SCHOOL IMPROVEMENT PLAN

2007-2008

Bearfield Primary School

Hertford County Public Schools

<u>Principal</u>

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<u>Prepared by</u>

Joyce Futrell , Julie L. Shields

School Improvement Team Representatives

SCHOOL IMPROVEMENT TEAM/VOTING RESULTS

Bearfield Primary School
2007-2008

Julie L. Shields, Carolyn Williams, Joyce Futrell, Cynthia Riddick, Beverly Melton, Kathy Matthews, Sandra Powell, Mary Worthington, Mary W. Jenkins, Mary Lou Weller, Kim Scott, Peggy Anthony, Angela Faust, Connie Jenkins, Alvin Butler, Greg Mitchell, Carolyn Wright, Cathy Piland, JJ Beale, Pam Cale, Janine Masters, Lori Parker, Julie Terry, Frances Evans, Tammy Ortiz, Tina Ashley, Suzanne Williams, Pamela Miller

Voting Results

98.8 % of the eligible school staff voted to approve this school improvement plan.

Incentive Funds Distribution

SCHOOL PROFILE: Executive Summary

This section of the school improvement plan is devoted to an overview of the characteristics of the school and its clientele. First and foremost is student data -- performance and demographic. Also included are community demographics, school characteristics, and our stakeholders' perspective.

Student Performance Data

In the spring of 2004, Bearfield Primary School became a Reading First School. We were chosen to apply for this grant based on NC ABC EOG data gathered over a three year period. Our students fell below the state average in reading. Our Literacy Specialist has designed and implemented guided reading programs, BEARS and CUBS for grade K-3. With Reading First, BEARS, CUBS, and Reading Recovery, our reading scores have increased each year. In 2006-2007, students scoring levels 3 and 4 were: Kindergarten, 82%; First grade, 86%; and Second grade, 92%. 06-07 Performance data show 74.7 % performed at or above level III in reading and 47.3 % in math. Our focus continues to be to raise our reading scores and to teach math using a different approach where the Weekly Math Essentials and Math Indicators serve as the basis for math instruction and Saxon Math as the supplemental program . Third grade will enhance their teaching using Scott Foresman textbooks as well. Writing is another focus as we are responsible for teaching the writing process in a sequential manner to prepare the students to take the fourth grade writing test.

Student Demographic Data

Bearfield Primary School's student population is about 74% black, 22% white and 4% other. Over the past two years, economically disadvantaged students make up about 71-77% of our student population. Many of the students live in single parent family dwellings. Most of the student population ride school buses to school from apartments, mobile homes, public housing, and single parent dwellings.

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SCHOOL PROFILE:
Executive Summary

Community Demographic Data

Bearfield Primary School joined the community in the fall of 2000. Bearfield is located beside ViQuest and Hertford County High School. Our community is represented by children living in Winton, Aulander, Harrellsville, Ahoskie and other rural community townships. In the summer of 2007, a new teacher housing complex, Hertford Pointe was built adding a beautiful place for staff in the county to live. Ahoskie 's Recreation Department provides children and adults to participate in the sport of baseball with two adjacent fields where many nights are filled with the sounds of people cheering their team to victory.

School Characteristics

Bearfield Primary School is comprised of a staff of 138 people. There are 7 Pre-Kindergarten, 9 Kindergarten, 10 first grade, 9 second grade, and 9 third grade classes. Art, music, media, computer lab and physical education classes are offered weekly to K-3. Our Pre-Kindergarten program received Star Licensure with a five star rating. K-3 staff and students are in the fourth year of implementation of Reading First. We have 2 Guidance counselors, 3 Reading Recovery teachers, an AIG teacher, an ESL teacher, two Speech teachers, a Literacy specialist, 2 Reading First coaches, and an Instructional specialist/ testing coordinator. Bearfield Primary School is a Comer school believing that when children are developing well, the learn well. Three teams help to guide the students as they take a journey down the learning path of success. The three teams are: SPMT, School Planning and Management Team; SSST, Students, Staff, Support Team, and PT, Parent Team. Once you step inside the school, you feel the sincere love and passion of our staff.

Bearfield Primary School staff believe that we are making a difference, together. We share bus drivers with Ahoskie Elementary School and Hertford County High School with eleven of the best drivers based here at Bearfield. Our eight cafeteria staff are known around the county as the best cooks. They provide nutritious meals daily and they share the belief that children who eat well, learn better. The USDA Fresh Fruit and Vegetable Program is being offered this year to all staff and students. Weekly fresh fruits and vegetables are provided weekly with hopes to instill good and healthy eating habits to all. Once you step inside you can feel the pride of a team of individuals working together "in a trusting environment where every student will be treated with dignity, experience success, and have access to caring and supportive adults.

Stakeholder Perspective on the Quality of Education

Bearfield Primary School staff believe that we are making a difference, together. We share bus drivers with Ahoskie Elementary School and Hertford County High School with eleven of the best drivers based here at Bearfield. Our eight cafeteria staff are known around the county as the best cooks. They provide nutritious meals daily and they share the belief that children who eat well, learn better. The USDA Fresh Fruit and Vegetable Program is being offered this year to all staff and students. Weekly fresh fruits and vegetables are provided weekly with hopes to instill good and healthy eating habits to all. Once you step inside you can feel the pride of a team of individuals working together "in a trusting environment where every student will be treated with dignity, experience success, and have access to caring and supportive adults."

VISION/MISSION/BELIEFS

This section of the school improvement plan is devoted to a brief description of the school's process for defining its vision, mission, and beliefs. The remainder of the plan is driven by the basic philosophies expressed herein.

School's Process for Defining Vision, Mission, and Beliefs

Representatives from each grade level serve on the School Planning and Management Team. The team met and presented ideas and thoughts for defining the school's vision, mission, and beliefs. When consensus was reached by the team, it was then presented to the entire staff and faculty for their input and approval. The majority of the staff members approved the plan.

Date of Staff Consensus: September 6, 2007

Vision

"Hand in hand . . . Together, we are making a difference!"

Mission

"The community of Bearfield Primary recognizes students enter school with different backgrounds and experiences. It is our belief that all children will be successful when their individual learning styles are recognized and their level of development is challenged."

Beliefs

"We will work as a team in a trusting environment where every student will be treated with dignity, experience success, and have access to caring and supportive adults."

GOALS

GOAL	DESCRIPTION
01	Bearfield Primary School will produce globally competitive students.
02	Bearfield Primary School will be led by 21st Century professionals.
03	Bearfield Primary School students will be healthy and responsible.
04	Leadership willl guide innovation at Bearfield Primary School .
05	Bearfield Primary School will be governed and supported by 21st Century systems.

OBJECTIVES

OBJECTIVE	DESCRIPTION
01.01	By the end of the 2010-11 school year students will meet Adequate Yearly Progress (AYP) proficiency target goals in Reading and Math. Reading Grades 3: 92.2%; Math Grades 3 93.7%; 2007-08 Proficiency Interim goals Reading: Grade 3 (83.4%) Math: Grade 3 (66.2%)
01.02	By the end of the 2007-2008 school year, 90% of students will demonstrate grade level proficiency in end of grade subjects.
01.03	By the end of the 2007-2008 school year and each year thereafter, all students will master grade level proficiency in preparation for 4th Grade writing test.
02.01	By the end of the 2007-08 school year, and each year thereafter, every educational professional will be highly qualified as measured by state standards.
02.02	By the end of the 2007-08 school year, and each year thereafter, every education professional will participate in high quality professional development aligned with local and state priorities as measured by attendance records and documented strategy implementation (I.e., character education; PK: Star Licensure; K-3: Reading First, Summer Institute for Science and Math).
02.03	By the end of the 2007-08 school year, and each year thereafter, every teacher and administrator will possess the skills for using data to make informed decisions as measured by local and state assessments.
03.01	By the end of the 2007-08 school year, and each year thereafter, provide a safe and caring educational environment and adequate facilities that support a culture for high student performance as measured by surveys of students, staff, and parents as documented in individual school plans.
03.02	By the end of the 2007-08 school year, and each year thereafter, every school will promote a healthy, active lifestyle where students are encouraged to make responsible choices as documented in individual school plans.

