

# D.F. Walker Elementary School

## 2015-2016 Plan for Improving School Performance

*"...committed to the preparation of all students as critical thinkers and productive citizens."*



### **Belief, Mission, & Vision Statement**

**Statement:**

educators of D. F. Walker Elementary School, believe that:

Children can learn and should be responsible for their learning.

Students should be responsible for their learning.

Emotional, social, physical, and academic needs of students should be met.

School should meet student needs.

Individuals are worthy of respect and dignity.

Everyone should be appreciated and respected.

Schools should be a safe place for life-long learning.

Schools should be safe and bring about life-long learning.

Qualified and capable leadership should be provided for our students.

Staff should be able and concerned.

Teachers are collaborative and reflective thinkers.

Teachers should work together and share ideas.

Learning is dependent upon the critical partnership of the child, parent, and teacher.

Learning means teachers, students, and households work together.

**Statement:**

Walker’s mission is to encourage success by meeting individual needs.

**Statement:**

Walker Elementary School meets the needs of each student by focusing on the characteristics of a well-rounded child. Academic rigor, social responsibility, personal integrity, and 21<sup>st</sup> Century Skills are embedded in our curriculum. We create a community of lifelong, successful learners who function independently and thrive in an ever-changing, global community. D. F. Walker students have the skills to continue to contribute in a productive and meaningful way.

**Chowan County Demographics**

Walker is located in Edenton, NC and is part of the Edenton-Chowan School System. Our facility was completed and is located approximately 8 miles north of the county seat.

According to the United States Census Bureau’s 2014 report, Chowan County’s population was estimated to be 100,000. The population, 63% was white, 34% black, .5% American Indian, .7% Asian, .2% Pacific Islander, 1.2% multiracial, and 1.2% Hispanic/Latino. 79.7% of the Chowan County residents graduated high school and 20% have a bachelor’s degree or higher. Between 2009-2013 the per capita income was \$19,240. The median household income was \$34,000. The Chowan County residents live below the federally defined poverty level.

**D.F. Walker Elementary School Demographics**

We have 484 students in our school that serves grades three through five. We are a Title I School with 68% of our students receiving free or reduced lunch.

	Asian	Hisp.	Black	White	Other	Total
<b>Male Students</b>		15	105	109	9	238
<b>Female Students</b>	2	16	97	121	10	246
<b>Total Number of Students</b>	2	31	202	230	19	484
<b>Male Teachers</b>				3		3
<b>Female Teachers</b>			1	28		29.5
<b>Total Number of Teachers</b>						32.5

Teachers						
<b>Students with Free Lunch</b>				307		
<b>Reduced Lunch</b>				35		

**Data Analysis**

ool Improvement Team analyzed the Teacher Working Conditions Survey, the 2015 ECPS Parent and Community Building Survey, the 2015 Advance Ed Accreditation visit results, the End of Grade proficiency data through 2015 in Reading, Science, and Math, EVAAS growth results from 2012-2015, and discipline data. In analysis several trends emerged:

- 1. The desire for strong school leadership and clear direction.
- 2. The need for a positive school culture defined by high expectations and clear communication.
- 3. The need for professional development clearly aligned with areas of deficiency both for Team Walker and individual staff members.
- 4. The need to better understand EVAAS and how to use the tool to further the academic progress of students and the professional practice of teachers.
- 5. The need to use proficiency data as an indicator of future feedback and instruction.
- 6. The need to create stronger rigor throughout all instruction through more concise curriculum alignment.

**DF Walker Elementary School 2014-2015 EOG Proficiency Data  
Percent at Level 3,4,5**





	Restoration	Office	Total					
	614	86	700					
	899	174	1073					

	450	84	534						
	1963	344	2307						

## Historical Discipline Data

Walker Historical Discipline Data							
Restoration Center Referrals							
Incident Type							
		<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	
<b>Classroom Misbehavior</b>		<b>293</b>	<b>319</b>	<b>446</b>	<b>492</b>	<b>1056</b>	
<b>Academic Reasons</b>		<b>21</b>	<b>18</b>	<b>84</b>	<b>162</b>	<b>368</b>	
<b>Fighting</b>		<b>30</b>	<b>33</b>	<b>21</b>	<b>4</b>	<b>2</b>	
<b>Totals</b>		<b>344</b>	<b>370</b>	<b>551</b>	<b>658</b>	<b>1426</b>	

<b>Discipline Referrals (from Educator's Handbook)</b>							
<b>Offense Examples</b>							
					<b>2013-2014</b>	<b>2014-2015</b>	
<b>Bus Misbehavior</b>					<b>39</b>	<b>86</b>	
<b>Inappropriate Actions</b>					<b>20</b>	<b>54</b>	
<b>Insubordination</b>					<b>26</b>	<b>34</b>	
<b>Fighting</b>					<b>10</b>	<b>33</b>	
<b>Aggressive Behavior</b>					<b>15</b>	<b>18</b>	
<b>Incomplete Assignments</b>					<b>3</b>	<b>14</b>	
<b>Bullying</b>					<b>1</b>	<b>7</b>	
<b>All other offense types</b>					<b>55</b>	<b>98</b>	
<b>Total Referrals of all Types</b>					<b>169</b>	<b>344</b>	



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**NC Teacher Working Conditions  
Survey  
Three Year Comparison (2015 was a  
district level survey)**

**2014      2012      2015**

**Please rate how strongly you agree or disagree with the  
following statements about the use of time in your school.**

<b>a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.</b>	<b>68.60%</b>	<b>50.00%</b>	<b>62.86</b>
<b>b. Teachers have time available to collaborate with colleagues.</b>	<b>80.60%</b>	<b>88.60%</b>	<b>77.14</b>
<b>c. Teachers are allowed to focus on</b>	<b>74.30%</b>	<b>73.50%</b>	<b>71.42</b>

**educating students with minimal interruptions.**

**d. The non-instructional time provided for teachers in my school is sufficient. 83.30% 55.90% 65.72**

**e. Efforts are made to minimize the amount of routine paperwork teachers are required to do. 50.00% 60.60% 54.29**

**f. Teachers have sufficient instructional time to meet the needs of all students. 61.10% 55.90% 67.26**

**g. Teachers are protected from duties that interfere with their essential role of educating students. 80.60% 71.40% 80**

## **ties and Resources**

**Please rate how strongly you agree or disagree with the**

**following statements about your school facilities and resources.**

<b>a. Teachers have sufficient access to appropriate instructional materials.</b>	<b>77.10%</b>	<b>91.40%</b>	<b>71.42</b>
<b>b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.</b>	<b>94.30%</b>	<b>97.10%</b>	<b>85.72</b>
<b>c. Teachers have access to reliable communication technology, including phones, faxes and email.</b>	<b>100.00 %</b>	<b>97.10%</b>	<b>100</b>
<b>d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.</b>	<b>97.20%</b>	<b>97.10%</b>	<b>75.28</b>
<b>e. Teachers have sufficient access to a broad range of professional support personnel.</b>	<b>97.10%</b>	<b>88.60%</b>	<b>74.28</b>
<b>f. The school environment is clean</b>	<b>100.00</b>	<b>97.00%</b>	<b>94.28</b>

and well maintained.	%		
g. Teachers have adequate space to work productively.	100.00 %	97.10%	100
h. The physical environment of classrooms in this school supports teaching and learning.	100.00 %	97.10%	100
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	94.30%	94.30%	96.79

### Community Support and Involvement

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.	87.90%	82.40%	52.94
b. This school maintains clear, two-	91.20%	97.10%	65.71

