

# Chinquapin Elementary School Improvement Plan

**LEA or Charter Name & Number:** Duplin County Schools (#)  
**School Name & Number:** Chinquapin Elementary School (#330)  
**School Address:** 3894 NC Hwy 50  
 Chinquapin NC 28521  
**Plan Year(s):** Chinquapin Elementary  
**Date prepared:** August 4, 2015

**Principal Signature:** \_\_\_\_\_ Tracy D.Mintz \_\_\_\_\_  
Typed Name Approval Date

**Local Board Approval Signature:** \_\_\_\_\_ \_\_\_\_\_  
Typed Name Approval Date

<b>School Improvement Team Membership</b>	
<i>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."</i>	
Committee Position*	Name
Principal	Tracy D.Mintz
Assistant Principal Representative	Brittany Knowles
Teacher Representative	Denise Humphries
Inst. Support Representative	Karen Kennedy
Teacher Assistant Representative	Debra Carr
Parent Representative	Shannon Cole

**State Board of Education Goals: Future-Ready Students for the 21st Century**

**Goal 1:** North Carolina public schools will produce globally competitive students.

**Goal 2:** North Carolina public schools will be led by 21st Century professionals.

**Goal 3:** North Carolina public school students will be healthy and responsible

**Goal 4:** Leadership will guide innovation in North Carolina public schools.

**Goal 5:** North Carolina public schools will be governed and supported by 21st Century systems.

## School Vision and Mission Statements for Chinquapin Elementary School

**Vision:**

Chinquapin Elementary School is a school where all students can feel loved and safe while learning to be successful in a global society.

**Mission:**

At Chinquapin Elementary School, our mission is to be a community of lifelong learners, responsible global citizens, and champions of our own success.

**Phase 1: Data Collection and Review**

To guide your school's data review, research and include all data requested under each the Design Principles below. Data that is level-specific will be labeled (i.e. elementary, middle, high school). Also include any additional school-specific data that applies to each Design Principle. Do not provide a list of what you are doing; instead, evaluate what you are doing and include effectiveness data in this section. Also remember that there are four types of data (demographic, performance, process, and perception). Schools should collect all of the data requested prior to the submission deadline.

**Note:** Major subgroups consist of race (black, Hispanic, white), students with disabilities (SWD), economically-disadvantaged students (EDS), limited English proficient (LEP)

## Ready for College

- Number of college-themed field trips and total number of students attending each trip.

Destination	Grade/Group	Date	# of Students
JSCC	PreK	4/26/2015	18
UNCW	K	4/17/2015	65
LCC	1	4/21/2015	55
JSCC	2	4/23/2015	65
UNCCH	3	3/11/2015	70
UNCCH	4	2/6/2015	65
U of T(Toronto) and ECU	5	3/10/2015	63
NC State	6	1/9/2015	70
MOC	7	11/6/2014	65
ECU/UNCCH	8	10/23/14, 1/27/15	74
JSCC	EC	4/22/15	8

- Number of college- and career-themed guest speakers and total number of students impacted with each session

Speaker	Grade/Group	Date	# of Students
Farmer-Warren Sloan, EMT-Richard Dorn and James Whaley, Juvenile Court Counselor Jessica Harper, Real Estate Agent - Cindy Hatcher, Welder, Cosmetology JSCC student, Diesel Mechanic Jonathan Merritt, Police Officer Matthew Summerlin, Nurse Wendy Sholar, Veterinarian Margie Hunter, Military Josh Bergman, Teacher Denise Humphries, Preacher Sam Summer, Athletic Training Director Tammy Holleman	5,6,7,8	4/21/15	272
Duplin County Extension Office- Justin Whitley and Bridget Huffman (Careers in Ag. Field)	2	3/18/15, 4/2/15	65
Meteorologist Marvin Daugherty	5,7	11/2/14	122
Murphy Brown Water - Rhonda Campbell	8	12/12/14	74

- College Readiness: Number tested and percentage of students college-ready on each section of the EXPLORE (8th grade), PLAN (10th grade), ACT (11th grade)

#### EXPLORE (8th Grade)

	2012-13		2013-14		2014-15	
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	# Tested	% Met Benchmark
English (Minimum 13)	65	40%	52	62%	56	66%
Reading (Minimum 16)	65	32%	52	46%	56	34%
Mathematics (Minimum 17)	65	24%	52	52%	56	34%
Science (Minimum 18)	65	14%	52	30%	56	45%

- College Readiness: Number tested and percentage of students college-ready on each section of the EXPLORE (8th grade), PLAN (10th grade), ACT (11th grade)

#### PLAN (10th Grade)

	2012-13		2013-14		2014-15	
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	# Tested	% Met Benchmark
English (Minimum 15)		%		%		%
Reading (Minimum 18)		%		%		%
Mathematics (Minimum 19)		%		%		%
Science (Minimum 20)		%		%		%

#### ACT (11th Grade)

	2012-13		2013-14		2014-15	
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	# Tested	% Met Benchmark
English (Minimum 18)		%		%		%
Reading (Minimum 22)		%		%		%
Mathematics (Minimum 22)		%		%		%
Science (Minimum 17)		%		%		%
Composite (Minimum 17)		%		%		%

- Description of processes/programs designed to promote college and career readiness, effectiveness data of these processes/programs

**Process/Program(s) Description**

As seen from the above template all of our grade-levels expose their students to various “college ready” opportunities. Some grade levels schedule at least one college-based field trip during the school year. Most of these field trips are organized to incorporate at least one state-funded university, private university, and community college in order for students to receive full exposure to various college settings. In addition, guest speakers from various occupations are invited to discuss the requirements and responsibilities regarding their current career. Finally, 8th grade students completed the Explore assessment, which is designed to give teachers information concerning students’ strengths and weaknesses when applying knowledge in the areas of math, English, reading, and science. The Explore test is a test of college-readiness in the areas of math, English, reading, and science. Students, parents, and teachers may use this information as eighth graders select classes as they transition to high school.

**Effectiveness Data**

During the past three years, English and Science have continued on a positive trend. Reading and Math have continued to be inconsistent throughout the past three years. Students were consistent with both Reading and Math with 34%. Teachers continue to implement college and career readiness skills into their daily classroom instructional practices.

- College course enrollment (high school) – number of students enrolled, performance data, number of students eligible for college courses, etc. (See College and Career Liaisons for this information)

**College Transfer Pathway**

	2011-12	2012-13	2013-14	2014-15
Number Eligible				
Percent Eligible (11th/12th Grade)	%	%	%	%
Number Enrolled in College Transfer Courses				
Percent Passing	%	%	%	%
Percent C or Higher	%	%	%	%

**CTE Pathway**

	2011-12	2012-13	2013-14	2014-15
Number Eligible				
Percent Eligible (11th/12th Grade)	%	%	%	%
Number Enrolled in CTE Pathway Courses				
Percent Passing	%	%	%	%
Percent C or Higher	%	%	%	%

**Early College**

	2011-12	2012-13	2013-14	2014-15
Number Eligible				
Percent Eligible	%	%	%	%
Number enrolled in College Courses				
Percent Passing	%	%	%	%
Percent C or Higher	%	%	%	%

- Advanced Placement enrollment (high school) – number of students enrolled in each AP course offered, performance data by AP course, number of college credit attainment through AP, etc.

#### Advanced Placement Courses

	2011-12	2012-13	2013-14	2014-15
Number of Students Enrolled				
Total Number of Classes Taken				
Percentage of Test-Takers that Scored 3 or Higher on AP Exam	%	%	%	%
Percent Passing Class	%	%	%	%
Percent C or Higher in Class	%	%	%	%

- Number/Percentage of seniors to accepted to at least one college (high school)

	2013-14	2014-15
<b>Number of seniors</b>		
<b>Number of seniors accepted to at least one college</b>		
<b>Percentage of seniors accepted to at least one college</b>	%	%

- SAT average score and 3-year trend data (high school)

	2011-12	2012-13	2013-14	2014-15
Number of Students Tested				
Average SAT Score				

- Percent of juniors/seniors taking SAT (high school)

	2011-12	2012-13	2013-14	2014-15
Number of Juniors/Seniors Enrolled				
Number of Juniors/Seniors Completing SAT				
Percent of Juniors/Seniors Completing SAT	%	%	%	%

- Number of students who completed SAT prep course this school year (high school)

	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Number Participating in SAT Prep Course				

- Additional school-specific data as related to Ready for College

**Additional School-Specific Data for Ready for College:**

CES is currently at the beginning steps on the Ready for College rubric. Teachers/grade levels promote college readiness by adopting colleges and all classes have taken field trips to visit college campuses. Some classrooms at CES have college themes on the walls and teachers' credentials are also posted beside their classrooms. The goal for all students to have the opportunity to visit a two and four year college has been met. We will strive for all students to have the opportunity to enroll in some high level courses. Students who are currently enrolled in college based online courses are challenged by the format. During the 2014-2015 school year, 9 students were enrolled in the online high school courses Earth/Environmental Science. In addition, 19 students enrolled in the high school course Math I. Most students were proficient in these courses. 5 students were enrolled in the online World History course. Students in eighth grade take the EXPLORE test which is a college readiness assessment. The results are utilized by making data driven decisions.

## Require Powerful Teaching and Learning

- Classroom Walkthrough Data – how many walk-through observations conducted, summary data for each indicator on walk-through form (see principal for summary spreadsheet)

Number of Walkthroughs Documented on Google Form in Current School Year	179
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Summary of Data from Summary Spreadsheet (i.e. Include trends and overall conclusions – please do not copy and paste data or provide link to data):

Summary of Data from Summary Spreadsheet:

- During classroom walkthroughs, the most common CIF strategies being used were classroom talk and questioning. In contrast, literacy groups and writing to learn were least observed during this time observed. This continues to be a trend.

NCNSP Common Instructional Framework

- 44.9% Classwork Talk
- 22.7% Collaborative Group Work
- 14.8% Literacy Groups
- 51.1% Questioning
- 35.8% Scaffolding
- 7.4% Writing to Learn

CIF strategies Observed but Not Implemented Effectively 0%

No CIF Strategies Implemented 4%

Do the instructional activities align with the Learning Targets posted?

14% Not being observed

81% Yes

1.1% No

3.9% Learning Targets Not Posted

- During classroom walkthroughs, the most common formative assessment used was oral questioning and the least common formative assessment being written response. This continues to be a trend.

Formative Assessment

- 21.8% Informal student presentations and/or products
- 54% Oral questioning
- 42.5% Student/Group monitoring
- 10.3% Written response (quiz, journal, exit ticket)
- 19.5% Other

- Thinking and talking were the most prevalent during the classroom walkthroughs. This can be associated with the high percentage of oral questioning observed.

Focus on the Learner

46% Reading

31.3% Writing

70.5% Thinking

59.7% Talking

14.8% Using technology devices

11.4% Working in Collaborative Groups

26.7% Working with hands-on materials

5.1% Other

- During the classroom walkthroughs, most students are engaged at least 90% of the time.

Student Engagement

56.5% of the time 100%  
 42.4% of the time 90-99%  
 .6% of the time 70-89%  
 .6% of the time 50-69%  
 Less than 50% of the time 0%

- The most common Revised Bloom’s Taxonomy used is the basic levels of remembering, understanding and applying.

The

highest levels are being used the least amount of time.

Revised Bloom’s Taxonomy

48.3% Remember (Recalling information)  
 74.1% Understand (Explaining Ideas or Concepts)  
 54.6% Apply (Using information in another familiar situation)  
 27% Analyze (Breaking information into parts)  
 5.2% Evaluate (Justifying a decision or course of action)  
 2.9% Create (Generating new ideas, products, or ways of viewing things)

- Global education needs to be promoted more through classroom displays and activities.

Global education is promoted through classroom displays/activities

68.7% Not being observed  
 26.8% Yes  
 4.5% No

Summary of Data from Summary Spreadsheet:

Focus on the Learner

46% Reading  
 31.3% Writing  
 70.5% Thinking  
 59.7% Talking  
 14.8% Using technology devices  
 11.4% Working in Collaborative Groups  
 26.5% Working with hands-on materials  
 5.1% Other

- BT Data – total number of BT 1, BT 2, BT 3, percentage of BTs at the beginning/early steps/growing innovations/new paradigms levels on the beginning of year and end of year BT assessment, using the Powerful Teaching and Learning Rubric.

	Beginning of Year	End of Year
<b>Number of BT 1 Teachers</b>	3	3
<b>Number of BT 2 Teachers</b>	3	3
<b>Number of BT 3 Teachers</b>	3	3
<b>Total Percentage of BTs at Beginning Stage</b>	11%	11%
<b>Total Percentage of BTs at Early Steps</b>	78%	56%
<b>Total Percentage of BTs at Growing Innovations</b>	11%	33%
<b>Total Percentage of BTs at New Paradigms</b>	0%	0%

- Summative Performance Data (EOG, EOC, CTE). Include proficiency and growth index for students by grade/course and major subgroups. Include a separate chart for each EOG, EOC, or CTE Post-Assessment administered at your school.

