those to the time line as well.



Regular RtI data conversations so that students with needs receive re-teaching and enrichment that is appropriate.	-the RtI team -grade-level teachers -support personnel	<ul style="list-style-type: none">• An established schedule for the RtI team to follow for how and when each grade-level will be served	-Kim Clodfelter	<ul style="list-style-type: none">• RtI team minutes• Feedback from teachers• Positive growth in student data	November, January, April Leadership team meetings	June 2014	-Discussions within the RtI team about our new approach, the RtI Roadmap for Success, and the differentiation b/t Leadership team and RtI team - The RtI team is following an established schedule for weekly grade-level data conversations and monitoring students moving through the Tiers.
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<p>Teachers will volunteer at Boys and Girls Club and MHMA at least twice during the school year, with these agencies expecting them on a set schedule, so that the students being served receive the academic assistance they need and understand the commitment we have to their success.</p>	<p>-Certified staff -Kim Clodfelter</p>	<ul style="list-style-type: none"> • An established schedule that will then be shared with MHMA and the Boys/Girls Club • Staff understand that like anything we schedule, it is important that they show up or notify in advance if they will be unable to do so. 	<p>-Kim Clodfelter</p>	<ul style="list-style-type: none"> • Feedback from teachers • Feedback from the agency leaders 	<p>February & May Leadership team meetings</p>	<p>May 2014</p>	<p>-Establish the schedule and communicate it to the two community locations -At the Boys and Girls Club, teachers have held Reading groups on Mondays for K-2 students and homework help for K-2 on Wednesdays. Teachers assist grades 3-5 Monday through Thursday. For the MHMA at Coleridge Road Apts, teachers work with students in K-3 on Mondays and students in grades 4 and 5 on Wednesdays. Thirty-three teachers have volunteered their time after school.</p>
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<p>Students create <i>This is my Future</i> posters within their guidance lessons following the unit on careers so that each student connects what they are learning in class to the career they hope to have one day.</p>	<p>-Kim Clodfelter -Brian Saunders</p>	<ul style="list-style-type: none"> • A plan of what it should look like and what we want included 	<p>-Kim Clodfelter</p>	<ul style="list-style-type: none"> • This is My Future poster • This is My Future Fair 	<p>TBD</p>	<p>TBD</p>	<p>-Establish the plan for this project -Establish the monitoring dates to report back to Leadership -Establish the target date - Our Guidance Counselor is teaching career awareness lessons in her guidance classes. The book titled A Hat for Ivan By Max Lucado is being read with kindergartners to convey the message that everyone can have a job that is right for them. The students will be given a sheet that has the year they will graduate from high school as well as the sentence, When I grow up, I want to be a ..., to be completed. Also, K-5 students will be completing interest inventories to learn more about themselves and what they enjoy. These lessons are leading up to the creation of their <i>This is My Future</i> Posters and later a <i>This is my Future</i> career fair.</p>
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<p>Review Office Discipline Referrals (ODRs) monthly so that Teachey administration and staff monitor the proportion of ODRs to the demographic subgroups present in the school.</p>	<p>-Brian Saunders -PBIS chair Wells</p>	<ul style="list-style-type: none"> • The ODR reporting system through DPI • Possibly professional development through Ken Hill for generating the various reports 	<p>-Brian Saunders</p>	<ul style="list-style-type: none"> • ODR numbers that match up, percentage-wise, with school demographics 	<p>-January 2014</p>	<p>-June 2014</p>	<p>-Find out the timeframe for DPI to bring the discipline reporting site online - The Leadership team is receiving monthly updates on Office Discipline. Our ODRs have been low due to the success of PBIS.</p>
<p>Implementation of the Watch D.O.G.S. program so that male role models, particularly fathers of our students, are visible within our school each day and supporting students while here.</p>	<p>-Kim Clodfelter</p>	<ul style="list-style-type: none"> • Watch DOGS materials from their national office (t-shirts, name badges, etc.) • A calendar schedule so that each and every instructional day of the school year is covered by at least one Watch DOG. • Possible need for a kickoff event or mid-year event to get or keep the program running strong 	<p>-Kim Clodfelter</p>	<ul style="list-style-type: none"> • A Watch DOG in the building each and every day of the school year • Pictures • Personal accounts from the Watch Dogs 	<p>-December & April Leadership meetings</p>	<p>-May 2014 Board of Education meeting where we share the success and the impact the program has made at Teachey</p>	<p>-Filling the days of the calendar up and ensuring background checks are completed with time to spare before the scheduled date -We have had at least one watch DOG volunteer on campus every day of this school year. Some dads have volunteered multiple days. As of February, 55 different male volunteers have participated in the program.</p>



