


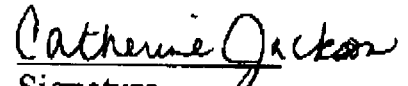
Edenton-Chowan Schools

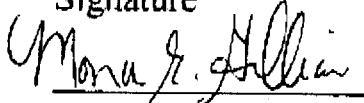
Annual School Improvement Plan Approval

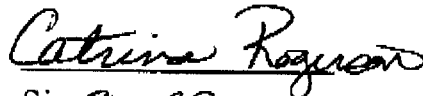
The D. F. Walker Elementary School Improvement Team met on
(Name of School)
July 9, 2009 and approved the attached School Improvement
Plan for school year 2009 - 2010 .

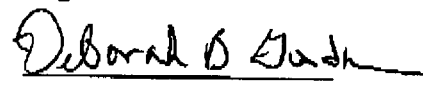

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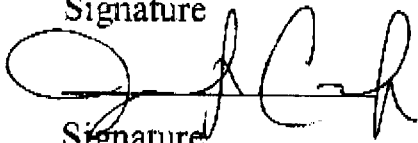

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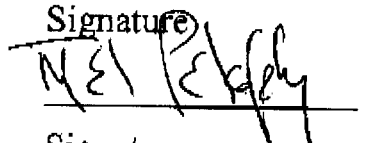

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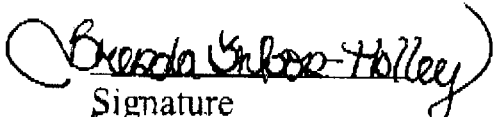

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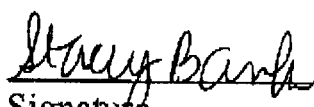

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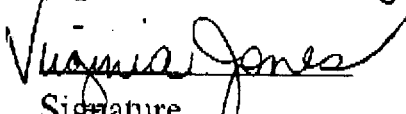

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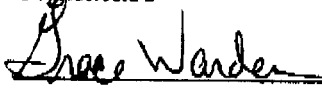

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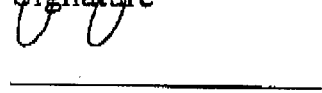

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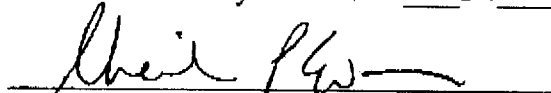

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The faculty met on August 24, 2009 and voted to approve the attached
School Improvement Plan for school year 2009 - 2010 . The
recorded faculty vote was 54 in favor and 0 opposed.


Principal

9-8-09
Date

**D.F. Walker Elementary School
School Improvement Plan**

STATEMENTS OF ASSURANCE

1. **General** -- The School Improvement Plan (SIP) for D.F. Walker Elementary is developed and approved in accordance with the provisions of G.S. 115C-105.27.
2. **Professional Development** – As prescribed by G.S. 115C-105.30 over 75% of the state staff development funding allotment has been distributed to our school. The school improvement team insures that these funds are used to implement the school improvement plan. All staff development activities in this school embrace the professional development vision adopted by the North Carolina State Board of Education in March 2003.

Classroom practice and school leadership in North Carolina will be improved through tailored, intensive professional development that includes follow-up, support, practice, feedback and evaluation. It is a collaborative effort that provides every student access to a competent, caring and highly-qualified teacher. All fiscal and human resources within the educational community support classroom instruction and interactions that prepare students to thrive and contribute to a complex, dynamic global and multicultural society. Activities result in implementation of classroom practices that lead to improved student achievement.
3. **Planning Time and Duty-Free Lunch** – In accordance with G.S. 115C-105.27(b)(6.) there is a plan in place to assure planning time during the regular student contact hours and duty-free lunch to the extent resources are available. Our school planning team has developed a lunch duty plan that has been shared and approved according to the School Improvement Plan approval process. In addition, a planning time schedule has been developed, shared and approved that details our progress in providing a minimum of five hours of planning time per week for every teacher.
4. **Safe Schools Plan** -- In accordance with G.S. 115C-105.47 our school has developed a safe school plan, which promotes a climate of respect and appropriate personal conduct for students and school personnel, and provides for safety, security and order. This plan is on file in the principal's office.
5. **Healthy Active Children (K-8 schools)** – The components of State Board of Education policy HSP-S-000 Healthy Active Children (HAC) have been considered in the school plan and are imbedded in the school schedule. The school is committed to providing regular physical activity for students both with a physical education specialist and during recess. In accordance with HSP-S-000 recess will not be taken away as a punishment.

