

Executive Summary for Ocracoke School: Instructional Improvement Plan

COMMUNITY BUILDING:

- All Ocracoke school personnel will ensure that classroom disruptions are kept to a minimum so that student's time on task will take place at least 95% of the time to ensure optimal instruction.
- The entire school will utilize daily a common language to promote a positive school community:
 - * Be Polite * Be Positive
 - * Be Prompt * Be Prepared

CONTENT PLANNING:

- Teachers will utilize research-based instructional strategies when designing lesson plans that correlate to common core and essential standards 100% of the time.
- Teachers will meet collaboratively and with all support personnel (Principal, Curriculum Director, EC teacher, AIG teacher, and ESL teacher, etc.) to improve instructional strategies as needed.

INSTRUCTION:

- Students will be engaged in a variety of research-based strategies utilizing technology & 21st Century skills.
- Teachers will use higher-level questioning strategies in all lessons.
- Teachers will use differentiated instruction throughout the instructional day in order to meet all students academic needs.
- Teachers will clearly identify student learning targets based on individual student data in all content areas.
- Teachers will plan/share vertically to ensure learning gaps do not occur.

ASSESSMENT FOR LEARNING:

- Teachers will analyze formative assessment data to use for instructional decision-making.
- Teachers will utilize 21st century skills as part of their formative assessment.
- Teachers will utilize a variety of informal and formal assessments to assess the impact of research based-strategies to guide instruction.



School Vision and Mission Statements for Ocracoke School

Vision:

Ocracoke School will serve as the foundation for the future of our students. We believe every child deserves the right to be provided a respectful and safe environment, researched based instruction, and the resources in personnel and materials to ensure all students will be successful and gain a quality education. Accountability, high expectations and high standards in conduct, attendance, and academic preparation and performance are vital parts to prepare student to become globally competitive as 21st Century citizens.

Mission:

The mission of Ocracoke School is to prepare lifelong learners that are equipped with the critical skills to reach their full potential in a 21st century global society.



LEA or Charter Name/Number: Hyde County Schools - 480
School Name/Number: Ocracoke School
School Address: 120 Schoolhouse Road
Plan Year(s): 2012-2015
Date prepared: 27-Aug-12

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	Committee Position*	Name
Principal	Walt Padgett (Principal)	School Improvement Steering Committee- Admin. Rep	
Assistant Principal Representative	Leslie Cole (Assistant Principal/High School Teacher)	School Improvement Steering Committee- Teacher Rep	
Teacher Representative	Gwen Austin (Middle School Teacher)	School Improvement Steering Committee- Teacher Rep	
	Claudia Lewis (Elementary School Teacher)	School Improvement Steering Committee- Teacher Rep	
	Ivey Belch (Parent/PTA President)	School Improvement Steering Committee- Parent Rep	
	Leslie Lanier (Parent)	School Improvement Steering Committee- Parent Rep	
School Improvement Team	All Ocracoke School Staff		

* Add to list as needed. Each group may have more than one representative.

Priority Goal 1 and Associated Strategies

School Goal 1:	Ocracoke School will increase overall proficiency rates in the areas of reading and math for grades 3-12 as measured by the NC End-of-Grade and End-of-Course tests.
Supports this district goal:	Hyde County Schools will achieve 75% proficiency as measured by EOG and EOC test results within the next three to five years.

SMART Goal (one- to three-year projection)	By June 2015, Level III and IV performance rates will increase by a minimum of 5% in reading and math each year, while Level I and II will decrease by a minimum of 5%.
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	2011-2012 Performance				2012-2013 Desired Performance			
	I	II	III	IV	I	II	III	IV
Reading 3-8	2	14	43	41	0	12	45	43
Math 3-8	0	5	47	48	0	1	49	50
English 1	0	0	43	57	0	0	40	60
Algebra 1	0	9	55	36	0	4	58	38

	Mean Scale Score					Percent Proficient					Growth				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading 3-8	355.5	356.6	357.3	359		93.1	95.4	92.75	95		0.167	0.27	0.121	0.2	
Math 3-8	358.3	359.5	361.6	363		84.48	84.62	98.55	99		0.118	0.237	0.263	0.2	
English 1	152.2	154.7	159.5	161		100	80	100	100		0.237	0.14	0.15	0.2	
Algebra 1	155.2	157.1	156.3	158		100	76.923	90.91	95		0.208	-0.0101	0.316	0.2	