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	-All sections of this Continuous Improvement Plan -
2. School-Wide Reform Strategies	-Goals indicated above (pages 3-10) and Intervention strategies indicated (pages 20-23) in this Continuous Improvement Plan -
3. Instruction by a Highly Qualified Professional Staff	- Staffing Summary indicated below (page 27) -
4. High Quality and Ongoing Professional Development	-Professional development plan listed for each goal -
5. Strategies to Attract Highly Qualifies Teachers to High Need Schools	-District recruitment plan - Staffing Summary indicated below (page 27) -
6. Including Teachers in Decisions Regarding the Use of Assessment	Evaluation strategies for continuous improvement plan -Participation in school leadership team -Participation in district leadership planning -Participation in 1x/month Response to Instruction (Rtl) data and support discussion -



<p>7. Strategies to Increase Parent Involvement</p>	<ul style="list-style-type: none">-ESL/ EC/Title I/ Curriculum Parent Nights-Report Card Pickup Nights-Home Visits or Quality Outside Visits-Two writing celebrations-Two student-led conferences-PTO Special Events-School-sponsored Special Events (Skate nights, etc)-Parent Contact LogsVolunteer Logs-School Calendar on Website-Connect5 phone & email messages-PTO Communication in Monday folders-PTO Communication via Email-Improved Teacher Websites-Parent Education opportunitiesWatch D.O.G.S. program <p>-</p>
<p>8. Preschool Transition Strategies and 5th grade Transition Strategies</p>	<p>DIAL 3 screening, spring and fall</p> <ul style="list-style-type: none">-Kindergarten teachers visit pre-school classes-Pre-school teachers participate in Literacy Council-5th graders visit South Asheboro Middle School-Representative from South Asheboro Middle School provides overview of 6th grade <p>-</p> <ul style="list-style-type: none">-Transition plan for rising Kindergarten and 6th grade students
<p>9. Activities for Children Experiencing Difficulty</p>	<p>District use of Personal Education Plans (PEPs)</p> <ul style="list-style-type: none">-Tiger Time: Daily Intervention Participation-Parent Conferences-Response to Instruction: Data Conversations and Student Success Team-Partnership with MHMA-Partnership with contracted mental health agencies-Partnership with Communities In Schools-Celebrate student accomplishments each grading period <p>-</p>



10. Coordination and integration of Federal, State, and Local Services

- Federal programs implemented in this school include: Title I, Title II-A, Title II-D, Title III
- State programs implemented in this school include: English as a Second Language (PRC 054); DSSF (PRC 024)
- Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications
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SAFE SCHOOL ACTION PLAN

Annual	Completion Date	Monthly	Completion Dates	Bi-Annual	Completion Dates	Ongoing
Register school-sex offender registry	Sept. 2007; but verified annually	Check fire extinguishers	Monthly (Mr. Carter)	CPR training for crisis response teams/coaches	Aug. 2013; Jan. 2014 (Nurses)	Monitor sex offender registry/update database
Written Supervision Plan	July 2013 (Mr. Saunders)	Conduct fire drills	Monthly	Conduct lockdown drills	Sept. 30 th , 2013 (Mr. Saunders)	Pair at-risk youth with mentors
Staff Supervision training	Aug. 2013 (Mr. Saunders)	Conduct sanitation inspections	Monthly (Mr. Carter)	Conduct safety inspection	1x semester (Health Inspector)	Record incidents in PowerSchool
Distribute and explain the Code of Conduct	Last week in Aug. 2013 (Teachers)	Maintain Science Chemical Inventory on <u>\\Central 02</u>	N/A	Drug dog search (Secondary)	N/A	Attendance letters
Distribute and explain Bus Code of Conduct	First days of school 2013 (Teachers)	Maintain first aid kits	Monthly (Mr. Carter & Nurse)	Alternate route fire drill	Nov. 2013; Feb. 2014	Utilize student success teams
Update Crisis Response Plans	Sept./Oct. 2013	Review ISS and OSS Incidents and apply interventions as needed	Monthly (Mr. Saunders)			Visitor Control Plan
Fire extinguisher training	Nov. 2013 (Fire Dept. Rep.)					Volunteer background checks
Customer satisfaction survey	Spring 2014					
Seclusion & Restraint training	Sept. 2013					
Train EC Staff in non-violent crises intervention response	Aug. 2013; Jan. 2014; June 2014 (CO Staff)					
Train teams in crises response	Oct. 2013 (Mr. Saunders)					



