

2016 - 2018 Lowell Elementary School Improvement Plan

Lowell Elementary School Contact Information

School	Lowell Elementary	Courier Number	360440
Address	1900 Power Drive	Phone Number	(704) 836-9118
	Lowell, NC 28098	Fax Number	(704) 824-7427
School Website	http://gaston.k12.nc.us/Domain/35	Principal	Kristin Kiser

Lowell Elementary School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personal, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Kristin Kiser	ktkiser@gaston.k12.nc.us	July 27, 2017
Assistant Principal	Michael Foust	mifoust@gaston.k12.nc.us	August 3, 2017
Teacher Representative	Casey Peach	cipeach@gaston.k12.nc.us	September 15, 2017
Teacher Representative	Donna Hayes	dahayes@gaston.k12.nc.us	August 22, 2016
Teacher Representative	Andrea Neill	alneill@gaston.k12.nc.us	August 22, 2016
Teacher Representative	Laurie Melton	lbmelton@gaston.k12.nc.us	August 22, 2016
Teacher Representative	Susan Brewer	shbrewer@gaston.k12.nc.us	July 27, 2017
Teacher Representative	Allison Miller	ammiller@gaston.k12.nc.us	August 22, 2016
Teacher Representative	Pam Martin	pjmartin@gaston.k12.nc.us	August 22, 2016
Instructional Suport Representative	Clarissa Begay	crbegay@gaston.k12.nc.us	August 22, 2016
Instructional Assistant	Tracy Scott	twscott@gaston.k12.nc.us	August 22, 2016
Parent Representative	Sandi Heavener	heavenerbs@yahoo.com	August 22, 2016
Parent Representative	Rachel Smith	krbbsmith@yahoo.com	August 22, 2016

Principal Signature: _____

Date: _____

Date Prepared: _____

GCS Board Approval Signature: _____

Date: _____

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2016 - 2018 Lowell Elementary School Improvement Plan

Gaston County School's Values

Beliefs		Four C's	
Safety		Commitment	
Diversity		Community	
Innovation		Communication	
Collaboration		Choice	
Excellence			

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

Lowell Elementary School's Mission and Vision Statement

Vision: Lowell Elementary School is committed to creating a challenging learning environment to prepare students to become globally competitive through a collaborative effort between the student, school, home and community.

Mission: We enthusiastically strive to serve the educational needs of our students. The school's mission is to create a safe nurturing environment for academic success where students experience a high level of academic success and personal growth.

Lowell Elementary School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

- 1. Goal #1 from Self-Assessment: EOG-R proficiency will be 67%, which will demonstrate continuous improvement toward our performance grade of B**
- 2. Goal #2 from Self-Assessment: EOG-M proficiency will be 71%, which will demonstrate continuous improvement toward our performance grade of B**

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

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| Focus Area | 1.1 Increase the graduation rate |
| | 1.2 Increase students completing Career and Technical Education courses and opportunities |
| | 1.3 Increase the number of students who graduate from high school with post-secondary credit |

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

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| Focus Area | 2.1 Increase the percentage of students reading on or above grade level by the end of the third grade |
| | 2.2 Increase the strategies and tools available to ensure success of all students |
| | 2.3 Increase opportunities for a wide variety of academic choices |

Goal 3: Every employee is capable and committed to the education of the whole child.

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| Focus Area | 3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives. |
| | 3.2 Provide employees increased access to quality, research-based professional development |
| | 3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate |

Goal 4: Every school has up-to-date technology to support teaching and learning.

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| Focus Area | 4.1 Ensure all schools have sufficient wireless coverage |
| | 4.2 Increase the use of technology as a communication tool for all stakeholders |
| | 4.3 Increase the number of teachers and students who effectively use digital learning tools |

Goal 5: Every student has the opportunity to learn in a safe school environment.

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| Focus Area | 5.1 Increase facility safety features |
| | 5.2 Increase anti-bullying efforts at every school |
| | 5.3 Increase community resources to maximize student support systems |

Elementary School level Strategies and Monitoring

Elementary School level Strategies and Monitoring									
Assessments Third Grade	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	68.6	66.2		64	66.8				
	Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.					
Assessments Third Grade Reading Sub- groups	LEP			SWD			EDS		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			23.1	45.7		37.5	58.4	
	Strategies and Measures:			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.			Strategies and Measures:		
Assessments Third Grade Reading Sub- groups	Black			Hispanic			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	30.8	55.7		NA					
	Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.					

Assessments Fourth Grade	Math			Reading			Notes:			
	Rank:			Rank:						
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal				
	68.7	67.3		57.6	67.1					
	Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.						
Assessments Fourth Grade EC Sub-group	Math			Reading			Notes:			
	Rank:			Rank:						
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal				
	14.3	NA		14.3	NA					
	Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.						
Assessments Fifth Grade	Math			Reading			Science			
	Rank:			Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	59.7	65.8		53.7	65.8		85.1	70.1		
	Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.			Strategies and Measures:			

Fifth Grade	focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.			using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.					
Assessments Fifth Grade EC Sub-group	Math			Reading			Science		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			NA			NA		
	Strategies and Measures:			Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.			Strategies and Measures:		
Retentions	Retentions			Notes:					
	Rank:								
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal						
	2								
	Strategies and Measures:								

Strategic Plan K-2 Level Strategies and Monitoring

Strategic Plan K-2 Level Strategies and Monitoring											
Assessments Kindergarten	Math - Kindergarten Math Assessment			OR	Math - AMC Anywhere			Notes:			
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.				Strategies and Measures:							
Assessments Kindergarten	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score			Notes:			
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
	82%				90%						
Strategies and Measures: Strategy or Guided Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.				Strategies and Measures:							
Assessments First Grade	Math - STAR Math			AND	Math - AMC Anywhere			OR	Math - 1st Gr Math Assessment		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	44.39%										
Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.				Strategies and Measures:				Strategies and Measures:			

Assessments First Grade	Reading - mClass TRC Levels		AND	Reading - DIBELS Composite Score		Notes:
	Rank:			Rank:		
	School Current Status	School's 2016-2017 Goal		School Current Status	School's 2016-2017 Goal	
	64%			67%		
Strategies and Measures: Strategy or Guided Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.		Strategies and Measures:				

Assessments Second Grade	Math - STAR Math		AND	Math - AMC Anywhere		OR	Math - 2nd Gr Math Assessment	
	Rank:			Rank:			Rank:	
	School Current Status	School's 2016-2017 Goal		School Current Status	School's 2016-2017 Goal		School Current Status	School's 2016-2017 Goal
	46%							
Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.		Strategies and Measures:		Strategies and Measures:				

Assessments Second Grade	Reading - STAR Reading		AND	Reading - mClass TRC Levels		AND	Reading - DIBELS Composite Score	
	Rank:			Rank:			Rank:	
	School Current Status	School's 2016-2017 Goal		School Current Status	School's 2016-2017 Goal		School Current Status	School's 2016-2017 Goal
	28%			75%			88%	
Strategies and Measures: Strategy or Guided Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.		Strategies and Measures:		Strategies and Measures:				

	Retentions		Notes:
	Rank:		

Retentions	School Current Status		School's 2015-2016 Goal
	17		
	Strategies and Measures:		

2016 - 2018 (School Name) School Improvement Plan

Smart Goal # 1			
Strategic Plan Goal: Goal 2 - 2.1, 2.2			
Strategic Plan Goal focus area: Reading			
Current Status: 2015-16 3-5 EOG-R proficiency was 58.7%			
School Interim (Year 1) Goal 2016-2017: EOG-R proficiency will be 62.5%, which will increase our performance grade to B.			
School (Year 2) Goal 2016-2018: EOG-R proficiency will be 67%, which will demonstrate continuous improvement toward our performance grade of B.			
Data Used: 2015-16 Reading EOG Results			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Implement Strategy Group Instruction in grades 3-5 to grow individual students in reading. Use individual student STAR-R Data to identify individual goal areas. Use The Reading Strategy Book by Serravallo to plan specific strategies to meet individual needs. Meet with each student 1-2 times per week to teach specific strategies to grow them as readers..	3-5 Classroom Teachers and EC Teachers	Anecdotal Notes STAR Reading Data Benchmark Data EOG-R Data	Weekly - Anecdotal Notes Quarterly - STAR & Benchmark June - EOG Data
Implement Interactive Read Aloud to model comprehension strategies and increase students' ability to think critically about their own reading. Teachers will teach a specific comprehension strategy, model by thinking aloud, provide students opportunities to engage in applying the strategy through turn and talk and/or stop and jot. The purpose will be to model for students how to think critically about reading so that they are able to successfully apply these strategies when reading independently.	K-5 Classroom Teacher and EC Teachers	STAR Reading Data mClass Data Benchmark Data EOG-R Data	Quarterly - STAR, mClass, & Benchmark June - EOG Data
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
K-5 Classroom Teachers	Home Grown Institute	Presenters from TCRWP	August 15-19, 2016
K-5 Classroom and EC Teachers	Lab Sites	Roxann Jimison, Jessica Mellon, Shannon Hullett	4-week session in 1st semester 4-week session in 2nd semester

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1:			
What did the data tell you? List your data and be specific.			
<p>Overall K-3 TRC Proficiency is at 53%. Kindergarten is at 43%, from BOY 45%. (34 students are blue on TRC. 8 are green. 50 students are yellow, at Level B. Previous data has shown that students who are level B at mid year tend to meet or exceed grade level at the end of the year. Only 4 students are red on TRC.) 1st Grade TRC proficiency is at 70%, from BOY 85%. (We attribute this to students adjusting to written response expectations at Level F and beyond. There is a need to focus on sight words and written response.) 2nd Grade TRC is at 44%, from BOY 48%. 3rd Grade TRC is at 55%, from BOY 58%. 3-5 STAR Data: 3rd Grade is 58.96%; projected is 56.62. Jan data shows +2.34 above the goal. 4th Grade is 61%; projected is 62.5%; -1.48 from the goal. 5th Grade is 58.87%; projected is 59.87%; -1.35 from the goal. Overall, Lowell is at 59.96. This is -1.42 from goal of 61.38 and -1.62 from B District. It was an increase from Dec of .81.</p>			
Did the strategie(s) lead you toward your goal? How do you know?			
<p>Our SIP strategies are Strategy Group Instruction & Interactive Read Aloud. We believe the strategies are effective in leading us toward our goal. Strategy group instruction is allowing 3-5 teachers to hone in specifically to our students' needs. Teachers are using individual student STAR Reading Reports to identify the strategies students need and using The Reading Strategies Book to help plan strategy group instruction to meet these needs. Teachers have become more aware of the priority standards and are beginning to put more of a focus on these. Interactive Read Aloud is a new practice for our teachers. Consistent planning and preparation for IRA will help to make these lessons more effective.</p>			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			

<p>Strategy Group Instruction has been implemented throughout the school year. However, in January we had a professional development session in which teachers unpacked our standards and used STAR data to plan strategy group instruction. This knowledge will increase the impact of our strategy group instruction. Interactive Read Aloud has been implemented. Consistency with planning and preparation will help make this instruction more effective.</p>	
<p>Do the strategies need to be changed? If so, describe your process.</p>	
<p>Strategy Group Instruction & Interactive Read Aloud will continue. Additional strategies will be added for the purpose of growing our Bubble Students. K will use TAs to provide additional reading support during guided reading time. K teacher assistants will provide small group instruction to 1st grade Bubble Students each day M-Th. 2nd Grade will set up Chromebook stations in the classroom for students to engage in RAZ Kids Reading Intervention each day that they are not meeting with the teacher for guided reading. The time for 3-5 Morning RAZ Club will be extended from 7:30-8:10 to allow for more of our Bubble students to participate in RAZ Kids each morning. Also, teachers will use STAR student data and focus on priority standards to plan strategy group instruction.</p>	
<p>Chief Accountability Officer Signature/Date/Comments:</p>	
<p>Peer Signature/Comments:</p>	
<p>Monitoring Date # 2:</p>	
<p>What did the data tell you? List your data and be specific.</p>	
<p>Did the strategie(s) lead you toward your goal? How do you know?</p>	
<p>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</p>	
<p>Do the strategies need to be changed? If so, describe your process.</p>	

Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:	
Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

Section I. Goal # 1:

15-16 (Current Status) = 57.3%	2016-17 Target = 62.5%
	2017-18 Target = 67%
Status as of June/July 2017 = 55.4% (-1.9%)	Year one target met?No

Section II Year One Target Met

Adjusted Target

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

Section III Year One Target Not Met

Adjusted Target for 2017-18 ****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Strengthen teachers knowledge and understanding of the NC ELA Standards to be utilized for explicit ELA instruction. Utilize GCS ELA Curriculum Facilitator & Lowell Lead Literacy Teacher to train, guide, and model explicit instruction aligned to NC ELA Standards.	K-5 Classroom Teacher and EC Teachers	Anecdotal Notes I Ready Reading Data Benchmark Data EOG-R Data	Weekly - Anecdotal Notes Quarterly - mClass, I Ready & Benchmark June - EOY and EOG Data
Utilize Lab Site Professional Development to focus on and strengthen our Small Group Instruction (guided reading / strategy group) in grades K-5. Provide a model for how to use data to plan for small group instruction and how to effectively manage time for small group instruction. Utilize Lowell's Lead Literacy Teacher to train teachers in small group instruction and to guide planning for small group instruction.	K-5 Classroom Teacher and EC Teachers, Barbara James GCS Data Specialist, Admin.	Anecdotal Notes I Ready Reading Data Benchmark Data EOG-R Data	Weekly - Anecdotal Notes Quarterly - mClass, I Ready & Benchmark June - EOY and EOG Data

Section IV. What Professional Development is needed for year two?

Home Grown Institute for teachers new to Lowell - Training on ELA Standards conducted by GCS ELA CF and Lowell Lead Literacy Teacher - Ongoing Lab Site professional development focus on small group instruction

Section V. Reviewed by

Assistant Superintendent for Elementary & Secondary Schools

Lowell will continue to focus on Guided Reading and Strategies groups. - Jodi Edwards

Assistant Superintendent for Administration

Assistant Superintendent for Curriculum & Instruction

Chief Accountability Officer

Goal # 1

Monitoring Date 1:

What did the data tell you? List your data and be specific.

Did the strategie(s) lead you toward your goal? How do you know?

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Do the strategies need to be changed? If so, describe your process.

Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:

Assistant Superintendent for Administration Signature/Date /Comments:

Assistant Superintendent for Curriculum and Instruction Signature/Date/Comments:

Executive Director Signature/Date/Comments:

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2016 - 2018 (School Name) School Improvement Plan

Smart Goal # 2			
Strategic Plan Goal:			
Strategic Plan Goal focus area: Math			
Current Status: 2015-16 3-5 EOG-M proficiency was 66.3%			
School Interim (Year 1) Goal 2016-2017: EOG-M proficiency will be 67%, which will increase our performance grade to B.			
School (Year 2) Goal 2016-2018: EOG-M proficiency will be 71%, which will demonstrate continuous improvement toward our performance grade of B			
Data Used: 2015-16 Math EOG Results			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Conduct Vertical Planning sessions with a focus on unpacking math standards for the purpose of increasing teacher understanding of sequence of mathematical skills from grade level to grade level. Vertical Planning sessions will facilitate discussion among teachers and encourage coherence in the sequence, pacing, and units of study for grade-level curricula. Teachers will identify specifically what the standards mean and what students must know and be able to do at the grade level before, at the current grade level, and at the next grade level.	K-5 Classroom and EC Teachers	LES Learning Walks NCEES Observations/Evaluations Minutes from Vertical Planning Sessions	Ongoing Oct 2016 - June 2017
Provide a school-wide focus on math fluency . Utilize the math flash cards from the Investigations program to build math fluency. Assign nightly practice with flash cards. Share and provide ways that parents can work with math skills at home. Assess weekly.	K-5 Classroom and EC Teachers	Common Assessments	Weekly
Utilize Compass Learning EOG test prep in grades 3-5 during math small group instruction 2 days per week.	3-5 Classroom and EC Teachers	Compass Learning reports Common Assessments EOG-M Results	Ongoing - Compass Learning Per Unit - Common Assessments June 2017 - EOG-M Results
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
K-5 Classroom and EC Teachers	Vertical Planning Sessions	Roxann Jimison, Diane Price	Monthly (Oct 2016 - Mar 2017)
3-5 MTSS Leaders	Compass Learning Training on EOG Test Prep program	Presenter from Compass Learning	TBD

