



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>
<b>School Name</b>	Aberdeen Primary	<b>Number:</b>
<b>School Address:</b>	310 Keyser St. Aberdeen, NC 28315	
<b>Plan Year(s):</b>	2015-2016	
<b>Date prepared:</b>	August 3, 2015	
<b>Principal Signature:</b>		Date
<b>Local Board Approval Signature:</b>		Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Dr. Molly Capps	Assistant Principal	Daryl N. Jackson
Kindergarten Rep.	Ashley White	Teacher Asst. Rep	Robin Robinson
1st grade Rep.	Kylie Edwards	2nd Grade Rep.	Matt Wolf
Support Staff	Jessica McInnis	Media Specialist	Deshan Ross
Parent	Karla Kolasacco	Parent	Lashon Holley

## School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

<b>Demographic Profile 2014-2015</b>		
<b>Students</b>	<b>Numbers</b>	<b>Percentages</b>
Male	157	49%
Female	161	51%
White	86	27%
Black	129	40.5%
Hispanic/Non-Hispanic	61	19%
Asian	4	1.25%
Hawaiian/Am. Indian	6	1.89%
Multi-racial	32	10%
SWD	56	18%
AIG	2	0.6%

<b>Free/Reduced Lunch Profile 2014-2015 Percentage: 97</b>		
<b>Total Students</b>	<b>Reduced Students</b>	<b>Free Students</b>

<b>Disaggregated Data Chart EOG Reading 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

<b>Disaggregated Data Chart Math 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

Lexile Data 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

mClass (% below proficient) 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL
1	35%	45%				55%
2	29%	32%				64%

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

2014-2015 School Year, At EOY for TRC mCLASS testing, 44% of K-2 students are at or above grade level.

- 52% of Kindergartners are at or above grade level.
- 45% of 1st Graders are at or above grade level.
- 36% of 2nd Graders are at or above grade level.

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

We have 48% of our 1st graders coming into the new grade level below or severely below grade level. We have 55% of our 2nd graders coming into the new grade level below or severely below grade level.

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

We are doing a more in-depth collection and analysis of math data. Because the focus has been on literacy for many years, math instruction and assessment data has not be a targeted area.

4. Based upon the analysis conducted, what 3-4 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

1. Literacy instruction that is aligned to ELA standards.
2. Math instruction that is aligned to Math standars as well as data analysis of Math Data.
3. Maintaining a positive school culture and continuing to support teachers and students.

## School Improvement Plan

School: Aberdeen Primary

Principal: Dr. Molly Capps

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
X Learning Culture	Alignment to Standards	Beginning Advancing	X Progressing Excelling
Community Leadership			

**What data provides evidence of current growth stage?**

During the 2014-2015 School Year, at EOY TRC mCLASS testing, 44% of K-2 students are at or above grade level.

- 52% of Kindergartners are at or above grade level (2015-2016 1st Graders)
- 45% of 1st Graders are at or above grade level (2015-2016 2nd Graders)
- 36% of 2nd Graders are at or above grade level.

**Annual Objective:**

Academic growth for all students to, include: academic growth per grade level in literacy (as measured by TRC) by 20 points in overall proficiency. (Kindergarten= 20 point growth in proficiency from BOY data; 1st Grade= 72% Proficient by EOY; 2nd Grade= 65% Proficient at EOY)

**Mid Year Target:**

Academic growth for all students to, include: academic growth per grade level in literacy (as measured by TRC) will have increased by at least 10 points. (Kindergarten= 10 point growth in proficiency from BOY; 1st Grade= 62% Proficient by MOY; 2nd Grade= 55% Proficient at MOY)

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1.1 Apply the 90 minute literacy block (alignment, small group instruction, differentiated literacy assignments).	Instructional Coach ELA Curriculum Specialist Teachers Teacher Assistants	mCLASS data review Small Group Instruction Differentiation	Molly Capps Daryl Jackson Dawn Vang	Aligned instruction, differentiating literacy assignments, small group instruction based on mCLASS data.	Weekly/Monthly walkthroughs	October 1, 2016	

