Directions for the Plan for School Improvement Template:
All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to document a school's plan for improvement.
Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to http://www.rep.dpi.state.nc.us/app/dstplan.
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Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.
To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.
To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

23040	School Name:	School Code:	Year:
Person County Schools	South Elementary School	356	2015-2016
Principal Name (or Designee)	Patrick Holmes	**Principal Name (or Designee) Email**	holmesp@person.k12.nc.us

School Mission	South Elementary will provide an environment where learning is a positive experience. It is our aim that students will develop pride, respect, and responsibility for self and others in our ever changing society. We will instill in each child the desire to strive for personal excellence and develop an appreciation for life-long learning. Furthermore, we will: • form a partnership between our children, families, and community; • deliver quality instruction geared to meet individual students' needs; • provide a safe and orderly environment; • foster life-long learning and responsible citizenship; • provide a nurturing environment committed to achieving excellence; • construct effective communicators, productive workers, and resourceful thinkers; • create an environment of teachable moments for students to learn from everyday experiences; • produce an atmosphere where students are empowered to explore their individual interests and abilities.
School Vision	Engage, Evolve, and Educate for Excellence.

Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)

Historically South Elementary School has experienced turnover in both administrative and teacher positions which has been detrimental to the the effectiveness of the school. Teacher turnover rates for the past five years are (2010-2011=17%), (2011-2012=32%), (2012-2013=20%), (2013-2014=13%) and (2014-2015=9%). This data indicates a trend toward a more stable staff with a significant decrease in turnover resulting in more experienced teachers remaining in classrooms and developing approaches for meeting the needs of our specific demographics. South Elementary School has experienced consistent change in leadership over the past ten years, during this time four different principals have been in place. The current school leadership has been in place for less than three years. Stability will be important to the positive growth and achievement of South Elementary School moving forward. As we have transitioned to the Common Core curriculum, the assessment data provided is a new baseline for growth in the upcoming years. To see growth, we will use scores from 2013-2014/2014-2015 EOG's, 2013-2014/2014-2015 SchoolNet/ClassScape Benchmarks, K-2 Discovery Ed Math, and K-5 Reading 3D.

K-2 Data at the close of the 2014-2015 school year:
- Discovery Ed data showed that SES has 82% of K-2 students (K=82%); (1st=90%); (2nd=75%) proficient in Math, scoring either a 3 or 4 as their final proficiency rating.
- Reading 3D data showed we have 45% of K-2 students (K=69%); (1st=13%); (2nd=52%) reading on grade level and 40% of students in grades K-3 (3rd=27%) reading on grade level.
3-5 Data at the close of the 2014-2015 school year:
- 3-5 MATH EOG = 36% of Students at a 3, 4, or 5 Proficiency Score in Math: (3rd Math=46%); (4th Math=27%); (5th Math=35%)
- 3-5 ELA EOG = 30% of Students at a 3, 4, or 5 Proficiency Score in ELA: (3rd ELA=32%); (4th ELA=42%); (5th ELA=17%)
Our school's Performance Composite Percent on Grade Level Proficiency score averaged at 32.9%, Report Card Level D.

We continue to be invested in the implementation of research and evidence based proven strategies. These include Learning Focused, LetterLand Literacy, Jan Richardson Small Group Reading and NTN/KEMS Math.
Following the first years of assessments with the Common Core curriculum, we have more assessment data to use as a baseline for growth. This data shows that we need to place a strong focus on both literacy and math in all grades. Read to Achieve assessments show that students in 3rd grade can benefit from consistent and targeted reading instruction in foundational comprehension skills. As we transition from Reading 3D being utilized in grades K-3, to also assessing transition students in grade 4, we have a greater understanding of which literacy skills should be targeted with individual students. Discovery Ed data provides evidence of growth in K-2 math. While this growth shows evidence of best practices with math strategies, it also tells us that more significant gains are needed to move students to a higher proficiency in grades 3-5. In the 2014-2015 school year, students in all grade levels received intervention in math skills at least twice a week and intervention in literacy skills at least 3 times a week. In the upcoming years, we will continue to place a strong focus on intervention with targeted students throughout the school year. Following the results of EOY Reading 3D, Discovery Ed, and EOG assessments, we are gaining a greater understanding of how the math and literacy intervention for the current and upcoming years should be structured. Resources aligned with the Common Core curriculum have been purchased in both areas for instructional and intervention purposes. We will continue to utilize the best practices strategies from the National Training Network, KEMS math program in grades 3 - 5, along with a rigorous, additional Motivation Math practice resource. In addition we will continue using the SOLVE method in 2nd grade. K-1 grades will continue using LetterLand and training has been provided to 2nd grade to begin using in all grades K-2, which will be used to increase students' understanding of foundational literacy skills. These same strategies will be shared in 3rd grade to use appropriately as students meet those needs. In addition, Motivation Reading resources will be integrated into the Reading practices in grades 3-5 to increase understanding of extended reading skills. All grade levels will be working with Jan Richardson foundational reading practices with new guided reading libraries in each grade level. Through these programs and additional resources, we plan to see growth and significant gains from our students in both literacy and math.

School Data Disaggregation:

	AMO's			School Performance Grade					School Size	Classroom Teachers	Teacher Turnover Rate
	Targets Met	Targets Assigned	Percent Met	Reading	Math	Science	Overall	School Performance Score			
2012 - 2013	14	21	66.70%						274	24	20%
2013 - 2014	12	17	70.60%	29	42	50	38	45 (Met)	254	23	13%
2014 - 2015	8	15	53.30%	31	39	22	33	40 (Did Not Meet)	277	24	9%

Percent AT or ABOVE Level III												
	2012 - 2013				**2013 - 2014**				**2014 - 2015**			
	3rd Grade	4th Grade	5th Grade	Overall	3rd Grade	4th Grade	5th Grade	Overall	3rd Grade	4th Grade	5th Grade	Overall
Average Class Size	14	23	26						13	13	16	
Reading Performance	16.10%	21.70%	17.50%	18.70%	24.10%	27.60%	34.20%	29.20%	31.10%	44.40%	19.40%	30.60%
Math Performance	29.00%	34.80%	14.00%	24.60%	48.30%	34.50%	42.10%	41.70%	44.40%	29.60%	38.90%	38.90%
Science Performance			26.30%				50.00%	50.00%			22.20%	22.20%
Overall Proficiency					36.20%	31.00%	42.10%	37.80%	37.80%	37.00%	26.90%	32.90%
Female				10.80%	30.80%	31.30%	38.50%	34.00%	38.90%	41.70%	27.10%	34.30%
Male				11.60%	40.60%	30.80%	44.00%	40.60%	37.00%	33.30%	26.70%	31.90%
Black				8.60%	34.10%	28.10%	40.40%	35.30%	24.10%	36.10%	21.10%	25.90%
Hispanic				12.90%	33.30%	27.30%	54.50%	42.60%	57.10%	25.00%	30.00%	35.70%

White				11.50%	50.00%		38.90%	46.70%	55.60%	66.70%	38.90%	50.00%
Economically Disadvantaged				10.00%	32.70%	27.80%	39.20%	34.60%	43.10%	23.80%	26.70%	31.90%
Not Economically Disadvantaged				21.40%								
Limited English Proficient Students				<5.0%				11.10%	25.00%			15.40%
Students with Disabilities				10.00%	18.80%	33.30%		16.10%	14.30%	20.00%	16.70%	16.70%
Academically or Intellectually Gifted						50.00%	95.00%	86.70%	95.00%	87.50%	66.70%	81.60%

District Name:	School Name:	School Code:	Year:
Person County Schools	South Elementary School	356	2015-2016

GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*At the (T) close of 2015-2016, students in grades (S/R) 3-5 will increase the Reading EVAAS Growth Measure from -1.3, which meets the growth standard, to (M/A) -0.6 , which would maintain the status of meeting expected growth; while also moving closer to the state growth standard of 0.0. A comprehensive review of mClass BOY, MOY and Progress Monitoring will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) K-3 will show a 5% increase in overall proficiency of mClass data from 47% of students reading On or Above Grade Level to a proficiency of (M/A) 52% or higher. A comprehensive review of SchoolNet Unit Assessments, along with Fall, Winter and Spring Benchmarks will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) 3-5 will show a 5% increase in overall proficiency of EOG reading data from 30% of students scoring a 3, 4, or 5 to (M/A) 35% or higher scoring at these proficiency levels.*		
	SBE Goal Alignment:	Goal 1 – Every student has a personalized education.	
	LEA Goal Alignment:	Globally Competitive Students	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*At the (T) close of 2015-2016, students in grades (S/R) 3-5 will increase the Math EVAAS Growth Measure from -4.2, which is below the growth standard, to (M/A) -1.8, which will demonstrate the standard of meeting expected growth. A comprehensive review of math unit assessments, along with Discovery Ed Fall and Winter Benchmarks will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) K-2 will show a 5% increase in overall proficiency of Discovery Ed math data from 82% to (M/A) 87% proficient. A comprehensive review of SchoolNet Unit Assessments, along with Fall, Winter and Spring Benchmarks will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) 3-5 will show a 5% increase in overall proficiency of EOG math data from 40% of students scoring a 3, 4, or 5 to (M/A) 45% or higher scoring at these proficiency levels.*		
	SBE Goal Alignment:	Goal 1 – Every student has a personalized education.	
	LEA Goal Alignment:	Globally Competitive Students	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	

GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*At the (T) close of 2015-2016, 5th grade students will (S/R) increase the Science EVAAS Growth Measure from -4.1, which is below the growth standard, to (M/A) -1.5, which will demonstrate the standard of meeting expected growth. A comprehensive review of science unit assessments, along with SchoolNet Fall, Winter and Spring Benchmarks will be analyzed to improve teacher's practices; thus, ensuring these students will show a (S/R) 5% increase in overall proficiency of EOG science data from 22% of students scoring a 3, 4, or 5 to (M/A) 27% or higher scoring at these proficiency levels.*	
	SBE Goal Alignment:	Goal 1 – Every student has a personalized education.
	LEA Goal Alignment:	Globaly Competitive Students
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun
GOAL #4: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*At the (T) close of 2015-2016, SES SchoolNet Data will show a (S/R) 5% decrease in the average number of referrals per month from the 2014-2015 monthly average of 14.4 to an (M/A) average of 13.7 referrals per month. The (S/R) overall number of student referrals for the year would decrease from 2014-2015's total of 144 to (M/A) at least 137. The (S/R) number of student OSS suspension days will show a 5% decrease from 92 days missed in 2014-2015 to (M/A) at least 87 in 2015-2016.*	
	SBE Goal Alignment:	Goal 1 – Every student has a personalized education.
	LEA Goal Alignment:	Globaly Competitive Students
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Partially Implemented

District Name:	School Name:	School Code:	Year:
Person County Schools	South Elementary School	356	2015-2016

GOAL #1:	*At the (T) close of 2015-2016, students in grades (S/R) 3-5 will increase the Reading EVAAS Growth Measure from -1.3, which meets the growth standard, to (M/A) -0.6 , which would maintain the status of meeting expected growth; while also moving closer to the state growth standard of 0.0. A comprehensive review of mClass BOY, MOY and Progress Monitoring will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) K-3 will show a 5% increase in overall proficiency of mClass data from 47% of students reading On or Above Grade Level to a proficiency of (M/A) 52% or higher. A comprehensive review of SchoolNet Unit Assessments, along with Fall, Winter and Spring Benchmarks will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) 3-5 will show a 5% increase in overall proficiency of EOG reading data from 30% of students scoring a 3, 4, or 5 to (M/A) 35% or higher scoring at these proficiency levels.*

Strategy #1: Describe the strategy that will support this goal	*Use mClass (K-3), Discovery Ed-ELA (K-2) and SchoolNet (3-5) Benchmark, along with Unit CFA assessments to drive instructionand progress monitor student performance on a regular basis.*

Progress:	Progress Monitoring Status:	**HAS BEGUN:** Beginning of Year (BOY) mClass (K-3) is completed and first quarter SchoolNet (3-5) and Discovery Ed-ELA (K-2) benchmarks have been completed. Middle of the year benchmarks have started and will yield comparative data upon completion. Teachers have also started and will continue to progress monitor students in the mClass assessment system throughout the year.

