# Pitt County Schools Comprehensive School Plan: 2010-2012

(School Improvement & Title I)

School Name: C.M.Eppes Middle School

School's Mission Statement:

C.M. Eppes Middle School accepts the challenge to achieve excellence in preparing our intellectually and culturally diverse students for their future.

Please Check One:	(X) Non-Title I School	Title I School:	( ) Schoolwide
Date of Original:	24-Sep-10		
Amendment Date:		Amended Section:	
Amendment Date:		Amended Section:	

File this document with your Southern Association School Improvement and Title I Information

K-8	2009-2010	2010-2011	2011-2012	
• % proficient on DRA				
(K-2)	к	к	к	
	. st	st	<sub>1</sub> st	
	1 <sup>st</sup>	1 <sup>st</sup>	134	
	2 <sup>nd</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	
• % proficient on Math				
Assessment (K-2)	К	K	К	
	1 <sup>st</sup>	1 <sup>st</sup>	<sub>1</sub> st	
		<u> </u>	' <del></del>	
	2 <sup>nd</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	
0/				
• % proficient on EOG (3-8: Reading)	3 <sup>rd</sup> 6 <sup>th</sup> 71.5	3 <sup>rd</sup> 6 <sup>th</sup>	3 <sup>rd</sup> 6 <sup>th</sup>	
(b ov muning)	S 671.5	S	·	
	4 <sup>th</sup> 7 <sup>th</sup> 62.1	4 <sup>th</sup> 7 <sup>th</sup>	4 <sup>th</sup> 7 <sup>th</sup>	
	5 <sup>th</sup> 8 <sup>th</sup> 58.5	5 <sup>th</sup> 8 <sup>th</sup>	5 <sup>th</sup> 8 <sup>th</sup>	
• % proficient on EOG				
(3-8: Math)	3 <sup>rd</sup> 6 <sup>th</sup> 76.4	3 <sup>rd</sup> 6 <sup>th</sup>	3 <sup>rd</sup> 6 <sup>th</sup>	
	4 <sup>th</sup> 7 <sup>th</sup> 79.1	4 <sup>th</sup> 7 <sup>th</sup>	4 <sup>th</sup> 7 <sup>th</sup>	
	5 <sup>th</sup> 8 <sup>th</sup> 78.2	5 <sup>th</sup> 8 <sup>th</sup>	5 <sup>th</sup> 8 <sup>th</sup>	
	5 <sup>th</sup> 8 <sup>th</sup> 78.2	5 <sup>th</sup> 8 <sup>th</sup>	5 <sup></sup>	

K-8	2009-2010	2010-2011	2011-2012
• % proficient on EOG			
(Science)	5 <sup>th</sup>	5 <sup>th</sup>	5 <sup>th</sup>
	8 <sup>th</sup> 55.8	8 <sup>th</sup>	8 <sup>th</sup>
• AYP Results: Identify	Subgroup%	Subgroup %	Subgroup %
AYP and their proficiency		Subgroup %	Subgroup %
in <u>READING</u>	Subgroup%	Subgroup%	Subgroup%
	Subgroup%	Subgroup%	Subgroup%
	Subgroup%	Subgroup%	Subgroup%
	Subgroup%	Subgroup %	Subgroup%
AYP Results: Identify subgroups not making	Subgroup%	Subgroup %	Subgroup%
AYP and their proficiency	Subgroup%	Subgroup%	Subgroup%
in <u>MATH</u>	Subgroup%	Subgroup%	Subgroup%
	Subgroup%	Subgroup%	Subgroup%
	Subgroup%	Subgroup %	Subgroup%
	Subgroup%	Subgroup%	Subgroup%

K-8	2	2009-2010		2010-2011		2011-2012
• % of LEP students proficient on EOG in Math (3-8)	3 <sup>rd</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>
	4 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>
	5 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>
• % of LEP students proficient on EOG in Reading (3-8)	3 <sup>rd</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>
	4 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>
	5 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>
• % of exceptional students proficient on EOG in Math (3-8)	3 <sup>rd</sup>	6 <sup>th</sup> 7.7	3 <sup>rd</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>
	4 <sup>th</sup>	7 <sup>th</sup> 43.5	4 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>
	5 <sup>th</sup>	8 <sup>th</sup> 45	5 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>
• % of exceptional students proficient on EOG in Reading (3-8)	3 <sup>rd</sup>	6 <sup>th</sup> 7.7	3 <sup>rd</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>
	4 <sup>th</sup>	7 <sup>th</sup> 39.1	4 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>
	5 <sup>th</sup>	8 <sup>th</sup> 25	5 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>

<b>SCHOOL:</b>	C.M.	Eppes
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<ul><li>(6-8 only)</li><li>% proficient students in CTE courses</li></ul>	Course	%	Course	%	Course	%
	Course	%	Course	%	Course	%
	Course	%	Course	%	Course	%

9 <sup>th</sup> - 12 <sup>th</sup>		2009-2010		2010-2011		2011-2012	
Percentage of students who graduate							
Percentage of dropouts	9 <sup>th</sup>	_% _% _%	9 <sup>th</sup>	_% _% _%	9 <sup>th</sup>	_% _% _%	
AYP Results: Identify subgroups not making AYP and their proficiency.	Subgroup Subgroup Subgroup Subgroup Subgroup Subgroup		Subgroup Subgroup Subgroup Subgroup Subgroup Subgroup	% % %	Subgroup Subgroup Subgroup Subgroup Subgroup Subgroup		

9 <sup>th</sup> - 12 <sup>th</sup>	2009-2010		2010-2011		2011-2012	
• Performance on EOC test	U.S. History:	_ % prof.	U.S. History:	_ % prof.	U.S. History:	_ % prof.
	Civic/Econ:	_ % prof.	Civic/Econ:	_ % prof.	Civic/Econ:	_ % prof.
	Biology:	_ % prof.	Biology:	_ % prof.	Biology:	_ % prof.
Subject Area % proficient	Algebra I:	% prof.	Algebra I:	% prof.	Algebra I:	% prof.
	Algebra II:	% prof.	Algebra II:	% prof.	Algebra II:	% prof.
	English I:	_ % prof.	English I:	_ % prof.	English I:	_ % prof.
	Geometry:	_ % prof.	Geometry:	_ % prof.	Geometry:	_ % prof.
	Physics:	% prof.	Physics:	_ % prof.	Physics:	_ % prof.
	Chemistry:	% prof.	Chemistry:	% prof.	Chemistry:	% prof.
	Physical Science	% prof	Physical Science	_ % prof	Physical Science	_ % prof
• % of student body enrolled in challenging courses	Total # of student bod	y	Total # of student body		Total # of student body	
(include AP and Honors)	Percentage of:		Percentage of:		Percentage of:	
	В		В		В	
	Н		Н		Н	
	О		O		О	

9 <sup>th</sup> - 12 <sup>th</sup>	2009-2	2009-2010		011	2011-2012	
• % of proficient LEP	U.S. History:	% prof.	U.S. History:	% prof.	U.S. History:	% prof.
students on the EOC	Civic/Econ:	% prof.	Civic/Econ:	% prof.	Civic/Econ:	% prof.
	Biology:	% prof.	Biology:	% prof.	Biology:	% prof.
Subject Area % proficient	Algebra I:	% prof.	Algebra I:	% prof.	Algebra I:	% prof.
	Algebra II:	% prof.	Algebra II:	% prof.	Algebra II:	% prof.
	English I:	% prof.	English I:	% prof.	English I:	% prof.
	Geometry:	% prof.	Geometry:	% prof.	Geometry:	% prof.
	Physics:	% prof.	Physics:	% prof.	Physics:	% prof.
	Chemistry:	% prof.	Chemistry:	% prof.	Chemistry:	% prof.
	Physical Science	% prof	Physical Science	% prof	Physical Science	% prof
• % of proficient EC students	U.S. History:	% prof.	U.S. History:	% prof.	U.S. History:	% prof.
on the EOC	Civic/Econ:	% prof.	Civic/Econ:	% prof.	Civic/Econ:	% prof.
	Biology:	% prof.	Biology:	% prof.	Biology:	% prof.
Subject Area % proficient	Algebra I:	% prof.	Algebra I:	% prof.	Algebra I:	% prof.
	Algebra II:	% prof.	Algebra II:	% prof.	Algebra II:	% prof.
	English I:	% prof.	English I:	% prof.	English I:	% prof.
	Geometry:	% prof.	Geometry:	% prof.	Geometry:	% prof.
	Physics:	% prof.	Physics:	% prof.	Physics:	% prof.
	Chemistry:	% prof.	Chemistry:	% prof.	Chemistry:	% prof.
	Physical Science	% prof	Physical Science	% prof	Physical Science	% prof

