

White Oak Elementary School
School Improvement Plan
2019-20

Vision: White Oak will engage all stakeholders to create and maintain a superior quality, 21st century, differentiated learning environment where all students grow and thrive.

Mission: At White Oak Elementary School, we will work together as a team to foster a love of learning by providing multiple opportunities for success.

ECPS Goal 1: Edenton-Chowan Schools will eliminate the opportunity gap.

WOS Goals:

- a) White Oak Elementary will develop a process to meet the individual needs of each student within the third tier of the MTSS model.
- b) Processes for implementation of the new Istation assessment will be created.
- c) A toolkit to assist students with high ACE scores will be created.
- d) A Calm Room will be established for students who need that intervention.
- e) Inclusion and multi-grade classrooms will be created for students who would benefit from that environment.

ECPS Goal 2: Edenton-Chowan Schools will improve school/district performance.

WOS Goals:

- a) Subgroup data in reading and math will be collected and analyzed.
- b) White Oak Elementary will research and implement data-driven interventions in reading and math.
- c) An intervention matrix will be created to support student needs.
- d) All teachers will meet or exceed growth in Reading under the new Istation assessment.
- e) WOS will continue to collaborate with 3rd grade teachers to ensure students' smooth transition to DFW.

ECPS Goal 3: Edenton-Chowan Schools will increase educator preparedness.

WOS Goals:

- a) The walk-through tool will be revised with teacher input; teachers will use the walk-through tool during Learning Walks.
- b) WOS will continue high-quality PLCs with a focus on social emotional learning.
- c) Teachers in the license renewal cycle will attend digital learning sessions to meet state expectations.



WHITE OAK ELEMENTARY SCHOOL

OFFICE OF THE PRINCIPAL

A Title I, High Growth, PBIS Exemplar School

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School Improvement Plan 2019-2020

The White Oak School Improvement Team met on October 1, 2019 and approved the School Improvement Plan.

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The faculty and staff of White Oak Elementary met on October 8, 2019 and unanimously approved the School Improvement Plan.

Statements of Assurance

1. **General** – The School Improvement Plan (SIP) for White Oak Elementary School 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 (*when available*) 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.
3. 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.
4. **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.
5. **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.
6. **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.

White Oak Elementary School
School Improvement Plan & NCStar Indicators Correlation
2019-2020

SIP Goal	NCStar Indicator	NCStar Indicator
White Oak Elementary will develop a process to meet the individual needs of each student within the third tier of the MTSS model.	A4.03: Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.	A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
Processes for implementation of the new Istation assessment will be created.	A3.05: The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.	A1.04: ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.
A toolkit to assist students with high ACE scores will be created.	A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	
A Calm Room will be established for students who need that intervention.	A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	
Inclusion and multi-grade classrooms will be created for students who would benefit from that environment.	C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
Subgroup data in reading and math will be collected and analyzed.	A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	
White Oak Elementary will research and implement data-driven interventions in reading and math.	A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned	

White Oak Elementary School
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	with the individual needs of students across all tiers.	
An intervention matrix will be created to support student needs.	A4.17: The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.	
All teachers will meet or exceed growth in Reading under the new Istation assessment.	B1.06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.	
WOS will continue to collaborate with 3rd grade teachers to ensure students' smooth transition to DFW.	A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.	
The walk-through tool will be revised with teacher input; teachers will use the walk-through tool during Learning Walks.	B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.	C1.02: The principal plans opportunities for teachers to share their strengths with other teachers.
WOS will continue high-quality PLC's with a focus on social emotional learning.	A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.	A2.02: Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
Teachers in the license renewal cycle will attend digital learning sessions to meet state expectations.	B3.04: The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.	