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*(1) Use mClass Reading 3D to monitor student progress in grades K-4, with a focus on grades K-3. Progress Monitor reading skills using mClass Reading 3D between benchmark times to drive leveled groups and targeted reading instruction during small group and intervention instruction. (2) During weekly PLT meetings, teams will review CFA data and benchmarks as assessments are given to recognize areas in need of growth and develop strategies to effectively encourage student growth. This data will be used to drive a daily scheduled intervention session (STAR). (3) Utilize KidBiz, Motivation Reading, NC Ready ELA, SchoolNet, Discovery Ed-ELA, and Jan Richardson/Guided Reading resources for monitoring student academic performance in literacy throughout grades K-5. (4) Professional development is being provided on site to provide teachers with research proven strategies for guided reading. Many of these strategies are taken from Jan Richardson's Next Steps for Guided Reading while additional resources are taken from the training for Reading Recovery. This professional development will conclude prior to the winter holiday, upon return observations will be conducted by reading coaches to monitor the use of these strategies and provide feedback for continued growth.*

	Evidence: (Identify documents and artifacts)	**(1)** mClass benchmark and progress monitoring data will be reviewed in PLT meetings and used to differentiate, accelerate and remediate. Evidence of data impacting/changing instruction in teacher and grade level plans, assessible by administration. **(2)** Evidence of reviewing CFA and benchmark data throughout instructional units is evident in PLT minutes and lesson plans for review by administration. **(3)** Monitor usage reports KidBiz, SchoolNet and Discovery Ed-ELA. Evidence of Motivation Reading and Jan Richardson/Guided Reading resources in lesson plans. **(4)** Guided Reading observation documents will serve as additional artifacts documenting the progross toward goals.		
	Person(s) Responsible:	Principal, Instrucitonal Coach, and Grade Level PLTs		
	Timeline:	(1) Review mClass benchmark data quarterly and progress monitoring data monthly. (2) PLT review of CFA and benchmark data weekly, and reflected in STAR planning. (3) Weekly monitoring of usage and proficiency of programs and resources.		
	Budget Amount: (if applicable)	$0	Budget Source: (if applicable)	N/A
Strategy #2: **Describe the strategy that** **will support this goal**	*Create classroom settings that best fit the needs of students based on their performance in the area of reading.*			
Progress:	Progress Monitoring Status:	**HAS BEGUN:** PLT meetings have started and continue to meet at least twice weekly with ongoing discussions and review of Essential Questions, expectations of grade level standards, and review of ongoing assessment data. Guided Reading professional development was completed in November, 2015.		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*(1) Plan and utilize small/flexible group instruction for students. (2) Implement a balanced literacy block that assists students in learning all aspects of literacy, using the Jan Richardson/Guided Reading strategies. (3) Implement and/or strengthen the following Learning Focus Strategies: concept maps, vocabulary development, acquisition lesson planning, backwards planning, and distributed summarization to increase effective teaching strategies. (4) Utilize the Comprehension Toolkit to help group students to target specific literacy skills.*			
	Evidence: (Identify documents and artifacts)	**(1)** CFA, Benchmark, and Progress Monitoring data reviewed in PLT meetings and used for grouping to differentiate and remediate during STAR and in daily instruction. Evidence of data impacting/changing instruction in teacher and grade level plans, assessible by administration. **(2)** Evidence of Jan Richardson/Guided Reading strategies and resources in lesson plans, PLT planning minutes, and walk-through observations. **(3)** Evidence of Learning Focused Strategies in lesson plans, PLT planning minutes, and walk-through observations. **(4)** Evidence of ongoing professional development and coaching, review of plans implemented, walkthrough observations and feedback.		
	Person(s) Responsible:	Principal, Instructional Coach, Reading Coaches, Grade Level Teachers		