#### Test 1 Reading EOG

	2012-13	2013-14	2014-15
Mean NCE Gain	0.6	2.4	
Overall Proficiency	37.7%	57.8%	58.7
Black Students (Proficiency)	23.4%	53.7%	53.7
Hispanic Students (Proficiency)	17.8%	41%	41.0
White Students (Proficiency)	44.4%	68%	68.0
SWD (Proficiency)	8%		
EDS (Proficiency)	22.6%		
LEP (Proficiency)	11.8%		

#### Test 2 Reading EOG Grade 3

	2012-13	2013-14	2014-15
Mean NCE Gain			
Overall Proficiency	43.8%	73.4%%	59.4
Black Students (Proficiency)	<5%	57.1%	53.8
Hispanic Students (Proficiency)	40%	80%	12.5
White Students (Proficiency)	50%	77.3%	69.7
SWD (Proficiency)	*	*	
EDS (Proficiency)	28.6%	67.6	
LEP (Proficiency)	40%	*	

#### Test 3 Reading EOG Grade 4

	2012-13	2013-14	2014-15
Mean NCE Gain	-3.0	3.0	
Overall Proficiency	39.7%	52.5%	69.8
Black Students (Proficiency)	33.3%	33.3%	63.6
Hispanic Students (Proficiency)	25%	55.6%	50.0
White Students (Proficiency)	43.8%	55.8%	55.8
SWD (Proficiency)	9.1%	*	
EDS (Proficiency)	27.8%	35.9	
LEP (Proficiency)	*	*	

**Test 4 Reading EOG Grade 5**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	4.3	3.3	
<b>Overall Proficiency</b>	27.9%	52.9%	46.9
<b>Black Students (Proficiency)</b>	<5%	54.5%	66.6
<b>Hispanic Students (Proficiency)</b>	11.1%	44.4%	57.1
<b>White Students (Proficiency)</b>	37.5%	53.3%	88.3
<b>SWD (Proficiency)</b>	<5%	20.0	
<b>EDS (Proficiency)</b>	17.5%	44.4	
<b>LEP (Proficiency)</b>	*	*	

**Test 5 Reading EOG Grade 6**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	0.6	1.8	
<b>Overall Proficiency</b>	43.2%	46.3%	58.2
<b>Black Students (Proficiency)</b>	18.8%	*	60.0
<b>Hispanic Students (Proficiency)</b>	11.1%	9.1	37.5
<b>White Students (Proficiency)</b>	55.3%	57.4	64.4
<b>SWD (Proficiency)</b>	16.7%	11.1	
<b>EDS (Proficiency)</b>	25.6%	33.3	
<b>LEP (Proficiency)</b>	<5%	*	

**Test 6 Reading EOG Grade 7**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	1.7	3.4	
<b>Overall Proficiency</b>	45.8%	61.5%	60.6
<b>Black Students (Proficiency)</b>	37.5%	2.7	80.0
<b>Hispanic Students (Proficiency)</b>	*	70.0	45.4
<b>White Students (Proficiency)</b>	52.3%	69.4	63.0
<b>SWD (Proficiency)</b>	<5%	*	
<b>EDS (Proficiency)</b>	20%	*	
<b>LEP (Proficiency)</b>	*	*	

**Test 7 Reading EOG Grade 8**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	-0.5	0.6	
<b>Overall Proficiency</b>	26.5%	60.3%	57.3
<b>Black Students (Proficiency)</b>	30.8%	85.7	25.0
<b>Hispanic Students (Proficiency)</b>	<5%	*	33.3
<b>White Students (Proficiency)</b>	29.2%	57.8	67.3
<b>SWD (Proficiency)</b>	8.3%	16.7	
<b>EDS (Proficiency)</b>	15%	44.8	
<b>LEP (Proficiency)</b>	*	*	

**Test 8 Math EOG**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	2.6	-0.9	
<b>Overall Proficiency</b>	39.2%	48.6%	49.8
<b>Black Students (Proficiency)</b>	21.9%	20.0	20.0
<b>Hispanic Students (Proficiency)</b>	28.9%	31.4	31.4
<b>White Students (Proficiency)</b>	44.8%	56.2	56.2
<b>SWD (Proficiency)</b>	12.0%	*	
<b>EDS (Proficiency)</b>	27%	*	
<b>LEP (Proficiency)</b>	23.5%	*	

**Test 9 Math EOG Grade 3**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>	46.9%	71.9%	69.6
<b>Black Students (Proficiency)</b>	16.7%	42.9	53.8
<b>Hispanic Students (Proficiency)</b>	50%	80.0	50.0
<b>White Students (Proficiency)</b>	50%	79.5	76.7
<b>SWD (Proficiency)</b>	*	64.9	
<b>EDS (Proficiency)</b>	40.5%	64.9	
<b>LEP (Proficiency)</b>	40%	*	

**Test 10 Math EOG Grade 4**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	0.5	-3.2	
<b>Overall Proficiency</b>	47.9%	43.3%	61.9
<b>Black Students (Proficiency)</b>	26.7%	*	54.5
<b>Hispanic Students (Proficiency)</b>	25%	44.4	33.3
<b>White Students (Proficiency)</b>	58.3%	50.0	72.0
<b>SWD (Proficiency)</b>	18.2%	*	
<b>EDS (Proficiency)</b>	27.8%	26.3	
<b>LEP (Proficiency)</b>	*	*	

**Test 11 Math EOG Grade 5**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	-1.4	-5.7	
<b>Overall Proficiency</b>	33.8%	54.4	43.8
<b>Black Students (Proficiency)</b>	<5%	54.5	0
<b>Hispanic Students (Proficiency)</b>	11.1%	55.6	28.5
<b>White Students (Proficiency)</b>	41.7%	53.3	52.2
<b>SWD (Proficiency)</b>	9.1%	10.0	
<b>EDS (Proficiency)</b>	20%	44.4	
<b>LEP (Proficiency)</b>	*	*	

**Test 12 Math EOG Grade 6**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	7.9	5.7	
<b>Overall Proficiency</b>	39.2%	34.3%	38.8
<b>Black Students (Proficiency)</b>	31.3%	*	40.0
<b>Hispanic Students (Proficiency)</b>	33.3%	18.2	37.5
<b>White Students (Proficiency)</b>	42.6%	44.7	40.0
<b>SWD (Proficiency)</b>	16.7%	*	
<b>EDS (Proficiency)</b>	32.6%	20.5	
<b>LEP (Proficiency)</b>	20%	*	

**Test 13 Math EOG Grade 7**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	0.8	-0.9	
<b>Overall Proficiency</b>	42.4%	42.3%	43.9
<b>Black Students (Proficiency)</b>	50%	13.3	0
<b>Hispanic Students (Proficiency)</b>	*	50.0	18.1
<b>White Students (Proficiency)</b>	43.2%	49.0	52.1
<b>SWD (Proficiency)</b>	<5%	11.1	
<b>EDS (Proficiency)</b>	28%	29.5	
<b>LEP (Proficiency)</b>	*	40.0	

**Test 14 Math EOG Grade 8**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	1.8	1.5	
<b>Overall Proficiency</b>	25.0%	46.6%	41.3
<b>Black Students (Proficiency)</b>	<5%	85.7	16.6
<b>Hispanic Students (Proficiency)</b>	20%	*	28.5
<b>White Students (Proficiency)</b>	33.3%	57.8	46.9
<b>SWD (Proficiency)</b>	8.3%	16.7	
<b>EDS (Proficiency)</b>	12.5%	44.8	
<b>LEP (Proficiency)</b>	*	*	

**Test 15 Science EOG Grade 5**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	0.0	-1.2	
<b>Overall Proficiency</b>	29.4%	52.9%	52.9
<b>Black Students (Proficiency)</b>	16.7%	36.4	66.6
<b>Hispanic Students (Proficiency)</b>	11.1%	55.6	57.1
<b>White Students (Proficiency)</b>	37.5%	55.6	88.3
<b>SWD (Proficiency)</b>	9.1%	10.0	
<b>EDS (Proficiency)</b>	17.5%	41.7	
<b>LEP (Proficiency)</b>	*	*	

**Test 16 Science EOG Grade 8**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>	0.0	0.9	
<b>Overall Proficiency</b>	60.3%	89.7%	89.7
<b>Black Students (Proficiency)</b>	61.5%	85.7	41.6
<b>Hispanic Students (Proficiency)</b>	20%	*	66.6
<b>White Students (Proficiency)</b>	64.6%	91.1	95.9
<b>SWD (Proficiency)</b>	16.7%	33.3	
<b>EDS (Proficiency)</b>	52.5%	86.2	
<b>LEP (Proficiency)</b>	*	*	

**Test 17**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 18**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 19**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 20**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 21**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 22**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 23**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 24**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 25**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 26**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 27**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 28**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 29**

	2012-13	2013-14	2014-15
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

**Test 30**

	2012-13	2013-14	2014-15
<b>Mean NCE Gain</b>			
<b>Overall Proficiency</b>			
<b>Black Students (Proficiency)</b>			
<b>Hispanic Students (Proficiency)</b>			
<b>White Students (Proficiency)</b>			
<b>SWD (Proficiency)</b>			
<b>EDS (Proficiency)</b>			
<b>LEP (Proficiency)</b>			

- Numbers of teachers that exceeded growth, met growth, or did not meet growth according to EVAAS.

	2012-13	2013-14	2014-15
<b>Number of Teachers Exceeding Growth</b>	0	0	
<b>Number of Teachers Meeting Growth</b>	25	26	
<b>Number of Teachers Not Meeting Growth</b>	3	2	

- Reading 3D Data (elementary): Include current percent of students that are red, yellow, or green at each benchmark assessment (BOY, MOY, EOY) broken down by grade and major subgroups.

<b>All Students - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	46%	0%	13%
Percent Yellow	16%	53%	0%
Percent Green	35%	21%	19%
Percent Blue	3%	26%	68%

<b>Black Students - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	72%	0%	17%
Percent Yellow	14%	66%	0%
Percent Green	4%	17%	0%
Percent Blue	0%	7%	83%

<b>Hispanic Students - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	25%	0%	0%
Percent Yellow	50%	49%	0%
Percent Green	25%	38%	38%
Percent Blue	0%	13%	62%

<b>White Students - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	36%	0%	5%
Percent Yellow	15%	41%	0%
Percent Green	44%	21%	18%
Percent Blue	5%	38%	77%

<b>SWD - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	25%	0%	0%
Percent Yellow	50%	75%	0%
Percent Green	25%	0%	75%
Percent Blue	0%	25%	25%

<b>EDS - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>LEP - Kindergarten</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>All Students – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	18%	37%	30%
Percent Yellow	21%	19%	22%
Percent Green	16%	23%	33%
Percent Blue	45%	21%	15%

<b>Black Students – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	31%	50%	50%
Percent Yellow	23%	10%	20%
Percent Green	8%	20%	20%
Percent Blue	38%	20%	10%

<b>Hispanic Students – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	11%	25%	11%
Percent Yellow	22%	25%	45%
Percent Green	0%	37%	33%
Percent Blue	67%	13%	11%

<b>White Students – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	13%	32%	31%
Percent Yellow	20%	25%	17%
Percent Green	23%	18%	35%
Percent Blue	44%	25%	17%

<b>SWD – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	50%	34%	50%
Percent Yellow	0%	33%	25%
Percent Green	25%	33%	25%
Percent Blue	25%	0%	0%

<b>EDS – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>LEP – 1<sup>st</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>All Students – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	23%	36%	36%
Percent Yellow	26%	11%	14%
Percent Green	31%	21%	25%
Percent Blue	20%	32%	25%

<b>Black Students – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	20%	25%	25%
Percent Yellow	20%	13%	25%
Percent Green	30%	13%	37%
Percent Blue	30%	49%	13%

<b>Hispanic Students – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	40%	55%	50%
Percent Yellow	20%	9 %	10%
Percent Green	10%	9%	20%
Percent Blue	30%	27%	20%

<b>White Students – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	20%	28%	29%
Percent Yellow	29%	13%	12%
Percent Green	34%	28%	27%
Percent Blue	17%	31%	32%

<b>SWD – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	37%	62%	62%
Percent Yellow	37%	0%	0%
Percent Green	13%	25%	38%
Percent Blue	13%	13%	0%

<b>EDS – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>LEP – 2<sup>nd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>All Students – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	33%	27%	24%
Percent Yellow	35%	19%	10%
Percent Green	18%	13%	22%
Percent Blue	14%	41%	44%

<b>Black Students – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	15%	23%	8 %
Percent Yellow	47%	17%	17%
Percent Green	23%	0%	42%
Percent Blue	15%	7%	33%

<b>Hispanic Students – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	83%	83%	83%
Percent Yellow	17%	17%	17%
Percent Green	0%	0%	0%
Percent Blue	0%	0%	0%

<b>White Students – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	28%	18%	15%
Percent Yellow	37%	23%	10%
Percent Green	20 %	10%	12%
Percent Blue	15%	49%	63%

<b>SWD – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	50%	50%	67%
Percent Yellow	50%	0%	0%
Percent Green	0%	50%	0%
Percent Blue	0%	0%	33%

<b>EDS – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

<b>LEP – 3<sup>rd</sup> Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

- Common Assessment Data: How many common assessments were administered by grade level, course, etc. using Schoolnet, or created by teachers? Add as many rows as necessary. Describe the school's expectation for using common assessment data to adjust instruction?

<b>Grade/Course</b>	<b>Number of Common Assessment Administered</b>
Kindergarten	30
Gr. 1 Math	2
Gr. 1 Reading	10
Gr. 2 Math	2
Gr. 2 Reading	10
Gr. 3 Reading	4
Gr. 3 Math	4
Gr. 4 ELA	5

Gr. 4 Sci	4
Gr. 4 SS	4
Gr. 4 Math	8
Gr. 5 ELA	7
Gr. 5 Sci	10
Gr. 5 SS	10
Gr. 5 Math	5
Gr. 6 ELA	10
Gr. 6 Sci	3
Gr. 6 SS	3
Gr. 6 Math	3
Gr. 7 ELA	30
Gr. 7 Sci	5
Gr. 7 SS	7
Gr. 7 Math	30
Gr. 8 ELA	14
Gr. 8 Sci	15
Gr. 8 Math	15
Gr. 8 SS	14

**Description of school's expectation for using common assessment data to drive decision making for intervention and enrichment activities.**

Chinquapin Elementary School expects that common assessments be administered throughout the year as a way to track and monitor student progress. Common assessments ensure that all students are administered assessments with equal rigor. Common assessment data is used to drive instruction. Data is analyzed to determine the needs of the students. During common assessment data discussions, teachers can determine ways in which to improve instruction. As a grade level, teachers review data and decide why students are meeting expectations or not meeting expectations. Through data analysis of common assessments, teachers can note patterns of success with specific objectives. The goal of common assessments is to improve student achievement. Teachers are expected to use common assessments in order to drive enrichment and remediation activities.

Data was used to drive and individualize instruction within reading, math and science standards. Teachers are expected to use data to drive instruction to customize for each student. Assessments should be tailored to each student and subject area. Teachers use common assessments to gage proficiency of standards taught to date. Teachers also use data to compare their scores with those of other schools in district. This information helps the teacher know how well students have comprehended and retained information taught thus far. Teacher's can use data to determine which students need additional support in order to be proficient on the EOG. Teachers used common assessments (benchmark tests) to gage proficiency of skills taught to date, to identify areas where students need remediation, and as a comparison to district benchmark data. Assessments are used to determine students' grasp of concepts and what level to continue instruction on.

- Additional school-specific data as related to Powerful Teaching and Learning

**Additional School-Specific Data for Powerful Teaching and Learning:**

We are currently moving more towards Growing Innovations on the Powerful Teaching and Learning on the design principle rubric. We stress effective communication and encourage organized learning teams for our students to benefit from collaboration among peers; this would include the implementation of instructional rounds and tuning protocols. teachers plan instruction around "big ideas" that encompass multiple standards and 21st century skills. Teachers are

striving to personalize instruction to meet the needs of individual students. Teachers are organizing learning teams and students are learning how to effectively communicate with each other. Teachers provide instructional interventions based on data from assessments. Our teachers provide opportunities for students to be assessed with immediate feedback. Teachers are providing students with rubrics to increase the level of student success in the classroom. We are working toward collaborative communication across grade levels.

## Personalization

- At-Risk Students: How many students at your school (total, major subgroups, 3-year trends, etc.) have a Personalized Education Plan (PEP) as required by law?

	2012-13	2013-14	2014-15
<b>Total Number of At-Risk Students</b>	164	173	155
<b>At-Risk Black Students</b>	36	41	34
<b>At-Risk Hispanic Students</b>	30	38	27
<b>At-Risk White Students</b>	89	94	90
<b>At-Risk SWD</b>	77	63	83
<b>At-Risk EDS</b>	343	354	355
<b>At-Risk LEP</b>	30	38	27

- Academic Supports: Student academic support effectiveness data of Lunch and Learn, Plus Period, Power Up/Down, school-wide reading programs, Intervention Period, etc. Include an explanation of when students are required to participate, percent of students participating, trends in participation over time, other data determining effectiveness of support, etc.

### **Description of Academic Support Programs and Their Effectiveness:**

Our school identifies students that need additional assistance by means of previous EVAAS data, Schoolnet Data, EOG scores, benchmark data, and current report card grades. We have remediation and enrichment times built into the schedule in order to address these concerns during the school day. In addition, the Successmaker computer lab provides students with remediation and enrichment opportunities. Our neighboring church also provides after school tutoring to all students who require additional assistance. The following strategies are in place to differentiate instruction for all students:

Use Revised Bloom's Taxonomy: Remember, Understand, Apply, Analyze, Evaluate, and Create. Accommodations regarding PEP, 504 Plans, and IEP's, Accommodations and modifications based on student need, Differentiate reading groups, Student work on or above their grade level each day, Leveled Texts, LetterPals, AR, Incorporate Common Instructional Framework to scaffold lessons within group work and classroom talk, Address different modalities of learning through collaborative work, Successmaker, Enrichment/remediation period, Modify assignments and instruction, EC resource teacher. The goal of these strategies is to assist all of students be successful. The indication of student growth on our data informs us to adapt our programs and activities to better meet the needs of our students.

This is a continuous process that is occurring. The following interventions are in place (school wide and/or grade level/department) to address individual student needs in the following areas: reading, math, writing, and behavioral/emotional needs: See PEP's, 504 Plans, and IEP's, ELA using SRAs Correction Reading program for select low-level students, Enrichment/Remediation period, ESL period,

EC period. Interventions for your struggling students: K-5 teachers has a designated time for remediation built into the schedule, Some students get pulled during Successmaker, Resource, and small groups during the day, Guided Reading groups, Leveled texts, LetterPals, AR, PEPS, IEPs, 504 Plans, Accommodations and modifications, Peer tutoring, Story Maps, Graphic Organizer, COPS, Sight word list, 100s Chart, Provide interventions all day, Pulling students during Center Time. The following strategies, plans or programs are in place for those students who don't need intervention: Enrichment is provided during AIG, Clubs, Yearbook, Battle of the Books, BETA, Peer Tutoring, Problems, Extra credit for reading additional AR books, Rewards for Principals List and Honor Roll List. The following instructional resources are needed to address the needs of your students (intervention and enrichment): Classroom School Supplies needed, EOG Coach Workbooks, Study Island, Computer Lab access for ALL Subjects, Equitable resources in every school (Study Island, Common Core Coach Workbooks, Ready for NC Workbooks, Computer Labs), Limit interruptions during the day

(especially the literacy block), Reading A to Z, Vocabulary A to Z, Writing A to Z, Textbooks for ALL subjects that are aligned to the Common Core Standards and MSLS, Title One Reading and Math Specialist who would work with students who are at risk, Weekly Computer Lab instruction and access, Bookroom with leveled texts, Preserve planning time each day so effective collaboration and planning can be done (vertically and horizontally), Fewer early release days/PLC is taking away from instructional time, Remedial materials such as Common Core and Essential Standards workbooks for each student, Textbooks are desperately needed (enough for every child to take home), Materials for enrichment such as field kits, lab equipment, maps, charts, and other visual aids that students can hold in their hands, Current Common Core aligned ELA textbooks that meet the standards for the level of complexity and rigor, More materials needed for the Common Exams (MSLs), Ability to create small group remediation within the school day schedule. The lowest subgroups identified are the black and hispanic subgroups. The black and hispanic subgroups make up one third of the total student population at Chinquapin Elementary (103 students in the black subgroup and 91 students in the hispanic subgroups. Total student population is 606.). 27 students are currently in the LEP subgroup and are being served by a teacher assistant. Our staff does not include an ESL teacher. Currently, Chinquapin Elementary does not have a staff member who speaks fluent Spanish. Teachers meet regularly in grade level and subject level PLCs to discuss issues and/concerns for students. This allows our staff to personalize instruction for all students by meeting their needs. Decisions are routinely data driven in order to increase student achievement scores.

- Student/Parent Perceptions: What trends exist in student or parent perception surveys (AdvancEd, YouthTruth, Student Learning Conditions Survey, ConnectEd Polls, etc)?

#### **Trends in Student Perception Surveys**

Chinquapin Elementary students were given a survey on the computer during the regular school day with the regular classroom teacher. Surveys vary depending in length and level of content depending on the grade level of the student. Pre-K students were given a survey with five questions with responses that range from a smile face to a sad face. 15 of the 19 students in Pre-K completed the survey. The Pre-K students overwhelmingly know that their teachers care about them according to the survey. Pre-K students stated always do their very best at school and that school is a safe place. In addition, the Pre-K students were unsure of whom the principal was at CES. This perhaps is due to the fact that they are fairly new to Chinquapin Elementary and their age being typically four years old.

Students in grades K-2 were given a survey consisting of 15 questions with responses of either yes or no. 186 of the 194 students in K-2 completed the survey. According to the survey, the K-2 students overwhelmingly feel that Chinquapin Elementary School is a safe place. Consistent with Pre-K, the K-2 students also overwhelmingly know that their teachers care about them according to the survey. 99% of K-2 students feel that their teacher wants them to always do their best and 97% acknowledged that their teacher gives them extra assistance when they are struggling. 98% of K-2 state they always do their best at school. However, 65% state that their parents attend their award ceremonies and/or celebrations at school. 94% of students acknowledged that they are award for their hard work at school. 95% state that they feel their parents are welcomed at school.

Students in grades 3-8 were given a survey consisting of 19 questions with a variety of responses to select from such as yes/no and names of personnel. 395 of 398 students in grades 3-8 completed the survey. According to the survey, 91% of the students in grades 3-8 feel welcomed at school and state that 89% of their parents feel welcomed at school. 65% of students in grades 3-8 feel that their teachers are concerned about them. 93% of students in grades 3-8 state that they always do their best. 87% of students in grades 3-8 state they ask a question when they do not understand something. 75% of students in grades 3-8 state they would like a school planner next school. 39% of students in grades 3-8 state that their parents volunteer at school. 62% of students in grades 3-8 state that their parents attend their award ceremonies and celebrations at school. 35% state they plan to attend a community college after high school. 55% state they plan to attend a 4year university and 10 % state will plan to go straight into the workforce. 88% of students in grades 3-8 state they know what they want to do for a career in the future. 94% of students in grades 3-8 believe that our school is preparing them to successfully complete grade level work. 86% of the

students in grades 3-8 feel safe at school. The survey also identified that students in grades 3-8 are familiar with the administrators and the guidance counselor as well.

Survey ~ March 2015

Students agree that they feel safe in school. They are familiar with the administration and guidance counselor as well. The percentage of parents who attend their child's award ceremonies and celebrations decreases according to the student surveys as they enter higher grades. Parent involvement is key to the success of a child.

**Trends in Parent Perception Surveys**

The Parent Survey was 12 yes/no questions and was offered electronically on the CES webpage and in paper format. 430 responses were received. This being the largest stakeholder information received for the school year 2014-2015. Communication to complete this survey was conducted through Connect Ed messages and Remind Text messages. 98% of parents feel their child is safe at school. 95% of parents feel welcomed at school. 93% of parents state that their child's teacher communicates with them as needed. 91% of parents state they know who the administrators are at the school. 95% of parents are informed of the schools policies. 93% of parents feel that our school is preparing their child to successfully complete grade level work. 85% of parents feel that the teacher is concerned about their child. 94% of parents feel that school rules and regulations are fair and reasonable. 85% of parents state that they would participate in school events if asked to help. 90% of parents would like school planners to be used in the classrooms next school year as a form of communication. 88% of parents acknowledge that they volunteer 0-1 hour a week at our school. 7% of parents state they volunteer 1-3 hours per week at our school. 4% of parents state they volunteer 3 or more hours a week at our school. Parents overwhelmingly agree that they would like a phone call or a Remind Text message as their main form of communication with the school. Only 2% of parents state they would like Connect Ed messages as their main form of communication. 13% of parents request emails as their main form of communication. Only 6% of parents would like a written note and less than 1% of parents use the CES webpage as a communication tool.

Survey ~ March 2015

Methods of communication to stakeholders continues to evolve in our school. This year we implemented Remind Text messages for CES and in some classrooms. Parents overwhelmingly loved it as a form of instant communication that directly goes to their cell phone. We also added in PBIS questions into our Parent Survey. This information is valuable as we enter the first initial phase of implementing PBIS at our school in the fall.

- Discipline Data: How many office referrals for the year? How many out of school suspensions (OSS)? How many in school suspensions (ISS)? What trends exist in types of discipline offenses?

	2012-13	2013-14	2014-15
<b>Number of Office Referrals</b>	184	118	172
<b>Number of OSS</b>	26	38	94
<b>Number of ISS</b>	58	80	78

**Summary of Trends in Types of Discipline Offenses:**

Aggressive Behavior and/or Fighting, Non-compliance with instruction

**Summary of Discipline Offenses by Major Subgroups:**

The total number of ISS and OSS have been inconsistent over the past three years. The number of OSS referrals has increased greatly. The total number of ISS referrals has been consistent. 54% of the totals referrals are from the white subgroup. 33% of total referrals are from the black subgroup. 13% of referrals are from the hispanic subgroup. Most of the referrals are from male students. Lunch detention is also given to students as a alternative disciplinary action.

- Retention rate for students by grade level and/or course (total number and percentage).

	2012-13	2013-14	2014-15
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	Number	Percentage	Number	Percentage	Number	Percentage
Grade Kinder	5	1	1	.05	0	0
Grade 1st	6	1	1	.05	3	5
Grade 2nd	0	0	1	.05	0	0
Grade 3rd	0	0	3	1	0	0
Grade 4th	0	0	0	0	1	2
Grade 5th	0	0	1	.05	0	0
Grade 6th	2	.05	3	1	0	0
Grade 7th	0	0	0	0	0	0
Grade 8th	1	.05	0	0	0	0

- Student attendance rate

	2013-14 Attendance Rate	2014-15 Attendance Rate
All Students	95.51%	95%

- Parent Engagement: Number of opportunities/meetings for parent engagement in school activities and number of participants each time, broken down by PTO, Open Houses, Advisory Board, Awards Assemblies, Parent Universities, EC Parent Night, CTE Showcase Night, etc. Add as many rows as needed.

Event Name	Number of Parent Attendees
Orientation Night	277
Title 1 Night	112
1st Quarter Honor Roll Award Assembly	75
2nd Quarter Honor Roll Award Assembly	63
3rd Quarter Honor Roll Award Assembly	52
End of Year Honor Roll Award Assembly	48
Holiday Band Concert (Dec.)	145
Spring Band Concert	75
Spring Fling	157
8th Grade Promotion Ceremony	341

- Graduation Rate/Dropout Rate (high school only) – current and 3- year trend

	2012-13	2013-14	2014-15
Graduation Rate			
Dropout Rate			

- Additional school-specific data as related to Personalization

<b>Additional School-Specific Data for Personalization:</b>
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We are currently in the Beginning stages on the Personalization design principle rubric moving towards the Early Steps. Our teachers meet weekly by grade level to discuss the needs and progress of students. We are continuing to address student perception at this time to provide data sources from informal surveys of our students. Data gathered from needs assessments indicate that a majority of students feel known and cared for by the adults in our school. We are facing challenges to create a plan to develop a school schedule that provides time for teachers to meet at least once a week to discuss the needs and progress of students. This is concerning the limited number of staff and required instructional time.

## Redefine Professionalism

- Teacher Demographics

<b>Total Number of Teachers</b>	39
<b>Percentage of Black Teachers</b>	0%
<b>Percentage of Hispanic Teachers</b>	5%
<b>Percentage of White Teachers</b>	95%
<b>Percentage 0-3 Years Experience</b>	20%
<b>Percentage 4-10 Years Experience</b>	5%
<b>Percentage 11+ Years Experience</b>	75%
<b>Most Recent Teacher Turnover Rate</b>	11
<b>National Board Certified Teachers</b>	9
<b>Number of Teachers with Advanced Degrees</b>	6
<b>Number of BTs</b>	8
<b>Number of Lateral Entry Teachers</b>	3
<b>Percentage of Fully Licensed Teachers</b>	100%

- Lesson Plan Tuning

<b>Date</b>	<b>Number/Percentage of Teachers Participating</b>
10/6/14	9/23%
11/6/14	8/20%
12/3/14	25/63%
2/18/15	32/80%
3/18/15	24/60%
4/28/15	14/35%

**Perception/Effectiveness Data of Lesson Plan Tuning Protocol (Qualitative and/or Quantitative):**

Lesson Plan Tuning Protocol occurred six times throughout the 2014-2015 school year. Teachers observed other teachers from various grade levels and subject areas. Teachers feel Lesson Plan tuning to be helpful and effective.

- Teacher attendance rates (For Student Days Only) – Include sick leave, professional leave, bonus leave, etc.

<b>Number of Certified Teachers</b>	43
<b>Number of Teachers with No Absences</b>	3
<b>Number of Teachers with 1-3 Absences</b>	3
<b>Number of Teachers with 4-6 Absences</b>	7
<b>Number of Teachers with 7-10 Absences</b>	15
<b>Number of Teachers with 11+ Absences</b>	15

- What are the major trends in the latest Teacher Working Conditions Survey?

**List/Describe Major Trends in the 2014-15 Teacher Working Conditions Survey (Note: Survey created by Duplin County Schools in 2014-15)**

- 55% of teachers state they have time to collaborate during the school day.
- Non-instructional "Time" continues to be an issue for teachers. 69% state that non-instructional time is not sufficient.
- Interruptions during class times continues to be an issue.
- Individual planning time responses are scattered.
- 65% of teachers spend more than 5 hours per week on school related activities outside the school day.
- 82% of teachers believe the school maintains a car two-way communication with stakeholders and the community. Increasing stakeholder communication is a goal of our SIP.
- 75% of teachers feel community members support our teachers and contribute to the success of our students. 84% of teachers feel that community is supportive of our school.
- 88% of teachers feel supported by the administration.
- 97% of the teachers feel safe.
- 98% of teachers feel they are encouraged to participate in leadership roles. 84% of teachers feel they are effective leaders at the school. CES continually strives to empower our staff and students.
- 72% of teachers believe the faculty has an effective process for making group decisions to solve problems. This has increased.
- 38% of teachers believe they have input on how the school budget is spent.
- 60% of teachers believe they have an appropriate level of influence on decision making in this school.
- 67% of teachers feel there is an atmosphere of trust and mutual respect in the school. 55% of teachers feel comfortable raising issues that are important to them.
- 62% of teachers feel the school improvement team provides effective leadership at the school.
- 88% of teachers feel they are recognized for their accomplishments. During the 2014-2015 school year, teacher of the month has been implemented.
- 92% of teachers are encouraged to reflect on their own practice.
- 87% of teachers use assessment data to inform their instruction.
- 71% of teachers collaborate to achieve consistency on how student work is assessed.
- 79% of teachers plan to continue to teach at this school. 8% plan to pursue administration. 8% plan to leave this district but teach in the state. 5% plan to leave education. CES turnover rate has increased over the past years.

**Key Item: Time**

2015 DCS TWCS 68% - Class sizes are reasonable such that teachers have the time available to meet the needs of all students. \*This percentage was unchanged.

2014 NCTWCS Highest – 68.4% Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

This has increased from 61.5% in 2012. \*68.4% is higher then DCS and NCPS.

2015 DCS TWCS 40% - Efforts were made to minimize the amount of routine paperwork teachers are required to do. This percentage has increased since the 2014 NCTWCS.

2014 NCTWCS Lowest - 18.9% Efforts were made to minimize the amount of routine paperwork teachers are required to do. This has

decreased from 23.7% in 2012. \*18.9% is lower then DCS and NCPS.

**Key Item: Facilities and Resources**

2015 DCS TWCS - 88% Teachers have adequate space to work productively. This key item has been consistent.

2014 NCTWCS Highest – 84.2% Teachers have adequate space to work productively. This has decreased from 87.2% in 2012. \*84.2% is

higher then NCPS but lower then DCS.

2015 DCS TWCS - 47% Teachers have sufficient access to appropriate instructional materials. This key item has been inconsistent the past three years.

2014 NCTWCS Lowest – 34.2% Teachers have sufficient access to appropriate instructional materials. This has decreased from 56.4% in

2012. \*34.2% is far lower then DCS and NCPS.

Key Item: Community Support and Involvement

2015 DCS TWCS - 93% Teachers provide parents/guardians with useful information about student learning. This key item has increase slightly.

2014 NCTWCS Highest – 92.1% Teachers provide parents/guardians with useful information about student learning. This has increased

from 89.7% in 2012. \*92.1% is lower then DCS and NCPS.

2015 DCS TWCS - 82% This school maintains clear, two-way communication with the community. This key item has increased this year as we have tried new forms of communication with the community such as Remind text messages.

2014 NCTWCS Lowest – 64.9% This school maintains clear, two-way communication with the community. This has decreased from

89.5% in 2012. \*64.9% is lower then DCS and NCPS. Note: This lower percentage is consistent with our parent survey results.

Key Item: Managing Student Conduct

2015 DCS TWCS - 97% The faculty work in a school environment that is safe. This key item in consistent.

2014 NCTWCS Highest – 97.4% The faculty work in a school environment that is safe. This has increased from 94.9% in 2012. \*97.4% is

higher then DCS and NCPS.

2015 DCS TWCS - 76% School administrators consistently enforce rules for student conduct. This key item has increased.

2014 NCTWCS Lowest – 59.5% School administrators consistently enforce rules for student conduct. This is consistent with the 2012

NCTWCS. \*59.5% is lower than DCS and NCPS.

Key Item: Teacher Leadership

2015 DCS TWCS - 98% Teachers are encouraged to participate in school leadership roles. This key item has been inconsistent despite the high percentage over the past three years.

2014 NCTWCS Highest – 86.1% Teachers are encouraged to participate in school leadership roles. This has decreased from 94.9% in

2012. \*86.1% is lower then DCS and NCPS.

2015 DCS TWCS 70% Teachers are recognized as educational experts. This key item in inconsistent.

2014 NCTWCS Lowest – 56.8% Teachers are recognized as educational experts. This has decreased from 76.9% in 2012. \*56.8% is lower

then DCS and NCPS.

Key item: School Leadership

Q 7.1

2015 DCS TWCS 91% Teachers are held to high professional standards for delivering instruction. This key item has increased.

2014 NCTWCS Highest – 81.6% Teachers are held to high professional standards for delivering instruction. This has decreased from

92.3% in 2012. \*81.6% is lower than DCS and NCPS.

2015 DCS TWCS - 98% The school leadership facilitates using data to improve student learning. This key item has been inconsistent despite the high percentage over the past three years.

2014 NCTWCS 81.6% The school leadership facilitates using data to improve student learning. This has decreased from 91.9% in 2012.

\*81.6% is lower than DCS and NCPS.

2015 DCS TWCS - 55% Teachers feel comfortable raising issues and concerns that are important to them. This key item continues to be on a positive trend.

2014 NCTWCS Lowest – 50.0% Teachers feel comfortable raising issues and concerns that are important to them. This has increased

from 39.5% in 2012. \*50.0% is lower than DCS and NCPS.

Q7.3

2015 DCS TWCS 73% Community Support and Involvement. This key item is on a decreasing trend.

2014 NCTWCS Highest – 83.8% Community Support and Involvement. This has decreased from 88.6% in 2012. \*83.8% is lower than

DCS and NCPS.

2015 NCTWCS - 62% Professional Development. This key item continues to be consistently fairly low.

2014 NCTWCS Lowest – 65.7% Professional Development. This has increased from 61.1% in 2012. \*65.7% is lower than DCS and NCPS.

Key item: Professional Development

2015 DCS TWCS - 92% Teachers are encouraged to reflect on their own practice. This key item has been inconsistent despite the high percentage over the past three years.

2014 NCTWCS Highest - 86.1% Teachers are encouraged to reflect on their own practice. This has decreased from 94.9% in 2012.

\*86.1% is lower than DCS and NCPS.

2015 DCS TWCS - 57% Professional development is differentiated to meet the individual needs of teachers. This key item has increased.

2014 NCTWCS Lowest – 41.2% Professional development is differentiated to meet the individual needs of teachers. This has decreased

from 48.6% in 2012. \*41.2% is lower than DCS and NCPS.

2015 DCS TWCS - 50% Professional development is evaluated and results are communicated to teachers. This key item is inconsistent.

2014 NCTWCS - 41.2% Professional development is evaluated and results are communicated to teachers. This has decreased from 57.1%

in 2012. \*41.2% is lower than DCS and NCPS.

Key Item: Instructional Practices and Support

2015 DCS TWCS - 87% Teachers use assessment data to inform their instruction. This key item has been inconsistent despite the high percentage over the past three years.

2014 NCTWCS Highest- 97.1% Teachers use assessment data to inform their instruction. This has increased from 91.7% in 2012.

\*97.1% is higher than DCS and NCPS.

2015 DCS TWCS - 39% State assessments accurately gauge student's understanding of standards. This key items been inconsistent and continues to be relatively low.

2014 NCTWCS Lowest - 33.3% State assessments accurately gauge student's understanding of standards. This has decreased from

51.4% in 2012. \*33.3% is lower then DCS and NCPS.

- Additional school-specific data as related to Redefine Professionalism

**Additional School-Specific Data for Redefine Professionalism:**

We are currently in the Early Steps of the Redefining Professionalism principle. One very positive aspect that we noted is that our school has 100% Highly Qualified Teachers. We have implemented instructional rounds and tuning protocols to observe our fellow teachers to see if they are doing things that may benefit our school climate and student population. We desire to work on a more unified front in all areas of our school. Collaboration and making time for it is very important to developing a professional school atmosphere and we believe that our school is right on track. Staff regularly communicates and collaborates with peers. Teachers individualize instruction for students and incorporate best practices into their daily classroom instructional practices. We are striving to increase the amount of stakeholder input for school based decisions.

## Purposeful Design

- Student Demographics

<b>Total Enrollment (End of Year)</b>	612
<b>Percentage of Black Students</b>	15%
<b>Percentage of Hispanic Students</b>	16%
<b>Percentage of White Students</b>	67%
<b>Percentage of SWD</b>	14%
<b>Percentage of Students Receiving Free/Reduced Meals</b>	60%
<b>Percentage of AIG Students</b>	10%

- Student Transfer/Mobility Rate – how many students left your school after opening day? How many students enrolled in your school after opening day?

	<b>2013-14</b>	<b>2014-15</b>
<b>Number of Students Enrolled After Opening Day</b>	46	60
<b>Number of Students Withdrawing After Opening Day</b>	50	66

- Evaluation data for STEM implementation (elementary/middle schools)

Percentage of teachers that implemented one STEM unit/project that required students to use the Engineering Design Process	0%
Percentage of teachers that implemented multiple STEM units/projects that required students to use the Engineering Design Process	0%

- Evaluation data for STEM implementation (high schools)

Percentage of teachers that implemented one unit/project related to school's STEM theme (Agriscience and Biotechnology or Energy and Sustainability)	%
Percentage of teachers that implemented multiple units/projects related to school's STEM theme (Agriscience and Biotechnology or Energy and Sustainability)	%
Percentage of teacher that used the Duplin County Schools Engineering Design Process when planning and implementing units of study	%

- School Marketing Strategies

**Description of strategies to market the school and its programs/offerings to incoming students:**

CES is a community school in which most students begin in kindergarten and continue through the 8th grade at our school. Parent meetings are held to market Band and athletic sports. In school performances and athletic events

promote student involvement in these activities. Band and athletic sports are currently offered to the middle school students. PTO is active at CES. The PTO supports CES by organizing various school-wide activities such as the Fall Festival and Christmas Bonanza.

- External Development

**Description of connections to business, industry, civic organizations, etc. and an explanation of the value added because of the connections:**

CES has various people and businesses supporting our school. For example, Sandy Beasley- Insurance, pictures; Riverside Sand Co. – cooks, coaches, etc; Norris Tire – donated score board in gym; Buck’s Corner – Allows the use of their facility; Chinquapin Restaurant – Delivers food and donates to those of need.

Contributes to CES through advertisements in the yearbook:

- Carolina Investment Inc., Creative Concepts Custom Screen Printing, Dr, John White, Bear Trail Golf Course, Hollingsworth Farm Services.

CES has great participation from local churches donating time and services:

- Shiloh Baptist, Sharon Baptist, Cedar Fork Baptist, First Baptist, Pin Hook Baptist. These churches also participate in donations to children from “Buddy Packs” to food and snacks for the weekend to those in need.

We are continuing to organize consistent community engagement to serve as mentors and tutors in order to help our students who have additional needs. Currently, we have 50 active volunteers and desire to increase the number to at least 60 volunteers. We hope to accomplish these goals by actively recruiting volunteers through classroom invitations, Connect Ed messages, Remind messages, school-wide meetings, invitations through open house and curriculum night, and PTO presentations correlated with our music and band departments. Finally, parent and community involvement will be enhanced through academic and athletic award assemblies every 9 weeks and at the conclusion of the school year, as well as specific community awareness meetings scheduled regarding school related issues/concerns. Communicating with the community benefits the needs of CES and allows the stakeholders to be informed and involved in the school on a regular basis.

- School-level Professional Development

**Description and effectiveness of school-level professional development activities:**

Our school will continue with the Common Core Professional Development and ongoing implementation of the Early College Initiatives. In addition, teachers have participated in professional development relating to the Common Core and new standards from the following external organizations: Southeast Educational Alliance, UNCW and the Pearson Group. The staff surveys reveal that they would like professional development that will better meet their needs. This correlates to the walk-through data, which informs us that more professional development is needed on incorporating CIF strategies into the classroom and higher level thinking skills on Revised Bloom’s Taxonomy. In addition according to the walk-through data, that professional development is needed in incorporating global education throughout the school. A needs assessment survey was conducted in October of 2014 and March of 2015 that overwhelmingly indicated that teachers would like professional development to assist students in the subgroups AIG, EC, and ESL.

- Budgeting Process

**Description of how budgetary decisions are made in the school:**

The School Improvement Team makes decisions how the funds are spent based on the school improvement goals and the needs of the teachers/students.

**Explain how your school’s budget aligns with your school improvement goals:**

The budget provides requested resources in technology and educational supplies for teachers to assist in raising student achievement scores.

- Online high school course enrollment total and passing rate (middle and high school)

	<b>NCVPS</b>
<b>Total Course Enrollments</b>	15
<b>Percentage of Students Passing Course</b>	93.3%

- Middle School Math I: Number and Percentage of 8th graders taking Math I and number of 8th graders with at least a 70% chance of being proficient in Math I based on EVAAS predictors (middle school)

	2013-14		2014-15	
	Number	Percentage	Number	Percentage
<b>Number and Percentage of 8th graders Enrolled in Math I</b>	19	34%	19	26%
<b>Number and Percentage of 8th Graders with 70% Chance or Higher of Being Proficient in Math I (EVAAS)</b>	19	100%	19	26%
<b>Percentage of Students Proficient on Math I EOC</b>		100%		95%

- High School Math: Percentage of students completing Math I by end of 9th grade (high school)

	2013-14	2014-15
<b>Percentage of Students Passing Math I by End of 9th Grade (Use 9th grade class of current school year)</b>	%	%
<b>Percentage of Students Proficient on Math I EOC</b>	%	%
<b>Percentage of Graduates Passing At Least Algebra II, Advanced Functions, Pre-Calculus, Integrated Math III, or Math III</b>	%	%

- Digital Citizenship/Internet Safety: Include specific information regarding lessons taught to students on digital citizenship and Internet safety that align with the Duplin County Schools Internet Safety Plan. Add rows as needed. Also include a description of the effectiveness of these lessons

Date of Lesson	Number of Students Impacted
April 20-30, 2015	186

**Description of the effectiveness of Digital Citizenship/Internet Safety lessons:**

Going Places Safely (K-2), Privacy and Internet Safety Topic Center, Advice Screen Out the Mean (K-2), and Keep It Private (K-2). These all are located at Common Sense Education. The website is called [www.commonsensemedia.org](http://www.commonsensemedia.org). They have lessons on all of these topics and on Going Places Safely (K-2) there is a video that is shown to students. These lessons were given to K-2 students. Student work samples were collected to demonstrate their level of understanding.

- Additional school-specific data as related to Purposeful Design

**Additional School-Specific Data for Purposeful Design:**

In the Purposeful Design principle, we felt we were moving towards the Early Steps due to sharing positions with other schools such as a social worker, band teacher, and music teacher. We are currently sharing positions with another K-8 school and a high school thus their schedule greatly affects our schedule. This continues to be an issue at CES. Due to scheduling issues and the decrease in number of resource staff, students in grades 6-8 will had a semester of Physical Education and Health. This impacts the physical education and health curriculum for our students. A daily period of

remediation/enrichment (Learn) as well as a daily period of Physical Activity provided by the classroom teachers was included in the 2014-2015 schedule. A remediation/enrichment (Learn) period will be included in the 2015-2016 schedule. The students in grades 6-8 will also have a full year of PE/Health in the upcoming 2015-2016 school year to meet the requirements set forth by NCDPI.

## Leadership

- Instructional Rounds

Date	Number of Certified Staff Participating	Percentage of Certified Staff Participating
10/6/14	24	60%
11/6/14	16	40%
12/3/14	16	40%
1/27/15	28	70%
4/28/15	14	35%

**Perception/Effectiveness Data of Instructional Rounds (Qualitative and/or Quantitative):**

Instructional rounds were completed four times during the first semester. 28 certified teachers participated Instructional Rounds. Teachers feel that Instructional Rounds are effective and helpful when completed by teachers of the same content area or grade level.

- School Improvement Team Accomplishments

**Description of Major Decisions Made by School Improvement Team During Current School Year:**

School Improvement Team accomplishments:

- Develop and establish a safer car riders formation in the afternoons. Voted and established new members (Aug 2014)
- Awards Assembly reinstated for every nine weeks (Sept 2014)
- Established a school wide policy on what to do when students are sick (where do they stay until parents pick them up)
- Support PTO with fund raisers (Oct-Nov 2014)
- Discipline and Infraction Charts everyone on the same page, SIP standards worked on desired changes as a whole school (Nov 2014)
- Worked on a fund raiser and established prizes (Dec 2014)
- Worked on Smart Goals Start working on a new Vision and Mission statement for next year (Jan 2015)
- Established what to do with the extra 30 minutes added to the day. School wide decision. (March 2015 continue to work on smart goals, Vote on new Chair leader for next year.)
- Upcoming school year schedule decisions (Apr-May 2015)

- Parent Organization and Leadership

**Description of Major Accomplishments/Contributions Made by Parent Organizations During Current School Year:**

- Reverse Drawing
- Hall of Terror
- Opening Day Breakfast for staff
- Teacher Appreciation Week
- Staff Christmas Party
- Holiday Fair
- Spring Fling
- Donations of School Supplies
- Teacher Appreciation week

- Staff Hiring Process

**Description of School-Based Hiring Process (i.e. who chooses the interviewees, who conducts interviews, how are final decisions made at the school level, etc.?)**

100% of our staff is highly qualified. As we employ additional teachers, we have the expectation that they will be highly qualified in the assigned subject area. Support staff is offered to assist future teachers who are working towards highly qualified status. A panel of staff and administration conducts interviews. When a new position becomes available, we work closely with our human resource department and local universities to review applications and ensure that our highly qualified status is a maintained priority in our selection process. In addition, we receive support and advice from our community and school personnel regarding potential staff. Final decisions at the school level are made by collaboration between the School Improvement Chair, Grade level Chairs and administration.

- Teacher/Staff Leadership

**Description of Opportunities for Teachers to Participate in Leadership Activities During Current School Year (e.g. teachers leading professional development, teachers participating in summer activities, teacher-initiated problem identification and solutions, etc.)**

Lab classrooms for balanced literacy (teacher leads professional development for other teachers within the school)

- Summer institute (balanced literacy for all teachers K-5)
- Leadership Team
- Most PD was chosen for us.
- A select number of teachers were able to go to the Apple iLife Suite PD.
- A few Science teachers attended the Science Assessment Workshop at River Landing.
- A teacher received a grant from the National Science Museum to attend a STEM PD.
- DPI workshops
- PowerSchool workshop
- Administrative Internship
- Training for Common Core/Core Plus Resources
- Grade Level Chairperson
- Mentor
- Coach
- Teacher Advisory Committee
- Class Scape Training
- Team Teaching
- Monthly EC Booster Meetings at Kenansville Elementary
- Weekly PLC Meetings on Wednesdays
- Literacy Coach presented Shared Reading and Read Aloud with Accountable Talk presentations.
- Literacy Coach planned with K-5 teachers weekly

- Student Leadership

**Description of Student Leadership Activities and Effect on School (include new activities for current school year):**

The Student Government is an integral part of our school environment at Chinquapin Elementary. They help us to keep the student body informed about activities at school, assisting the staff in keeping our school presentable, as well as being the voice of our student body. Some of the activities they have helped with this year include the following;

- Creation of College and Career bulletin boards that promote and encourage students to further their education and career choices after high school
- Helping with beautification of the school by planting and maintaining the school grounds
- Facilitate the elections of Teacher of the Month by the student population.

- Student of the month

Daily classroom jobs/helpers

- Collaborative groups with assigned leadership roles

- BETA participation
- Student Government
- Fellowship of Christian Athletes
- Spelling Bee
- Teen Court
- Battle of the Books for grades 3-5, 6-8
- Student of the Day – Handles leadership responsibilities in the classroom (i.e. line leader, passes out papers, assists teachers in various ways)

Empowering our students as leaders instills a level of pride in our students. This pride raises the level of student-efficacy which in turn is related to student success in the classroom.

- Additional school-specific data as related to Leadership

**Additional School-Specific Data for Leadership:**

We are currently moving towards the Early Steps on the Leadership design principle rubric. The principal holds high expectations for all staff that includes routine conversations with staff regarding school standards and rigorous and challenging learning environments for all students. The NCTWCS response is consistent with this level of high expectations. Our School Improvement team strives to communicate a purposeful vision with the staff and bases decision-making on the success of the entire school.

**Phase 2: Design Principle Rubric Assessment**

Reflect on your school's progress using the updated NC New Schools Design Principle Rubrics (posted online). Choose the indicator (Beginning to New Paradigm) for each row of the rubric that matches your school's implementation, then choose one indicator (Beginning to New Paradigm) that best describes your overall progress on the continuum for each Design Principle. The overall descriptor chosen for each Design Principle should be evidenced-based and teams should consider collecting a representative artifact that demonstrates the level of implementation.

**North Carolina New Schools Design Principle 1: Ready for College**

		Beginning	Early Steps	Growing Innovations	New Paradigms
<b>(High School) Course of Study</b>		Students are tracked according to past performance into regular and honors level courses.	All students are given the option to take at least one honors course. All students are given the option to take math and science courses beyond the NC Future Ready Core requirements.	All courses are taught at the honors level where applicable in the NC Standard Course of Study. All students earn credit for mathematics or science courses beyond the NC Future Ready Core requirements.	Every student graduates with the minimum admissions standards for the UNC system schools. All students earn credit for mathematics and science beyond the NC Future Ready Core requirements including Physics.
		Students are allotted time to receive academic assistance (i.e. regular scheduled meeting with staff member, tutorials).	During and after school support is scheduled on an individual basis, determined by student performance and data.	Schools implement the academic supports necessary for every student to succeed in the university prep/future ready core curriculum.	Schools revise high school experience of current students based on data collected from college-going graduates.
<b>College Ready Skills</b>		A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exists.	X College ready skills are implemented throughout the curriculum.	Opportunities for students to practice college ready skills are provided via exhibitions, and/or presentations to authentic audiences.	Every student regularly and successfully demonstrates college ready skills via exhibitions, and/or presentations (including a graduation project) to authentic audiences.
		Students are aware of college and post-secondary opportunities and resources , e.g. study groups, tutoring center, library and office hours	X Some students are prepared to make use of college resources.	Every student learns how to make effective and efficient use of college resources.	Every student is an advocate for their own learning, seeking opportunities for personal growth and success in the college environment.
<b>College Credit</b>	X	Students develop a four/five year plan during the freshman year.	Students review their four/five year plan occasionally with a staff member.	Each student has a well-defined four/five year plan that is continually monitored and updated to ensure completion of an AA or	Every student is accepted into a two or four year institution of higher education with credits earned fully recognized. Or every

**North Carolina New Schools Design Principle 1: Ready for College**

		Beginning	Early Steps	Growing Innovations	New Paradigms
				AS degree, career credential, or transferrable college credit.	student completes an AA or AS degree, career credentials or is accepted into a four year institution. Students' acceptance to college is celebrated.
	X	Selected students enroll in some college classes	Most students enroll in some college classes, selected by interest only.	All students are enrolled in and complete college classes with transferable credit.	Every student graduates high school with both a high school diploma and a twoyear degree or 64 hours of transferable credit or career credentials
<b>College Going Culture</b>		Students and families are invited to orientation/open house at the home base community college or university.	X Students are given the opportunity to participate in optional college visits.	Multiple mandatory visits to four year institutions take place throughout the year.	Every student and their family visit multiple IHE campuses throughout the year.
	X	Brochures and literature about financial planning and scholarships are available for students.	Families are invited to presentations about FAFSA, CFNC, scholarships, and the college admissions process.	Families are supported through FAFSA and scholarship application processes on site.	Schools provide support for every student and family for college admissions and financial aid, including scholarship applications.
	X	Some students take the SAT at some point.	Students have access to take the PSAT and SAT in sequence and on time.	Students are given multiple opportunities to prepare for and participate in the PSAT/SAT/ACT.	Every student takes the PSAT and SAT/ACT in sequence and on time.
		A list of institutes of higher education is posted in the counselor's office. Displays throughout the school highlight colleges. Students aspire to attend college.	X Teachers post information about their college(s) and invite students to discuss their college experience. Frequent conversations exist between students and teachers with a focus on attending and graduating college.	Students explore the internet and investigate possible institutions based on their interests. Teachers and students talk daily about acquiring tangible goals in order to go to college. Conversations focus on which college to attend not whether to go to college.	Every student completes a formal process through which they are supported by staff in applying to and being accepted at multiple IHEs.
		Students are aware of high growth, sustainable wage career opportunities and qualifications.	X Students know or have met a professional in a high growth, sustainable wage field and are aware of the qualifications for a high growth, sustainable wage career.	Students are paired with professionals in high growth, sustainable wage fields in a formal mentoring program or internship and are aware of the qualifications for a high growth, sustainable wage career.	Every student participates in research or field studies alongside professionals in high growth, sustainable wage fields and understands the pathways to high growth, sustainable wage careers.

**North Carolina New Schools Design Principle 1: Ready for College**

	Beginning	Early Steps	Growing Innovations	New Paradigms
<b>Overall assessment for Ready for College</b>		X		

**North Carolina New Schools Design Principle 2: Require Powerful Teaching and Learning**

	Beginning	Early Steps	Growing Innovations	New Paradigms	
<b>Curriculum</b>	Teachers plan using a variety of resources but without reference to local, state or national standards or without consideration of appropriate pacing.	Teachers teach the North Carolina Standard Course of Study at an appropriate pace.	X	Teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21st century skills (e.g. leadership, ethics, accountability, adaptability, initiative, communication, collaboration, social responsibility, wellness, entrepreneurship).	Students identify problems – in their own lives, in their communities, and in the world – and design projects mapped to state and national standards across disciplines that tackle problems in contemporary society.
	Content is course-specific.	Teachers relate the content from other courses to connect learning for students and incorporate literacy and problem solving instruction within each content area or discipline.	X	Teachers relate the content to other disciplines and school theme (if applicable) to deepen understanding and connect learning for students, across each school year as well as from year to year. Teachers further promote global awareness and its relevance to the subjects they teach.	Students synthesize relevant knowledge and skills from their cumulative experience to design and communicate thoughtful solutions to increasingly sophisticated, authentic problems. In themed schools, authentic problems relate to school theme.
	There are limited learning activities outside of classroom experiences.	X	Some teacher-directed learning activities enrich classroom curricula for some students.		All students participate in purposeful and varied co-curricular learning opportunities that support college and work readiness and school theme (if applicable).

**North Carolina New Schools Design Principle 2: Require Powerful Teaching and Learning**

		Beginning	Early Steps	Growing Innovations		New Paradigms	
<b>Instruction</b>		Instruction meets the learning needs of some, but not all, students.	Teachers regularly adapt resources and instruction to address learning differences in their students.	X	Teachers create structures for personalized learning and teach students to make informed choices.		Students create their own learning plans with guidance and support from the teacher.
		There is limited use of technology for instruction.	Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.	X	Teachers know when and how to use technology to support teaching and learning that maximizes students' development of critical-thinking and problem-solving skills. Teachers create virtual communities that engage students in collaboration with members outside of the school and/or beyond the school day. Teachers empower students to be creators/sharers of content.		With technology, students learn content, discern reliability, apply information, think critically, solve problems, and innovate to demonstrate learning. Students help each other use technology in ways similar to work being done in the working world. Students create functional virtual collaborative communities that include members outside of the school and extend beyond the school day.
	X	There is limited knowledge of a design cycle and its use.	Teachers in multiple content areas encourage students to apply a design cycle.		All teachers have committed to a school-wide design cycle process, and students use the process to tackle problems of contemporary society.		Students have internalized a design approach to thinking and use design processes to tackle problems of contemporary society.
		Teachers provide limited opportunities for students to work in groups.	Teachers organize student learning teams and teach the importance of cooperation and collaboration.	X	Teachers organize learning teams deliberately and teach students how to create and manage their own teams.		Students effectively organize and manage their own learning teams.
		Teacher talk dominates instruction.	Teachers communicate effectively with all students. Teachers help students articulate thoughts and ideas clearly and effectively.	X	Teachers teach students how to communicate effectively with each other and set up classroom practices that require them to do so. Collaboration and discussion among students is pervasive.		Students help each other exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze, and solve problems. Students clarify ideas and other students' work during whole-class and small group discussions. Students ask each other to justify their thinking.
		There is limited use of student engagement strategies.	All teachers adopt a common instructional framework to make instruction more engaging for all students and to ensure a coherent and consistent student learning experience.	X	Teachers facilitate students reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts.		Students are reading, writing, thinking and talking in every classroom every day, without explicit teacher direction, to advance collective and individual understanding of core skills and

**North Carolina New Schools Design Principle 2: Require Powerful Teaching and Learning**

		Beginning		Early Steps		Growing Innovations		New Paradigms
								concepts.
<b>Assessment</b>	Teachers post learning objectives.	X	Teachers communicate learning outcomes and the criteria for success and assess progress daily.		Teachers routinely share rubrics with students that clearly communicate meaningful learning outcomes and criteria for success. Teachers monitor progress throughout each lesson.		Students participate in the development of the criteria for successful demonstration of meaningful learning outcomes.	
	Teachers' use of a narrow range of assessment strategies limits their understanding of students' knowledge and skills.	X	Teachers employ varied assessment strategies that elicit student thinking related to learning outcomes. Teachers have a more complete understanding of students' knowledge and skills.		In addition to a wide range of teacher designed assessment strategies, teachers use protocols for peer- and self-assessment aligned to learning outcomes and criteria. Teachers have a comprehensive understanding of students' knowledge and skills.		Students exercise choice in determining how to demonstrate learning outcomes. Teachers and students share a comprehensive understanding of each student's knowledge and skills.	
	Teachers primarily use assessments to assign grades and/or control behavior.	X	Teachers provide instructional interventions based on data from assessments.		Teachers provide timely, targeted opportunities for students to learn and demonstrate particular outcomes based on data from assessments.		Students monitor their progress on learning outcomes and engage in multiple, varied opportunities to learn and demonstrate outcomes.	
	Teachers provide limited feedback to students and/or parents regarding student progress. Feedback is limited to grades and/or assignment completion.	X	Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes.		Teachers provide feedback to students and parents that clearly communicate students' strengths and specific guidance for continued development relative to learning outcomes.		Teachers and students have ongoing communication regarding progress toward learning outcomes and next steps. Students regularly report strengths and plans for continued development relative to learning outcomes to parents.	
<b>Overall assessment for Require Powerful Teaching and Learning</b>						X		

**North Carolina New Schools Design Principle 3: Personalization**

		Beginning	Early Steps	Growing Innovations	New Paradigms			
<b>Affective and Academic Supports</b>	X	Some planning for implementation of advisories/seminars exists.		Advisory courses are provided for some grade levels.		Advisory/seminar courses with well developed curricula exist for every grade level.		There is an advisory or seminar course for every grade level that provides students with affective and academic supports based on students' personal learning plans and other data.
	X	There is a plan to develop relationships with the students, staff, and community partners and any higher education partners.		A systemic plan is followed in which each student is assigned to a teacheradvisor. The school counselor also serves as an advisor and assists students with their academic and affective needs.		Advisories, personal learning plans, AVID or other school-wide strategies are used to know students and their academic and affective needs well. In addition, staff members meet regularly during scheduled times to discuss students' academic and affective needs.		A schedule is in place in which school staff and college staff from any higher education partners meet regularly to discuss students' progress. Data is used to identify and implement the necessary supports for students.
	X	Some online courses are available for students.		A variety of online courses are available which students may take based on their academic needs.		There is a wide range of online courses available to students based on their personal interests and academic needs.		The school provides a wide range of high school and college courses that allow students to be self-initiated and selfpaced. Supports are available that help students to complete these courses at a high rate of success.
	X	There is a plan to develop academic support programs in order to maximize student growth.		Some academic supports are in place such as a summer bridge program and tutoring session times available before and after school.		Academic support programs are in place during the summer and before, during, and after the school day such as tutoring sessions and academic support labs.		The school schedule provides varied opportunities for students to obtain additional supports through extended blocks, looping, tutoring and summer programs.
	X	Students explore and identify their interests.		Students pursue their interests in a purposeful manner.		Students pursue their interests with purposeful and passionate application of academic concepts and future-ready skills.		Students investigate real world challenges and opportunities locally and globally and apply passion, knowledge and skills beyond the classroom to change the world for the better.
<b>Adult/Student Relationships</b>		A welcome letter is sent to all incoming students.	X	The school hosts a welcome and orientation session for all incoming students and families.		Staff members visit the homes or the community of incoming freshmen and new students to welcome them and begin developing positive relationships.		Staff members visit the homes or the community of every student annually in order to maintain positive parent-school relationships and discuss the needs and progress of students.
		Some teachers meet occasionally		There is a plan to develop a school	X	All teachers meet weekly by grade		Teachers are grouped by students

**North Carolina New Schools Design Principle 3: Personalization**

Beginning		Early Steps		Growing Innovations		New Paradigms	
	to discuss the needs and progress of students.		schedule that provides time for teachers to meet at least once a week to discuss the needs and progress of students.		level or subject area to discuss the needs and progress of students.		and meet during scheduled common planning times daily to discuss student needs and develop supports.
X	Every student has a teacheradvisor.		Teacher-advisors meet with their assigned students once a month.		Teacher-advisors meet with their assigned students weekly to review their academic progress.		Teacher-advisors meet with assigned students at least once a week to review their progress and provide academic and affective supports as needed. Teacheradvisors are looped to advance with students as they advance through high school and review the students’ personal education plans in order to ensure successful completion.
	During informal conversations, students state that they feel their teachers care about them.	X	Data gathered from sources such as student surveys indicate that a majority of students feel known and cared for by the adults in their school.		A school-wide survey of the student body indicates that at least 95% of students surveyed indicate that they feel known, respected, and cared for.		Data from surveys of students and parents indicate that at least 98% of both populations feel that the adults in the school care, know, and respect them.
X	The school distributes newsletters or other forms of communication to provide updates and information frequently.		School newsletters and communications are provided in a language other than English.		School newsletters and communications are translated into every language represented in the student population.		The school website, blogs, tweets, social media sites and newsletters are translated into every language represented in the school. Parents, students and other community members are involved in submitting information for the newsletters and communications.
<b>Overall assessment for Personalization</b>	X						

**North Carolina New Schools Design Principle 4: Redefine Professionalism**

	Beginning		Early Steps		Growing Innovations		New Paradigms	
<b>Collaborative Work Orientation</b>		Principals observe teachers.		Teachers observe their peers in practice.	X	Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.		All staff members solicit peer feedback in order to advance their own practice.
		Staff attends staff meetings and/or common planning opportunities, as appropriate.	X	Staff meetings and/or common planning opportunities model collaboration among adults.		Staff meetings and/or common planning opportunities model inquiry among adults.		Staff is engaged in inquiry around their practice through sharing their work, student work, and professional dilemmas for feedback and support.
		Staff rarely collaborates, mostly regarding behavioral concerns and/or grades. For the most part, teachers plan and reflect independently.		Staff collaborates with peers and, at times, share expertise for professional learning and improved practice.	X	Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.		Staff regularly collaborates with peers, shares expertise, and holds themselves and peers accountable for professional learning and improved practice.
		School implements district protocols for recruitment, interview, and hiring processes.	X	Principal includes one or more staff in recruitment, interview, and hiring processes for their specific school.		Principal and staff collaborate on recruitment, interview, and hiring processes to ensure alignment with the school's mission.		Staff, parents, and students collaborate on recruitment, interview, and hiring processes to ensure alignment with the school's mission.
<b>Shared Responsibility and Collaborative Decision Making</b>	X	Teachers supervise advisories		Teachers are developed as teacher-counselors through a common research-based approach to student development.		Teachers lead advisories that provide consistent guidance and support, including the development of personal learning plans and support for emotional, social and academic needs.		All adults in the school assume responsibility for youth development and each student's success.
	X	Students are organized into advisory groups and/or project teams.		Peer connections are promoted through advisory groups and/or project teams		Students have an overt and clearly delineated mechanism for participating in student development and school success.		Students assume responsibility for positive school and community engagement that contributes to citizenship.
		Professional development opportunities are offered to support youth development.		Teachers share strategies for engaging challenging students.	X	Teachers collaboratively create flexible solutions for engaging challenging students.		The school actively engages families regarding successes and challenges that their child faces and works with families to arrive at successful solutions.
		Principals make decisions related to school-wide issues and teachers make decisions related to classroom issues.	X	Staff has some input into school decisions, including the selection of representatives to decision-making bodies.		All staff work together to make decisions that advance the mission of the school.		Individuals from all constituent groups are engaged in and can clearly articulate the school decision-making process and the avenues for participation.
<b>Sust</b>		Knowledge Capture & Exchange: Staff Maintains personal classroom	X	All staff share resources and units of study with school-based peers.		All staff post and use resources and units of study in a shared best-		All staff routinely vets individual and shared resources and units of

<b>bility</b>		and instructional resources and units of study			practice library		study posted in a shared best-practice library with school-based peers and with peers across the NC New Schools network.
	X	Networking: Assigned teachers participate in scheduled NC New Schools network events.		Teachers initiate participation in scheduled NC New Schools network events.		Staff participates in peer networks for the purpose of giving and receiving feedback to advance specific practices.	Staff convene and regularly network with peers, employers, and experts beyond the school.
		Communication: Staff members sometimes speak in support of the school with internal and external stakeholders.	X	Staff members routinely speak in support of the school with internal and external stakeholders.		Staff members speak with confidence to stakeholders about collectively made decisions with internal and external stakeholders.	Staff members speak with confidence to stakeholders about collectively made decisions and their alignment with the school's mission and vision.
		Capacity Building: School participates in NC New Schools professional development.	X	Schools have a mechanism for disseminating resources and materials garnered from NC New Schools professional development experiences.		Schools secure resources and professional development experiences aligned with the school's mission and vision and NC New Schools Design Principles.	Schools have a systematic, internal process for the on-boarding and development of new staff and crosstraining, capacity building, and continued acculturation of existing staff aligned with NC New Schools Design Principles.
<b>Professional Inquiry</b>		All teachers participate in professional development in their content area.	X	All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction.	Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms.	All teachers engage in a continuous inquiry cycle with peers using researchbased tools aligned with national standards to reflect on and improve their practice.	
<b>Overall assessment for Redefine Professionalism</b>				X			

**North Carolina New Schools Design Principle 5: Leadership**

	Beginning	Early Steps	Growing Innovations	New Paradigms
<b>Shared Mission &amp; Vision</b>	The principal employs tools to create a mission and vision for the school.	X The principal ensures that the school’s mission and vision actually drives decisions and informs the culture of the school.	Staff members work together to make decisions that advance the mission and vision of the school and foster understanding among constituent groups.	Staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school in order to grow the school’s direction based on previous successes and challenges.
<b>Change Agent</b>	The principal completes the School Improvement Plan and NC New Schools Self-Assessment.	X The principal ensures alignment of the school’s vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school’s action plan.	The principal acts as a catalyst to seek new solutions and encourages risktaking in meeting individual student needs with potentially beneficial outcomes.	Staff assumes ownership for the development of new solutions to meet school and individual student needs.
	The principal allows teachers to take risks in meeting students’ needs.	X The principal and staff creatively seek opportunities to build new and unique connections between the school and the community to the benefit of school and students.	The principal proactively develops partnerships with district and institutions (e.g. higher education colleagues) to the benefit of school and students.	The principal contributes to leadership within the district and across the NC New Schools’ network to advance an innovative educational agenda for all students in North Carolina.
	X The principal is self-reflective and occasionally engages in leadership development opportunities.	The principal reflects consistently and actively pursues leadership development opportunities.	The principal builds staff capacity by encouraging and modeling a selfreflective culture and providing leadership development opportunities for staff.	Staff and students have opportunities to build leadership skills and are empowered to demonstrate those skills in the school, district, and network.
<b>Focus on Powerful Teaching &amp; Learning</b>	X The principal expects teachers to be a part of a professional learning community.	The principal convenes staff working groups to identify instructional trends across campus.	The principal leads discussions about standards-based upon research and best practice.	Staff members assume ownership of problem identification, solution generation, and strategy implementation.
	X The principal safeguards instructional and professional time in the school day.	The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.	The principal holds staff accountable for full implementation of the Common Instructional Framework and for continuous learning and professional development.	Staff collaborates with peers, shares expertise, and holds itself and peers accountable for professional learning and improved practice.
	X The principal collects or receives data.	The principal makes data available to staff for review and reflection.	The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis and goal setting.	Staff members adopt an action research orientation that includes the collection of data points, analysis, and goal setting as a result of data review.

**North Carolina New Schools Design Principle 5: Leadership**

	Beginning		Early Steps		Growing Innovations		New Paradigms
		The principal occasionally attends school-based and network professional development.	X	The principal actively engages in school-based and network professional development.		The principal applies new learning from professional development to coach and support staff in implementing new strategies.	Staff routinely reflects and collaborates to strategically identify professional development opportunities and participants to advance the school action plan.
<b>Culture of High Expectations</b>		The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment.		The principal demonstrates evidence of high expectations for all students that eliminates tracking and includes both academic and affective supports.	X	The principal holds staff accountable for ensuring the success of each student.	Staff holds peers accountable for ensuring the success of each student.
		The principal believes that all staff members, with support, are capable of creating a rigorous and challenging learning environment for all students.		The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students.	X	The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.	Staff collaborates with peers, shares expertise, and holds itself and peers accountable for the design and implementation rigorous and challenging learning environments for all students.
<b>Shared Leadership</b>		The principal makes decisions related to school-wide issues.	X	The principal seeks input from staff into decisions made at the school, including active recruitment of diverse representatives on school decisionmaking bodies.		The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that advance the mission of the school.	Individuals from all constituent groups are engaged in and can clearly articulate the school decision-making process and the avenues for participation.
		The principal leads all committees and work groups.		The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, School Improvement Chair, etc.	X	The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences.	The principal expects and empowers staff and student leadership through the establishment of clearly defined and promoted leadership deployment pathways.
<b>Collaborative Work Environment</b>		The principal develops partnerships with staff to the benefit of the school and students.	X	The principal proactively develops relationships with students, families, and community partners.		Teachers, parents, and community members actively participate in the development of the School Improvement Plan, the NC New Schools' Self-Assessment, and other school plans.	The principal empowers staff and the school community to assume ownership of problem identification, solution generation and strategy implementation.
	X	The principal designs a schedule and process that includes common planning opportunities.		Staff share instructional practices, lessons learned, and current challenges with peers during common planning opportunities.		Practice is made public through the use of school-wide rounds and peer school review, including both internal and external peer observation and feedback.	Staff members routinely engage in quality assurance processes such as school-wide rounds, peer school review, and collaborative student work reviews to improve

**North Carolina New Schools Design Principle 5: Leadership**

	Beginning		Early Steps		Growing Innovations		New Paradigms	
								instructional practices within specific classrooms and across the school.
<b>Overall assessment for Leadership</b>			X					

**North Carolina New Schools Design Principle 6: Purposeful Design**

	Beginning		Early Steps		Growing Innovations		New Paradigms	
<b>Autonomous Governance</b>		A full-time principal has been named and essential staff has been hired.	X	Adequate instructional and support staff members have been hired. Along with the principal, their time is not divided with other schools.		The principal, instructional staff, and support staff meet consistently to discuss scheduling and hiring decisions as well as other school operation items in order to make decisions that will best meet students' needs. The principal and staff members have significant autonomy from undesirable staff transfers and district level professional development mandates.		The principal and staff members work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making. The principal and staff meet during scheduled, specific times at least once a week and use their autonomy from district mandates to make decisions and solve problems to create unique instructional designs to meet student needs.
	X	The school has a unique school code and a preliminary school budget has been prepared.		The principal and staff meet to review and discuss the school budget.		The principal and staff meet frequently to discuss the school budget and make revisions as necessary.		The principal and staff meet on a scheduled basis to review the school budget and make any necessary revisions. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interests of students.
	X	The school/program has established an identity and theme.		The school/program actively advertises their school's identity		The school/program is autonomous in making decisions regarding		The school/program reaches out to local, state, national, and global

**North Carolina New Schools Design Principle 6: Purposeful Design**

		Beginning	Early Steps	Growing Innovations	New Paradigms
			and theme and visits middle schools to recruit their target population.	curriculum as related to the school's identity and theme.	organizations to deepen the connection between the school's identity, theme, and real world applications.
	X	The district office is aware of the separate professional development requirements set forth by the NC New Schools.	The district office has waived required attendance at some of the district level professional development.	The district office and the school partner are involved in the decision making process regarding the attendance of the principal and staff at selected professional development events.	The principal and staff have complete autonomy regarding attendance at district level professional development events. They attend and implement all NC New Schools professional development and work together to identify and provide additional professional development.
	X	The school/program schedule reflects seat-time requirements and individual teacher planning needs.	The principal and staff meet to review and discuss the school/program schedule.	The school/program schedule is flexible and responsive to student and staff needs. The principal and staff meet frequently to discuss the school schedule and make revisions as necessary.	The principal and staff meet to review and revise the school schedule as needed to make flexible use of time in the best interest of students and to allow for regular opportunities to learn outside of the classroom.
<b>School/ Program Sustainability</b>		The school/program is known in the community.	X The school/program fosters relationships with business and community partners for community service opportunities, job shadowing opportunities, participation in school projects during the school year, and/or financial support.	The school/program develops business and community partnerships that expose students to high growth, sustainable wage careers and role models through internships and other work-based opportunities.	The school/program collaborates with business and community partners who expose students to high growth, sustainable wage careers and role models and provide opportunities to advance student and teacher learning in these fields.
		The school/program is supported by the school district and local education partners.	X The school/program has scheduled meetings with key stakeholders including the school district, higher education, and business and community partners to discuss sustainability of the school.	Short and long range plans for development and sustainability of the school/program are available and supported by the school district, higher education, and other partners.	A plan for the sustainability of the school/program is embedded within the vision of the school district and higher education partner and empowers advocates in the broader community.
	X	There is a detailed budget plan one fiscal year prior to the current fiscal year.	There is a detailed five year budget plan for the duration of initial funding.	There is a detailed budget plan to ensure program sustainability beyond initial funding.	There is a detailed budget plan to ensure program sustainability beyond initial funding that incorporates business and community partner support as well as other stakeholders.

**North Carolina New Schools Design Principle 6: Purposeful Design**

	Beginning		Early Steps		Growing Innovations		New Paradigms	
<b>Facilities &amp; Resources</b>		The school/program has adequate facilities, staffing, and resources to offer required courses.	X	Facilities, staffing, technology, and resources support the school/program model.		Facilities support flexible use of space and regular collaboration among students and faculty. Staffing reflects and supports the school/program model. Technology is sufficient to support regular, meaningful use by all. Teachers and students have access to resources that support the school/program model.		The school provides the tools, time and space for exploration, inquiry and invention. Staffing, facilities, technology, and resources are sufficient to support a robust program aligned with the school/program model.
<b>Student Recruitment and Selection</b>	X	Recruitment materials for the school are available.		Recruitment materials are aligned with NC New Schools focus for the specific program/model and explain the application process and timeline.		Recruitment materials are aligned with NC New Schools guidelines for the specific program/model, messages are tailored to the target population and clarify the benefits of enrolling.		Recruitment materials aligned with NC New Schools guidelines and can be accessed in a variety of formats and venues appropriate for the community.
	X	A school/program selection process exists.		The school/program selection process is reviewed annually by principal and counselor to set appropriate recruitment targets and identify outreach strategies.		Selection tools support the recruitment goals and gather the minimum amount of information from student and families needed to make a decision. An identified selection team reviews all applications.		The selection process is legally defensible and transparent. Staff is involved in the annual review of data and setting yearly recruitment goals to ensure incoming students meet target population. Information gathered through the application is used to develop a support plan for the incoming individual student.
	X	The principal recruits in middle schools during a specified period of time and holds evening meetings for interested families.		The principal meets with staff at the middle school to build a purposeful recruitment plan that includes classroom presentations with former students, identifying individual students who best fit the school/program and follow up sessions with parents, and reviewing attendance at family meetings to determine if the target population is being reached.		Outreach is considered a year-round, long-term strategy. The principal, staff, and students explicitly reach out to underrepresented parents and community groups to build a pipeline of interest to the school. Support is offered to families and interested students to complete the application.		A community approach involving the staff, parents, students, civic leaders, and business leaders is executed to reach out to underrepresented parents and community groups year-round. Community members speak to the value of the school/program and are its strongest advocates.

**North Carolina New Schools Design Principle 6: Purposeful Design**

	Beginning		Early Steps		Growing Innovations		New Paradigms	
<b>Collaborative Work Orientation</b>		Teachers collaborate within the school/program in their content or with grade level peers.	X	Staff members collaborate with peers and share expertise for professional learning and improved practice.		Staff regularly collaborates with peers across content and grade levels in cross-curricular and vertical development.		Staff regularly collaborates with district, higher education and business/community partners to provide real-world, engaging learning experiences for all students.
<b>Overall assessment for Purposeful Design</b>	X							

### Phase 3: Data Summary

Based on the data review (Phase 1) and assessment of the Design Principle Rubric (Phase 2), list strengths of your school, surprises, major trends, and gaps/inconsistencies discovered/discussed. Remember to base this summary on the data collected, rubric selections, and artifacts reviewed.

#### School Strengths from Data and Design Principle Rubric Assessment

What did you find in your data review and Design Principle Rubric assessment that makes you proud? Include as many bullets as necessary.

- The increase number of Early Steps and Growing Innovations on the NC Design Principle rubric.
- The huge increase in survey responses on the Parent Survey.
- The increase in online high school course enrollments.
- All students went to visit a community college or a 4 year university.
- Overall proficiency on Science EOG for grades 5 and 8 is outstanding.

#### Surprises from Data Review and Design Principle Rubric Assessment

What did you find in the data review and Design Principle Rubric assessment that you didn't expect or that surprised you? Include as many bullets as necessary.

- Limited number of college and career themed guest speakers.
- The assessment survey conducted in October of 2014 and March of 2015 indicates the staff would like professional development in subgroups AIG, EC, and ESL.

#### Major Trends from Data Review and Design Principle Rubric Assessment

What trends do you see in your school's data and Design Principle Rubric assessment? That is, describe any areas or data points that show improvements or declines over time (several years or during the current school year). Include as many bullets as necessary.

- Increase in number of students enrolled in online high school courses.
- Increase in overall proficiency on Reading EOG.
- Moving towards Growing Innovations on the Powerful Teaching and Learning NC Design principle rubric.
- Large Increase in responses on Parent Surveys. New method of communication Remind text messages to spread the word regarding the survey and sending the survey home in paper format has increased this success.

#### Design Principle Rubric Assessment Consensus

For the Design Principle or indicator in which there was the largest discrepancy among your staff about proper placement on the rubric, please describe how your staff worked towards consensus to agree where to place the school on the rubric for this Design Principle or indicator.

Discrepancies were identified on the Require Powerful Teaching and Learning design principle and the Redefine Professionalism design principle on the rubric as to whether CES was in the Beginning, Early Steps, or the Growing Innovation steps. Varies perspectives of staff members on several of the items caused the responses to be scattered across the rubric.

The school improvement team identified the placement of these items on the rubric for the individual discrepancies.

\*Note: Being a K-8 school, the responses varied between K-2, 3-5, and 6-8 staff members

## Gaps/Inconsistencies in Data and Design Principle Rubric Assessment

List and describe the areas which the data review and Design Principle Rubric assessment suggest a need for improvement. Your areas of study (Phase 4) to be used in the School Improvement Plan (Phase 5) will come from this list. List as many areas as evident.

- Increase the number of parent volunteers.
- Increase the stakeholder attendance of school sponsored activities such as award assemblies and celebrations.
- Increase the number of stakeholder participation and feedback regarding the number of responses on needs assessment surveys.
- Increase the number of college ready activities to include college field trips, guest speakers, county based functions, lesson plans reflecting college readiness aspects.
- Increase positive rewards for students.
- Continue to communicate in various methods to increase stakeholder involvement.

**Phase 4: Areas for Study**

**Based on Phases 1-3, identify three areas for further study and write a specific SMART goal for each one. Include the related Design Principle(s) for each. At least one area of study should relate to Powerful Teaching and Learning.**

Example:

**Area for Study:** Low Performance on 7th Grade Math EOG over the last two years

**SMART goal:** By the end of the 2014-15 school year, there will be a reduction in the number of non-proficient students on the 7th Grade Math EOG by 10%.

**Design Principles:** Powerful Teaching and Learning, Redefined Professionalism, Personalization

**Area for Study #1:**

Reading and Math

**SMART Goal #1:**

During the 2015-2016 school year, student achievement scores will increase in overall student proficiency by 10% in Reading and Math.

**Design Principles:**

Powerful teaching and learning, Personalization, Redefined Professionalism

**Area for Study #2:**

Stakeholder Communication and Involvement

**SMART Goal #1:**

Chinquapin Elementary School will increase stakeholder participation and involvement by 25% through communication and interactions during the 2015-2016 school year.

**Design Principles:**

Personalization

**Area for Study #3:**

**SMART Goal #1:**

**Design Principles:**

**Area for Study #4:**

**SMART Goal #1:**

**Design Principles:**

**Sharing your progress:**

The annual self-assessment provides schools the opportunity to reflect on their work, create data snapshots of school progress, identify benchmarks for growth, and develop strategies to meet them. The process allows self-assessment to become an integral part of the school improvement process. **Submissions should be made electronically as follows:**

**All Schools: Submit final Self-Assessment Data Analysis, Action Plan, and completed School Improvement Plan through Document Tracking Service (DTS) by September 18, 2015.**

**Area for Study 1: Reading and Math**

**SMART Goal**

During the 2015-2016 school year, student overall composite scores will increase 10% in Reading and Math.

