

# **Elizabeth Cashwell Elementary 2014- 2016 SIP**

Elizabeth M. Cashwell Elementary School  
Cumberland County School System

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Fayetteville, NC 28306

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## Overview

### Plan Name

Elizabeth Cashwell 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 promote continuous quality improvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$11700
2	2014-2016 To improve our use of technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	2014-2016 To expect academic growth by all children	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$52000
4	2014-2016 To create a safe and caring climate that enhances learning	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1200

## Goal 1: 2014-2016 To promote continuous quality improvement

### Measurable Objective 1:

collaborate to develop a unit of study in the area of Poverty for the South View District Teachers by 06/10/2015 as measured by Decrease in ISS/OSS time from classrooms..

### Strategy 1:

South View District "Teaching Students of Poverty" Initiative - Principals will enlist support from the community to provide materials for a year long unit of study for the certified teachers (450) in the South View High School District. Teachers will attend nine PD sessions throughout the school year to develop an understanding of strategies that will increase the positive relationships with all students.

Activity - South View District "Teaching Students of Poverty" Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The South View District Principals will enlist support from the community to provide a year-long unit of study that will enhance the teaching strategies of our teachers to decrease ISS/OSS loss of time from class. This initiative will also provide teachers with strategies to utilize in their classrooms that enhance mastery of the curriculum.	Professional Learning	08/25/2014	06/10/2015	\$11700	Other	South View District Principals, All South View District Certified Teachers

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

### Measurable Objective 1:

demonstrate a proficiency in student ability to complete research and written products/artifacts. by 06/10/2015 as measured by teacher created rubrics that demonstrate the common core standard expectations..

### Strategy 1:

Written products created through research utilizing technology. - Teachers will create rubrics that are aligned to the common core standard unit of study. The rubrics will inform students of learning expectations in the area of research and written products/artifacts proving mastery.

Activity - Research through use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create rubrics that are aligned with the Common Core standards and are project or unit of study based. The rubrics will include a technology and written component.	Technology	08/26/2014	06/10/2015	\$0	No Funding Required	Administrators, Curriculum Coaches, Teachers

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

### Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency and growth on grade level standards in math, in science and in English Language Arts by 06/10/2015 as measured by the EOG and other standardized assessments..

### Strategy 1:

Differentiated ELA, math and science instruction - Teachers will utilize Reading 3-D, benchmark assessments and school net assessments to build small group instruction remediation groups. This strategy does not require funding and will be monitored by the instructional team at weekly data meetings with each PLC.

Activity - Differentiated ELA, math and science instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Reading 3-D, benchmark assessments and school net assessments to build small group instruction remediation groups. This strategy does not require funding and will be monitored by the instructional team at weekly data meetings with each PLC.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	administrative staff, teachers, remediation personnel, curriculum coach

### Strategy 2:

Accelerated Reader Program with Vocabulary - Teachers will require students to add a vocabulary component to the accelerated reader assessment with books that have the vocabulary assessment. Teachers will monitor this process through weekly goals checks and guided conversation with students.

Activity - Accelerated Reader Program with Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase vocabulary knowledge by consistently utilizing the vocabulary assessment component from the accelerated reader program.	Academic Support Program	09/08/2014	05/29/2015	\$2000	Title I Schoolwide	administrative team, teachers, data plc

### Strategy 3:

Remediation Program - Students will be identified for additional academic support in the areas of math and ELA through common assessments using school net, 3-D reading assessments and other standardized assessments. Retired part-time teachers are employed to pull students into small group settings for intensive instruction utilizing prescriptive programs in the area of reading and math.

Activity - Remediation Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be identified for additional academic support in the areas of math and ELA through common assessments using school net, 3-D reading assessments and other standardized assessments. Retired part-time teachers are employed to pull students into small group settings for intensive instruction utilizing prescriptive programs in the area of reading and math.	Academic Support Program	08/26/2014	06/09/2015	\$50000	Title I Schoolwide	remediation team members, administrative team, curriculum coach
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**Goal 4: 2014-2016 To create a safe and caring climate that enhances learning**

**Measurable Objective 1:**

collaborate to decrease by 50% the number of out of school suspensions by 06/10/2015 as measured by weekly leadership team meetings to disaggregate behavioral referrals through our Educator's Handbook System and implementing a hand on approach to intervene as teacher referral and/or data suggests..

**Strategy 1:**

PBIS - Positive behavioral expectations will be consistently implemented.

Activity - PBIS Team Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level and Resource Teams will create and implement PBIS expectations. Expectations will be reviewed during the morning meeting and afternoon closure sessions.	Behavioral Support Program	08/26/2014	06/10/2015	\$500	State Funds	Administrator s, all staff, PBIS Committee

Activity - PBIS School-Wide Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Committee will create a rubric for school-wide implementation and instruct staff regarding implementation. The PBIS Committee will develop PBIS assemblies each quarter for students to understand the PBIS model and expectations. The PBIS Committee will create and deliver to all staff Cub Cards that recognizes positive behavior. The PBIS Chair will report in weekly leadership meetings successes and weakness that will be addressed throughout the school year.	Behavioral Support Program	08/26/2014	06/10/2015	\$200	State Funds	Administrator s, PBIS Committee, all staff

**Strategy 2:**

Facilitate Parent Learning Opportunities - The parent facilitator in conjunction with the Purpose and Direction (Communications) Committee will create, plan and implement learning opportunities and recognition for our parents.

These activities include but are not limited to Curriculum Night, Open House, PTA Meetings, Volunteer Tea, Parent/Teacher conferences, strategies and resources for students at risk, community resources and other learning opportunities that assist parents in understanding learning goals.

Activity - Facilitate Parent Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Create and implement opportunities for parents to understand and learn academic expectations.	Parent Involvement	08/26/2014	06/10/2015	\$500	Title I Schoolwide	Administrator s, Parent Facilitator, Purpose and Direction (Communications) Correlate
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS School-Wide Implementation	The PBIS Committee will create a rubric for school-wide implementation and instruct staff regarding implementation. The PBIS Committee will develop PBIS assemblies each quarter for students to understand the PBIS model and expectations. The PBIS Committee will create and deliver to all staff Cub Cards that recognizes positive behavior. The PBIS Chair will report in weekly leadership meetings successes and weakness that will be addressed throughout the school year.	Behavioral Support Program	08/26/2014	06/10/2015	\$200	Administrator s, PBIS Committee, all staff
PBIS Team Plans	Grade Level and Resource Teams will create and implement PBIS expectations. Expectations will be reviewed during the morning meeting and afternoon closure sessions.	Behavioral Support Program	08/26/2014	06/10/2015	\$500	Administrator s, all staff, PBIS Committee
<b>Total</b>					\$700	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated ELA, math and science instruction	Teachers will utilize Reading 3-D, benchmark assessments and school net assessments to build small group instruction remediation groups. This strategy does not require funding and will be monitored by the instructional team at weekly data meetings with each PLC.	Academic Support Program	09/01/2014	05/29/2015	\$0	administrative staff, teachers, remediation personnel, curriculum coach
Research through use of Technology	Teachers will create rubrics that are aligned with the Common Core standards and are project or unit of study based. The rubrics will include a technology and written component.	Technology	08/26/2014	06/10/2015	\$0	Administrator s, Curriculum Coaches, Teachers
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Accelerated Reader Program with Vocabulary	Students will increase vocabulary knowledge by consistently utilizing the vocabulary assessment component from the accelerated reader program.	Academic Support Program	09/08/2014	05/29/2015	\$2000	administrative team, teachers, data plc
Facilitate Parent Learning Opportunities	Create and implement opportunities for parents to understand and learn academic expectations.	Parent Involvement	08/26/2014	06/10/2015	\$500	Administrator s, Parent Facilitator, Purpose and Direction (Communications) Correlate
Remediation Program	Students will be identified for additional academic support in the areas of math and ELA through common assessments using school net, 3-D reading assessments and other standardized assessments. Retired part-time teachers are employed to pull students into small group settings for intensive instruction utilizing prescriptive programs in the area of reading and math.	Academic Support Program	08/26/2014	06/09/2015	\$50000	remediation team members, administrative team, curriculum coach
<b>Total</b>					<b>\$52500</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
South View District "Teaching Students of Poverty" Initiative	The South View District Principals will enlist support from the community to provide a year-long unit of study that will enhance the teaching strategies of our teachers to decrease ISS/OSS loss of time from class. This initiative will also provide teachers with strategies to utilize in their classrooms that enhance mastery of the curriculum.	Professional Learning	08/25/2014	06/10/2015	\$11700	South View District Principals, All South View District Certified Teachers
<b>Total</b>					<b>\$11700</b>	

**LEA or Charter Name/Number:**

Cumberland County Schools - 260

**School Name:**

Elizabeth Cashwell Elementary

**School Number:**

326

**Plan Year(s):**

2014-2016

**Voting:** All staff must have the opportunity to vote anonymously on the School Improvement Plan.

**# For**

74

**# Against**

0

**Percentage For**

100%

**Date approved by Vote:**

18-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	Year elected
Principal	Kim Robertson	
Assistant Principal Representative	Tyra Harrison	
Administrative Intern	Doneen Johnson	
Inst. Support Representative	Kayonna Pitchford	
Teacher Assistant Representative	Laura Eckert	2013-2014
Parent Representative	Cecilia Travino	2014-2015
Parent Facilitator	Ken Josef	2013-2014
Teacher Representative	Rose Gibson	2014-2015
Teacher Representative	Melissa Harmon	2013-2014
Teacher Representative	Kenneth Washington	2013-2014
Teacher Representative	Tammy Grover	2014-2015
Teacher Representative	Elizabeth Heisel	2013-2014
Teacher Representative	Stephanie Materese	2014-2015
Teacher Representative	Rhonda Sutton	2013-2014
Teacher Representative	Deborah Manz	2013-2014
Teacher Representative	Steve Murray	2014-2015

**School-Based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2014-2016**

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

**LEA or Charter School Name/Number:**

Cumberland County Schools -  
260

**School Name:**

Elizabeth Cashwell Elementary

**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.

If needed, the waiver will be utilized to reduce class size.

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

With a lower class size the teacher will be able to focus on individualized instructional strategies for our students.

## 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: Elizabeth Cashwell Elementary

Year: 2014-2016

## Description of the Plan

Purpose:	The purpose of this plan is to provide supplemental instruction to at-risk students to ensure mastery of course objectives and/or specific graduation requirements. (Schools serving students in kindergarten or first grade must determine how to prepare students to read at grade level by the time they enter second grade.)
Delivery:	The school master schedule was built to ensure a remediation block daily for each grade level team. K-2 students remediation is offered through remediation teachers, homeroom teachers, reading teachers, and our coach during the school day. The BURST program will be delivered to our K-2 students requiring additional reading instruction. 3-5 students are served by remediation teachers funded through our Title I program. This includes three reading tutors and one math tutor. Reading tutors utilize the SRA program and comprehension strategies (READY Books). Additionally homeroom teachers are implementing daily small group instruction to those students below grade level in reading and math. Data is documented through teacher data notebooks, My Track and common assessment results at unit data day meetings. Remediation funds will be utilized this school year to enhance classroom libraries for small group intensive instruction, and to support our Daily 5 strategies in each homeroom which promotes small group and individual instruction.
Students Served:	In grades 3, 4 and 5 total number of students served: Gr 3 - 18, Gr 4 - 28, and Gr 5 - 32, Grade 2 - 40 students, Grade 1 - 12 students and Kindergarten 12 students are served through our remediation program. These students are coded as Red Readers. Yellow readers are served with the classroom teacher small group instruction plan each day.



## Budget Amount

**AMOUNT**

Total Allocation:

\$53,801.60



## Budget Breakdown

**AMOUNT**

Personnel:

Employ two remediation teachers @ 26,900.60 each.	\$53,801.60



Materials & Supplies:




**AMOUNT**

Transportation:

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<b>Grand Total:</b>	<b>\$53,801.60</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):
	My Track intervention data, weekly or bi-weekly common assessments, mClass, Schoolnet, other prescribed assessments

## 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:	Elizabeth Cashwell Elementary School
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:

\$12,500.00

### Budget Breakdown

Briefly describe the title of and purpose for the staff development:

#### Staff Development 1

Funds will be utilized to increase teaching strategies for our beginning teachers. Professional Development in the areas of Daily 5 implementation, reading and math. **Workshop information is pending.**

### Description

### AMOUNT

Personnel:

Training materials:

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

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

\$0.00

## 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.	N
Duty free planning time	<b>Please describe approximately how much planning time your teachers have during a week:</b> 225 Minutes per week	
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	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	Green Ribbon
Parental Involvement	<b>Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.):</b> A parent event is planned monthly. Parent Teacher conferences are scheduled two times per year. The PTA Board meets monthly. A representative of our PTA Board is a member of our School Improvement Team.	

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>
Review of the SIP plan and notification of changes	<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>