Timeline:	(1) Review of Benchmark data quarterly and Progress Monitor data monthly, with reflection of remediation and acceleration in STAR plans. (2) Review of PLT minutes and unit plans weekly. (3) Guided Reading Professional Development Sept. 17 - Nov. 19, totaling 6 sessions.	
Budget Amount: (if applicable)	$6,318.09	Budget Source: (if applicable)	Title I Supply Funds

Strategy #3: Describe the strategy that will support this goal	
Progress:	Progress Monitoring Status:
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	
	Evidence: (Identify documents and artifacts)
	Person(s) Responsible:
	Timeline:
	Budget Amount: (if applicable)

Budget Source: (if applicable)

	School Name:	School Code:	Year:
Person County Schools	South Elementary School	356	2015-2016

GOAL #2:	*At the (T) close of 2015-2016, students in grades (S/R) 3-5 will increase the Math EVAAS Growth Measure from -4.2, which is below the growth standard, to (M/A) -1.8, which will demonstrate the standard of meeting expected growth. A comprehensive review of math unit assessments, along with Discovery Ed Fall and Winter Benchmarks will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) K-2 will show a 5% increase in overall proficiency of Discovery Ed math data from 82% to (M/A) 87% proficient. A comprehensive review of SchoolNet Unit Assessments, along with Fall, Winter and Spring Benchmarks will be analyzed throughout the year to improve teachers' practices; thus, ensuring students in grades (S/R) 3-5 will show a 5% increase in overall proficiency of EOG math data from 40% of students scoring a 3, 4, or 5 to (M/A) 45% or higher scoring at these proficiency levels.*
Strategy #1: **Describe the strategy that** **will support this goal**	*Use Discovery Ed-MATH and SchoolNet Benchmark, along with and Unit CFA assessments to drive instruction and focus intervention based on individual student need.*
Progress:	Progress Monitoring Status:	**HAS BEGUN:** Beginning of Year Discovery Ed-MATH (K-2) and SchoolNet (3-5) benchmarks are completed. Middle of the year benchmarks have started and will yield comparative data upon completion. Teachers monitor progress, review standards taught, and remediate as needed during STAR intervention groups.
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*(1) PLTs will review assessment data to inform instruction and provide reteaching, practice, or accelertion for students. Assessments reviewed will include, but are not limited to: grade level CFAs and benchmark assessments. (2) Use research-based program (Key Elements of Mathematical Success-KEMS) to strengthen student's math skills. Other programs providing practice and ongoing progress monitoring throughout grades K-5 are DreamBox, Think Through Math, NC Ready Math Books, SchoolNet, Discovery Ed-Math, and Motivation Math. (3) Implement and/or strengthen the following Learning Focus Strategies: concept maps, vocabulary development, acquisition lesson planning, backwards planning, and distributive summarization to promote student success and help monitor academic progress. (4) Teachers will participate in district professional developement to strengthen math strategies through the C3M training led by Dr. Stiff from North Carolina State University. Dr. Stiff and his colleague will also provide shoulder to shoulder coaching and feedback to support instructional growth. This professional development is funded through a grant and will continue for two years.*
	Evidence: (Identify documents and artifacts)	**(1)** Benchmarks, Common Formative Assessments, and other data sources will be monitored on a frequent basis and reflected in PLT minutes, made accessible to administration. Assessments will be used to measure growth throughout the year. **(2)** PLC's in collaboration with school leadership will collaborate to analyze assessment data to develop a needs assessment and drive instruction including but not limited to STAR time. **(3)** Evidence of programs, strategies and resources used in lesson plans and PLT minutes. Plans and minutes are accessible by administration. Walkthrough observations will be conducted and documented by administration, instructional coach and reading coaches.

	Person(s) Responsible:	Principal, Instructional Coach, Grade Level Teachers
	Timeline:	(1) Review of benchmarks quarterly and CFA's as given throuhout the year. (2) Review of lesson plans and PLT minutes weekly.
	Budget Amount: (if applicable)	$0	Budget Source: (if applicable)	N/A
Strategy #2: Describe the strategy that will support this goal	*Utilize weekly and extended montly PLT planning to ensure effective Essential Questions aligned to the Common Core Standards are being addressed as the guiding points of instructional lessons and ensure that CFA data is being used effectively to drive instruction.*
Progress:	Progress Monitoring Status:	**HAS BEGUN:** PLT meetings have started and continue to meet at least twice weekly with ongoing discussions and review of Essential Questions and expectations of grade level standards.
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*(1) Provide support to 3-5 teachers with math programs and resources. 3-5 Teachers attend professional development to increase the use of effective math strategies. (2) Create an intervention time in the schedule to allow for more small/flexible group instruction. (3) Utilize weekly and extended monthly PLT planning to ensure strategies are being implemented effectively.*
	Evidence: (Identify documents and artifacts)	**(1)** Evidence of teachers attending ongoing district professional development to build effective math strategies through sign-in sheets and assigned tasks completed with students. **(2)** Evidence of ongoing review of data to effectively implement intervention strategies during classroom instruction and STAR time. Plans should show evidence of changes made to small/flexible groups to meet the needs of students throughout units and the year. Plans are made available to administration.
	Person(s) Responsible:	Principal, Instructional Coach and Teachers
	Timeline:	(1) Ongoing monitoring of attendance at district professional development sessions. (2) Monthly review of STAR plans and PLT minutes.
	Budget Amount: (if applicable)	$0	Budget Source: (if applicable)	N/A
Strategy #3: Describe the strategy that will support this goal	
Progress:	Progress Monitoring Status:	
Tasks/Action Steps: Describe the action steps that will be taken to support this	Evidence: (Identify documents and artifacts)	

	Person(s) Responsible:		
	Timeline:		
	Budget Amount: (if applicable)		Budget Source: (if applicable)

District Name:	School Name:	School Code:	Year:
Person County Schools	South Elementary School	356	2015-2016

GOAL #3:	*At the (T) close of 2015-2016, 5th grade students will (S/R) increase the Science EVAAS Growth Measure from -4.1, which is below the growth standard, to (M/A) -1.5, which will demonstrate the standard of meeting expected growth. A comprehensive review of science unit assessments, along with SchoolNet Fall, Winter and Spring Benchmarks will be analyzed to improve teacher's practices; thus, ensuring these students will show a (S/R) 5% increase in overall proficiency of EOG science data from 22% of students scoring a 3, 4, or 5 to (M/A) 27% or higher scoring at these proficiency levels.*

Strategy #1: Describe the strategy that will support this goal	*Use of student resources which are aligned to the state standards and engaging to students. These resources include LearnEd Science notebooks, Study Island, SchoolNet, Foss Science Kits and the addition of STEM lab time as a special for students.*

Progress:	Progress Monitoring Status:	**HAS BEGUN:** First Quarter SchoolNet benchmarks are completed. Middle of the year benchmarks have started and will yield comparative data upon completion. Teachers have started and continue to monitor progress of students through LearnEd notebooks weekly with integration of other noted resources for practice and assessment.

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Students will be provided with LearnEd Notebooks to support science standard driven instruction throughout the year. These notebooks will be provided to all fifth grade students. This resouce provides students with a tangible resource at their finger tips for science learning and practice. Incoporated throughout the LearnEd notebooks are graphic organizers, vocabulary practice, connections to real world applications, and quizzes which are utilized by teachers to assess student understanding and skill growth. According to first quarter benchmark data the current fifth grade students are scoring at a 49.9 average proficiency when last years fifth grade students scored at a 48.8 average proficiency on the fourth quarter benchmark. Upcoming benchmark assessments will be monitored to insure continued growth.*		
	Evidence: (Identify documents and artifacts)	Student LearnEd Notebooks will provide documentation of student progress in achieving learning goals in science.	
	Person(s) Responsible:	School administrator, Instructional Coach and Fifth Grade Teacher	
	Timeline:	Monthly review of lesson plans and PLT minutes to include integration of notebooks. Plans and minutes made available to administration.	
	Budget Amount: (if applicable)	$294.85	Budget Source: (if applicable) — Title I supply funds

Strategy #2: Describe the strategy that will support this goal	*Engage students in hands on learning in a science lab setting.*

Progress:	Progress Monitoring Status:	**HAS BEGUN:** Teachers have started and continue using the science lab weekly. A retired PCS science teacher leads fourth and fifth grades students in hands on science labs one day each week. Progress toward goals will be formally monitored through the use of benchmark assessments which will yield comparitive data.

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Students in Grades 3-5 will participate in a new special area class focused on STEM skills conducted in our newly established lab. During this lab time students will participate in hands on learning. All labs align with goals associated with state standards and expose the students to experiences in approaching their studies with active participation and a mix of independent and collaborative learning opportunities.*			
	Evidence: (Identify documents and artifacts)	Students will produce evidence with each lab to demonstrate their learning based on experiments and observatioins throughout various science lab activities. This will support performance on benchmarks conducted within the district.		
	Person(s) Responsible:	School administrator, Instructional Coach and Teachers in Grade 3-5		
	Timeline:	Monitor lab planning with PLTs monthly. Monitor performance of science benchmarks for 5th grade students quarterly. Monitor performance of unit assessments and integrated science assignments in monthly PLT meetings. Bi-weekly walk-through observations (lab specific) will be conducted of the STEM lab to ensure students are actively engaged with grade level standards and are producing evidence needed to excel in science.		
	Budget Amount: (if applicable)	$0	Budget Source: (if applicable)	N/A
Strategy #3: Describe the strategy that will support this goal	*Use SchoolNet benchmark and Unit CFA assessments to drive instruction.*			
Progress:	Progress Monitoring Status:	**HAS BEGUN:** First quarter SchoolNet benchmarks (5th grade) are completed. Middle of the year benchmarks have started and will yield comparative data upon completion. Completed Unit CFA's have been given and remediation is ongoing.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Assesments will be conducted through district benchmarks (5th Grade), unit formative assessments, and integrated assignments to monitor student growth and drive instruction. This data will be analyzed during PLT meetings and used to directly impact instructional planning.*			
	Evidence: (Identify documents and artifacts)	Assessment Data, PLT Minutes, Lesson Plans, and Student Performance		
	Person(s) Responsible:	Classroom teachers, Instructional Coach and School Administrator		
	Timeline:	Quarterly review of benchmarks and monthly review of unit and lesson assessments throughout the school year. Data will be analyzed immediately following completion during PLT meetings, with mintues made available to administration.		
	Budget Amount: (if applicable)	$0	Budget Source: (if applicable)	N/A

District Name:	School Name:	School Code:	Year:
Person County Schools	South Elementary School	356	2015-2016

GOAL #4:	*At the (T) close of 2015-2016, SES SchoolNet Data will show a (S/R) 5% decrease in the average number of referrals per month from the 2014-2015 monthly average of 14.4 to an (M/A) average of 13.7 referrals per month. The (S/R) overall number of student referrals for the year would decrease from 2014-2015's total of 144 to (M/A) at least 137. The (S/R) number of student OSS suspension days will show a 5% decrease from 92 days missed in 2014-2015 to (M/A) at least 87 in 2015-2016.*
Strategy #1: Describe the strategy that will support this goal	*Use proactive behavior management strategies and teaching opportunities to reduce student conflicts and decrease disruptions to the learning environment.*
Progress:	**Progress Monitoring Status:** **HAS BEGUN:** At the close of December, the total number of referrals in the 2015-2016 school year are at 56. This is an average of 13.2% per month. The number of days missed due to OSS is at 49.

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*(1) The administration and teachers will recognize students that exhibit the outstanding character trait of the month on a monthly basis. (2) Ongoing guidance lessons focused on character education and social skills. (3) All staff will identify consistent acceptable/unacceptable behaviors and implement strategies for improvement. (4) Schedule counseling sessions targeting the top 10% of students that make up the majority of referrals. (5) Teachers make at least 5 positive contacts with parents a month.*	
	Evidence: (Identify documents and artifacts)	**(1)** Character education bulletin board displaying monthly trait winners from each classroom. Awards given to students at the end of each quarter recognizing outstanding character exhibited during each time period. **(2)** Lesson Plans submitted, shared, and made accessible to administration by Guidance teacher focused on individual character traits and social skills. **(3)** PBIS school-wide behavior matrix identifying acceptable/unacceptable behaviors visually posted in designated areas throughout the building. **(4)** Ongoing documentation of counseling dates and progress made with students; maintained by guidance counselor. **(5)** Teacher/Parent communication log documenting all communication, including positive contacts.
	Person(s) Responsible:	Principal, Instructional Coach, Guidance Counselor, Grade Level Teachers, PBIS Committee Members
	Timeline:	(1) Ongoing change to monthly bulletin board recognizing students who demonstrate quality character. (2) Monthly review of shared guidance lesson plans. (3) Monthly review of PBIS implementaion in committee meetings; PBIS minutes with documentation of progress. (4) Counseling documentation available to administration upon request. (5) Communication logs available to administration upon request.
	Budget Amount: (if applicable)	$0.00 Budget Source: (if applicable) N/A

Strategy #2: Describe the strategy that will support this goal	*Construct a school-wide Conscious Discipline and PBIS plan for dealing with student(s) disruption of the learning environment.*		
Progress:	Progress Monitoring Status:	**HAS BEGUN:** At the close of December, the total number of referrals in the 2015-2016 school year are at 56. This is an average of 13.2% per month. The number of days missed due to OSS is at 49.	
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*(1) Utilize ClassDojo in all homeroom and special area classrooms. Students are awarded for positive behavior and/or redirected/instructed to correct negative behaviors. Teachers take conflict as an opportunity to create learning opportunities for teaching resolution strategies. (2) Students may be sent to the guidance counselor for a "break", but the counselor must be available. Students also have a "safe place" within their classrooms for students to take a break when needed. (3) Establish and post a school-wide set of classroom rules and expectations. This will include a given set of consequences that are ordered and are consistence in each classroom.*		
	Evidence: (Identify documents and artifacts)	**(1)** All ClassDojo classrooms are shared with administration for out-of-classroom monitoring througout each day. Data reports are also readily available to teachers and administration. Quarterly recognition given to students with adequate DoJo points for the given time period. **(2)** Safe Place made readily available and visible in each classroom. Student "breaks" with the guidance counselor are documented. **(3)** Rules and expectations are posted in designated areas throughout the building.	
	Person(s) Responsible:	Principal, PBIS Committee, Homeroom and Special Area Teachers, Guidance Counselor	
	Timeline:	(1) ClassDojo is readily accessible to administration at any time. Quarterly documentaion of top point awards. (2) Documentation of breaks made available to administration upon request. (3) Monthly monitoring of posted rules by PBIS committee; ensuring all are posted without need to make repair or replace.	
	Budget Amount: (if applicable)	$0	Budget Source: (if applicable)	N/A
Strategy #3: Describe the strategy that will support this goal	*Conduct Conscious Discipline Professional Development with Beginning Teachers.*		
Progress: Tasks/Action Steps: Describe the action	Progress Monitoring Status:	**HAS NOT BEGUN**	
	Conduct a comprehensive review of each chapter from the Conscious Discipline book study with beginning teachers who were not teaching at the time the initial training was held at SES.		

Evidence: (Identify documents and artifacts)	Teachers will provide evidences of Conscious Disipline routines within their own classrooms, corresponding with each chapter of the professional development as it progresses. Teachers will document attendance of professional development on a sign-in sheet. Upon completion, beginning teachers will submit a conscious discipline plan including how strategies, protocols, procedures, planned responses to unplanned events, etc. will be implemented and followed through with within individual classrooms. Discipline referrals will also provide documentation of the implementation of Conscious Discipline interventions. Interventions attempted prior to the completion of a discipline referral must be listed as evidence of teacher efforts to correct the behavior.	
Person(s) Responsible:	Principal, Beginning Teachers	
Timeline:	Implementation of Conscious Discipline strategies evidences will be assessible to administration upon request.	
Budget Amount: (if applicable)	$198	Budget Source: (if applicable)	District Funding