

Belvoir Elementary School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2014-2016

Tab Legend

Yellow - All Schools

Green - K-8 Schools Only

Purple - 9-12 Schools Only

Gray - District Completed

Orange - Title 1 Schools

Vision and Mission Statements

PCS Vision:

Pitt County Schools; a system of excellence partnering with family and community to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence.

PCS Mission Statement:

Pitt County Schools will ensure that all students are provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st Century.

School Vision Statement:

Our vision is to inspire a passion for learning in a rapidly changing world.

School Mission Statement:

Our mission is to empower all students to build relationships, apply knowledge, and become contributing members of the global community.

District Goals for Pitt County

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

Supports SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

District Goal 2:

Every student in Pitt County Schools has a personalized education.

Supports SBE Goal 2: Every student has a personalized education.

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

Supports SBE Goal 3: Every student, every day has excellent educators.

District Goal 4:

Every school in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Supports SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

Supports SBE Goal 5: Every student is healthy, safe, and responsible.

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Percentage Proficient (Green and Blue)					
	2013-14	All	Black	Hispanic	White	SWD
Read 3D	K	48%	45%	48%	50%	40%
	1	38%	39%	36%	40%	11%
	2	48%	69%	24%	n/a	43%
	3	50%	63%	48%	20%	0%

	Percentage Proficient (Green and Blue)					
	2014-15	All	Black	Hispanic	White	SWD
Read 3D	K	54%	59%	51%	n/a	n/a
	1	59%	56%	54%	73%	38%
	2	41%	49%	34%	n/a	10%
	3	65%	79%	50%	83%	70%

	Percentage Proficient (Green and Blue)					
	2015-16	All	Black	Hispanic	White	SWD
Read 3D	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
Reading	3	MG	-1.6
	4	MG	2.6
	5	EG	4

	6						
	7						
	8						
Reading	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)						
	2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain				
	3	EG	3.2				
	4	MG	2.5				
	5	MG	-0.2				
	6						
	7						
	8						
Reading	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)						
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain				
	3						
	4						
	5						
	6						
	7						
	8						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	3	15.8	25	8.6	20	---	<5
	4	28.4	35.5	10.3	54.5	---	---
	5	23.9	23.1	25	---	71.4	16.7
	6						
	7						
	8						
Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2014-15	All	Black	Hispanic	White	AIG	SWD
	3	21.3	26.8	14	40	---	<5

	4	18.8	21.2	16.1	20	---	14.3
	5	12.8	9.4	11.4	37.5	---	---
	6						
	7						
	8						

Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
2015-16	All	Black	Hispanic	White	AIG	SWD	
3							
4							
5							
6							
7							
8							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4	EG	6.3	
5	EG	4.3	
6			
7			
8			

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain	
3			
4	MG	2.6	
5	MG	1.8	
6			
7			
8			

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)			
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain	

	3								
	4								
	5								
	6								
	7								
	8								

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
2013-14	Growth - MG, DNM, EG	School Effect Number
5	EG	1.5
8		
2014-15		
5	EG	1.5
8		
2015-16		
5		
8		

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	Growth - MG, DNM, EG	School Effect Number
2013-14		
2014-15		
2015-16		

K-8 Student Achievement Data

Percentage Proficient (only indicate if greater than 5 students in that subgroup)								http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall
2013-14	All	Black	Hispanic	White	AIG	SWD		
3	19.7	25	17.1	20	---	<5		
4	27	22.6	27.6	45.5	---	---		
5	32.8	26.9	41.7	---	>95	<5		
6								
7								
8								
Percentage Proficient (only indicate if greater than 5 students in that subgroup)								
2014-15	All	Black	Hispanic	White	AIG	SWD		

	3	27.7	14.6	37.2	40	---	28.6
	4	25.7	21.2	34.4	<5	---	14.3
	5	28.2	31.3	28.6	25	---	---
	6						
	7						
	8						
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						
Science	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	5	36.4	28	41.7	---	71.4	16.7
	8	N/A	N/A	N/A	N/A	N/A	N/A
	2014-15						
	5	30.8	25	28.6	62.5	---	---
	8						
	2015-16						
5							
8							
Math I	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		All	Black	Hispanic	White	AIG	SWD
	2013-14	N/A	N/A	N/A	N/A	N/A	N/A
	2014-15						
	2015-16						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences			
	2014	2015	2016
K	0	1	
1	1	1	
2	0	0	
3	0	0	
4	1	0	
5	1	0	
6	N/A	N/A	
7	N/A	N/A	
8	N/A	N/A	

