

School Improvement Plan

School Name	Weldon Elementary School	School Number	314
School Address	805 Washington Avenue Weldon, North Carolina	School Number	252-536-4815
Principal	Patricia G. Jackson		
District Name/State Local Education Agency (LEA) Number	Weldon City Schools		
Date of Initial School Staff Vote of Approval	10/6/2015		
Date of Last Review/Update	10/8/2015	4/12/2016	
Principal Signature			
Board of Education Authority Signature			

School Vision and Mission Statement			
Vision			
WES strives to provide instruction in a caring, safe, and healthy learning environment conducive to the individual needs of each student in collaboration with all stakeholders.			
Mission Statement			
WES instills a love of learning in its students and prepares them to be responsible and productive global citizens.			
District and State Goal Alignment			
Strategic Priority #1: Student achievement outcomes which prepare students for the future - (Student Achievement)			
Strategic Priority #2: Accountability structures with monitoring systems that offer effective feedback - (Accountability, Monitor & Feedback)			
Strategic Priority #3: Effective communications throughout the district - (Effective Communication)			
School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2014-15 and 2015-16)
Principal	Patricia G. Jackson	9/1/2015	2015-2017
Assistant Principal	John W. Twitty	9/1/2015	2015-2017
Instructional Staff Representative	Jance Moody	9/1/2015	2015-2017
Support Staff Representative	Donna Harrison	9/1/2015	2015-2017
Teacher Assistant Representative	Lossie Purnell	9/1/2015	2015-2017
Parent Representative	Kedrain Brown	9/1/2015	2015-2017
Pre-Kindergarten Representative	Barbara Smith-Hill	9/1/2015	2015-2017
Kindergarten Representative	Pat Ponton-Farrow	9/1/2015	2015-2017
First Grade Representative	Brian Garcia	9/1/2015	2015-2017
Second Grade Representative		9/1/2015	2015-2017
Third Grade Representative	Anissa Robinson / Sharon Story	9/1/2015	2015-2017
Fourth Grade Representative		9/1/2015	2015-2017
Exceptional Children Representative	Rashonda Odom	9/1/2015	2015-2017

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the schools' strengths?

According to the 2014 Teacher Working Condition Survey, teachers believe that WES is a good place for teaching and learning. A priority focus for the school is to create a climate that promotes strong parental and community engagement. Weldon Elementary continues to create opportunities for parents and the community to engage in activities with their students to promote effective collaboration between home, community, and school. Curriculum Night, Parent Orientation and Informational Sessions, Field Day, Family Fun Night, Fall Festival, Annual WES Spelling Bee, Walk to School, Grandparents Day, and Parent Conferences are some of the activities that provide opportunities to invite parents and the community into the school.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Reading in all grade levels has been identified as a priority at Weldon Elementary School. At the end of the 2014-2015 school year, the overall composite for Reading was 28.9%; a decrease from the 2013-2014 school year. The school will continue to focus on meeting the needs of all students by implementing researched based teaching and learning best practices as well as utilizing the specific district-wide instructional strategies to enhance classroom instruction. We will continue to utilize district and state assessment data (Case 21, Schoolnet, EOGs) to drive instructional practices within the school. The assessment data for the 2014-2015 school year has already been reviewed and it has been determined that there are specific areas of improvement. According to the End-of-Grade data, there was a slight decrease in third and fourth grade Reading. There was a decrease in third grade Mathematics, however, fourth grade Mathematics increased. Because Reading is a priority for WES, teachers will receive professional development on Guided Reading and Balanced Literacy three times during the school year. Teachers will engage students in Reading instruction that includes district-wide instructional strategies as well as other approved instructional strategies and resources. Grade level teachers have common planning time to work collaboratively to plan interventions and instructional strategies. We need to continue researching best teaching practices and resources for working with our students who are considered at risk as well as students in our Exceptional Children's department. As we continue with the teaching and learning process, we seek to gain more knowledge on differentiation of instruction so that the needs of all students will be met.

