

ALEXANDER COUNTY SCHOOLS

Wittenburg Elementary School

Strategic Plan

Mary Brown, Principal

2015-2018

Comprehensive Needs Assessment
To be utilized for School Improvement Activities
in the Strategic and Title I Plans

Wittenburg Elementary School
October 3, 2015



Values

Nurturing for students, staff, parents

Respect for students, teachers, parents, community, administration and the unique talents and backgrounds all stakeholders bring to Wittenburg

Responsibility to and by students, staff, parents, community, administration regardless of resources and individual circumstances.

Integrity of all students, staff, parents, administration

Encouragement of all students, staff, parents, administration

Confidence in all students, staff, parents, administration

Good judgment and character and positive examples demonstrated by students, staff, parents, administration

Compassion for and by students, staff, parents, administration

Support for and by students, staff, parents, administration

Honesty by all students, staff, parents, administration

Trust by and for all students, staff, parents, administration

Beliefs

We believe all children should be loved and respected.

We believe all children should be safe emotionally and physically.

We believe all children can learn.

We believe that it is our responsibility to facilitate the learning of all students.

We believe that the school and community need to work together as a team.

We believe in high expectations for all students and staff.

We believe all people should be treated fairly.

Mission

The Wittenburg School Community is committed to high expectations for learning, teaching and citizenship through the development of nurturing and respectful relationships

K-2 Assessment Data-Literacy

	2013-2014 TRC Mclass (% on grade level EOY)	2014-2015 TRC Mclass (% on grade level EOY)	Cohort Growth
Kindergarten	50%	79%	
1 st grade	53%	58%	+8%
2 nd grade	60%	77%	+24%
3 rd grade	47%	80%	+20%

K-2 Math

	2013-2014 Math K-2 Benchmark EOY (% on grade level)	2014-2015 K-2 Benchmark EOY (% on grade level) EOG 3rd grade	Cohort Growth	Easy CBM BOY to EOY	Yearly Growth
Kindergarten	86%	92%			
1 st grade	72%	64%	-22%		
2 nd grade	47%	64%	-8%		
3 rd grade		70%	+23%		

Preliminary Proficiency Data for Grades 3-5 – 3 Year Comparison

Wittenburg	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Subject / Grade Level	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient
Math Composite	87%	89%	55%	59%	53%
3rd	86%	91%	70%	72%	70%
4th	84%	94%	63%	45%	47%
5th	90%	83%	36%	54%	36%
Reading Composite	67%	71%	43%	61%	63%
3rd	59%	67%	60%	64%	65%
4th	73%	82%	44%	65%	59%
5th	69%	66%	28%	56%	60%
Science Composite	81%	88%	42%	84%	76%
5 th					
School Composite	77%	82%	49%	65%	60%

*Note: In 2014-2014 and 2014-2015 the first number is the percent proficient according to grade level proficiency standards (Level 3, 4, and 5). The number in parenthesis is the percent proficient according to college and career readiness standards (Levels 4 and 5 only).

Overall Composite Data - Performance

Math Composite	87%	89%	55%	59%	53%
Reading Composite	67%	71%	43%	61%	63%
Science Composite	81%	88%	42%	84%	76%
School Composite	77%	82%	49%	65%	60%

WES did meet expected growth in 2014-2015.

The school received an overall C report card rating in Reading, Math, Science, and overall performance. The school received a D in Math.

EVAAS Growth Grade Level data

3rd grade	2012-2013	2013-2014	2014-2015	3-Year Average
Math				
Reading		-2	+1	

4th grade	2012-2013	2013-2014	2014-2015	3-Year Average
Math	+1.7	-6.7	-5.5	-3.5
Reading	-7	-0.4	-1	-7

5th grade	2012-2013	2013-2014	2014-2015	3-Year Average
Math	-12.4	-8	-5.9	-8.8
Reading	-2.1	-4	+1.9	-2
Science	+1.0	+3.7	+3.4	+2.7

