

White Oak Elementary/ Wildcats

School Improvement Plan 2010-2012

The vision of White Oak Elementary School is to provide the necessary foundation for all students to graduate from high school and become productive citizens.

The Mission of White Oak Elementary School is to cultivate strong student character, personal responsibility, and community/global involvement in a culture of learning that empowers and prepares life-long learners.

LEA or Charter Name/Number:	Carteret County Public Schools - 160	
School Name/Number:	White Oak Elementary School #352	
School Address:	555 W. B. McLean Dr. Cape Carteret, NC 28584	
Plan Year(s):	2011-2012	
Date prepared:	October 14, 2011	
Principal Signature:	Roxann Everett	Date:10/14/2011
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	Roxann Everett
Assistant Principal Representative	Tara Patterson
Teacher Representative	Crystal Morton (Chair)
Teacher Representative	Kimberly Hughes
Teacher Representative	Julia Page
Teacher Representative	Laura Howard
Teacher Representative	Cristy Carpenter, Jennifer James
Teacher Representative	Kimberly Smith
Teacher Representative	Wendy Johnson
Inst. Support Representative	Jody Elliott, Cheryl DeBurkarte, Kate Barrett
Teacher Assistant Representative	Connie Garcia
Parent Representative	Kim Jones

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?

Non-economically disadvantaged students score well on EOG's.

Opportunities for collaboration are frequently provided.

School expectations are consistently modeled for staff and students.

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School administration is highly visible.	
All teachers are Highly Qualified.	
Broad spectrum of communication is provided to parents and community	
2. What did the analysis tell us about our school's gaps or opportunities for improvement?	
The Exceptional Children population needs additional support in reading and math.	
There is a need to develop school-wide rubrics for student self-evaluation.	
There is a need to encourage vertical alignment.	
There is a need to review supports for parents/students in absenteeism.	
3. Below was the data we were missing during our analysis and how we will collect this data in the future:	
We need to collect data regarding reading levels of our Kindergarten.	
We need to learn how to disaggregate and use data from our K-2 assessments, , Scholastic Reading Inventory (Lexiles), and universal assessments to drive instruction.	
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:	
Meet the academic needs of our Exceptional Children subgroup. This subgroup did not met AYP proficiency for 2010-2011 with 40% proficient in Reading and 60% proficient in math.	
Develop and implement process for providing staff development. The NCTWCS tells us that only 58% of teachers are satisfied with our current level of staff development.	
Priority Goal 1 and Associated Strategies	
Plan/Do	Area for improvement and supporting data:
	Improve the academic proficiency in reading for all students in the Exceptional Children's' program. Current proficiency is 40%.
	School Goal 1:
	Supports this district goal:
	Target:
	Indicator:
	Milestone date:

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Goal 1 Improvement Strategies			
Check	Strategy 1: Provide grade-level appropriate content to all students in Exceptional Children's' program	Action steps:	
		1. establish ongoing collaboration with grade level teachers	
		2. provide staff development related to content and methodology	
		3. utilize volunteers to read with individual students	
	Strategy 2: Establish a process for student self-evaluation	4. provide extra opportunities for EC & RTI students to utilize the SuccessMaker Program (specific mornings set for these students).	
		Action steps:	
		1. develop/implement rubrics that supports higher order thinking skills	
		2. model higher order thinking skills	
	Strategy 3: Establish a process for vertical alignment	3. implement behavior plans to reflect self-monitoring and self-evaluation making them age appropriate	
		4. Provide extra processing time for students	
		Action steps:	
		1. collaborate with grade levels above and below	
Strategy 3: Establish a process for vertical alignment	2. back map curriculums from grade level to grade level (Ex. Back map the 3rd grade curriculum with 2nd grade)		
	3. include EC teachers in collaborative planning		
Strategy 3: Establish a process for vertical alignment	4. utilize planning sessions for student data analysis and IEP review sessions to identify effective grouping and placement for increased achievement.		
	How will we fund these strategies?		
Funding source 1:		School general funds	Funding amount: \$0.00
Total Initiative Funding:			\$0.00
Review frequency:		Quarterly	
Assigned Implementation Team:			
Kimberly Smith		Julia Page	
Nicole Aschenbrenner		Cristy Carpenter	
Wendy Johnson		Administration	
Kimberly Hughes			
Gina Dunn			
We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:			
Scholastic Reading Inventory		End of Grade Scores	
SuccessMaker		Meeting minutes	
Staff Development Rosters			
Rubrics			
Student generated work			

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	We used the following data to determine whether the strategies helped to achieve the goal:		
	Growth in Scholastic Reading Inventory and SuccessMaker		
	Growth in the rigor of class work		
	Increased awareness of self-evaluation process		
	End-of-Grade data		
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 2 and Associated Strategies			
Area for improvement and supporting data:			
The NCTWCS tells us that only 58% of teachers are satisfied with our current level of staff development; therefore, professional developments need to be more relevant and consistent to enhance student achievement.			
School Goal 2:		Provide staff development that is relevant to meet the needs of all students	
Supports this district goal:		Support research-based growth of teachers, staff and administrators, so they can deliver 21st century skills.	
Target:		80% of teachers will be satisfied with delivery of professional development	
Indicator:		NCTWCS	
Milestone date:		6/1/2012	
Goal 1 Improvement Strategies			
Strategy 1: Survey the staff to determine specific professional development needs		Action steps:	
		1. develop and administer survey	
		2. collect data	
Strategy 2: Acquire and disseminate professional development information/opportunities		Action steps:	
		1. utilize DPI Repository	
		2. utilize Staff members based on strengths	
		3. utilize NC Falcon	
		4. utilize e-Bistro	
Strategy 3: Allocate the time for faculty to participate in staff development		Action steps:	
		1. utilize teacher assistants	
		2. utilize early release days	
		3. utilize after school hours	
		4. utilize planning time (Bridges Math)	
How will we fund these strategies? N?A			
Funding source 1:		Funding amount:	\$0.00

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	Total Initiative Funding:		\$0.00
	Review frequency:	Quarterly	
	Assigned Implementation Team:		
	Ashley Knauff	Kimberly Smith	
	Sara Williams	Dana Edgren	
	Sherry Wagner-Brown	Kathy Hines	
	Mary Weiss		
	Sue Sawyers		
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:		
	Staff Development Roster		
	NCTWCS		
	Certificates of completion		
	Survey Results		
	Student achievement data		
	We used the following data to determine whether the strategies helped to achieve the goal:		
	Rates of completion of professional development		
	Results of the NC Teacher Working Conditions Survey		
	Student achievement results		
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/Do	Area for improvement and supporting data:		
	Per G.S. 115C-105.27(B) Our school will have every student reading at grade level by the time they enter second grade.		
	School Goal 3:	Develop a plan to have every student reading at grade level upon entering second grade.	
	Supports this district goal:	Provide a support system that meets the needs of all students	
	Target:	100% entering second graders will be reading on grade level	
	Indicator:	Scholastic Reading Inventory, Success Maker, Response to Instruction, and/or K-2 assessments, KidBiz	
	Milestone date:	6/1/2012	

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Goal 3 Improvement Strategies			
	Strategy 1: To comply with the new state law.	Action steps:	
		1. notify parents of kindergarten and first graders when the child is not reading at grade level	
		2. include use assessments to monitor quarterly	
		3. develop and provide strategies to parents to enhance student reading	
		4. recognize teachers and/or strategies that are effective	
		5. Reading Enrichment Night for Kindergarten and First Grade to share reading and writing information with parents.	
		6. In K-1 have at minimum 2 conferences per year to share information with parents.	
		7. continue RTI paperwork and discuss in PLC for Kids meetings.	
	8. Integrate higher order thinking skills into instruction.		
	Strategy 2: Implement Foundations in grade K-1	Action steps:	
1. staff development			
2. develop pacing guide for program			
Strategy 3: Use higher level thinking skills in all classes	3. implement Foundations daily		
	Action steps:		
	1. provide information regarding Common Core Standards		
	2. implement Common Core Standards		
	3. differentiate literacy groups		
4. send home sight word lists			
How will we fund these strategies?			
Funding source 1: (2010-2011)	School general funds	Funding amount:	\$0.00
Total Initiative Funding:			
Review frequency:		Quarterly	
Assigned Implementation Team:			
Ashley Knauff		Jo Sutzko	Lisa Martin
Sara Williams			
Debbie Long		Kathy Funtal	Rene Gaskins
Lori Everett		Gina Dunn	Nancy Duddy
Jennifer James			
Check	We used the following data to determine whether the strategies helped to achieve the goal:		
	SuccessMaker		
	Scholastic Reading Inventory		
	K-2 Assessment		

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	Teacher observation
	We used the following data to determine whether the strategies helped to achieve the goal:
	Universal Assessments
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: