



Smyrna Elementary School

School Improvement Plan



It is the vision of Smyrna Elementary School to be a safe, supportive, learning environment where students, staff, and parents work together to ensure success, educating the whole person through academics and the arts.

The Mission of Smyrna Elementary School is to prepare students to succeed in a changing world.

LEA or Charter Name/Number:	Carteret County Public Schools - 160	
School Name/Number:	Smyrna Elementary School - 332	
School Address:	174 Marshallberg Road, Smyrna, N.C. 28579	
Plan Year(s):	2010 - 2012	
Date prepared:	October 2011	
Principal Signature:		Date:
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	Chris Yeomans, Chairperson
Assistant Principal Representative	N/A
School Instructional Leader	Rolanda Golden
Teacher Representative	Bryan Storms (6-8)
Teacher Representative	Stephanie Goodwin (3-5)
Teacher Representative	Annie Siegel (K-2)
EC Representative	Shirley Davis
Instructional Support Representative	Juanita Russell
Teacher Assistant Representative	Vicki Gillikin
Parent Representative	Jinger Pittman



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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-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

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

Smyrna Elementary School:

- Student proficiency has consistently been above the state average for the last three years ending with 2010-2011; Smyrna met high growth and was named a School of Distinction each year.
- Scores are currently 76.6% in reading and 86.6% in math with 100% of our students being tested in reading and math.
- Current attendance rate is 94%.
- The tardy policy implemented continues to increase the attendance rate.
- 100% of teachers are highly qualified. High teacher retention.
- The overall rating for the NC Teacher Working Condition Survey was 91.7%.
- Many teachers are implementing Best Practices and 21st Century Skills.

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

Smyrna Elementary School:

- Based upon current data, 78% met growth in reading and 87% met growth in math. This rate puts students just below the state proficiency requirement in math.
- Students with disabilities are performing at 47.2% proficiency in reading and 63.9% in math, both of these rates are below the state proficiency levels.
- We are in the process of providing teachers with sufficient technology resources and training on new technologies.

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

Smyrna Elementary School:

- Sufficient data is available; however, more emphasis should be placed on analysis.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Smyrna Elementary School needs to:

- Improve K-1 Reading growth based upon test data the last three years
- Improve 2-8 Reading growth based upon test data the last three years
- Improve K-8 Math growth based upon test data the last three years
- Improve test scores for Students with Disabilities



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Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Comply with G.S 115c-105.27(b)- K-1 Reading

School Goal 1: Prepare students to read at grade level upon entering 2nd grade

Supports this district goal: Carteret County Schools will produce globally competitive students.

Target: 100% of students entering 2nd grade will be reading at grade level.

Indicator: State K-2 Assessments

Milestone date: 6/1/2012

Goal 1 Improvement Strategies

Strategy 1: **Strategy:** Shall develop a plan to prepare students to read at grade level upon entering second grade

Action Steps:

1. K-1 Literacy Assessments

3. Reading Foundations

2. Reading Foundations

4. MClass

Strategy 2: **Strategy:** Shall use assessments and monitor students' progress in learning to read

Action Steps:

1. Reading Foundations

3. MClass

2. Reading Foundations

Strategy 3: **Strategy:** Shall require kindergarten and first grade teachers to contact parents/guardians of students who are not reading at grade level and are at risk of not reading at grade level by the beginning of second grade

Action Steps:

1. Provide parents with information and strategies that will help students improve and expand their reading.

Plan/Do



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Plan/Do	How will we fund these strategies?			
	Funding source 1:	School General Funds	Funding Amount:	\$0.00
	Funding source 2:	Local District Funds	Funding Amount:	\$0.00
	Funding source 3:	State Funds	Funding Amount:	\$0.00
	Funding source 4:	Federal Funds-Title I	Funding Amount:	\$0.00
	Funding source 5:		Funding Amount:	\$0.00
	Total Initiative Funding:			\$0.00
	Review Frequency:		Quarterly	
	Assigned Implementation Team:			
Vicky Caulder-Chairperson, Traci Salter, Annie Siegel, Beth Montgomery, Laura McGee, Lisa Chadwick, Anita Williams, Paula Piner				
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	K-2 Literacy Assessments			
	MClass Data			
	How will you determine whether the strategies led to progress toward the goal?			
Using MClass data, we will adjust and modify instruction.				
What does data show regarding the results of the implemented strategies?				
Act	Based upon identified results, should/how should strategies be changed?			



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Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Reading growth needs to increase in all grades 3-8; current status is 78%.

School Goal 2: 10% growth at each grade level

Supports this district goal: Carteret County Schools will produce globally competitive students.

Target: 88%

Indicator: EOG Scores

Milestone date: 6/1/2012

Goal 2 Improvement Strategies

Strategy 1: **Strategy:** Use multiple assessments to determine the skill level of each student in grades 3-8.

Action Steps:

- | | |
|---|------------------------|
| 1. Monthly ClassScope Assessments | 3. SuccessMaker |
| 2. Quarterly MClass Assessments | 4. SRI (Lexile Levels) |
| 5. Achieve 3000 (Non-Fiction Lexile Levels) | |

Strategy 2: **Strategy:** Take MClass to the next level for K-5 teachers.

Action Steps:

- | | |
|---|----|
| 1. Calendar monthly data meetings | 3. |
| 2. Administer Progress Monitoring if needed | |

Plan/Do

Act



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Plan/Do	How will we fund these strategies?			
	Funding source 1:	School General Funds	Funding Amount:	\$0.00
	Funding source 2:	Local District Funds	Funding Amount:	\$0.00
	Funding source 3:	State Funds	Funding Amount:	\$0.00
	Funding source 4:	Federal Funds-Title I	Funding Amount:	\$0.00
	Funding source 5:		Funding Amount:	\$0.00
	Total Initiative Funding:			\$0.00
	Review Frequency:		Quarterly	
	Assigned Implementation Team:			
	Maryann Fore-Chairperson, Lisa Pittman, Penny Boudreaux, Jennifer Griffin, Bryan Storms, Jan Carlisto, Michael Rhinehardt, Doug Garner, Rolanda Golden			
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	SRI, MClass, Achieve3000, ClassScope, and SuccessMaker Data			
	How will you determine whether the strategies led to progress toward the goal?			
	Using MClass data, Grade level range on SRI & Achieve 3000 Lexiles, 70% proficiency on ClassScope, SuccessMaker data, we will adjust and modify instruction.			
	What does data show regarding the results of the implemented strategies?			
Act	Based upon identified results, should/how should strategies be changed?			



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Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:		
Math growth needs to increase in all grades 3-8; current status is 87 %.		
School Goal 3:	10% growth at each grade level	
Supports this district goal:	Carteret County Schools will produce globally competitive students.	
Target:	97%	
Indicator:	EOG Scores	
Milestone date:	6/1/2012	
Goal 3 Improvement Strategies		
Strategy 1:	Strategy: Use multiple assessments to determine the skill level of each student in grades 3-8.	
	Action Steps:	
	1. Monthly ClassScope Assessments	3. Scholastic Math Inventory (Quantiles)
	2. SuccessMaker	4.
Strategy 2:	Strategy: Take Rtl to the next level for K-5 teachers.	
	Action Steps:	
	1. Calendar monthly data meetings	3.
	2. Administer Universal Probes every 10-12 weeks.	4.
Strategy 3:	Strategy: Provide Staff Development in Math	
	Action Steps:	
	1. PD in Math Foundations	2. Bridges Math
	3. Common Core & Essential Skills Training	



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Plan/Do	How will we fund these strategies?			
	Funding source 1:	School General Funds	Funding Amount:	\$0.00
	Funding source 2:	Local District Funds	Funding Amount:	\$0.00
	Funding source 3:	State Funds	Funding Amount:	\$0.00
	Funding source 4:	Federal Funds-Title I	Funding Amount:	\$0.00
	Funding source 5:		Funding Amount:	\$0.00
	Total Initiative Funding:			\$0.00
	Review Frequency:		Quarterly	
	Assigned Implementation Team:			
	Shelley Garner-Chairperson, Sally Davis, Monica Smith, Stephanie Goodwin, Vicky Lawrence, Margery Misenheimer, Chris DiMassimo, Shirley Redford			
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	RTI data, ClassScape data, SuccessMaker data, Quantile Levels			
	How will you determine whether the strategies led to progress toward the goal?			
	Using RTI data, 70% proficiency on ClassScape, and SuccessMaker data, we will adjust and modify instruction.			
	What does data show regarding the results of the implemented strategies?			
Act	Based upon identified results, should/how should strategies be changed?			



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Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Reading and math proficiency need to increase for all students with disabilities in grades 3-8; current status is 47.2 % in reading and 63.9 % in math.

School Goal 4:	10% growth at each grade level
Supports this district goal:	Carteret County Schools will produce globally competitive students.

Target: 57.2% Reading; 73.9% Math

Indicator: EOG Scores

Milestone date: 6/1/2012

Goal 4 Improvement Strategies

Strategy 1:	Strategy: Use multiple assessments to determine the skill level of each student in grades 3-8.	
	Action Steps:	
	1. Monthly ClassScape Assessments	3. SuccessMaker
	2. Monthly SRI Assessments	4. Adhere to students' IEPs
	5. Quarterly MClass Assessments	
Strategy 2:	Strategy: Take RTI to the next level for EC Teachers	
	Action Steps:	
	1. Calendar monthly data meetings.	3 Administer Quarterly MClass Assessments
	2. Administer Universal Probes every 10-12 weeks	4.
Strategy 3:	Strategy: Provide staff development on implementation of PEPs and IEPs	
	Action Steps:	
	1. PD with Tracy Riddle, EC Regional Consultant	

Plan/Do



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Plan/Do	How will we fund these strategies?			
	Funding source 1:	School General Funds	Funding Amount:	TBD
	Funding source 2:	Local District Funds	Funding Amount:	TBD
	Funding source 3:	State Funds	Funding Amount:	TBD
	Funding source 4:	Federal Funds-Title I	Funding Amount:	TBD
	Funding source 5:		Funding Amount:	TBD
	Total Initiative Funding:			TBD
	Review Frequency:		Quarterly	
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	Rtl Data, MClass, SRI, ClassScope, and SuccessMaker Data			
	How will you determine whether the strategies led to progress toward the goal?			
	Using RTI data, MClass, Grade level range on SRI Lexiles, 70% proficiency on ClassScope, SuccessMaker data, we will adjust and modify instruction.			
	What does data show regarding the results of the implemented strategies?			
Act	Based upon identified results, should/how should strategies be changed?			



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Title I School-wide Compliance Review and Plan

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 school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School-wide 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	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			X		
	Strategy 2			X		
	Strategy 3					

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:

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 school-wide 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.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

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:

100% highly qualified



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High-quality and ongoing professional development: Teachers and other staff in school-wide 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 school-wide 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	Priority Goal 4	Priority Goal 5	
	Strategy 1						
	Strategy 2						
	Strategy 3			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:							
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 school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.							
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	Priority Goal 4	Priority Goal 5	
	Strategy 1						
	Strategy 2						
	Strategy 3	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:							
We use small class size as an attraction to our school. Currently, we are 100% HQ.							



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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 school-wide 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	Priority Goal 4	Priority Goal 5	
	Strategy 1						
	Strategy 2						
	Strategy 3	X					
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:							
Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide 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 school-wide programs capitalize on this strong start.							
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	Priority Goal 4	Priority Goal 5	
	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:							
We have one <i>More at Four</i> program which is funded Federally.							



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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 school-wide 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.

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	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X			
	Strategy 2	X	X			
	Strategy 3					

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:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide 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	Priority Goal 4	Priority Goal 5
	Strategy 1		X			
	Strategy 2			X		
	Strategy 3					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:



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Coordination and integration of Federal, State, and local services and programs: School-wide 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, school-wide 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 school-wide 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	Priority Goal 4	Priority Goal 5
	Strategy 1						
	Strategy 2						
	Strategy 3					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:							