

D. F. WALKER ELEMENTARY SCHOOL
125 Sandy Ridge Road
Edenton, North Carolina 27932

OFFICE OF THE PRINCIPAL

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Annual School Improvement Plan Approval

The DFW School Improvement Team met on August 11, 2011 and September 6, 2011 and approved the attached School Improvement Plan for school year 2011-2012.

Martha Nixon
Signature

[Signature]
Signature

Cindy Reinkenbaker
Signature

Brenda Enloe-Holby
Signature

Michelle W. Binkhouse
Signature

Virginia Jones
Signature

Myla J. Hoxey
Signature

Katie Mulligan
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Shirley Johnson
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Vicky Davis
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Nancy J. Henning
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Jamie E. Barr
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Stacy Banks
Signature

Ginger Baker
Signature

Signature

The SIT met on October 3, 2011 to make final revisions and the faculty voted electronically on October 10, 2011 to approve the attached School Improvement Plan for school year 2011-2012. The recorded faculty vote was 51 in favor and 0 opposed.

[Signature]
Principal

10-11-11
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 AYP 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.

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. (Writing scores using state moodle)

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 AYP 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%			
Black	41.3%			
White	81.4%			
Economically Disadvantaged	48.2%			
Students with Disabilities	37.1%			

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

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

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

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. (Writing scores using state moodle)

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%*			
Students gain a greater academic success due to technology	80.6%*			

*Baseline data from STNA

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

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%			
<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%			

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%			
<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%			
<i>"In settings where I work with children, students use technology to create new ideas and representations of information."</i> (STNA)	83.3%			

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 develop 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 create a 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 assessment using ClassScape, benchmark assessment using KAMICO, 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 each week, which focus 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. Guided reading will be revisited and strengthened.
4. We provide an inclusion class for identified students in grades 3, 4 and 5.
5. All students are homogenously grouped for Target.
6. We implement common benchmark assessments to provide relevant data to evaluate instructional strategies.
7. We follow the State Writing Plan.
8. 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.
9. We teach test taking tips to students.
10. 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.
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, *Home-School Connections*, phone calls, e-mail, webpage, social media, home visits, and conferences. We use School Messenger (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 walking trail 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. 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 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 each week, 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. The scheduling committee looks at all aspects of the schedule to maximize instructional time.

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

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 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:

☒ Globally Competitive Students ☐ 21st Century Professionals ☐ Healthy, Responsible
Students ☐ Leadership for Innovation ☐ 21st Century Systems

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Create new curriculum maps that match the Science and Social Studies Essential Standards	Stacey Banks Jennifer Cranford	August 3 & 4, 2011	Sign in sheets, curriculum maps uploaded onto network	Principal observation of lessons, teacher lesson plans with objectives noted	Summer Institute
Create new curriculum maps that match the English Language Arts and Math Common Core	Stacey Banks Jennifer Cranford Support personnel from the district team	January 17, February 20, March 23, 2012	Sign in sheets, Reflections, charts and documents created by teams	Pacing guides aligned to Common Core	Race to the Top Staff Development
Seamlessly integrate and infuse global awareness/connections into the curriculum areas when appropriate.	Language Arts Core Teachers for each grade level	Ongoing	Grade level minutes, pacing guides	Student results posted in Kamico	DOLP correlations across grade levels

Approved by faculty on October 10, 2011
By electronic secret ballot

Seamlessly integrate and infuse global awareness/connections into the curriculum areas when appropriate.	ELA and Math teachers for each grade level	January 17, February 20, March 23, 2012, Summer Institute 2012	Grade level minutes, pacing guides	Create pacing guides for ELA CC and Math CC that includes global awareness	
Seamlessly integrate 21 st century goals, content and skills throughout the curriculum areas to provide authentic learning experiences for students.	Language Arts Core Teachers for each grade level	Ongoing	Grade level minutes, pacing guides	Student results posted in Kamico, and teacher's Data Notebooks	DOLP correlations across grade levels
Seamlessly integrate 21 st century goals, content and skills throughout the curriculum areas to	ELA and Math teachers for each grade level	January 17, February 20, March 23, 2012, Summer Institute 2012	Grade level minutes, pacing guides	Create pacing guides for ELA CC and Math CC that includes global awareness	

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

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:

☒ 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	Sheila Evans Martha Nixon	On-going	Website Facebook Twitter	Samples	
Increase parent attendance and Parent Hornet Café	Martha Nixon Parent Education Committee	November 3, 2011, January 24, 2012, March 27, 2012	Rosters of Parent Hornet Café	Sign in sheets	
Share knowledge of Common Core and Essential Standards	Parent Education Committee, Curricula Committee	November 3, January 24, March 27 and On-going	Newsletters Brochures	Sample newsletters and brochures	
Add new question(s) to Parent Community Survey re: knowledge of student performance on EOGs.	Karen Tynch, Teachers, Staff, Parent Education Committee, Curricula Committee	February 2012	Survey results	Survey results	

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

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:

☒ Globally Competitive Students ☐ 21st Century Professionals ☐ Healthy, Responsible
Students ☐ Leadership for Innovation ☒ 21st Century Systems

Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Develop a system for evaluating the effectiveness of grants and programs	SIT Team Assessment Committee	May 2012	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 2012	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 2012	STNA data	90% of certified staff will agree or strongly agree on STNA indicators.	
Evaluate the effectiveness of the Corrective Reading	Teachers Corrective Reading Tutors	May 2012	Corrective Reading data.	75% of students enrolled in Corrective Reading will	

Program.				meet their personal growth target in Reading (based on ABCs).	
Evaluate the effectiveness of the Transitional Math Program.	Transitional Math Teachers	May 2012	Unit test documentation	80% of students will show mastery on unit tests for Transitional Math.	
Evaluate the effectiveness of Words Their Way	Words Their Way Teachers	May 2012	Words Their Way Inventory	85% of students in Books A, B, and C will progress 2 stages by the end of the school year. Students in Books D and E 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 ☒ 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	Aug– June 2011-2012	Scheduled social skills lessons Class Meetings PBIS matrix review	Improved Discipline data for 2011-12 school year by 10% Improved Terrific Kid data for 2011-12 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, Character Education volunteers, and teachers
Students will report bullying behavior	Students Teachers Administrators PBIS team	Aug– June 2011-2012	Mailboxes – counselor and administrators	Student letters mailboxes Teacher,	Teach students the difference between occasional/

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			Class meetings Informal teacher/student conferences	counselor, administrators written observations Pre and post surveys will show a 10% improvement in negative reporting	accidental aggressive behavior and ongoing bullying behaviors over a period of time (harassment)
Teacher will respond to bullying behavior	Teacher Counselor Students Administrators	Aug-June 2011-2012	Referral to teacher, counselor, small group, behavior specialist, or administration	Improvement in 2011-12 discipline data	PBIS team will provide teachers/staff discipline procedures
Parents will recognize and report bullying behavior	Teacher Counselor Administrators	Aug-June 2011-22012	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
2011-12**

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:

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Task	Person Responsible	Timeline	Documentation	Evaluative Criteria	Notes
Collaborate and align scheduling between schools for observations/vertical meetings	Teachers Administrators	February 20, 2012 and March 23, 2012	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	2 fifth grade teachers	2011-2012 school year	Minutes from meetings		