PBIS School Action Plan

Task	Who	When	Completion Date
PBIS team at each school schedules monthly meetings, maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, principal or assistant principal	Monthly through the 2013-2014 school year.	
School team representative will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, principal or assistant principal	One meeting in the fall and one meeting in the spring	
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, principal or assistant principal	By October 31, 2013	
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher.	In-School Coach/PBIS team leader, principal or assistant principal	By June 1, 2014	



Compliance Statements

Healthy Active Children Policy	Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	Physical activity is part of each student's daily educational plan.
	Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	Students receive 45 minutes of physical activity with a physical education teacher once a week. Students receive 30 minutes of physical activity daily, five times a week, with the classroom teacher. Energizers are also used during instruction in the classrooms.
Pledge of Allegiance	Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3-4 students each morning, beginning the year with 5 th grade and working our way down the line, lead the entire school over the intercom in the recitation of the Pledge of Allegiance.
	Flags of the United States and North Carolina are displayed in this school.	US flags are displayed in classrooms, in the cafeteria, and on the flagpole outside. NC flags are displayed on the flagpole outside and in the media center consistently. Both flags may be located in additional places throughout the building as well.
Duty-free Lunch	Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.



Duty-free Instructional Planning	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.	Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.



Parent Involvement

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

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

ESEA Provision (Sec. 9191(23))

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<p>Family Alliance Network workshops ESL Parent Nights Parent-Teacher conferences formally 2X school year Reading Connection monthly newsletter made available on Teachey website Family Reading Nights 3X school year Student-led conference 3X school year</p>
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>Connect5 telephone and email messages Improved teacher websites PTO newsletters at least monthly PTO email distribution list for parents School calendar updated regularly on Teachey website PTO Family Nights Writing celebration 2X school year</p>
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<p>Ms. Perdue in front office schedules volunteers for teachers and also provides opportunities as volunteers reach out to us at GBT High School students volunteer Monday-Thursday 7:30-8:00am Early Childhood high school students participate in internships daily Foster St Wesleyan Church Asheboro Boys & Girls Club Communities In Schools PTO Family Nights Watch D.O.G.S program</p>



<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<p>Family Alliance Network workshops Home visits and/or quality outside visits Student-led conference 2X school year Homework guidance provided by classroom teacher via notes home Asheboro Boys & Girls Club Reading Connection monthly newsletter made available on Teachey website</p>
<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<p>PTO Board meets 2nd Monday of every month @ 6pm in the office conference room (public forum) School Leadership team meets 1st Tuesday of every month @ 3pm in the media center (public forum) parents sit as members of the School Leadership team (Casey Burgess-Blalock) Conferences with Mr. Saunders regarding schoolwide decision making available by request</p>
<p>6. Collaborating with Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<p>Family Alliance Network workshops Communities In School Backpack Pals Mental Health agency partnerships with ACS Teachey Skate night at Roll a'Bout Chick-fil-A night Di'Lishi/JimmyJohns night Domino's Pizza night Discounts at area businesses Discount Card Jump Rope for Heart Watch D.O.G.S program MHMA afterschool tutoring Boys and Girls Club Afterschool tutoring</p>

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



Intervention Plan

A. Overview

Our school mission speaks of a school community united in its efforts to educate and to prepare global learners for 21st citizenship. To accomplish this mission and to ensure that students are successful in the North Carolina Student Accountability Program, our school has a plan that will provide strategies for intervention for at-risk students and will provide research base strategies for those students who have not achieved grade level academic skills.

Focused intervention utilizes programs that challenge students achieving at or above grade level. Strategies also enable those students on the borderline and below grade level to be successful. A variety of strategies and activities have been proposed to meet these goals, mostly dealing with use of volunteers and tutors to provide small group and individual instruction based on student need.

For students **at or above grade level**, strategies include:

- Study Island
- 3-5 Enrichment/Intervention Time for 45 minutes; time varies per grade level
- K-2 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- Flexible grouping for guided reading and word work (Balanced Literacy)
- Geography Bee – 4th and 5th Grades
- Gifted education activities (K. McClosky) to include, but not limited to the Renzulli website, Jr. Great Books reads and discussions, Expert project, and Math Olympiad
- Leveled Readers
- Differentiated lessons
- 1:1 Laptop technology 3rd grade-5th grade
- New technology devices in K-2 in 2013/14
- Modified assignments
- Formative Assessments
- Reading 3D Reading Benchmark Assessments

For students **below grade level**, strategies include:

- Flexible grouping for guided reading and word work (Balanced Literacy)
- 3-5 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- K-2 Enrichment/Intervention Time for 45 minutes; time varies per grade-level
- Personal Education Plans (PEP)



	<ul style="list-style-type: none"> • Study Island • Leveled Readers • Title I Reading Facilitators • Differentiated lessons • Rtl process • Modified Assignments • 1:1 Laptop technology 3rd grade-5th grade • New technology devices in K-2 in 2013/14 • Formative assessments • Mental Health Agencies • Afterschool Tutoring • RAZ kids website <p><i>The following information outlines the remediation plan designed for those students who are below grade level and are, therefore, at risk.</i></p>
<p>B. Target Population</p>	<p>Students in grades K-5 will participate in enrichment/intervention time. Student recommendations will be made by grade level teams to ensure that those students who can benefit most are included. Students may participate in reading and/or math enrichment/intervention, depending on their individual needs.</p> <p>The target populations for the Teachey Intervention Plan are as follows:</p> <ul style="list-style-type: none"> • Students in grades 3-5 who scored levels 1 or 2 in reading and/or mathematics on the 2012-2013 EOG, or those with a PEP, or those who are not showing proficiency in individual standards on benchmark assessments. • Students in grades K-2 who show insufficient progress with Reading 3D grade-level milestones and/or Math formative assessments. •
<p>C. Measureable Intended Outcome</p>	<p>Actual growth of students in the program measured in scale scores will be compared with actual growth of students' scores from previous years. It is predicted that those students in the intervention process will show growth in the areas that were targeted. Intended outcomes are:</p> <ul style="list-style-type: none"> • Students participating in the remediation program will score a minimum of level 3 on the June



	<p>EOG in each area remediated.</p> <ul style="list-style-type: none">• Students in grades K-2 will demonstrate improvement on reading level (fluency and comprehension).
<p>D. Description of activities or services to be provided</p>	<p><u>GRADES K-2</u> Children in grades K-2 receive much support to ensure their early success. Academic progress is closely monitored formally using the K-2 Math Assessment and Literacy Portfolio, informally through observation, in-class feedback, teacher-made assessment and formative assessments. Progress is communicated to parents on a regular basis.</p> <p>Strategies that are consistently used to provide intervention and enrichment for the primary grades include:</p> <ul style="list-style-type: none">• Enriched and integrated curriculum• Small group instruction• Parent tutors and volunteers• Peer tutors• Heterogeneous and homogeneous grouping based on need• Differentiation of instruction• Positive, language rich classroom environment• Title 1 Reading Teachers and Resources• Balanced Literacy• Writer's Workshop• Personal Education Plans (PEP)• EC/ESL services as needed <p><u>GRADES 3-5</u> The Guy B. Teachey intervention plan for grades 3-5 will utilize an in-school progress monitoring model. The model provides extended learning opportunities that reinforce and enhance core academic skills. Time will be allocated for 45 minutes daily.</p> <p>The model will be characterized by:</p> <ul style="list-style-type: none">• High expectations for student learning• Clear and focused instruction• Close monitoring of academic progress• Benchmark Assessment data• A focus on PEP goals



	<ul style="list-style-type: none">• Formative Assessment data• Enriched and integrated curriculum• Small group instruction• Parent tutors and volunteers• Peer tutors• Heterogeneous and homogeneous grouping based on need• Differentiation of instruction• Positive, language rich classroom environment• Title 1 Reading Teachers and Resources• EC/ESL services as needed
E. Evaluation of Results	<p>The success of the intervention plan will be assessed using the following measures:</p> <ul style="list-style-type: none">• Students in grades 3-5: Actual growth in reading and/or math using scale scores on the EOG.• Formal and informal observation, monitoring, and walkthroughs• mClass Reading 3D assessment data for all of K-5• For 3rd graders – portfolio assessment data (Read to Achieve legislation)• Formative assessment data• Rtl process



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 Guy B. Teachey 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
Brian Saunders		Principal
Amy Day		Assistant Principal
Kim Clodfelter		School Counselor
Amy Ralph		Technology Facilitator
Kellie Garcia		Media Specialist
Sharon Andrews		Instructional Facilitator
Sally Barnes		Music Teacher
Audrey Griffey		Exceptional Children's Teacher
Katherine McBride		ELL Teacher
Alejandra Longoria		Instructional Assistant
Kathryn Escobar		5 th grade Teacher
Amanda Deaton		4 th grade Teacher
Misty Davin		3 rd grade Teacher
Valerie Runnfeldt		2 nd grade Teacher
Michelle Hinson		1 st grade Teacher
Tracey Smith		Kindergarten Teacher
Casey Burgess Blalock		Parent



Appendix 1: Current State of the School

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2013-2014 school year, along with our *Intervention Plan* (which follows) for 2013-2014.

General conclusions in black are largely based upon End-of-Grade student assessment data from the 2011-2012 school year. End-of-grade student assessment data from 2012-2013 will be made available to schools by the state in October 2013. General conclusions in red represent items that the School Leadership Team can draw conclusions about, prior to receiving the data in October.

As a school, Guy B. Teachey did not meet Annual Measurable Objectives (AMOs) for the 2011-2012 school year. 15 of 17 objectives were met. Meaningful, purposeful work must be done this school year in order to see academic proficiency increases with ALL students, but particularly with our *Black, Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities* subgroups.

Celebrations first:

- Student Attendance Data has stayed above 96% for the past two years.
- In math, the black-to-white achievement gap is down from 39.6 to 19. The gap is only 7.4 points for Hispanic-to-white.
- Third-grade reading proficiency rose from 50.5% in 2010-2011 to 65.7% last year
- 92% of teachers (in the Teachers Working Conditions Survey) indicated that Teachey is a good place to work and learn.
- According to Reading 3D data, kindergarten had 96% proficient readers by the end of 2012-2013 school year.

Areas requiring attention and improvement:

- Our student mobility rate was 21.7% in 2012-2013. Although we do not have data from previous years, this percentage is high.
- Reading proficiency was below 70% for the tested grade-levels, third to fifth, in 2011-2012. In 2011-2012, it was 65.7% for third grade, 58.3% for fourth, and 66.7% for fifth grade. Reading at grade-level expectancy is a major priority for K-5 at Teachey and not just an issue to be addressed at or after the third grade.
- Reading proficiency was extremely low for our black students (39.5%) in 2011-2012, leading to a widening of the reading achievement gap black-to-white. It increased from 30.3 points in 2010-2011 to 34.3 points in 2011-2012.
- The school's performance composite saw a slight decrease from 71.4% in 2010-2011 to 71.1% in 2011-2012. This slight decrease was offset by third grade's successes and attributable, in large part, to fifth grade's decline. Fifth grade saw a three-point decrease in reading proficiency, a fourteen-point decrease in math proficiency, and another decline of nine points in science proficiency.
- Kindergarten through 3rd grade had a 65% or above at grade-level expectancy in Reading at the end of the 2012- 2013 school year as measured by the Reading 3D assessment.
- 4th and 5th grades were below 50% grade-level expectancy in Reading at the end of the 2012-2013 school year as measured by the Fountas & Pinnell Reading assessment.
- Our SRI data shows that there is a decline in Reading comprehension based on Lexile levels as students progress to the next grade-level.