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1:			
What did the data tell you? List your data and be specific.			
<p>Kindergarten is at 65%. 1st Grade is at 91%, which is exceeding our goal at this time.. STAR MOY Math: 2nd Grade is at 52.52%. Need to focus on place value. 3rd Grade is at 67.61% (46.31% projected; +21.30 from goal.) 4th Grade is at 71.63% (68.18% projected; +3.45.) 5th Grade is at 77.07% (7143% projected; +5.64.) Overall, Lowell's projection is 69.89, We are performing above our goal by +2.47. We are -1.36 from 73.72 needed for B District.</p>			
Did the strategie(s) lead you toward your goal? How do you know?			
<p>Our SIP strategies are Vertical Planning Sessions, School-wide focus on math fluency, and Compass Learning EOG test prep. 3rd Grade is making progress keeping students proficient but needs to focus on our bubble students. 4th Grade has met their goal and projection. 5th Grade has met their goal and projection. We attribute most of our progress toward consistent use of the Investigations program and teacher and student familiarity of this program.</p>			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			
<p>3 Vertical Planning Sessions were scheduled but cancelled for various reasons. A session is scheduled for Mar 15. We have increased our focus on math fluency. As for Compass Learning, we provided training to teachers in the EOG test prep portion. Teachers compared the program to a program called Front Row Math and have preferred to use Front Row Math as opposed to Compass Learning. This online program is being used in math classes and in morning Math Club.</p>			
Do the strategies need to be changed? If so, describe your process.			

Additional strategies will be added for the purpose of growing our Bubble Students in 3-5. The time for morning MathClub will be extended from 7:30-8:10 to allow for more of our Bubble students to participate in Front Row Math each morning. Also, 3-5 teachers will begin adding test prep questions and focusing of academic vocabulary through their math instruction. All teachers will place an emphasis on the priority standards for math.

Chief Accountability Officer Signature/Date/Comments:

Peer Signature/Comments:

Monitoring Date 2:

What did the data tell you? List your data and be specific.

Did the strategie(s) lead you toward your goal? How do you know?

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Do the strategies need to be changed? If so, describe your process.

Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:

Assistant Superintendent for Administration Signature/Date /Comments:

Chief Accountability Officer Signature/Date/Comments:

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Section I. Goal # 2:			
15-16 (Current Status)	66.30%	2016-17 Target=67%	
		2017-18 Target =71%	
Status as of June/July 2017	61.3% -5%	Year one target met? No	

Section II Year One Target Met

Adjusted Target

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

Section III Year One Target Not Met

Adjusted Target for 2017-18

****** Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Strengthen teachers knowledge and understanding of the NC Math Standards to be utilized for Math instruction. Utilize GCS Math Curriculum Facilitator to train, guide, and model instruction aligned to NC Math Standards.	K-5 Classroom Teacher and EC Teachers	Common Assessments I Ready Math Data Benchmark Data EOY and EOG-M Data	Unit Common Assessment data Quarterly - mClass, I Ready & Benchmark June - EOY and EOG Data
Utilize Lab Site Professional Development to focus on and strengthen our Small Group Instruction (small math groups) in grades K-5. Provide a model for how to use data to plan for small group instruction and how to effectively manage time for small group instruction. Utilize GCS Math CF to train teachers in small group instruction and to guide planning for small group instruction.	K-5 Classroom Teacher and EC Teachers, Barbara James GCS Data Specialist, Admin.	Common Assessments I Ready Math Data Benchmark Data EOY and EOG-M Data	Unit Common Assessment data Quarterly - mClass, I Ready & Benchmark June - EOY and EOG Data

Section IV. What Professional Development is needed for year two?

Training on Math Standards conducted by GCS Math CF - Ongoing Lab Site professional development focus on small group instruction

Section V. Reviewed by

Executive Director for Elementary & Secondary Schools

Lowell will continue to work on small group instruction. Jodi Edwards

Assistant Superintendent for Administration

Assistant Superintendent for Curriculum & Instruction

Chief Accountability Officer

Goal # 2

Monitoring Date 1:

What did the data tell you? List your data and be specific.

Did the strategie(s) lead you toward your goal? How do you know?

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Do the strategies need to be changed? If so, describe your process.

Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:

Assistant Superintendent for Administration Signature/Date /Comments:

Assistant Superintendent for Curriculum and Instruction Signature/Date/Comments:

Executive Director Signature/Date/Comments:

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Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week.

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only)

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only).

Title I Statewide Project Summary: Needs Assessment

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary

2. School wide Reform Strategies

3. Instruction by a highly qualified professional staff

4. High quality and ongoing professional development

5. Strategies to attract high quality teachers to high needs schools

6. Strategies to increase parent involvement

7. Preschool transition strategies

8. Including teachers in decisions regarding the use of assessment

9. Activities for children experiencing difficulty

School Improvement Team Approval of School Improvement Plan

Committe Positions	Name	Signature	Date
Principal			
Assistant Principal			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Instructional Suport Representative			
Instructional Assistant			
Parent Representative			
Parent Representative			