Overall School Data	2012-2013	2013-2014	2014-2015	3-Year Average
Reading	-1.4	-9	+7	-5
Math	-5.3	-7.4	-5.7	-6.1
Composite	-3.33	-2.49	-1.28	

Cohort Growth Data**5th grade graduating class of 2014-2015**

	2012-2013	2013-2014	2014-2015
Reading		-4	+1.9
Math		-6.7	-5.9

5th grade class graduating class of 2015-2016

	2013-2014	2014-2015
Reading	-2	-1
Math		-5.5

The following successes and needs are organized in the priority areas of the district strategic plan. They are based on the following data sources:

Leadership Team Feedback

Mclass reports for K-3 reading assessments

Parent Surveys

EVAAS

Teacher Working Conditions Survey

Student Surveys

Attendance Data

Discipline Data

Student Successes/Needs

Grade Levels	<u>Math</u>	<u>Reading</u>
Kindergarten Successes	K-2 Math Assessment Proficiency increased 6%	Mclass EOY increased 29%
Kindergarten Needs	8 % not on grade level	21% not on grade level
1st Successes	K-2 Math Assessment Growth	Mclass EOY increased 5%
1st Needs	K-2 Math Assessment Proficiency decreased 8% Negative Cohort Growth of 22%	Almost half of class not on grade level
2nd Successes	K-2 Math Assessment Growth of 17%	Mclass EOY increased 17%
2nd Needs	Cohort growth dropped 8%	Still only at 77% on grade level. This is much improved, but still not completely solid for core reading instruction.
3rd Successes	Cohort Math Proficiency increased 23% from K-2 Assessments to the EOGs	Mclass EOY increased 33% We are above the county and state averages in 3rd grade Reading in all areas including: CC English Language Arts Concepts and Language, Reading: Literature and Reading: Informational Text
3rd Needs	We are below the county and state averages in all areas of 3rd Grade Math specifically in Numbers and Operations in Base 10 and Measurement and Data.	Our reading proficiency is still only at 70% and we need to improve our core reading instruction in 3rd grade.
4th Successes	Calculator Active and Calculator Inactive Scores were very close	We are above the state average in 4th Grade Reading in Common Core English Language Arts Concepts and Language and Reading: Literature
4th Needs	4th Grade was below the state average in math in all areas, specifically and well below in Geometry	We are below the state average in 4th Grade Reading: Informational Text

5th Successes	The negative growth was less than previous years	Our Literature and Informational Text Reading Scores were almost identical. We are not significantly below the state and county averages.
5th Needs	WES 5th grade was significantly below the state average in all areas of math especially in the areas of CC Mathematics Domains Operations and Algebraic Thinking	We are below the state and county averages in all areas of reading.

5th Science	<u>Needs</u>	<u>Successes</u>
	Below county average in Structures and Functions of Living Organisms and Evolution and Genetics	We made High Growth in Science and were above the state average in all areas by Structures and Functions of Living Organisms We were above the county averages in all areas by Structures and Functions of Living Organisms and Evolution and Genetics

