

WH Robinson Elementary

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2014-2016

Tab Legend

Yellow - All Schools

Green - K-8 Schools Only

Purple - 9-12 Schools Only

Gray - District Completed

Orange - Title 1 Schools

Vision and Mission Statements

PCS Vision:

A model rural/urban school system that has high expectations, challenging programs, and total community support. It is a place where education is not just about making a living but also where the individual becomes a productive and contributing member of the community.

PCS Mission Statement:

The Pitt County Schools, through high expectations, excellence in teaching and a safe, orderly environment, will ensure that all students master the skills necessary for success as life-long learners in a rapidly changing world.

School Vision Statement:

WH Robinson is a school where each child is an individual and is given the opportunity to develop to the highest level of his/her abilities, intellectually, socially, emotionally, and physically.

School Mission Statement:

Through a rigorous and relevant curriculum, WH Robinson will challenge and empower all students to become self-directed, independent 21st century leaders and life long learners.

District Goals for Pitt County

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

Supports SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

District Goal 2:

Every student in Pitt County Schools has a personalized education.

Supports SBE Goal 2: Every student has a personalized education.

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

Supports SBE Goal 3: Every student, every day has excellent educators.

District Goal 4:

Every school in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Supports SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

Supports SBE Goal 5: Every student is healthy, safe, and responsible.

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Percentage Proficient (Green and Blue)					
	2013-14	All	Black	Hispanic	White	SWD
Read 3D	K	80	71	NA	87	50
	1	95	85	NA	91	56
	2	69	70	67	76	26
	3	77	66	NA	81	20

	Percentage Proficient (Green and Blue)					
	2014-15	All	Black	Hispanic	White	SWD
Read 3D	K	73	73	57	76	100
	1	86	80	100	92	75
	2	89	87	0	96	25
	3	84	75	80	85	25

	Percentage Proficient (Green and Blue)					
	2015-16	All	Black	Hispanic	White	SWD
Read 3D	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
Reading	3		
	4	EG	3.7
	5	DNM	-3.6

	4	47.9	32.7	20	75	>95	<5
	5	48	37.3	60	62.2	>95	16.7
	6						
	7						
	8						

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2015-16	All	Black	Hispanic	White	AIG	SWD	
3							
4							
5							
6							
7							
8							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4	EG	4.5	
5	MG	1.2	
6			
7			
8			

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4	EG	4.6	
5	MG	0.8	
6			
7			
8			

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain	

	3	45.7	36.5	80	51.6	NA	10
	4	52.1	34.6	60	78.1	>95	<5
	5	43.9	33.3	60	54.1	92.9	<5
	6						
	7						
	8						
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						
Science	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	5	79	40	NA	72	100	0
	8						
	2014-15						
	5	63.3	52.9	60	81.1	>95	25
	8						
	2015-16						
5							
8							
Math I	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
	2015-16						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences			
	2014	2015	2016
K	0	0	
1	1	0	
2	1	0	
3	1	0	
4	0	0	
5	0	0	
6			
7			
8			

Promotion Retention Data

Promotion Rate:

	2014	2015	2016
K	99%	100	
1	100%	100	
2	100%	100	
3	100%	95	
4	100%	100	
5	100%	100	
6			
7			
8			

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Out of School Suspension Data

OSS - Number of suspensions:

	2014	2015	2016
K	25	3	
1	4	3	
2	30	10	
3	15	14	
4	9	9	
5	16	0	

6			
7			
8			

Technology Readiness Data

Number of Tested Students

	2014	2015	2016
3	90	91	
4	96	95	
5	80	98	
6			
7			

Number of Student Devices for Online Testing

	2014	2015	2016
Desktop	101	101	
Laptop	38	38	
iPad	120	120	

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

Graduation Rate:	School Year	All	Black	Hispanic	White	SWD	http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
	2013-14						
	2014-15						
	2015-16						
Attendance Rate:		2014-15	2015-16	2016-17			
	9th Grade						
	10th Grade						
	11th Grade						
Greater than 8 Unexcused Absences:		2014-15	2015-16	2016-17			
	9th Grade						
	10th Grade						
	11th Grade						
12th Grade							

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Growth

Biology	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2013-14		
	2014-15		
2015-16			
English II	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2013-14		
	2014-15		
2015-16			
Math I	EVAAS		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2013-14		
	2014-15		
2015-16			

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Proficiency

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes>

Biology	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
2015-16							

English II	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
2015-16							

Math I	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
2015-16							

Math Rigor			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
	School Year	Percentage	
	2013-14		
	2014-15		
2015-16			

