

# Atlantic Elementary School Improvement Plan

## Our Vision:

**Student learning is the primary priority of Atlantic Elementary School.  
Students learn in different ways and should be provided with a variety of  
instructional approaches to support their learning styles  
A student's self esteem is enhanced by positive relationships and mutual respect  
among students, staff, and parent/guardians  
Positive relationships are enhanced through clear, open communication  
Student learning is enhanced through high expectations and the implementation of  
a consistent behavior plan.  
A safe and comfortable environment promotes learning**

**The mission of Atlantic School is to ensure that all students obtain  
the knowledge, skills and attitudes necessary to reach their potential  
and become responsible citizens.**

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Atlantic Elementary School	
<b>School Address:</b>	152 School Drive, Atlantic, 28511	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	July 2011	
<b>Principal Signature:</b>		<b>Date: 10-6-10</b>
<b>Local Board Approval Signature:</b>		<b>Date:</b>

## School Improvement Team Membership

*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>Committee Position</b>	<b>Name</b>
Principal	Catherine Warren
Assistant Principal Representative	NA
Teacher Representative	Pre-K Ellen Daly
Teacher Representative	K-Jennifer Brown
Teacher Representative	1 <sup>st</sup> - Faith Piner
Teacher Representative	2 <sup>nd</sup> - Joanna Piner
Teacher Representative	3 <sup>rd</sup> -Deidre Arthur
Teacher Representative	4 <sup>th</sup> /5 <sup>th</sup> Betty "Sue" Martin
Teacher Representative	7 <sup>th</sup> Grade Emily Dudley
Teacher Representative	8 <sup>th</sup> Claudia Goodwin
Inst. Support Representative	Guidance Counselor-Beverly Jones
Teacher Assistant Representative	Hazel Taylor
Parent Representative	Sheila Taylor
Central Services Representative	Regi Clark

# School Data and Summary Analysis

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

**1. What did the analysis tell us about our school's strengths?**  
 Our strengths are Distributed Leadership and Collaboration, Talent Recruitment and Retention, and Facilities and Technology as determined from our NC Teacher Working Conditions Initiative 2009-2010 school year and the Comprehensive Needs assessment Rubric. We are Developing in every other area within the following categories: Instructional Excellence and Alignment, Leadership Capacity, Professional Capacity, Planning and Operational Effectiveness, Family and Community Engagement. In many areas we scored in the Leadership range on the rubric.

**2. What did the analysis tell us about our school's gaps or opportunities for improvement?**  
 Our EC students display a weakness in reading proficiency and growth. This enables us to use the data to create opportunities for these identified students to show better progress. These students also fall into a sub-group of Economically Disadvantaged. State and local data shows our school needs to improve student performance in the area of reading for all students. Based on the Teacher Working Condition Survey, teachers expressed a need to have more time to collaborate with other professionals within the school.

**3. Below was the data we were missing during our analysis and how we will collect this data in the future:**  
 Because of our small school size, there was not enough students within each sub category to disaggregate data from EVAAS. An advantage of our small school size is that we are better able look at closely at individualized student data.

**4. Based upon the analysis conducted, the following were the 3-5 top priorities that emerged for our school with the relevant evidence to support them:**  
 \*EC growth in reading- This is based on student growth and performance on the EOG, EVAAS projections, ClassScape data, SRI and Read180 data, Universal Probes and Running Records.  
 \*Economically Disadvantaged growth in reading- This is based on Demographics, Free and Reduced lunch program data merged with data based on student growth and performance on the EOG, EVAAS projections, ClassScape data, SRI and Read180 data, Universal Probes, and Running Records.  
 \*Growth in reading for all students- This is based on student growth and performance on the EOG, EVAAS projections, ClassScape data, SRI and Read180 data, Universal Probes, and Running Records.  
 \*Time for teachers to collaborate- This is based on the Teacher Working Condition Survey or the 2009-2010 school year, school location, the required school schedule and the limited number of certified and support staff.

## Priority Goal 1 and Associated Strategies

<b>n/D</b>	<b>Area for improvement and supporting data:</b>
	<b>19.3% of all students in grades 3-8 did not meet AYP reading goals. 34% of Exceptional and Economically Disadvantage students did not meeting AYP target</b>

<b>levels in reading as measured by North Carolina Report Card.</b>	
<b>School Goal 1:</b>	<b>All students will show adequate growth in the area of reading.</b>
<b>Supports this district goal:</b>	Carteret County Schools will produce globally competitive students.
<b>Target:</b>	100 % of students reading level increased by one grade level.
<b>Indicator:</b>	North Carolina Report Card 2011
<b>Milestone date:</b>	5/1/2011
<b>Goal 1 Improvement Strategies- Identify research-based strategies whenever possible</b>	
<b>Strategy 1: Implement Reading Foundations in grades K-2 for the 2011-2012 school year</b>	<b>Action steps:</b>
	1. The school will purchase kits for grades 1 & 2
	2. The school will provide training in Reading Foundations for teachers in grades 1 & 2
	3. Teachers will utilize kits daily
	4. Certified staff will analyze assessment data monthly
	5. Certified staff will modify instruction as needed based on data assessment
	6. Certified staff will communicate strategies and notify all parents/guardians when students are not reading on grade level
7. Certified staff will utilize the parental education modules from DPI to provide support at home	
<b>Strategy 2: Utilize Reading Foundations with EC students and EC Teacher.</b>	<b>Action steps:</b>
	1. The Exceptional Children's teacher will provide a second dose as needed
	2. The Exceptional Children's teacher will receive training in Reading Foundations
	3. EC teacher will use Reading Foundations with upper grades as needed who have not reached district goals
	4. Certified staff will analyze and use assessment data to help determine IEP goals
	5. Teachers will utilize Reading Foundations kits daily
	6. Certified staff will communicate strategies and notify all parents/guardians when students are not reading on grade level.
7. Certified staff will utilize the parental education modules from DPI to provide support at home	
<b>Strategy 3: Provide more support for the Inclusion teaching model</b>	<b>Action steps:</b>
	1. Certified Staff will utilize staff development opportunities through the teacher repository on the DPI web sit
	2. Inclusion teachers will provide instructional support and strategies to classroom teachers (AIG & EC teachers)
	3. Available volunteers will provide instructional support within a classroom setting
4. Teachers will use special needs techniques and devices to enable EC students to remain within the regular class setting for longer periods of time	

			<p>5. The principal will provide more opportunities for teachers to network within the county and share resources</p> <p>6. Certified staff will provide opportunities for flexible grouping and scheduling across grade levels.</p>	
			<p>7. Certified staff will utilize county experts to provide support and advice to classroom teachers.</p> <p>8. School Administration will monitor inclusion through the new Teacher Appraisal Instrument.</p>	
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$200.
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$1,200
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			\$14,000
	<b>Review frequency:</b>	<b>Quarterly</b>		
	<b>Assigned Implementation Team:</b>			
	Paula Wade, Jennifer Brown, Joanna Piner			
	<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>		
Teacher observations, schedules, CEUs for training, support personnel schedules, purchase orders for Reading Foundation kits, employee and volunteer rosters, parent conference records, IEPs, PEPs, & GEPs. will be used to determine if the strategies were effective.				
<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>				
1. Reading Foundations kits in Kindergarten with a second dose delivered by the EC Teacher. The DPI resources were provided to parents. (Universal Probes, running records, etc, showed consistently showed high growth with these students)				
2. MClass, running records, Study Island, ClassScapes, SRI reports, Accelerated Math, and Universal Probes are being used to regularly in addition to Reading Foundations data assess student growth and achievement. This data was used to recommend interventions including- Read 180, Accelerated Math, double doses of certain skills, inclusion, tutoring, etc.				
3. Initially licensed teachers are provided with regular opportunities to network with other teachers at other schools and at Atlantic. Teachers reported positively on these meeting and that they provided support, materials and helped enhance their skill level.				
4. Bridges PLC meetings provide K-5 teachers with the opportunity to network with county experts and plan effective math instruction. (Meeting minutes, Bridges website, CEUs.)				

<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>	
	1. Now that the conferencing equipment is installed, the staff will utilize the new TVs and conferencing features to network with available resources throughout the county and world.	
	2. The K-5 staff plans to utilize new networks for the online K-2 reading assessment.	
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>	
1. Continue to monitor the implementation of MClass and the progress of all students in K-3 and the targeted 20% in 4 <sup>th</sup> and 5 <sup>th</sup> grade.		
2. Provide staff development for the 1 <sup>st</sup> grade teacher who is scheduled to implement Reading Foundations next school year.		
3. Look for additional ways to educate parents on Reading Foundations and how to support students at home.		
<b>Priority Goal 2 and Associated Strategies</b>		
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	According to the 2009-2010 North Carolina Teacher Working Condition Survey, 40% of the teachers indicated that they did not have adequate time for collaboration and reflection.	
	<b>School Goal 2:</b>	<i>All teachers will have adequate time to collaborate and reflect on practices with other professionals during the school year.</i>
	<b>Supports this district goal:</b>	<i>All teachers will have adequate time to collaborate and reflect on practices with other professionals during the school year.</i>
	<b>Target:</b>	To increase opportunities for effective collaboration with and observation of other teachers in the school and district. Provide increased contact with fellow professionals within the district in order to learn new teaching techniques.
	<b>Indicator:</b>	general staff meeting schedules, ILT meeting agendas, teacher planning schedules, meeting minutes from Professional Learning Committee meetings, attendance rosters, CEU credits
	<b>Milestone date:</b>	
	<b>Goal 1 Improvement Strategies</b>	
<b>Strategy 1: Change the school schedule to incorporate shared planning and student activities.</b>	<b>Action steps:</b>	
	1. Teachers will collaborate as a team on scheduling.	
	2. Create shared special classes to allow for more opportunities for common planning.	
	3. Provide class coverage to allow teachers to collaborate with certified staff in other schools as needed.	
4. Evaluate the changes to the instructional schedule during monthly Leadership Team meetings		
<b>Strategy 2: Use technology to support instruction and PLCs.</b>	<b>Action steps:</b>	
	1. Set up web cameras for live collaboration when financially and logistically feasible	
	2. Share lesson plans and minutes through group wise.	

<b>Check</b>				3. Utilize Google Apps collaboratively within the school and throughout the school community.
				4. Share Podcast lessons and activities among the staff and other educators within the school community.
				5. Utilize DPI resources and Teacher Repository.
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$300.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
				<b>Total Initiative Funding:</b> \$0.00
	<b>Review frequency:</b>	monthly		
	<b>Assigned Implementation Team: Catherine Warren, Emily Dudley, Faith Ann Piner</b>			
	<b>Act</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>		
Teacher observations, schedules, CEU's for training, support personnel schedules, employee rosters, teacher and parent survey, feedback from monthly meetings				
<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>				
1. Through Google Apps, we successfully implemented several online surveys (Survey Monkey) to gather key information from staff.				
2. Our School Improvement Plan was edited and posted on line. Staff voted using Survey Monkey.				
3. DPI webinars were utilized by several staff members this year.				
4. Changes to instructional schedules were guided by monthly discussions in leadership team meetings.				
5. School calendars are posted on the school web page. Reminders were provided through the Alert Now phone system				
<b>After implementing the strategies, the data revealed the following results:</b>				
1. The conferencing system is not yet being utilized to its fullest potential.				
2. Work on a final schedule for the school year may be delayed due to budget issues and cuts to personnel.				
3. Student vocabulary continues to be weak as indicated by growth in reading on E. O.G.s, Lexiles, MClass, and formative assessments. Poor student vocabulary effects performance in each subject area. 7/1/11				

	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>
	1. More staff development is needed on how to utilize our new conferencing system.
	2. We need to share pacing guides with other schools so we can network and share lessons through the new system.
	3. With budging crisis our schedule for next year will need to compensate for the loss of staff. A task force will need to be available to meet this summer once the budget is finalized.
	4. Staff members at all grade levels and subject areas need to share their literacy plans through Professional Learning Teams or during Leadership Team meetings. These can be shared on line through Google Documents along with Pacing Guides. 7/1/11
	5. When hiring new staff, look at the candidates literacy, specific skill development, and quality of experiences. 7/1/11