

Morehead Elementary School at Camp Glenn

School Improvement Plan 2010-2012

Our vision is to help every student graduate from high school, be globally competitive for work and post secondary education, and prepare for life in the 21st

The mission of Morehead Elementary School is to provide a high quality education that prepares our students to be productive, life-long learners in a global society.

LEA or Charter Name/Number:	Carteret County Public Schools - 160	
School Name/Number:	Morehead Elementary School at Camp Glenn	
School Address:	3316 Arendell Street, Morehead City, NC 28557	
Plan Year(s):	2010-2012	
Date prepared:	October 6, 2010	
Principal Signature:	Rita S. Mullins	Date: 12-3-10
Local Board Approval Signature:		Date:

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."

Committee Position	Name
Principal	Rita S. Mullins
Teacher Representative	Dawn Allan (Positive Behavior Intervention/Support Chair)
Teacher Representative	Linda Kristensen (Reading Specialists)
Teacher Representative	Trent Webb (Specials Teachers)
Teacher Representative	Renee Gilpin (Fourth Grade)
Teacher Representative	Peggy Fisher (Fourth Grade)
Teacher Representative	Barbara Tomberlin (Fifth Grade; Lead Teacher)
Teacher Representative	Susan Merrell (Fifth Grade)
Inst. Support Representative	Lisa Hyatt (Media/Technology)
Teacher Assistant Representative	Deb Willis
Teacher Representative	Michelle Carraway (Exceptional Programs)
Parent Representative	Amy Thompson (Advisory Council)

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?

1. Provides safe environment for staff and students. 2. Effectively engages all staff in professional learning communities. 3. Provides a broad spectrum of communication to parents through school report cards, meetings, announcements, newsletters and updated websites. 4. Engages in various partnerships

Morehead Elementary School at Camp Glenn

<p>between our school and The History Place, Lowes Home Improvement, Walmart, Best Buy, and Carteret Craven Electric Corporation. 5. Ensures effective support for character education and behavior management through PBIS.</p>		
<p>2. What did the analysis tell us about our school's gaps or opportunities for improvement?</p>		
<p>The data has shown that we need to provide more academic support for our Economically Disadvantaged Students, African American Students and Hispanic Students, Rubrics need to be developed to assess student work to ensure consistency within the school and subject/area departments on what constitutes "high quality" work.</p>		
<p>3. Below was the data we were missing during our analysis and how we will collect this data in the future:</p>		
<p>The data that is missing is the disaggregation of Title I Annual Yearly Progress (AYP) data by grade level and subject area, rather than a composite for both grade levels. Data needs to be collected to support our Anti-Bullying campaign.</p>		
<p>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:</p>		
<p>1. Economically Disadvantaged Students are not achieving Level 3 proficiency and sufficient growth in math and reading. AYP scores for 2009-2010 indicates EDS scores went down by 11.1 percent in mathematics, compared with previous years. 2. Students with Disabilities are not achieving sufficient growth or proficiency levels. Mathematics scores of Student With Disabilities (SWD) went down 14.9 per cent. 3. African American and Hispanic students are not achieving proficiency and sufficient growth. According to Disaggregated State, School System (LEA), and School Performance Data for 2008-2010, these minority student groups have had a 28.3 percent decrease in mathematics scores.</p>		
<p>Priority Goal 1 and Associated Strategies</p>		
<p>Plan/Do</p>	<p>Area for improvement and supporting data: Economically Disadvantaged Students including Hispanic Females and Black Males are not achieving Level 3 proficiency and sufficient growth. AYP 2009-2010 indicates EDS scores decreased by 11.1 percent in mathematics.</p>	
	<p>School Goal 1: Raise math proficiency and improve growth in EDS students.</p>	
	<p>Supports this district goal: District Goal 1: North Carolina public schools will produce globally competitive students.</p>	
	<p>Target: Increase math achievement level by 12%</p>	
	<p>Indicator: AYP</p>	
	<p>Milestone date: June 1, 2011</p>	
	<p>Goal 1 Improvement Strategies</p>	
	<p>Strategy 1: Rubrics need to be developed to assess student work to ensure consistency within the school and subject/area departments on what constitutes "high quality"</p>	<p>Action steps:</p> <ol style="list-style-type: none"> 1. Form subject area committees to develop rubrics for student work 2. Provide SD on appropriate use of rubrics to assess higher level thinking 3. Educate parents about school wide use of rubrics to assess higher level thinking skills

Morehead Elementary School at Camp Glenn

work.	Strategy 2: Assess students quarterly with STAR Math to intervene and remediate students at risk.		
	Action steps:		
	1. Acquire STAR Math Software		
	2. Provide staff Development on using STAR Math Assessment Data for early intervention and remediation		
	3. Develop intervention (RTI) plans for students at risk		
	4. Monitor interventions through STAR Math software		
	5. Use quarterly assessments to monitor and develop remediation plans		
	6. Use quarterly assessment to identify at risk students and deliver remediation		
	7 Use Renaissance Home/School Connect for parents to monitor students' progress		
	Strategy 3: Use data to modify and differentiate instruction		
	Action steps:		
	1. Survey the staff so that we can differentiate professional development in data analysis		
	2. Indicate differentiation strategies on lesson plans		
	3. Analyze SuccessMaker reports in math to identify areas of weakness		
4. Use data analysis to provide targeted instruction			
How will we fund these strategies?			
Funding source 1:	Federal Funds Title I	Funding amount:	\$500.00
Funding source 2:	School General Funds	Funding amount:	\$1500.00
Total Initiative Funding:			\$2000.00
Review frequency:	Quarterly		
Assigned Implementation Team: Kristin Everett, Lynn Cohen, and Elaine Beasley			
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:		
	2011 AYP data, disaggregation of EOG math scores for growth and proficiency levels		
	We used the following data to determine whether the strategies helped to achieve the goal:		
	Report Cards, Progress Reports, Accelerated Math Reports, Success Maker Reports, Benchmarking, STAR Math, STAR Reading		
Act	After implementing the strategies, the data revealed the following results:		
	Based upon identified results, the following modifications (if any) to the strategies		

Morehead Elementary School at Camp Glenn

	are necessary for success:		
Priority Goal 2 and Associated Strategies			
Plan/Do	Area for improvement and supporting data: Hispanic and African American students do not perform as well as their peers. Current status (2009-2010) has Hispanic students at 51.7% overall proficiency in math and reading and African American students at 53.3% overall proficiency in math and reading. Math proficiency for African American students was 56.7%; Math proficiency for Hispanic students was 69%.		
	School Goal 2:	Raise math proficiency and improve growth of Hispanic and African American students.	
	Supports this district goal:	District Goal 1: North Carolina public schools will produce globally competitive students.	
	Target:	88.6% (2010-2011 AYP Target)	
	Indicator:	EOG	
	Milestone date:	June 1, 2011	
	Goal 1 Improvement Strategies		
	Strategy 1: Develop lesson plans that are culturally responsive	Action steps:	
		1. Survey students to address areas where they need assistance to be academically successful	
		2. Use FACE for staff development	
		3. Provide staff development about cultural differences in diverse populations	
		4. Provide Math Foundations SD for all math teachers	
		5. Develop a professional and student library of math materials (trade books, instructional manuals, DVD's, videos, and on-line resources)	
	6. Collaborate and share through subject-based teams		
Strategy 2: Increase parental involvement of these sub groups in the school	Action steps:		
	1. Implement a Parent Involvement Night		
	2. Send communications in Spanish and English		
	3. Use ESL Teacher in parent conferences to facilitate better communication		
Strategy 3: Develop tutoring/clubs for sub groups	Action steps:		
	1. Contact High School to have High School Spanish students come to help		
	2. Contact outside community and church groups to secure adult tutors who are role models		
	3. Seek funding for scholarships for minority groups for after school programs such as Boys/Girls Club		

Morehead Elementary School at Camp Glenn

Check	How will we fund these strategies?			
	Funding source 1:	Federal funds - Title I	Funding amount:	\$2700.00
	Funding source 2:	School general funds	Funding amount:	\$100.00
	Funding source 3:	State funds for at-risk students	Funding amount:	\$2000.00
	Total Initiative Funding:			\$4800.00
	Review frequency:	Quarterly		
	Assigned Implementation Team: Campbell Tellman, Karen Millikan, and Alvisa Godette			
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:			
	EOG Scores			
	We used the following data to determine whether the strategies helped to achieve the goal:			
Report Cards, Progress Reports, Accelerated Math Reports, Success Maker Reports, Benchmarking, STAR Math				
Act	After implementing the strategies, the data revealed the following results:			
	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:			
Priority Goal 3 and Associated Strategies				
Plan/D	Area for improvement and supporting data: Students with Disabilities do not perform to federally recommended levels. Current status is 50% proficient.			
	School Goal 3:	Raise math proficiency and improve growth of Students with Disabilities (SWD)		

Morehead Elementary School at Camp Glenn

Check	Supports this district goal:		District Goal 1: North Carolina public schools will produce globally competitive students.	
	Target:		88.6% (2010-2011 AYP Target)	
	Indicator:		EOG	
	Milestone date:		June 1, 2011	
	Goal 3 Improvement Strategies			
	Strategy 1: Classroom teachers will collaborate with EC teachers to develop common benchmarks.		Action steps:	
			1. Teachers to share lesson plans with EC teachers	
			2. Provide SD on Differentiation with focus on SWD	
			3. Encourage EC Teachers to share progress data and goals	
			4. Facilitate EC teachers and classroom teachers sharing pacing guides	
	Strategy 2: Increase the use of Inclusion/co-teaching models in delivering services to Students with Disabilities		Action steps:	
			1. Provide SD on inclusion/co-teaching	
			2. Review scheduling process to provide more time for EC teachers to come into the Regular classrooms as co-teacher	
	Strategy 3: Share assessment data with Classroom and EC Teachers		Action steps:	
			1. Provide access EC/Classroom teachers to share/view data within online math programs	
How will we fund these strategies?				
Funding source 1:		Federal funds - Title I	Funding amount:	\$300.00
Funding source 2:		Local district funds	Funding amount:	\$0.00
Total Initiative Funding:			\$300.00	
Review frequency:		Quarterly		
Assigned Implementation Team: Belinda Turner, Cathy Williams, Donna Lockey, and Trent Webb				
We used the following data to determine whether the strategies helped to achieve the goal:				
EOG Scores, AYP data				
We used the following data to determine whether the strategies helped to achieve the goal:				
Report Cards, Progress Reports, Accelerated Math Reports, Success Maker Reports, Benchmarking, STAR Math Reports				

Morehead Elementary School at Camp Glenn

Act	After implementing the strategies, the data revealed the following results:
	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:

Morehead Elementary School at Camp Glenn

Title I School-wide Compliance Review and Plan

Morehead Elementary School

2010-2012

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Parent involvement activities; Bullying workshops for students; tutoring tailored to specific groups of students; math library.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Morehead Elementary School at Camp Glenn

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3
	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan: MES has made an on-going effort to hire only staff members who are highly qualified. All of our certified staff are highly qualified.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3
	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: Our Staff Development Committee has a plan to use Title I staff development funds to support academic improvement by students from minority groups and those whose families have economic challenges.

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Morehead Elementary School at Camp Glenn

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3
	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan: The reputation of our school attracts highly qualified applicants.

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3
	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan: Every teacher in our school-wide approach to services meets with every parent during the first nine-weeks and later in the school year as needed.

Morehead Elementary School at Camp Glenn

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	N/A	N/A	N/A
	Strategy 2	N/A	N/A	N/A
	Strategy 3	N/A	N/A	N/A

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan: Our school has no pre-school students.

Measures to include teachers in decisions regarding the use of academic assessments:

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan: On-site staff development, off-campus professional learning opportunities, use of professional learning communities, grade level planning, and pacing guides.

Morehead Elementary School at Camp Glenn

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3
	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan: Teaming for delivery of instruction in math, reading, science, and social studies; sharing of differentiation strategies on weekly lesson plans.

Coordination and integration of Federal, State, and local services and programs:

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3
	Strategy 1	X	X	X
	Strategy 2	X	X	X
	Strategy 3	X	X	X

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan: All teachers provide instruction and remediation in math and reading through direct instruction, differentiated activities, small group and individual tutoring, use of assessments in reading and math to monitor growth and proficiency.

Morehead Elementary School at Camp Glenn

The vote for approval of this 2010-2012 School Improvement Plan was 100%.