What data supports the SMART Goal above? (Insert data or put data in summary form. If too large, reference the data's location)

	Mean Scale Score						Percent Proficient						School Growth		
	2009-2010		2010-2011		2011-2012		2009-2010		2010-2011		2011-2012		2009-2010	2010-2011	2011-2012
	School	District	School	District	School	District	School	District	School	District	School	District			
Reading	355.5		356.6		357.3		93.1		95.4		92.75		2.06	1.68	1.32
Math	358.3		359.5		361.6		84.48		84.62		98.55		3.73	1.43	3.83
English 1	152.2		154.7		159.5		100		80		100		0.2	1	2.33
Algebra 1	155.2		157.1		156.3		100		76.923		90.91		3	0.83	-0.065

<p>Strengths? Teachers at Ocracoke School have been utilizing a variety of tools to guide instructional practices and to differentiate lessons for individual learners. High achievement has been obtained the past 3 school years (2009-2010, 2010-2011 and 2011-2012). Overall Math scores 3-8 have consistently risen the past 3 years from 84.48% in 2009-2010, to 84.62% in 2010-2011, to 98.55% in 2011-2012. English 1 EOC has obtained 100% 2 out of 3 years. For the 2011-2012 school year, Ocracoke School has been named an Honor School of Distinction.</p>	<p>Opportunities For Improvement? Teachers will continue to learn about and implement Common Core and Essential Standards. While Ocracoke School high achievement during the 2011-2012 school year 6th Grade Math (-0.442), 6th Grade Reading (-1.513), and Algebra 1 (-0.649) did not meet the expected growth status. Teachers will work to increase the percentage of Level III and IV students in an effort to raise the overall proficiency of the school.</p>	<p>Information/Data needed that you do not have?</p>
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Plan/Do

Goal 1 Improvement Strategies – Implement research-based strategies whenever possible.

Plan/Do	Strategy 1:	Strategy: Use assessment data to facilitate instructional decisions.
		Action steps:
		1. Utilize the use of flexible groups for instruction as needed.
		2. The Principal, Curriculum Director, and teachers will monitor all assessment data
	Strategy 2:	Strategy: Use strategic planning between EC, AIG, and regular classroom teachers to meet student needs.
		Action steps:
		1. Continue grade level meetings with regular participation from support personnel.
		2. Utilize the PEP process to document student needs as needed.
	Strategy 3:	Strategy: Teachers will use research-based instruction.
Action steps:		
1. Continue to provide info/staff development concerning the Common Core/Essential Standards Curriculums.		
2. Teachers will attend workshops and conferences concerning Common Core/Essential Standards Curriculums to enhance their teaching instruction.		

Identify the measures you will use to determine the effectiveness of the strategy.

Check	A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)		C. List the measure(s) the team will use to determine if the overall goal was met? (Impact)	
	Measure	Reported When	Measure	Reported When	Summative Measure	Reported When
	Lesson plan checks	Weekly	Student Assistant Team	as they occur throughout the year	End-of-Grade Assessments	May 2012/13
					Measures of Student Learning (MSL)	May 2012/13
					Common Exams	May 2012/13
Act	Grade Team Meeting notes	Weekly	Informal and formal classroom observations	quarterly	Formative Measure	Reported When
					Class Scape, Reading 3D, Common Assessments, Projects, Classroom Response Systems, Etc.	Quarterly
D. If not successful, what changes will be made? Teachers will use formative assessments to adapt and differentiate instruction throughout the year. Using collaborative planning, teachers will use research-based interventions for at-risk students with monitoring and support from the Principal, EC Coordinator, ESL teacher Student Assistant Team and Central Office Curriculum Director.						

Priority Goal 2 and Associated Strategies

School Goal 2:	Ocracoke School will increase Mean Scale Scores, Proficiency Rate and Growth in Reading and Math in grades 3-12
Supports this district goal:	Hyde County Schools will achieve 75% proficiency as measured by EOG and EOC test results within the next three to five years.
SMART Goal (one- to three-year projection)	By June 2015, the proficiency rate will be greater than 95% in all areas of Reading, Math, English 1 and Algebra 1

	2011-2012 Performance				2012-2013 Desired Performance			
	I	II	III	IV	I	II	III	IV
Reading 3-8	2	14	43	41	0	12	45	43
Math 3-8	0	5	47	48	0	1	49	50
English 1	0	0	43	57	0	0	40	60
Algebra 1	0	9	55	36	0	4	58	38

	Mean Scale Score					Percent Proficient					Growth				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading 3-8	355.5	356.6	357.3	359		93.1	95.4	92.75	95		0.167	0.27	0.121	0.2	
Math 3-8	358.3	359.5	361.6	363		84.48	84.62	98.55	99		0.118	0.237	0.263	0.2	
English 1	152.2	154.7	159.5	161		100	80	100	100		0.237	0.14	0.15	0.2	
Algebra 1	155.2	157.1	156.3	158		100	76.923	90.91	95		0.208	-0.0101	0.316	0.2	

What data supports the SMART Goal above? (Insert data or put data in summary form. If too large, reference the data's location)

	Mean Scale Score						Percent Proficient						School Growth		
	2009-2010		2010-2011		2011-2012		2009-2010		2010-2011		2011-2012		2009-2010	2010-2011	2011-2012
	School	District	School	District	School	District	School	District	School	District	School	District			
Reading	355.5		356.6		357.3		93.1		95.4		92.75		2.06	1.68	1.32
Math	358.3		359.5		361.6		84.48		84.62		98.55		3.73	1.43	3.83
English 1	152.2		154.7		159.5		100		80		100		0.2	1	2.33
Algebra 1	155.2		157.1		156.3		100		76.923		90.91		3	0.83	-0.065

Strengths? Ocracoke School consistently performs in the 90th percent proficiency rate for the past 3 years. In addition, Ocracoke has consistently shown growth in Math, English and Algebra over the past 3 years.

Opportunities For Improvement? Teachers will continue to learn about and implement researched based instruction to increase reading skills. K-3rd Grade will implement Reading 3D benchmarks and progress monitoring data to guide instruction. Literacy and Math will be integrated across the curriculum including resource and elective classrooms.

Information/Data needed that you do not have?



Plan/Do	Strategy 1:	Strategy:
		Action steps:
		1. Utilize the use of flexible groups for instruction as needed 2. Grade level teachers, principal, resource teachers and central office instructional support will monitor all assessment data 3. Monitor lesson plans with specific focus on differentiation
	Strategy 2:	Strategy: Use strategic planning between EC, AIG, and regular classroom teacher to meet student needs.
		Action steps:
		1. Continue grade level meetings with regular participation from resource teachers. 2. Utilize PEP's and assessment data to document student needs as needed. 3. Utilize assessment data to document AIG needs.
	Strategy 3:	Strategy: Teachers will use research-based pedagogy.
		Action steps:
		1. Provide training through Principal, staff meetings, Department of Public Instruction and central office instructional support, to improve instruction in all classes. 2. Continue staff development that provides the most current information regarding the Common Core Curriculum and NC

Check	A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)		C. List the measure(s) the team will use to determine if the overall goal was met? (Impact)	
	Measure	Reported When	Measure	Reported When	Summative Measure	Reported When
	Lesson plan checks	Weekly	Student Assistant Team	as they occur throughout the year	End-of-Grade Assessments	May 2012/13
					Measures of Student Learning (MSL)	May 2012/13
					Common Exams	May 2012/13
	Grade Team Meeting notes	Weekly	Informal and formal classroom observations	quarterly	Formative Measure	Reported When
					Class Scope, Reading 3D, Projects, Classroom Response Systems, Quizzes, Etc.	Quarterly
Act	D. If not successful, what changes will be made? Teachers will use formative assessments to adapt and differentiate instruction throughout the year. Using collaborative planning, teachers will use research-based interventions for at-risk students with monitoring and support from the Principal, EC Coordinator, ESL teacher Student Assistant Team and Central Office Curriculum Director.					

Priority Goal 3 and Associated Strategies

School Goal 3:	Ocracoke School will integrate and utilize a variety of 21st Century Learning skills to maximize instruction.
Supports this district goal:	Hyde County Schools will have 100% of its classrooms utilizing twenty-first century skills within the next 3 to 5 years.
SMART Goal (one- to three-year projection)	During the 2013-2014 school year, 100% of teachers will use interactive lessons and activities to promote higher level thinking skills according to the Revised Blooms Taxonomy.