03.03   By the end of the 2007-08 school year, and each year thereafter, every school will focus on developing strong student character, personal responsibility, and community/world involvement.

04.01   By the end of the 2007-08 school year, and each year thereafter, educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, faith-based, community, and civic organizations to impact student success as measured by surveys.

04.02   By the end of the 2007-08 school year, and each year thereafter, school leaders will create a culture that embraces change and promotes dynamic continuous improvement as measured by surveys and profile data.

05.01   By June of 2008, and each year thereafter, develop an information management system to facilitate data-driven decision making based upon Hertford County Board of Education approval.

05.02   By the end of the 2007-08 school year, and each year thereafter, procedures will be in place to support whole school or individual teachers that are not meeting state or local standards as measured by surveys and other documentation.

ACTION PLAN   2007-2008   **Bearfield Primary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: **01.01**   By the end of the 2010-11 school year students will meet Adequate Yearly Progress (AYP) proficiency target goals in Reading and Math.

Reading Grades 3: 92.2%;
Math Grades 3 93.7%;

2007-08 Proficiency Interim goals

Reading: Grade 3 83.4% Math: Grade 3 66.2%

| 01.01.01

New | Identify, monitor, and assess students' needs and progress in reading and math | 2007/08/27
2008/06/06 | Pacing Guides | Administration

Staff | Accelerated Reader Student Reports

Lesson Plans

Reading First

Accelerated Reader in the Classroom

Compass Lab |

ACTION PLAN	2007-2008		Bearfield Primary School	

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

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	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
01.01.02	Provide consistent use of differentiated instructional practices in reading and math to meet the needs of individual subgroups	2007/08/27 2008/06/06	Reading First Staff Development DPI Math Staff Development Textbook funds	Administration Classroom teachers Literacy Coordinator Instructional Specialist Reading Coaches/Reading Recovery Staff	Differentiated Lesson Plans Grade Level Meetings Daily/Monthly Walk Through
01.01.03	Implement, monitor and update quarterly PEP's.	2007/27/08 2008/06/06	Individual grade level requirements memo PEP forms on line PEP staff development Timeline	Administration Staff Classroom teachers Instructional Specialist Central Office Administration	Quarterly review Quarterly parent conferences Staff development participation and sign in sheets
01.01.04	Build relationships by cross grade level planning within the school and county to review pacing guides and best practices	2007/08/27 2008/06/06	Pacing guides Weekly lesson plans Scheduling dates within the school and county	Administration Classroom teachers Instructional Specialist Reading First Coaches Central Office Administration	Minutes of meetings Review of pacing guides on a regular basis

ACTION PLAN	2007-2008		Bearfield Primary School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 01.02   By the end of the 2007-2008 school year, 90% of students will demonstrate grade level proficiency in end of grade subjects.

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
01.02.01	Provide intervention and enrichment as needed to enable students to reach proficiency goals of 85% in reading and math	2007/08/27 2008/06/06	3rd Grade After School Program CUBS & BEARS Intensive Care Program 1st Grade Reading Recovery EOG Achievement groups in third grade	Administration Instructional Specialist Literacy Coordinator Reading First Coaches/Reading Recovery staff Faith Based Tutoring	1st & 2nd Math Quarterly Assessment Data EduTest: 3rd Grade Pre & Post Test Informal Assessments EOG Pre and Post tests
01.02.02	To reduce the numbers of 1's and 2's by 20% and to increase the numbers of 4's by 20%	2007/08/27 2008/06/06	Grade Level Data Sharing Sessions SPMT/Data Interpretation Team	Administration Pre-K - 3rd Grade Staff	Quarterly Assessment Data: K - 3rd Grade EduTest: 3rd Grade Pre & Post Test Daily/Weekly Assessments

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 01.03   By the end of the 2007-2008 school year and each year thereafter, all students will master grade level proficiency in preparation for 4th Grade writing test.

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
01.03.01	To implement and adhere to a county-wide writing plan	2007/08/27 2008/06/06	Instructional Specialist In House Grade Level Trainers/Staff Development Grade Level Writing Journals Computer lab	Administration Instructional Specialist Literacy Coordinator Classroom Teachers Central Office Administration	Student Writing Portfolios Writing Prompts: K-3
01.03.02	To build vocabulary and grammar skills by providing guided and independent practice to enable students to reach proficiency goals of 85% in writing.	2007/08/27 2008/06/06	Instructional Specialist In-House Trainers Computer lab	Administration In-House Trainers K-3 Classroom Teachers	Student Writing Portfolios K-3 Quarterly Writing Prompts

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 02.01 By the end of the 2007-08 school year, and each year thereafter, every educational professional will be highly qualified as measured by state standards.

| 02.01.01 | To recruit and retain highly qualified professionals.(i.e. attend job fairs) | 2007/08/27 2008/06/06 | Local School Funds

APT funds

Hertford Pointe (teacher housing apartment complex)

Provide a duty-free lunch period on a bi-weekly basis

Provide a duty-free instructional planning time daily | Administration

SPMT

BPS Faculty and Staff

Parent Team | Supportive Mentors

Buddy Teachers

Teacher Talk Sessions

APT Monthly Treats

School Treats

Reduction in Teacher Turnover Rate

Weekly Schedules

Weekly Plans |

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

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	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
02.01.02	To work closely with Elizabeth City State University, East Carolina University, Chowan University, Shaw University and Roanoke Chowan Community College to recruit highly qualified staff.	2007/08/27 2008/06/06	Job Fairs Advertisements Praxis II Workshops Field Experiences Student Teaching	Administration Human Resource Department at Central Office BPS Faculty and Staff	Praxis II Scores Successfully Completing Student Teacher Experiences Sign in logs Documentation of individual conferences with student teachers

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 02.02   By the end of the 2007-08 school year, and each year thereafter, every educational professional will be highly qualified as measured by state standards.

02.02.01	To provide ongoing high quality professional development.	2007/08/27	NC READS	Central Office Administration/Technology Technician	Staff Meeting Agendas and Minutes
New		2008/06/06	DPI Math Strategies In-services	Administration	Information Sharing Sessions Agendas and Minutes
			Monthly Technology On-Site Sessions	Reading First Coaches	SPMT Meeting Agendas and Minutes
				Instructional Specialist	
			Summer Institute for Math and Science	Literacy Coordinator	SSST Meeting Agendas
			NCCTM Conference		Attendance Logs
					Oral and Written feedback

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

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Objective: 02.03 By the end of the 2007-08 school year, and each year thereafter, every teacher and administrator will possess the skills for using data to make informed decisions as measured by local and state assessments.

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
02.03.01	Ensure every administrator shares data with every teacher	2007/08/27 2008/06/06	Quarterly Data ABC Data AYP Data	Administration Central Office Administration Reading First Coaches Literacy Coordinator Instructional Specialist	Staff Meeting Agenda and Minutes Information Sharing Session Agenda SPMT
02.03.02	Provide staff development on use of data	2007/08/27 2008/06/06	CSI-Continuous System-wide Improvement Quarterly Data EVAAS	Administration Central Office Administration	Staff Meeting Agendas CSI School Improvement Team Meeting Agendas SPMT Agendas SSST Agendas Information Sharing Sessions Agendas

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

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02.03.03	Monitor use of data	2007/08/27 2008/06/06	K-2 Assessments Reading First Assessments- TPRI, CBM, ITBS Quarterly Math Assessments Weekly Math Assessments Monthly Writing Prompts EduTest for Third Grade	Administration Central Office Administration Reading First Coaches/Literacy Coordinator Instructional Specialist Technology Technicians	Progress reports Report cards IGP Conferences PEP'S

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 03.01   By the end of the 2007-08 school year, and each year thereafter, provide a safe and caring educational environment and adequate facilities that support a culture for high student performance as measured by surveys of students, staff, and parents as documented

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
03.01.01	To have all visitors report to the office to sign in	2007/08/27 2008/06/06	Visitor Badges Office Log In Book	-Administration -BPS Faculty and Staff	Home School Connection Log Office Log In Book Sheets
03.01.02	To update and maintain an Emergency Action Plan	2007/08/27 2008/06/06	Fire Department Police Department Safety Checklist	Administration BPS Faculty and Staff Hertford County Schools' Maintenance Staff	Annual Inspection Reports
03.01.03	To maintain handicap facilities and update emergency equipment	2007/08/27 2008/06/06	Funding	Administration Hertford County Schools' Maintenance Staff	Annual Inspection Reports Work Orders
03.01.04	To review and enforce the school wide discipline policy	2007/08/27 2008/06/06	School wide Discipline Policy	Administration Guidance Counselors BPS Faculty & Staff Home School Coordinator	Tuesday Folder Discipline referrals Discipline reports

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: **03.02**   By the end of the 2007-08 school year, and each year thereafter, every school will promote a healthy, active lifestyle where students are encouraged to make responsible choices as documented in individual school plans.

03.02.01	To provide all families with a copy of HCPS Healthy Active Children's Policy	2007/08/27 2008/06/06	Healthy Active Children's Policy USDA Fresh Fruits and Vegetables Program	-Administration -BPS Faculty and Staff -BPS Cafeteria Staff HCPS Food Service Manager	Snack Order Guide Daily/Weekly Inventory List

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 03.03   By the end of the 2007-08 school year, and each year thereafter, every school will focus on developing strong student character, personal responsibility, and community/world involvement.

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
03.03.01	To provide all families with a copy of HCPS revised Uniform Policy	2007/08/27 2008/06/06	HCPS Revised Uniform Policy Brochures Local Vendors	Administration Central Office Student Services BPS Faculty and Staff Parents and Guardians Central Office	Compliance of the Policy Suspension Reports
03.03.02	To continue to monitor the revised HCPS Uniform Policy	2007/08/27 2008/06/06	HCPS Revised Uniform Policy	Administration Central Office Student Services BPS Faculty and Staff Home School Coordinator	Compliance of the Policy Suspension Reports BPS Home School Connection Logs Home School Coordinator Logs
03.03.03	To update and utilize character education plans to create a more caring and more nurturing environment to address the specific needs of all students	2007/08/27 2008/06/06	Character Education Notebooks	Administration Guidance Counselors Central Office Student Services BPS Faculty and Staff	Character Education Plans Monthly Guidance Classroom Sessions

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

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	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
03.03.04	To implement programs utilizing support agencies for improvement of relationships and opportunities in serving the community	2007/08/27 2008/06/06	Fire Department Transportation Department American Cancer Society American Heart Association Leukemia & Lymphoma Society Special Olympics Program	BPS Faculty & Staff Guidance Counselors Special Olympics Coordinator	Participation in: Jump Rope for Heart; Relay for Life; Special Olympics; Career Day; Fire & Bus Safety Programs; Pennies for Patients
03.03.05	To design activities to develop children's self esteem, respect for others, self discipline, and positive feelings toward learning	2007/08/27 2008/06/06	Character Education Notebooks Guidance Sessions Daily Education Announcements	Administration Guidance Counselors Central Office Student Services BPS Faculty and Staff	Character Education Plans Artwork Displays Focusing on Character Traits Bi-Annual Food Drives for Ahoskie Food Pantry

ACTION PLAN	2007-2008		Bearfield Primary School	
STRATEGIES	**BENCHMARK DATES**	**RESOURCES REQUIRED**	**PERSON(S) RESPONSIBLE**	**MEANS OF EVALUATION**

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Objective: 04.01 By the end of the 2007-08 school year, and each year thereafter, educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, faith-based, community, and civic organizations to impact student success as measured by surveys.

04.01.01	Involve parent teams/school improvement committees in academic and extra curricular activities that are made at the school level in order to improve community support and deep mastery learning	2007/08/27 2008/06/06	Donuts Muffins Coffee/Juice Refreshments	Administration Faculty and Staff Cafeteria staff	Sign in sheets for Open House, Donuts for Dad, Muffins for Mom, Literacy/EOG, Achievement, and Math Family Fun nights

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: **04.02**   By the end of the 2007-08 school year, and each year thereafter, school leaders will create a culture that embraces change and promotes dynamic continuous improvement as measured by surveys and profile data.

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
04.02.01	Model "Best Practices" as exemplified in Schools of Distinction and Schools of Excellence	2007/08/27 2008/06/06	DPI Visiting other Schools of Distinction and Schools of Excellence	Administration Central Office Administration BPS Faculty and Staff	Observations Pre-K -3 Assessments Information Sharing Sessions based on Visitation

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION

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Objective: **05.01**   By June of 2008, and each year thereafter, develop an information management system to facilitate data-driven decision making based upon Hertford County Board of Education approval.

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
05.01.01	To organize the school into teams that integrate the goals, objectives, and strategies into one comprehensive planning document; and they are responsible to monitor results and make data driven decisions while striving for academic excellence	2007/08/27 2008/06/06	Training in CUBS, BEARS, & AR Reading First Reading Recovery	Administration SPMT SACS Committees Parents Literacy Coordinator/Instructional Specialist/Reading Coaches	Agendas & minutes from meetings Reading First data Quarterly assessments Reading Recovery data CUBS, BEARS & AR data EduTest data SSST notebooks

Waiver No	Waiver Name	Law, Regulation or Policy from Which Exemption is Requested	How Waiver Will Be Used	How Waiver Will Promote Achievement of Performance
1	Additional Math Resources Needed to Implement Math Pacing Guides Aligned with the North Carolina Standard Course of Study.	Textbook Allotments	Textbook money will be used to purchase additional math resources including both Saxon materials and ETA Cuisenaire Manipulative Kits.	Pacing guides, weekly and quarterly math assessments are aligned with the North Carolina Standard Course of Study in grades Kindergarten-Third grade.

BUDGET/FINANCE

Bearfield Primary School
2007-2008

BUDGET CODE	DESCRIPTION	AMT BDGT	PURPOSE
1 5110 061 411 312 000 12	Instructional supplies	$31,588.09	To maintain high student achievement for globally competitive students.
1 5870 028 312 312 000 12	Staff Development Expense	$4,345.18	To provide on-going high quality professional development for 21st Century Professionals
3 5100 106 411 312 000 00	Reading First Instructional supplies	$192,604.19	To maintain high student achievement for globally competitive students.
3 5930 106 312 312 000 00	Reading First Workshop Expense	$12,770.21	To provide ongoing high quality professional development for 21st Century Professionals

CALENDAR/ TIMELINES

Deadline	Tasks
Monday, May 21, 2007	SACS-CASI Steering Committee initial meeting- Orientation, vision, mission, beliefs, and introduction to goals.
Monday, June 04, 2007	Educational Program Services department met training of trainers in preparation of meeting with school improvement teams on July 18, 2007.
Friday, June 08, 2007	Hertford County Board of Education approved district goals as recommended by the SACS-CASI Steering Committee.
Monday, June 18, 2007	Facilitator met with middle and high school faculty members during their curriculum alignment activities to discuss making connections between data and instructional planning. Initial profile data was shared.
Wednesday, June 20, 2007	Facilitator met with elementary school faculty members during their curriculum alignment activities to discuss making connections between data and instructional planning. Initial profile data was shared.
Monday, July 09, 2007	SACS-CASI Steering Committee meeting- Mission, Vision, Profile, Objectives, and Strategies.
Wednesday, July 18, 2007	Systemic Improvement Facilitator conducted workshop with school teams- SACS CASI district process, district plan status report, using data to set objective targets, connecting to focused professional development.
Monday, July 30, 2007	Adm Retreat
Tuesday, July 31, 2007	Adm Retreat
Wednesday, August 01, 2007	Adm Retreat
Thursday, August 02, 2007	Adm Retreat

Deadline	Tasks
Friday, August 03, 2007	Adm Retreat
Tuesday, September 04, 2007	SPMT meeting to review School Improvement Plan
Thursday, September 06, 2007	Voted on School Improvement Plan by entire staff.
Wednesday, September 12, 2007	SACS CASI Steering Committee meeting - Vision, Profile, Strategies, and Stakeholder Surveys
Thursday, September 13, 2007	Principal's Monthly Meeting
Monday, September 24, 2007	Board of Education Meeting
Friday, October 05, 2007	Quality Assurance Review Team Visit
Saturday, October 06, 2007	Quality Assurance Review Team Visit (Continued)
Sunday, October 07, 2007	Quality Assurance Review Team Visit (Continued)
Monday, October 08, 2007	Quality Assurance Review Team Visit (Continued)

SCHOOL PROFILE DATA

2007-2008

Bearfield Primary School

COMPOSITE DATA

Bearfield Primary School
2007-2008

	Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**	**Yr 7**	**Yr 8**	**Yr 9**	**Yr 10**
School Years:	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
Composite Score:				76.6	60.4	60.4				
School Status:	NR	Exp High	Exp	Pro Exp	Pro Exp	NR				
School Growth:	No	Exp High	Exp	Exp	Exp	No				
Other:										

Codes: **For the years, 2001-2002, 2002-2003, and 2003-2004, Bearfield Primary School was a PK-2 feeder school.**

GENDER, ATTENDANCE, Etc.

Bearfield Primary School
2007-2008

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
School Years:	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
% Male:	51.3	51.1	51	50.2	51.1	51.1				
% Female:	48.7	48.9	49	49.8	48.9	48.9				
% Attendance:	95	95	95	95.9	96.3	95				
# Volunteer Hours:										
% Free / Reduced Lunch:	75.77	76.24	73.38	73.32	75	71.51				
# Referrals to Office:										
# Times In-School Susp.:										
# Days In-School Susp.:										
# Times Out-of-School Susp.:										
# Days Out-of-School Susp.:										

Notes: * 2006-2007 free and reduced data effective 9-21-06
Attendance source AYP Reports
Gender data source Beyond 20/20

ETHNIC DATA

Bearfield Primary School
2007-2008

School Years:	Yr 1 2001-2002	Yr 2 2002-2003	Yr 3 2003-2004	Yr 4 2004-2005	Yr 5 2005-2006	Yr 6 2006-2007	Yr 7 2007-2008	Yr 8 2008-2009	Yr 9 2009-2010	Yr 10 2010-2011
African American:	73.4	74.4	72.5	73.3	76.1	75.6				
American Indian:	1.3	0.2	0	0	0.1	0.4				
Asian:	2.2	2.1	1.6	0.7	0.3	0.3				
Hispanic:	0	0	0.9	1.2	1.1	1.2				
Multi-Ethnic:										
Native Hawaiian:										
White:	23.1	23.3	25	34.9	22.4	22.6				
Other:										

Notes: Source: Beyond 20/20

School Profile Data: Category A-1

ABCs EOG by Subgroup

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All				68.5	43.2	40.7				
Male				61.9	37.2	33.7				
Female				75.0	49.4	47.3				
White				83.0	65.6	59.5				
Black				63.0	38.5	35.2				
Hispanic				N/A	N/A					
American Indian				N/A	N/A					
Asian/Pacific Islander				N/A	N/A					
Multi-Racial				N/A	N/A					
Economically Disadvantaged				60.8	40.3					
Not Economically Disadvantaged				83.6	50.0					
Limited English Proficient				N/A	N/A					
Migrant				N/A	N/A					
Students with Disabilities				20.0	15.4					

Notes

*Percent Proficient

*Source - NC Department of Public Instruction

* 2004-2005 - Third Grade's First Year at Bearfield

School Profile Data: Category A-2

EOG Percent Proficient

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading										
Grade 3				74.6	72.8	74.7				
Math										
Grade 3				78.8	47.9	47.3				

Notes
*Percent Proficient

*Source - NC Department of Public Instruction

*2004-2005 - Third Grade's First Year at Bearfield

School Profile Data: Category A-3

AYP Reading Grade 3 2004-2006

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Alll students				74.6	74.4	75.0				
American Indian				NA	NA	NA				
Asian				NA	NA	NA				
Black				68.7	72.0	71.5				
Hispanic				NA	NA	NA				
Multi-Racial				NA	NA	NA				
White				86.5	NA	NA				
Free/Reduced Lunch				67.7	70.6	69.2				
Limited English Proficient				NA	NA	NA				
Students with Disabilities				NA	NA	NA				

Column header spanned by: **School Years**

Notes

*Percent Proficient

*NA - less than 40 students in the subgroup

School Profile Data: Category A-4

AYP Math Grade 3 2004-2006

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All students				78.8	48.7	45.5				
American Indian				NA	NA	NA				
Asian				NA	NA	NA				
Black				76.3	42.4	41.6				
Hispanic				NA	NA	NA				
Multi-Racial				NA	NA	NA				
White				86.5	NA	NA				
Free/Reduced Lunch				73.4	45.9	39.8				
Limited English Proficient				NA	NA	NA				
Students with Disabilities				NA	NA	NA				

Notes
* Percent Proficient
* NA - less than 40 students in the subgroup

School Profile Data: Category A-5

K-2 Assessment Data/Reading First - Kindergarten

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading First										
Vocabulary				K.6	K.7	K.8				
Comprehension										
Word Analysis				1.1	1.1	1.0				
Listening				K.6	K.8	K.7				
Listening										
K-2 Assessment Reading										
Level 1 (0)				11%	4%	9%				
Level 2 (1-2)				4%	13%	9%				
Level 3 (3-4)				14%	14%	14%				
Level 4 (5 and up)				71%	69%	68%				
Writing										
Level 1					8%	3%				
Level 2					25%	21%				
Level 3					44%	35%				
Level 4					23%	41%				

Notes
* Percent Proficient
*Reading First Grade Equivalency

School Profile Data: Category A-6

K-2 Assessment Data/Reading First - Grade 1

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading First										
Vocabulary				1.6	1.7	1.8				
Comprehension				1.7	1.9	1.8				
Word Analysis				1.6	2.0	1.9				
Listening				1.5	1.6	1.7				
Listening										
K-2 Assessment Reading										
Level 1 (0-4)				4%	9%	6%				
Level 2 (5-8)				14%	9%	8%				
Level 3 (9-12)				23%	22%	26%				
Level 4 (13 and up)				59%	60%	60%				
Writing										
Level 1				8%	18%	7%				
Level 2				38%	19%	31%				
Level 3				44%	48%	52%				
Level 4				10%	25%	10%				

Notes
* Percent Proficient
*Reading First Grade Equivalency

School Profile Data: Category A-7

K-2 Assessment Data/Reading First - Grade 2

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading First										
Vocabulary				2.3	2.4	2.7				
Comprehension				2.8	2.8	2.9				
Word Analysis				2.5	2.4	2.7				
Listening				2.6	2.5	2.8				
Listening										
K-2 Assessment Reading										
Level 1 (0-10)				2%	4%	2%				
Level 2 ((11-18))				9%	12%	6%				
Level 3 (19-20))				7%	7%	13%				
Level 4 (21 and up)				82%	77%	79%				
Writing										
Level 1				10%	17%	9%				
Level 2				55%	41%	40%				
Level 3				31%	35%	45%				
Level 4				4%	6%	6%				

Notes
* Percent Proficient
*Reading First Grade Equivalency

School Profile Data: Category A-8

Reading First - Grade 3

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading First										
Vocabulary				3.6	3.2	3.2				
Comprehension				4.1	3.8	3.7				
Word Analysis				3.5	3.5	3.4				
Listening				3.4	3.1	3.2				
Listening										

Notes

*Reading First Grade Equivalency

School Profile Data: Category A-9

Exceptional Children

	School Years									
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AIG	18	14	14	24	46	34				
Autistic		1	1	1		2				
Behaviorally - Emotionally Disabled	1	1	1	1		1				
Deaf-Blind										
Developmentally Delayed	24	24	20	24	26	34				
Educable Mentally Disabled	15	17	12	12	9	7				
Hearing Impaired										
Specific Learning Disabled	10	10	7	9	12	11				
Multihandicapped					1					
Other Health Impaired	12	13	10	9	18	15				
Orthopedically Impaired										
Speech-Language Impaired	41	41	42	42	19	21				
Severely/ Profoundly Disabled					1	1				
Traumatic Brain Injury	1									
Trainable Mentally Disabled	1	2	1	1						
Visually Impaired										

Notes