SAT			http://www.ncpublicschools.org/accountability/reporting/sat/
	School Year	Average Score	
	2013-14		
	2014-15		
2015-16			

Workkeys Percent of students that were silver or better			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
	School Year	Percentage	
	2013-14		
	2014-15		
2015-16			

ACT			http://www.ncpublicschools.org/accountability/act/
	School Year	Composite Mean	
	2013-14		
	2014-15		
2015-16			

PCS DATA SUMMARY SHEET

9-12 Student Achievement Data

Out of School Suspension Data

OSS - Number of Suspensions

	2014	2015	2016
9			
10			
11			
12			
Totals	0	0	0

School Budget Summary Sheet for District Goals

Indicate below the amount of funds that are available to improve teaching and learning in your building

Budgets	Amount Allotted to School		
Title 1	\$108,384.00		
Local	waiting		
State	waiting		
Remediation	waiting		
Other			

Goal 1 and Objectives

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

School Goal: Prepare our students to be college and career ready.

Target date: 6/1/2016

Objective: Increase the number of proficient students on Reading EOGs and READ 3D by 5%.

Action Steps: 1) Reading Specialists in First 2) Istation 3) Guided Reading 4) Accelerated Reading 5) Modeling/Instructional Rounds

Objective: Increase the number of proficient students on Math EOGs and K-2 Math Assessments by 5%.

Action Steps: 1) Guided Math (K-2) 2) Accelerated Math (3-5)

Objective: Increase the number of proficient students on Science EOGs by 5%.

Action Steps: 1) Use benchmark test to monitor progress 2) Common Formative Assessments

How will we fund these Action Steps:

Funding Source: (use drop down menu)

Source 1: Local

Source 2: State

Source 3: Title 1

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Benchmark Testing and Common Formative Assessments and summative data

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Benchmark Testing and Common Formative Assessments and summative data

EOY: What does data show regarding the results of the implemented action steps?

Benchmark Testing and CFA's are showing growth during the school year.

EOY: Based upon identified results, how should action steps be changed?

No changes.

Goal 2 and Objectives

District Goal 2:

Every student in Pitt County Schools has a personalized education.

School Goal: Every student at WH Robinson will have a personalized education.

Target date: 6/1/2016

Objective: Students below grade level will obtain at least one year growth in the area of reading (READ 3D and STAR) and math (AM and K-2 Math Assessments) .

Action Steps: 1) AR 2) Guided Reading 3) First Grade Reading Specialist (CARE) 4) Progress Monitoring 5) Problem Solving Team 6) STAR 7) Benchmark Test

Objective: Students at grade level or above, will show growth in the area of reading (READ 3D and STAR and math (AM and K-2 Math Assessments).

Action Steps: 1) AR 2) Guided Reading 3) Nurturing Groups/Stride/AIG 4) Common Formative Assessments 5)STAR 6)Benchmark Test

Objective: Students identified through the Exceptional Childrens program will show growth in reading as measured by Language! assessments.

Action Steps: 1) Corrective Reading 2) Reading Mastery 3) Letterland (K-2)

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1: Local

Source 2: State

Source 3: Title 1

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Benchmark Test and Common Formative Assessments and summative data.

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Benchmark Test and Common Formative Assessments and summative data.

EOY: What does data show regarding the results of the implemented strategies?

Benchmark Testing and CFA's are showing growth during the school year.

EOY: Based upon identified results, how should strategies be changed?

No changes.

Goal 3 and Objectives

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

School Goal: Every teacher will participate in activities to continue their personal growth as an educator.

Target date: 6/1/2016

Objective: Teachers will participate in Staff Development activities.

Action Step 1: 1) AR 2) AM 3) Thinking Maps

Objective: Teachers will actively participate in Professional Learning Communities.

Action Step 2: 1) PLC Logs 2) PLC Data

Objective: Beginning Teachers will participate in learning experiences geared towards new teachers.

Action Step 3: 1) Monthly BT Meetings 2) Mentors 3) Instructional Rounds

How will we fund these strategies:

Funding Source: (use drop down menu)

Source 1: Local

Source 2: State

Source 3: Title 1

Source 4:

Source 5:

BOY: What data will be used to determine if the strategies were implemented with fidelity?

Benchmark data, Common Formative Assessments and summative data.

BOY: How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Benchmark data, Common Formative Assessments and summative data.

EOY: What does data show regarding the results of the implemented strategies?

Benchmark Testing and CFA's are showing growth during the school year.

EOY: Based upon identified results, how should strategies be changed?

No changes.

Goal 4 and Objectives

District Goal 4:

Every School in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

School Goal: Continue to increase ratio of student to electronic device.

Target Date: 6/1/2016

Objective: Plan for additional technology for students.

Action Step 1: 1) Budget for technology

Objective:

Action Step 2:

Objective:

Action Step 3:

How will we fund these objectives:

Funding Source: (use drop down menu)

Source 1: Title 1

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Number of student hand held devices at beginning and end of year.

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Increase in devices.

EOY: What does data show regarding the results of the implemented action steps?

Increase in devices.

EOY: Based upon identified results, how should action steps be changed?

No changes.

Goal 5 and Objectives

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

School Goal: Every student at WH Robinson will be healthy, safe, and responsible.

Target Date: 6/1/2016

Objective: Reduce the number of Out of School Suspensions by 2%.

Action Step 1: 1) Personalized Education Plans for students with behavior issues 2) Use of Crisis Support Staff

Objective: Reduce the number of student unexcused absences by 2%.

Action Step 2: 1) Award Day attendance recognitions 2) School Social Worked interventions

Objective: Reduce the number of students tardy by 2%.

Action Step 3: 1) Implement Process for Parent Communication on Tardy (Letters, Social Work Home Visits, Suspensions)

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1: Local

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Suspension data, Attendance data

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Suspension data, Attendance data

EOY: What does data show regarding the results of the implemented action steps?

Very high reduction in suspensions and no students with more that 10 unexcused absences.

EOY: Based upon identified results, how should action steps be changed?

Continue action steps.

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X	X	X
	Strategy 2	x	x	x		X
	Strategy 3	x	x	x		X

School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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WHR has developed a schedule that allows for schoolwide PLC time. PLC's will analyze student data and develop instructional strategies to address student learning needs.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X	X	X
	Strategy 2	x	X	X		X
	Strategy 3	x	X	X		X

School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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WHR provides teachers staff development. Teachers have PLC time to foster collaboration, learning, and content knowledge

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X		
	Strategy 2		X			
	Strategy 3	X	X			

School Comment:	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:					
WHR provides teachers staff development. Teachers have PLC time to foster collaboration, learning, and content knowledge						
<p>Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.</p>						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3			X		
School Comment:	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:					
Attend job fairs, use of Applitrack to search for highly qualified applicants						
<p>Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.</p>						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
School Comment:	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:					
School Parent Events - PTA Meetings (1st Tuesday of each month), Title 1 Parent Night (9-16-14), NC Read To Achieve Parent Night (10-7-14), Parent Night for Compreh						
<p>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.</p>						
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
School Comment:	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:					
Pre-K classroom at WHR, invite day cares to visit in Spring and give Kindergarten pre-test prior to the first day of school.						

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X			

School Comment: Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Use of PLC's to monitor student growth and plan for remediation/enrichment.

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment: Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Use of PLC time to review data and make adjustments to instruction to meet the needs of all students.

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X	X			
	Strategy 2	X	X			
	Strategy 3	X	X			

School Comment: Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

WHR implements the CARE model to meet Reading Proficiency requirements, provides training and monitoring of programs (WFTB, Letterland, Istation, etc) and collectio

Safe School Plan for (insert school name)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

School Principal: Tiffany Vincent

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Actions as deemed appropriate by the Pitt County Board of Education.

Due to recent legislation adopted by the NC General Assembly, school districts are no longer required to have a district safe schools' plan.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Actions as deemed appropriate by the superintendent of Pitt County Schools.

Possible consequences for failure to carry out the responsibilities of the school's safe school plan include the possibility of a letter of reprimand being placed in the administrator's personnel file and disciplinary proceedings under G. S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Charlene Whedbee

Teachers: All

Teacher Assistants: All

Other School Staff: All

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Pitt County Schools has a variety of referral procedures for staff members, school administrators, parents/guardians, and students to identify and serve the needs of students at risk of academic failure or disruptive behavior. Procedures to identify and serve the needs of at-risk students include: referral to school administration; referral to site-based programs such as TAT, Special Education; referral to PCS support staff such as school counselor, social worker, school nurses; referral to community support services; placement in alternative programs or settings; referral to Pitt County Department of Social Services; referral to teen court; referral to anger management services and/or other services as available.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Pitt County Schools uses a variety of methods to assess the needs of students at risk for academic failure or disorderly behavior. Assessments include observation of student behavior; review of student's academic, discipline, and attendance records; review of student's test performance; progress monitoring; student and parent conferences; social work assessment; educational assessment; psychological assessment; nursing assessment; student, staff, parent, and community surveys. Pitt County Schools has established procedures in accordance with North Carolina General Statute for removing at-risk students from the classroom when necessary. Some of the options include: in-school suspension, short-term out-of-school suspension, alternative school placement, long-term out-of-school suspension, or expulsion.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Academic services are provided to the student so that he/she continues to make progress towards graduation through online coursework and support provided by certified teachers; counseling services are provided by a certified school counselor and the student participates in character education using the IMPACT curriculum along with service projects in the community; the school social worker from the student's home school provides services to the student and family to link them to appropriate community agencies.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place.

Goal:	Reduce the number of Short Term Out Of School Suspensions by 5% annually.
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Target:	30 (Last year reduced by 154%)
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Indicator:	Suspension Data
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Milestone Date:	6/11/2016
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Goal:	Reduce the number of Long Term Out of School Suspensions by 5% annually.
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All 3rd Graders Reading At or Above Grade Level

State Requirement: All third graders must be proficient in reading.

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone date: 6/14/2016

Objective: Increase the percentage of Kindergarten students proficient in reading.

Action Step 1: READ 3D Assessments, Guided Reading, Common Formative Assessments

Objective: Increase the percentage of first grade students proficient in reading.

Action Step 2: READ 3D Assessments, Guided Reading, CARE, Common Formative Assessments

Objective: Increase the percentage of second grade students proficient in reading.

Action Step 3: READ 3D Assessments, Guided Reading, Common Formative Assessments, AR, STAR

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:	Local
Source 2:	State
Source 3:	Title 1
Source 4:	
Source 5:	

BOY: What data will be used to determine if the action steps were implemented with fidelity?

READ 3D Assessments, Common Formative Assessments, AR, CARE data, Guided Reading notebooks, STAR

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

READ 3D Assessments, Common Formative Assessments, AR, CARE data, Guided Reading notebooks, STAR

EOY: What does data show regarding the results of the implemented action steps?

Benchmark Testing and CFA's are showing growth during the school year.

EOY: Based upon identified results, how should action steps be changed?

No changes.

Duty Free

State Requirement: All School Improvement Plans must have a plan to provide duty free lunch periods and instructional planning times for teachers.

School Goal:	Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.
Indicator:	Schedules
Milestone date:	6/14/2016

Objective: To schedule appropriate planning times as required

Action Step 1: Common grade level planning daily.

Objective: To plan for duty free lunch periods as safety considerations allow.

Action Step 2: Teachers are able to have duty free lunch on days lunch is brought for staff recognitions. (Ususally December and Teacher Appreciation Week)

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:	
Source 2:	
Source 3:	
Source 4:	
Source 5:	

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Master Schedule

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Master Schedule

EOY: What does data show regarding the results of the implemented action steps?

Teachers have common planning time.

EOY: Based upon identified results, how should action steps be changed?

No changes.

State Staff Development Funds

State Requirement: All School Improvement Plans must address the use of staff development funds

School Goal:

Indicator:

Milestone date:

Objective:

Action Step 1

Objective:

Action Step 2:

Objective:

Action Step 3:

How will we fund these strategies?

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

This section has been left blank because there is no state allotment for staff development.

BOY: What data will be used to determine if the action steps were implemented with fidelity?

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOY: What does data show regarding the results of the implemented action steps?

EOY: Based upon identified results, how should action steps be changed?

Signature Page

School District:	Pitt County Schools		
School Name:			
Plan Year(s):	2014-2016		
Date prepared:			
Vote Tally:	2014-15	2015-16	
Approved:	100%	100%	
Not Approved:	0	0	
Principal Signature:	Tiffany Vincent		9/21/2015
			Date
Local Board Approval Signature:			
			Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of 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 personnel, 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 Position*	Name	Committee Position*	Name
Principal	Tiffany Vincent		
Assistant Principal Representative	Charlene Whedbee		
Teacher Representative	Rebecca Bulvanoski		
Inst. Support Representative	Jeri Wynn		
Teacher Assistant Representative	Peggy Brown		

Parent Representative	Katie Greenberg			

* Add to list as needed. Each group may have more than one representative.

Summary of School Based Waivers

Request for Waiver

1. Please describe the waiver you are requesting.

1. Class size
2. Duty free lunch period for teachers

2. Identify the law, regulation, or policy from which exemption is requested.

1. GS 115c-301
2. GS 115c-105.27

3. State how the waiver will be used.

1. In grades 4-12, class size can be above the state maximum allowed.
2. To use this waiver in cases where it is not feasible to give teachers a duty free lunch period when student safety is a concern.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

1. This waiver allows the school to create classes that go above the maximum student allotted numbers in cases where it is in the best interest of students.
2. Student safety takes precedence over provisions of duty free lunch periods for teachers.

Tiffany Vincent

Signature

9/21/2015

Date