

2016 - 2018 Chapel Grove Elementary School Improvement Plan

Chapel Grove Elementary School Contact Information

School	Chapel Grove Elementary School	Courier Number	360352
Address	5201 Lewis Road	Phone Number	704-836-9113
	Gastonia, NC 28052	Fax Number	704-861-1204
School Website	http://www.gaston.k12.nc.us/Domain/16	Principal	Jenny Johnson

Chapel Grove Elementary School: School Improvement Team Membership

From GS 115C-105.27: "The principal at 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 Positions	Name	Email Address	Date Elected
Principal	Jenny Johnson	jgjohnson@gaston.k12.nc.us	Appointed
Assistant Principal	Kathy Cox	skcox@gaston.k12.nc.us	Appointed
Instructional Facilitator	Sarah Boyd	sjboyd@gaston.k12.nc.us	Appointed
Teacher Representative PK	Tracie Rice	tsrice@gaston.k12.nc.us	7/26/16
Teacher Representative K	Allison Park	appark@gaston.k12.nc.us	7/26/16
Teacher Representative 1st	Meredith Jernigan	mwjernigan@gaston.k12.nc.us	7/26/16
Teacher Representative 2nd	Lindsay Ostman	lnostman@gaston.k12.nc.us	8/30/2016
Teacher Representative 3rd	Jordan Paciocco	jmpaciocco@gaston.k12.nc.us	8/10/2015
Teacher Representative 4th	Ken Loudon	ksloudon@gaston.k12.nc.us	8/10/2015
Teacher Representative 5th	Michelle Kennedy	mmkennedy@gaston.k12.nc.us	7/26/16
Teacher Representative EC	Lisette Lievano	llievano@gaston.k12.nc.us	Appointed
Instructional Support Representative	Jennifer Melton	jgmelton@gaston.k12.nc.us	8/10/2015
Member-At-Large	Belinda Lewis	bslewis@gaston.k12.nc.us	8/10/2015
Instructional Assistant	Karen Hendricks	khhendricks@gaston.k12.nc.us	7/26/2016
Parent Representative			
2016 - 2018	http://www.gaston.k12.nc.us		

Principal Signature: _____	Date: _____		Date Prepared: _____
GCS Board Approval Signature: _____	Date: _____		

2016 - 2018 Chapel Grove Elementary School Improvement Plan

Gaston County School's Values

	Beliefs		Four C's	
	Safety		Commitment	
	Diversity		Community	
	Innovation		Communication	
	Collaboration		Choice	
	Excellence			

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

Chapel Grove Elementary School's Mission and Vision Statement

Vision: At Chapel Grove Elementary, our vision is to be a school where 21st century learners are empowered to become globally competitive citizens and life-long learners.

Mission: To realize this vision, we will work in collaboration with families and communities to provide an educationally challenging program for every student.

Chapel Grove Elementary School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Overall 71.76% (3rd 76.62%, 4th 71.62, 5th 67.69%) Exceed Expected Growth

2. Overall 64.19% (3rd 61.84%, 4th 71.62, 5th 58.46%) Exceed Expected Growth

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area	1.1 Increase the graduation rate
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	1.2 Increase students completing Career and Technical Education courses and opportunities
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	1.3 Increase the number of students who graduate from high school with post-secondary credit
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Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
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	2.2 Increase the strategies and tools available to ensure success of all students
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	2.3 Increase opportunities for a wide variety of academic choices
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Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
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	3.2 Provide employees increased access to quality, research-based professional development
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	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate
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Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
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	4.2 Increase the use of technology as a communication tool for all stakeholders
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	4.3 Increase the number of teachers and students who effectively use digital learning tools
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Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
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	5.2 Increase anti-bullying efforts at every school
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	5.3 Increase community resources to maximize student support systems
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Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes: 2 of our 3 third grade teachers are new to Chapel Grove this year. Both are teachers with less than 3 years experience. Neither has experience with AMC which was an integral part of our improvement plan from last year. In addition, our teacher with the highest score in math has moved into an IF position and is no longer with us. We believe it is important to continue our foundational strategies from last year with our new teachers to maintain and improve our success in reading and math in 3rd grade. In 15/16 3rd grade increased proficiency in math 15.43 pts (exceeded proficiency goal) and 5.64 pts in reading.			
	Rank:			Rank:						
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal				
	63.2	66.2	70.12	53.9	66.8	56.57				
	Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.			Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements						
Assessments Third Grade Reading Sub-groups	LEP			SWD			EDS			
	Rank:			Rank:				Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			28.6	45.7	38.6		47.9	58.4	57.9
	Strategies and Measures:			Strategies and Measures: EC teachers will collaborate with classroom teachers to look at mClass data to ensure they are addressing student needs in alignment with the teacher.				Strategies and Measures: Opportunities will be provided for students to access Compass outside of their regular class time and will be targeted towards those students who are not likely to have access at home. Students will be encouraged to read during morning and afternoon dismissal. Mentors will be provided for students as possible.		
Assessments Third Grade Reading Sub-groups	Black			Hispanic			Notes:			
	Rank:			Rank:						
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal				
	NA			NA						
	Strategies and Measures:			Strategies and Measures:						

**Assessments
Fourth Grade**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
55.4	67.3	63.51
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
45.9	67.1	59.45
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements, strong focus on bubble students		

Notes 4th Grade:
All of our 4th grade teachers have returned to the same grade level. In looking at our data, the number of bubble students in 4th grade reading was significantly higher than our other grades indicating the need for a better focus on bubble students this year. **In 15/16 4th grade increased proficiency in math 12.99 pts (exceeded proficiency goal) but proficiency in reading decreased 5.57 pts with 19 bubble students.**

**Assessments
Fourth Grade
EC**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Notes 5th Grade:
Two of our Fifth grade teachers are new to 5th grade this year. One is an experienced teacher with some 5th grade experience while the other is a BT1.

**Assessments
Fifth Grade**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
50	65.8	60
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
53	65.8	55.38
Strategies and Measures: Implement student data notebooks BOY vs. MOY, Begin use of schoolnet 1st semester vs. 2nd semester, continue use of EOG released items and question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements, strong focus on bubble students		

Science		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
57.6	70.1	66.15
Strategies and Measures: Begin use of schoolnet 1st semester vs. 2nd semester, begin use of Coach workbooks 1st semester vs 2nd semester, continue use of EOG released items and question stems, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.		

question stems, continue use of Compass, book study Understanding Number Concepts to improve understanding of vertical alignment among grade levels, more frequent use of common assessment data analysis in PLCs, AMC/DNC training as needed.

question stems, continue use of Compass, more frequent use of common assessment data analysis in PLCs, implementation of new Lucy Calkins Reading Units to better align instruction with grade level requirements, strong focus on bubble students

released items and question stems, more frequent use of common assessment data analysis in PLCs, strong focus on bubble students

**Assessments
Fifth Grade
EC**

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Science		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
Strategies and Measures:		

Retentions

Retentions		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
7		<7
Strategies and Measures: Earlier implementation of MTSS in K & 1st to identify students needing additional resources, continued use of Light's Retention Scale to determine likelihood of positive improvement with retention		

Notes:

We experienced great success in 15/16 coming out of low performing status and improving our school performance grade to a C. We saw significant growth in our math proficiency with 3rd and 4th grade exceeding their proficiency goals for the year. While 3rd and 5th grade increased proficiency in reading, we did not reach our goals at any grade level and 4th grade decreased proficiency in reading which negatively impacted our overall proficiency ratings. While we improved our growth index from -1.21 to .81 we did not exceed expected growth per our goal. Due to our many changes in teaching staff this year and just coming out of low performing status, we believe it is important to continue to focus on our strategies from last year to maintain our success in improving scores. We can also see the need to continue to focus on our bubble students, particularly in 4th grade where we had a large number of bubble students in reading. We plan to add a book study in Understanding Number Concepts to help teachers understand the vertical alignment of the curriculum and will continue to improve our use of AMC and our DNC materials to continue to improve our math instruction, particularly in small groups. We have purchased the new Lucy Calkins reading units and will provide ongoing training throughout the year to better focus on grade level expectations in reading which should positively impact student achievement in reading.

2016 - 2018 Chapel Grove Elementary School Improvement Plan

Smart Goal # 1		School Improvement Team decides what the focus will be	
Strategic Plan Goal:		Goal 1	
Strategic Plan Goal focus area:		2.2, 3.2	
Current Status: Math Proficiency Overall 56.48% (3rd 62.34%, 4th 55.41%, 5th 50.77%) Met Expected Growth			
School Interim (Year 1) Goal 2016-2017: Overall 64.81% (3rd 70.12%, 4th 63.51%, 5th 60%) Exceed Expected Growth			
School (Year 2) Goal 2016-2018: Overall 71.76% (3rd 76.62%, 4th 71.62, 5th 67.69%) Exceed Expected Growth			
Data Used: 2015-2016 EOG results			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
<p>Due to a large number of new teachers in tested grades, teachers will participate in PLC Unit Planning with a continued focus on test specifications from DPI (Question to Standard).</p> <p>Grade level teams will create common assessments to include released EOG question formats/stems, and a plan for a spiral review of tested items. CFA, AMC, STAR & Benchmark Data will be used to determine student skill deficits and group students for small group/individualized instruction that allows for flexible grouping to address individual student's needs. Assessments will also be used to determine teacher strengths and assign instruction of small groups accordingly.</p> <p>Teachers will improve the use of the AMC tool and use of DNC materials in small group instruction. Students will keep data notebooks that track their STAR NCE score and allows them to set their own goals for growth . Teachers will implement conferencing with students to set goals and increase NCE scores.</p>	Classroom Teachers, Administration, Instructional Facilitator	PLC Agendas reflecting Unit Planning, Common Assessment Data, Monthly STAR & AMC Data, Benchmark/EOG Data	Ongoing as needed, Monthly checks, Bi-Annual Review
Teachers will participate in targeted professional development to meet their individual needs. May include Investigations training, AMC training, DNC training. Survey and observations will be used to determine needs.	Classroom Teachers, Administration, Instructional Facilitator	Survey re: PD needs, AMC Data reflecting appropriate use of tool, walkthrough data	Ongoing as needed, Monthly checks, Bi-Annual Review
Teachers will complete a book study on Understanding Developing Number Concepts to aid in the understanding of the vertical alignment of math concepts across grade levels.	Classroom Teachers, Administration, Instructional Facilitator, Ruth Jugis/Diane Price	Survey re: Book Study, Monthly STAR & AMC Data, Benchmark/EOG Data	During book study, weekly assignments will be checked. Monthly checks, Bi-Annual Review
Professional Development - Identify the professional development required to successfully implement the strategies listed above			

Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Classroom teachers	Training on correlation of AMC (or other assessment) data and developing numbers concepts kits to aid teachers in planning small group math instruction.	Curriculum Facilitators	Initial training completed during summer PD. Additional training to be completed by November 15, 2016. Ongoing support as needed.
Classroom teachers, IF, Administration	Book Study: Understanding Number Concepts	Ruth Jugis/Diane Price	Book study will begin in September 28 and conclude by December 14, 2016.

2016 - 2018 (School Name) School Improvement Plan

Smart Goal # 2		Ready Accountability and AMO Targets	
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.1, 2.2	
Current Status: Reading Proficiency Overall 49.77% (3rd 51.32%, 4th 45.95%, 5th 50.77%) Met Expected Growth			
School Interim (Year 1) Goal 2016-2017: Overall 57.21% (3rd 56.58%, 4th 59.45%, 5th 60.0%) Exceed Expected Growth			
School (Year 2) Goal 2016-2018: Overall 64.19% (3rd 61.84%, 4th 71.62, 5th 58.46%) Exceed Expected Growth			
Data Used: 2015-2016 EOG results			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Due to a large number of new teachers in tested grades, teachers will participate in PLC Unit Planning with a continued focus on test specifications from DPI (Question to Standard). Grade level teams will create common assessments to include released EOG question formats/stems, and a plan for a spiral review of tested items. CFA, mClass, STAR & Benchmark Data will be used to determine student skill deficits and group students for small group/individualized instruction that allows for flexible grouping to address individual student's needs. Assessments will also be used to determine teacher strengths and assign instruction of small groups accordingly. Students will keep data notebooks that track their STAR NCE score and allows them to set their own goals for growth . Teachers will implement conferencing with students to set goals and increase NCE scores.	Classroom Teachers, Administration, Instructional Facilitator	PLC Agendas reflecting Unit Planning, Common Assessment Data, Monthly STAR & mClass Data, Benchmark/EOG Data	Ongoing as needed, Monthly checks, Bi-Annual Review
New Lucy Calkins Units will be purchased to provide teachers a resource that more closely aligns with grade level expectations. Trainers from the Teachers College Reading and Writing Project will provide the initial training on use of the kits. Teachers will then meet monthly with a Curriculum Facilitator to plan each unit and ensure alignment with grade level expectations and the EOG test.	Classroom Teachers, Administration, Instructional Facilitator, Curriculum Facilitator, Reading and Writing Institute Trainers	PLC Agendas reflecting Unit Planning, Common Assessment Data, Monthly STAR & mClass Data, Benchmark/EOG Data	Ongoing as needed, Monthly checks, Bi-Annual Review
Teachers will participate in targeted professional development to meet their individual needs. This may include training on workshop model, guided reading, skill/strategy groups, etc. A teacher survey and observations will be used to determine needs.	Classroom Teachers, Administration, Instructional Facilitator	Survey Data, Walkthrough/Observation Data, Various assessment data	Ongoing as needed, Monthly checks, Bi-Annual Review
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
K-5 teachers, IF, Adminstration	Training on How to Use New Lucy Calkins Reading	Anne Marie Johnson & Taryn Vanderburg from	8/5/16

	Kits	TCRWP	
K-5 Teachers, IF,Administration	Monthly Unit Planning/Guidance Sessions	Shannon Hullett	Monthly through April 2017

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers

Provisions are made for 40-minutes planning period during the school day in lieu of duty free lunch.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week.

Classroom teachers are provided approximately 360 minutes or 6 hours of planning time per week. Planning time (40 min/day with an extra 40 min. one day per week or 240 min/week) is provided for classroom teachers during the students' special classes (art, music, PE, computer lab, media, and guidance). Teachers also have approximately 30 minutes (approximately 120 min/week) after dismissal at the end of the school day on Mondays, Tuesdays, Thursdays, and Fridays.

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only)

This policy is a part of the electronic staff handbook. This policy is reviewed with staff in a yearly orientation. Both Principal and Assistant Principal will frequently observe recess activities

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only).

A recess schedule is built into our Master Schedule. Each teacher includes a 30-minute recess period in his/her daily schedule and daily plans. Administration frequently observe recess activities and monitor teacher lesson plans for planned recess activities.

Title I Statewide Project Summary: Needs Assessment Chapel Grove Elementary

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary:

School Demographics:

Staff: Chapel Grove Elementary has 21 classroom teachers in grades K-5, 4 teacher assistants that serve Kindergarten, and 2 assistants serve 1-5 for help with enrichment and remediation activities and other assistance as needed. Assistants also provide reading intervention in grades 1-3. There is one shared (20%) ESL teacher, one shared (50%) AIG teacher, one fulltime EC teacher and one part time (75%) EC teacher, and one literacy teacher. All teachers and teacher assistants are considered highly qualified.

Students: Chapel Grove currently enrolls 436 K-5 students. The student ethnicity groups include: 13% Black, 77% White, 9% Hispanic, and less than 1% American Indian. Our free and reduced-price lunch status is currently 76%.

Student Achievement:

mClass Reading 3D: Based on 2015 BOY mClass Reading 3D results: K =26% proficient on DIBELS and 8% proficient on TRC; 1st =57% proficient on DIBELS and 52% proficient on TRC; 2nd = 68% proficient on DIBELS and 37% proficient on TRC; 3rd = 67% proficient on DIBELS and 39% on TRC. The Read to Achieve 4th grade transitional results: 35% proficient on DIBELS and 0% proficient on TRC.

14-15 EOG: Based on the 2014-2015 EOG assessment results, Chapel Grove students met expected growth. Students scored 47.9% proficiency in reading, 45.6% proficiency in Math, and 49.3% proficiency in Science.

Chapel Grove Subgroups included All, White and EDS. Their proficiencies were:

Reading: All (33.9%) White (36.1%) EDS (26.1%) None of the subgroups met their target Reading.

Math: All (39.7%) White (40.0%) EDS (34.3%) EDS was the only subgroup to meet their target in Math (with confidence interval).

Science: All (32.9%) White (37.5%) EDS (28.3%) None of the subgroups met their target in Science

Other:

Areas of Need: K Literacy - First Sound Fluency (FSF) K Math - Rote counting to 20; 1st Literacy - Phoneme segmentation (PSF) 1st Math - Number sense and basic operations; 2nd Literacy - Nonsense Word Fluency (NWF) 2nd Math - Number sense and basic operations; 3rd Literacy - DIBELS Oral Reading Fluency (DORF) 3rd Math - Computational Fluency; 4th- According to 3rd grade EOG Goals Summary Reports the lowest scoring areas were Literacy - Informational Text and Math - Measurement and Data; 5th - According to 4th grade EOG Goals Summary Reports the lowest scoring areas were Literacy - Informational Text and Math - Numbers and Operations - Fractions

2. School wide Reform Strategies: Teachers will identify students below grade level in reading, math, and science throughout the year utilizing the tier plans in MTSS. The students that are determined to be performing below grade level proficiency will be targeted for small group direct instruction within the classroom. Math will be our primary focus this year with a secondary focus on effective technology use. Based on the CNA, in math K-2 will focus on numeration and operations through Investigations and small group math instruction utilizing games, manipulatives and Developing Numbers Concepts materials. AMC will be used to assess individual students and pinpoint areas of need. Grades 3-5 will focus on measurement and fractions through Investigations and small group math instruction utilizing Pearson SuccessNet, manipulatives, Developing Numbers Concepts materials and other supplemental materials as needed. K-5 will implement strategy group differentiation within their 90 minute math block with additional time during STEM if needed. Differentiation will be provided through small group instruction, Math Investigation games, computer programs, Smart board activities, etc. Grade levels will complete unit plans together with a focus how lessons progress for student understanding and forming common assessments. PLC meetings will be used to analyze common assessments and other formative data to determine strengths and needs and adjust instruction/remediation accordingly. To continue growth in reading, we will utilize Fountas & Pinnell Intervention Kits in grades K-2 and continue to focus our guided reading instruction with struggling readers. Grades 2-5 will provide guided reading instruction to students who are reading below grade level. K-5 will utilize strategy group instruction in addition to guided reading instruction to meet the needs of all learners. Strategy groups will be flexible groups formed based on data from mClass and/or STAR Reading and individual conference notes. The Title I literacy teacher will provide additional reading support outside the classroom in grades K-2 for those students performing below grade level in reading. Teacher assistants will provide additional reading support in grades 1-3. mClass Reading 3D, STAR, and a stronger focus on common assessments will be used to monitor student progress for each goal and discussed in grade level PLC sessions. The staff will receive PD in the following areas: MTSS Process, Investigations and Small Group Math Instruction, Differentiated Reading and Math Instruction, and Technology Integration.

3. Instruction by a highly qualified professional staff: To ensure that highly qualified teachers instruct students, there is a collaborative effort between the District and the school to recruit, hire and assign quality teachers. There is a commitment by all to get the right teachers on board in the correct assignment. This requires a review of credentials at the school and District Level. Currently 100% of the staff population is considered Highly Qualified by the state of North Carolina.

4. High quality and ongoing professional development: Professional development opportunities are aligned to the results of the comprehensive needs assessment. Teachers and staff participate in various, ongoing staff development activities designed to facilitate district and school-wide initiatives. Professional development plans reflect research-based instruction and best teaching practices. The areas of focus are MTSS, differentiation, and technology. All sessions are conducted by professionals trained and/or experienced in the area in which they are presenting. All training is evaluated in terms of student achievement and staff evaluations.

5. Strategies to attract high quality teachers to high needs schools: Strategies to attract and retain highly qualified teachers include: a daily planning block, common planning time, 3 grade-level planning days, technology resources, mentors to support new teachers, and curriculum support provided by a full-time Instructional Facilitator and literacy teacher, and grade-level PLC teams. We recognize our Employee of the Month, Teddy Award Winner, Teacher of the Year, and Beginning Teacher of the Year.

6. Strategies to increase parent involvement: A parent involvement committee coordinates family activities. This committee consists of staff and parents. A variety of family activities are provided to build stronger home-school relationships. Chapel Grove strategies are based on the needs defined in the CNA that focus on parent involvement at the classroom level as well as the school level. Strategies include (1) creating leadership opportunities for parents on PAC, SIT, and mentor/volunteers (2) parent events/workshops focused on reading and math strategies parents can use at home. and (3) Student led conferences. Teachers are expected to maintain ongoing communication with parents and document parent contacts to ensure that all parents receive frequent interaction. Parent conferences are conducted twice a year and on an as-needed basis. School and classroom web pages keep parents updated and offer opportunities for two-way communication through emails. School-Home communication occurs through phone system, monthly newsletters, and notes to parents in student agendas/folders.

7. Preschool transition strategies: Chapel Grove has two terminal grades which require transition. Pre-K students transition to Kindergarten and 5th grade students transition to Middle School. Pre-K students transition plan allows each Pre-K student the opportunity to experience Kindergarten. Students in Pre-K will begin to eat in the cafeteria in May, replacing the homestyle meals of the classroom. Pre-K students will visit the Kindergarten classrooms in May. Community Pre-K programs within our school lines are invited to participate in our transition activities along with our school-based Pre-K programs. Fifth grade students will visit the middle school to which he/she is assigned in preparation for the first middle school year.

8. Including teachers in decisions regarding the use of assessment: Teachers are given the opportunity to participate in decision making through membership on the School Improvement Team (SIT), the Multi-Tiered Systems of Support (MTSS) team, grade level PLC teams, school-level committees, staff meetings, and formal and informal surveys. As we continue to implement MTSS, teachers and PLC teams will use multiple sources of data to create and implement tier plans to maximize our curriculum to meet the needs of all students. Teacher will progress monitor student progress through mClass, STAR, and common assessments, and other informal assessments and analyze the data to determine changes to curriculum and instructional plans. Common assessments will also be used to analyze current teaching practices and determine strengths and needs.

9. Activities for children experiencing difficulty: Students who experience difficulty will be supported in a variety of ways. Using multiple data points from informal and formal assessments, report cards, and teacher/parent input, teachers will write a tier plan for any student who is not performing at grade level according to MTSS guidelines. Teachers will regularly update the tier plans to indicate if the strategies are effective. Tier plan interventions allow the classroom teachers to gather data about a student's progress in the identified area(s) of need. We will focus on improving reading and math small group instruction in all regular classrooms to include both remediation and enrichment for students. A literacy teacher will provide additional guided reading support to struggling readers in grades K-2. Teacher assistants will provide additional guided reading support to struggling readers in grades 1-3 with a concentration in grade 3 to help meet Read to Achieve standards. Our school will purchase Reading A-Z and Raz Kids (whichever appropriate for grade level) for all grade levels. We will also utilize Compass Learning in all grades as additional instructional tools to be used with struggling learners.