In writing, Kindergarten – 5th grade, 50% or more students are writing at Levels III and IV as assessed by the classroom teacher.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2009-10	2010-11	2011-12	2012-13	2013-14
Black	12.90	13.48	14.31	12.85	12.14
Asian	1.09	1.7	1.81	2.21	3.09
White	57.45	57.50	55.62	56.22	56.38
Hispanic	19.45	19.28	23.01	23.90	24.07
American Indian	.18	.17	0	0	0
2+ Races	8.91	7.84	5.25	4.82	4.16
Total Population	550	586	552	498	486

Historical Population (% of Population)	2009-10	2010-11	2011-12	2012-13	2013-14
Exceptional Children	12.80	9.89	10.69	11.24	9.47
AIG	4	4.77	5.07	6.83	7.20
Limited English Proficient	17.27	11.62	12.86	12.65	10.49
Total Free/Reduced Lunch	52.45	63	59.24	58.22	57.29

Student Attendance Data (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Average Daily Attendance	96.19	96.2	95.52	96.68	96.6
Mobility (starting 2012-13)					21.7

Staffing Summary (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers "highly qualified" (classes taught)	100	100	97	100	97
Teachers with advanced degrees	26.0	31.3	23	33	42.11
Teachers with NBPTS Certification	14	12	13	16	18.42
Teachers trained as mentors	18.6	18	19.6	16	16.0
Teacher Turnover Rate	13.3	5.0	11.9	4.9	17.72



Appendix 3: Student Performance Results

Promotion Rates (%)	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	100	100	100	100	100
Grade 1	98.75	100	98.44	100	100
Grade 2	100	100	100	100	100
Grade 3	100	100	100	100	100
Grade 4	98	100	100	100	100
Grade 5	100	100	100	100	100

Grade Level Proficiency in Mathematics (%)	2008-09	2009-10	2010-11	2011-12	2012-13 (NC READY EOG)
Grade 1 (state assessment)	83	85	89		
Grade 2 (state assessment)	62	52	68		
Grade 3 (EOG)	78.3	71.4	77.3	82.4	46.0
Grade 4 (EOG)	83.6	78.9	78.6	85.4	44.3
Grade 5 (EOG)	74	83.8	91.0	77.1	38.1

Grade Level Proficiency in Reading	2008-09	2009-10	2010-11	2011-12	2012-13 (NC READY EOG for 3 rd -5 th)
Kindergarten (Reading 3D)				86	96
Grade 1 (Reading 3D)				74	69
Grade 2 (Reading 3D)				84	72
Grade 3 (EOG)	56.6	55.1	50.5	65.7	41.3
Grade 4 (EOG)	65.8	72.2	67.0	58.3	36.1
Grade 5 (EOG)	63.6	68.8	69.7	66.7	29.9

Grade Level Proficiency in Science	2008-09	2009-10	2010-11	2011-12	2012-13 (NC READY EOG)
Grade 5 (EOG)	51.8	65.4	70.7	61.9	36.1



EOG Math Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13 (NC READY EOG)	2010-11	2011-12	2012-13 (NC READY EOG)	2010-11	2011-12	2012-13 (NC READY EOG)
All	77.3	82.4	46.0	78.6	85.4	44.3	85.9	77.1	38.1
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	>95	*	*	*
Black	38.5	70.0	40.0	46.7	72.7	20.0	66.7	66.7	18.2
Hispanic	72.7	73.1	66.7	75.0	85.7	21.1	77.3	81.8	38.5
2+ Races	80.0	60.0	*	60.0	60.0	66.7	*	40.0	16.7
White	89.3	88.9	41.0	89.7	91.4	49.1	91.5	80.6	45.3
Male	81.6	80.0	47.5	81.6	86.0	46.2	80.8	75.5	30.6
Female	72.9	84.9	43.5	75.9	84.8	42.2	91.5	78.6	45.8
AIG	*	*	*	100	100	86.4	100	100	>95
EC	55.6	22.2	14.3	53.8	76.9	8.3	60.0	47.1	7.1
Non-EC	79.5	87.9	50.0	82.2	86.7	49.4	92.4	83.0	43.4
LEP	72.7	70.0	*	78.6	83.3	<5	64.3	63.6	20.0
Non-LEP	78.7	83.7	46.0	78.7	85.9	47.3	89.4	78.7	40.2
F/R Lunch	66.7	78.5	40.0	66.1	80.7	38.7	78.6	67.2	23.3
Non-F/R Lunch	94.6	88.4	56.5	>95	92.3	54.3	>95	90.9	62.2

Math Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-50.8	-18.9	-1.0	-43.0	-18.7	-29.1	-24.8	-13.9	-27.1
Hispanic (to White)	-16.6	-15.8	25.7	-14.7	-5.7	-28.0	-14.2	+1.2	-6.8
EC (to non-EC)	-23.9	-65.5	-35.7	-28.4	-9.8	-41.1	-32.4	-35.9	-36.3
LEP (to non-LEP)	-6.0	-13.7	*	-0.1	-2.6	-47.3	-35.1	-15.1	-20.2
FRL (to non-FRL)	-27.9	-9.9	-16.5	>-33.9	-11.6	-15.6	>-16.4	-23.7	-38.9



EOG Reading Proficiency by Subgroup	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All	50.5	65.7	41.3	67.0	58.3	36.1	69.7	66.7	29.9
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	>95	*	*	*
Black	30.8	30.0	40.0	46.7	27.3	<5	50.0	46.7	9.1
Hispanic	36.4	53.8	22.2	50.0	47.6	26.3	54.5	59.1	23.1
2+ Races	60.0	80.0	*	60.0	20.0	33.3	*	60.0	33.3
White	60.7	73.0	46.2	79.3	72.4	40.4	79.7	74.2	37.7
Male	51.0	65.5	45.0	69.4	62.0	40.4	57.7	65.3	26.5
Female	50.0	66.0	34.8	64.8	54.3	31.1	83.0	67.9	33.3
AIG	*	*	*	100	100	90.9	100	100	>95
EC	33.3	22.2	28.6	61.5	38.5	16.7	25.0	41.2	14.3
Non-EC	52.3	69.7	42.9	67.8	61.4	37.4	81.0	71.6	32.5
LEP	36.4	50.0	*	35.7	44.4	16.7	35.7	36.4	20.0
Non-LEP	54.7	67.3	41.3	71.9	61.5	37.4	75.3	70.2	31.0
F/R Lunch	40.0	58.5	27.5	51.6	45.6	30.6	60.7	55.7	18.3
Non-F/R Lunch	67.6	76.7	65.2	90.2	76.9	45.7	81.4	81.8	48.6

Reading Achievement Gaps	Grade 3			Grade 4			Grade 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Black (to White)	-29.9	-43.0	-6.2	-32.6	-45.1	-40.4	-19.7	-27.5	-28.6
Hispanic (to White)	-24.3	-19.2	-24.0	-29.3	-24.8	-14.1	-25.2	-15.1	-14.6
EC (to non-EC)	-19.0	-47.5	-14.3	-6.3	-22.9	-20.7	-56.0	-30.4	-18.2
LEP (to non-LEP)	-18.3	-17.3	*	-36.2	-17.1	-20.7	-39.6	-33.8	-11.0
FRL (to non-FRL)	-27.6	-18.2	-37.7	-38.6	-31.3	-15.1	-20.7	-26.1	-30.3



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2008-09	21	21	100%	
2009-10	21	23	91.3%	Math – ED, LEP
2010-11	20	27	74.1%	Reading – All, Hispanic, ED, LEP, SWD Math – Hispanic, SWD
2011-12*	15	17	88.2%	Reading – All, White
2012-13*	23	25	92.0%	Reading – All, White

Reading Levels						
2012-2013 End of Year Reading 3-D Data						
K	Mem	Level 0	Level A	Level B	C & above	
	74	1%	0%	3%	96%	
Grade 1	Mem	Below D	D-E	F-G	H	I & above
	64	3%	2%	22%	5%	69%
Grade 2	Mem	Below J	J	K	L	M & above
	87	9%	5%	6%	8%	72%
Grade 3	Mem	Below N	N	O	P	Q & above
	60	8%	0%	12%	13%	67%
Grade 4	Mem	Below Q	Q	R	S	T & above
	92	20%	10%	14%	16%	40%
Grade 5	Mem	Below T	T	U	V	W & above
	92	17%	16%	16%	8%	42%



SRI (Scholastic Reading Inventory) 2012-2013 End of Year Lexile Levels													
	Mem	BR	0-100	101-200	201-300	301-400	401-500	500-600	600-700	700-800	800-900	900-1000	1000+
Grade 2	87	11%	6%	10%	6%	20%	10%	8%	11%	10%	7%	0%	0%
Grade 3	60	3%	0%	0%	10%	0%	20%	22%	2%	23%	12%	3%	5%
Grade 4	91	2%	2%	0%	2%	2%	9%	12%	7%	14%	23%	13%	13%
Grade 5	92	1%	0%	1%	0%	2%	4%	10%	9%	16%	21%	11%	25%

2012-2013 End of Year WRITING LEVELS					
	Mem	Level I	Level II	Level III	Level IV
K	74	0%	11%	42%	47%
Grade 1	64	2%	23%	64%	11%
Grade 2	87	14%	36%	36%	16%
Grade 3	60	10%	40%	48%	2%
Grade 4	90	17%	31%	49%	3%
Grade 5	92	11%	25%	48%	16%



Appendix 4: Other Data Sources

***2012- 2013 Survey data was based on 4th and 5th grade student responses, 60 staff responses, and 51 parent responses.**

Teacher Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. Teachers expect their students to do their best. 2. Teachers use technology to help the students understand 3. Students recognize when they do something positive. 4. Teachers care about their students as individuals.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 6% of staff disagreed that students at our school respect teachers and students at our school respect each other. 2. 41% percent of staff members felt that bullying is a problem at our school. 3. While 71% of teachers agreed that they provided challenging assignments, only 25% of teachers strongly agreed that they provided challenging assignments.
Two significant findings	<ol style="list-style-type: none"> 1. Teacher survey data showed that teachers felt like the students were respectful (76%) however student survey data did not reflect this. 2. Based on teacher survey data the staff agreed that students are not afraid to make a mistake (85%) however student survey data did not reflect this either.

Student Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. 98% of students agree that their parents care about their education. 2. 92% of students felt that graduating from high school was one of their goals. 3. 92% of students reported that their parents think going to college is important. 4. 94% of students feel as though their teachers expect them to do their best.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 43% of students agreed that students at our school respect <u>teachers</u>. 2. Only 35% of students agreed that students respect <u>each other</u>. 3. 41% of students agreed that they are afraid to make a mistake.
Two significant findings	<ol style="list-style-type: none"> 1. 97% of students reported that they knew the school rules, one of which is “We are Respectful”; however, the survey indicates that students do not feel as though they respect one another or their teachers. 2. 86% of students agreed that they try their best in school. However, teachers still feel that students are



working below their potential.
 3. Given the overall survey results, it is surprising to see that only 60% of students enjoy being at school.

Parent Survey

Three or more areas of strength	<ol style="list-style-type: none"> 1. My child's school is a welcoming and friendly place. An overwhelming 98% of participating parents agreed or strongly agreed with this statement. 2. 100% of participating parents agreed or strongly agreed that graduation from high school is one of my child's goals. 3. 100% of parents surveyed stated that they believe going to college is important. 4. 100% of parents surveyed agreed or strongly agreed that their child knows the rules at school.
Three or more areas of possible improvement	<ol style="list-style-type: none"> 1. 25% of parents have no opinion or disagree that teachers provide my child with challenging assignments. 2. 28% of parents agreed that their child has been bullied while at school. 3. 39% of parents agreed that their child is afraid to make a mistake.
Two significant findings	<ol style="list-style-type: none"> 1. 100% of parents strongly disagreed that their child is a member of a gang. This is evident that parents feel that gangs are not present at our school. 2. 69% agreed that their child participated in after school activities. However, this statement does not explicitly state that the activity is a campus based program. We can assume that this survey statement may have been misinterpreted. 3. 24% of parents have no opinion or disagree that their child feels more involved in learning when technology is used. It could be that technology use has simply become a regular part of every instructional day.

<<Other>>

Significant findings	1.
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