**way communication with the community.**

**c. This school does a good job of encouraging parent/guardian involvement. 100.00 % 94.30% 77.14**

**d. Teachers provide parents/guardians with useful information about student learning. 100.00 % 97.10% 94.28**

**e. Parents/guardians know what is going on in this school. 94.30% 97.10% 60**

**f. Parents/guardians support teachers, contributing to their success with students. 74.30% 80.00% 28.57**

**g. Community members support teachers, contributing to their success with students. 88.20% 88.60% 51.43**

**h. The community we serve is 82.90% 97.10% 54.29**

**supportive of this school.**

## **ging Student Conduct**

**Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.**

<b>a. Students at this school understand expectations for their conduct.</b>	<b>100.00 %</b>	<b>91.20%</b>	<b>80</b>
<b>b. Students at this school follow rules of conduct.</b>	<b>94.40%</b>	<b>97.10%</b>	<b>65.71</b>
<b>c. Policies and procedures about student conduct are clearly understood by the faculty.</b>	<b>100.00 %</b>	<b>88.20%</b>	<b>74.28</b>
<b>d. School administrators consistently enforce rules for student conduct.</b>	<b>97.20%</b>	<b>94.10%</b>	<b>40</b>
<b>e. School administrators support teachers' efforts to maintain</b>	<b>97.20%</b>	<b>97.10%</b>	<b>54.28</b>

**discipline in the classroom.**

<b>f. Teachers consistently enforce rules for student conduct.</b>	<b>100.00 %</b>	<b>85.30%</b>	<b>88.57</b>
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<b>g. The faculty work in a school environment that is safe.</b>	<b>100.00 %</b>	<b>97.10%</b>	<b>94.29</b>
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## **Teacher Leadership**

**Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.**

<b>a. Teachers are recognized as educational experts.</b>	<b>97.20%</b>	<b>77.10%</b>	<b>77.14</b>
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<b>b. Teachers are trusted to make sound professional decisions about instruction.</b>	<b>91.70%</b>	<b>82.90%</b>	<b>82.86</b>
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<b>c. Teachers are relied upon to make decisions about educational issues.</b>	<b>88.90%</b>	<b>80.00%</b>	<b>77.14</b>
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<b>d. Teachers are encouraged to participate in school leadership roles.</b>	<b>97.20%</b>	<b>94.30%</b>	<b>88.57</b>
<b>e. The faculty has an effective process for making group decisions to solve problems.</b>	<b>88.90%</b>	<b>80.00%</b>	<b>54.29</b>
<b>f. In this school we take steps to solve problems.</b>	<b>88.90%</b>	<b>91.40%</b>	<b>62.86</b>
<b>g. Teachers are effective leaders in this school.</b>	<b>97.20%</b>	<b>94.30%</b>	<b>88.58</b>
<b>Teachers have an appropriate level of influence on decision making in this school.</b>	<b>91.70%</b>	<b>82.90%</b>	<b>68.57</b>
	<b>91.70%</b>	<b>82.90%</b>	

## **I Leadership**

**Please rate how strongly you agree or disagree with the**



**following statements about school leadership in your school.**

<b>a. The faculty and staff have a shared vision.</b>	<b>91.70%</b>	<b>82.40%</b>	<b>51.43</b>
<b>b. There is an atmosphere of trust and mutual respect in this school.</b>	<b>77.10%</b>	<b>85.70%</b>	<b>45.71</b>
<b>c. Teachers feel comfortable raising issues and concerns that are important to them.</b>	<b>65.70%</b>	<b>71.40%</b>	<b>40</b>
<b>d. The school leadership consistently supports teachers.</b>	<b>83.30%</b>	<b>82.90%</b>	<b>45.71</b>
<b>e. Teachers are held to high professional standards for delivering instruction.</b>	<b>100.0%</b>	<b>94.30%</b>	<b>88.57</b>
<b>f. The school leadership facilitates using data to improve student learning.</b>	<b>97.20%</b>	<b>97.10%</b>	<b>73.53</b>
<b>g. Teacher performance is assessed</b>	<b>97.10%</b>	<b>91.40%</b>	<b>77.14</b>

**objectively.**

**h. Teachers receive feedback that can help them improve teaching. 85.70% 94.30% 77.15**

**i. The procedures for teacher evaluation are consistent. 83.90% 91.20% 68.57**

**j. The school improvement team provides effective leadership at this school. 94.30% 91.20% 80**

**k. The faculty are recognized for accomplishments. 80.00% 82.90% 65.71**

**The school leadership makes a sustained effort to address teacher concerns about:**

**a. Leadership issues 84.80% 91.20% 55.88**

**b. Facilities and resources 97.10% 97.10% 74.29**

**c. The use of time in my school 91.40% 85.70% 65.71**

**d. Professional development 77.10% 85.70% 68.57**

<b>e. Teacher leadership</b>	<b>97.10%</b>	<b>88.60%</b>	<b>62.85</b>
<b>f. Community support and involvement</b>	<b>94.30%</b>	<b>97.10%</b>	<b>61.76</b>
<b>g. Managing student conduct</b>	<b>97.10%</b>	<b>94.30%</b>	<b>54.55</b>
<b>h. Instructional practices and support</b>	<b>94.10%</b>	<b>94.30%</b>	<b>73.53</b>
<b>i. New teacher support</b>	<b>90.90%</b>	<b>94.10%</b>	<b>79.41</b>

## **Professional Development**

**Please rate how strongly you agree or disagree with statements about professional development in your school.**

<b>a. Sufficient resources are available for professional development in my school.</b>	<b>88.90%</b>	<b>94.10%</b>	<b>76.47</b>
<b>b. An appropriate amount of time is</b>	<b>77.10%</b>	<b>82.40%</b>	<b>70.59</b>

**provided for professional development.**

<b>c. Professional development offerings are data driven.</b>	<b>78.80%</b>	<b>84.80%</b>	<b>76.47</b>
<b>d. Professional learning opportunities are aligned with the school's improvement plan.</b>	<b>90.60%</b>	<b>90.90%</b>	<b>73.53</b>
<b>e. Professional development is differentiated to meet the individual needs of teachers.</b>	<b>42.90%</b>	<b>60.60%</b>	<b>52.94</b>
<b>f. Professional development deepens teachers' content knowledge.</b>	<b>70.60%</b>	<b>91.20%</b>	<b>76.47</b>
<b>g. Teachers have sufficient training to fully utilize instructional technology.</b>	<b>77.80%</b>	<b>82.40%</b>	<b>61.46</b>
<b>h. Teachers are encouraged to reflect on their own practice.</b>	<b>100.00%</b>	<b>97.10%</b>	<b>94.12</b>

<b>i. In this school, follow up is provided from professional development.</b>	<b>46.90%</b>	<b>84.80%</b>	<b>44.12</b>
<b>j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.</b>	<b>67.60%</b>	<b>87.90%</b>	<b>79.41</b>
<b>k. Professional development is evaluated and results are communicated to teachers.</b>	<b>45.70%</b>	<b>71.90%</b>	<b>41.18</b>
<b>l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.</b>	<b>80.00%</b>	<b>88.20%</b>	<b>85.29</b>
<b>m. Professional development enhances teachers' abilities to improve student learning.</b>	<b>80.00%</b>	<b>93.90%</b>	<b>88.23</b>

**Instructional Practices and Support**

**Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.**

**a. State assessment data are available in time to impact instructional practices. 36.10% 64.70% 41.18**

**b. Local assessment data are available in time to impact instructional practices. 91.40% 93.90% 94.12**

**c. Teachers use assessment data to inform their instruction. 94.40% 97.10% 91.17**

**d. The curriculum taught in this school is aligned with Common Core Standards. 100.00 % 88.60% 93.06**

**e. Teachers work in professional learning communities to develop and align instructional practices. 83.30% 97.10% 82.35**

