

1. **Priority Area:** High Student Performance (NC public schools will produce globally competitive students).
  - a. **Goal #1:** To decrease the achievement gap between minority and non-minority students in reading and math by 10% as measured by the North Carolina EOG Reading, Math, and Science tests.
  - b. **Goal #2:** To increase student achievement for all children in reading and math as measured by safe harbor goals on the North Carolina EOG Math and Reading EOG (3<sup>rd</sup> grade math = 89%, 4<sup>th</sup> grade math = 82% and 5<sup>th</sup> grade math = 78%; 3<sup>rd</sup> grade reading = 71.92%, reading 4<sup>th</sup> grade = 72.73%, 5<sup>th</sup> grade reading = 60.85%); and K-2 DRA results.

Current Performance	Strategies for Improvement	Measurable and/or Observable Progress		Resources	
		Tools	Timeline	Materials / Supplies	Professional Development
<p><b>Goal #1:</b> 32.1% gap in achievement on <b>Math</b> EOG in 2008; 30.6% achievement gap on <b>Reading</b> EOG in 2008; 16.4% gap in achievement on the 5<sup>th</sup> grade <b>Science</b> EOG in 2008; 5.7% achievement gap on <b>Writing</b> EOG in 2008.</p>	<p><b>G1-</b> To hold quarterly support meetings with minority parents to discuss educational topics of relevance.</p> <ol style="list-style-type: none"> <li>a. Provide personal invitations to minority parents to attend monthly support meetings.</li> <li>b. Discuss PES achievement gap data with parents as well as discuss district initiatives for closing the gap.</li> <li>c. Provide parents with information about community tutoring programs and other community resources.</li> <li>d. Utilize “Changing the way we do business in the village through Parents/Family Empowerment” as a framework for parent education workshops.</li> </ol>	<p>G1-Staff members G1-Research G1-Ann Wilkerson G1-Data G1-Parents</p>	<p>G1- To begin in November 2008</p>	<p>G1-The data G1-Baby sitters G1-Refreshments</p>	<p>G1-None</p>

<p><b>Goal #2: Math:</b> 3<sup>rd</sup> grade / 87.9%, 4<sup>th</sup> grade / 80.5%, 5<sup>th</sup> grade / 75%</p> <p><b>Writing:</b> 68%</p> <p><b>Reading:</b> 3<sup>rd</sup> grade / 68.80%, 69.70% / 4<sup>th</sup> grade, and 56.50% 5<sup>th</sup> grade. Kindergarten 86% grade level proficiency on end of year DRA; 1<sup>st</sup> grade 86.3% proficiency on end of year DRA; 2<sup>nd</sup> grade 94.5% proficiency on end of year DRA.</p>	<p><b>G1 /G2-</b> To develop and implement a Pyramid of Interventions to provide consistent support for at-risk students.</p> <ol style="list-style-type: none"> <li>Develop a Pyramid of Interventions that focuses on school success support and academic support with all staff members.</li> <li>Brainstorm current interventions as well as new interventions for students. Ex: Homework Buddies, Targeted Study Skills Classes</li> <li>Transition Student Assistance Team over to using the Pyramid of Interventions to support struggling students.</li> <li>Examine the number of students referred to testing by SAT team in relationship to the number of kids receiving tier 3 services (EC services).</li> </ol> <p><b>G1/ G2-</b> To refine Professional Learning Communities (PLC) to focus more on instruction and curriculum alignment.</p> <ol style="list-style-type: none"> <li>Develop and analyze common assessments.</li> <li>Discuss essential math content for student learning.</li> <li>Plan essential vocabulary words and instructional techniques.</li> <li>Discuss and review curriculum map for English Language Arts.</li> </ol>	<p>G2-PLC Research and Resource Guides G2-Other schools G2-Students, staff members</p> <p>G2-PLC research and resource guides G2-Time to plan</p>	<p>G2-Full implementation by June 2009</p> <p>G2- June 2009</p>	<p>G2-None</p> <p>G2-Time</p>	<p>G2-RTI, Pyramid of Intervention Training G2-PLC Training Opportunities from High Five</p> <p>G2- Professional Learning Communities Staff Development G2- Common assessment training</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	-------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>G1/ G2-</b> To provide target field trips for selected at-risk students.</p> <ol style="list-style-type: none"> <li>Explore grants and other funding sources to cover field trip cost.</li> <li>Identify students who are at-risk of not graduating from high school.</li> <li>Plan two to three enrichment field trips that expose children to future career opportunities. Ex: A trip to visit a college campus, a trip to a high school event.</li> <li>Invite 8<sup>th</sup> grade AVID students to talk to our 5<sup>th</sup> graders.</li> <li>Help students paint a mental picture of future goals and plans.</li> </ol> <p><b>G1/ G2-</b> To provide targeted at-risk students with individualized tutoring focused on student weaknesses during the school day.</p> <ol style="list-style-type: none"> <li>Target at-risk students for individualized tutoring.</li> <li>Target weak areas in literacy and math for each student.</li> <li>Provide one 45 minute tutoring session per week for as many students as possible.</li> </ol>	<p>G2- Grants, other funding sources. G2- Colleges and other universities G2-High school G2 – AVID resources</p> <p>G2-Money G2-Tutors G2- Tutoring Materials</p>	<p>G2- June 2009</p> <p>G2-November 2008</p>	<p>G2 – Time G2- Money G2- Activities</p> <p>G2-Money G2- Tutors G2-Materials</p>	<p>G2 – None</p> <p>G2-Training for tutors</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------	---------------------------------------------------------------------------------------------------	------------------------------------------------

**Must include specific strategies to address global literacy, closing the achievement gap among subgroups, and involving students actively in their learning.**

2. **Priority Area:** Quality Teachers, Administrators, and Staff (NC public schools will be lead by 21<sup>st</sup> century professionals).
- a. **Goal #1:** To provide at least three high quality staff development sessions to help teachers to prepare 21<sup>st</sup> century students as measured by each staff members acquiring 3.0 CEU credit by June 2009.
  - b. **Goal #2:** To increase the diversity of staff members to be more representative of PES student body as measured by the percentage of minority employees (18.9%) and male employees (9.4%).

Strategies for Improvement (Professional Development)	Measure Progress	
	Observable and Measurable	Timeline
<p><b>G1:</b> To develop a tiered technology staff development plan that requires a minimum attendance of 1.0 CEU credits.</p> <ul style="list-style-type: none"> <li>a. Develop a staff development plan that offers choice and different levels of proficiency.</li> <li>b. Use teacher input to develop choice options.</li> <li>c. Require certain essential topics for all staff: common assessments test builder, NC Wise, etc.</li> <li>d. Set a minimum requirement for staff.</li> <li>e. Utilize a variety of staff to conduct trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• 0.5 minimum technology CEUs.</li> <li>• Observable in classroom instruction.</li> </ul>	June 2009
<p><b>G1:</b> To refine the use of Professional Learning Communities to focus on collaboration on instructional practices measured by 2.4 CEU credits.</p> <ul style="list-style-type: none"> <li>a. Provide ½ day a month for grade level teams to collaborate on targeted instructional strategies and curriculum planning.</li> <li>b. Send staff members to PLC training as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.4 CEUs</li> <li>• Minutes from PLC meetings.</li> <li>• Evidence observable in instruction of curriculum alignment.</li> </ul>	June 2009
<p><b>G1:</b> For each PLC group to complete the 20 hours of</p>	<ul style="list-style-type: none"> <li>• 2.0 CEUs</li> </ul>	June 2009

<p>on-line writing training offered by NC DPI.</p> <ol style="list-style-type: none"> <li>Provide release time for 4<sup>th</sup> grade teachers to complete writing training as a PLC team.</li> <li>Set a plan with 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade staff to complete writing training as a PLC team by June, 2009.</li> </ol>	<ul style="list-style-type: none"> <li>Certificate of completion.</li> </ul>	
<p><b>G1:</b> To develop a tiered literacy staff development plan to address staff members at different levels of implementation to support student growth as measured by Reading EOG and K-2 DRA assessments.</p> <ol style="list-style-type: none"> <li>Conduct a needs assessment for staff members to determine what staff development is needed to continue literacy support for students.</li> <li>Literacy coach will work with new staff members to catch them up on best literacy practices.</li> <li>The literacy coach to work with grade level PLCs during ½ day release time to support job embedded staff development.</li> </ol>	<ul style="list-style-type: none"> <li>Reading EOG Data and DRA end of year results.</li> <li>Plan</li> <li>Full implementation of all components of balanced literacy framework from all staff members as observed by classroom walkthroughs.</li> <li>Increase in reading achievement as measured by end of year assessments (EOG, DRA).</li> </ul>	On-going
<p><b>G1:</b> To provide staff development to teachers on strategies to help English Language Learners become successful in the classroom as measured by 0.3 CEUs.</p> <ol style="list-style-type: none"> <li>Utilize the ELL teacher to provide strategies to teachers to help increase ELL student performance.</li> <li>Utilize the ELL teacher to provide staff development for teachers with ELL students.</li> </ol>	<ul style="list-style-type: none"> <li>0.3 CEU credit</li> <li>Develop a baseline for achievement for ELL students (no subgroup for 2008).</li> <li>Classroom walkthroughs.</li> </ul>	June 2009
<p><b>G1:</b> To provide staff with CGI and TEAMS training in</p>	<ul style="list-style-type: none"> <li>0.5 CEUs</li> </ul>	June 2009

<p>order to provide best practices in mathematics instruction as measured by 1.0 CEUs.</p> <ol style="list-style-type: none"> <li>Use TEAMS participants to provide staff development for all classroom and support teachers.</li> <li>Provide 10 hours of CGI training for all classroom teachers and appropriate support personnel.</li> <li>Use staff meetings and PLC planning meetings for math staff development.</li> </ol>	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Classroom walkthroughs</li> <li>• Increase in math achievement as measured by end of year assessment data.</li> </ul>	
<p><b>G1:</b> To provide training for all staff on the new teacher evaluation instrument as evidenced by completion of self assessment and IGP by all staff.</p>	<ul style="list-style-type: none"> <li>• IGP Conferences</li> <li>• Agenda from staff meetings</li> <li>• Use of instrument</li> </ul>	<p>October 2008</p>
<p><b>G2:</b> To develop a relationship with local universities as evidenced by the number of student teachers and interns.</p>	<ul style="list-style-type: none"> <li>• Number of student teachers and student interns.</li> <li>• Statistic make up of staff</li> </ul>	<p>August 2009</p>

**Must include training in Restraint Practices, Literacy, and Student Engagement in Learning.**

\*Restraint and Seclusion refresher power point is reviewed at the beginning of each school year with all staff.

3. **Priority Area:** Healthy Students in Safe, Orderly, and Caring Schools (NC public school students will be healthy and responsible).
- a. **Goal #1:** To improve school-wide healthy eating choices and positive exercise habits as measured by a minimum of 50% improvement on student surveys.
  - b. **Goal #2:** To provide a safe and orderly environment as measured by a 5 point increase in the NC Teacher Working Conditions Survey, “Teacher and staff work in a school environment that is safe”.

Strategies for Improvement	Measurable Progress		Resources	
	Tools	Timeline	Materials / Supplies	Professional Development
<p><b>G1-</b> To use the school news show to educate students on healthy food facts and exercise tips.</p> <ul style="list-style-type: none"> <li>a. Recruit student lead news crews to develop healthy food tips and exercise habits for the morning news.</li> <li>b. Spotlight special guests to talk about health and nutrition such as the school nurse, physical education teacher, and cafeteria manager on the morning news.</li> </ul>	<ul style="list-style-type: none"> <li>-Student new cast teams.</li> <li>-Cafeteria Manager.</li> <li>-School Nurse</li> <li>-TV Studio Coach</li> </ul>	-November 2008	<ul style="list-style-type: none"> <li>-None</li> <li>-Print materials</li> <li>-Technology</li> </ul>	-None
<p><b>G1-</b> To create a “Healthy Choice Tree” to display in the cafeteria.</p> <ul style="list-style-type: none"> <li>a. Display a tree truck with branches in the cafeteria.</li> <li>b. Teachers to brainstorm with class healthy food choices and exercise goals for each month.</li> <li>c. Display an apple on the tree with</li> </ul>	<ul style="list-style-type: none"> <li>-Students</li> <li>-Cafeteria Manager</li> </ul>	-January 2009	<ul style="list-style-type: none"> <li>-Paper, glue, markers, poster board</li> </ul>	-None

healthy food choices and exercise activities for each class monthly.				
<p><b>G1-</b> To develop a lap program to encourage student exercise.</p> <ol style="list-style-type: none"> <li>Have discussions with upper grade level teachers about how a lap program could be managed by student leaders in the classroom.</li> <li>Paint educational icons on the track that represent distances.</li> <li>Create a NC map that students can track student laps (from NC coast to mountains).</li> </ol>	<ul style="list-style-type: none"> <li>-Students</li> <li>-Staff</li> <li>-Distances across NC</li> </ul>	-June 2009	-Paper, glue, markers, poster board, student lap cards	-None
<p><b>G1</b> -To use a student survey to measure student health.</p> <ol style="list-style-type: none"> <li>Develop a baseline survey to administer to all students in the beginning of the year.</li> <li>Administer the survey to all students and tally the results.</li> <li>Give a post assessment at the end of the year to determine if any positive changes in student health have occurred.</li> </ol>	<ul style="list-style-type: none"> <li>-Staff</li> <li>-Healthy food choices and exercise guidelines.</li> </ul>	-June 2009	-Survey	-None
<p><b>G2</b> -To create a school-wide recognition program for positive out of classroom behavior.</p> <ol style="list-style-type: none"> <li>Create a list of expectations for out of classroom behavior such as hallways, recess, assemblies, etc.</li> <li>Create a recognition program that rewards students who show positive behaviors outside the classroom.</li> </ol>	<ul style="list-style-type: none"> <li>-Staff</li> <li>-Students</li> </ul>	-June 2009	-Star Manner Cards	-None

<b>G2</b> – To review morning drop off procedures with staff periodically for safety. a. Meet with staff that have outside morning duty to talk about any concerns quarterly during the year. b. Implement any changes as needed to ensure student and adult safety.	-Staff	-November 2008	-None	-None

4. **Priority Area:** Effective / Efficient Operations (Leadership will guide innovation in NC public schools).
- a. **Goal #1:** To increase home school communication as measured by number of hits on PES website increased monthly.
  - b. **Goal #2:** To increase home school communication with our Hispanic parents by providing connect ed. calls in Spanish 75% of the time.

Strategies for Improvement	Measurable Progress		Resources	
	Tools	Timeline	Materials / Supplies	Professional Development
<p><b>G1</b> –To communicate effectively with our new Spanish speaking families.</p> <ul style="list-style-type: none"> <li>a. Recruit a staff volunteer to help translate connect education phone calls into Spanish when appropriate.</li> <li>b. Utilize Trans Act to provide our Spanish speaking parents with translated information.</li> <li>c. Provide translators for parent conferences when needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Spanish speaking staff members</li> <li>-Trans Act, Connect Ed</li> <li>-Translators</li> </ul>	-November 2008	-None	-Training with teachers on Trans Act
<p><b>G1</b>- To revise our school website to promote current information for parents.</p> <ul style="list-style-type: none"> <li>a. Revise our current homepage to provide updated information to parents.</li> <li>b. Provide essential information in Spanish when needed. Ex: forms.</li> <li>c. Create a list of general minimum expectations for teacher websites.</li> </ul>	<ul style="list-style-type: none"> <li>-TRT</li> <li>-Staff</li> <li>-Other websites</li> </ul>	-June 2009	-None	-Training for new employees on teacher websites

5. **Priority Area:** Strong Family, Business and Community Support (NC public schools will be governed and supported by 21<sup>st</sup> century systems).
- a. **Goal #1:** To partner with minority families using three specific strategies to provide parent education and resources for families to support the educational process for their children as measured by attendance to meeting and parent survey.
  - b. **Goal #2:** To provide exposure for students to a minimum of five 21<sup>st</sup> century occupations.

New Opportunities for Improvement	Measurable Progress (Measureable and Observable)		Resources	
	Tools	Timeline	Materials / Supplies	Professional Development
<p><b>G1-</b> Monthly parent education meetings with minority parents to discuss how to help foster school success.</p> <ul style="list-style-type: none"> <li>a. Meet with African American parents to review PES achievement data and discuss achievement gap.</li> <li>b. Gather input from African American parents that can assist in closing the achievement gap.</li> <li>c. Use “Changing the way we do business in the village through Parents/Family Empowerment” as a framework for parent education workshops.</li> </ul>	-Staff Members - Community Members -Ann Wilkerson -	-June 2009	-Food -Baby sitting	-None -Parent Education Workshop
<p><b>G2-</b> To organize a community career day to expose students to 21<sup>st</sup> century jobs within our community.</p>	-Staff -Community agencies	-June 2009	-Small amount of funding -Materials	-None

<ul style="list-style-type: none"> <li>a. Recruit community members to participate in career day.</li> <li>b. Provide hands on exhibits that relate career information to students.</li> <li>c. Have participants particularly focus presentations on 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Community members</li> <li>-Other schools Patricia Harris and Geraldine Graham, Workforce Development Director</li> <li>-Chamber of Commerce</li> </ul>		<p>from agencies or community members.</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------	--