Promotion Retention Data

Promotion Rate:

	2014	2015	2016
K	95	87	
1	87	80	
2	90	88	
3	81	95	
4	99	99	
5	91	99	
6	N/A	N/A	
7	N/A	N/A	
8	N/A	N/A	

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Out of School Suspension Data

OSS - Number of suspensions:

	2014	2015	2016
K	4	12	
1	23	7	
2	12	37	
3	56	10	
4	15	30	
5	41	41	

6	N/A	N/A									
7	N/A	N/A									
8	N/A	N/A									

Technology Readiness Data

Number of Tested Students				Number of Student Devices for Online Testing			
	2014	2015	2016		2014	2015	2016
3	76	96		Desktop	192	138	
4	74	68		Laptop	72	57	
5	65	77		iPad	21	23	
6	N/A	N/A					
7	N/A	N/A					

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

Graduation Rate:	School Year	All	Black	Hispanic	White	SWD	http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
	2013-14						
	2014-15						
	2015-16						
Attendance Rate:		2014-15	2015-16	2016-17			
	9th Grade						
	10th Grade						
	11th Grade						
Greater than 8 Unexcused Absences:		2014-15	2015-16	2016-17			
	9th Grade						
	10th Grade						
	11th Grade						
12th Grade							

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Growth

Biology	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2013-14		
	2014-15		
2015-16			
English II	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2013-14		
	2014-15		
2015-16			
Math I	EVAAS		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2013-14		
	2014-15		
2015-16			

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Proficiency

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes>

Biology	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
2015-16							

English II	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
2015-16							

Math I	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2013-14						
	2014-15						
2015-16							

Math Rigor			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
	School Year	Percentage	
	2013-14		
	2014-15		
2015-16			

SAT			http://www.ncpublicschools.org/accountability/reporting/sat/
	School Year	Average Score	
	2013-14		
	2014-15		
2015-16			

Workkeys Percent of students that were silver or better			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
	School Year	Percentage	
	2013-14		
	2014-15		
2015-16			

ACT			http://www.ncpublicschools.org/accountability/act/
	School Year	Composite Mean	
	2013-14		
	2014-15		
2015-16			

PCS DATA SUMMARY SHEET

9-12 Student Achievement Data

Out of School Suspension Data

OSS - Number of Suspensions

	2014	2015	2016
9			
10			
11			
12			
Totals	0	0	0

School Budget Summary Sheet for District Goals

Indicate below the amount of funds that are available to improve teaching and learning in your building

Budgets	Amount Allotted to School		
Title 1	\$183,916.32		
Local	\$24,569.40		
State	\$12,599.00		
Remediation			
Other			

Goal 1 and Objectives

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

School Goal: 100% of students at Belvoir Elementary will have the opportunity to participate in activities relating to work, further education, and citizenship.

Target date: 6/1/2015

Objective: Increase student performance on the state End of Grade assessment by 5% in math each year.

Action Steps: Professional development for teachers will focus on the 8 Mathematical Practices throughout the school year. PLCs will focus on data analysis, CFAs and benchmarks. PLCs will also focus on developing an understanding of the standards through curriculum development. Implement guided math. Provide Math Professional development monthly. Implement instructional rounds once each nine weeks. Teachers will define Power Standards for Math.

Objective:

Action Steps:

Objective: Increase student performance on the state End of Grade assessment by 5% in reading each year.

Action Steps: 1. Revise PLC meetings to focus on data analysis and curriculum weekly. 2. Implement guided reading. 3. Provide Literacy Professional development monthly. 4. Implement instructional rounds once each nine weeks. 5. Implement AR with fidelity. 6. Teachers will implement spelling inventories 3 times a year. 7. K-2 will implement Letterland. 8. Teachers will define Power Standards for Reading. 9. PLCs will also focus on developing an understanding of the standards through curriculum development.

How will we fund these Action Steps:

Funding Source: (use drop down menu)

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

PLC Agendas, PLC Minutes, CFAs, data wall, AR Reports, Communication with parents.

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Benchmark data and EOG data will show an increase. Progress monitoring and Read 3D will increase.

EOY: What does data show regarding the results of the implemented action steps?

