

## ***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*

**PCS DATA SUMMARY CHART**

<b>K-8</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>• % proficient on DRA (K-2)</b>	K _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____	K _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____	K _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____
<b>• % proficient on Math Assessment (K-2)</b>	K _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____	K _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____	K _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____
<b>• % proficient on EOG (3-8: Reading)</b>	3 <sup>rd</sup> _____ 6 <sup>th</sup> <u>71.5</u> 4 <sup>th</sup> _____ 7 <sup>th</sup> <u>62.1</u> 5 <sup>th</sup> _____ 8 <sup>th</sup> <u>58.5</u>	3 <sup>rd</sup> _____ 6 <sup>th</sup> _____ 4 <sup>th</sup> _____ 7 <sup>th</sup> _____ 5 <sup>th</sup> _____ 8 <sup>th</sup> _____	3 <sup>rd</sup> _____ 6 <sup>th</sup> _____ 4 <sup>th</sup> _____ 7 <sup>th</sup> _____ 5 <sup>th</sup> _____ 8 <sup>th</sup> _____
<b>• % proficient on EOG (3-8: Math)</b>	3 <sup>rd</sup> _____ 6 <sup>th</sup> <u>76.4</u> 4 <sup>th</sup> _____ 7 <sup>th</sup> <u>79.1</u> 5 <sup>th</sup> _____ 8 <sup>th</sup> <u>78.2</u>	3 <sup>rd</sup> _____ 6 <sup>th</sup> _____ 4 <sup>th</sup> _____ 7 <sup>th</sup> _____ 5 <sup>th</sup> _____ 8 <sup>th</sup> _____	3 <sup>rd</sup> _____ 6 <sup>th</sup> _____ 4 <sup>th</sup> _____ 7 <sup>th</sup> _____ 5 <sup>th</sup> _____ 8 <sup>th</sup> _____

## PCS DATA SUMMARY CHART

[illegible]

**PCS DATA SUMMARY CHART**

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

**PCS DATA SUMMARY CHART**

<b>(6-8 only)</b> <b>• % proficient students in CTE courses</b>	Course _____ %	Course _____ %	Course _____ %
	Course _____ %	Course _____ %	Course _____ %
	Course _____ %	Course _____ %	Course _____ %

**SCHOOL:** \_\_\_\_\_

## PCS DATA SUMMARY CHART

[illegible]

SCHOOL: \_\_\_\_\_

**PCS DATA SUMMARY CHART**

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

SCHOOL: \_\_\_\_\_

**PCS DATA SUMMARY CHART**

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



SCHOOL: \_\_\_\_\_

**PCS DATA SUMMARY CHART**

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 _____ %	Course _____ %

SCHOOL: C.M. Eppes

**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).**

### **a) What does the analysis tell you about your schools strengths?**

We 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 math 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 influential 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.

**C.M. Eppes**

## Section A: Instructional Excellence and Alignment

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

[illegible]

[illegible]

## Section A: Instructional Excellence and Alignment

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

[illegible]

[illegible]

## Section A: Instructional Excellence and Alignment

[illegible]



## Section A: Instructional Excellence and Alignment

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

[illegible]

## Section A: Instructional Excellence and Alignment

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

[illegible]

## Section B: Professional Capacity for Teachers, Administrators and Staff

[illegible]

## 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).**

[illegible]

## 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.**

[illegible]



## 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).**

[illegible]

## 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.**

[illegible]



[illegible]

## State Strategic Priority: Planning and Operational Effectiveness

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

Strategy		Why Did You Select This Strategy? What Need?	How Will You Document Use of Strategy?	Person(s) Responsible	Timeline	Funding Source					Title I Component							
						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
1	Impact Ventures Technology Grant	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													
2	Mic Night: How do you get a Bulldog to read?	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													

\*Plans for additional funding.

[illegible]

School: \_\_\_\_\_

School Year: \_\_\_\_\_

**Submission of Comprehensive Plan**

**A. School Approval**

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Southern Association School Improvement Plan, Title I, Safe Schools and Title II (formerly Eisenhower Staff Development).

The school staff approved the plan by a vote of: \_\_\_\_\_

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Improvement Team Chair Signature

\_\_\_\_\_  
Date

**B. Superintendent's Recommendation**

☐ The plan meets all State requirements and is recommended for board approval.

☐ The plan as submitted is recommended for board rejection based upon the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

**C. Board Action**

☐ The plan is accepted

☐ The plan is accepted with the following modifications:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

☐ The plan is rejected based upon the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Board Chair Signature

\_\_\_\_\_  
Date

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**

<b><i>Budget Code &amp; Category</i></b>	<b>Grants/Others (PRC 28)</b>	<b>State Remediation (PRC 69 &amp; 72)</b>	<b>Title I (PRC 050 &amp; 105)</b>	<b>Perkins Workforce Development Vocational (PRC 17 &amp; 14)</b>	<b>Stimulus (PRC 141)</b>
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:					
<b><i>Budget Code Totals</i></b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b><i>Total: All Budget Codes &amp; Categories</i></b>				<b>\$0.00</b>	