9 <sup>th</sup> - 12 <sup>th</sup>	2009-2010	2010-2011	2011-2012
% of proficient students in			
CTE course (VoCATS)	Course%	%	Course%
	Course%	Course%	Course%
	Course%	Course%	Course%

#### **COMPREHENSIVE NEEDS ASSESSMENT**

(Respond to each statement in narrative form)

#### **School Reform**

a) Describe demographics and characteristics of school community.
We currently have 424 students. We have made high growth for the past three years. This past year we made AYP. We have a low
teacher turnover rate (7%) because teachers are empowered to do what it takes to reach and teach all students. Specifically, we have 261
black students, 140 white students, 21 hispanic, 10 Asian, and 13 multi. We have 68 EC students and 53 AIG.

## b) Stakeholders' perspective (In-School Survey Data)

\* Schools will be required to conduct two in-house surveys per year that will include feedback from students, parents, and staff.

(Use same questions for both surveys)

Upon analyzing the results from our 1st climate survey, the following strengths emerged: teachers have high expectations for students, our climate supports learning, teachers keep student aware of their progress. Additionally, the following areas of concern were identified: disciplinary actions may not be pereceived as fair, classes may not be as interesting as they could be.

#### **Summary Analysis**

\* Review school data and consider a variety of perspectives including overall school/ student Performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practice and student learning (from walk-throughs/observations).

) What does the analysis tell you about your schools strengths?
Ve are closing the gap in math and reading in all grade levels: 6th reading - 38.1 to 26.9 6th math - 47.9 to 28.9, 7th reading 45.5 to 37.0, 7th nath 49.0 to 29.2, 8th Reading 48.5 to 44.3, 8th math 45.1 to 17.1. Teacher Working Conditions Survey: Low teacher absenteeism, high rate of teacher satisfaction,

#### b) What does the analysis tell you about your school's gaps or opportunities for improvement?

TWC survey: teachers rated parents as influtential decision makers at 63%; only 67.9% of teachers feel they are working in professional learning communities; we are addressing parental involvement by initiating a PTA which we have not had for several years; we are addressing PLC by documenting team meetings and preparing to move to the next level. For example, teachers are initiating their own staff development in the area of technology.

**State Strategic Priority: Globally Competitive Students** 

**Section A: Instructional Excellence and Alignment** 

Part 1: Overall strategies to achieve growth standards for all students.

Г				Data Colle	ection & Analys	sis		Fι	ındi	ng S	our	се			Title	e I C	Com	pon	ent		$\neg$
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	Improve Student Literacy by addressing reading growth; Infusing more technology with use of Smartboard, document camera, mini lab, iTouches, Mimios, and wireless slate	To decrease percentage of non-proficient students on R/M EOG		09-10 EOG Scores	decrease by 10% the number of non- proficient students	Instructional Coach, EC, Regular ed teachers, and Administration	10-11														
2	Tracking student growth through the use of the Study Island program (4x)	To decrease the percentage of non-proficient students on the R/M EOGs	2009-2010 EOG	09-10 EOG Scores	decrease by 10% the number of non- proficient students	Regular Ed Teachers, Remediation teachers, and Media Coordinator	10-11 on going														
	Planners/Agendas	To provide students an organizational tool	Performance	EOG Scores	Increase perfomance by providing and using the planner for communication and organization	Teachers, students, parents, administrators	10-11 on going														

Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	ĔΙ	Levels 1 & 2 (072)	Other School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist Fed-State-Local
	To give support to potentail At-risk students	OSS data from Fulcrum	09-10 OSS data	long-term	Counselors, teachers, administration, SRO, PORT human services	10-11 on going												

**State Strategic Priority: Globally Competitive Students** 

**Section A: Instructional Excellence and Alignment** 

Part 2: Intervention strategies for students performing below proficiency standards & subgroups not making AYP.

Γ				Data Colle	ction & Analys	is		Fu	ndi	ng S	ourc	е		Titl	e I C	Com	pon	ent		٦
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	1 Coaching Model	To address student performance: Intensive small group instruction for Level II's and Low - Level III's	EOG	2009-2010 EOG scores	decrease by 10% the number of students who are not proficient	EC and regular ed teachers, Remediation teachers (Debbie Keel and Roger Barefoot), Administration	10-11													
	2 Language!	To offer intensive small group remediation for Level I and II students in 6th grade. To offer individualized assistance for 6-8 inclusion students and curricular assistance for IDMI students.	EOG	Language! Baseline Instrument	decrease by 10% the number of students who are not proficient	EC and regular ed teachers, Remediation teacher (Derrick Allen), Administration	Spring 2011													
	DSSF - 7th grade - 1st semester	To offer intensive instructional support in a self-contained environment to encourage student success	EOG	2009-2010 EOG scores	Move qualified 6th graders to 7th grade during the first semester of the school year	DSSF teacher and Administration	2010								_					

Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	ċ١	Levels 1 & 2 (072)	Other School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist Fed-State-Local
Advisor/Advisee	To offer support for struggling 8th graders	I - ( )( -	2009-2010 EOG scores	ITEACHER/STUDENT	8th grade teachers	2010-2011												
Middle School Project	To address a target group of students who have traditionally not done well academically	EOG scores and attendance profile	scores for current 6th graders -	number of	Instructional Coach, Administrators, Teachers	2010-2011												
Remediation	To offer intensive small group remediation for Level I and II students in 6th grade. To offer individualized assistance and curricular assistance for IDMI students.	I - ( )( -	EOG scores	10% the number of students who	EC and regular ed teachers, Remediation teacher (Mr. Honecker), Administration	10-11												

2010-2012 Pitt County Comprehensive School Plan (School Improvement & Title I)

**State Strategic Priority: Globally Competitive Students** 

**Section A: Instructional Excellence and Alignment** 

Part 3: Intervention strategies for insuring the academic growth of advanced learners.

Г				Data Colle	ection & Analys	sis		Fu	ındiı	ng S	ourc	e		Т	itle	I Co	omp	one	ent	
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Keform	HQ Teach/Para	Ho Start Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist Fed-State-Local
1	Allotted additional 1/2 time AIG position - addition of direct contact for mixed reading groups	Students had 1 semester concentrated service last year and competition only for the other	Schedule	daily	90 minutes per week	AIG teachers	2010-2011 on-going													
2	Increase student to AIG teacher contact through direct service both semesters - Offer AIG as an elective 6th and 7th - first semester, 6th, 7th and 8th - second semester	Increase direct service time	Schedule	daily	90 minutes per week	AIG teachers	2010-2011 on-going													
3	Increase AIG teaching/planning with classroom teachers to add rigor to SCoS curriculum (projects, units, HOTS, etc)	Classroom teachers request	Schedule	7th grade only	6-8	AIG teachers	2010-2011 on-going													

**State Strategic Priority: Globally Competitive Students** 

**Section A: Instructional Excellence and Alignment** 

Part 4: Intervention strategies for insuring the academic growth of Exceptional Children.

Г				Data Colle	ction & Analys	is		Fu	ndiı	ng S	our	се			Title	e I C	om	pon	ent		$\neg$
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	EC teachers attend grade level meetings	To increase communication between reg ed and EC teachers to best meet EC student needs	EOG scores	and Reading EOG scores for EC	decrease by 10% the number of students who are not proficient	EC and regular ed teachers	10-11 on-going														
2	inclusion is used for AU,	Research shows EC students have higher growth when in regular classes	EOG scores	and Reading EOG scores for EC	decrease by 10% the number of students who are not proficient	EC and regular ed teachers	10-11 on-going														
3	Provide EC students planners to develop organizational, communication, and life skills	To increase organization in order to increase focus on academic success	report card, EOG scores	10-11EOG scores, final report card averages	decrease by 10% the number of students who are not proficient	EC and regular ed teachers	2010 -2011														

**State Strategic Priority: Globally Competitive Student** 

**Section A: Instructional Excellence and Alignment** 

Part 5: Intervention strategies for insuring the academic growth of students with limited English proficiency.

Г				Data Colle	ction & Analys	sis		Fu	ndi	ng S	our	се			Title	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	Displaying content and language objectives	increases the focus of student and teacher on the learning objective in order to increase student engagement	walk through	walk through data 1st 9 weeks	increase engagement to 90-100 %	all teachers, instructional coach, administration	2010-2011														
2	Use Spanish texts for math	Resources are available to serve this population	EOG	2010-2011 EOG math scores	increase math proficiency by 10% with ELL students	Math teachers, Academic Coach, and ELL contact	2010-2011														
3	Use of technology - online texts for science and social studies	Resources are available to serve this population	EOG	2010-2011 EOG Scores	increase proficiency by 10%- currently 14 ELL students	Science and SS teachers, ELL contact	2010-2011														

Click here, type school's name

State Strategic Priority: Twenty-first Century Professionals\*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 1: Strategies for all staff development activities including state, Title I or system sponsored activities. Title I schools: include professional development towards low performing academic areas and 10% set-aside for School Improvement.

								Fu	ndir	ıg So	urce	Ţ		Tit	e I C	Com	pon	ent	 $\neg$
	Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	Outcomes: What change in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timeline	Title I (050)		(690)	Levels 1 & z (072)	Reform	HQ Teach/Para		Recruit/Retain	Parent Involve	Gr. Transition		Fed-State-Local
1	21st century standards Impact Ventures Technology Grant	To provide training in the use of iTouches/Mimios in the classroom	37		Improved student performance on EOG tests; Increased use of technological literacy as seen in lesson plans and walkthroughs	Instructional Coach, Media Coordinator, teachers, and administrators	2010-2011												
2	New Teacher Evaluation	To provide suport for teachers as they apply the new Teacher Evaluation process	37	Teachers will use the evaluation instrument to provide effective and meaningful lesson while supporting the school wide performance in accordance to the new instrument.	Lesson Plans; Teacher Performance; Self-Evaluations; Observations	Teachers, and administrators	2010-2011												
3	RTI - Response to Intervention	To train teachers how to respond and intervene effectively to student needs thus increasing student performance	37	effectively and quickly in order to address student academic,	tosts: Decrease in	Teachers, and administrators	2010-2011												

State Strategic Priority: Twenty-first Century Professionals\*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 2: A plan to support recruitment initiatives at the school, incentive programs to retain, and/or the placement of highly qualified teachers in areas of need. Title I schools: include the use of "reduced class size" positions, administrative support for teachers, staff development and mentor support).

							Fu	ındi	ng S	our	ce			Title	e I C	omi	pone	ent	•	
Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	Outcomes: What change in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)		3 1 & 2 (072)		School Reform	ra						At-Risk Assist	Fed-State-Local
Recruitment of Highly Qualified staff - Teaching Fellows and National Board recipients	To recruit the top candidates from the pool of possible applicants		Hiring certified and highly qualified staff	Every year we encourage more staff to become a NBCT	Instructional Coach - Jeff Bell Administration and TF staff and NBCT on staff	2010-2011														
Partnership with ECU: 1. School of Education mock interviews done each year by administration for recruitment, 2. 2123 Student observations, 3. 3010/3022 student practicums in the classrooms	To recruit the best candidates to serve our school's needs		Hiring highly qualified teachers	Continued success and growth of scores	Administration	Spring 2010 - ongoing														
TQP- Teacher Quality Project	To coordinate with ECU to provide intensive training for ECU teacher interns		Highly qualified teachers	Continued success and growth of scores	Administration and Teachers	Spring 2010 - ongoing														

**State Strategic Priority: Healthy and Responsible Students** 

**Section C: School Climate** 

Part 1: A plan to create and maintain a safe and positive school climate which is supportive of learning; insures the success of all children and the staff who serve them; and addresses a reduction in out-of-school suspensions.

Г			Da	ta Colle	ction & An	alysis		Fu	ındi	ng S		се			Title	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	Use the Teacher Working Conditions Survey to address staff concerns	To address the top concerns of our faculty	TWC Survey		Show improvement in two lowest areas	Teachers, Administrators Instructional Coach Jeff Bell	2010-2011														
	Instructional Needs Assessment	To provide teachers assistance in the classroom and with their inividual Professional Development Plans	Questionare	2010 feed back	PDP goals are met	Teachers, Administrators Instructional Coach Jeff Bell	2010-2011														
	Middle School Project Survey	To provide teachers assistance in the classroom in order to continue to show growth on EOGs.	Questionare	2010 feed back	2011 EOG Scores	Teachers, Administrators, Instructional Coach	2010-2011														

Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist Fed-State-Local
Climate Survey	To assess the needs of stakeholders and to improve service	Survey	hack	Improve in the lowest two areas	Guidance Counselors, teachers, administrators, parents, and students	September 2010 - Distribute survey Services provided year long												
Project Equal	To reduce OSS and foster responsibility in our students	OSS/PE data	2010	decrease OSS data by 10%	Guidance Counselors, teachers, administrators, parents, and students	2010-2011												
ISS referrals will be put on common drive each day and teams will use this information to address behavior problems before an office referral; exceptions include fighting, profanity to teacher and violent behavior	address student discipline in grade level meetings. Parent phone calls home are recorded in common team	Team notebooks and ISS referral data		Increase communicati on between parents and teachers; reduce both ISS and OSS	Teachers, Administrators SGA	2010-2011												
3 Custodial Needs Survey	To address the cleanliness, safety, and overall appearance of the school	Survey	feed	Improve in the lowest two areas	Custodial Staff Administrators and Teachers	2010-2011												

**State Strategic Priority: Healthy and Responsible Students** 

**Section: Physical Activity and Nutrition** 

Part 2: A plan to increase physical activity for students at least 30 minutes a day (K-8) and to assure nutrition education is taught as a part of the Coordinated School Health Program (K-8).

Γ		T	Mea	ns of Evaluation			Fu	ndin	g So	ourc	е		Tit	le I (	Com	pon	ent	_	$\Box$
	Strategy	Why Did You Select This Strategy? What Need?	How will you know when the goal is achieved?	How will you inform parents of assessment results, student progress?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform HO Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Health Assessment	height, and flexibility	Students will be assessed at beginning of semester and end of semester to monitor progress	Results are sent home with report cards each semester	Health and PE teachers	2010-2011													
	t Energizers		Teacher feedback through grade level meetings	Progress reports, conferences	All teachers	2010-2011													

State Strategic Priority: Leadership for Innovation

Section D: Communication to enhance leadership capacity

Part 1: A plan to effectively communicate the education priorities of the students, and the needs of the families to the community, in order to gain the support of local organizations and businesses, and create partnerships that match student and family needs with what the community organizations and businesses have to offer. Public school professionals collaborate with higher education.

Ī			Means	of Evaluation			Fu	ındiı	ng S	our	се			Title	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	How will you measure the success of this strategy? (Student and/or Org/Bus Participation, Improved Grades, Improved Behavior, etc.)	How will you inform the parents and the community of the outcome?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Oakmont Baptist Church Partnership	Oakmont has been an integral part of our school community for 4 years; they help us meet the needs of our students and staff	Organization participation	End of year celebration and summary	Oakmont Baptist Church/CME contact	2010- 2011 on going														
	Teacher Websites	To increase home/school communication	Updated websites	Messages and information provided to parents via phone message, emails, and printed materials	teachers	2010- 2011 on going														
	Alert Now	To increase home/school communication and generate parent involvement	Communication	Messages and information provided to parents via phone message, emails, and printed materials	Janet Smith and administration	2010- 2011 on going														

	_ Strategy	Why Did You Select This Strategy? What Need?	How will you measure the success of this strategy? (Student and/or Org/Bus Participation, Improved Grades, Improved Behavior, etc.)	How will you inform the parents and the community of the outcome?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist Fed-State-Local
	Planners/Agendas	To provide students an organizational tool	Performance	Increase perfomance by providing and using the planner for communication and organization	Teachers, students, parents,	2010- 2011 on going												
2	School Website	To increase home/school communication and generate parent involvement	Organization participation	Messages and updated information provided on the school website	Janet Smith and administration	2010- 2011 on going												
3	РТА	communication and	Participation: 37 staff members joined PTA for the 2010-2011 school year	PTA meetings	PTA members (parents and staff)	2010- 2011 on going												

**State Strategic Priority: Planning and Operational Effectiveness** 

Part 1: Financial planning and budgeting focused on resource attainment and maximizing student achievement.