Lifelong Literacy

Successes	Needs
All grade levels made growth according to EVAAS and EOGs!	We are still on the negative side of the positive growth index in 4th grade. - EVAAS
4th grade made high growth with the lowest quintile - EVAAS	4th grade made very negative growth with highest quintile
4th grade made expected growth with the middle 3 quintiles - EVAAS	4th grade middle quintile made the least amount of expected growth - EVAAS
5th grade made high growth with the highest quintile - EVAAS	5th grade middle quintile made negative growth - EVAAS
5th grade made expected growth with the lowest two quintiles and the next to the highest - EVAAS	5th grade second to the highest growth was slightly down - EVAAS
Kindergarten is almost at solid core reading instruction at 79% BOY from 37% BOY - MCLASS	Kindergarten has more reds on the EOY then the MOY MCLASS
1st grade has fewer students on red on the EOY - MCLASS	1st grade proficiency dropped from 73% BOY to 58% EOY - MCLASS
2nd grade went from 57% BOY to 77% EOY - almost solid core instruction - MCLASS	2nd still has almost 20% on red - MCLASS
3rd went from 36% BOY to 80% - SOLID CORE INSTRUCTION - MCLASS	One fifth of 3rd grade students were still not proficient on EOY -MCLASS
Kindergarten has 53% Blue on TRC	Kindergarten had 21% not proficient on TRC
Kindergarten had 92% proficient on PSF	4% kinders still red on PSF and 4% still yellow
Kindergarten had 93% proficient on NWF	7% kinders still red on NWF
1st grade had 75% proficient on NWF CLS &WWR respectively	1st had 25% red or yellow on NWF CLS and 26% on WWR
1st DORF Fluency and Retell were 83% and 90 % respectively	1st DORF accuracy was 75%
1st had 35% Blue on TRC	1st TRC Composite was 59%
2nd DORF Accuracy and Retell are 83% and 88% respectively	2nd DORF Fluency is 76%
2nd had 28% Blue on TRC	2nd had 23% not proficient on TRC
3rd had 91% proficient on Retell	3rd had less than 80% on Fluency (74%) and Accuracy (79%)
3rd 34% on Blue for TRC	3rd had 57% proficient on DAZE

Professional Excellence

Successes	Needs
All teachers now have Reading Foundations Training	Some teachers were out of the classroom for over 20 instructional days
County Math Teacher of the Year - Melissa Bowman	All teachers need Math & Writing Foundations Training
Teachers helped to create county-wide Math Instructional Focus Calendars	Training in Schoolnet
Staff are recognized in the Wittenburg Weekly for going above and beyond	Professional Development in Engage NY
Staff were provided subs for planning and assessing	MCLASS assessments and PM take a lot of time
Staff were introduced to and worked on MTSS	More PD on MTSS
Principal participating in DLP-DL	More teachers to work on National Boards
Wittenburg Digital Learning Day	Training for 1-1 in upper grades.

Collaborative Community

Successes	Needs
Only community supported Backpack program in county	Lots of children who need food weekly
Monthly support from local church	Need more volunteers
Good News Club	Not all students can stay
Financial support from local ball clubs	Inconsistent monetary donations
Watch Dogs Program	Not enough volunteers for program
PTA support	PTA disbanded and is scheduled to reorganize
2 Headstart and 1 NCPREK classrooms	More integration into WES

Transformational Technology

Successes	Needs
Two student fixed labs	Computers are quickly becoming outdated
Ipads, Chromebooks and laptops	Teachers are prepared to go one to one this year
Digital Learning Day	Not enough PD
ITF/Media Coordinator	Lack of clarity on this role
3D Printer	Not reliable, need more PD

Optimal Operations

Successes	Needs
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Locked Lobby	At times staff forgets to lock doors, front door will not stay shut at times
Buzzer	Not always know who is buzzing
Panic Buttons	Have to remember to use
Drills	Take instructional time
Supplied Workrooms	Paper
Excellent Custodial help	Need more custodial help
PBIS Fully Implemented	Myriad Bus Issues
6 Day Rotation Schedule	Days of week inconsistent with schedule
Daily Common Planning Time	Too short
Daily dedicated intervention time	Inconsistent interventionists
Leveled Book Room	Easily becomes disorganized
Grade Level Book Shelves	Not used to potential
Over 95% student attendance rate	Chronic absenteeism of select students impacts their learning significantly
Low incidents of behavior issues	<Most issues are on bus with boys
High staff attendance	Extensive PD made consistency and planning difficult

Wittenburg Elementary School

Strategic Plan

Goal 1: 95% of WES students will make annual growth in the area of literacy development.

