

# **Ferguson Easley Elementary 2014- 2016 SIP**

Ferguson Easley Elementary School  
Cumberland County School System

Dr. Mary A Hales, Principal  
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## Overview

### Plan Name

Ferguson Easley Elementary 2014-2016 SIP

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2014-2016 To recruit, select, develop, and retain the very best personnel	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1500
2	2014-2016 To improve the use of technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	2014-2016 To expect academic growth by all children	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: 2014-2016 To recruit, select, develop, and retain the very best personnel

### Measurable Objective 1:

collaborate to ensure effective research-based professional development by 06/10/2016 as measured by Teacher / Staff Evaluation and specific Professional Development evaluations and as stated in the school's Needs Assessment.

### Strategy 1:

Professional Development - Professional Development will allow teachers the opportunity to receive training as it relates to the Needs Assessment data, school-wide goals and system goals. A Needs Assessment was conducted in November of 2013. Specific school-wide training will be conducted to provide professional development for teachers that will enhance their teaching skills and assist with acquiring strategies for differentiated instruction to meet the needs of all students and that will broaden their knowledge base of behavior management strategies. Monetary resources will not exceed \$ 1500. The instructional Coaches and Reading Specialist will conduct PD, demonstration lessons, and/or will team teach. Cumberland County Schools Curriculum and Instruction Specialists will be asked to conduct PD as prescribed above. We will also engage the assistance of our Cumberland County Schools Student Services Department. Initially Licensed Teachers (ILTs) are provided a mentor during their first, second, and third years. Peer Assist Learning Specialists (PALS) are assigned to first year teachers to ensure a smooth and productive transition into the educational process and school community. A monthly meeting is scheduled for teachers and mentors to address issues and share information pertaining to the improvement of teaching and learning.

Activity - Professional Development for all teachers on Differentiated Instruction and Behavior Management Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will allow teachers the opportunity to receive training as it relates to the Needs Assessment data, school-wide goals, and system goals. Two of those goals are to provide professional development in Differentiated Instruction and Behavior Management Strategies. Additional training will address full implementation of our school-wide Positive Behavior Intervention and Support program.	Academic Support Program	08/26/2014	06/10/2016	\$1500	Title I Part A	FEES Administration and Faculty / Staff; FEES School Improvement Team; Cumberland County Schools Curriculum and Instruction Department; and Cumberland County Schools Student Support Services Department

## Goal 2: 2014-2016 To improve the use of technology

### Measurable Objective 1:

collaborate to maximize the utilization of technology by 06/10/2016 as measured by faculty/staff observations and various student assessments.

### Strategy 1:

Technology Staff Development - Technology staff development will be provided on the county-wide and school-wide levels for all faculty and staff. These sessions will enhance their skills and expand their knowledge base of technology tools that which will compliment the various learning styles of students to improve academic achievement and social growth for all students.

Activity - Technology Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Media Specialist, Instructional Coach, and Administration will provide an overview to teachers regarding available resources and Web tools (i.e. Web 2.0) in our school. Additional support has been and will be conducted during required workdays as well. A differentiated approach and Web 2.0, will be used to allow each teacher to receive technology assistance based on developing strong team collaboration, critical thinking skills, and literacy skills using Web 2.0 tools in the classroom. This professional development will be offered through the Cumberland County Schools Professional Development and Curriculum and Instruction Departments.	Technology	08/26/2014	06/10/2016	\$0	No Funding Required	Media Specialist, FEES 3rd-5th grade teachers, FEES administration, and CCS Professional Development and Curriculum and Instruction Departments

## Goal 3: 2014-2016 To expect academic growth by all children

### Measurable Objective 1:

60% of Fourth and Fifth grade students will demonstrate a proficiency of grade specific objectives in English Language Arts by 06/10/2015 as measured by EOG Test Results.

### (shared) Strategy 1:

Blocking - Students will engage in the blocking method by being grouped by academic needs and taught by teachers in their area of expertise. Monitoring will be done each nine weeks through benchmark testing, teacher created tests, and finally through the End-of-Grade Tests.

Activity - Blocking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will engage in the blocking method by being grouped by academic needs and taught by teachers in their area of expertise.	Direct Instruction	08/26/2014	06/10/2015	\$0	No Funding Required	FEES Administration, FEES Classroom Teachers, FEES Instructional Assistants, FEES Instructional Coaches, and Remediation Teachers
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**Strategy 2:**

Differentiated ELA Instruction - Teachers will provide differentiated instruction through a 90 minute literacy block. - The 90 minute literacy block will afford teachers the opportunity to provide whole group, small group, and independent learning activities in which students are assessed and monitored to achieve maximum student success. Differentiated Instruction will be conducted utilizing the following methods: 1) modification of the students' independent practice; 2) instructional delivery that utilizes various instructional strategies to compliment the learning styles of a diverse group of students; 3) through the use of technology tools to enhance interactive learning methods, 4) the assistance of remediation teachers and EC Resource personnel utilizing both the pushing in and pulling out process, and 5) the assistance of one-on-one tutors.

Activity - Literacy Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 90 minute literacy block will afford teachers the opportunity to provide whole group, small group, and independent learning activities in which students are assessed and monitored to achieve maximum student success.	Academic Support Program	08/26/2014	06/10/2015	\$0	No Funding Required	FEES Administration, FEES Classroom Teachers, FEES Instructional Coaches, FEES Instructional Assistants, FEES Remediation Teachers

**Measurable Objective 2:**

60% of Fourth and Fifth grade students will demonstrate a proficiency of grade specific objectives in Mathematics by 06/10/2015 as measured by EOG Test Results.

**(shared) Strategy 1:**

Blocking - Students will engage in the blocking method by being grouped by academic needs and taught by teachers in their area of expertise. Monitoring will be done each nine weeks through benchmark testing, teacher created tests, and finally through the End-of-Grade Tests.

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Activity - Blocking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Blocking	Students will engage in the blocking method by being grouped by academic needs and taught by teachers in their area of expertise.	Direct Instruction	08/26/2014	06/10/2015	\$0	FEES Administration, FEES Classroom Teachers, FEES Instructional Assistants, FEES Instructional Coaches, and Remediation Teachers
Technology Staff Development	The Media Specialist, Instructional Coach, and Administration will provide an overview to teachers regarding available resources and Web tools (i.e. Web 2.0) in our school. Additional support has been and will be conducted during required workdays as well. A differentiated approach and Web 2.0, will be used to allow each teacher to receive technology assistance based on developing strong team collaboration, critical thinking skills, and literacy skills using Web 2.0 tools in the classroom. This professional development will be offered through the Cumberland County Schools Professional Development and Curriculum and Instruction Departments.	Technology	08/26/2014	06/10/2016	\$0	Media Specialist, FEES 3rd-5th grade teachers, FEES administration, and CCS Professional Development and Curriculum and Instruction Departments

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Literacy Block	The 90 minute literacy block will afford teachers the opportunity to provide whole group, small group, and independent learning activities in which students are assessed and monitored to achieve maximum student success.	Academic Support Program	08/26/2014	06/10/2015	\$0	FEES Administration, FEES Classroom Teachers, FEES Instructional Coaches, FEES Instructional Assistants, FEES Remediation Teachers
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for all teachers on Differentiated Instruction and Behavior Management Strategies	Professional Development will allow teachers the opportunity to receive training as it relates to the Needs Assessment data, school-wide goals, and system goals. Two of those goals are to provide professional development in Differentiated Instruction and Behavior Management Strategies. Additional training will address full implementation of our school-wide Positive Behavior Intervention and Support program.	Academic Support Program	08/26/2014	06/10/2016	\$1500	FEES Administration and Faculty / Staff; FEES School Improvement Team; Cumberland County Schools Curriculum and Instruction Department; and Cumberland County Schools Student Support Services Department
<b>Total</b>					<b>\$1500</b>	

<b>School Name:</b>	Ferguson-Easley Elementary
<b>School Number:</b>	361
<b>Plan Year(s):</b>	2014-2015
<b>Voting:</b> All staff must have the opportunity to vote anonymously on the School Improvement Plan.	
<b># For</b>	16
<b># Against</b>	0
<b>Percentage For</b>	100%
<b>Date approved by Vote:</b>	21-Aug-14

### 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
Principal	Dr. Mary Hales
Assistant Principal Representative	Kimberly Smith
Teacher Representative	LaDonna Powers
Inst. Support Representative	Tryphina Robinson
Teacher Assistant Representative	Carolyn Robinson
Parent Representative	Latisha Culbreth-Robinson

### School-Based Management and Accountability Program Summary of School-based Waiver Requests Program Years: 2012-2014

**Instructions:** Listed below is the waiver that only **Elementary Schools** have the option to request. Complete all cells that have a red border.

<b>LEA or Charter School Name/Number:</b>	Cumberland County Schools - 260
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**School Name:**

Ferguson-Easley

**Waivers**

General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

**Allowable Waivers and Conditions**

General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

**DPI allowable waiver (Elementary Schools only)**

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

**Allocation of Teachers: Class size - Flexibility**

Yes

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

**G.S. 115C-301, (C) Class Size**

3. State how the waiver will be used.

to increase class sizes if necessary

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

all students will be in class with a teacher although those classes may be larger

## Remediation Plan

**Instructions:** Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: Ferguson-Easley

Year: 2014-2016

## Description of the Plan

Purpose:

The purpose of the Remediation Plan is to target those students who have been identified as high risk students and those students who have performed at Level I or II on the North Carolina End of Grade test. Ferguson-Easley Elementary School will implement a remediation program built into the regular school day.

Delivery:	<p>The plan includes the hiring of 4 part time retired teachers who will concentrate their efforts on grades 3rd, 4th, and 5th. The teacher will work with a specific grade level for 2 days (Tuesdays &amp; Thursdays) a week for 2 hours per day to be completed within the months of October through December of 2014. A more rigorous effort will begin in January of 2015. The teacher will work for 3 hours per day for 3 days (Tuesdays-Thursdays) per week. The teachers will work closely with the classroom teachers and resource teachers to develop and implement an individualized lesson for each targeted student. A high concentration of utilizing various instructional strategies and educational programs (Accelerated Reader, Moby Max, More Starfall and Capstone Digital) will be implemented to further improve reading and math outcomes. Two sets of SMART Responders will be purchased for remediation teachers to use with interactive instruction with specified students in the resource classroom. Parent volunteers and staff members will aid in this endeavor. Parents of identified students will work together to implement the remediation plan. We will provide the parents with various strategies to aid the students in meeting the goals set. A partnership with the school and home will prove valuable in improving the students' reading and math skills for 3rd through 5th grades to include science for fifth grade.</p>
Students Served:	Students in grades 3rd, 4th, and 5th



Budget Amount	AMOUNT
Total Allocation: \$40,108.10 from PRC 069 monies	\$40,108.10



Budget Breakdown	AMOUNT
Personnel: 4 Teachers \$26.92 x 24 hours @ 11 weeks (October 2014- December 2014)	\$7,106.88

	4 Teachers \$26.92 x 36 hours @ 21 weeks (January 2015- May 2015)	\$20,351.52
Materials & Supplies:	SMART Responders - 3 sets (\$4500), Capstone Digital (995.00), Starfall (\$270), and Moby Max (\$237).	\$6,002.00
		<b>AMOUNT</b>
Transportation:	NA	

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<b>Grand Total:</b>		<b>\$33,460.40</b>
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Monitoring & Evaluating Tools: *Indicate Yes or No by selecting Y or N from drop-down*

Y	PEP
Y	Student Activity Log
Y	Other (If yes, specify in the box below):
	Teacher Generated Tests, Reading 3D Assessments, and Benchmark Tests

## Title II Plan

**Instructions:** Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School:	Ferguson-Easley
Year:	2014-2015

### Description of the Plan

Purpose:	The purpose of this plan is to provide a detailed description of staff development expenditures.
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### Budget Amount

**AMOUNT**



Total Allocation:

\$1,500.00

## Budget Breakdown

### Staff Development

1

Teachers will meet together and use benchmark data to analyze data and current strategies in terms of its impact on student learning. They will collaborate as grade level teams to create student remediation groups and to create/discuss additional instructional strategies and programs to implement and replicating effective strategies thereby generating a high degree of success. The dates are November 12-13, 2014, Jnauary 21-22, 2015, and April 14-15, 2015

#### Description

#### AMOUNT

Personnel:

3 Substitutes x 2 days @ \$90 a day each =\$540  
3 Substitutes x .5 day each = \$135

\$675.00

Training materials:

\$0.00

Registration/Fees:

\$0.00

Travel:

Mileage/Airfare:

\$0.00

Lodging/Meals:

0

Consulting Services:

0

Follow up activities

0

Total for staff development 1:  
This cell will automatically total for you

\$675.00

## District Wide Components

District Wide Components		
Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	Y
Duty free planning time	<b>Please describe approximately how much planning time your teachers have during a week: 300 minutes a week (5 hours)</b>	
Safe and Orderly schools	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	Y
PBIS rating from previous year	<b>Please indicate your most recent PBIS assessment rating if applicable:</b> Developing	
Parental Involvement	<p><b>Please describe your parental involvement plan briefly (i.e. dates of parent events, P/T conferences, PTA meetings, etc.):</b></p> <ul style="list-style-type: none"> <li>-Parents reflecting the socioeconomic and racial diversity of our school will serve on the School Improvement Team (SIT). Our SIT will meet the <u>last Thursday of every month</u> to develop and implement school improvement strategies, the School Improvement Plan, Parent Involvement Policy, and other school wide programs.</li> <li>-Provisions will be made for parents to receive information in a timely manner. Information includes, but is not limited to the</li> </ul>	

	<p>following: *school and district report cards, student assessment results and interpretation of such results, description of curriculum, State content standards, and how student progress is measured, proficiency levels students are expected to meet, opportunities for parent meetings to share in educational decision making, qualifications of teachers, timely responses to parents suggestions, and inclusion of parents' input on school wide and district project plans.</p> <p>-Our school will convene regular meetings at flexible times for parents throughout the school year for the purpose of planning, reviewing, sharing information, and organizing school improvement efforts. <b>Childcare will not be provided.</b></p> <p>-An Annual Title I public meeting will be held at 6:00 on September 17, 2013, at Ferguson-Easley Elementary to discuss our school wide project, new federal regulations, and requirements as is relates to our Title I program and parents' rights to be involved.</p> <p>-A Learning Compact that outlines how parents, entire school staff, and students will share the responsibility for improved student achievement will be sent home for parent review.</p> <p>-Parents are provided opportunities to meet regularly with school personnel to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.</p> <p>-Parent involvement activities at our school include, but are not limited to: *tutoring small groups, homework help, educational opportunities, luncheons, field trips, success day assesmbles, lunch buddies, PTA meetings, PTA Executive board meetings.</p>
<p>Review of the SIP plan and notification of changes</p>	<p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>