

Stedman Elementary 2014-2016 SIP

Stedman Elementary School
Cumberland County School System

Stanley Douglas, Principal
7370 Clinton Road
Stedman, NC 28391

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Overview

Plan Name

Stedman Elementary 2014-2016 SIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2014-2016 To promote continuous quality improvement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	2014-2016 To improve our use of technology.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	2014-1016 To expect academic growth by all children.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000

Goal 1: 2014-2016 To promote continuous quality improvement.

Measurable Objective 1:

collaborate to effectively reform the professional learning committees. Allowing for additional professional development activities/opportunities in order to increase student and teacher performance, by 06/10/2016 as measured by monthly PLC meetings where minutes and strategies of the meetings will be recorded. Meetings will be monitored by administration to ensure guidelines are followed and that the objectives will meet student growth..

Strategy 1:

After the vertical team PLC monthly meetings, each representative from the PLC will report the information gained back to their grade level. The grade level will then discuss the information during their weekly grade level meetings and implement. - Once teachers share ideas gained from the PLC meetings all teachers will implement what they learned from colleagues in their classroom and monitor student performance. Teachers will remediate accordingly based on the data reviewed during the PLC meetings as well as the needs of the school.

Research Cited: The research that supports the use of these strategies are benchmark and EOG test results. Also, results from Reading 3D and Study Island reports.

Activity - Exercises that increase student growth.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improving teachers' knowledge to increase student growth.	Academic Support Program	08/26/2014	06/10/2016	\$0	No Funding Required	All staff including teachers, teacher assistants, instructional coach and administration .

Goal 2: 2014-2016 To improve our use of technology.

Measurable Objective 1:

demonstrate a proficiency that 100% of our Exceptional Children's teachers will demonstrate proficiency in the use of the iPad. That 75% of our 2 - 5 grade students will demonstrate proficiency in the use of Google Drive, by 06/10/2016 as measured by Reading 3D assessments.

Strategy 1:

Peer training - We will implement peer to peer training and support offered by 3rd grade teachers who have already achieved proficiency with this technology. Also through the combined effort of the 2nd grade teachers and the school media coordinator, 2nd grade students will be taught how to use the program. Finally, make use of support training offered through the county's Edmodo platform to instruct students in the proper access and use of Google Docs and Google Drive.

Activity - Independent Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In school staff development held at least twice during the school year along with informal training. The students will create and save at least three documents per nine weeks grading period and "share" with their homeroom teacher and media coordinator in order to show proficiency. Documents will be created in at least two of the five available formats (Document, presentation, spreadsheet, form or drawing.)	Technology	08/26/2014	06/10/2016	\$0	No Funding Required	All staff will be responsible.
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Goal 3: 2014-1016 To expect academic growth by all children.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency and growth on grade level in Mathematics by 06/10/2015 as measured by EOG and benchmarks .

Strategy 1:

Remediation by Standards - SchoolNet - During our data sessions we will use detailed results from SchoolNet assessments to determine individualized standards that were not mastered. Each grade level has a designated remediation teacher that will work with students based upon these standards.

Activity - SchoolNet Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped based upon Study Island pretests, SchoolNet assessments, Reading 3D assessments, Reading Counts/Lexile levels and daily work/assessments. The assessments will cover Common Core standards. After completion of the assessments students will be assigned individualized lessons and be remediated based on their level of need on that standard.	Academic Support Program	08/26/2014	06/10/2015	\$5000	General Fund	All teachers, computer assistant and remediation teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SchoolNet Assessments	Students will be grouped based upon Study Island pretests, SchoolNet assessments, Reading 3D assessments, Reading Counts/Lexile levels and daily work/assessments. The assessments will cover Common Core standards. After completion of the assessments students will be assigned individualized lessons and be remediated based on their level of need on that standard.	Academic Support Program	08/26/2014	06/10/2015	\$5000	All teachers, computer assistant and remediation teachers
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exercises that increase student growth.	Improving teachers' knowledge to increase student growth.	Academic Support Program	08/26/2014	06/10/2016	\$0	All staff including teachers, teacher assistants, instructional coach and administration
Independent Practice	In school staff development held at least twice during the school year along with informal training. The students will create and save at least three documents per nine weeks grading period and "share" with their homeroom teacher and media coordinator in order to show proficiency. Documents will be created in at least two of the five available formats (Document, presentation, spreadsheet, form or drawing.)	Technology	08/26/2014	06/10/2016	\$0	All staff will be responsible.
Total					\$0	

LEA or Charter Name/Number:

Cumberland County Schools - 260

School Name:

Stedman Elementary

School Number:

430

Plan Year(s):

2014-2016

Voting: All staff must have the opportunity to vote anonymously on the School Improvement Plan.

For 37

Against 0

Percentage For 100%

Date approved by Vote: 18- August , 2014

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	Year elected
Principal	Stanley Douglas	2014
Assistant Principal Representative	April Thomas	2014
Teacher Representative	Jessica Rogers	2014
Inst. Support Representative	Nicole Freeman	2014
Teacher Assistant Representative	Lori Tyndall	2014
Parent Representative	Tracey Autry	2014
Additional Representative	Melissa Boisvert	2014
Additional Representative	Lori Norton	2014
Additional Representative	Denise Fox	2014
Additional Representative	Beth Matthews	2014
Additional Representative	Jennifer Rozier	2014
Additional Representative	Sandra Wrench	2014
Additional Representative	Andrea Hunter	2014

**School-Based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2014-2016**

Instructions: Listed below is the waiver that only **Elementary Schools** have the option to request. Complete all cells that have a red border.

LEA or Charter School Name/Number:

Cumberland County Schools -
260

School Name:

Stedman Elementary

Waivers

General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

Allowable Waivers and Conditions

General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

DPI allowable waiver (Elementary Schools only)

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

Allocation of Teachers: Class size - Flexibility

Yes

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

G.S. 115C-301, (C) Class Size

3. State how the waiver will be used.

to create larger class sizes

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

All students will be in class with a teacher.

Remediation Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: Stanley Douglas

Year: 2014-2016

Description of the Plan

Purpose:	The purpose of this plan is to provide supplemental instruction to at-risk students to ensure mastery of course objectives and/or specific graduation requirements. (Schools serving students in kindergarten or first grade must determine how to prepare students to read at grade level by the time they enter second grade.)
Delivery:	The staff will work with struggling and borderline students in the areas of math, reading and science in small group settings, throughout the year. Also, after school tutoring will begin the second semester for one hour, twice a week in small group settings. These students will be assessed weekly and quarterly to monitor their performance and progress.
Students Served:	All students in grades 2-5 will be served with Remedial services.

Budget Amount

AMOUNT

Total Allocation:

\$19,914.65

Budget Breakdown

AMOUNT

Personnel:

Retta Taylor - Grade 3 remediation teacher. Ms. Taylor will remediate struggling and borderline third grade students in math and reading. Remediation will begin Feb. 3 thru May 21. Ms. Taylor will remediate three days a week, Tuesday, Wednesday and Thursday from 8:30 - 11:30.	\$4,320.00
Debra Farmer - Grade 4 remediation teacher. Ms. Farmer will remediate struggling and borderline fourth grade students in math and reading. Remediation will begin Feb. 3 thru May 21. Ms. Farmer will remediate three days a week, Tuesday, Wednesday and Thursday for three hours a day from 8:30 - 11:30.	\$4,320.00

Jill Jackson -Grade 2 remediation teacher. Ms. Jackson will remediate struggling and borderline second grade students in math and reading. Remediation will begin October 7 thru May 21. Ms. Jackson will remediate three days a week, Tuesday, Wednesday and Thursday, from 8:00 - 10:30.	\$6,525.00
Certified teachers will remediate students in grades 2 - 5 beginning February 3 in afterschool tutoring. Teachers will conduct afterschool tutoring two days a week, Tuesday and Thursday from 2:25 - 3:25. Tutoring will continue thru May 21. Students will rotate based on assessments, mastery, proficiency and growth.	\$4,000.00



Materials & Supplies:	Afterschool remediation snacks for the students. Additional NC Ready books for afterschool tutoring.	\$749.00



Transportation:	No transportation. Parents must pick up the students.	

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Grand Total:

\$19,914.00

Monitoring & Evaluating Tools: *Indicate Yes or No by selecting Y or N from drop-down*

y	PEP
y	Student Activity Log
y	Other (If yes, specify in the box below):
CCS C & I assessments, tools and resources. Also, NC Ready books and assessments. Quarterly CCS benchmark assessment and data.	

Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: Stedman Elementary
 Year: 2014-2015

Description of the Plan

Purpose:	The purpose of this plan is to provide a detailed description of staff development expenditures.
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Budget Amount

AMOUNT

Total Allocation:

Unknown

Budget Breakdown

Briefly describe the title of and purpose for the staff development:

**Staff Development
1**

Quarterly Data Sessions.

Description

AMOUNT

Personnel:

Half day subs for teachers grades 2-5 for Data Sessions.

\$1,680.00

Training materials:

Registration/Fees:

Travel:

Ap

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

Total for staff development 1:
This cell will automatically total for you

\$1,680.00

District Wide Components

Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	Y
Duty free planning time	Please describe approximately how much planning time your teachers have during a week: Teachers have common planning daily for 40 minutes. Each grade level meets weekly afterschool for 2.5 hours. Totalling 5 hours and 50 minutes of planning per week.	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	N
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	
Parental Involvement	Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): (1) Open House August 21, 2014. (2) Curriculum Night September 16, 2014. (3) Parent/Teacher Conferences November 20 - 23, 2014. (4) Volunteer Orientation September 23, 2014. (5) Volunteer Appreciation Breakfast - April 28, 2015. (6) EOG Focus Night April 30, 2015. (7) Quarterly PTA meetings.	

Safe and Orderly schools	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>
Review of the SIP plan and notification of changes	<p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>