**Design Principles**

Powerful Teaching and Learning, Redefine Professionalism, Personalization

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible
There will be a 10% Increase of student overall composite scores in Reading and Math on EOGs <ul style="list-style-type: none"> <li>• Reading EOG Proficiency 58.7 (Goal 64.6)</li> <li>• Math EOG Proficiency 49.8 (Goal 54.7)</li> <li>• Math 1 Proficiency 94.7 (Goal 100)</li> <li>• Overall Growth: Exceeds</li> </ul>	Lesson plan submissions, walkthroughs, POW WOW block, IEPs, 504s, LEP	Daily visits to inspect what is expected	Teachers and administration
	Use of assessment data during PLCs and grade level meetings	Weekly	Teachers and administration
	MTSS meetings, PLCs	Weekly	Curriculum Coach, Teachers and Administration
	EOGs, Benchmark tests	As scheduled	Teachers and Administration
	CIF strategies provided during instruction	Daily	Teachers and Administration
	Small group instruction	Daily	Teachers and Administration
	SchoolNet(3-8), Reading 3D (K-3), Smart Math Assessment (K-2). Study island (K-8). Go Math (K-5). Assessment tools used to measure the performance level of the individual student to guide instruction.	Weekly	Curriculum Coach, Teachers and Administration
	Educational Plans: PEPs, 504s, IEPs, LEPs,. Accommodations/modifications will be followed to ensure the success the students in	Daily	EC Teachers, Guidance Counselor, ESL TA, Teachers and Administration

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible
	the classroom.		
There will be a 10% increase of student proficiency in Reading and Math on Benchmarks	Instructional rounds and lesson plan tuning	As scheduled	Teachers and Administration
	Small group	Daily	Teachers and Administration
	Remediation/Enrichment; Differentiation	Daily	Teachers and Administration
	CIF strategies implemented through instruction. Provide powerful teaching and learning using best practices in the classroom.	Daily	Teachers and Administration
	MTSS meetings, PLCs	Daily	Curriculum Coach, Teachers and Administration

### Professional Development/Resources

What professional development and/or resources are needed to meet this goal? Only include items within your school's control.

PLC refresher provided by Dr. Thigpen, MTSS PD, Vertical PLCs Meetings, Curriculum PLC Meetings

### 3-Month Review

Date

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

### 6-Month Review

Date

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**9 month Reflection**

Date

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

**Area for Study 2: Stakeholder Involvement**

**SMART Goal**

Chinquapin Elementary School will increase stakeholder participation and involvement by 25% through communication and interactions with student performance during the 2015-2016 school year.

**Design Principles**

Personalization

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible
Monthly PTO meetings	Grade levels perform during monthly meetings to draw in parents	Monthly throughout the school year	Staff and PTO
Open House PTO booth	PTO member and officers will be encouraging sign up for this year's PTO	August 20, 2015	PTO officers and members
Curriculum Night	Opportunity for parents to meet with teachers to discuss students' success	September 2015	Teachers and administration
SGA	Student leadership team that empowers students to lead their peers during the school day	Aug. 2015-June 2016	Teachers and students
Student Performances/Events	Opportunities for students to perform for stakeholders outside the school day such as Band Concerts, Musical, Talent Show and Athletic Events	Aug. 2015-June 2016	Teachers and students

**Professional Development/Resources**

What professional development and/or resources are needed to meet this goal? Only include items within your school's control

Committed PTO: We have new officers this year and they are very committed to ensure this goal is met with the support of the school. Community support through volunteerism.

**3-Month Review**

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**6-Month Review**

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**9 month Reflection**

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

**Area for Study 3:**

**SMART Goal**

**Design Principles**

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible

**Professional Development/Resources**

What professional development and/or resources are needed to meet this goal? Only include items within your school's control.

**3-Month Review**

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**6-Month Review**

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**9 month Reflection**

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

**Area for Study 4:**

**SMART Goal**

**Design Principles**

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible

**Professional Development/Resources**

What professional development and/or resources are needed to meet this goal? Only include items within your school's control.

**3-Month Review**

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**6-Month Review**

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why? Consider making adjustments and/or providing additional professional development before removing a strategy completely.

**9 month Reflection**

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

**Checklist of State-required On-going Operational Activities**

**All Schools**

Does this school:

Yes \_\_\_\_\_ Implement strategies for improving performance of all students?

Yes \_\_\_\_\_ Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Yes \_\_\_\_\_ Plan use of staff development funds?

Yes \_\_\_\_\_ Plan for use of assessments to monitor student progress?

No \_\_\_\_\_ Provide daily duty-free lunch to teachers?

Yes \_\_\_\_\_ Provide at least five hours of planning time for teachers each week?

Yes \_\_\_\_\_ Implement strategies for involving parents and the community in the educational program?

**K-8 Schools Only**

Does this school:

Yes \_\_\_\_\_ Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

## Title I School-wide Compliance Review and Plan

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

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

Our school is addressing the need for school-wide reform in the following ways:

Our school has remediation and enrichment times embedded in our school day. All students receive an allotted time each day and those that need additional assistance in a specific area(s) have extra time during the day to address their specific learning needs.

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

Our school is addressing the need for highly qualified teachers in the following ways:

We have 100% of our staff highly qualified. As we hire new teachers, we will have the expectation that they be highly qualified in their subject area.

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

Our school provides high quality, on-going professional development in the following ways:

Our school will continue with the Common Core Professional Development and ongoing implementation of the Early College Initiatives.

- 4. Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Our school uses the following strategies to attract highly qualified teachers:

When a new position becomes available we work closely with our human resource department to review applications and ensure that highly qualified status is a major priority in our selection.

- 5. Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

Our school uses the following strategies to increase parental involvement:

We are currently organizing consistent community engagement to serve as mentors and peer tutors. We currently have 40 active volunteers and would like to increase the number to at least 50 volunteers. We hope to accomplish this by actively recruiting volunteers through classroom invitations, parent meetings, PTO presentations, and community awareness.

- 6. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on this strong start.

Our school uses the following pre-school-to-elementary transition strategies:

Our Kindergarten and Pre-K teachers meet during PLC times to develop plans for each student's success as they prepare for Kindergarten. Pre-K students visit Kindergarten classrooms and experience what the expectations are as they transition over the summer to gain insight on their upcoming school year.

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

Our school uses the following strategies for developing teacher skills in formative assessment:

Our teachers use data to drive instruction by utilizing data notebooks per teacher, per grade level and school wide data notebook. The teachers meet during PLC times to develop common assessments as well as view data from ongoing benchmark, EOG scores, and formal assessments.

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

Our school uses the following differentiation strategies:

Our school identifies students that need additional assistance by means of previous EOG scores, benchmark data, and current grading period scores. We have remediation times built into the school day. Our volunteers are critical to our tutoring during the school day as well as after school. Our neighboring church also provides after school tutoring to all students.

- 9. Coordination and integration of Federal, State, and local services and programs:** School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced

levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs:

Our school will follow the state and local guidelines in order to integrate services provided. We will maximize the resources provided to include highly qualified staff members (teacher and teacher assistant) coupled with the integration of technology to help our students reach proficiency.

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

**LEA or Charter School Name/Number:**

School Number(s)	Request for Waiver
	<b>1. Please describe the waiver you are requesting.</b>
	<b>2. Identify the law, regulation, or policy from which exemption is requested.</b>
	<b>3. State how the waiver will be used.</b>
	<b>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.</b>
	<b>(Please duplicate this sheet as needed for additional waivers.)</b>

\_\_\_\_\_  
**Signature of Superintendent/Designee**

\_\_\_\_\_  
**Date**

**Chinquapin Elementary School  
2014-2016 Technology Plan  
District Technology Standards**

Standard 1: Personalized Digital-Age Education for Every Student

Standard 2: Access to Digital Learning Resources for Students and Teachers

Standard 3: Providing Digital-Age Education Professional Development

Standard 4: Transitioning to Paperless Environment

**Overall Current Status**

**Please describe the school's current status with available technology?**

Technology we have now: 100% certified staff have MacBooks, 39 SmartBoards, 100% certified staff have at least one 745 Desktop or higher, 1 CTE computer lab, 1 Desktop computer lab, 1 Laptop computer lab, 2 Laptop carts for regular classrooms, 1 Laptop cart for ESL, 1 iPad cart for regular classrooms, PE has 1 iPad cart with 30 iPads, 5th Grade has 62 iPads with 2 carts, PE has 3 Galaxy Tab 2's and 3 iPads, 12 K-3 teachers have iPads, 2 iPad for Special Pre-K, PreK has 4 iPads and 3 Eee Pads, 1 teacher has 4 iPods, and 15 teachers have Smart Document Cameras.

**Standard 1: Personalized Digital-Age Education for Every Student**

School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
14-15	Laptops for carts	CPU total 15360/cart 849	30	To help with 1:1	Required Powerful Teaching and Learning	6/1/2015	6/1/2015	Purchase orders
14-15	iPads for carts	iPad total/cart 849	30	To help with 1:1	Required Powerful Teaching and Learning	6/1/2015	6/1/2015	Purchase orders
15-16	Laptops for carts	CPU total 15360/cart 849	30	To help with 1:1	Required Powerful Teaching and Learning	6/1/2016	6/1/2016	Purchase orders
15-16	iPads for carts	iPad total 11220/cart 849	30	To help with 1:1	Required Powerful Teaching and Learning	6/1/2016	6/1/2016	Purchase orders
15-16	MacBooks	MacBook total	30	To help with 1:1	Required Powerful	6/1/2016	6/1/2016	Purchase orders

Standard 1: Personalized Digital-Age Education for Every Student								
School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
		24870/cart 849			Teaching and Learning			

Standard 2: Access to Digital Learning Resources for Students and Teachers								
School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
14-15	SchoolNet Benchmark	State Funded	3-8 grade students	To prepare students for EOG	Required Powerful Teaching and Learning	6/1/2015	6/1/2015	Test Results
14-15	My BOB for Battle of the Books Subscription	409.4	Elementary & Middle school BOB	To prepare students for competition	Required Powerful Teaching and Learning	MS 2/20 & E 3/20/2015	MS 2/20 & E 3/20/2015	Competition
14-16	Destiny with Follett	County Funded	All staff & students	To provide access to library materials, ebooks & digital resources	Required Powerful Teaching and Learning	6/1/2015 & 16	6/1/2015 & 16	Purchase orders
14-16	Smart Document Cameras	10420.88	19 teachers	To provide teachers with needed equipment to teach	Required Powerful Teaching and Learning	6/1/2015 & 16	6/1/2015 & 16	Purchase orders
15-16	HP Color laser Jet Network Printer	1129	All staff	Our newest is 9 years old and teachers need color for reports for students	Required Powerful Teaching and Learning	6/1/2016	6/1/2016	Purchase orders
14-16	Epson LCD Projectors for SmartBoard	3147	3 teachers	To replace projectors that have quit	Required Powerful Teaching and Learning	6/1/2015 & 16	6/1/2015 & 16	Purchase orders
14-16	Dell Desktops	8865	15 teachers	To keep updating computers	Required Powerful Teaching and Learning	6/1/2015 & 16	6/1/2015 & 16	Purchase orders
14-16	Complete Smart Board Package	4600	1 teacher	To replace very old SmartBoard	Required Powerful	6/1/2015 & 2016	6/1/2015 & 16	Purchase orders

Standard 2: Access to Digital Learning Resources for Students and Teachers								
School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
					Teaching and Learning			
15-16	Renaissance Place Subscription	4800	1-8 STAR, 1-6 AR	To provide additional reading resources	Required Powerful Teaching and Learning	9/30/2016	9/30/2016	Test Results
15-16	My BOB for Battle of the Books Subscription	409.4	Elementary & Middle school BOB	To prepare students for competition	Required Powerful Teaching and Learning	6/2015	MS 2/26 & E 3/11/16	Competition

Standard 3: Providing Digital-Age Education Professional Development								
School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
14-15	Teacher Webpage Training	None	Teachers	To train teachers on the use of their webpage	Leadership	8/21/2014	8/21/2014	Sign In Sheet
14-15	MacBook Training	None	New Certified Staff	To train teachers on basic macBook techniques & uses	Leadership	9/23/2014	9/23/2014	Sign In Sheet
14-15	Follett Training with Karei Swift	None	Staff	To train teachers on Web Resources, ebooks, etc.	Leadership	1/7/2015	1/7/2015	Sign In Sheet
14-15	Smart Document Training	None	Staff	To train teachers to use them	Leadership	12/4/2014	12/4/2014	Sign In Sheet
15-16	Smart Board Training	None	New Staff, Staff	To train teachers on using their Smart Board	Leadership	8/26/2015	8/26/2015	Sign In Sheet
15-16	Follett Training with Karei Swift	None	Staff	To train teachers on Follett Web Resources, ebooks, etc.	Leadership	9/23/15	9/23/15	Sign in Sheet
15-16	Canvas Training	None	Brett Lanier, Miriam Summerlin	To train teachers on the use of Canvas	Leadership	9/9/15	9/9/15	Sign in electronically

**Standard 3: Providing Digital-Age Education Professional Development**

School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
15-16	Google Classroom	None	Teachers	To train teachers on the use of Google Classroom	Leadership	10/1-6/1/16	6/1/16	Sign in Sheet
15-16	NCWiseOwl Training	None	Staff	To train staff on the use of NCWiseOwl	Leadership	10/1-6/1/16	6/1/16	Sign in Sheet
15-16	eBook Training More Information	None	Staff	To train staff on the use of eBooks	Leadership	10/1-6/1/16	6/1/16	Sign in Sheet

**Standard 4: Transitioning to Paperless Environment**

School Year	Item/Project	Cost	Number of Items/Target Group	Rationale	Design Principle	Target Date	Completion Date	Evidence of Completion
14-16	Laptops or iPads for 1:1 for students	Dell laptops 512/iPads 374	Student cost per student	1:1 students to receive devices	Required Powerful Teaching and Learning	Ongoing	Ongoing	Count how many we have at a particular time.
15-16	Transition to electronic submission of student work instead of printing	None to submit	Students and Staff	To save on printing cost	Required Powerful Teaching and Learning	10/1-6/1/16	6/1/16	No more student printing.