School Improvement SMART Goal	ACS Strategic Priority Alignment	Strategies/Action Steps	Time line	Persons Responsible	PD Needed	Budget Considerations	Title I Component
<p>90% of WES students will make annual growth in the area of literacy development as evidenced on state and local assessments.</p>	<p>Student Success</p> <p>Lifelong Literacy</p> <p>Professional Excellence</p> <p>Collaborative Community</p> <p>Optimal Operations</p>	<p>90 minutes or more daily for Reading Instruction</p> <p>40 minutes of daily reading intervention/enrichment every morning with dedicated interventionists</p> <p>Family Reading Nights</p> <p>Every 6 days extended PLC time for problem solving.</p> <p>MTSS problem solving meetings</p> <p>Comprehension Toolkits</p> <p>Giving Thanks for Good Books focus on Reading Activity</p> <p>Integrate literacy in monthly STEM/STEAM challenges</p> <p>Planning through PLANBOOK.COM</p> <p>Maximize flexible Book Room and Fixed Book Shelves</p> <p>Continue to integrate 4 Cs</p>	<p>2015-2018</p>	<p>Administration Inst. Coach Media Coor. Faculty & Staff</p>	<p>Reading Strategies PD for TAs</p> <p>Lexile training for all staff</p> <p>Additional Reading 3-D training for all staff - specifically written response</p> <p>MTSS Training for all</p>	<p>Budget for Comprehension Toolkits</p> <p>Funding for PD and substitutes</p> <p>Funding for the purchase of updated reading & instructional materials</p>	<p>Components 2, 3, 4, & 9</p>

Goal 2: 90% of WES students will make annual growth in the area of math achievement.

School Improvement SMART Goal	ACS Strategic Priority Alignment	Strategies/Action Steps	Timeline	Persons Responsible	PD Needed	Budget Considerations	Title I Component
90% of WES students will make annual growth in the math achievement as evidenced on state and local assessments.	<p>Student Success</p> <p>Professional Excellence</p> <p>Collaborative Community</p> <p>Optimal Operations</p>	<p>Implement the Engage NY curriculum in grades K-5.</p> <p>Focus on Math Practices</p> <p>Use CFAs, Engage New York Module Assessments and benchmarks to guide instruction.</p> <p>Provide a minimum of 90 minutes math instruction daily</p> <p>Strategically use math experts like Mr. Smith and Mr. Bowman in math intervention groups</p> <p>Extended PLCs once every 6 days</p> <p>Integrate Math in monthly STEM/STEAM challenges</p> <p>Communicate with parents about advanced RIGOR of Engage NY and share resources with parents, especially videos.</p> <p>Parent Math Night</p> <p>Create a procedure for sharing quarterly grade level objectives with special area staff in order to foster content integration.</p> <p>Planning through PLANBOOK.COM</p> <p>Teachers attend Math Foundations</p> <p>Math Teacher of the Year attend NC Math Conference</p>	2015-2018	Administration Inst. Coach Faculty & Staff, Parents	<p>Math strategies PD for all staff including TAs</p> <p>Best practices in math instruction PD for teachers</p> <p>Math foundations for all teachers</p>	<p>Funding for Engage NY materials and resources</p> <p>Funding for math intervention programs (ex: Moby Max, etc)</p> <p>Funding for PD and substitutes</p>	Components 2, 3, 4, & 9

Goal 3: WES will implement MTSS Accurately and Consistently

School Improvement SMART Goal	ACS Strategic Priority Alignment	Strategies/Action Steps	Timeline	Persons Responsible	PD Needed	Budget Considerations	Title I Component
WES will implement MTSS to fidelity as measured by meeting agendas, minutes, tier paperwork, interventions and intervention schedules and EC testing.	<p>Student Success</p> <p>Lifelong Literacy</p> <p>Professional Excellence</p> <p>Optimal Operations</p>	<p>Develop Problem Solving process in PLCs</p> <p>Schedule that allows for extended PLC once every 6 days during the school day.</p> <p>Develop a data wall to visualize progress or lack there all.</p> <p>Brief and comprehensive review of current student data at leadership and faculty meetings.</p> <p>Develop process and agenda for MTSS meetings</p> <p>Find resources and personnel for MTSS questions and issues</p> <p>Development of appropriate Tier paperwork and progress monitoring</p>	2015-2018	Administration Inst Coach Faculty & Staff Students	PD on MTSS process	Funding for subs for MTSS meetings	2, 4, 5, 6, 8,

Goal 4. WES will increase community collaboration.

School Improvement SMART Goal	ACS Strategic Priority Alignment	Strategies/Action Steps	Timeline	Persons Responsible	PD Needed	Budget Considerations	Title I Components
WES will increase community collaboration to involve new community partners and increase collaboration with others. Progress will be measured through event attendance, volunteer logs and donations.	Student Success Collaborative Community Optimal Operations Lifelong Literacy	<p>Good News Club</p> <p>Backpack Program: continue with current participants and extend to our preschoolers and their families</p> <p>Increase classroom volunteers especially for intervention. Provide training and recognize our volunteers.</p> <p>Restart PTA.</p> <p>Partner with local agencies to provides experiences for students like fire and police departments and EMT.</p> <p>Institute an annual career day.</p> <p>Increase participation of parents who do not work at the school on the School Improvement Team through nomination and voting.</p> <p>Extend work with local ball teams in order to procure more resources for staff.</p> <p>Increase Parent Nights to include nights for Reading, Math and EOGs</p> <p>Watchdog Program</p> <p>Implement 9 weeks Student Achievement Celebrations to</p>	2015-2016	Admin. Instructional Coach, staff, parents	PD for intervention volunteers	<p>Parent Night supplies</p> <p>Funding for Parent 101 session materials and supplies</p> <p>Funding for Robotics Club</p>	Component s 5, 6, 7, 9, & 10

		recognize STEM/STEAM Challenge winners					
		Robotics Club					
		Continue to integrate NCPRE-K and Headstart students, teachers and families into the Wittenburg community					

Goal 5: WES will continue to be a leader with Transformational Technology.

School Improvement SMART Goal	ACS Strategic Priority Alignment	Strategies/Action Steps	Timeline	Persons Responsible	PD Needed	Budget Considerations	Title I Component
WES will increase technology integration into daily instruction and learning as measured by lesson plans, projects and project rubrics and staff observations.	Student Success Transformative Technology Lifelong Literacy Professional Excellence	Modeling of technology use for staff by administrator and instructional coach. STEM/STEAM monthly challenges. One month the challenge will be provided by the administration, the next month it is teacher's choice.. Legos Lessons Makerspace activities that are published digitally. Maximize 3D printer use by students and staff. Increase the number of devices in K-2 classrooms to increase engagement and student learning.	2015-2018	Admin Inst. Coach Media Coord., teachers	STEM/STEAM Technology best practices PD CANVAS PD Chromebook Training for all 3-5 teachers Build Teacher Capacity	Funding for Robotics club Schedule for Digital Learning Days County Digital Learning Plan PD for device management and trouble-shooting Digital Device expert PD for ITF/Media Coordinator Funding for NCTIES	Components 2, 4, & 5

		Continued focus on 4Cs: collaboration, critical thinking, creativity and communication					
		Institution of more accurate and efficient device management plan					
		Digital Learning Days once a semester					
		Robotics Club					
		NCTIES Conference					

Goal 6: WES will increase Optimal Operations

School Improvement SMART Goal	ACS Strategic Priority Alignment	Strategies/Action Steps	Timeline	Persons Responsible	PD Needed	Budget Considerations	Title I Components
WES will refine and/or develop strategies for effective and efficient operation to improve student learning as measured by discipline data, parent, teacher and student survey and student growth data.	Student Success Lifelong Literacy Professional Excellence Optimal Operations	Provide staff with a MTSS refresher course. Review and revise PBIS plan Ensure the Bus behavior is a component of the plan Conduct necessary drills, review and revise practices Implement schedule for common planning time, 90 minute blocks for literacy and math, 40 minutes dedicated intervention/enrichment and extended PLC once every 6 weeks Develop plan to work around personnel loss for TA time and interventions	2015-2018	Administration Inst. Coach Faculty & staff	MTSS PD CPI training	MTSS PD PBIS budget Funding for subs for planning and assessing	Components 2, 4, 5, 8, & 9

		<p>Flip meeting agendas so staff can read ahead of time so that meetings will not take as long</p> <p>Dedicated Planning and Assessment Days</p> <p>Procure additional walkie talkies</p>					
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THE TEN COMPONENTS OF A TITLE I PROGRAM

The Elementary and Secondary Education Act (ESEA) requires all Title I schools to include the following:

1. **Write a Needs Assessment**, which lists areas of instruction that need improvement in order for all students to be successful and to meet state standards for achievement. (See comprehensive needs assessment on Pages 1 – 6)
2. **Develop School-wide strategies** that:
 - a. Provide opportunities for all children to meet NC standards for student achievement.
 - b. Use methods of teaching that have been proven to work with students.
 - c. Meet the needs of all low-achieving and at-risk students in the school. Include such programs as counseling, pupil services, mentoring, innovative teaching methods, college and career awareness and guidance, career and technical education programs, etc.
 - d. Decide how the school will determine whether students' needs are being met.
 - e. Be certain that the school's Campus Improvement Plan matches the state's and the district's plans.
3. **Ensure that all teachers meet Highly Qualified standards by hiring teachers certified to teach their subject or grade level and that instructional paraprofessionals are state-certified as teaching assistants.**
4. **Provide high-quality training for all school staff.** Teachers, principals, nurses, paraprofessionals, and other staff members attend workshops and/or meetings designed to help them meet the needs of students.
5. **Plan to attract highly qualified teachers to our schools.** The campus, along with the Department of Human Resources, work toward attracting the best teachers.
6. **Increase parent involvement** through such activities as parent workshops, family nights; parent volunteer program, informational meetings, parent conferences with teachers, report card pick-up night (secondary), student programs, E.S.L. classes for parents, etc.
7. **Develop plans to help preschool children successfully make the change to primary/elementary school.** This includes students from programs like Head Start, Even Start, and Early Reading First.
8. **Include teachers in making decisions about how to use tests to provide information to improve student achievement.**
9. **Give effective, timely help to students who are having trouble reaching grade level standards in their core courses.** Students' difficulties must be identified in a timely manner, and in such a way that the teacher knows the exact skills that the students must learn.
10. **Coordinate local school programs with state and federal programs.** This includes programs supported under No Child Left Behind, violence prevention, nutrition, housing programs, Head Start, adult education, vocational & technical education, and job training.

This document is a paraphrased synopsis of the original document, "Ten Components of a Title I Schoolwide Program Plan." C. Weige

WES School Professional Development Plan 2015-2016
Classroom Teachers & Support Staff

9/25 – Early Release Day	1:30 – 3:30	Tier Paperwork Refresher
10/23 – Early Release Day	1:30 – 3:30	Engage NY PD
10/26	All day	County Required PD – Technology
1/15 – Early Release Day	1:30 – 3:30	Engage NY PD
2/18 – Early Release Day	1:30 – 3:30	Reviewing Data and Planning Intervention
2/19	All day	County Required PD – Topic TBA
4/22 – Early Release Day	1:30 – 3:30	Digital Learning Day

Additional PD for Specific Staff

Professional Development	Attendees	Benefit
LEGO, STEM/STEAM	Science teachers	Increase Science and Math achievement
Math Conference	Melissa Bowman	Increase Math achievement
NCTIES	D. Norton, S. Bowman, L. Sipe, S. Teague, M. Brown, M. Glenn	Increase digital learning and teaching
CPI	M. Brown, M. Glenn, S. Teague, M. Friday, T. Smith, S. Bowman, C. Kerley, T. Abernathy, Akina, K. Steele	Student Safety
EC Training	T. Abernathy, C. Kerley, K. Steele	EC student support
Math and Writing Foundations	D. Brown, K. Steele, L. Sipe, A. Fox, M. Bowman, S. Moretz, C. Ingle	Increase Math and Writing achievement
ELA/SS IFC Development	All classroom teachers and instructional coach	Increase student reading achievement
MCLASS	All K-3rd & EC teachers	Increase student reading achievement
Beginning Teacher	K. Steele, C. Kerley	Increase instructional capacity
DLP-DL	Mary Brown	Increase digital teaching and learning
CANVAS Training	All certified staff	Increase digital instructional capacity