3. What data is missing and how will you go about collecting this information for future use?

All assessment data is available for creating future goals and strategies for school improvement. We will use upcoming assessment data to plan, and guide daily classroom instruction. Based on district and state assessment data, it has been determined that Reading and Mathematics are both areas of deficiency for all students in all grade levels. As a result, pre-assessments in Reading and Mathematics will be administered during the first 10 days of school. Teachers will use the results as baseline data for creating intervention and enrichment opportunities for students. Teachers will work collaboratively to create common assessments throughout the school year to monitor student mastery of content standards. Teachers in kindergarten through third grade will use Reading 3D as an instructional and assessment instrument to drive instruction in all areas of Reading.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?

Priority Area 1: Literacy

By the end of the 2015 - 2016 school year, increase proficiency from 25.6% to 32% in Reading for third grade students. Increase proficiency from 26.9% to 35% in Reading for fourth grade students. Increase the percentage of students in grades K-3 scoring on grade level on the Text Reading Comprehension (TRC) End-of-Year assessment by 10% from the 2014-2015 school year.

Priority Area 2: Math

By the end of the 2015-2016 school year increase proficiency from 16.7% to 25% in Mathematics for third grade students. Increase proficiency from 28.4% to 39% proficiency for fourth grade students.

Priority Area 3: Effective Communication

Establish and maintain effective communication processes within the school and community.

Priority Area 4: Professional Learning Community

Establish and maintain effective professional learning communities and results-oriented professional development with the focus on providing on-going feedback intended to increase student achievement.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

Priority Area 1: Increase proficiency in Reading for all students

SMART Goal: By the end of the 2016-2017 school year the reading proficiency of all grade levels will increase by 40% from the 2015-2016 school year.

Target Goal By the end of the 2015 - 2016 school year, increase proficiency from 25.6% to 32% in Reading for third grade students. Increase proficiency from 26.9% to 35% in Reading for fourth grade students. Increase the percentage of students in grades K-3 scoring on grade level on the Text Reading Comprehension (TRC) End-of-Year assessment by 10% from the 2014-2015 school year

Weldon City Schools Strategic Plan Alignment

Student Achievement

IMPROVEMENT STRATEGIES

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
	Improvement Plans	Title I	Title I State Priority	Title I State Focus
The Master schedule for all grade level teachers include a 120 minute reading block to include components of the Balanced Literacy Model	Title 1 Plan Low Performing District Plan			
Conduct informational sessions for parents on how to work with students at home for increased understanding of content information	Title 1 Plan			
All staff members will receive professional development on Balanced Literacy, Guided Reading and mClass intervention strategies that will assist in planning daily instruction	Title 1 Plan Low Performing District Plan			
All teachers in K-4 will receive professional development on the implementation of a variety of instructional strategies. Teachers will incorporate these instructional strategies into their daily classroom instruction. (Cooperative Learning and Marzano's Vocabulary were introduced the first quarter with others to be introduced throughout the school year)	Title 1 Plan Low Performing District Plan			
All teachers in K-3 grades will use Reading 3D progress monitoring to provide interventions in targeted areas and use data to guide daily instruction	Title 1 Plan Low Performing District Plan			
Conduct on-going Reading 3D assessments and progress monitoring to collect data, determine needs, and evaluate effectiveness of instruction	Title 1 Plan Low Performing District Plan			
Utilize Reading 3D and RTI model to classify students into tiers based on targeted academic needs	Title 1 Plan			
Teacher assistants and certified mentors will provide intensive intervention utilizing researched based instructional strategies for students in grades K-4	Title 1 Plan			

