

**REVISED
SCHOOL IMPROVEMENT PLAN**

2008-2011

Walter L. Parsley Elementary School

Rigor

Relevance

Relationships

New Hanover County Schools

Executive Summary

We are very proud of Parsley Elementary School's success during the 2008-2009 school year. This was the seventh consecutive year Parsley has been recognized as an Honor School of Excellence. Results from the 2008-2009 school year indicated that for the first time in the history of Parsley Elementary School we made high growth in every subject, and in every grade level tested. These results placed us as having the highest proficiency (94%) in New Hanover, Pender, and Brunswick Counties, and 13th in the state among regular attendance elementary schools. This is a reflection of Parsley's strong, professional staff that works diligently every day challenging students to extend their academic and social learning. Another component to Parsley's success is our active and supportive Parent Teacher Association. Parsley's environment is truly a collaborative place where everyone works to continue the treasured traditions that make Parsley such an awesome place for children, while moving our children and our school towards continued success and student growth. We are focused on being data driven and student centered to ensure that all students are well prepared for bright and successful futures.

We are continuously analyzing our data to align our school's focus and instructional path. Parsley had thirteen Adequate Yearly Progress sub-groups during the 2008-2009 school year. We met 100% of our targets. Even though Parsley's sub-groups are minimal in comparison to others, we are fully aware that all of our children count toward the county-wide sub-groups and they are all a focus of our efforts.

| School Year | Overall Proficiency | White Students | Black Students** | Gap | Economically Disadvantaged | Students with Disabilities |
|-------------|---------------------|----------------|------------------|------|----------------------------|----------------------------|
| 2008-2009 | 94% | 92.8% | 70.0% | 22.8 | 73.9% | 82.6% |
| 2007-2008 | 92.86% | 87.6% | 62.5% | 25.1 | 61.8% | 58.6% |
| 2006-2007 | 91.17% | 93.4% | 68.2% | 25.2 | 78.9% | 67.5% |
| 2005-2006 | 90.2% | 90.6% | 60% | 30.6 | 70.7% | 59.2% |

***NC School Report Cards data. Students have to be proficient in BOTH Reading and Math to be considered proficient in these data. Overall proficiency for our black students during the 2008-2009 school year including Reading, Math, and Science is 79.16% proficient. One-hundred percent (100%) of our black students were proficient in math; 70% proficient in reading; and 50% proficient in science.*

In our efforts of continuous improvement, we are routinely creating deliberate strategies to maintain and exceed our overall high growth while increasing our proficiency towards one-hundred percent proficient. We are continuing with our 90-minute reading block this year. After only one year of implementation during the 2008-2009 school year, our school made high growth in reading for the first time ever. Administrators are committed to ensuring that the classroom environment during this time is uninterrupted, and filled with rigorous, intentional instruction and learning. Our reading program supports the No Child Left Behind goal for children to read well by the end of third grade, and Parsley's goal to extend the critical thinking skills of proficient readers. We are accomplishing this goal by applying scientifically based reading research to reading instruction, and by providing targeted small group instruction. We will continue focusing on the Five Big Ideas in Reading; Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Text Comprehension. Our overall goal is to continue challenging children with a wide variety of reading genres, including technical reading, in preparation for comprehending more difficult text necessary for productive citizens in the 21st Century.

Thanks to our PTA, we are implementing Words Their Way school-wide this year. Words Their Way is a word study program that allows children to develop phonics, phonemic awareness, vocabulary and spelling according to their individualized needs. This scientifically based research tool extends learning for all children by teaching Latin and Greek word origins. This extension of learning should not only help our children today, but should prepare them for the advanced sciences in high school and college, and on pivotal exams such as the SAT.

We added a new block to our day this year called, "Power Up." This time allows us to drill down to the specific individualized needs of each child within a smaller group setting. Children receiving special academic services will be pulled out of their home based classrooms during this time, leaving the home based teachers with smaller groups of children. On each grade level, the regular classroom teachers will look at grade level student data to group students based on individualized needs. These groups are fluid and will change as the needs of children change. During this time we will provide intentional and deliberate instructional services ranging from remediation to acceleration.

In all subject areas we are continuing to formatively assess students using the best scientifically based research information we have available to us for guidance in differentiating instruction. Some of the assessments we are using include 3D Reading / Dibels (lower grades), New Hanover County created reading, math, and science formative assessments, ClassScope (upper grades), Scholastic Reading Inventory, Lexiles, and other classroom programmatic related formative assessments. These formative assessments are continually used to provide targeted and intentional instruction that will help every child achieve maximum growth potential while preparing them for the 21st Century's global work force.

Administrators will create "HOT" lists of students for each classroom teacher, identifying the children in all targeted sub-groups, and children who are struggling academically or not making sufficient growth. Administrators, teachers and their teams will work together to monitor the progress of these students and to plan for their differentiated instruction.

In working to develop Professional Learning Community opportunities for our staff, our schedule allows all classroom teachers at least 45 consecutive minutes of common planning daily. The first afternoon of each month is also dedicated to Professional Learning Communities. At least one day a week teams collaboratively participate in professional development book studies and other "teacher learning" activities. The first book studies for this year are *Reading Power (Gear)* and *Word Their Way* (Bear, Invernizzi, Templeton, & Johnston). This common planning opportunity would not be possible without the hard work and dedication of our teaching assistants.

The development of this school improvement plan has been a collaborative effort involving staff and parents. We realize that this document is a work in progress, and will change and grow with us throughout the school year.

Members of Parsley Elementary School's School Improvement Team:

Robin Hamilton – Principal - White Female

Arlene Suggs – Assistant Principal – White Female

Hillary Blanchard – First Grade Teacher – White Female

Stephanie Blackburn – Second Grade Teacher – White Female

Ashley Cuesta – Third Grade Teacher – White Female

Jennifer Perrone – Fourth Grade Teacher – White Female

Robyn Baker – Music Teacher – White Female (Chairperson)

Elizabeth Weir – Teacher Assistant – White Female

Nancy Brennan – Parent – White Female

Monique Robbins – Fifth Grade Teacher – White Female

Amy Wolfe – Kindergarten Teacher – White Female

Malinda Hall – Second Grade Teacher – White Female

Mary Rizzo – Technology Assistant – White Female

Lindsey Fahrland – SDA Teacher – White Female

Melissa Pollock – Parent – White Female

Deb Church – Parent / PTA President – White Female

Dr. Eric Schmidt – Parent – White Male

Pam Anderson – Parent – White Female

Marie Warren – Parent – White Female

This school improvement plan was voted on by secret ballot by the staff of Parsley Elementary School and passed by a majority vote on October 28, 2009. Fifty – three staff members voted in favor of the plan, 3 staff members opposed.

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission: The mission of Parsley Elementary is to nurture responsible decision-makers, who are cooperative, passionate self-learners respectful of diversity. Through engaging students in relevant and individualized learning, we will produce creative and dynamic citizens who will contribute to and flourish in our global society.

| Goal established by the State Board of Education | ⇒ | School's Priority Improvement Goals | ⇒ | Result Measures |
|---|---|--|---|--|
| <p>SBE Goal 1: Globally Competitive Students</p> <p>NHCS Goal 1: High student achievement</p> | | <p>Parsley Priority Goal 1: By the end of the 2009-2010 school year high growth will be met in reading and math as determined by NC ABC model</p> <p>Parsley Priority Goal 2: By the end of the 2009-2010 school children in sub-groups (black, economically disadvantaged, students with disabilities, Hispanic and multi-racial will have proficiency ratings of greater than 80%.</p> | | <p>NC End of Grade Test Results, Spring 2010</p> |

Goal established by the
State Board of Education



School's Priority
Improvement Goals



Result
Measures

| | | |
|--|--|--|
| <p>SBE Goal 2: 21st Century Professionals</p> <p>NHCS Goal 3: A highly qualified, skilled, and supported workforce</p> | <p>Parsley Priority Goal 1: Systemic staff development based on data</p> <p>Parsley Priority Goal 2: The school is a Professional Learning Community</p> | <p>100% of evaluations are appropriately completed as measured by the HRMS system by June 30, 2010</p> <p>100% of certified staff will have a data driven IGP on file by October 30, 2009</p> <p>100% of Staff will meet Highly Qualified Status by June 30, 2010</p> <p>100% of certified staff will participate in professional development on how to build Professional Learning Communities.</p> <p>Staff Development will be provided based on teacher input and surveys, including input from the Teachers' Working Conditions Survey.</p> <p>Based on responses from the Teachers' Working Conditions Survey 100% of interview panels will consist of at least 2 staff members.</p> |
|--|--|--|

Goal established by the
State Board of Education



School's Priority
Improvement Goals



Result
Measures

| | | |
|---|---|--|
| <p>SBE Goal 3: Healthy and Responsible Students</p> <p>NHCS Goal 2: A safe and orderly environment that supports healthy social and emotional development</p> | <p>Parsley Priority Goal 1: Students will be accountable for their academic and social behaviors and growth</p> | <p>100% of students will have data notebooks by September 30, 2009</p> <p>100% of teachers will hold a minimum of 3 parent OR student-led conferences by June 15, 2010</p> <p>100% of all classrooms will have Second Step or Classroom Guidance weekly</p> <p>100% of "HOT List" students will have Personalized Education Plans by the end of the first nine-weeks of school</p> |
|---|---|--|

Goal established by the
State Board of Education



School's Priority
Improvement Goals



Result
Measures

| | | |
|--|--|--|
| <p>SBE Goal 4: Leadership Capacity</p> <p>NHCS Goal 4: Strong customer satisfaction through family, community and business support</p> | <p>Parsley Priority Goal 1: Increase community involvement to ensure diversity</p> | <p>100% of families of students in an at-risk sub-group based on Adequate Yearly Progress will receive personal invitations to at least 2 school functions by June 2010</p> <p>Parsley's PTA will be represented at 80% of the PTA / PTO involvement forums by June 2010</p> |
|--|--|--|

Goal established by the
State Board of Education



School's Priority
Improvement Goals



Result
Measures

| | | |
|---|---|--|
| <p>SBE Goal 5 NC Public Schools will be governed and supported by 21st Century Systems</p> <p>NHCS Goal 5: Effective and efficient use of public resources aligned to system priorities</p> | <p>Parsley Priority Goal 1: To ensure that planning is closely aligned to and supports the SSIP</p> | <p>One hundred percent of all staff development, purchases, and school activities will directly align with the Systemic School Improvement Plan</p> <p>100% of classroom teachers have a 90 minute protected instructional block daily</p> |
|---|---|--|

Systemic School Improvement Plan (Action Plan)

SBE Goal 1: Globally Competitive Students

NHCS Goal 1: High student achievement

Parsley Priority Goal 1: By the end of the 2009-2010 school year high growth will be met in reading and math as determined by the NC ABC model.

Parsley Priority Goal 2: By the end of the 2009-2010 school year children in sub-groups (black, economically disadvantaged, students with disabilities, Hispanic and multi-racial will have proficiency ratings of greater than 80%

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|--|--|---|--|
| <p>Strategy 1.1.1: All teachers will prepare higher order thinking questions in advance. The questions will be written in lesson plans and assessments at least 80% of the time.</p> | <p>Classroom teachers</p> <p>Globally Competitive Students Committee (Chairpersons: Stephanie Blackburn and Hillary Blanchard)</p> <p>Administration</p> | <p>In place by the end of the 1st 9 weeks.</p> | <p>Administrator artifacts of their participation in grade level planning</p> <p>Committee collected artifacts</p> <p>Random sampling of lesson plans and assessments</p> <p>50% of teachers will post critical thinking strands for responses to independent reading on Blogs for student response</p> <p>Teacher staff development (21st Century Skills / Higher Order / Creative Thinking)</p> |

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|---|---|--|--|
| Strategy 1.1.2: Use multiple data sources to design differentiated instruction 100% of the time | Classroom teachers Globally Competitive Students Committee (Chairpersons: Stephanie Blackburn and Hillary Blanchard) | September 15, 2009 | Administrator artifacts of their participation in grade level planning Committee collected artifacts Random sampling of lesson Plans |
| Strategy 1.1.3: Link learning activities to real life / world situations | Globally Competitive Students Committee (Chairpersons: Stephanie Blackburn and Hillary Blanchard) | In place by end of 1 st nine-weeks June 2010 | Random sampling of lesson plans – 20% of PTA sponsored field trips will be community service related |
| Strategy 1.1.4: Administrators will meet with instructional teams to qualitatively review instructional plans compared to student data. | Administrators | By the end of the first nine-weeks | Administrator artifacts of their participating in grade level planning |
| Strategy 1.1.5: School-wide, uninterrupted 90 minute reading block daily 100% of the time. | Administrators Teachers | September 8, 2009 | Daily School Schedule Classroom Schedule |

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|---|--------------------------------------|---|---|
| Strategy 1.2.1: Administrators will create "HOT List" of students are in an at-risk category of Adequate Yearly Progress sub-groups for 100% of the teachers. | Administrators | In place by the end of the 1 st nine-weeks | Lists are created, distributed and a copy on file in the principal's office by the end of the first nine-weeks |
| Strategy 1.2.2: 100% of "HOT List" students will have a Personalized Education Plan or similar document with formative data information that will be monitored by grade levels and administrators at least once every 9-weeks | Administrators Classroom Teachers | In place by the end of the 1 st nine-weeks | A copy of a PEP or similar document on file in the principal's office; Meeting records of grade level reviews and administer review at least once every 9-weeks |

Systemic School Improvement Plan (Action Plan)

SBE Goal 2: 21st Century Professionals

NHCS Goal 3: A highly qualified, skilled, and supported workforce

Parsley Priority Goal 1: Systemic staff development based on data

Parsley Priority Goal 2: The school is a Professional Learning Community

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|--|---|---|--|
| Strategy 2.1.1: Utilize the Confidence Implementation Index, Professional Development Plan, and student data to develop Individual Growth Plans for teachers | Administrators | September 29, 2009 | 100% of certified staff will have a data driven IGP on file in the principal's office. |
| Strategy 2.1.2: Analyze data from teacher input and surveys, including the Teachers' Working Conditions Survey, and student data to determine Systemic School Improvement Staff Development Needs. | Administrators 21st Century Professionals Committee (Jennifer Perrone) | In place by the end of the 1 st nine-weeks | Minutes from 21 st Century Professionals Committee Minutes from SIT meetings Plan for 2009-2010 staff development |

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|--|---|--------------|--|
| Strategy 2.1.3: Appropriately evaluate 100% of our personnel as delineated in the Principal Observation Matrix | Administrators Peer Evaluators | June 2010 | 100% of evaluations are appropriately completed as measured by the HRMS system. |
| Strategy 2.1.4: To ensure that all teachers and paraeducators are identified as highly qualified by the end of the 2009-2010 school year | Administrators Teachers Paraeducators | June 2010 | Paraeducators: If not deemed highly qualified – create an individual plan to meet all needed criteria for HQ status no later than October 30, 2009 Teachers renewing June 30, 2010 – Renewal Credit Reports, anyone short of 15 CEU's will have plan for completing requirements in their IGP |
| 2.1.5: To ensure that staff members have input in the hiring of new teachers and staff members | Administrators Teachers | June 5, 2010 | Based on responses from the Teachers' Working Conditions Survey, 100% of interviews will have a minimum of two teachers or staff members on the interview panel. |

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|---|--|-----------------------------------|---|
| <p>Strategy 2.2.1: To provide structures for and implement the development of effective Professional Learning Communities and results-oriented professional development</p> | <p>Administrators Teachers Paraeducators 21st Century Professionals Committee (Jennifer Perrone)</p> | <p>In place by September 2009</p> | <p>School Schedule and rosters from Professional Learning Communities Professional Development activities</p> <p>Staff Development will be provided based on teacher input, surveys, including the Teachers' Working conditions Survey</p> <p>Administrator artifacts from grade level planning</p> <p>Artifacts of grade level planning and book studies</p> |

Systemic School Improvement Plan (Action Plan)

SBE Goal 3: Healthy and Responsible Students

NHCS Goal 2: A safe and orderly environment that supports healthy social and emotional development

Parsley Priority Goal 1: Students will be accountable for their academic and social behaviors and growth

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|--|--|--|--|
| Strategy 3.1.1 Implement Student data notebooks school-wide | Administrators Teachers Children Healthy and Responsible Students Committee (Ashley Cuesta, Monique Robbins, Beth Weir, Amy Wolfe, Robyn Baker) | September 30, 2009 | Check-list to ensure 100% of children have a data notebook. Each 9-weeks administrators and / or committee chairs will review 20% of each classrooms' data notebooks to ensure they are being actively utilized |
| Strategy 3.1.2 Student-led OR teacher conferences a minimum of three times annually. | Administrators Teachers Students Parents | First Conference by: November 10, 2009 Second Conference by: February 16, 2010 Last Conference by: May 31, 2010 | 100% of Teachers will hold a minimum of 3 parent OR student-led conferences as evidenced in the Teacher Communication Logs |

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|---|---|---|--|
| Strategy 3.1.3 All students will participate in some form of community related service project | Administrators Teachers Students Parents | June 8, 2010 | Pictures / artifacts / agendas of participation from 100% of the classrooms |
| Strategy 3.1.4 Parsley Elementary School will adhere to State Board Policy SS-A-007 and NHCS Board Policy 8307 | Administrators Counselor Teachers | June 8, 2010 | 100% of all classrooms will have Second Step or Classroom Guidance weekly Artifacts: Second Step Schedule and Classroom Guidance Schedule Samples of completed SS-A-007 forms 80% of Teaching Assistants will complete a book study on bullying |
| Strategy 3.1.5 Parsley Elementary School will utilize our "HOT List" (from Goal 1) to ensure that 100% of "HOT List" students have included in their PEP or similar document a drop out prevention component. | Administrators Teachers Students Parents | In place by the end of the 1 st nine-weeks | 100% of "HOT List" students will have Personalized Education Plans or similar document, monitored quarterly by: Administrators, teachers, parents, and students |

Systemic School Improvement Plan (Action Plan)

SBE Goal 4: Leadership Capacity

NHCS Goal 4: Strong customer satisfaction through family, community and business support

Parsley Priority Goal 1: Increase Community Involvement to ensure diversity

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|---|----------------------------|--|---|
| Strategy 4.1.1 Families in our at-risk subgroups will be personally invited to participate in school functions at least 2 times per year. | Teachers | First invitation by December 18, 2009 Second invitation by May 31, 2010 | 100% of Teachers will personally invite families from our at-risk sub-groups to participate in school functions at least 2 times per year, as evidenced in the teacher communication logs |
| Strategy 4.1.2 Conduct teacher conferences at homes or work places for parents who cannot attend the conferences at school | Teachers Parents | First Conference by November 10, 2009 Second Conference by February 16, 2010 Last Conference by May 31, 2010 | 100% of conferences will be held according to the time-line as evidenced in the teacher communication logs |

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|---|--|-----------------|--------------------------|
| Strategy 4.1.3 Be deliberate with strategies for community resources when working with children | Administrators Teachers PTA Community Members | June 8, 2010 | Volunteer logs |
| Strategy 4.1.4 Parsley's PTA will attend at least 80% of the PTA / PTO involvement forums this year | PTA | June 8, 2010 | Agenda's from forums |

Systemic School Improvement Plan (Action Plan)

SBE Goal 5: NC Public Schools will be governed and supported by 21st Century Systems

NHCS Goal 5: Effective and efficient use of public resources aligned to system priorities

Parsley Priority Goal 1: To ensure that planning is closely aligned to and supports the SSIP

| Strategies/Activities | Name of Responsible Person | Timeline | Monitoring Method |
|--|---|----------------------|---|
| <p>Strategy 5.1.1 In response to the Teachers' Working Conditions Survey, 100% of all staff development, instructional supply purchases, and school activities will directly align with the SSIP and will be discussed and voted upon by the School Improvement Team</p> | <p>Administrators School Improvement Team The Schools Governed and Supported by 21st Century Professionals Committee (Lindsey Fahrland and Mary Rizzo) PTA</p> | <p>June 30, 2010</p> | <p>Minutes from SIT team meeting Minutes from the Schools Governed and Supported by 21st Century Professionals Committee 2009-2010 staff development artifacts and instructional supply purchase orders</p> |
| <p>Strategy 5.1.2 Schedules maximize instructional intensity and teacher planning. One and one-half hours of protected instructional time is allocated 100% of the time daily</p> | <p>Administrators School Improvement Team Teachers Support Staff</p> | <p>June 8, 2010</p> | <p>Master Schedule Teacher Assistant Schedule Power-Up Schedule Front-Desk instructions for not interrupting classrooms Reading Block Framework Walk-through checklist to monitor instructional intensity</p> |

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County LEA # 650

SCHOOL NAME Walter L. Parsley Elementary School SCHOOL # 380

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.

Transfer of funds

2. Identify the waiver you are requesting.

Ability to transfer funds from state text books to instructional supplies and materials

3. Specify how the waiver will be used.

In lieu of purchasing class sets of state adopted text books, the School Improvement Team is requesting the transfer of funds for the purchase of instructional materials to support the NC Standard Course of Study.

4. Explain how the waiver will permit the school to improve student performance.

This will allow for materials to be purchased based on student data and will facilitate differentiated instruction.

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County Schools LEA # 650

SCHOOL NAME Walter L. Parsley Elementary School SCHOOL # 380

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.
Class sizes

2. Identify the waiver you are requesting.
Ability to exceed 4th & 5th grade class size maximum

3. Specify how the waiver will be used.
To allow for more than 29 students in 4th & 5th grades if needed

4. Explain how the waiver will permit the school to improve student performance.
This will reduce the likelihood of having combination classes, which will enable us to increase student performance.