<b>f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.</b>	<b>82.90%</b>	<b>97.10%</b>	<b>85.29</b>
<b>g. Teachers are encouraged to try new things to improve instruction.</b>	<b>94.40%</b>	<b>97.10%</b>	<b>94.12</b>
<b>h. Teachers are assigned classes that maximize their likelihood of success with students.</b>	<b>50.00%</b>	<b>67.60%</b>	<b>47.06</b>
<b>i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).</b>	<b>82.40%</b>	<b>85.30%</b>	<b>88.23</b>
<b>j. State assessments provide schools with data that can help improve teaching.</b>	<b>61.80%</b>	<b>72.70%</b>	<b>47.06</b>
<b>k. State assessments accurately</b>	<b>41.20%</b>	<b>55.90%</b>	<b>23.53</b>

**gauge students' understanding of standards.**

**II**

**Overall, my school is a good place to work and learn. 91.70% 94.30% 94.12**

**At this school, we utilize the results from the 2012 North Carolina Teacher Working Conditions Survey as a tool for school improvement. 89.30% 84.60% 64.71**

## **D.F. Walker Elementary School Improvement Goals**

Chowan Schools Strategic Plan Goals:

*Edenton-Chowan Schools will create and maintain a healthy, safe, respectful, and responsible educational environment for all students, staff, parents, and community members.*

*Every student in the Edenton-Chowan School System will graduate from high school prepared for work, further education, and citizenship.*

*Every student in the Edenton-Chowan School System will receive an education that is personalized to his or her strengths and needs.*



notional, and academic needs.

Edenton-Chowan Schools will develop and support a highly effective 21st century professional staff.

Edenton-Chowan Schools will be governed by 21st century systems and supported with the resources to meet the needs of all stakeholders.

D. F. Walker Elementary School

**SECTION 1: SCHOOL IMPROVEMENT PLAN**

**Edenton-Chowan Schools Strategic Goal: Every student in the Edenton-Chowan School System will receive an education personalized to his or her social, emotional, and academic needs.**

<b>Objective to be achieved:</b>	<b>Strategies to Achieve Objectives:</b>	<b>Resources:</b>	<b>Timeline:</b>
<p>D. F. Walker Elementary School 5th grade reading index per grade subject will increase as evidenced by EVAAS scores in 2016.</p>	<p>1) EVAAS Focus in Professional Learning Communities                  2) Weekly After School Collaborative Planning Sessions                  3) Weekly PLC's with a focus on data analysis, reflection, and professional development.                  4) New Core programs in reading, math, and science                  5) New Leveled Literacy Intervention (LLI) Program                  6) Supportive programs and teaching strategies include: RtI, EBOB, MClass                  7) Assessment differentiation, progress monitoring, 504 plans, and IEPs.                  8) Student focus on growth with incentives for meeting quarterly growth expectations.                  9) New weekly Science Lab for all students                  10) New Odyssey of the Mind Team for AG students.                  11) New Character Education Classes for</p>	<p>Individualized Education Plan (IEP)                  504 Plans                  Book Bag Buddies                  Level Literacy Intervention (LLI)                  Differentiation in Classrooms                  McGraw-Hill Wonders                  EngageNY Modules                  STEMscopes                  Elementary Battle of the Books (EBOB)                  MClass Assessment (BOY, MOY, EOY)                  Response to Intervention (RtI)                  Progress Monitoring                  PBIS</p>	<p>June, 2016</p>

	all students 12)New PBIS School wide program		
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**Artifacts of Completion:** EVAAS reports, mClass reports, benchmark assessments, PLC reflections

**Chowan Schools Strategic Goal:** Edenton-Chowan Schools will create and maintain a healthy, safe, respectful, and equitable educational environment for all students, staff, parents, and community members.

<p><b>Objective to Goal:</b>          Reduce the number of elementary referrals school-wide both the classroom and hallway by 10% from the 2014-15 school year as tracked in the Student Handbook and the Restorative Center</p>	<p><b>Strategies to Achieve Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Create new PBIS reward system and staff training</li> <li>2) Use DF Walker Dollars for individual student rewards.</li> <li>3) Use Super Stings for classroom rewards.</li> <li>4) Create Hive Shop so students can exchange DF Walker dollars for rewards</li> <li>5) Recognize students on school-wide daily broadcast</li> <li>6) School-wide special events including Wizard of Oz, ProTown BMX, JAHHS football game, Book Character Day, etc to reinforce positive behavior.</li> <li>7) Have Character Education cultural arts block daily in schedule</li> <li>8) After School Plus program</li> <li>9) Add playground equipment throughout the school year.</li> <li>10) New Student of the Week</li> </ol> <p><u>SEE PBIS PLAN OVERVIEW HERE</u></p>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1) Investigate and train staff in new PBIS initiative.</li> <li>2) Copier/Volunteer to make DF Walker dollars.</li> <li>3) Hive boards and stickers for each classroom, school wide board for cafeteria.</li> <li>4) Community material support for Shop items.</li> <li>5) Daily broadcast protocols.</li> <li>6) Partner with community members and organizations to provide experiences.</li> <li>7) Personnel to teach Character Ed class</li> <li>8) Partner with community resources to offer after school program</li> <li>9) Fundraisers and PTA participation</li> </ol>	<p><b>Timeline:</b></p> <ol style="list-style-type: none"> <li>1) August 2015</li> <li>2) Ongoing 2015-16 school year.</li> <li>3) Ongoing 2015-16 school year.</li> <li>4) Ongoing 2015-16 school year.</li> <li>5) Daily on broadcast during 2015-16 school year.</li> <li>6) Ongoing 2015-16 school year.</li> <li>7) 2015-16 school year</li> <li>8) 2015-16 school year</li> <li>9) 2015-16 school year</li> </ol>
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**Artifacts of Completion:**

data from Educators Handbook, attendance at performances and events, Hive Shop inventory and number of dollars in the Shop, participation in Character Ed classes, participation in After School Plus, additional playground equipment goals and basketball hoops

<p><b>Objective to be achieved:</b>          Provide positive recognition for staff members during the 2015-16 school year as defined by the EOY TWC.</p>	<p><b>Strategies to Achieve Objectives:</b>          1) Participation in teacher and staff recognition events          Cafeteria Worker Appreciation Day-<b>Nov. 16</b>          National Counseling Week-<b>Feb. 1-5</b>          Administrative Assistant Day-<b>April 27</b>          Principal Day-<b>May 1</b>          Teacher Appreciation Week-week of <b>May 3</b>          2) Use PBIS DF Walker Dollars to reward staff for positive behaviors          3) Bus Driver monthly drawings from DF Walker dollars given to students          4) Ongoing incentives and appreciation including Teacher of the Week, Staff luncheons, 12 Days of Christmas treats, Teacher DFW Dollar drawings weekly, etc.</p>	<p><b>Resources:</b>          1) Funding for incentives</p>	<p><b>Timeline:</b>          1) Throughout 2015-16 school year.</p>
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**Artifacts of Completion:**  
 Staff recognition letters and appreciation that each received.

**Chowan Schools Strategic Goal:** *Every student in the Edenton-Chowan School System will graduate from high school with a diploma, prepared for work, further education and citizenship.*

<p><b>Objective to be achieved:</b></p>	<p><b>Strategies to Achieve Objectives:</b>          1) Math: Fully implement EngageNY in</p>	<p><b>Resources:</b>          EngageNY Modules</p>	<p><b>Timeline:</b>          2015-2016 school year</p>
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<p>er Elementary dent cohorts will tive gains towards y annually as by EOG testing.</p>	<p>every grade level 2)Reading : Fully implement new basal, LLI usage for all 1's and 2's 3)Science: Fully implement STEMscopes curriculum 4)PBIS: Fully implement our new PBIS program 5) Implement transition programs for 2nd to 3rd and 5th to 6th grade, including school visits, orientation opportunities, and parent information sessions. 6)New weekly Science Lab</p>	<p>Wonders Reading Basal STEMscopes curriculum PBIS Guidelines and DFW Dollars</p>	
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**Artifacts of Completion:**  
iciency reports from state in 2015-2016, as compared to 2014-2015 data



**Chowan Schools Strategic Goal:** Edenton-Chowan School System will develop and support a highly effective 21st c  
al staff.

<p><b>le Objective to oal:</b> Elementary School le professional ent opportunities for o work with to refine teaching nd meet diverse arning needs.</p>	<p><b>Strategies to Achieve Objectives:</b> 1)Collaborative grade level meetings PLC's 2)Differentiated Professional Development Sessions 3)Team WOW Differentiated Professional Development Sessions- September 28, 2015 4)Differentiated optional weekly PD offerings based on teacher need 5)Teacher website with PD section devoted to reflection and follow up</p>	<p><b>Resources:</b> Jennifer Thach Nancy Heiniger School Schedule</p>	<p><b>Timeline:</b> 2015-2016 scho</p>
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**Artifacts of Completion:**  
onal Development Sign-Up and Evaluation Forms, TWC survey



**Chowan Schools Strategic Goal:**

*Student in the Edenton-Chowan School System will graduate from high school prepared for work, further education and life.*

<p><b>Objective to be met:</b>          Elementary School students will increase overall grade level proficiency by 3% as measured by state testing.</p>	<p><b>Strategies to Achieve Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Math: Fully implement EngageNY in every grade level</li> <li>2) Reading : Fully implement new basal, LLI usage for all 1's and 2's</li> <li>3) Science: Fully implement STEMscopes curriculum</li> <li>4) Implement PBIS program</li> <li>5) New Science lab</li> <li>6) New RtI Program</li> <li>7) New Moby Max online program to drill down to skill deficits and provide remediation in Math</li> <li>8) Purchased STAR to accurately gauge students reading level and provide differentiated leveled text instruction</li> <li>9) New school wide data collection systematic process with ongoing disaggregated data for each teacher</li> <li>10) Quarterly data conferences for all teachers using a Data Tracker to monitor student growth and performance</li> <li>11) Realign current instructional technology infrastructure based on student needs and staff input: Restructured iPad cart and disseminated to classrooms to provide adequate technology for instructional purposes, purchased new Mac Airs for all certified staff to increase</li> </ol>	<p><b>Resources:</b></p> <p>EngageNY Modules          Wonders Reading Basal          STEMscopes curriculum          PBIS Plan</p>	<p><b>Timeline:</b></p> <p>2015-2016 school year</p>
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student/computer ratio, etc.  
12) Started an annual STEM Carnival

**Artifacts of Completion:**

iciency reports from state in 2015-2016, as compared to 2014-2015 data.

**Chowan Schools Strategic Goal:** Edenton-Chowan Schools will be governed by 21st century systems and supported resources to meet the needs of all stakeholders.

<p><b>Objective to Goal:</b> Elementary School an effective school professional development will include an digital technology as measured by the survey..</p>	<p><b>Strategies to Achieve Objectives:</b> 1)Form MTAC 2)Use existing staff experts to offer ongoing PD in needed areas.</p>	<p><b>Resources:</b> Staff Funding</p>	<p><b>Timeline:</b> 2015-2016 scho</p>
<p><b>Objective to Goal:</b> aker Elementary establish and more effective ways communicate with parents holders in the y as measured by positive parent on the Community urvey.</p>	<p><b>Strategies to Achieve Objectives:</b> 1)We will use school newsletters, positive Facebook posts, weekly newspaper articles, and our e-parent newsletter highlighting school happenings. 2)All Calls, Book Buddies, WatchDOGS, Parent Nights, Meeting with Civic Groups, Parent-Teacher Conferences 3)New Hornet Heroes mentor program for at risk students</p>	<p><b>Resources:</b> PBIS Parent Education Committee Mr. Huey submitting to Chowan Herald- Teachers submit to Phil Facebook Class pages Teacher Web pages</p>	<p><b>Timeline:</b> 2015-2016 scho</p>

**Artifacts of Completion:**

erald school articles  
book Feed  
t Surveys

**SECTION 2: SCHOOL IMPROVEMENT TEAM APPROVAL**

**Walker School Improvement Team met on October 7, 2015 and approved the School Improvement Plan.**

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**SECTION 3: SCHOOL IMPROVEMENT PLAN APPROVAL**

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DF WALKER ELEMENTARY SCHOOL met on October 12, 2015 and approved the School Improvement Plan with a vote of 10

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**STATEMENTS OF ASSURANCE**

**General** – The School Improvement Plan (SIP) for DF Walker Elementary School is developed and approved in accordance with the provisions of G.S. 115C-105.27.

**Professional Development** – As prescribed by G.S. 115C-105.30 over 75% of the state professional 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. Professional 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 intensive professional development that includes follow-up, support, practice, feedback

valuation. It is a collaborative effort that provides every student access to a competent, carefully-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 dynamic global and multicultural society. Activities result in implementation of classroom practices that lead to improved student achievement.

**Planning Time and Duty-Free Lunch** – In accordance with G.S. 115C-105.27(b)(6.) there is a process in place to assure planning time during the regular student contact hours and duty-free lunch periods. Sufficient 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 program, providing a minimum of five hours of planning time per week for every teacher.

**Safe Schools Plan** -- In accordance with G.S. 115C-105.47 our school has developed a safe schools 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.

**Healthy Active Children (K-8 schools)** – The components of State Board of Education policy regarding 100% 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 during the school day with a physical education specialist and during recess. In accordance with HSP-S-000 recess will not be taken away as a punishment.

## 2015-2016 Central Service Plan of Support for D.F. Walker Elementary School





**Superintendent and other Central Service Staff will work with the school and monitor its progress in the following ways:**

Provide school-wide EVAAS staff development to accomplish the following:

- Understand overall school performance and growth.
- Determine school strengths and areas of improvement per grade and subject area.
- Individually reflect on teacher effectiveness and develop individual plans for improvement.
- Understand students' academic needs to ensure each child is receiving appropriate instructional support.

Conduct Instructional Team (School Principal, School Assistant Principal, Assistant Superintendent of Curriculum and Instruction, Director of Exceptional Children, Director of Elementary Education, School Instructional Facilitator) walk-throughs to determine:

- Effective practices found in teachers' classrooms who are highly effective according to EVAAS.
- Areas of improvement that will require instructional coaching.
- Common understanding of what constitutes proficient instructional practices as related to standards two and four.
- Professional Development Plan needed to improve teacher performance and student achievement.

Send the principal to The Artisan Teacher "A Field Guide to Skillful Teaching" by Mike Rutherford works sponsored by NCASA to learn how to coach teachers to be highly effective in the classroom.

Purchase The Artisan Teacher "A Field Guide to Skillful Teaching" books for each certified teacher in order to conduct a book study on the 23 researched based themes found in effective teachers' classrooms.

Provide coaching support to teachers who demonstrate a need for improvement.

Use Title I monies to:

- purchase a new basal reader program aligned to the common core standards.
- purchase LLI (Leveled Literacy Intervention) Program which is a researched based program to support struggling readers.

Use textbook monies to purchase new science texts aligned to the state's standards and provide professional development on how to maximize instructional use of those resources.

Assist with formal teacher evaluations.

provide behavioral support for students who are having difficulty in the regular classroom setting.