

**Germanton Elementary School  
2016-2017  
Title I Schoolwide Plan**



# Germanton Elementary School 2016-2017 Title I Schoolwide Plan

**Component 1** - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

**Narrative:**

Germanton Elementary developed the schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved included all stakeholders, parents, administrators and staff. The ways they were involved were collaboratively analyzing all of the current and historical data for Germanton Elementary School. We involved stakeholders in the development of the school-wide plan by seeking verbal feedback and collecting parent surveys.

Based on the 2015-2016 Comprehensive Needs Assessment, 66.7% of the staff needs support with using evidenced-based interventions; 42.9% need support with analyzing assessment and test data to determine teaching points; 66.7% need support with creating and utilizing pre/post assessments to drive instruction; 57.2% of the staff needs support with creating high quality performance tasks; 85.8% need support with implementing differentiated instruction; 83.3% of the staff need support in increasing strategies to build the school's capacity for parent involvement; 57.1% need support with increasing strategies to support AIG students; 57.1% need support in increasing strategies to support EC students; 57.2% of the staff needs support in using complex text effectively in the classroom; 71.5% need support integrating science, technology, engineering, and math into the classroom; and 71.5% of the staff need support in using technology and 21<sup>st</sup> Century Skills effectively in the classroom. Based on the 2015-2016 Parent Survey, 97.7% of the parents believe the school supports the needs of their child; 96.5% believe the school holds high expectations for their child; 100% believe the administration is available to parents and responds in a timely manner; 97.7% believe the administration has fair and consistent discipline procedures; 94.3% believe the administration communicates effectively; and 100% believe their child is given opportunities to

develop leadership skills. Based on the 2015-2016 Student survey, 45.1% of the students either don't like coming to school or don't know; 41.2% of the students either don't think the teachers care about them or don't know; and 56.8% of the students either don't believe or don't know if all students are treated fairly. The End-of-Grade test data showed 45.9% of the 3<sup>rd</sup> graders were proficient in reading; 37.03% of the 4<sup>th</sup> graders were proficient in reading; and 71% of the 5<sup>th</sup> graders were proficient in reading. The EOG data also indicated that 54.1% of the 3<sup>rd</sup> graders were proficient in math; 48.15% of the 4<sup>th</sup> graders were proficient in math; and 71% of the 5<sup>th</sup> graders were proficient in math. The science data indicated that 87.1% of the 5<sup>th</sup> graders were proficient.

Based on these findings, the following determinations were made:

1. The staff needs more training and experience in using data effectively to select research based instructional strategies or intervention services.
2. Collaboration between regular and supplemental teachers needs to be more systemic.
3. Core instruction needs to be systemic across all grade levels with a focus on individual student data to drive instruction.
4. Teachers need to identify specific interventions to address the needs of students struggling in reading and math.
5. A need to focus on small group instruction for all students
6. A need to implement PBIS.

A prioritized need was determined to be to build the capacity of teachers to use data to inform instruction by providing time, training, and resources for teachers to work collaboratively to analyze student work and assessment data to drive instruction.

Artifacts:

- Teacher Survey for 2015-2016
- Student Survey for 2015-2016
- Parent Survey for 2015-2016
- EOG Scores
- Comprehensive Needs Assessment for 2015-2016
- Benchmark Scores
- iReady Assessments
- 5<sup>th</sup> Grade Check-Ins
- mClass Data

➤ Classroom Walkthrough Data

**Related Indistar® indicators (if applicable):**

C2.01

A1.04

B3.03

**Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—**

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
  - a. Strengthen the core academic program in the school;
  - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
  - c. Include strategies for meeting the educational needs of historically underserved populations;
  - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
    - i. Counseling, pupil services, and mentoring services;
    - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - iii. The integration of vocational and technical education programs; and
  - e. Address how the school will determine if such needs have been met; and
  - f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Based on the data, the school has adopted the following academic target goals for the 2016-2017 school year:

1. Increase the number of K-2 students who are proficient on TRC in mClass by 5%
2. Increase the number of 3-5 students who are proficient in reading on the EOG by 5%
3. Implement the first stage of PBIS including developing a schoolwide discipline plan and expectations for students.

The following reform strategies will be implemented for the 2016-2017 school year:

1. Purchase iReady for reading for students in grades 2 – 5. Teachers are required to have the students working in iReady for at least 1 ½ hours per week during the instructional day. Students will also be able to access their account from home. This

strategy will provide opportunities for students to meet proficient and advanced levels of student academic achievement.

