

# SCHOOL IMPROVEMENT PLAN

Nash-Rocky Mount Public Schools/640-354

## O.R. Pope Elementary School

226 Coleman Avenue

Rocky Mount, North Carolina 27801

2010-2012

### Approvals:

Date of Secret Ballot Election on  
Which the Staff Approved Plan:

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Results:

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Principal's Signature:

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Date:

\_\_\_\_\_

Local Board Approval Signature

\_\_\_\_\_

Date:

\_\_\_\_\_

## **State Board of Education Goals**

### **Future Ready Students for the 21<sup>st</sup> Century**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.

Goal 1: NC will produce globally competitive students.

Goal 2: NC will be led by 21<sup>st</sup> century professionals.

Goal 3: NC students will be healthy and responsible.

Goal 4: Leadership will guide innovation in NC.

Goal 5: NC will be governed and supported by 21<sup>st</sup> century systems.

## District Goals

**Goal 1:** By the end of the 2011-2012 school year NRMPS will decrease the dropout rate 15% by addressing the needs of at-risk students to produce globally competitive students.

**Supports SBE Goal:** NC will produce globally competitive students.

**Goal 2:** By 2011-2012 school year 95% of teachers will use effective instructional strategies to meet the needs of all types of learners as documented by walkthroughs and observation data in order for NRMPS to be led by 21<sup>st</sup> Century professionals.

**Supports SBE Goal:** NC will be led by 21<sup>st</sup> century professionals.

**Goal 3:** By 2011-2012 teachers in NRMPS will improve the learning of all students by 5% on EOG and EOC assessments using disaggregated student data to determine learning priorities, monitor progress, and sustain continuous improvement.

**Supports SBE Goal:** NC will produce globally competitive students.

# **School Vision and Mission Statements**

## **Vision Statement**

O.R. Pope Elementary is committed to providing a Rigorous learning atmosphere for Every Child, in Every Classroom, Everyday, Whatever it takes. The success of our students is a commitment of every staff member Working together with parents, and the community to serves as partners in education for the success of every child.

## **Mission Statement**

O.R. Pope's philosophy is centered on the idea that education is a continuous process essential to learning and personal growth. Our goal is to provide a safe, disciplined, creative and productive environment for all students with the help of all stakeholders-parents, students, faculty and the community. Our Motto is "The key....Every Child, Everyday, Whatever It Takes!"

# School Team Members

*From GS §115C-105.27: “The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

<b>Name</b>	<b>Committee Position</b>
P. Edwards	Chairperson
Gary Major	Principal.
Karen Kimball	Assistant Principal
Antionette Harrison	Guidance Rep.
George T Jones	Exceptional Education Rep
Y. Jones	Kindergarten Rep
J. Reams	First grade Rep.
K. Fasoli	Second grade Rep.
I. Artis	Third grade Rep.
D. Battle	Fourth grade Rep.
P. Munsterman	Fifth grade Rep.
R. Coley	Teacher assistant Rep.
Latisha Taybron	Instructional Coach
Maggie Person	Parent Rep.

## Data

Use data identified from many different sources as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-through/observations as well as data).

### 1. What does the analysis tell you about your schools strengths?

- 2009-2010 O.R. Pope School met AYP status for Reading
- 90% of students at O.R. Pope School attend school on a regular basis.
- Overall teachers and teacher assistants are satisfied with the daily operation of Pope School.
- Walk through observations indicate that 90% of teachers are teaching according to lesson plans and the majority of the students are on task.
- Students adhere to school rules especially PBIS rules.

## 2. What does the analysis tell you about your schools gaps or opportunities for improvement?

There is a gap between reading scores and math scores. Generally students score higher in math than reading and there is a need to narrow the gap so that high achievement is met in all content areas. We also see the need to increase our parental involvement and awareness of what our weakness and strengths are and provide workshops and informational sessions for them to gain a better knowledge of how to serve their children at home.

### 3. What data is missing, and how will you go about collecting this information for future use?

When students transfer between our school and schools in the area (Baskerville, Johnson, Williford) before testing what affect does this have on our results. We have to work with the surrounding schools to track our transient students who move inside the testing window. In the past the SES providers have not been able to help us identify the impact of their tutoring for our students on the EOG results. With our own tutorial services we will track these students and their results on the test.

- 3D Testing
- K-2 (Open Court) & (Envision)
- Quarterly Math Exams
- Individual Tracker/Growth (Visual) Weekly Graph
- Data Cards

### 4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

- Improve reading comprehension for all students relating to informational text.
- Improve mathematical skills for “all students” in grades 3-5.
- Improve writing skills for all students.
- Improve science concepts.
- Offer incentives like a Parent of the Month who volunteers at the school
- Encourage parents to come and read to the students

Test scores, teacher rated priorities, and school and system data support these priorities.

# Priority Goal 1 and Associated Strategies

## Area for improvement and supporting data:

ABC summary report shows that Pope Elementary did not meet growth status for 4<sup>th</sup> grade reading and we did not meet high growth status for grades 3-5.

## School Goal 1:

By the end of 2010-2012 school year, K-2 will be proficiency in reading comprehension and vocabulary skills will increase by 50%

By the end of 2010-2012 80% of 3-5 students will meet growth and High growth status for reading.

## Supports this district goal:

Goal 3: By 2011-2012 teachers in NRMPS will improve the learning of all students by 5% on EOG and EOC assessments using disaggregated student data to determine learning priorities, monitor progress, and sustain continuous improvement.

**Target: K-5**

**Indicator: : 3D, Dibels and Benchmark Results**

**Milestone date: 2012 April, May, June**

**Goal Established by the State Board of Education:**  Globally Competitive Students  21<sup>st</sup> Century Professionals  
 Healthy, Responsible Students  Leadership for Innovation  21<sup>st</sup> Century Systems

**Title I Components:**  Needs Assessment  Reform Strategies  Highly Qualified Staff  Professional Development  
 Attract HQ Teachers  Teachers included in Decisions Regarding Assessment Use  Parental Involvement  
 Pre-School and Transition  Activities for Children Experiencing Difficulties  Coordination of Federal, State, Local Services

**AdvancEd:**  Vision and Purpose  Governance and Leadership  Teaching and Learning  
 Documenting and Using Results  Resources and Support Systems  
 Communications and Relationships  Continuous Improvement

<b>Strategy 1</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Improve reading comprehension skills and vocabulary through daily differentiated instruction.	Title one State funds	Teachers, coach, administration	Every six weeks

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Word Bank for at risk learners/EC</b>	<b>2010-2011</b>
<b>2. Vocabulary notebook for all students</b>	<b>Per six weeks</b>
<b>3. Oral Reading daily</b>	<b>Weekly</b>
<b>4. Word Structure for at risk/ EC</b>	<b>Bi-Weekly</b>
<b>5. High Frequency Words at risk/EC</b>	<b>Per six weeks</b>
<b>6. Make and Take Workshops(fluency &amp; Comprehension)</b>	<b>Weekly</b>
<b>8. Send home reading and vocabulary logs</b>	<b>Weekly</b>

<b>Strategy 2</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Use Open Court with fidelity while embedding higher-order thinking maps to increase comprehension	Title one and local funds	Teachers, Instructional coach, administration	Bi weekly

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. 90 minute block imbedded in daily schedules for teaching reading with fidelity</b>	<b>Daily</b>
<b>2. Classworks for “all learners”</b>	<b>Per six weeks</b>
<b>3. Direct instruction and implementation of Reading vocabulary, sight words.</b>	<b>Daily</b>
<b>4. Open court intervention guides</b>	<b>Weekly</b>
<b>5. Accelerated Reader</b>	<b>Weekly</b>
<b>6. Non-Fiction weekly readers</b>	<b>Weekly</b>

<b>Strategy 3</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Use Open Court with fidelity, technology software and Thinking Maps to improve vocabulary and increase reading comprehension skills.	State and local Title one	Teachers, coach, administration	Every six weeks

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Waterford systems</b>	<b>Per six weeks</b>
<b>2. Study Island</b>	<b>Weekly</b>
<b>3. Thinking maps</b>	<b>Weekly</b>
<b>4. Tutorial</b>	<b>Weekly</b>
<b>5. PEP’s</b>	<b>Per six weeks</b>
<b>6. Weekly Reader</b>	<b>Weekly</b>
<b>7. Technology Workshops</b>	<b>Bi-Weekly</b>

<b>CHECK</b>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b>  Reading 3D, Dibels, ClassScape, Classrowork, STAR assessment and EOG data</p>
	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <ul style="list-style-type: none"> <li>• Sight word test</li> <li>• Speed test</li> <li>• Fluency test</li> <li>• Progress Test</li> <li>• Open court assessment</li> <li>• AR</li> <li>• Star Reader</li> <li>• Waterford Reports</li> </ul>
	<p><b>What does data show regarding the results of the implemented strategies?</b></p>
<b>ACT</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b>  Strategies will be changed based on individual teacher result, meeting objective goals, and student mastery of those objectives</p>

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

State Testing results show that O. R Pope elementary did not meet the growth status for fifth grade math as well as the high growth status in grades three and four

**School Goal 1:**

By the end of 2010-2012 teachers in grades K-5 will implement thinking maps 100% during instruction with 3-5 teachers implementing calculator active strategies by 75% during instructional period

**Supports this district goal:**

Goal 2: By 2011-2012 school year 95% of teachers will use effective instructional strategies to meet the needs of all types of learners as documented by walkthroughs and observation data in order for NRMPS to be led by 21<sup>st</sup> Century professionals

**Target: Teachers, Students**

**Indicator: Math Assessment, EOG Test**

**Milestone date: May 2012**

**Goal Established by the State Board of Education:**  Globally Competitive Students     21<sup>st</sup> Century Professionals  
 Healthy, Responsible Students     Leadership for Innovation     21<sup>st</sup> Century Systems

**Title I Components:**  Needs Assessment     Reform Strategies     Highly Qualified Staff     Professional Development  
 Attract HQ Teachers     Teachers included in Decisions Regarding Assessment Use     Parental Involvement  
 Pre-School and Transition     Activities for Children Experiencing Difficulties     Coordination of Federal, State, Local Services

**AdvancEd:**  Vision and Purpose     Governance and Leadership     Teaching and Learning  
 Documenting and Using Results     Resources and Support Systems  
 Communications and Relationships     Continuous Improvement

<b>Strategy 1</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Increase mathematical logical reasoning in grades 1-5 for “all learners”	State and Local	Teachers, coach, administration	Bi-weekly

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Thinking Maps</b>	<b>Weekly</b>
<b>2. Teach math problem solving strategies</b>	<b>Daily</b>
<b>3. Envision Math centers w/Calculators</b>	<b>Weekly</b>
<b>4. Study Island @ home Levels III &amp; IV</b>	<b>Weekly</b>
<b>5. Classworks</b>	<b>Weekly</b>
<b>6. Tutorial intervention specialist</b>	<b>Weekly</b>

<b>Strategy 2</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Increase Mathematical operations and algebraic thinking for grades K-5	State and Title one	Teachers, coach, administration	Every six weeks

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Envision Math with fidelity</b>	<b>Daily</b>
<b>2. Thinking Maps</b>	<b>Weekly</b>
<b>3. Multiplication Tables</b>	<b>Daily</b>
<b>4. Problem solving strategies for all learners/EC</b>	<b>Weekly</b>
<b>5. Math vocabulary word bank</b>	<b>Weekly</b>
<b>6. Classworks data in K-5</b>	<b>Every six weeks</b>
<b>7. Technology Night for parents</b>	<b>Per semester</b>

<b>Strategy 3</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Increase calculator active strategies and instruction for grades 3-5	Local	Teachers, coach, administration	weekly

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Calculator use</b>	<b>Daily</b>
<b>2. ClassScape pre and post tests</b>	<b>Per six week</b>
<b>3. Classworks</b>	<b>weekly</b>
<b>4. ExamView test generator for Envision Math</b>	<b>Weekly</b>
<b>5. Math intervention tutorial for at risk learners</b>	<b>Weekly</b>
<b>6. Study Island</b>	<b>Weekly</b>

<b>CHECK</b>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Benchmark assessment and K-2 assessment</p>
	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <ul style="list-style-type: none"> <li>• K-2 Assessments</li> <li>• ClassScape &amp; ClassWorks results</li> <li>• Pre-Post EOG test results</li> <li>• Study Island reports</li> <li>• Teacher made tests</li> </ul>
	<p><b>What does data show regarding the results of the implemented strategies?</b></p>

<b>ACT</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b></p> <p>Strategies will be changed based on individual teacher result, meeting objective goals, and student mastery of those objectives</p>
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## Priority Goal 3 and Associated Strategies

### Area for improvement and supporting data:

State test results show O. R Pope elementary EOG results at 55.55% , by the end of 2010-2012 students in grades K-5 will show 85% proficiency in science.

### School Goal 1:

Teachers in grades K-5 will implement science instruction with 90% fidelity using a variety of instructional strategies.

### Supports this district goal:

By 2011-2012 school year 95% of teachers will use effective instructional strategies to meet the needs of all types of learners as documented by walkthroughs and observation data in order for NRMPS to be led by 21<sup>st</sup> Century professionals.

### Target: Science K-5

Indicator: Benchmark assessments, EOG Results

Milestone date: May 2012

**Goal Established by the State Board of Education:**  Globally Competitive Students  21<sup>st</sup> Century Professionals  
 Healthy, Responsible Students  Leadership for Innovation  21<sup>st</sup> Century Systems

**Title I Components:**  Needs Assessment  Reform Strategies  Highly Qualified Staff  Professional Development  
 Attract HQ Teachers  Teachers included in Decisions Regarding Assessment Use  Parental Involvement  
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Odyssey of the Mind – NC Science Competition (Educational Social Skills)

<b>Strategy 1</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Build vocabulary to increase science comprehension for “all learners”	State ,Federal and local funds	Teachers, coach, administration	2010-2012

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Thinking maps</b>	<b>Weekly</b>
<b>2. Pre-teach vocabulary</b>	<b>Weekly</b>
<b>3. Science Vocabulary Word Bank</b>	<b>Weekly</b>
<b>4. Classworks</b>	<b>Weekly</b>
<b>5. Classscape</b>	<b>Per six week</b>
<b>6. Study Island (Science)</b>	<b>Weekly</b>
<b>7. Science Quiz Bowl</b>	<b>2010-2012</b>

<b>Strategy 2</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Use higher thinking level questioning to increase critical thinking skills for all students.	State ,Federal and local funds	Teachers, coach, administration	weekly

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Thinking Maps</b>	<b>Weekly</b>
<b>2. Short answer questions</b>	<b>Weekly</b>
<b>3. Scientific labs/hands-on experiment</b>	<b>Bi-weekly</b>
<b>4. Study Island</b>	<b>Weekly</b>
<b>5. ClassScape</b>	<b>Per six week</b>
<b>6. Leveled Readers (science content)</b>	<b>Weekly</b>

<b>Strategy 3</b>	<b>Resource/ Budget</b>	<b>Assigned Implementation Team</b>	<b>Review Frequency</b>
Increase science comprehension using notebooking and writing journals for “all learners.”	State ,Federal and local funds	Teachers, coach, administration	Bi-weekly

<b>Action Steps:</b>	<b>Timeline</b>
<b>1. Daily journal writing lesson</b>	<b>Daily</b>
<b>2. Use science vocabulary word bank</b>	<b>Weekly</b>
<b>3. Teacher monitoring/student self-check</b>	<b>Daily</b>
<b>4. Context and content writing</b>	<b>Daily</b>
<b>5. Teacher Academy</b>	<b>Yearly</b>
<b>6. Thinking maps</b>	<b>Weekly</b>

**What data will be used to determine whether the strategies were deployed**

	<p>with fidelity?  <b>EOG pre and post test, benchmark assessments (classscape/study Island)</b></p>
	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p><b>Study Island benchmark</b>  <b>ClassScape benchmark (district and local)</b>  <b>Unit tests</b>  <b>Writing journals</b>  <b>Observation results</b></p>
	<p><b>What does data show regarding the results of the implemented strategies?</b></p> <p><b>EOG science data indicates that we made growth during the 2009 – 2010 school year. Our goal is to achieve 80% proficiency on the science EOG during the 2010 – 2012 school terms.</b></p>

<b>ACT</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b></p>
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# Action Steps: Professional Development

Briefly describe the content and research base for your targeted professional development:

Establish a calendar, including dates for training, implementation, and evaluation (formative and summative):

**Formative evaluation:** describe process for periodic evaluations and how additional on-going assistance will be provided for educators who are experiencing difficulties in implementing the initiative.

**Summative evaluation:** describe the comprehensive evaluation including how you will document the impact on teacher effectiveness and student learning.

Month	Targeted Audience	Description of Activity (ex. On-going training sessions, examining student work, peer observations, book study, etc.)
July		
August	K-5Teachers	
September	Teachers	3 D Reading
October	Teachers	NC Falcon/ 3 D Reading
November	Teachers	NC Falcon, Thinking Maps
December	Teachers	NC Falcon, 3D reading, AR
January	K-5 Teachers	Book Study -Teaching with Poverty in Mind, 3D reading NC FALCON, ClassWorks
February	Teachers, Parents, Students	NC Falcon/Black History Program, Valentine's Day program, Thinking Maps, Book Study
March	Teachers/Parents	Pre-K Transition Activities/ActivBoard Training, EOG Night, ClassWorks
April	Teachers	Pre-K Transition Activities, ClassWorks,
May	Teachers/Parents	Blast (Science), EOG conference, ClassWorks/ClassScape
June	Teachers	Teacher Academy

**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Years: 2010-2012**

**LEA or Charter School  
 Name/Number:**

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.
(Please duplicate this sheet as needed for additional waivers.)	