

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.

District Goals for Orange County Schools

OCS GOAL 1:	Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers.
OCS Goal 2:	Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.
OCS Goal 3:	Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students.
OCS Goal 4:	Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students.
OCS Goal 5:	Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.

School Vision and Mission Statement _____**Orange County Schools****Mission**

Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world.

Vision

Orange County Schools envisions a public school system that prepares all students to be creative, constructive thinkers who become healthy, productive and responsible members of our community and the world.

School Mission:

The mission of Efland-Cheeks Elementary is to educate our students to reach their highest potential academically, socially, and emotionally in order to become productive members of society.

School Vision:

Efland-Cheeks Elementary is a positive educational setting where all students and staff are creative and confident problem-solvers able to generate knowledge, and contribute their skills to local and global communities.

School Data and Summary Analysis

School Name: Efland-Cheeks Elementary

Date: 2015-16

Use data on your data report as the basis for understanding your school and identifying priority areas for improvement.

GUIDING QUESTIONS: *Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations as well as data).*

1. What does the analysis tell you about your school's strengths?

During the 2014-15 school year, staff at Efland-Cheeks focused on strengthening the core instructional program in Reading and Math. Our school met expected growth for the 2014-15 school year. 2014-15 literacy data in Kindergarten and Second grade reflect student proficiency at 84% and 76% respectively. Third grade and Fifth grade literacy data reflects positive gains when compared to beginning of year data. Third grade Beginning of Grade test scores reflected that 23% of students were proficient in reading. 3rd grade EOG data reflects that 52% of students were reading on grade level. EVAAS data projected that only 13% of 5th grade students would be proficient at the end of the year. 37% of 5th grade students were proficient based on EOG data.

Additionally, Efland-Cheeks has made strides with implementation of our Positive Behavior Intervention Support (PBIS) program. During the 2013-14 school year, Efland-Cheeks participated in NC DPI's School-wide Evaluation Tool (SET) process. The SET score was 50%. During the 2014-15 school year, we exceeded our target SET score of 75% with a score of 96% on the SET.

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

We have analyzed multiple sources of data to determine opportunities for improvement. 5th grade EOG science data reflects a need for our school to strengthen core instruction in science across grade levels.

Annual Measureable Outcome (AMO) data indicates the need for us to improve tiered instruction in reading and math in order to monitor growth and progress for students across subgroups including all students, African-American students, Hispanic students, Limited English proficiency students, students with disabilities, and economically disadvantaged students.

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

No data is missing at this time.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Our top priority areas are:

- Reading, math, and science instruction (Tier 1 support)
- Tiered instruction for students needing supplemental intervention and intensive intervention

● Closing achievement gaps between students who are minorities and White and Asian students

2015-16 YEAR 2 PRIORITY GOAL 1 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	Efland-Cheeks Elementary
	OCS GOAL 1:	Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers.
PLAN	SCHOOL GOAL 1:	At the end of the 2015-16 school year, Efland-Cheeks Elementary students will meet the following EOG proficiency targets for reading: 3rd grade 55%, 4th grade 65%, and 5th grade 60%. At the K-2 level 70% of students will be at or above grade level as reflected on mCLASS assessment data.
PLAN	GOAL 1 STRATEGY 1:	During the 2015-16 school year all K-5 teachers will implement Reader’s Workshop as evidenced by Professional Learning Community (PLC) meeting minutes, lesson plans, student work, classroom walkthrough data and administrative observations.
DO	Goal 1 - Strategy 1 Action Step 1:	Teachers will utilize the district pacing guides to promote vertical alignment, critical thinking, and reading stamina. For the 2015-16 school year particular emphasis will focus on providing mini-lessons and developing independent reading within the workshop.
DO	Goal 1 - Strategy 1 Action Step 2:	Coaching will be to provided to support teachers with implementation of Reader’s Workshop. The Literacy Coach will co-teach, demonstrate model lessons, provide job embedded professional development, and afford resource development. The Literacy Coach will meet bi-weekly with PLC teams as evidenced by PLC minutes.
PLAN	GOAL 1 STRATEGY 2:	At the end of the 2015-16 school year, Efland-Cheeks Elementary students will meet the following EOG proficiency targets for math: 3rd grade 50%, 4th grade 59%, and 5th grade 61%.At the K-2 level 70% of students will be at or above grade level as reflected on PLC common assessments.

DO	Goal 1 - Strategy 2 Action Step 1:	During the 2015-16 school year all teachers will implement Math Workshop as evidenced by use of district pacing guides, PLC meeting minutes, lesson plans, student work, classroom walkthrough data and administrative observations.
DO	Goal 1 - Strategy 2 Action Step 2:	During the 2015-16 school year teachers will utilize the district pacing guides to promote conceptual understanding, application, and math fluency as evidenced by PLC agendas, PLC meeting minutes, lesson plans, student work, classroom walkthrough data, and teacher observations.
PLAN	GOAL 1 STRATEGY 3:	At the end of the 2015-16 school year, Efland-Cheeks Elementary students will score 50% proficient as reflected on the science EOG.
DO	Goal 1 - Strategy 3 Action Step 1:	During the 2015-16 school year, teachers will use district pacing guides and Discovery Education to provide science instruction. PLC agendas and minutes will serve as evidence.
DO	Goal 1 - Strategy 3 Action Step 2:	During the 2015-16 school year, 5th grade science teachers will utilize Case 21 assessments to monitor student progress and adjust instruction to meet student learning needs.
PLAN	Goal 1 - Review Frequency:	Quarterly
DO	Goal 1 - Assigned Implementation Team:	The School Improvement Team is ultimately responsible for monitoring this goal. The monthly monitoring of this process will be guided by Efland-Cheeks Leadership Team and PLC teams.

CHECK	Data for Goal 1 Strategies:	<p>What data will be used to determine whether the Goal 1 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> <p>PLC Team Agendas, Minutes, Lesson Plans, Walkthrough Data, Administrative Observations, Student Work</p>
CHECK	Assessment of Goal 1 Strategies :	<p>How will you determine whether the Goal 1 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>Case 21 benchmark data, mCLASS data, EOG data, iStation & TenMarks data</p>
CHECK	Data Results of Goal 1 Strategies:	<p>What does the data show regarding the results of the implemented Goal 1 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 1 Strategies:	<p>Based upon identified results, should/how should Goal 1 strategies be changed?</p> <hr/> <p>[Write response here.]</p>

		<p>2015-16 YEAR 2 PRIORITY GOAL 2 AND ASSOCIATED STRATEGIES</p>
	SCHOOL NAME:	Efland-Cheeks Elementary
	OCS GOAL 2:	Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.
PLAN	SCHOOL GOAL 2:	During the 2015-16 school year Efland-Cheeks will collaborate with stakeholders to make our school healthy, safe, and positive to support the engagement of students, staff, and families.

PLAN	GOAL 2 STRATEGY 1:	Technology will be utilized to maintain communication with parents, families, and staff. Evidence of this will Connect5, school website, social media, principal newsletters, and teacher newsletters. The staff receives a weekly email newsletter from administration outlining important dates for the week ahead. Google tools and applications are used to share information weekly.
DO	Goal 2 - Strategy 1 Action Step 1:	Blackboard Connect5 phone system will be used to communicate with parents regarding school-wide events on a bi-weekly basis.
DO	Goal 2 - Strategy 1 Action Step 2:	During the 2015-16 school year Professional Development regarding creation of classroom websites to inform parents of classroom news. One staff development session will occur during this school year.
PLAN	GOAL 2 STRATEGY 2:	During 2015-16 school year Efland-Cheeks will implement Positive Behavior Intervention Support System (PBIS) and will use this to engage with our community. Implementation evidenced includes PBIS minutes, agendas, and observations.
DO	Goal 2 - Strategy 2 Action Step 1:	Staff will recognize the academic and behavioral successes of students through clearly defined criteria. Parents/guardians and community members will be invited to quarterly recognition assemblies which will provide opportunity for student recognition.
DO	Goal 2 - Strategy 2 Action Step 2:	During the 2015-16 school year Efland-Cheeks will the PBIS team will incorporate Tier 2 and Tier 3 PBIS techniques in order to support the needs our our students. Parents and guardians will be a part of the support team as staff creates behavior support plans for students. Behavior plans, meeting agendas, and minutes, will serve as evidence.
PLAN	GOAL 2 STRATEGY 3:	During the 2015-16 school year Efland-Cheeks will administer a survey to parents/guardians, and staff to assess the school's climate. Evidence will be the survey data.

DO	Goal 2 -Strategy 3 Action Step 1:	Analyze survey results with School Improvement Team in order to identify strengths and needs. Evidence will be survey data and minutes from the School Improvement Team meeting.
DO	Goal 2 -Strategy 3 Action Step 2:	During the 2015-16 school year, climate survey results and plans for improvement will be communicated to parents/guardians to engage stakeholders in the continuous improvement process.
PLAN	Goal 2 -Review Frequency:	Quarterly
DO	Goal 2 -Assigned Implementation Team:	School Improvement Team, PBIS Team
CHECK	Data for Goal 2 Strategies:	<p>What data will be used to determine whether the Goal 2 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> <p>Connect5 reports, administrative newsletters, teacher newsletters, climate survey</p>
CHECK	Assessment of Goal 2 Strategies :	<p>How will you determine whether the Goal 2 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>Climate survey results, Attendance at school-wide events, PTA membership</p>
CHECK	Data Results of Goal 2 Strategies:	<p>What does the data show regarding the results of the implemented Goal 2 strategies?</p> <hr/> <p>[Write response here.]</p>

ACT	<p>Changes to Goal 2 Strategies:</p>	<p>Based upon identified results, should/how should Goal 2 strategies be changed?</p> <hr/> <p>[Write response here.]</p>
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2015-16 YEAR 2 PRIORITY GOAL 3 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	Efland-Cheeks Elementary
	OCS GOAL 3:	Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students.
PLAN	SCHOOL GOAL 3:	During the 2015-16 school year PLC teams will meet weekly with a focus on planning, data analysis, and differentiation. Evidence will include PLC meeting agendas, minutes, student work samples, assessments, and student data.
PLAN	GOAL 3 STRATEGY 1:	The Efland-Cheeks master schedule provides PLCs with a 45 minute planning period daily. Administrators will work to minimize disruptions to planning time as evidenced by meeting/coverage schedules.
DO	Goal 3 - Strategy 1 Action Step 1:	During the 2015-16 school year, an administrator will support grade level PLCs in collaborative planning and data analysis as evidenced through PLC meeting minutes and agendas.
DO	Goal 3 - Strategy 1 Action Step 2:	During the 2015-16 school year EOG, EVAAS, mCLASS, TCRA, iStation, and Tenmarks data will be used to help PLC teams monitor and adjust instruction. PLC agendas and minutes will be used to assess this action step.

PLAN	GOAL 3 STRATEGY 2:	During the 2015-16 school year, new teachers will receive job embedded professional development to support instruction as evidenced by school and individual needs assessments. New teachers will be involved in at least 3 professional development activities to support growth and development.
DO	Goal 3 - Strategy 2 Action Step 1:	A New Teacher Literacy Group will meet monthly to help support effective literacy practices. Meeting agendas, minutes, and walkthrough data will serve as evidence.
DO	Goal 3 -Strategy 2 Action Step 2:	Our Literacy and Math Coach will provide formative walkthrough feedback to new teachers weekly to support new teacher growth and development.
PLAN	GOAL 3 STRATEGY 3:	During the 2015-16 school year, Efland-Cheeks will celebrate successes of individual teachers, PLC teams, and the staff as a whole.
DO	Goal 3 -Strategy 3 Action Step 1:	PBIS Team will incorporate opportunities for staff celebration into each Faculty Meeting in order to recognize the contributions of staff members.
DO	Goal 3 -Strategy 3 Action Step 2:	The PBIS/Social Committee will collaborate with administration to provide at least 3 staff celebrations per year.
PLAN	Goal 3 -Review Frequency:	Quarterly

DO	Goal 3 -Assigned Implementation Team:	PBIS Team & School Improvement Team
CHECK	Data for Goal 3 Strategies:	<p>What data will be used to determine whether the Goal 3 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> <p>Professional Development Plan, Meeting Schedules, Coverage Schedules</p>
CHECK	Assessment of Goal 3 Strategies :	<p>How will you determine whether the Goal 3 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>PLC Agendas/minutes, PBIS data</p>
CHECK	Data Results of Goal 3 Strategies:	<p>What does the data show regarding the results of the implemented Goal 3 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 3 Strategies:	<p>Based upon identified results, should/how should Goal 3 strategies be changed?</p> <hr/> <p>[Write response here.]</p>

		2015-16 YEAR 2 PRIORITY GOAL 4 AND ASSOCIATED STRATEGIES
	SCHOOL NAME:	Efland-Cheeks Elementary
	OCS GOAL 4:	Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students.

PLAN	SCHOOL GOAL 4:	During the 2015-16 school year, Efland-Cheeks will implement crisis management procedures to provide safe, sustainable operations.
PLAN	GOAL 4 STRATEGY 1:	The school crisis team will support emergency management and clarify roles and expectations.
DO	Goal 4 - Strategy 1 Action Step 1:	Provide professional development regarding crisis management and emergency procedures. Crisis management plan will be shared annually for staff and one update will be provided throughout the school year.
DO	Goal 4 - Strategy 1 Action Step 2:	The school will annually update the crisis management plan to be ready to respond in the event of an emergency. Monthly fire drills will occur. Drills for lockdown and tornado will occur twice a year.
PLAN	GOAL 4 STRATEGY 2:	Technology systems and infrastructure will be maintained through allocating funds for repairs. Our budget allocation will serve as evidence.
DO	Goal 4 - Strategy 2 Action Step 1:	Instructional Technology Facilitator will conduct a needs assessment annually.
DO	Goal 4 -Strategy 2 Action Step 2:	New technology purchases will be aligned to needs assessment and student learning needs.

PLAN	GOAL 4 STRATEGY 3:	During the 2015-16 school year the Media Technology Advisory Committee will establish a budget including funds for maintaining our collection and technology systems.
DO	Goal 4 -Strategy 3 Action Step 1:	The School Librarian will will conduct a needs assessment annually.
DO	Goal 4 -Strategy 3 Action Step 2:	New library purchases will be aligned to the needs assessment and discussed with our Media Technology Advisory Committee.
PLAN	Goal 4 -Review Frequency:	Quarterly
DO	Goal 4 -Assigned Implementation Team:	SIT, MTAC
CHECK	Data for Goal 4 Strategies:	What data will be used to determine whether the Goal 4 strategies were deployed with fidelity? (common assessments, etc...) _____ SIT and MTAC meeting agendas and minutes
CHECK	Assessment of Goal 4 Strategies :	How will you determine whether the Goal 4 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) _____ Documentation from fire drills, tornado drills, and lockdowns Library Budget

CHECK	Data Results of Goal 4 Strategies:	<p>What does the data show regarding the results of the implemented Goal 4 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 4 Strategies:	<p>Based upon identified results, should/how should Goal 4 strategies be changed?</p> <hr/> <p>[Write response here.]</p>

		<p>2015-16 YEAR 2 PRIORITY GOAL 5 AND ASSOCIATED STRATEGIES</p>
	SCHOOL NAME:	Efland-Cheeks Elementary
	OCS GOAL 5:	Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.
PLAN	SCHOOL GOAL 5:	During the 2015-16 school year, Efland-Cheeks Elementary will use a tiered instructional approach to monitor student learning. Coaching, intervention, and enrichment personnel will be assigned to classrooms and small groups based on student learning needs. Students needing supplemental intervention and intensive support will be determined through weekly PLC team discussions and monthly school data meetings.
PLAN	GOAL 5 STRATEGY 1:	During the 2015-16 school year grade level PLCs will meet with administrators to examine overall proficiency. Data discussions will include identifying needs of students in the following categories: race, gender, ESL, SWD, AIG, and EDS. Differentiation and instructional support will be provided to meet the needs of students in each subgroup.
DO	Goal 5 - Strategy 1 Action Step 1:	Differentiated professional development will be provided to staff in order to provide continuous learning opportunities connected to student needs and professional goals. Teacher leaders, administrators, and district personnel will lead professional learning sessions.

DO	Goal 5 - Strategy 1 Action Step 2:	Student data will be tracked on a watchlist in order to monitor the efficacy of interventions.
PLAN	GOAL 5 STRATEGY 2:	During the 2015-16 a school data team comprised of teachers, coaches, interventionists, and administrators team will meet monthly in order to track growth and proficiency of students needing supplemental instructional support. The student support team will meet bi-weekly in order to provide instructional and/or behavioral support to students needing intensive intervention.
DO	Goal 5 - Strategy 2 Action Step 1:	During the 2015-16 school year Efland-Cheeks will integrate digital resources into weekly classroom instruction to foster differentiation and critical thinking skills.
DO	Goal 5 -Strategy 2 Action Step 2:	During 2015-16 school year, Efland-Cheeks will utilize TenMarks, and iStation to provide differentiated learning opportunities for students. Case 21 will be utilized to monitor student progress and determine students who need re-teaching and intervention.
PLAN	GOAL 5 STRATEGY 3:	During the 2015-16 school year, staff will have input on the school's financial resources and will align fiscal resources with student needs.
DO	Goal 5 -Strategy 3 Action Step 1:	Administrators will clearly communicate with staff members regarding funding sources available for use in personnel and instructional resources.
DO	Goal 5 -Strategy 3 Action Step 2:	Administrators will provide opportunities for staff to communicate their input on the budget through work sessions and through digital collaboration.

PLAN	Goal 5 -Review Frequency:	Monthly
DO	Goal 5 -Assigned Implementation Team:	School Improvement Team, Tier 2 Team, and SST
CHECK	Data for Goal 5 Strategies:	What data will be used to determine whether the Goal 5 strategies were deployed with fidelity? (common assessments, etc.....) <hr/> PLC meeting minutes, Efland-Cheeks School watch-list, student data, budget
CHECK	Assessment of Goal 5 Strategies :	How will you determine whether the Goal 5 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) <hr/> Case 21 data, iStation, TenMarks, EOG, and mCLASS data
CHECK	Data Results of Goal 5 Strategies:	What does the data show regarding the results of the implemented Goal 5 strategies? <hr/> [Write response here.]
ACT	Changes to Goal 5 Strategies:	Based upon identified results, should/how should Goal 5 strategies be changed? <hr/> [Write response here.]

How the superintendent and other central office administrators will work with the school and monitor the school's progress.

1.	Quarterly data meetings will be conducted at ECES. The Superintendent, Chief Academic Officer, and various directors from the Curriculum and Instruction Department will meet with the school's leadership team. The leadership team will share current progress toward meeting plan goals by presenting various data points such as benchmark data, iStation, TenMarks, mclass, TRC, discipline, and other formative assessments. The leadership team will report on the effectiveness of strategies used up to that point and will identify necessary changes to the plan or strategies that are needed. C and I staff will provide support and feedback based on the needs identified in each meeting.
2.	A veteran administrator/principal has been assigned to mentor and coach the principal.
3.	Literacy director will meet with school literacy coach to provide PLC support, model lessons in classrooms and support in unpacking pacing and standards documents on a weekly basis (or more often as needed).
4.	District level math coaches will provide embedded professional development, PLC support, model lessons in classrooms, and will unpack pacing and standards documents with teachers on a weekly basis (or more often as needed).
5.	District level early literacy coach and district level ESL coach will provide embedded professional development, PLC support, model lessons in classrooms and support in unpacking pacing and standards documents on a weekly basis (or more often as needed).
6.	District level PBIS program specialist will provide professional development and resources to support the school's Positive Behavior Intervention and Support model.
7.	Full time academic coach provided by district to focus on student motivation and engagement
8.	District will provide digital literacy and math instructional programs (iStation and Tenmarks) to be used in core instruction and for interventions.
9.	Two additional teachers will be provided to reduce class sizes.