1.2 Refine our school-wide data wall that allows teachers, support staff, interventionists, EC staff, and specials teachers access to every child's data.	Instructional Coach Teachers Reading Interventionists	mCLASS data review	Molly Capps Daryl Jackson Dawn Vang	PLC meetings focused around the data wall and strategically moving students.	Weekly	November 1, 2015	
1.3 Analyze student data as a staff and determine specific steps to take to intervene in the student's academic growth.	Instructional Coach Teachers Reading Interventionists EC Resource Teachers ESL Support Staff SST Team	mCLASS data review EC Support	Molly Capps Daryl Jackson Dawn Vang	Students tracking in and out of interventions, increased amount of SST referrals, academic student growth	Monthly	June 1, 2016	
1.4 Strategically place students in intervention programs that will address and support the students area of need.	Instructional Coach Teachers Reading Interventionists EC Resource Teachers ESL Support Staff SST Team	mCLASS data review EC Support	Molly Capps Daryl Jackson	Students tracking in and out of interventions, increased amount of SST referrals, academic student growth	Monthly	June 1, 2016	
1.5 Construct a master schedule that provides time for student supports and interventions (inclusion, team teaching, push in time, pull out time, etc.)	Reading Interventionists EC Resource Teachers Classroom Teachers	Fidelity Checks	Molly Capps Daryl Jackson	Students tracking in and out of interventions, academic student growth	Monthly	June 1, 2016	

1.6 Build class rosters that evenly disburse students across the grade level so that teachers have a balanced class and can meet individual student needs.	Administrators Instructional Coach EC Team Classroom Teachers	mClass Data IEP Goals EC Support	Molly Capps Daryl Jackson	Class Rosters Master Schedule	Summer, Beginning of the Year	October 1, 2015	Class Rosters were strategically built over the summer. After BOY window closes the admin team will analyze each roster to determine if students need to be placed differently.
1.7 Provide mClass training for all staff members.	Administrators Instructional Coach	mClass Data iPads	Molly Capps Daryl Jackson Dawn Vang	mClass Kits	Monthly	October 1, 2015 and throughout the school year.	
1.8 Provide a data analysis training for parents	Administrators Instructional Coach Literacy Team	mClass Data	Dawn Vang Deshon Ross	Student Data Reports Literacy Strategies for Parents	Quarterly	October 1, 2015	

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<b>Pathway:</b>		<b>Critical Element:</b>		<b>Current Growth Stage:</b>	
X Learning Culture	Community Leadership	Alignment to Standards		X Beginning Advancing	Progressing Excelling

**What data provides evidence of current growth stage?**

Last year, grade level teams collected individual math assessment data and created classroom data notebooks to analyze student growth. Some grade levels analyzed scores together. At the end of the year, 64% of 1st graders were proficient on their math assessment at EOY. 53% of 2nd graders were proficient on their math assessment at EOY.

**Annual Objective:**

Students will show growth on their math assessments and increase proficiency levels to 80% or higher.

**Mid Year Target:**

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Standard based PD/Engage NY training provided for all staff members	Grade Level Chairs Instructional Coach	EngageNY Kits & Standards documents	Administration Instructional Coach	Lesson Planning	BOY & MOY	August 2015 & January 2016	
Provide DreamBox Math program for all students so that students receive individualized math instruction	Administration	DreamBox Training iPads	Instructional Coach	Data Sheets	Weekly	June 2016	

Implement half-day PLCs to analyze math data	Administration Teachers	Substitutes county math assessments data	Administration Instructional Coach	Lesson Planning Data Tracking	Quarterly	Every 9 Weeks	
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## School Improvement Plan

School: Aberdeen Primary

Principal: Dr. Molly Capps

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
Learning	Emotional Safety	Beginning	X Progressing
X Culture		Advancing	Excelling
Community Leadership			