Use a variety of computer programs to provide remediation and enhancement for k-4 students. (eg. Headsprout, Mobymax, Frontrow)	Title 1 Plan LEA Low Performing District Plan			
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end	Improvement Plans	Title I	Title I State Priority	Title I State Focus
All grade level teachers will participate in 3 professional developments on Guided Reading and Balanced Literacy Components	Title 1	1,500	0	0
New teachers in grades K-3 will receive training in Reading 3D within the first quarter of the year	Title 1	0	0	0
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans	Title I	Title I State Priority	Title I State Focus
All grade level teachers will continue to communicate to parents and the community the goals and expectations for student success and provide training on school initiatives.	Title 1			
We will provide a space within our school where parents can come to utilize technology and other resources	Title 1			
Conduct Curriculum Night activities to share instructional strategies with parents	Title 1			
What data will be used to determine whether the improvement strategies were deployed with fidelity?				
Priority 1: BOY, MOY, EOY assessments for Reading 3D for students in grades K-3. BOG for third grade students, EOG for students in third and fourth grade. Progress monitoring, lesson plans, student work samples, formative assessments				
How will you determine whether the strategies led to progress toward the SMART Goal?				
Improved performance on student assessments as measured by BOY, MOY, EOG and district assessments.				
What does the data/evidence show regarding the results of the implemented strategies?				
Review 1: There is an increase in tier II & III vocabulary use and instruction through the school. There has been an increase in balanced literacy strategies implemented in classrooms.				
Review 2: Student proficiency is increasing but not at the rate expected. Teachers are receiving more intensive professional development in the area of Balanced Literacy facilitated by DPI coaches.				
Review 3				
Based upon identified results, should/how should strategies be changed?				
Review 1 There needs to be an increase in accountability of teachers using the district reading strategies.				

Review 2: There needs to be increased monitoring of the literacy block to ensure effective implementation of balanced literacy strategies. There needs to be more focus on stamina, test taking strategies and vocabulary. The

Review 3

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

Priority Area 2: Math

SMART Goal: By the end of the 2016-2017 school year student proficiency will increase by 40% from the 2015-2016 school year.

Target Goal: By the end of the 2015-2016 school year increase proficiency from 16.7% to 25% in Mathematics for third grade students. Increase proficiency from 28.4% to 39% proficiency for fourth grade students.

Weldon City Schools Strategic Plan Alignment	Student Achievement
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IMPROVEMENT STRATEGIES

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
	Improvement Plans	Title I	Title I State Priority	Title I State Focus
Create math centers based on student needs	Title 1 Plan Low Performing District Plan			
Utilize Teacher Assistants to provide additional classroom support for small group intervention	Title 1 Plan			
Implement weekly PLC meetings for all grade levels to review assessment data and to develop activities for students who need additional support	Title 1 Plan Low Performing District Plan			
Incorporate writing in all K-4 grade level lessons to support all content areas	Title 1 Plan			
Use a benchmark assesment based on the Common Core State Standards to identify deficiency and provide appropriate interventions and enhancement.	Title 1 Plan Low Performing District Plan			
Create baseline assessment for K-1	Title 1 Plan LEA			
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Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end	Improvement Plans	Title I	Title I State Priority	Title I State Focus

Math Professional development will be provided for all Instructors K-4	Title 1 Plan			
All K-4 teachers will participate in professional development training throughout the school year to get training on effective strategies for calibrating math assessments and analyzing student data	Title 1 Plan Low Performing District Plan			
12				
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans	Title I	Title I State Priority	Title I State Focus
Math curriculum night to provide parents with tools to help their child(ren) at home (such as creating games to play at home to strengthen math skills)	Title 1 Plan Low Performing District Plan	\$500.00		
14				
15				
What data will be used to determine whether the improvement strategies were deployed with fidelity?				
Priority 2: The Case 21 benchmark as well as 3rd and 4th grade Mathematics EOG.				
How will you determine whether the strategies led to progress toward the SMART Goal?				
Priority 2: The results of the assessments (Case 21, Mathematics EOG, etc.)				
What does the data/evidence show regarding the results of the implemented strategies?				
Review 1: Master schedule needs to be revised to include specific time for the Literacy Block and mathematics times.				
Review 2: The master schedule has been revamped to have all math classes taught in the morning. Students are more focused and prepared for learning. TA's and support teachers are used to pull out students and provide				
Review 3				
Based upon identified results, should/how should strategies be changed?				
Review 1 An action plan will be created for the implementation of math PD's for the remainder of the school year.				
Review 2: At this time, no strategies need to be changed, however, we need to implement strategies that have not yet been implemented.				
Review 3				

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

Priority Area 3: Effective Communication

SMART Goal: By June, 2017 we will increase community engagement by 20% (measured by event attendance).