School Improvement Plan
Goal Analysis
DF Walker Elementary
2008-2011

Student Learning Goals Green = Met Goal

Yellow = Improvement over previous year

Goal 1 Student Achievement and Closing the Gap				
Each subgroup in our school will meet the North Carolina AYP target on each state assessment as defined by NCLB (No Child Left Behind) legislation.				
All students will show growth on the End of Grade Reading and the End of Grade Math tests.				
Reading	2007-2008	2008-2009	2009-2010	2010-2011
All Students	48.0%	55.0%		
Black	29.5%	35.2%		
White	65.2%	73.1%		
Economically Disadvantaged	33.2%	42.0%		
Students With Disabilities	10.3%	22.7%		
Math	2007-2008	2008-2009	2009-2010	2010-2011
All Students	61.9 %	68.6%		
Black	42.7%	49.3%		
White	78.8%	84.7%		
Economically Disadvantaged	49.5%	58.3%		
Students With Disabilities	33.3%	41.3%		
Goal 2 Communication Skills				
Our students will improve their oral and written communications skills. Seventy-five percent of our students will indicate that they used technology to access and demonstrate knowledge and skills. (Student Monthly Log) Students proficient in writing will increase by 10% each year.				
	2007-2008	2008-2009	2009-2010	2010-2011
Use of technology to access and demonstrate knowledge and skills	*			
Student writing				
3 rd grade	*			
4 th grade	*			
5 th grade	45.39%**			
*No baseline data.				
**Baseline is 4 th grade state writing score.				

Goal 3 <u>Thinking and Reasoning Skills</u> Our teachers will provide authentic learning experiences for students. Our students will improve their thinking and reasoning skills. Target: 75%				
	2007-2008	2008-2009	2009-2010	2010-2011
"In the settings where I work with children I apply performance-based student assessment to technology-enhanced lessons, e.g., student portfolios, student presentations." (STNA)	57.4%	83%		
"In the settings where I work with children my lessons include technology-enhanced, learner-centered teaching strategies, e.g., project-based learning." (STNA)	67.2%	75%		
"In settings where I work with children, students use technology to help solve problems." (STNA)	6.6%	42%		
"In settings where I work with children, students use technology to support higher-order thinking, e.g. analysis, synthesis, and evaluation of ideas and information." (STNA)	75.5%	37%		
"In settings where I work with children, students use technology to create new ideas and representations of information." (STNA)	70.5%	30%		

Organizational Effectiveness Goals Green = Met Goal Yellow = Improvement over previous year

Goal 1 <u>Parental Involvement</u> Our parents will be actively involved in our school. Target: 80%				
	2007-2008	2008-2009	2009-2010	2010-2011
"Parents have input in decisions affecting this school" (Community Building Survey)	72.4%	79%		
Goal 2 <u>Faculty Involvement</u> Our teachers will be involved in the collaboration processes of our school. Target: 80%				
	2007-2008	2008-2009	2009-2010	2010-2011
"I am regularly involved in making school policies and procedures." (Community Building Survey)	69.0%	84%		
"Teachers and staff in our school have a positive and productive working relationship with each other." (Community Building Survey)	74.0%	84%		
Goal 3 <u>Safety</u> Our students and teachers will feel "very safe" at school.				
	2007-2008	2008-2009	2009-2010	2010-2011
Students' responses (Safe Schools Survey)	41%	39%		
Target: 60%				
Parents' responses (Safe Schools Survey)	39.4%	26%		
Target: 75%				
Faculty responses (Safe Schools Survey)	66%	68%		

Target: 75%				
Our students and teachers will feel “safe” or “very safe.”	2007-2008	2008-2009	2009-2010	2010-2011
Students’ responses (Safe Schools Survey)	95%	89%		
Target: 95%				
Parents’ responses (Safe Schools Survey)	100%	94%		
Target: 95%				
Faculty responses (Safe Schools Survey)	98%	100%		
Target: 95%				
“Communication between school and students’ homes is regular, two-way and meaningful.” (Community Building Survey)	76.0%	80%		
Target: 80%				
“Teachers at this school regularly communicate with parents about their child(ren)’s progress.” (Community Building Survey)	79.3%	89%		
Target: 80%				

Total % met or improved

Baseline

North Carolina's Goals

Goal 1: NC public schools will produce globally competitive students.

Goal 2: NC public schools will be led by 21st century professionals.

Goal 3: NC public schools will be healthy and responsible.

Goal 4: Leadership will guide innovation in NC public schools.

Goal 5: NC public schools will be governed and supported by 21st century systems.

D. F. Walker Elementary's Student Learning Goals

1. Student Achievement and Closing the Gap

Each subgroup in our school will meet the North Carolina AYP target on each state assessment as defined by NCLB (No Child Left Behind) legislation.

All students will show growth on the End of Grade Reading and the End of Grade Math tests.

2. Communication Skills

Our students will improve their oral and written communications skills. Seventy-five percent of our students will indicate that they used technology to access and demonstrate knowledge and skills. (Student Monthly Log) Students proficient in writing will increase by 10% each year. (Writing scores using state writing rubric)

3. Thinking and Reasoning Skills

Our teachers will provide authentic learning experiences for students. Seventy-five percent of our staff will respond with at least "Once per grading term" on the following questions: "*In the settings where I work with children I apply performance-based student assessment to technology-enhanced lessons, e.g., student portfolios, student presentations,*" and "*In the settings where I work with children my lessons include technology-enhanced, learner-centered teaching strategies, e.g., project-based learning.*" (STNA)

Our students will improve their thinking and reasoning skills. Seventy-five percent of our staff will respond with at least "Once per grading term" on the following questions: "*In settings where I work with children, students use technology to help solve problems,*" "*In settings where I work with children, students use technology to support higher-order thinking, e.g. analysis, synthesis, and evaluation of ideas and information,*" and "*In settings where I work with children, students use technology to create new ideas and representations of information.*" (STNA)

D. F. Walker Elementary's Organizational Effectiveness Goals

1. Parental Involvement

Our parents will be actively involved in our school. Eighty percent of our parents when surveyed will respond positively to the following question: *"Parents have input in decisions affecting this school"* (Community Building Survey)

2. Faculty Involvement

Our teachers will be involved in the collaboration processes of our school. Eighty percent of our teachers when surveyed will respond positively to the following questions: *"I am regularly involved in making school policies and procedures;"* *"Teachers and staff in our school have a positive and productive working relationship with each other."* (Community Building Survey)

3. Safety

Ninety-five percent of our students, parents, and faculty, when surveyed, will indicate they feel *"safe"* and *"very safe"* at school.

4. Communication through Technology

Our teachers will use 21st century tools to communicate with colleagues, students, parents, and community members. Seventy-five percent of our teachers will respond positively to the following questions: *"In my school technology is used to communicate and collaborate with families about school programs and student learning,"* (STNA) *"In my school technology is used to communicate and collaborate with the community about school programs designed to enhance student learning,"* (STNA) *"Communication between school and students' homes is regular, two-way and meaningful."*(Community Building Survey) Eighty percent of our parents will respond positively to the following question: *"Teachers at this school regularly communicate with parents about their child(ren)'s progress."* (Community Building Survey)

Projects

1. We will focus on 21st century goals, content and skills through IMPACT and authentic learning experiences, i.e. Performance-Based Learning. The focus group will shift from teachers to students. We will use 21st century tools to educate and inform our parents. (NCG 1, NCG 2, NCG 4, NCG 5, SLG 1, SLG 2, SLG 3, OEG 1, OEG 2, OEG 4)
2. We will analyze data from 21st century assessment tools and use it to guide instruction, i.e. formative assessment using ClassScape, benchmark assessment using KAMICO, Senteos and other tools. After that analysis, we will flex students to provide differentiated instruction. We will teach students to interpret their own data. (NCG 1, SLG 1, SLG 2, SLG 3)
3. We will provide school-based and community-based mentors for at risk students, i.e. HORNET Buddies. (NCG 1, NCG 3, SLG 1, SLG 2, OEG 2)
4. We will initiate a 2nd and 3rd grade teacher collaboration to accomplish a seamless transition from primary grades to intermediate grades. (NCG 2, NCG 4, NCG 5, SLG 1, SLG 2, SLG 3, OEG 2)

Initiatives

1. Teachers will continue to share instructional practices during horizontal planning meetings. The focus will be on the analysis of various student assessments and data. (NCG 2, NCG 4, SLG 1, OEG 2)
2. We will fully implement a balanced literacy program each day. Guided reading will be revisited and strengthened. (NCG 1, SLG 1, SLG 2)
3. We will follow the State Writing Plan. (NCG 1, SLG 2)
4. All students are assessed to determine reading comprehension skills using assessments specific to the needs of the child. (i.e. ClassScape, KAMICO, Senteos, Fresh Reads). New teachers are trained in using the assessment strategies. (NCG 1, SLG 1, SLG 2, SLG 3)
5. Each student will participate in an integrated unit of study based on the North Carolina Standard Course of Study focusing on 21st century, content, and skills. (NCG 1, NCG 2, NCG 4, SLG 1, SLG 3)
6. DFW Positive Behavior Support team will promote a safe environment through early morning visitor sign-in, lead the staff in using class meetings and implement revised character traits/social skills. (NCG 3, OIG 2, OEG 3)
7. We will utilize walking trail to promote healthful living. (NCG 3)

“The Way We Do Business”

Programs and Strategies that impact Student Learning Goals

1. All teachers and teacher assistants participate in professional learning teams each week, which focus on improving our instruction of literacy and other subject areas. Our teacher assistants give more instructional support than clerical.
2. We fund two full time staff members (core teacher/EC teacher and/or full time core teacher/teacher assistant) to provide an inclusion class for identified students in grades 3, 4 and 5.
3. All students are homogenously grouped for Target.
4. We implement common benchmark assessments to provide relevant data to evaluate instructional strategies.
5. We teach test taking tips to students.
6. We use the Accelerated Reader and Accelerated Math programs at all grade levels. The new teachers are trained.
7. We use the Job Ready Responsibility, Writing and Speaking Rubrics to assess students.
8. We will maintain an adequate number of books to motivate the students to read for enjoyment and read according to independent reading levels each day.
9. We will continue to provide community based mentors (book buddies) for at risk students.
10. The new teachers will be offered training on the new teacher resources during the grade level meetings.

Programs and Strategies that impact Organizational Effectiveness Goals

1. We use flexible scheduling of parent conferences in order to conference with as many parents as possible.
2. We use student planners to improve students’ organizational skills and to communicate with parents.
3. We provide Monday Take Home Folders that communicate academic and behavioral information to parents.
4. We provide Open House/Family Fun Nights in conjunction with PTA to promote parental involvement in their children’s education. One of these meetings focuses on Student Accountability. In order to increase parental involvement and attendance at PTA meetings, we provide dinner at night time events.
5. We communicate with parents via a parent newsletter, *Home-School Connections*, phone calls, e-mail, webpage, home visits, and conferences. We use Alert Now (telephone message system) to contact all parents about major events at school.
6. Staff and visitors wear ID tags.
7. We provide visible adult supervision at all times.
8. We provide a buddy traveling system, as needed, for students out of the classroom without their teacher, i.e. medical, behavioral, media center, or other.
9. The counselor provides counseling sessions for crisis situations: individual, small group and whole class.
10. We have regular fire and tornado drills.
11. We apply for Triple S School designation with NCDPI annually.

12. The Student Council provides a school Safety Patrol program.
13. Staff Development is provided in Critical Incident, Nonviolent Crisis Prevention, and Fire Extinguisher.
14. The Positive Behavior Support team sponsors our Character Education program which focuses on one character trait each month. The principal shares *Words of Wisdom* with a focus on character education and safety on the broadcast each morning. We involve parents in the Character Ed program by training them to provide read alouds to classes on the topic of good character.
15. We will fully implement the Positive Behavior Support program.
16. We will fully implement the WATCHDOGS (Dads of Great Students) program.
17. We implement an effective anti-bullying program (Be Cool) under the direction of our school counselor. We teach conflict resolution lessons school wide (Be Cool).
18. Our School Improvement Team (SIT) serves as the decision making body for our school. The SIT communicates with our decision-making (School Improvement) committees and grade level teams.
19. We have parent representation on our SIT.
20. Through our scheduled monthly decision-making committee meetings, we involve all faculty members in the development of school policies and procedures.
21. Each faculty member serves on a decision-making committee and other support committees such as Media Advisory, TAC, Scheduling, etc. During the month of May, teachers make a request to the principal as to which committees they wish to serve (i.e. Teacher Preference Form).
22. We ensure that all faculty members participate in meaningful staff development, by advertising upcoming opportunities through sign-up sheets and e-mail. The staff development analysis database tracks faculty participation.
23. All teachers and teacher assistants participate in professional learning teams each week, which focus on improving our instruction of literacy and other subject areas. Our teacher assistants give more instructional support than clerical.
24. We will make a positive parental contact for every student during the first ten days of school.
25. When possible, teachers will serve on our hiring/interviewing committees.
26. The scheduling committee will look at all aspects of the schedule to maximize instructional time.

D. F. Walker Elementary School
School Improvement Plan
Project Task List
2009-10

Project #1: We will focus on 21st century goals, content and skills through IMPACT and authentic learning experiences, i.e. Performance-Based Learning. The focus group will shift from teachers to students. We will use 21st century tools to educate and inform our parents.

Related to School Goal(s): NCG 1, NCG 2, NCG 4, NCG 5, SLG 1, SLG 2, SLG 3, OEG 1, OEG 2, OEG 4

Related to Goal(s) Established by the State Board of Education: Globally Competitive Students 21st Century Professionals Healthy, Responsible Students Leadership for Innovation 21st Century Systems

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Students participate in instructional activities planned by Instructional Coach, Media Coordinator, Technology Facilitator	Core teachers IC MC TF	On-going	Collaboration Logs, Instructional Leadership Team Notes		
Students use 21 st century tools available in the classroom	Teachers	On-going	Surveys, Instructional Leadership Team Notes, Walk-throughs		
Students participate in authentic learning experiences focusing on 21 st century goals, content, and skills	Teachers IC MC TF	On-going	Surveys, Instructional Leadership Team Notes, Walk-throughs		
Communication with parents using Web 2.0 tools	Teachers Administrators MC TF	On-going	Tweets, posts, pages, e-mails		

D.F. Walker Elementary School
School Improvement Plan
Project Task List
2009-10

Project #2: We will analyze data from 21st century assessment tools and use it to guide instruction, i.e. formative assessment using ClassScape, benchmark assessment using KAMICO, Senteos and other tools. After that analysis, we will flex students to provide differentiated instruction. We will teach students to interpret their own data.

Related to School Goal(s): NCG 1, SLG 1, SLG 2, SLG 3

Related to Goal(s) Established by the State Board of Education: Globally Competitive Students 21st Century Professionals Healthy, Responsible Students Leadership for Innovation 21st Century Systems

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Formative Assessments	Teachers, Instructional Coach	Daily, Weekly, Monthly	KAMICO, ClassScape, Senteo	Reports	Using data to drive and differentiate instruction
Summative Assessments	Teachers, Instructional Coach	Weekly, Bi-monthly, Quarterly	KAMICO, ClassScape, Senteo, ExamView, Rubrics	Reports	Analysis of groups (team, math/reading, TARGET) to determine pedagogy
Data analysis to determine next steps in instruction	Teachers, Instructional Coach, Administrators	On-going after each assessment	Horizontal Team Planning Notes, RtI minutes	Walk-through data	Evidence of differentiation using various strategies, i.e. flex grouping

Approved
August 24, 2009

D.F. Walker Elementary School
School Improvement Plan
Project Task List
2009-10

Project #3: We will provide school-based and community-based mentors for at risk students, i.e. HORNET Buddies.

Related to Goal(s) Established by the State Board of Education: NCG 1, NCG 3, SLG 1, SLG 2, OEG 2

Related to Goal(s) Established by the State Board of Education: Globally Competitive Students 21st Century Professionals Healthy, Responsible Students Leadership for Innovation 21st Century Systems

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Identify At-Risk Students	Marcia Webster	August-September 2009	Test scores, teacher recommendation, EVAAS at-risk list	Report card, google.doc	Consider retainees, consider discipline records
Provide support by school or community mentors	School staff, community members	September -August 2009-10	Contact log, sign-in sheet	Increase EOG test scores, decrease discipline referrals	
Provide resources for mentors	PBS, school staff	August – May 2009-10	Agenda, minutes, sign-in sheet	# of staff and community members, survey	

Approved
August 24, 2009

D.F. Walker Elementary School
School Improvement Plan
Project Task List
2009-10

Project #4: We will initiate a 2nd and 3rd grade teacher collaboration to accomplish a seamless transition from primary grades to intermediate grades.

Related to School Goal: NCG 2, NCG 4, NCG 5, SLG 1, SLG 2, SLG 3, OEG 2

Related to Goal(s) Established by the State Board of Education: Globally Competitive
Students 21st Century Professionals Healthy, Responsible Students Leadership for Innovation
 21st Century Systems

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Discuss forming buddy groups with WOS administrators	Holly Daniels	August 2009	E-mail	E-mail	
Set up quarterly activities	Buddy teachers	Quarterly	DFW logs	Student surveys	
End of year orientation	Cindy Rickenbaker, 3 rd grade teachers	May 2010	Scavenger Hunt	Senteo data	