

Pitt County Schools Comprehensive School Plan: 2010-2012

(School Improvement & Title I)

School Name: **E. B. Aycock Middle School**

School's Mission Statement:

At E. B. Aycock Middle School, we value the uniqueness of the middle school experience. Our goal is to provide a quality-learning environment designed to fit the educational, social, emotional, physical and psychological needs of all students. Our staff, in partnership with the community, strives to prepare students to become responsible, contributing members of society.

Please Check One: ☒ **Non-Title I School**

Title I School: ☐ **Schoolwide**

Date of Original: September 8, 2010

Amendment Date: _____

Amended Section: _____

Amendment Date: _____

Amended Section: _____

File this document with your Southern Association School Improvement and Title I Information

PCS DATA SUMMARY CHART

K-8	2009-2010	2010-2011	2011-2012
• % proficient on DRA (K-2)	K _____ 1 st _____ 2 nd _____	K _____ 1 st _____ 2 nd _____	K _____ 1 st _____ 2 nd _____
• % proficient on Math Assessment (K-2)	K _____ 1 st _____ 2 nd _____	K _____ 1 st _____ 2 nd _____	K _____ 1 st _____ 2 nd _____
• % proficient on EOG (3-8: Reading)	3 rd _____ 6 th <u>63.80%</u> 4 th _____ 7 th <u>55.40%</u> 5 th _____ 8 th <u>62.80%</u>	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____
• % proficient on EOG (3-8: Math)	3 rd _____ 6 th <u>62.70%</u> 4 th _____ 7 th <u>68.90%</u> 5 th _____ 8 th <u>76.20%</u>	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____

PCS DATA SUMMARY CHART

K-8	2009-2010		2010-2011		2011-2012	
• % proficient on EOG (Science)	5 th		5 th		5 th	
	8 th	59.3%	8 th		8 th	
• AYP Results: Identify subgroups <u>not</u> making AYP and their proficiency in <u>READING</u>	Subgroup	SWD	25.9%	%	Subgroup	%
	Subgroup			%	Subgroup	%
	Subgroup			%	Subgroup	%
	Subgroup			%	Subgroup	%
	Subgroup			%	Subgroup	%
	Subgroup			%	Subgroup	%
• AYP Results: Identify subgroups <u>not</u> making AYP and their proficiency in <u>MATH</u>	Subgroup	All	70.2%	%	Subgroup	%
	Subgroup	BLK	57.2%	%	Subgroup	%
	Subgroup	EDS	55.8%	%	Subgroup	%
	Subgroup	SWD	32.8%	%	Subgroup	%
	Subgroup			%	Subgroup	%
	Subgroup			%	Subgroup	%

PCS DATA SUMMARY CHART

K-8	2009-2010	2010-2011	2011-2012
• % of LEP students proficient on EOG in Math (3-8)	3 rd _____ 6 th <u>N/A</u> 4 th _____ 7 th <u>N/A</u> 5 th _____ 8 th <u>N/A</u>	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____
• % of LEP students proficient on EOG in Reading (3-8)	3 rd _____ 6 th <u>N/A</u> 4 th _____ 7 th <u>N/A</u> 5 th _____ 8 th <u>N/A</u>	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____
• % of exceptional students proficient on EOG in Math (3-8)	3 rd _____ 6 th <u>36%</u> 4 th _____ 7 th <u>34.80%</u> 5 th _____ 8 th <u>15.80%</u>	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____
• % of exceptional students <u>proficient</u> on EOG in Reading (3-8)	3 rd _____ 6 th <u>36%</u> 4 th _____ 7 th <u>55.40%</u> 5 th _____ 8 th <u>10.50%</u>	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____	3 rd _____ 6 th _____ 4 th _____ 7 th _____ 5 th _____ 8 th _____

PCS DATA SUMMARY CHART

(6-8 only) • % <u>proficient</u> students in CTE courses	6208CS7- 7th Grade <u>72</u> %	Course _____ %	Course _____ %
	6158C - 8th Grade <u>85</u> %	Course _____ %	Course _____ %
	Course _____ %	Course _____ %	Course _____ %

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012
• Percentage of students who graduate	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
• Percentage of dropouts	9 th <hr/> % 10 th <hr/> % 11 th <hr/> % 12 th <hr/> %	9 th <hr/> % 10 th <hr/> % 11 th <hr/> % 12 th <hr/> %	9 th <hr/> % 10 th <hr/> % 11 th <hr/> % 12 th <hr/> %
• AYP Results: Identify subgroups not making AYP and their proficiency.	Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> %	Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> %	Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> % Subgroup <hr/> %

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012
• Performance on EOC test Subject Area % proficient	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: 100 % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof	U.S. History: _____ % Civic/Econ: _____ % Biology: _____ % Algebra I: _____ % Algebra II: _____ % English I: _____ % Geometry: _____ % Physics: _____ % Chemistry: _____ % Physical Science _____ %
• % of student body enrolled in challenging courses (include AP and Honors)	Total # of student body _____ Percentage of: B _____ W _____ H _____ O _____	Total # of student body _____ Percentage of: B _____ W _____ H _____ O _____	Total # of student body _____ Percentage of: B _____ W _____ H _____ O _____

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012
<ul style="list-style-type: none"> • % of proficient LEP students on the EOC 	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof	U.S. History: _____ % Civic/Econ: _____ % Biology: _____ % Algebra I: _____ % Algebra II: _____ % English I: _____ % Geometry: _____ % Physics: _____ % Chemistry: _____ % Physical Science _____ %
Subject Area % proficient			
<ul style="list-style-type: none"> • % of proficient EC students on the EOC 	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof	U.S. History: _____ % prof. Civic/Econ: _____ % prof. Biology: _____ % prof. Algebra I: _____ % prof. Algebra II: _____ % prof. English I: _____ % prof. Geometry: _____ % prof. Physics: _____ % prof. Chemistry: _____ % prof. Physical Science _____ % prof	U.S. History: _____ % Civic/Econ: _____ % Biology: _____ % Algebra I: _____ % Algebra II: _____ % English I: _____ % Geometry: _____ % Physics: _____ % Chemistry: _____ % Physical Science _____ %
Subject Area % proficient			

PCS DATA SUMMARY CHART

9th - 12th	2009-2010	2010-2011	2011-2012
% of proficient students in CTE course (VoCATS)	Course _____ %	Course _____ %	Course _____ %
	Course _____ %	Course _____ %	Course _____ %
	Course _____ %	Course _____ %	Course _____ %

COMPREHENSIVE NEEDS ASSESSMENT

(Respond to each statement in narrative form)

School Reform

a) Describe demographics and characteristics of school community.

EB Aycock is a middle school (6-8) located in the city limits of Greenville. Our student population for the 2010-2011 school year is approx. 563. Of that student body, 65% are minority, 27% caucasian and 8% other. When considering gender, we are split 50-50, male and female. We have 152 Exceptional Children. 70 of those receiving AIG services and 82 identified with learning disabilities. Roughly 60% of our students receive free & reduced lunch. Grade level teachers work as teams and are provided common planning times each day while students are at encore classes. Encore teachers also share common planning. Teachers are flexible and focused on the needs of each child.

Staff has been involved in numerous PLC's in which the focus has been the development of adolescents and impoverished youth.

We have several academic focused clubs, groups and activities at our school and plan to also implement a club for at -risk black males for the 2010-2011 school year. We offer Fast Track opportunities for students that have been retained in an effort to support their academic career and completion of high school. EB Aycock is in it's second year of PBIS. The staff feels that this system assists with motivating and managing the academically unmotivated and disrespectful student.

*** Schools will be required to conduct two in-house surveys per year that will include feedback from students, parents, and staff.**

(Use same questions for both surveys)

Summary Analysis

*** Review school data and consider a variety of perspectives including overall school/ student Performance, sub-group performance, attendance,**

a) What does the analysis tell you about your schools strengths?

dedicated school staff

implementation of PBIS, and continued improvement including mentoring program

rigorous and varied course selection for academics and electives to meet the needs of diverse learners

meeting physical and social needs of middle school students with extracurricular activities

extensive support programs for students in the adapted curriculum are centralized and modeled at E.B. Aycock

grade level remediation programs during and after school

b) What does the analysis tell you about your school's gaps or opportunities for improvement?

parental involvement, building relationships - trust

consistency of enforcement of school rules and PBIS expectations by staff

communication between faculty, administration, parents, students

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 1: Overall strategies to achieve growth standards for all students.

Strategy	Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
		Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Grade level teams will disaggregate academic data	Narrow instructional focus specifically to address AYP needs	EBA Spreadsheet Data Student observations Study Island reports	EOG results from 2009-2010	10% Growth to achieve safe harbor	Regular Classroom Teachers, EC Teachers, Support Staff	End of Year				
2	Incorporate SIOP Language and Content Objectives into daily instruction and assessment	To better communicate learning expectations on a daily basis	Observations, lesson plans, informally assessing student awareness	SIOP posted and included in daily lesson plans	Increase student awareness and proficiency in all curriculum areas	Regular Classroom Teachers, EC Teachers, Support Staff	End of Year				
3	Incorporate new technology into daily instructional activities (mimeos, ipods, smartboards, CPS, LCD projectors, document cameras, mobile carts)	To increase student engagement and create relevance and rigor to the curriculum. To differentiate instruction for students with various learning modalities/needs	Observations, lesson plans, resource checkout from Media Center	Creating baseline by tracking checkout data and EOY usage survey	Increase student motivation, participation and grades	Regular Classroom Teachers, EC Teachers, Support Staff	End of Year				

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 1: Overall strategies to achieve growth standards for all students.

Strategy	Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
		Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
4	Analyze data collected during TOT (Time on Task) Sweeps	To determine whether students are engaged 90% of instructional time	TOT Sheet	1st Sweep results	Increase overall student engagement	Teachers, peer observers	End of Year				
5	Begin implementing Marzano's "Building Academic Vocabulary (BAV)"	Increase student content vocabulary	Vocabulary maps and assessments	2009-2010 EOG	Improve EOG scores and student growth	Instructional Coach, Teachers	End of Year				
6	Incorporate Thinking Maps in all curriculum areas	To transfer thinking processes, integrate learning and assessing progress	Lesson Plans, Student Work Samples	2009-2010 EOG	Improve EOG scores and critical thinking skills	Instructional Coach, Teachers, Administrators	End of Year				

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 2: Intervention strategies for students performing below proficiency standards & subgroups not making AYP.

Strategy		Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
			Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Gentleman's Club (males) Girl's Step Team Mentoring	Develop culturally relevant relationships with targeted subgroups	Club Rosters and Attendance, Mentor logs	Varies upon Recommendation	Increase student engagement and motivation in school activities	Step Coach Club Advisors Teachers Support Staff	End of year					
2	Utilize an integrated assessment and instruction program focusing on critical math skills in Grs. 6 and 8	Least amount of growth historically in 6th grade Math. Data reflects these grade levels are where largest concentration of target group exists	2009-10 EOG scores and AYP results	Predictor scores	Increase proficiency and reach Safe Harbor	6th and 8th grade Math teams	2nd Semester					
3	Organize academic support groups in both math and reading to be offered during electives as part of the Middle School Project	Provide focused small group instruction to advance academic growth	Data Spreadsheets	Predictor scores	Increase proficiency and reach Safe Harbor	Classroom Teachers, Remediation Specialists	2nd Semester					
4	Utilization of support staff (Remediation, EC) to provide inclusion services in Reading and Math to improve proficiency.	Provide more focused instruction within the classroom	Benchmarks, Grades, EOGs	Predictor scores	Increase county graduation rates	EC Teachers Regular Classroom Teachers Support Staff	End of year					

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 3: Intervention strategies for insuring the academic growth of advanced learners.

	Strategy	Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
			Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Provide AIG students Direct Instruction through elective classes and pull-out services	To provide interdisciplinary instruction and in-depth study on designated topics	Benchmarks and EOG	Predictor scores	All AIG students show growth	Regular ed teachers, support staff and AIG teacher	End of Year					
2	AIG created Emodo site	A means to implement 21st Century Skills	Track usage	Participation at implementation vs. current	Increase communication and student growth	AIG Teachers	End of Year					
3	Advanced-Level Courses offerings at each grade level: Pre-:Algebra, Advanced Science, Algebra, Earth Science, Geometry	To provide curriculum for advanced learners	End of Year Assessment	Pre-Assessment	Increase student growth and EOG performance	Content Area Teachers	End of Year					
4	Extra Curricular Offerings: Battle of the Books Science Olympiad Honors Music All-State Music All-County Music Geography Bee	Supplement and enrich regular curriculum	Participant Rosters	N/A	Student participation and academic growth	Encore Teachers, Regular Ed Teachers	End of Year					

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 4: Intervention strategies for insuring the academic growth of Exceptional Children.

Strategy		Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
			Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Integrating assistive technology into instruction to assist with communication skills: Go Talks, Dynamic Display, Boardmaker, Big Mac, Clicker 5, Cloze Pro, Picture Communication, Writing with Symbols	To promote a variety of avenues for students to achieve success	Lesson plans, observations	Communication Skills at beginning of year	Increase in communication skills	EC Teachers	End of Year					
2	Inclusion of EC students into the Regular Ed continuum	To provide students with instructional grade level material with support from the EC teachers	Lesson plans, observations	Grades EOG	Increase in grades / EOG scores	EC Teachers, Regular Classroom Teachers	End of Year					
3	Reverse Mainstreaming for the Low Incident population classes. (Peer Helpers)	To provide one on one peer instruction and socialization experiences	Student Contract, Grades	Prior Grades	Academic and social growth	EC Teachers	End of Year					
4	Model Universal Design for Learning (UDL) 7th gr. ELA	Increase academic success for EC students	Before and After Rubric	Student Engagement Rubric	Academic and social growth	EC Teachers, Content Area Teachers	End of Year					
5	Language! Program	Research Based Program to increase academic success for EC inclusion classrooms	Assessments	Pre-Assessment	ELA growth	EC Teachers, ELA Teachers	End of Year					

State Strategic Priority: Globally Competitive Student

Section A: Instructional Excellence and Alignment

Part 5: Intervention strategies for insuring the academic growth of students with limited English proficiency.

Strategy		Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
			Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	ELL students grouped in same classes per grade level	To allow services to be provided more effectively to promote academic growth	Student schedule	ELL Testing	Increase in vocabulary development	Administration	Beginning of the school year					

State Strategic Priority: Twenty-first Century Professionals*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 1: Strategies for all staff development activities including state, Title I or system sponsored activities.

Title I schools: include professional development towards low performing academic areas and 10% set-aside for School Improvement.

Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	Outcomes: What change in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timeline	Funding Source				
							Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	*Early release CPI training	To develop skills for successfully diffusing difficult situations	All staff	Teachers becoming more proactive and less reactive;	Decrease in OSS	All Staff	End of Year				
2	Weekly trainings with IC and Media Coordinator to introduce new technology and applications (iPods, E-modo, wikis, mimios, learn 360, etc.)	To enable teachers to better differentiate instruction for their students, while making it rigorous and relevant	All staff	Staff will gain insight into new resources / strategies for promoting student success	Lesson plans, observations	Instructional Coach, Regular Classroom Teachers, Media Coordinator	End of Year				

*Principal Attestation Statement needs to be completed by each Title I School annually (copies filed at school and Federal Programs Office).

State Strategic Priority: Twenty-first Century Professionals*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 2: A plan to support recruitment initiatives at the school, incentive programs to retain, and/or the placement of highly qualified teachers in areas of need. Title I schools: include the use of "reduced class size" positions, administrative support for teachers, staff development and mentor support).

Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	Outcomes: What change in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timeline	Funding Source				
							Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1 Leadership Team Meetings: Grade Level SIT Faculty Meetings	Encourage ALL staff members to follow established procedures and policies	All	More harmonious and productive working environment	Climate Survey Minutes Observations	All Staff	Ongoing					
2 PBIS drawings for teachers	Increase Staff Morale	All	Teachers will reinforce positive behavior of students and peers	Observations, Climate Survey Results	Administration	Ongoing					
3 Participation in the Beginning Teacher's Program/Mentor Support	To provide support to new teachers / address areas of concern	variable	Teachers will learn effective strategies to use in instruction	Lesson Plans CWT Formal observations	Sheridan Holstein, Mentees Mentors	End of Year					
4 Hospitality Committee Activities to Enhance School Climate: *Coffee Shop *Monthly Staff Activities to Network /Team Building	To provide activities for staff to promote team building	All	Boost morale of staff and enhance the sense of working together as a team	Climate Survey	Administration and Hospitality Committee	Ongoing					

State Strategic Priority: Twenty-first Century Professionals*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 2: A plan to support recruitment initiatives at the school, incentive programs to retain, and/or the placement of highly qualified teachers in areas of need. Title I schools: include the use of "reduced class size" positions, administrative support for teachers, staff development and mentor support).

Staff Development Activity		Why Did You Select This Activity? What Need?	# of Participants	Outcomes: What change in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timeline	Funding Source				
								Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
5	Partnerships with ECU *Clinical Teachers/ Practicum Students *History/German Dept. *Science Dept. Planetarium & Rocketry presentations *Music & PE Depts.	To provide support to new teachers and enhance recruitment	variable	Enhance quality of staff	Climate Survey	ECU contact people and administration	Ongoing					

State Strategic Priority: Healthy and Responsible Students

Section C: School Climate

Part 1: A plan to create and maintain a safe and positive school climate which is supportive of learning; insures the success of all children and the staff who serve them; and addresses a reduction in out-of-school suspensions.

Amendment Date	Strategy	Why Did You Select This Strategy? What Need?	Data Collection & Analysis				Timeline	Funding Source				
			Measurement Instrument	Baseline	Target Goal	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Implementation of Student Support Services: *Reconnecting Youth *Counselor Mediation *Mediation Center *Project EQUAL	To provide support to reduce OSS suspension rate	Discipline Data	# of OSS suspensions 09-10	Fewer OSS suspensions	Teachers, Guidance, Administration	End of Year					
2	School-wide expectations for students and staff posted and enforced in the *Hall *Cafeteria *Classrooms *Bathrooms per PBIS	To reinforce expectations of appropriate student behavior in all areas at all times	Observation	Number of discipline referrals 09-10	Fewer referrals for discipline	All Staff	ongoing					
3	Training in Bullying Prevention	To learn strategies to promote positive behavior in students	Attendance rosters Discipline data	Number of discipline referrals 09-10	Reduce the drop out rate	School Improvement Team, PBS Team, Teachers, Staff, Mediation Center	End of Year					

State Strategic Priority: Healthy and Responsible Students

Section: Physical Activity and Nutrition

Part 2: A plan to increase physical activity for students at least 30 minutes a day (K-8) and to assure nutrition education is taught as a part of the Coordinated School Health Program (K-8).

Amendment Date	Strategy	Why Did You Select This Strategy? What Need?	Means of Evaluation			Timeline	Funding Source				
			How will you know when the goal is achieved?	How will you inform parents of assessment results, student progress?	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Use of Energizer Activities	To promote physical activity for students	Lesson plans, observation	Newsletters / Progress Reports	PE Teachers / Regular Classroom Teachers	End of Year					
2	Weekly Outside team time as a positive reinforcement	To promote physical activity for students	Lesson plans, observation	Newsletters	Regular Ed	End of Year					
3	Adaptive PE	Low incident population cannot participate in regular continuum	Participation in PE	Progress reports	Adaptive PE teacher and EC staff	ongoing					

State Strategic Priority: Leadership for Innovation

Section D: Communication to enhance leadership capacity

Part 1: A plan to effectively communicate the education priorities of the students, and the needs of the families to the community, in order to gain the support of local organizations and businesses, and create partnerships that match student and family needs with what the community organizations and businesses have to offer.

Public school professionals collaborate with higher education.

Strategy	Why Did You Select This Strategy? What Need?	Means of Evaluation			Timeline	Funding Source				
		How will you measure the success of this strategy? (Student and/or Org/Bus Participation, Improved Grades, Improved Behavior, etc.)	How will you inform the parents and the community of the outcome?	Person(s) Responsible		Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	<u>Partnerships with ECU</u> *Clinical Teachers *Teaching Fellows *Volunteers *Tech Math *Clinics for Music Auditions *MSA Interns *Tutors *Practicum Interns *Assistive Technology Lab *Dr. Mark L'Esperance	To enhance the opportunities provided for students and / or staff dev for teachers	Improved grades, behavior for students. Improved knowledge of effective instructional strategies for teachers	Newsletters / Memos	Administration, Teachers, Guidance,	End of year				
2	<u>Partnerships with the Community</u> *Panera Bread *Fresh Market *Brueger's Bagels	To fund community based instruction for EC students and classroom supplies Provide real-life application of vocational skills in our Coffee Shop	Improved grades social skill development	Email & Letters	EC Teachers	Ongoing				
3	<u>Community Funded Grants</u> Morning Rotary Club Pitt County Educational Foundation	To meet the various educational needs of all students	Improved grades Continued community support	Good News Friday Newspaper articles	All	Ongoing				

2010-2012 Pitt County Comprehensive School Plan (School Improvement & Title I)

E. B. Aycock Middle
School

State Strategic Priority: Planning and Operational Effectiveness

Part 1: Financial planning and budgeting focused on resource attainment and maximizing student achievement.

Strategy		Why Did You Select This Strategy? What Need?	How Will You Document Use of Strategy?	Person(s) Responsible	Timeline	Funding Source				
						Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other
1	Prioritize Needs Assessment from Departments / Grade Levels/SIT	To identify the most crucial resources needed to support instruction	List of Needs Assessments from Departments / Grade Levels	Regular Classroom Teachers, Encore Teachers, Support Staff SIT	ongoing					
2	Discuss needs with County Office staff (Rick Wilkerson, Connie Cheston, Pat Peoples, Tim DeCresie, etc.)	To gain input about available resources and best vendors to use in purchasing needed items	Meeting Minutes	Regular Classroom Teachers, Encore Teachers, Support Staff	ongoing					

State Strategic Priority: Planning and Operational Effectiveness

Part 2: *Optional* Waiver Requests of State Laws, Rules or Policies

Law, Rule or Policy Inhibiting School's Ability to Improve Student Performance		Circumstances Under Which Waiver May be Used	How Waiver Will Permit School to Improve Student Performane	Data Collection & Analysis			
				Measurement Instrument	Baseline	Target Goal	Person(s) Responsible
1	001 115C-301. 115C-47	Allow teacher class size to exceed limit in grades 6-8	We don't feel this will improve student performance; however, we don't have resources to lower class size for core curriculum subjects or encore				

School: E. B. Aycock Middle School

School Year: 2010-2011

Submission of Comprehensive Plan

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Southern Association School Improvement Plan, Title I, Safe Schools and Title II (formerly Eisenhower Staff Development).

The school staff approved the plan by a vote of: _____

Principal Signature

Date

School Improvement Team Chair Signature

Date

B. Superintendent's Recommendation

☐ The plan meets all State requirements and is recommended for board approval.

☐ The plan as submitted is recommended for board rejection based upon the following reasons:

Superintendent Signature

Date

C. Board Action

☐ The plan is accepted

☐ The plan is accepted with the following modifications:

☐ The plan is rejected based upon the following reasons:

Board Chair Signature

Date

Submission

School: E. B. Aycock Middle School

School Year: 2010-2011

School Improvement Team Signatures

Name	Title	Elected By	Signature	Date
	Parent	A) Elected by PTA or largest parent group		
	Parent	B) Parent of an exceptional child		
	Parent	C) Parent of Title I child/reflective student pop		

A) GS 115-105.27 requires that parents be elected by the largest organization of parents at the school.

B) It is a Pitt County Schools requirement that a parent of an exceptional child serve on the team.

C) It is an NCLB requirement that a parent of a Title I child serve on the team. Non-Title I schools must pick a parent reflective of the demographics of your student population.

School: E.B. Aycock Middle School

School Year: 2010-2011

Budget Summary

<i>Budget Code & Category</i>	Grants/Others (PRC 28)	State Remediation (PRC 69 & 72)	Title I (PRC 050 & 105)	Perkins Workforce Development Vocational (PRC 17 & 14)	Stimulus (PRC 141)
Travel, Meals, Registration (312)					
Stipends (182)					
Substitutes (186)					
Salaries Including Benefits		\$17,900			
Non-Capitalized Equipment (461 & 462)					
Capitalized Equipment (over \$500; 541 & 542)					
Instructional Materials & Supplies (411)		\$2,734			
Other / Specify:		50% position			
Other / Specify:					
<i>Budget Code Totals</i>	\$0.00	\$20,634.00	\$0.00	\$0.00	\$0.00
<i>Total: All Budget Codes & Categories</i>				\$20,634.00	