Target Goal: By June, 2016 we will have established and maintained effective communication processes within the school and community in an effort to increase community and parent engagement.

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IMPROVEMENT STRATEGIES

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
	Improvement Plans	Title I	Title I State Priority	Title I State Focus
School administrators will create a weekly newsletters designed to keep staff updated of current and upcoming events and information	Title 1 Plan			
All teachers will send home a parent newsletter weekly	Title 1 Plan			
All teachers will send home weekly student work folders with graded papers and notes	Title 1 Plan			
School will host quarterly curriculum nights	Title 1 Plan Low Performing District Plan			
Teachers will send home communications updating parents on student academic preformance. This will include explanations for poor academic preformance.	Title 1 Plan Low Performing District Plan			
Teachers will be available twice a month after school to assist with parental support on content area skills.	Title 1 Plan			
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Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end	Improvement Plans	Title I	Title I State Priority	Title I State Focus
The Weldon Elementary Parent University will be available to parents and the community to provide academic support and resources	Title 1 Plan Low Performing District Plan			
Grade Levels will post lesson examples and curriculmn details on their assigned space in the WEPU.	Title 1 Plan			
12				
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify parental involvement activities, providers, and the dates activities will begin and end	Improvement Plans	Title I	Title I State Priority	Title I State Focus

Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans			Focus
School will host parent informational sessions quarterly on topics to address student achievement	Title 1 Plan Low Performing District Plan			
A community fair will be hosted to provide support for parents and students.	Title 1 Plan	\$500.00		
15				

What data will be used to determine whether the improvement strategies were deployed with fidelity?

BOY, MOY, EOY assessments for Reading 3D for students in grades K-3. BOG for third grade students, EOG for students in third and fourth grade. Progress monitoring, lesson plans, student work samples, formative assessments

How will you determine whether the strategies led to progress toward the SMART Goal?

Monthly meetings with School Improvement Team, weekly PLC meetings, grade level meetings will be conducted with teachers to discuss data collected and provide support as needed.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 There has been an increase in parent attendance for school events. Teachers have distributed newsletters and weekly communications to keep parents informed. A PTA has been organized and started.

Review 2: Parental support for the school continues to increase as parents are more involved in school events. Home-school communication is valued by both teachers and parents. The back and forth communication allows both parents and teachers to keep abreast of students' academic achievement and behavior. The school has hosted several workshops for parents to share resources and strategies that they can use at home with their student. Parents receive newsletters highlighting special events and instructional focus for the week.

Review 3

Based upon identified results, should/how should strategies be changed?

Review 1 At this time we feel progress is being sufficiently made for parent involvement.

Review 2: Current, the progress towards increased parent involvement is sufficient.

Review 3

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

Priority Area 4: Professional Learning Communities

SMART Goal: By June 2017, teachers will submit minutes from weekly professional learning communities. Teachers will discuss and reflect on PD's during PLC meetings.

Target Goal: By June 2016, we will have established and maintained effective professional learning communities and results-oriented professional development

with the focus on providing on-going feedback intended to increase student achievement.

Weldon City Schools Strategic Plan Alignment	Effective Communication
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IMPROVEMENT STRATEGIES

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
	Improvement Plans	Title I	Title I State Priority	Title I State Focus
Teachers will meet weekly to discuss student assessment data.	Title 1 Plan			
Teachers will be provided PD on how to analyze the assessment data and plan the next steps.	Title 1 Plan			
Teachers will participate in data retreats to share and collaborate with school and educational stakeholders.	Title 1 Plan Low Performing District Plan			
Teachers will have professional development on implementing effective PLC's.				
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Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end	Improvement Plans	Title I	Title I State Priority	Title I State Focus
Professional development of how to run an effective PLC	Title I Plan Low Performing District Plan			
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports	Supplemental Title I Funding Budgeted to Support Action Step		
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans	Title I	Title I State Priority	Title I State Focus

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Priority 4: PLC minutes, attendance at PLCs and Professional Development
How will you determine whether the strategies led to progress toward the SMART Goal?
Priority 4: We should see an increase in student achievement due to more effective data collection and analysis of student work.
What does the data/evidence show regarding the results of the implemented strategies?
Review 1 Teachers have attended weekly PLC's that focus on student achievement whether it was for data analysis or classroom strategies.
Review 2: Teachers are providing more strategic individualized instruction due to analyzing student assessment data and working collaboratively on instructional strategies.
Review 3
Based upon identified results, should/how should strategies be changed?
Review 1: Teacher will submit minutes and agenda of all PLC's.
Review 2: Increase in the number of days teachers will meet to discuss student achievement by looking at student work samples and planning daily lessons.
Review 3

SCHOOL SAFETY CHECKLIST

School Name	Weldon Elementary School	School Number	314
School Address	805 Washington Avenue, Weldon, NC		252-536-4815
Principal	Patricia Jackson		

Task	Staff Responsible for Completing Task	Frequency	Completion Date (s)
Update School Crisis Kit	Administration	Annually	10/22/2015
Pre-Crisis Checklist	Administration	Annually	
After Hours Emergency Contact List	Mrs. Donna Harrison	Annually	
Register Principal for Sex-Offender Registry Notifications	Patricia Jackson	Annually	
Diabetic Training for Staff	Wade McMillan	Annually	
Distribute/Explain Crisis Plan to Staff	Administration	Annually	8/19/2015
Distribute/Explain Code of Conduct	Administration	Annually	8/19/2015
Tornado Drill	Administration	Annually	3/9/2016
Conduct Student Safety Perception Survey	Administration	Annually	
Lock-Down Drills	Administration	Bi-Annually	3/22/2016

Safety Inspection	Administration	Bi-Annually	9/30/2015
Alternate Route Fire Drill	Mrs. Donna Harrison	Bi-Annually	3/22/2016
Playground Inspection	Administration	Bi-Annually	8/14/2015
Fire Drill/Sanitation Inspection	Mrs. Donna Harrison	Monthly	8/28/15, 9/30/15
Fire Extinguishers Inspection	Administration	Monthly	8/28/15, 9/30/15
Review In-School Suspensions (ISS) and Out-of-School Suspension (OSS) Incidents	Mr. John Twitty	Monthly	
Automated External Defibrillator (AED) Inspection	Wade McMillan	Monthly	
Discipline Incidents in PowerSchool	John Twitty	Ongoing	ongoing
Volunteer Background Checks	John Twitty	Ongoing	ongoing
Monitor Visitor Check-In	Administration	Ongoing	daily
Monitor Arrival and Dismissal of Students	Administration	Ongoing	ongoing
Monitor Sex Offender Registry	Administration	Ongoing	ongoing
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Administration	Ongoing	ongoing

RESOURCE MATERIALS

North Carolina School Improvement Planning Implementation Guide http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf
address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
North Carolina Teacher Working Conditions Survey (http://ncteachingconditions.org)
School Report Card results: (www.ncreportcards.org)
School Demographic Information related to student discipline: (e.g. total office referrals, long-and short-term suspensions, expulsions, alternative school placements, School
School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Title I AYP (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)
EVAAS (https://ncdpi.sas.com/)
2013 School Safety Act - North Carolina Senate Bill 589 (http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf)
North Carolina General Statute 115C-105.27 Scroll down to 115C-105.27 - Development and approval of school improvement plans.