2. Implement a Master Schedule that includes a daily Intervention block. This strategy will be used to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards.
3. Implement Professional Learning Communities for 2 hours and 15 minutes on one day per week during the instructional day. This will provide time for teachers to collaborate and plan together. Mini staff developments will be implemented during the PLC time twice a month with a focus on effective methods and instructional strategies that are based on scientifically based research that. This will also allow the staff to strengthen the core academic program.
4. All staff meetings will be used for staff development with a focus on effective methods and instructional strategies that are based on scientifically based research. The staff development sessions will include the following topics
  - Reading Workshop Model training
  - Linda Hoyt Literacy Strategies
  - Vocabulary Development and Close Reading
  - Writing Across the Curriculum
  - Student Engagement
  - mClass
  - Read to Achieve
  - Text Features
  - Writing About Reading
5. Provide direct vocabulary instruction ~ Teachers will provide students with specific word instruction and word-learning strategies to increase fluency and comprehension.
6. Provide explicit instruction ~ Teachers will the systematic lesson delivery format that ensures all students are provided a direct explanation, modeling, guided and independent practice and assessment necessary to improving achievement.
7. Provide flexible grouping/differentiated instruction ~ Students will be grouped based on their readiness for the standards using different instructional methods based on their academic needs
8. Implement PBIS by recognizing BUG Cards that are drawn on Friday
9. Implement PBIS with a focus on tardies and attendance by conducting morning drawings for students to earn an ice-cream party with their friends
10. Implement PBIS by developing the school's acronym (Mustang P.R.I.D.E) and making the students aware of what it stands for

Artifacts:

- Schedules
- PLC Minutes
- iReady Data
- Sign-in Sheets for Staff Meetings
- PowerPoint Presentations and Handouts from Staff Meetings
- Walkthrough Data
- Schoolwide Discipline Plan

**Related Indistar® indicators (if applicable):**

A1.01

A1.03

A1.04

B3.03

A4.01

**Component 3** - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

**Narrative:**

Germantown Elementary School is in compliance with the requirements in section 1119 of the No Child Left Behind Law regarding qualifications for teachers and paraprofessionals.

**Artifacts:**

- Principal's Attestation Statement
- HR Records

**Related Indistar® indicators (if applicable):**

**Component 4 – §1114(b)(1)(D):** In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

➤ **Narrative:**

All staff meetings will be used for staff development with a focus on effective methods and instructional strategies that are based on scientifically based research. The staff development sessions will include the following topics

- Reading Workshop Model training
- Linda Hoyt Literacy Strategies
- Vocabulary Development and Close Reading
- Writing Across the Curriculum
- Student Engagement
- mClass
- Read to Achieve
- Text Features
- Writing About Reading

In addition, Professional Learning Communities will be implemented for 2 hours and 15 minutes on one day per week during the instructional day. This will provide time for teachers to collaborate and plan together. Mini staff developments will be implemented during the PLC time twice a month with a focus on effective methods and instructional strategies that are based on scientifically based research that. This will also allow the staff to strengthen the core academic program.

Artifacts:

- PLC Surveys
- PLC minutes
- Staff Meeting Surveys
- Staff Meeting Sign-in Sheets

- Walkthrough Data
- Staff Development Plan

**Related Indistar® indicators (if applicable):**

A1.03

A1.01

**Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.**

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

**Narrative:**

Germanton Elementary School is in compliance with the requirements in section 1119 of the No Child Left Behind Law regarding qualifications for teachers and paraprofessionals. The school system offers a competitive salary and benefits package for prospective employees. Perspective teachers are attracted to receiving support through the mentoring program that is established to support all new teachers as well as other educators who need instructional support within the classroom. The new teachers are assigned a mentor to assist with becoming familiar with the culture of Germanton Elementary. In addition, the perspective educators receive support from monthly Beginning Teacher meetings at the school with the administrator and their mentors.

**Artifacts:**

- Principal's Attestation Statement
- HR Records
- Beginning Teacher Monthly Sign-in Sheets
- Monthly Mentor Collaboration Forms For Their Mentee

**Related Indistar® indicators (if applicable):**

**Component 6 - §1114(b)(1)(F):** Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

**Narrative:**

The Germanton faculty recognizes that parent involvement is critical to students' educational success, and parent participation in academic, social, and extracurricular activities is encouraged. Parents are invited to attend Open House and Family Nights throughout the school year. The school hosts a Curriculum Night/Title I Informational Meeting in the fall of each school year to inform parents about Title I and their right to be involved. Bi-monthly SIT Team Meetings are held, as well as monthly PTO Board Meetings. Our SIT Team includes staff members and a parent who meet to discuss school improvement issues. All parents are invited to attend the SIT and PTSO meetings and are notified through the school newsletter and on the school web site. Parents complete surveys in the spring of each year for the next year's compacts. The School Improvement Team then reviews and approves Parent-Student-Teacher compacts. All parents, students and teachers sign compacts in the fall of each year. Our Leadership Team is committed to increasing parents' attendance at Parent Night Events. Events are planned to make the night special by involving students in the evening agendas. Students give presentations related to classroom and/or extracurricular activities and our faculty will make every effort to insure parents feel welcome. Parents will also be treated to light meals or snacks at the beginning of each event

Communication at Germanton is fostered through classroom and schoolwide newsletters, email communication from school personnel, web pages, parent-teacher-student conferences, progress reports, report cards, Parent Teacher Organization (PTO) activities, PTO Facebook site, the school sign, Germanton Facebook and Twitter, and Connect Ed which is an automated calling system to relay current school and community related information and events. Parents may also access information from the school website or check grades, absences, and tardies online through PowerSchool. Parents are invited to have lunch with their child(ren) and to participate in school field trips. Students have a school agenda in which notes, test alerts, reminders, and homework assignments are recorded by the teacher or the student daily. Classroom teachers, the PTO and special support programs at Germanton solicit volunteers to help with various tasks in the school and classroom. A computer check-in system is available in the office to provide parents and visitors with a printed photo ID. Volunteer hours and student check-in/out can be analyzed through this database software. This system is part of the school safety plan as it maintains a record of all visitors in and out of the building.

Based on the data, the school has adopted the following target goal for the 2016-2017 school year:

1. Increase parent involvement by 10%.

The following strategies will be implemented for the 2016-2017 school year to increase parental involvement:

- Include parents and students in active participation in Title I Nights:
  1. Literacy Game Night (Learn how to play and take a game home with you)
  2. Math Theater Night (Students teach their parents how to solve math problems)
  3. Duke Energy Science Night

Artifacts:

- Sign-in sheets
- Flyers
- Samples of literacy games
- Samples of Math Theater scripts
- Samples of interactive science activities
- Video and pictures of events
- Connect Ed Messages

**Related Indistar® indicators (if applicable):**

E1.06

B1.03

**Component 7 - §1114(b)(1)(G):** Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

**Narrative:**

The school provides a kindergarten enrollment / screening day for all incoming kindergartners. A tour of the building is available for families of students coming to kindergarten. At this event, parents have an opportunity to meet kindergarten teachers and other school personnel, become acquainted with other parents, and join our Parent Teacher Organization. Parents are given a packet of information which includes a list of skills that kindergartners will learn and a summer work packet to help their child be ready to start school. A Meet-the-Teacher event occurs before the school year begins where kindergartners are able to meet their teacher, see their classroom, and become familiar with the school.

**Artifacts:**

- Kindergarten Screening Schedule
- Parent Packets
- Parent Sign-in Sheets

**Related Indistar® indicators (if applicable):**

**Component 8 - §1114(b)(1)(H):** Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Narrative:**

Teachers examine formative, summative, and standardized test scores to identify the strengths and needs of students and to review the school improvement plan. The goal is to improve the performance of individual students and the overall instructional program through analysis of multiple data points.

Teachers participate in making assessment decisions in the following ways:

- The School Improvement Team (SIT) is made up of administrators, grade level representatives, specialty teachers and parents. This team reviews school wide data and notes areas that need to be addressed in order to maintain adequate yearly progress.
- Common grade level planning is held with the administration to discuss expectations of student performance and planning.
- Data Analysis sessions are held with all teachers and leadership team to discuss and analyze the data from mClass, Benchmarks, iReady Assessments, 5<sup>th</sup> grade Checkins and other data sources which identifies the strengths and weaknesses of students in each grade level and individual classrooms.

**Artifacts:**

- School Improvement Team agendas
- School Improvement Team Minutes
- PLC Minutes / Agendas
- Master Schedule

**Related Indistar® indicators (if applicable):**

A1.04

A1.05

A2.04

**Component 9 - §1114(b)(1)(I):** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

**Narrative:**

The Germanton Student Support Team (SST) process is the key to identifying students with difficulties and providing effective and timely assistance to these students. This process is designed to help support students who may have difficulty with academic or behavioral issues. Teachers identify students who are experiencing difficulty and implement Tier I instructional strategies based upon individual student needs. Teachers gather information regarding strengths and specific concerns, strategies attempted, and outcomes. If the teacher determines that strategies are not successful, the student is referred to Tier II, which is SST. After reviewing the data, SST recommends Intervention strategies which are implemented over a period of time. The teacher will adjust instruction, monitor progress, collect data, and document the results.

Germanton Elementary provides activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards receive effective, timely additional assistance. Those activities include the following:

- iReady data identifies at risk students according to the requirements outlined by the state. The iReady program instructs students on their level and is designed help students learn the missing skills that are keeping them from mastering academic achievement standards. Teachers can assign specific activities in iReady to help support the learning that is occurring in the regular classroom.
- Flexible groups which allow all students to meet with the teacher in small groups based on needs identified by formative assessments.
- Daily intervention block which is scheduled for all students in order to remediate, maintain, and accelerate learning.

**Artifacts:**

- iReady Reports

- Lesson Plans
- Walkthrough Data
- Master Schedule

**Related Indistar® indicators (if applicable):**

A1.04

A1.05

A4.01

B1.03

B3.01

C2.01

**Component 10 - §1114(b)(1)(J):** Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

**Narrative:**

Administrative leaders are responsible for implementing a fiscally sound budget, which is coordinated through the district office. The principal works closely with the teachers to establish priorities to meet the needs of students. The School Improvement Team at Germanton Elementary coordinates the programs and funding provided by the state, the district and Title I. The funding from each of these sources is directed to support the goals of Germanton Elementary. The district finance office works closely with the school to monitor the expenditure of all funds in accordance with federal and state guidelines as well as school board policy.

**Artifacts:**

- Comprehensive Needs Assessment
- State, local, and Title I Budgets

**Related Indistar® indicators (if applicable):**