	2011-2012 Performance				2012-2013 Desired Performance			
	I	II	III	IV	I	II	III	IV
Reading 3-8	2	14	43	41	0	12	45	43
Math 3-8	0	5	47	48	0	1	49	50
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	School	District	School	District	School	District	School	District	School	District	School	District			
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Strengths? Ocracoke School is equipped with up-to-date technology. There is a mobile computer lab available for classroom instruction. Smart Boards, projectors and document cameras in every classroom. iPads are available for check-out. There is school wide WIFI availability. Through the 21st Century program students are given the opportunity to participate in tutoring and enrichment programs.

Opportunities For Improvement? Continued staff development to improve and increase use of interactive technology-based instruction. Increase number of, as well as access to mobile technologies (laptops, iPads, etc). Encourage staff collaboration to share ideas about how to use technology to improve instruction and communication.

Information/Data needed that you do not have? Ongoing cost analysis to buy, maintain, and upgrade equipment.



Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Strategy: Initiate collaborative planning for intentional use of instructional technology.
	Action steps:
	1. Share technology ideas at faculty meetings, grade level meetings, etc. 2. Monitor lesson plans and instruction.
Strategy 2:	Strategy: Provide professional development focused on the use of instructional technology.
	Action steps:
	1. Survey teachers for PD requests. 2. Coordinate PD opportunities with technology department.
Strategy 3:	Strategy: Increase the availability of instructional technology in the school.
	Action steps:
	1. Seek funding/grants for additional technology needs. 2. Increase awareness of all technology resources available to Ocracoke staff and students.

Identify the measures you will use to determine the effectiveness of the strategy.

Check	A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)		C. List the measure(s) the team will use to determine if the overall goal was met? (Impact)	
	Measure	Reported When	Measure	Reported When	Summative Measure	Reported When
	Grade Team meeting notes	As needed	Informal and formal observations	As they occur	NC Teacher Evaluation Summary Rating Form	May 2013/14
	Staff development sign-in sheets	As they occur			NC EOG and EOC data Reading 3D	May 2013/14 BOY, MOY, EOY
Act					Formative Measure	Reported When
					Walkthrough data	As they occur
D. If not successful, what changes will be made? Seek additional information from the staff, technology facilitator, and Principal.						

Safe School Plan for (insert school name)

State Law SL 2011-145 (HB 200) Appropriations Act of 2011, and SL 2011-391 (HB 22) Technical corrections to the Appropriations Act of 2011, requires a school safety plan be developed by each school. The school-level plan must address any safety and discipline concerns of the school.

Name and role of person(s) responsible for implementing this plan:

Walt Padgett, Principal

Statement of Responsibility for the School District Superintendent

The district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

Hyde County Schools District Safety/Emergency Operations Plan is available in the main office.



Statement of Responsibility for the School Principal

The school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts, and providing appropriate disciplinary consequences for disruptive students.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

School personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Leslie Cole

Teachers: All teachers

Teacher Assistants: All teacher assistants

Other School Staff: All other staff including support/resource teachers, clerical, guidance, and custodial

Services for At-risk Students

The following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

At Ocracoke School we have an established Student Assistance Team (SAT) process and the school guidance counselor identifies students who are in need of mental health services through the DREAMS program.



The following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

At Ocracoke School we utilize a variety of disciplinary actions and consequences, with Out of School Suspension being a last resort. We identify and acknowledge positive student behavior/attributes through teachers recommendation on a regular basis.

The following services are provided to students assigned to an alternative school or an alternative learning program.

Hyde County Schools does not offer an alternative school or an alternative learning program. However, due to our school-wide discipline plan being consistently and effectively implemented, there has not been a need for such a program.



The following measurable (goals) for improving school safety and order are in place.

Goal: Providing a safe and consistent environment utilizing character education classes

Target: Reduce all discipline referrals by 50% from the 2012-2013 school year.

Goal: To ensure efficient emergency procedures.

Target: Practice and refine fire, lock-down, tornado, and evacuation procedures.

Goal:

Target:

The following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures. (Alternative Learning Programs).

Target: Reduction in discipline referrals would increase instructional time.

Target: Increased instructional time would result in higher growth and proficiency on End-of-Grade and End-of-Course

Target:

The following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Response to Intervention Training (RTI)	October 3-5				

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding