

D. F. WALKER ELEMENTARY SCHOOL
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OFFICE OF THE PRINCIPAL

Annual School Improvement Plan **Amendment** Approval

The D. F. Walker School Improvement Team met on **July 25, 2012 & September 10, 2012** and approved the attached **Amended** School Improvement Plan for school year 2012 - 2013.

Erigen Baker

Signature

Virginia Jones

Signature

Ashley Tetlow

Signature

Jamie E. Bous

Signature

Myra J. Hoey

Signature

Jessica J.

Signature

Nancy Neuniger

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Brenda Ward

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Jennifer Shach

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Amy Rucker Baker

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Rain Spackland

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Katell Milligan

Signature

Stacy Banks

Signature

Deanna Poyner

Signature

Martha Nixon

Signature

BB Halstead

Signature

Katrina Priest

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Angelica Urubuntor

Signature

Michele Bruckhouse

Signature

Jackie Hester

Signature

Signature

The faculty met on **September 17, 2012** and voted to approve the attached **Amended** School Improvement Plan for school year **2012 - 2013**. The recorded faculty vote was **63** in favor and **0** opposed.

Jamie B Bowers

Principal

9/17/12

Date

**D.F. Walker Elementary School
School Improvement Plan
2011-14**

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.

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 AMO target on each state assessment as defined by ESEA (Elementary and Secondary Education Act) legislation in 2012 and RtT (Race to the Top) legislation in 2013+.

2. **Communication Skills**

Our students will improve their oral and written communications skills. Eighty-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.

3. **Thinking and Reasoning Skills**

Our teachers will provide authentic learning experiences for students. Ninety 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. Ninety 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)

School Improvement Plan
Goal Analysis
DF Walker Elementary
2011-14

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 AMO target on each state assessment as defined by NCLB (No Child Left Behind) legislation in 2012 and RttT (Race to the Top) legislation in 2013+.

Fourth and fifth graders will meet their personal growth as determined by North Carolina's ABCs on the End of Grade Reading and the End of Grade Math tests.

Reading - AYP	2010-11	2011-12	2012-13	2013-14
All Students	60.8%	62.8%		
Black	41.3%	42.1%		
White	81.4%	82.0%		
Economically Disadvantaged	48.2%	52.0%		
Students with Disabilities	37.1%	32.2%		

Math - AYP	2010-11	2011-12	2012-13	2013-14
All Students	73.7%	75.9%		
Black	59.2%	57.9%		
White	87.0%	91.6%		
Economically Disadvantaged	66.9%	67.6%		
Students with Disabilities	42.7%	46.0%		

Reading – Personal Student Growth	2010-11	2011-12	2012-13	2013-14
4 th grade	47.0%	NA		
5 th grade	50.0%	NA		

Math – Personal Student Growth	2010-11	2011-12	2012-13	2013-14
4 th grade	61.1%	NA		
5 th grade	45.6%	NA		

Goal 2: Communication Skills

Our students will improve their oral and written communications skills. Eighty-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.

Use of Technology	Goal: 85%	2010-11	2011-12	2012-13	2013-14
Use of technology to access and demonstrate knowledge and skills					
Students can use technology to create new ideas		83.3%*	82.9%		
Students gain a greater academic success due to technology		80.6%*	77.2		

*Baseline data from STNA

Writing	Goal: Increase by 10%	2010-11	2011-12	2012-13	2013-14
3 rd grade		27.2%	NA		
4 th grade		53.6%	NA		
5 th grade		47.9%	NA		

Goal 3: Thinking and Reasoning Skills

Our teachers will provide authentic learning experiences for students.

Our students will improve their thinking and reasoning skills.

Authentic learning experiences	Goal: 90%	2010-11	2011-12	2012-13	2013-14
<i>"In the settings where I work with children I apply performance-based student assessment to technology-enhanced lessons, e.g., student portfolios, student presentations."</i> (STNA)		75%	82.8%		
<i>"In the settings where I work with children my lessons include technology-enhanced, learner-centered teaching strategies, e.g., project-based learning."</i> (STNA)		81%	85.7%		

Thinking and Reasoning Skills	Goal: 90%	2010-11	2011-12	2012-13	2013-14
<i>"In settings where I work with children, students use technology to help solve problems."</i> (STNA)		91.6%	88.6%		
<i>"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."</i> (STNA)		86.1%	85.7%		
<i>"In settings where I work with children, students use technology to create new ideas and representations of information."</i> (STNA)		83.3%	82.9%		

Projects

1. **Curriculum Maps and Pacing Guides for Common Core and Essential Standards**
In an effort to increase student achievement, communication, and thinking/reasoning skills, we will revise new curriculum maps and pacing guides for the Common Core in Reading and Math and the Essential Standards in all other curricula areas.
2. **Parental Involvement**
In an effort to increase student achievement, communication, and thinking/reasoning skills, we will work to increase parental involvement.
3. **Effectiveness of grants and programs**
In an effort to increase student achievement, communication, and thinking/reasoning skills, we will develop a system to evaluate the effectiveness of our grants and programs.
4. **Conflict Resolution**
In an effort to increase student achievement, communication, and thinking/reasoning skills, we will continue to implement the Character Ed program that focuses on conflict resolution, respect for all people, and personal social skills.
5. **Transition between grades 5 and 6**
In an effort to increase student achievement, communication, and thinking/reasoning skills, we will initiate a 5th and 6th grade collaboration to accomplish a seamless transition between elementary and middle schools.

Initiatives

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.
2. We will analyze data from 21st century assessment tools and use it to guide instruction, i.e. formative & benchmark assessments using ClassScape, Senteos and other tools. After that analysis, we will flex students to provide differentiated instruction. Students will track and interpret their own data.
3. We will provide school-based and community-based mentors for at risk students, i.e. HORNET Buddies, Book Buddies, and WatchDOGS.
4. We will continue a 2nd and 3rd grade teacher collaboration to accomplish a seamless transition from primary grades to intermediate grades.

“The Way We Do Business”

Programs and Strategies that impact Student Learning Goals

1. Teachers continue to share instructional practices during horizontal planning meetings. The focus is on the analysis of various student assessments and data.
2. All teachers participate in professional learning teams, which focuses on improving our instruction of literacy and other subject areas. All teacher assistants participate in professional learning teams each month. Our teacher assistants give more instructional support than clerical.
3. We fully implement a balanced literacy program each day. Balanced Literacy will be revisited and strengthened.
4. We provide an inclusion class for identified students in grades 3, 4 and 5.
5. All students will be grouped according to personal data.
6. We implement common benchmark assessments to provide relevant data to evaluate instructional strategies.
7. We revisit the State Writing Plan and align to the Common Core Standards for writing.
8. All students are assessed to determine reading comprehension skills using assessments specific to the needs of the child. (i.e. ClassScape, Senteos, Fresh Reads). New teachers are trained in using the assessment strategies.
9. We teach test taking tips to students.
10. Each student will participate in an integrated unit of study based on the Common Core Standards and Essential Standards focusing on 21st century, content, and skills.
11. We use the Accelerated Reader and Accelerated Math programs at all grade levels. The new teachers are trained.
12. We maintain an adequate number of books to motivate the students to read for enjoyment and read according to independent reading levels each day.
13. We continue to provide community based mentors (Book Buddies, Hornet Buddies, and WatchDOGS) for at risk students.
14. The new teachers are offered training on the new teacher resources during the grade level meetings.

Programs and Strategies that impact Organizational Effectiveness Goals

1. DFW Positive Behavior Intervention Support team promotes a safe environment through early morning visitor sign-in, lead the staff in using class meetings and implement revised character traits/social skills.
2. We use flexible scheduling of parent conferences in order to conference with as many parents as possible.
3. We use student planners to improve students' organizational skills and to communicate with parents.
4. We provide Tuesday Take Home Folders that communicate academic and behavioral information to parents.
5. 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.
6. We communicate with parents via a parent newsletter (BEE Line), phone calls, e-mail, school webpage, social media, home visits, and conferences. We use Alert Now (telephone message system) to contact all parents about major events at school.
 7. Staff and visitors wear ID tags.
 8. We provide visible adult supervision at all times.
 9. 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.
 10. The counselor provides counseling sessions for developmental concerns and crisis situations for: individual, small group and whole class.
 11. We have regular fire and tornado drills.
 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. We utilize TRACK to promote healthful living.
 15. The Positive Behavior Intervention 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 and community volunteers in the Character Ed program by training them to provide classroom lessons on the topic of good character.
 16. We fully implement the Positive Behavior Intervention Support program.
 17. We fully implement the WATCHDOGS (Dads of Great Students) program.
 18. We implement an effective anti-bullying program under the direction of our school counselor and Healthful Living Coordinator. We teach conflict resolution lessons school wide. Programs used to teach appropriate social skills are Second Step, Why Try, and Be Cool.
 19. 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.
 20. We have parent representation from each grade level and PTA President on our SIT.
 21. Through our scheduled monthly decision-making committee meetings, we involve all faculty members in the development of school policies and procedures.
 22. 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).
 23. We ensure that all faculty members participate in meaningful staff development, by advertising upcoming opportunities through sign-up sheets and e-mail.
 24. All teachers participate in professional learning teams bi-monthly, which focus on improving our instruction of literacy and other subject areas. All teacher assistants participate in learning teams once a month. Our teacher assistants give more instructional support than clerical.
 25. We make a positive parental contact for every student during the first ten days of school.
 26. When possible, certified staff serve on our hiring/interviewing committees.
 27. A scheduling committee looks at all aspects of the schedule to maximize instructional time.

**D. F. Walker School
School Improvement Plan
Project Task List
2012-13**

Project #1: Curriculum Maps and Pacing Guides for Common Core and Essential Standards

In an effort to increase student achievement, communication, and thinking/reasoning skills, we will revisit and develop new curriculum maps and pacing guides for the Common Core in Reading and Math and the Essential Standards in all other curricula areas.

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

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

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Revisit and update new curriculum maps that match the Science and Social Studies Essential Standards	Stacey Banks Krista Bond	August 16, 2012	Sign in sheets, curriculum maps uploaded electronically	Principal observation of lessons, teacher lesson plans with objectives noted	Summer Institute
Revisit and update new curriculum maps that match the English Language Arts and Math Common Core	Support personnel from the district team	August 16, 2012	Sign in sheets, Reflections, charts and documents created by teams	Curriculum Maps aligned to Common Core	Race to the Top Staff Development
Seamlessly integrate and infuse global awareness/connections into the curriculum areas when appropriate.	All Teachers Staff	Ongoing	Grade level minutes Curriculum Maps Lesson Plans	Lesson Plans Curriculum Maps Observations	
Seamlessly integrate 21 st century goals, content and skills throughout the curriculum areas to provide authentic	All Teachers Staff	Ongoing	Grade level minutes Curriculum Maps	Lesson Plans Curriculum Maps Observations	

learning experiences for students.					
Seamlessly integrate literacy skills in all curriculum areas.	All Staff	Ongoing	Grade level minutes Curriculum Maps Lesson Plans Learning Team Meetings	Observations Professional Development Book Study Lesson Plans	

**DF Walker Elementary School
School Improvement Plan
Project Task List
2012-13**

Project # 2: Parental Involvement

In an effort to increase student achievement, communication, and thinking/reasoning skills, we will work to increase parental involvement.

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

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

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Keep school Social Media outlets updated	Jamie Bowers Martha Nixon	On-going	Website Facebook Twitter	Samples	
Increase parent attendance and Parent Hornet Café	Martha Nixon Nancy Heiniger Parent Education/Public Relations Committee	November 5, 2012; January 28, 2013; April 15, 2013; June – TBA	Rosters of Parent Hornet Café	Sign in sheets	Alert Now
Share knowledge of Common Core and Essential Standards	Parent Education/Public Relations Committee, Curricula Committee	November 5, 2012; January 28, 2013; April 15, 2013; June – TBA On-going	Newsletters Brochures	Sample newsletters and brochures	

**D. F. Walker School
School Improvement Plan
Project Task List
2012-13**

Project #3: Effectiveness of grants and programs

In an effort to increase student achievement, communication, and thinking/reasoning skills, we will develop a system to evaluate the effectiveness of our grants and programs.

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

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

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Develop a system for evaluating the effectiveness of grants and programs	SIT Team	May 2013	Forms or checklists, Written procedures	100% of grant and programs will use the evaluation system to document the effectiveness of the grant or program.	
Evaluate the effectiveness of the STEM grant.	Classroom Teachers Support Staff	May 2013	EOG Scores	80% of students will meet proficiency in math and science on the EOGs.	
Evaluate the effectiveness of the Impact grant.	Media Coordinator Technology Facilitator	May 2013	STNA data	90% of certified staff will agree or strongly agree on STNA indicators.	
Evaluate the effectiveness of the	Teachers Corrective Reading Tutors	May 2013	Corrective Reading data.	75% of students enrolled in	

Corrective Reading Program.				Corrective Reading will meet their personal growth target in Reading (based on ABCs).	
Evaluate the effectiveness of Words Their Way	Words Their Way Teachers (3rd & 4th ELA teachers, M Brickhouse, Robin Strickland, Virginia Jones)	May 2013	Words Their Way Inventory	85% of students will show improvement between the initial inventory and the final inventory by spelling 20% more words correctly.	

**D F Walker Elementary School
School Improvement Plan
Project Task List
2011-12**

Project #4: Conflict Resolution

In an effort to increase student achievement, communication, and thinking/reasoning skills, we will create a program that focuses on conflict resolution, respect for all people, and personal social skills.

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

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

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Students will demonstrate appropriate school and public behavior	Teachers Counselor Students Administrators PBIS Team Staff	Aug– June 2012-13	Scheduled social skills lessons Class Meetings PBIS matrix review	Improved Discipline data for 2012-13 school year by 10% Improved Terrific Kid data for 2012-13 school year by 10%	PBIS team will review Discipline data each month from SIT. Lessons will be provided by principal on the Words of Wisdom on WBBB Classroom guidance and social skills lessons will be provided by the counselor, Healthful Living Coordinator, Character Education volunteers, and

					teachers
Students will report bullying behavior	Students Staff Administrators PBIS team	Aug– June 2012-13	Mailboxes – counselor and administrators Class meetings Informal teacher/student conferences	Student letters mailboxes Teacher, counselor, administrators written observations Pre and post surveys will show a 10% improvement in negative reporting	Teach students the difference between occasional/ accidental aggressive behavior and ongoing bullying behaviors over a period of time (harassment)
Teacher will respond to bullying behavior	Teacher Counselor Students Administrators Staff	Aug- June 2012-13	Referral to teacher, counselor, small group, behavior specialist, or administration	Improvement in 2012-13 discipline data	PBIS team will provide teachers/staff discipline procedures
Parents will recognize and report bullying behavior	Teacher Counselor Administrators Staff	Aug-June 2012-13	Parent newsletter Parent/teacher contacts	End of year Safety Survey will show a 10% decrease in the number of parent reports of bullying behavior	PBIS team will provide articles/updates for the parent newsletters and parent conferences

**D. F. Walker Elementary School
School Improvement Plan
Project Task List
2012-13**

Project # 5: Transition between grades 5 and 6

In an effort to increase student achievement, communication, and thinking/reasoning skills, we will initiate a 5th and 6th grade collaboration to accomplish a seamless transition between elementary and middle schools.

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

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

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Collaborate and align scheduling between schools for observations/vertical meetings	Teachers Administrators	January 2013 February 2013 March 2013 April 2013	Attendance	Schedule Attendance Minutes	Set goals for future meetings, set agendas for future meetings, determine system of researching best practices in transition for students
Teacher Leaders from 5 th and 6 th need to be chosen	Two 5th grade teachers	2012 - 2013 school year	Minutes from meetings		