The data shows that as a school, we maintained our results but did not grow 5%.

EOY: Based upon identified results, how should action steps be changed?

Actions steps will be monitored to make sure they are implemented consistently as a school. Also, instructional rounds will be increased as needed per grade level. To ensure more focused professional development, combine literacy and math professional development once per month.

Goal 2 and Objectives

District Goal 2:

Every student in Pitt County Schools has a personalized education.

School Goal: 100% of students at Belvoir Elementary School have a personalized education.

Target date: 6/1/2015

Objective: Increase the number of students who enter each grade level on or above grade level by 10% over the 2013-2014 number.

All students in grades K through five have a personalized education plan based on data: 1. Teachers will administer common assessments, Read 3D, state and district assessments. Use the data from these common assessments in reading, math and writing to form flexible groups for small group instruction. 2. Teachers will use the MTSS process to develop interventions for at-risk students. 3. Teachers will use data from STAR reading and math testing and AR to monitor and adjust instruction as indicated. 4. Teachers will use data from TRC to form flexible groups for small group instruction. 5. Teachers will use data from Benchmark testing to inform instructional planning and for formation of small groups. 6. Students who are identified as AIG, LEP, and/or EC will have additional personalized education plans. 7. Implement ECU WRITES Mentor Program.

Action Steps:

Objective: Increase the number of teachers and students using digital learning tools to 100%.

Action Steps: 1. Each grade level will have access to iPads, Chromebooks, and/or laptops. 2. Provide professional development on new technology and ways to integrate it into lessons. 3. Technology professional development will be provided by the media coordinator once each nine weeks.

Objective: Students will meet or exceed academic growth goals as measured by the state.

Action Steps: 1. Teachers will identify students who require extra supports based on data from various assessments, including formative and summative assessments. 2. Teacher assistants, remediation teachers, and/or CARE teachers will implement instructions based on the personalized educational plans provided by classroom teachers. 3. Teachers will provide differentiated instruction through guided reading, guided math, and stations.

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

CFA data, PEPs for struggling students, Technology notebooks, CARE notebooks, guided reading/math plans, Istation reports, professional development agendas

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Read3D, benchmark, and CFA data will show that students are making adequate academic progress

EOY: What does data show regarding the results of the implemented strategies?

Promotion rate decreased in K-2; however, overall promotion rate increased.

EOY: Based upon identified results, how should strategies be changed?

Once per month, grade levels designate a PLC session to update and review MTSS information in the system. Continue to offer professional development for teachers that need extra support with MTSS. The technology committee could offer support for teachers and teacher assistants for utilizing technology in instruction.

Goal 3 and Objectives

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

School Goal: Every student at Belvoir Elementary School will have an excellent educator every day.

Target date: 6/1/2015

Objective: Professional development is offered to the staff at least once a month throughout the year.

Action Step 1: Literacy Committee provides professional development once a month that focuses on reading instruction. Math Committee will also provide professional development once a month that focuses on math instruction. Each grade level will be provided 3 full day PLC's. Staff will participate in a book study with Guided Reading and Strategies That Work. Staff will also be trained on the 8 Mathematical Practices. Staff will participate in grade level PLC's. Teachers will participate in instructional rounds at least once each nine weeks.

Objective: Reduce teacher turn-over rate by 10% each year.

Action Step 2: 1. Weekly meeting between mentors and mentees. 2. Lead mentor and "Key BTs" will facilitate monthly school-wide mentor/mentee meeting. Mentor logs submitted to the county monthly. Mentor will also help develop PDP goals and reflect on video taped lessons. 3. DPI Instructional Coaches, School Instructional Coaches, BT District Lead Mentor, and TFA Instructional Coaches provide additional support weekly. 4. Mentors will fill out a needs assessment three times per year. 5. Mentors will informally observe mentees three times per school year and reflect. 6. Beginning teachers will receive extra support in their classroom based on needs assessment.

Objective:

Action Step 3:

How will we fund these strategies:

Funding Source: (use drop down menu)

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the strategies were implemented with fidelity?

Teacher retention rate, teacher evaluation, student assessment data (Read 3D, SchoolNet benchmarks, EOGs), lesson plans, professional development agendas, needs assessments, beginning teacher reflection logs and needs assessments

BOY: How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOY: What does data show regarding the results of the implemented strategies?

Professional Development was implemented once per month. Also, the school implemented the strategies for reducing teacher turnover.

EOY: Based upon identified results, how should strategies be changed?

Literacy and Math Committee will be combined into one committee with sub-committees focusing on literacy and math. Professional Development will be combined in order to ensure more focus for the school.

Goal 4 and Objectives

District Goal 4:

Every School in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

School Goal: Belvoir Elementary School has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Target Date: 6/1/2015

Objective: Every teacher in grades K-5 will utilize technology in classroom instruction on a weekly basis.

Action Step 1: 1. Teachers in grades 3 -5 will create and administer School Net assessments once a month. 2. Teachers in grades 3-5 will input grades for all subjects each week, that can also be accessed through Homebase by parents. 3. Students will access I-station at least 40 minutes each week in Encore. 4. The library will do collaborative technology lessons with the classroom teachers. 5. K-2 teachers will use technology at least once a week.

Objective: All local, state, and federal guidelines will be met dealing with school finances.

Action Step 2: 1. The principal will consult with the school improvement team in making decisions regarding finances. 2. All staff will be trained on funding guidelines.

Objective:

Action Step 3:

How will we fund these objectives:

Funding Source: (use drop down menu)

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Lesson plans, PLC minutes with data analysis, student work samples, I-station reports

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOY: What does data show regarding the results of the implemented action steps?

There is not enough data to determine results.

EOY: Based upon identified results, how should action steps be changed?

Schoolnet assessments will be given at least once per marking period. Teachers in K-5 will utilize technology at least once per week in instruction as well as assessment. Also, the school will incorporate technology into professional development.

Goal 5 and Objectives

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

School Goal: Every student at Belvoir Elementary School is healthy, safe, and responsible.

Target Date: 6/1/2015

Objective: All students will participate in physical activity daily as required by DPI.

Action Step 1: 1. The master schedule includes a built in block of time twice a week for physical activity. 2. All students will participate in recess on a daily basis. 3. All students will participate in field day once each school year. 4. A Running Club has been established that students can also volunteer to sign up for to increase physical activity and endurance. 5. Each student's BMI will be assessed the beginning of the year and at the end of the year to show improvement. 6. The students will participate in the Fresh Fruit and Vegetable Program from September - May. 7. Students will participate in a CEP (Community Eligibility Program) grant in which all students will receive free breakfast and lunch. 8. Students will participate in Jump Rope for Heart. 9. Students will have the opportunity to participate in Taste Explorers.

Objective: Students accumulating 10 or more unexcused absences will decrease by 5%.

Action Step 2: 1. Hold a perfect attendance celebration every nine weeks. 2. Give school recognition for classes and grade levels with weekly perfect attendance. 3. Contact parents regarding 3, 6, or 9 absences and/or tardies. 4. Decrease out of school suspensions through PBIS implementation. 5. Students will be recognized for responsible behavior through red tickets. 6. Classes will be recognized for responsible behavior through blue sticks, Eagle for a day, and PBIS store.

Objective:

Action Step 3:

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Referral data, BMI assessments given at BOY and EOY, Fresh Fruit and Vegetable program survey, Jump Rope for Heart participation, Participation (number of students) eating breakfast and lunch, OSS suspension data

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

BMI data, OSS data, Attendance data

EOY: What does data show regarding the results of the implemented action steps?

We had physical activity for our students. We decreased our unexcused absences from 3 to 2 students (33% decrease). We decreased our suspension rate by 9%.

EOY: Based upon identified results, how should action steps be changed?

We are going to keep the clubs, but we will revisit the organization and numbers for each club's participation. For PBIS, blue sticks will be more accessible to staff, and the number required will be decreased from 10 to 5 sticks.

Title I School-wide Compliance Review and Plan

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

Schoolwide 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X	X	X		X
	Strategy 2	X	X			X
	Strategy 3		X			

School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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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 schoolwide 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:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X		X		
	Strategy 2	X		X		
	Strategy 3					

School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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High-quality and ongoing professional development: Teachers and other staff in schoolwide 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 schoolwide 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:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X		X	X	

	Strategy 2	X		X	X	
	Strategy 3					

School Comment: 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:

School provides ongoing support to teachers through in-house instructional coaches, DPI coaches, TFA coaches and district mentors.

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide 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:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X		X		
	Strategy 2	X		X		
	Strategy 3					

School Comment: 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:

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 schoolwide 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:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					X
	Strategy 3					

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

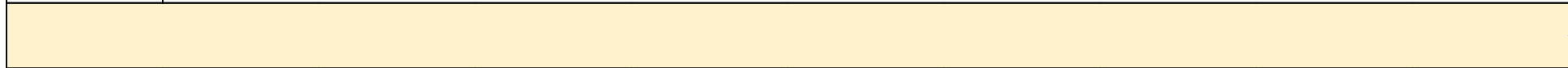
Belvoir Elementary School will provide at least three schoolwide Parent Involvement Events throughout the school year. Each grade level team will also host a parent even

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide 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 schoolwide programs capitalize on this strong start.

This school improvement plan addresses this requirement.		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
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	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
	Strategy 3		X			

School Comment: Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:



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 schoolwide 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.

		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X	X	
	Strategy 2	X				
	Strategy 3		X			

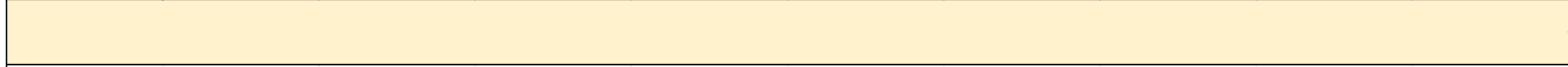
School Comment: Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:



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

		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X		X	
	Strategy 2	X				
	Strategy 3		X			

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



Coordination and integration of Federal, State, and local services and programs: Schoolwide 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, schoolwide 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 schoolwide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1	X	X	X	X	X
	Strategy 2	X	X	X	X	X
	Strategy 3		X			

School Comment:	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:
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Safe School Plan for (insert school name)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

School Principal: Kevin Smith

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Actions as deemed appropriate by the Pitt County Board of Education.

Due to recent legislation adopted by the NC General Assembly, school districts are no longer required to have a district safe schools' plan.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Actions as deemed appropriate by the superintendent of Pitt County Schools.

Possible consequences for failure to carry out the responsibilities of the school's safe school plan include the possibility of a letter of reprimand being placed in the administrator's personnel file and disciplinary proceedings under G. S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Lakeesha Lynch

Teachers: Patti Cobb, Connie Conner, Harrison Johnson

Teacher Assistants: Priscilla Freeman, Tamika Farmer

Other School Staff: Courtney Dubis, Missi Foster, Susan Powell, Lisa Harrison

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Pitt County Schools has a variety of referral procedures for staff members, school administrators, parents/guardians, and students to identify and serve the needs of students at risk of academic failure or disruptive behavior. Procedures to identify and serve the needs of at-risk students include: referral to school administration; referral to site-based programs such as TAT, Special Education; referral to PCS support staff such as school counselor, social worker, school nurses; referral to community support services; placement in alternative programs or settings; referral to Pitt County Department of Social Services; referral to teen court; referral to anger management services and/or other services as available.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Pitt County Schools uses a variety of methods to assess the needs of students at risk for academic failure or disorderly behavior. Assessments include observation of student behavior; review of student's academic, discipline, and attendance records; review of student's test performance; progress monitoring; student and parent conferences; social work assessment; educational assessment; psychological assessment; nursing assessment; student, staff, parent, and community surveys. Pitt County Schools has established procedures in accordance with North Carolina General Statute for removing at-risk students from the classroom when necessary. Some of the options include: in-school suspension, short-term out-of-school suspension, alternative school placement, long-term out-of-school suspension, or expulsion.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Academic services are provided to the student so that he/she continues to make progress towards graduation through online coursework and support provided by certified teachers; counseling services are provided by a certified school counselor and the student participates in character education using the IMPACT curriculum along with service projects in the community; the school social worker from the student's home school provides services to the student and family to link them to appropriate community agencies.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place.

Goal:	Reduce the number of Short Term Out Of School Suspensions by 5% annually.
Target:	Reduce the number of Short Term Out Of School Suspensions by 5% annually.
Indicator:	Suspension Data
Milestone Date:	6/11/2015
Goal:	Reduce the number of Long Term Out of School Suspensions by 5% annually.

All 3rd Graders Reading At or Above Grade Level

State Requirement: All third graders must be proficient in reading.

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone date: 6/14/2015

Objective: Increase the percentage of Kindergarten students proficient in reading.

Action Step 1 Implement guided reading daily, Letterland, literacy centers, flex grouping based on Read3D/Dibels data

Objective: Increase the percentage of first grade students proficient in reading.

Action Step 2: Implement guided reading daily. Students will participate in Literacy centers. Facilitate Letterland instruction. Implement CARE model with all first grade classes. Students will take AR(Beginning at level E) and STAR reading assessments.

Objective: Increase the percentage of second grade students proficient in reading.

Action Step 3: Implement guided reading daily. Students will flex group based on reading data. Students will participate in Literacy centers and take AR and Star assessments. Facilitate Letterland instruction.

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to determine if the action steps were implemented with fidelity?

Read 3D, progress monitoring, STAR, AR

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Students will show growth based on Read 3D benchmarks and progress monitoring.

EOY: What does data show regarding the results of the implemented action steps?

There are less students attending Read to Achieve camp than last summer. Kindergarten, first grade, and third grade increased their reading proficiency (Read 3D TRC) from the previous school year.

EOY: Based upon identified results, how should action steps be changed?

K-5 to have consistent Title 1 support throughout the school year. An uninterrupted intervention/enrichment block will be built into the master schedule.

Duty Free

State Requirement: All School Improvement Plans must have a plan to provide duty free lunch periods and instructional planning times for teachers.

School Goal:	Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.
Indicator:	Schedules
Milestone date:	6/14/2015

Objective: To schedule appropriate planning times as required

Action Step 1: 1. Teachers will take part in 2 extended PLC planning times a week. 2. School will utilize Title 1 funds to pay for full day release for PLC meetings three times per year.

Objective: To plan for duty free lunch periods as safety considerations allow.

Action Step 2: 1. School will provide duty free coverage for all teachers at least once per month, as staffing permits.

How will we fund these action steps:

Funding Source: (use drop down menu)

Source 1:	
Source 2:	
Source 3:	
Source 4:	
Source 5:	

BOY: What data will be used to determine if the action steps were implemented with fidelity?

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOY: What does data show regarding the results of the implemented action steps?

As a school, PLCs were implemented twice per week for one hour. Staffing did not allow for duty-free lunch.

EOY: Based upon identified results, how should action steps be changed?

At this time, there are no changes that need to be implemented.

State Staff Development Funds

State Requirement: All School Improvement Plans must address the use of staff development funds

School Goal:

Indicator:

Milestone date:

Objective:

Action Step 1

Objective:

Action Step 2:

Objective:

Action Step 3:

How will we fund these strategies?

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

This section has been left blank because there is no state allotment for staff development.

BOY: What data will be used to determine if the action steps were implemented with fidelity?

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOY: What does data show regarding the results of the implemented action steps?

EOY: Based upon identified results, how should action steps be changed?

Signature Page

School District:	Pitt County Schools		
School Name:			
Plan Year(s):	2014-2016		
Date prepared:			
Vote Tally:	2014-15	2015-16	
Approved:	34		
Not Approved:	0		
Principal Signature:	Kevin T. Smith		11/1/2014
			Date
Local Board Approval Signature:			
			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	Kevin Smith	First Grade	Carol Briley
Assistant Principal Representative	Lakeesha Lynch	Second Grade	Jennifer Salisbury
Teacher Representative	Jordan Smith (Kindergarten)	Third Grade	Jenny Kelly
Inst. Support Representative	Melissa Mitchell	Fourth Grade	Morrisa Demery
Teacher Assistant Representative	Priscilla Freeman	Fifth Grade	Janet Drueschler

Parent Representative	Elizabeth Gutierrez Sanchez	Encore	Constance Conner	
EC/ESL	Pattie Burke	Guidance Counselor	Susan Powell	
Instructional Coach	Courtney Dubis	Instructional Coach	Robin "Missi" Foster	

* Add to list as needed. Each group may have more than one representative.

Summary of School Based Waivers

Request for Waiver

1. Please describe the waiver you are requesting.

1. Class size
2. Duty free lunch period for teachers

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

1. GS 115c-301
2. GS 115c-105.27

3. State how the waiver will be used.

1. In grades 4-12, class size can be above the state maximum allowed.
2. To use this waiver in cases where it is not feasible to give teachers a duty free lunch period when student safety is a concern.

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

1. This waiver allows the school to create classes that go above the maximum student allotted numbers in cases where it is in the best interest of students.
2. Student safety takes precedence over provisions of duty free lunch periods for teachers.

Signature

Date