Γ							Fu		ng S	our	се		Т	itle	I Co	mp	one	ent	
	Strategy		Why Did You Select This Strategy? What Need?	How Will You Document Use of Strategy?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Kecruit/Ketain	Parent Involve	Gr. Transition	Teacher Input	At-Kisk Assist Fed-State-Local
	1 Impact Ventures Ted Grant	chnology	Provide 40 iTouches for classroom use and 6 Mimios	Instructional coach training. Eighteen hours of teacher training by the instructional coach	Teachers, Instructional Coach, Media coordinator	OCT 1ST - SUBMIT GRANT Trianing provide 2010 Implementati on 2011													
	Mic Night: How do yo Bulldog to read?	ou get a	To showcase student work and communicate curriculum to parents	Student and parent participation	6-8 ELA teachers, media coordinator, PTA	Spring 2011													
	3 LTSA Media Grant		To purchase needed non- fiction literature to support NCSCoS	Teacher usage and student circulation	Media Coordinator and Teachers	2010-2011													

<sup>\*</sup>Plans for additional funding.

**State Strategic Priority: Planning and Operational Effectiveness** 

Part 2: \*Optional\* Waiver Requests of State Laws, Rules or Policies

				Da	ta Colle	ection 8	Analysis			Titl	e I (	Com	pon	ent		一
	Law, Rule or Policy Inhibiting School's Ability to Improve Student Performance	Circumstances Under Which Waiver May be Used	How Waiver Will Permit School to Improve Student Performane	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	Class size overage	Pre-Algebra and Algebra onl	More students in advanced classes will improve overall performance	EOG	09-10 Scores		Administration and 7-8 Pre- algebra and algebra teachers									
2																
3																

ol:	30	chool Year:
ission of Comprehensive Plan		
A. School Approval This school improvement plan has been developed in Southern Association School Improvement Plan, Title The school staff approved the plan by a vote of:		
The school stall approved the plan by a vote of.	<u> </u>	
Principal Signature	Date	
School Improvement Team Chair Signature	Date	
B. Superintendent's Recommendation  The plan meets all State requirements and is reco	nmended for board approval.	
The plan as submitted is recommended for board	ejection based upon the following reasons:	
Superintendent Signature		
- 1	Date	
C. Board Action The plan is accepted	Date	
The plan is accepted		
The plan is accepted		
The plan is accepted	S:	
The plan is accepted The plan is accepted with the following modificatio	S:	

Date

Board Chair Signature

School:		School Year:
•		

#### **School Improvement Team Signatures**

Name	Title	Elected By	Signature	Date
	Parent	A) Elected by PTA or largest parent group		
	Parent	B) Parent of an exceptional child		
	Parent	C) Parent of Title I child/reflective student pop		

A) GS 115-105.27 requires that parents be elected by the largest organization of parents at the school.

B) It is a Pitt County Schools requirement that a parent of an exceptional child serve on the team.

C) It is an NCLB requirement that a parent of a Title I child serve on the team. Non-Title I schools must pick a parent reflective of the demographics of your student population.

School:	School Year:	
•		

#### **Budget Summary**

Budget Code & Category	Grants/Others (PRC 28)	State Remediation (PRC 69 & 72)	Title I (PRC 050 & 105)	Perkins Workforce Development Vocational (PRC 17 & 14)	Stimulus (PRC 141)
Travel, Meals, Registration (312)					
Stipends (182)					
Substitutes (186)					
Salaries Including Benefits					
Non-Capitalized Equipment (461 & 462)					
Capitalized Equipment (over \$500; 541 & 542)					
Instructional Materials & Supplies (411)					
Other / Specify:					
Other / Specify:					
Budget Code Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total: All Budget Codes & Categories				\$0.00	