**What data provides evidence of current growth stage?**

According to the TWC Survey, in 2012 83% of teachers felt they had autonomy to make decisions about instructional delivery of pacing, materials and pedagogy, and in 2014 just 37% did. In MCS just over 50% felt they had that autonomy to make decisions. Teachers also did not elect members to the School Improvement Team (36.4% said yes they did elect). Also, teachers felt they were not trusted to make decisions about educational issues or recognized as educational experts. The staff does not feel the School Improvement Team provides effective leadership at the school (66.7%). This was significantly lower than MCS (80.8%) and NC (84.2%) and a large drop from 2012 (81.2%). The staff would also like new teachers to receive more support.

**Annual Objective:**

At EOY, the 2016 TWC Survey results will show an overall positive increase from the 2014 TWC survey results.

**Mid Year Target:**

An interim teacher working conditions survey is completed at MOY and results show an increase in areas of concern from the 2014 TWCS.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Elect the School Improvement Team.	Faculty & Staff	Ballots	Molly Capps Daryl Jackson	Ballots Counted and released to school	BOY and EOY	August 2015	August 2015
Develop the School Improvement plan with SIT.	Principal, Asst. Principal, SIT team	Input from staff	Molly Capps Daryl Jackson	SIT presents the SIP to the Staff, Staff votes on the SIP	BOY, MOY, and EOY	June 1, 2016	October 2015

SIT reports to the staff at all faculty meetings and provides minutes from the meeting to the staff.	SIT	minutes	Molly Capps Daryl Jackson SIT team	minutes emailed, agendas provided	Monthly Staff Meetings	June 1, 2016	
Provide team building activities at all staff meetings/events so that the faculty and staff can build stronger relationships with one another.	Faculty & Staff	Teambuilders	Molly Capps Daryl Jackson Dawn Vang Michelle Crews Deshan Ross	More interaction among staff members, positive environment	Monthly Staff Meetings	June 1, 2016	
Recognize staff successes through a APS Staff Member of the Month award.	Faculty & Staff	Ballots	Molly Capps Daryl Jackson	Recognition of staff members	Monthly	June 1, 2016	
Faculty and Staff meetings are scheduled in advance and an agenda is provided in advance.	Principal & Assistant Principal	Calendar of Events, Agendas	Molly Capps Daryl Jackson	Agendas sent out, staff coming prepared to meetings	Monthly	June 1, 2016	
Opinion boxes are provided throughout the school so that the faculty and staff can anonymously provide the SIT feedback about their questions and concerns.	Faculty & Staff	Opinion Boxes	Dawn Vang	Opinions/ Concerns addressed at all meetings	Monthly	June 1, 2016	

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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>
Learning		Beginning
Culture		Advancing
Community Leadership		Progressing
		Excelling

**What data provides evidence of current growth stage?**

**Annual Objective:**

**Mid Year Target:**

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

## School Improvement Plan

**School:** Aberdeen Primary

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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>
Learning		Beginning
Culture		Advancing
Community Leadership		Progressing
		Excelling

**What data provides evidence of current growth stage?**

**Annual Objective:**

**Mid Year Target:**

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

## Title I School-wide Compliance Review and Plan – Component 2 School Reform Strategies

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.

**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.

The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	<b>Strategy 1</b>	X	X			
	<b>Strategy 2</b>	X	X			
	<b>Strategy 3</b>	X	X			
	<b>Strategy 4</b>	X	X			
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

The LEA assists schools in directing reform based on EOG results. Although our K-2 students do not take EOGs, what we do at the primary level has a direct impact on students leaving our school and moving on to Aberdeen Elementary School, grades 3-5. Therefore, we assess our students (K-2) using mClass: Reading 3D and DIBELS Next where constant progress monitoring will be utilized extensively to monitor student progress in reading. We also assess our second graders' reading progress with Scholastic Reading Inventory assessments (SRI). Guided Reading is implemented at all grade levels in a protected 90 minute literacy block. The 90 minute Literacy Framework, addressing the 5 Domains of Reading is used and taught to fidelity by every teacher at every grade level.

Other strategies: Within content-alike PLCs, teachers design effective lessons so that formative and summative assessments will have clear learning targets. Teachers will plan and provide flexible enrichment groups based on grade level mClass DIBELS Next results. Teachers will also use cooperative learning strategies and Design Qualities within daily lessons; along with the 7 Habits of Happy Kids in order to engage students in their work and promote leadership skills

among them. Reading Intervention Teachers will collaborate with grade level PLCs to discuss differentiation strategies. Reading Intervention Teachers also provide LLI with struggling readers at all grade levels. There will also be a second adult in every classroom during the small group/guided reading portion of the Literacy Framework to maximize instruction. All kindergarten and first grade teachers have a full time assistant.

The principal is monitoring and holding accountable all teachers weekly regarding progress monitoring of students using mClass data (K-2) and Reading Counts/SRI data.

### Component 3

**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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:  
Aberdeen Primary School has 100% highly qualified teachers.

**Component 4**

**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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>	X				
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: District professional development opportunities are offered to teachers and teachers' assistants. All teachers and staff will participate in scheduled District Level PD sessions. Teachers' assistants will participate in PD offerings provided by the District. Classroom teachers will continue to receive PD from our Instructional Coach regarding the Literacy Framework, Cooperative Learning Structures and best practices.

All beginning teachers in years 1-3 will participate in scheduled district staff development throughout the school year.

New teachers to our faculty will receive training on the Literacy Framework and Journeys via Amy Bonds, Instructional Coach.

The Lighthouse Team will conduct monthly training sessions for all new staff members on the 7 Habits of Highly Effective People.

All beginning teachers (years 1-3) will continue working with assigned mentors.



STEM team will provide PD and co-teaching opportunities for all K-2 teachers.

Reading Intervention Teachers will receive training on LLI (Leveled Literacy Instruction) to use with priority students struggling in literacy. Reading Intervention teachers will also attend the NC Reading Conference.

Instructional Assistants will receive training provided by the District on how to support the literacy framework in the classroom. They will also attend the annual conference from Instructional Assistants.

## Component 5

**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 has 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>	X				
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

All teachers are provided opportunities to receive staff development and CEUs via Summer Teacher Academy, district level PD throughout the year and in-house PD at various times throughout the school year. Every teacher is given materials he or she needs in order to effectively deliver the curriculum. All regular classroom teachers collaborate and work closely with our instructional coach. Every teacher is entitled to a duty free lunch daily. Every teacher receives a 40 minute planning period each day with one day devoted to PLC time each week. Teachers also receive one half-day of planning every six weeks (team planning) in which substitutes are provided to cover classrooms.

Every new employee at APS is assigned a mentor. Human Resources works with principals to recruit and maintain highly qualified teachers. The NC Teacher Working Conditions Survey will be used to gather data about maintaining positive working conditions.

Staff members are celebrated monthly at staff meetings for their accomplishments.

## Component 6

**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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X	X			
	<b>Strategy 3</b>					
	<b>Strategy 4</b>	X				
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan.

- Connect Ed messages
- School's website
- Newsletters
- Parent surveys
- Annual Leadership Day and Leader in Me Parent Nights

Aberdeen Primary School uses required Title 1 monies set aside to support our parent involvement activities. Annual meetings are held along with additional special events such as PTO performances, Pastries for Parents, Books and a Biscuit, March Math Madness, Family Literacy Night, Back-to-School Night, ESL Parent Academy, Hispanic Family Night and more. Parents are encouraged to become an active participant in their child's education. Parents also take part in Student-Led Conferences on Parent Teacher Conference Day.

See attached Parent Involvement Plan Matrix.



## Component 7

**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 the strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan: Aberdeen Primary School holds a kindergarten registration day every Spring and provides readiness kits for parents to support students prior to entering kindergarten. Our kindergarten staff meets each year with Aberdeen Head Start and other local preschool programs in order to provide information necessary for upcoming kindergarten students. Our EC staff meets with staff from Sandhills Children's Center to facilitate the transition into public school.

## Component 8

**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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>	X				
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan: All new teachers will participate in the NC Falcon training on Formative Assessments. Teachers use these strategies regularly in their classrooms. New teachers are instructed by grade level teammates on the use of formative assessments and plan for them weekly during PLC planning. Within PLCs, teachers analyze student work, along with formative and summative assessment data from mClass assessments, common assessments and benchmarks. This data is used to drive instruction and is also used to form flexible enrichment/intervention groups in which students attend four times per week for 40 minutes each time. These groups remain fluid based upon the data.

## Component 9

**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 schools who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>	X	X			
	<b>Strategy 4</b>	X	X			
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
<b>Strategy 8</b>						

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Teachers at APS are exposed to Active Learning Structures and Kagan Cooperative Learning strategies with the expectation that they are implementing them into their daily lessons. Teachers will also use strategies presented to them by administration in monthly staff meetings on "Creating Great Classroom." Based upon student data, teachers in each grade level design and implement enrichment groups where the 5 Domains of Reading are the focus of each group. Teachers have a 90 minute uninterrupted literacy block and will receive on-going training on the framework and the 5 Domains via our school's instructional coach. We include guided reading daily, the 7 Habits of Happy Kids, Guidance services, small social groups by our social worker and school psychologist, one-on-one and small group assistance from volunteers (Communities in Schools Reading Buddies Program) and teacher assistants. We also provide academic assistance through our After-School Program, PBIS and SST.

**Component 10**

**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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Aberdeen Primary School uses various funds (state, local and federal) to support the multiple instructional support programs for our school. Many of the funds are used for focused interventions for at risk students in reading and in math. Supplemental teaching staff is provided by Title 1 funds.



**Targeted Assisted Schools Only**

**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>	X				
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

Aberdeen Primary School is a School Wide Program. We have an EC Self-Contained classroom and serve other students with IEPs using both the inclusion and pull out models.

**Title I Parent Involvement School Plan**  
2015-2016

Aberdeen Primary  
**School**

Parental Involvement, Section 1118 of NCLB

**Required Components**

**Component 6**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p><b>1. Shall jointly develop</b> with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan</p>	<p>School Wide Parental Involvement Plan Signature Page of SIP SIT Minutes</p>	<p>Teachers SIT Members PTO members and other invitees</p>	<p>At Parent Teacher Conferences, distribute the plan (English and Spanish)</p> <p>Develop and send out parent survey seeking input on plan (Title I and II Survey)</p> <p>Make revisions where needed and accept new plan</p>	<p>October 11 and 13</p> <p>November 2013</p> <p>Dec. 6, 2013</p>
<p><b>2. Shall convene an annual</b> meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)</p>	<p>Agenda Sign in Sheets Parents Right to Know Letters</p>	<p>Staff Parents</p>	<p>Fall Reading Night (for Parents)</p> <p>SIT meeting</p> <p>Send home letters</p>	<p>November 6, 2013</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>3. <b>Shall offer</b> a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)</p>	<p>Sign in sheets Agendas and Minutes</p>	<p>Staff Parents PTO SST Literacy Committee SIT/Lighthouse Team</p>	<p>SIT meetings Back-to-School Night PTO meetings SST meetings Hispanic Parent Academy Hispanic Family Night Fall Reading Festival</p>	<p>8/27, 9/25, 10/1, 11/6, 12/4, 1/29, 2/18, 3/19, 4/23 (SIT/Lighthouse Dates) 8/13 (Hispanic Family Night) Oct. 24, 2013 (Literacy Night)</p>
<p>4. <b>Shall involve</b> parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)</p>	<p>Agendas Sign in Sheets</p>	<p>PTO Parents Staff</p>	<p>PTO meetings SIT meetings Parent Surveys</p>	<p>9/09, 10/10, 11/06, 12/4, 1/29, 2/18, 3/19, 4/08 and 5/20 (SIT dates) 10/24/12 and other dates scheduled by PTO officers throughout the year</p>
<p>5. <b>Shall provide</b> parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)</p>	<p>Student/Parent Handbook Sign in Sheets Agendas Parent Letters Parent Calendar Informational Flyers</p>	<p>Parents Staff PTO</p>	<p>Reading Festivals Back-to-school night Newsletters and flyers Marquee Connect Ed messages Parent Teacher Conferences</p>	<p>Throughout the year: Aug. 2013 through May 2014</p>
<p>6. <b>Shall submit to LEA</b> any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)</p>	<p>Parent letters/notes Title 1 Surveys Survey results</p>	<p>Parents Staff</p>	<p>Title 1 Survey Leadership Day Survey</p>	<p>May 2014</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	Parent Conference Sign-in Sheets  Student/parent/ and teacher signatures on compact	Parents Teachers Students	Parent Teacher (required) fall conference  Signing compact with parent and student	October 2013
8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Sign-in sheets Student PEPs and IEPs Report Cards Parent Handbook mClass results SRI data (2nd grade)	Teachers Students Administration Parents Curriculum specialists (if needed)	Parent Conferences Reading and Math Festivals Curriculum Brochures Newsletters	Annually or as needed at parent conferences
9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Agendas Sign in sheets Homework folders Translated materials SST logs RIF information	Administration Social Worker Counselor ESL teacher School Nurse Teachers	Back-to-School Night Kindergarten Registration Reading and Math Festivals ESL nights PEP/IEP/SST meetings Behavior Plans	Every 6 weeks/as needed throughout the year.
10. <b>Shall provide</b> training for teachers, staff, and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. Sec. 1118(e)(3)	Sign-in sheets, meeting agendas, staff meeting agendas, staff development, student/parent handbook, Summer Teacher Academy rosters, PTO meeting agendas and minutes, TA Conference, PLC Feedback forms	Teachers Support Staff Administration	Back-to-School Night Reading and Math Festivals Leader in Me Parent information Staff meetings PTO meetings Staff Development	On-going/as needed throughout the school year

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>11. <b>Shall coordinate and integrate</b> parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)</p>	<p>Sign-in sheets Copies of materials distributed Pre-School Transition meeting agendas</p>	<p>Parents Pre-School Staff Kindergarten Staff Administration</p>	<p>Preschool Back-to-School Night Preschool home visits Kindergarten teachers' visits to Head Start and other local day care providers Kindergarten Registration Preschool Transition meetings</p>	<p>Annually</p>
<p>12. <b>Shall ensure</b> that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5)</p>	<p>Translated copies of newsletters, parent/student handbook, Connect-Ed Message logs</p>	<p>Staff Parents Administration</p>	<p>All letters, flyers, brochures, etc that are sent home are translated and sent home. All Connect-Ed messages are translated and sent out in Spanish.</p> <p>All parent information is void of educational lingo and is easy for our parents to understand.</p>	<p>Various times throughout the year/as communication goes home.</p>
<p>13. <b>Shall provide</b> such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)</p>	<p>Agendas Sign-in Sheets</p>	<p>Staff Parents Students</p>	<p>Reading and Math Festivals Back-to-School Night ESL Parent Academy Preschool Graduation School Improvement Team meetings PTO meetings</p>	<p>Various dates throughout the year.</p>

1. Attach school's parent involvement policy with documentation of parent input and how distributed.
  
6. Schools must have a process in place to address this component. (c)(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

7. School-parent compact: Sec. 1118(d)(1)(1)(A-c) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under the par a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Stat's high standards. Such compact shall –
- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time; and
  - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
    - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - (B) frequent reports to parents on their children's progress; and
    - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
11. As appropriate: Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs