



**Elizabeth City-Pasquotank County Schools  
Consolidated Continuous Improvement Plan**

**Weeksville Elementary School  
2019-2020**



**Stephanie Ambrose, Principal**

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# System Improvement Cycle



## Planning Process Timeline

<b>July/August</b>	Review Planning Process with leadership team
<b>July/August</b>	Leadership works with School Improvement Team
<b>August 30th</b>	Submit 2019-2020 draft plans by email for feedback
<b>August/September</b>	District review of school plans
<b>September 4th</b>	Feedback sent to schools. Follow up school visit from District leadership
<b>September</b>	School leadership work with School Improvement to make necessary revisions
<b>September 6th</b>	Revised plans submitted for approval by midnight
<b>September 9th</b>	CSIP Practice & Feedback Sessions 8:30-4:00 In The BoardRoom. Follow the sample presentation provided by Dr. Edmonds.
<b>September 16th</b>	Presentations to Board of Education (Committee Meetings will be held on September 16th beginning at 6 pm at the administrative offices.)
<b>January 27th</b>	Midyear progress reports are due for feedback
<b>February 18th</b>	Updates to the BOE at work session
<b>Note:</b>	Further dates will follow

## Overview of the School

### School's Demographics:

Total number in Attendance	261
Asian	5
African American	75
Hispanic	15
American Indian	2
Two or more Races	24
White	140

Students with Disabilities: 44 students

Students Identified as Academically Gifted: 11 Students

### Teacher Information:

#### Years of Teaching Experience

Years of Experience	Number of Teachers
0-5 years	3
6-15 years	6
16-24 years	7
25 plus years	6

#### Level of Education

Type of Degree	Number of Teachers
Bachelor	10
Master	11
National Board Certified	4

### Assignments

Assignments	Number of Positions
Principal	1
Instructional Coach	Split Position
Guidance Counselor	1
Connect (Art, Music, PE)	3
Media Coordinator	1
Classroom Teachers	16
Special Education Teacher	1
Speech Language Pathologist	Split Position
Academically Gifted	Split Position
Technology Assistant	Split Position
Instructional Assistants	2 - 35 hours 3 - 39 hours 1 - EC

\*Weeksville Elementary has a low teacher turnover rate.

- Teacher Working Conditions Survey 2017-2018

According to the TWC Survey of 2017-2018, the staff felt they needed more time to collaborate as a team. Extended Planning period of 75 minutes was created for the grade levels to collaborate on weekly ideas. One group used the extra 30 minutes to plan as a team and set goals for their students. The other teams that did not make good use of the time as set forth in the original guidelines continued to use their 45 minutes to plan.

Moving forward this year, the grade level chairs will be asked to talk with their team to determine how additional support for time is needed to meet their identified needs.

- Mock Weeksville Teacher Survey 2018-2019

The Mock Weeksville Teacher Survey results determined the staff felt the parents and community could be more supportive of the school for the success of the students. WES has reached out to the USCG to form a partnership. WES has also contacted our local churches to volunteer as reading buddies for our students.

## DATA COLLECTION

Forms of data that were used for collecting and sharing data with all stakeholders are:

- NC Report Card
- Progress Monitoring thru the programs: Schoolnet, Accelerated Reader, NC Check-Ins, Istation, mClass, STAR, and TE21 for Science

Perception data:

- Created Teacher Working Conditions Survey,
- Parent Survey

Process Data:

- Discipline data collected thru Educators Handbook
- AIG
- IEP
- Attendance
- LEP
- 504

Monitoring Data:

- Grade Level Spreadsheets
- School Data Wall

## DEFINITION

Characteristics of At-Risk student:

- Attendance issues
- More than one grade retention
- Disciplinary problems
- Poor Grades



# Data Review

- mClass DATA for Kindergarten through Third Grades

mClass DATA for 2018-2019 BOY to EOY									
<b>Kindergarten BOY mClass</b>					<b>Kindergarten EOY mClass</b>				
Blue	1	2%	28%		Blue	28	58%	87.50%	
Green	12	26%			Green	14	29%		
Yellow	9	19%			Yellow	1	2%		
Red	25	53%			Red	5	10%		
	47				48				
<b>First Grade BOY mClass</b>					<b>First Grade EOY mClass</b>				
Blue	6	15%	38%		Blue	25	65.70%	82%	
Green	9	23%			Green	6	15.70%		
Yellow	4	10%			Yellow	4	10.50%		
Red	20	51%			Red	3	8%		
	39				38				
<b>Second Grade BOY mClass</b>					<b>Second Grade EOY mClass</b>				
Blue	19	48%	64%		Blue	31	78%	83%	
Green	6	15%			Green	2	5%		
Yellow	8	20%		20	Yellow	0	0%		0%
Red	7	18%		18	Red	7	18%		18%
	39				40				
<b>Third Grade BOY mClass</b>					<b>Third Grade EOY mClass</b>				
Blue	10	20%	69%		Blue	32	65%	81.6%%	
Green	24	49%			Green	8	16%		
Yellow	8	16%		16	Yellow	4	8%		8%
Red	7	14%		14	Red	5	10%		10%
	49				49				

• iStation Reading and Math Monthly Assessment K-5th Grades

2018-2019

**iStation Reading**

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
K	42%	45%	55%	78%	71%	79%	89%	79%
1	53%	53%	66%	55%	67%	59%	63%	68%
2	64%	70%	73%	70%	66%	73%	75%	68%
3	73%	62%	75%	79%	80%	78%	90%	84%
4	60%	57%	69%	64%	61%	60%	54%	59%
5	74%	69%	74%	70%	70%	74%	75%	72%

**iStation Math**

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
K	38%	40%	57%	74%	69%	85%	94%	91%
1	53%	68%	61%	58%	69%	77%	82%	84%
2	77%	88%	80%	85%	90%	76%	80%	80%
3	67%	83%	87%	88%	90%	88%	88%	92%
4	72%	81%	77%	81%	89%	76%	76%	79%
5	94%	96%	89%	94%	93%	85%	89%	81%

## Third Grade Reading Data

BOY mClass				EOY mClass			
Blue	10	20%	69%	Blue	32	65%	81.60 %
Green	24	49%		Green	8	16%	
Yellow	8	16%	16	Yellow	4	8%	8%
Red	7	14%	14	Red	5	10%	10%
	49				49		
BOG				EOG			
1	23	46%	32%	1	10	20%	63%
2	11	22%		2	9	18%	
3	4	8%		3	3	6%	
4	10	20%		4	20	41%	
5	2	4%		5	7	14%	
	50				49		

## End of Grade Test Data Trends

<b>Overall WES Data</b>					
	<b>2019-20 Target</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>ELA</b>	<b>67</b>	<b>54.3 ( -10.3)</b>	<b>64.6</b>	<b>63.1</b>	<b>66.2</b>
<b>Math</b>	<b>75</b>	<b>72.2 (+0.9)</b>	<b>71.3</b>	<b>65.8</b>	<b>70.2</b>
<b>Science</b>	<b>85</b>	<b>81.5 ( +5)</b>	<b>76.5</b>	<b>60</b>	<b>78</b>
<b>Overall</b>	<b>76</b>	<b>65.9</b>	<b>69.7</b>	<b>63</b>	<b>71.4</b>
<b>Grade</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>B</b>

<b>Math Trend</b>					
	<b>2019-20</b>	<b>2018-2019</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Third</b>	<b>70</b>	<b>83.7</b>	<b>60</b>	<b>64.6</b>	<b>78.6</b>
<b>Fourth</b>	<b>85</b>	<b>64.4</b>	<b>84.3</b>	<b>66.1</b>	<b>55.6</b>
<b>Fifth</b>	<b>68</b>	<b>70.4</b>	<b>64.7</b>	<b>66.7</b>	<b>74</b>
<b>Overall</b>	<b>75</b>	<b>72.2</b>	<b>69.7</b>	<b>65.8</b>	<b>70.2</b>

<b>ELA TREND</b>					
	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Third</b>	<b>70</b>	<b>63.3</b>	<b>55</b>	<b>64.6</b>	<b>76.5</b>
<b>Fourth</b>	<b>70</b>	<b>49.2</b>	<b>76.5</b>	<b>64.3</b>	<b>62.2</b>
<b>Fifth</b>	<b>60</b>	<b>51.9</b>	<b>58</b>	<b>60</b>	<b>58</b>
<b>Overall</b>	<b>67</b>	<b>54.8</b>	<b>63.2</b>	<b>63.1</b>	<b>66.2</b>

<b>Science Trend</b>					
	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Fifth</b>	<b>85</b>	<b>81.5</b>	<b>76.5</b>	<b>60</b>	<b>78</b>

## Discipline Data

During the 2018-19 school year there were 152 office referrals and 119 minor incidents reported in Educators Handbook. The majority of the discipline problems occurred during class transitions and recess resulting in 29.4 days of In-school Suspension and 15.43 days of Out of School Suspension. 126 of the incidents involved male students. Most of the incidents were in the months of January and May involving fourth grade students.

The majority of the minor incidents were students being defiant towards the teachers in fifth grade, kindergarten, and music. The incidents occurred on Tuesday and Wednesday between 11 am and 1 pm.

### Long Term Goal Detail (LTGSUM)

<b>Reading Grade 3-8</b>						
	ALL	BLCK	HISP	WHITE	EDS	SWD
Den	162	47	10	93	95	29
Pct	<b>43.8</b>	<b>40.4</b>	<b>30.0</b>	<b>44.1</b>	<b>38.9</b>	<b>20.7</b>
Goal	55.7	30.1	N/A	64.0	38.2	N/A
Status	<b>Not Met</b>	<b>Met</b>	N/A	<b>Not Met</b>	<b>Met</b>	N/A
<b>Math Grade 3-8</b>						
	ALL	BLCK	HISP	WHITE	EDS	SWD
Den	162	47	10	93	95	29
Pct	<b>50.0</b>	<b>40.4</b>	<b>40.0</b>	<b>53.8</b>	<b>48.4</b>	<b>20.7</b>
Goal	68.3	50.5	N/A	74.8	52.8	N/A
Status	<b>Not Met</b>	<b>Not Met</b>	N/A	<b>Not Met</b>	<b>Not Met</b>	N/A

## **Narrative**

### **The following things are going well at Weeksville Elementary School:**

- All K-3 Classes are performing at 82% or higher on the mClass assessment at the end of the 2018-2019 school year.
- Our overall math grades 3-5 increased by 2.5 percent on the End of Grade Test
- Our 5th Grade science increased 5 percent on the Science End of Grade Test
- PBIS program continues to encourage students to behave appropriately.
- Bulldog Bucks are used as incentives to reward positive behavior on a daily basis. The bucks are cashed in for rewards such as Principal of the Day, Sit with a Friend at Lunch, etc.,
- Student government participated in a local food drive, and Military collection for the families affected by the government shut down.
- Physical Education teacher participated in Jump Rope for Heart
- We enhanced the Physical Education program with new equipment and storage.
- Music program participated in the Martin Luther King Celebration at Knobs Creek Park
- Art Program participated in the ECSU local art contest
- PTO led the volunteers as we participate in the Christmas Parade taking 1st place for school division.
- WES created a STEM Lab for grades K-5
- Tutors were hired to work with bubble students
- AIG program participated in an essay contest for Women of Science and the Duke Tip Program
- The students participated in school and district Spelling and Geography Bees along with Science Fair
- Retired Teachers as Volunteers

### **The following are challenges at Weeksville Elementary School:**

- Overall reading scores for ELA dropped 8.4 percent
- Teachers need training to analyze data and use the results for differentiated instruction in all subject areas for small group learning.
- Teachers need formal training in Guided Reading.
- We need a way to track comprehension and what types of genres students are reading during self selected and at home reading times
- 2018-2019 student tardiness was high due to the number of parents providing transportation for students out of our school zone

**The following are areas of focus at Weeksville Elementary School:**

- Creating a school culture where students and teachers achieve relationships for success!
- Small group instruction based on data for all subject areas
- Guided reading blocks implemented in all K-5 classrooms
- Reading Across Genre Contest through media center

**Goals and Strategies**

***Goal 1: Every student will receive a personalized education to support his or her social, emotional, and academic needs. Students will be provided opportunities to continue to demonstrate growth through assessments (formal and informal).***

**Objectives:**

Weekly PLC and Grade Level Meetings to discuss data and intentionally plan instruction for each student by differentiation and small group learning.

**Progress Monitor**

mClass K-2 (Monthly), Istation (Monthly), TE-21 (BOY, MOY & EOY), K-2 DPI Math Assessments (biannually) and summative data will be analyzed to form groups and plan instruction

**Professional Development Plan**

Training on Small Group instruction

Training on Guided Reading, Informational Text, Writing, & Vocabulary by Dr. Amy Spencer, NCCAT Senior Literacy Coach

Training on the Importance of Data (District Coaches)



**Goal 2: Weeksville *Elementary will create and maintain* relationships between staff, students, and community to promote a safe and respectful educational environment for all stakeholders.**

**Objectives:**

The staff of Weeksville Elementary School will build a relationship with students and parents so they feel they belong here, they are good at something here, and we will listen to them. The PBIS Matrix, as posted in Student Planner and throughout the building, will be used to reinforce positive behavior throughout the school.

**Progress Monitor**

Parent Survey twice a year

Student Survey twice a year

Title 1 Events

PTO Events

PIE with the USCG

**Professional Development Plan**

Dr. Amy Spencer, NCCAT, will provide training on Relationship Building with Staff, School counselor will implement character education and Kelso's Choice.

ECPPS District Coaches will collaborate with the staff at Weeksville to create small group instruction groups

## **Safety at Weeksville School**

Every classroom at Weeksville School has an Emergency Crisis Guide along with a purple bag located near the exit door. The Purple Bags contain important information for the homeroom students in case we encounter a crisis situation.

The students at Weeksville School participate in monthly Fire Drills, yearly Tornado Drill, Earthquake Drill and Intruder Drill. Diagrams are posted to give students a visual of where they will need to go in case of an emergency.

# Title 1 Budget

<b>WEEKSVILLE Budget 2019-2020</b>	
<b>2019- 2020 Title I (050) Allocation Summary</b>	
<b>Available Funds 2019 - 2020</b>	<b>\$29,408.44</b>
Contracted Services	<b>2 tutors - 3 days per week= 28 weeks @ \$25.00 = \$16,800.00</b>
Instructional Supplies	Student Planners \$401.86 Picture Perfect STEM K-2 & 3-5 \$98.13 STEM Materials \$200.00 Rigby PM Collection \$712.80 Weekly Science & Social Studies \$742.98
Driver Pay - YMCA (All Kids Swim)	(\$20 x 3=\$60 X 8= \$480.00
Professional Development	Amy Spencer - NCCAT \$800
<b>Parent Involvement 5880</b>	<b>\$988.53</b>
Supplies Expense	STAR Certificates & Bookmarks for Reading Night \$845
<b>Total Expenditures</b>	<b>\$21,080.77</b>
<b>Remaining Funds</b>	<b>\$8,327.67</b>