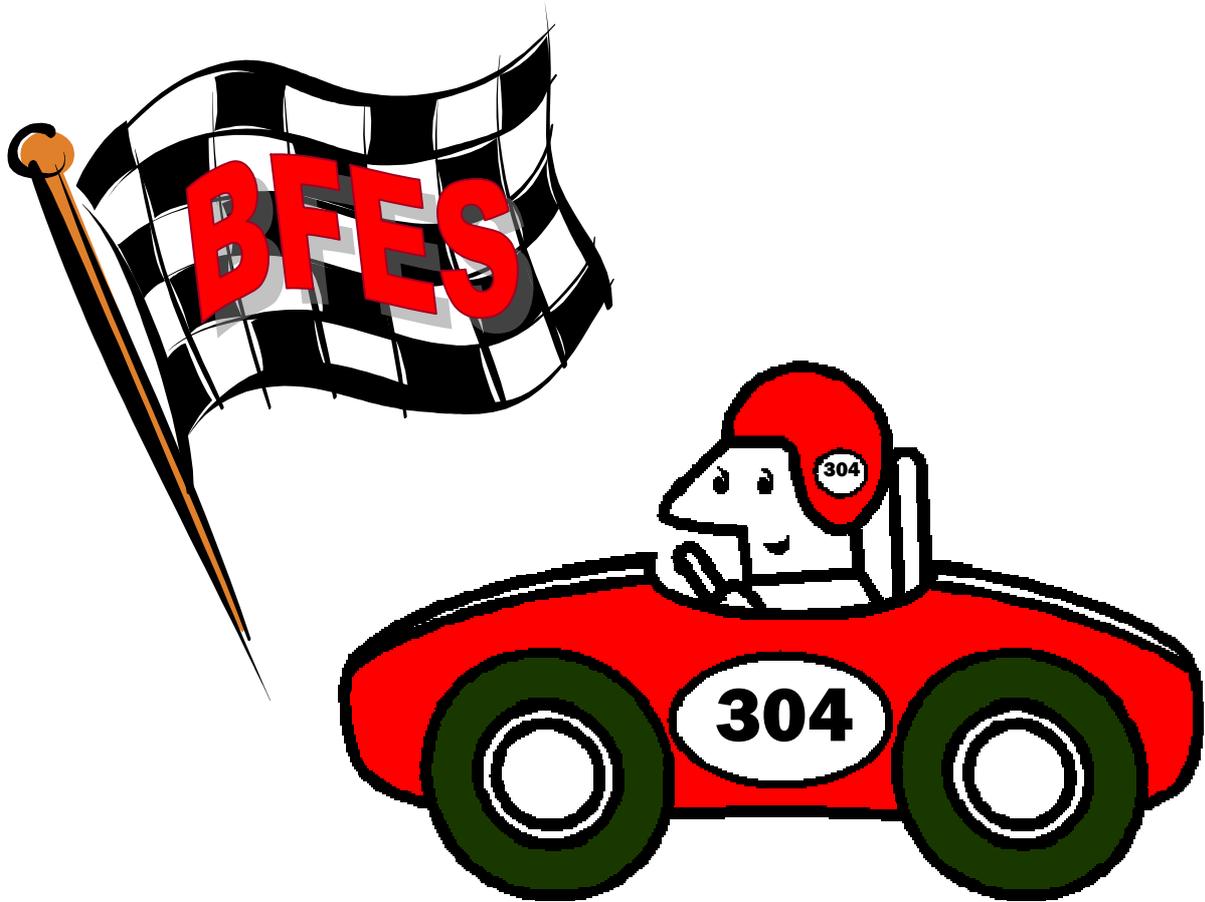


Bell Fork Elementary

School Strategic Plan

2011-2012 Results and Next Actions



***Helping Onslow County Schools
to go the Distance!***

“We’re In It To Win It!”



Bell Fork Elementary School Administration

2010-2011

Dr. Gregory J. Williams

Principal

Timothy R. Joines

Assistant Principal

School Leadership Team

Constance Robinson – Kindergarten Representative

Raquel Taylor – First Grade Representative

Tracie Simma – Second Grade Representative

Danielle Shepard – Third Grade Representative

Michelle Morales – Fourth Grade Representative

Kristin Erickson – Fifth Grade Representative

Patricia Biskup – Specialist Representative

Eva Russell – Specialist Representative

Arlene Bulla – Exceptional Children Representative

Deborah Houston – Teacher Assistant Representative



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2011-2012

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Principal's Message

Traditionally Bell Fork Elementary has been at the forefront of student success in Onslow County. We are proud of this accomplishment and strive for student success on all state tests. Bell Fork had a slight decrease in student performance in the 2008-2009 school year. Gains were made to reflect high growth in the 2010-2011 school year. However, we feel that test results are only a small measure of the valuable education that our students receive at Bell Fork Elementary.

We strive to prepare our students for an ever-changing world. It is the goal of every staff member at Bell Fork that students leave with the tools necessary to succeed not only educationally, but in the world beyond the schoolhouse doors. Through the careful allocation of resources, we endeavor to provide students with an education enriched with the meaningful use of technology, taught by a staff that is well-versed in the most recent research and methodologies that address student learning.

Student learning is our major focus at Bell Fork Elementary. The administration strives to provide students with a safe, civil, and healthy place to grow and learn, and to provide teachers with the tools they need to educate the students effectively. The teachers work to be certain that our students are taught the essential skills they will need to succeed in today's and tomorrow's global marketplace. All of the hard work by staff and faculty comes together to create an environment where student engagement and learning is paramount. While test scores are important for the school from year to year, it is where our students end up, years from now, that truly matters.



School Profile

Bell Fork Elementary School Profile/Executive Summary

Physical

Bell Fork Elementary School was originally constructed in 1960. The original configuration of the school consisted of a centrally located building containing school offices, a library, and a cafeteria, and three outlying buildings with teacher classrooms. In 1988, two additional permanent buildings were constructed, which included twelve full size classrooms, five offices, and a media center. At various times during Bell Fork's history there have been as many as ten temporary classrooms located on school grounds. As of August, 2007, there were thirty two permanent classrooms and four temporary classrooms on Bell Fork's campus. Thanks to the voting public of Onslow County, a new multipurpose building was completed in the spring of 2008. The new building houses a multi-purpose room with a large stage, a P.E. office, a music room, an art room, three resource rooms, and one storage room.

Staff

During the 2010-2011 school year, Bell Fork employed twenty-six classroom teachers. **That number dropped to twenty-three teachers at the start of the 2011-2012 school year.** 100% of teachers are considered highly qualified and ~~two~~ **three** hold National Board certification. 32% of teachers hold advanced degrees. **That number dropped to 27% at the start of the 2011-2012 school year.** From the conclusion of the 2009-2010 to the beginning of the 2010-2011 school year, Bell Fork experienced a turn-over of five classroom teachers. **That number dropped to a turn-over rate of two classroom teachers at the start of the 2011-2012 school year.** Bell Fork is led by a staff of veteran educators, who assist a smaller group of less experienced teachers as they continue to develop their pedagogical skills. Along with the classroom teachers, Bell Fork Elementary employs a school counselor, a media specialist, reading specialist, art specialist, music specialist, physical education specialist, and a speech pathologist, many of which hold advanced degrees. Bell Fork Elementary also shares a school psychologist, technical support teacher, literacy facilitator and AIG specialist.



School Profile

In addition to the classroom teachers, ~~fifteen~~ **thirteen** teacher assistants and ~~one medical assistant~~ are employed at Bell Fork to support instruction. ~~Three assistants are dedicated to classrooms serving students with special needs.~~ Two assistants are assigned to computer labs, one is used primarily in the media center, one works in the copy room and manages in-school suspension, and two are employed through the Title 1 program. Other classified personnel included a bookkeeper, receptionist, NCWISE data manager, four custodians, a school nurse, and four workers employed through Child Nutrition.

Students

As of the beginning of the present academic year, Bell Fork Elementary serves 491 students in grades Kindergarten through Five. **That number increased to 509 at the beginning of the 2011-2012 school year.** In terms of ethnicity, Bell Fork serves a richly diverse population of students. ~~46%~~ **43%** of our student body is African American, ~~28%~~ **29%** is Caucasian, ~~14%~~ **11%** is Multi-Racial, ~~8%~~ **14%** is Hispanic, ~~3%~~ **2%** is Asian, and 1% is Native American. Of the 491 students, **205 are affiliated with the military.** Due to this, Bell Fork's student population is very transient. Bell Fork serves a total of ~~forty-five~~ **forty-seven** students with special needs across a wide range of exceptionalities. Students who require lunch assistance comprise ~~57%~~ **61%** of the student population.

Student Performance Data

National Measures: Originally signed into law in 2002, the Elementary and Secondary Education Act (better known as No Child Left Behind, or NCLB) has set high standards for student achievement. Likewise, there are high expectations for schools to help students meet these standards. As determined by required assessments, Bell Fork met Adequate Yearly Progress (AYP) for the 2009-2010 school year. However, we remain in school improvement for the current school year. While recognizing that this indicates a need for improvement, the staff at Bell Fork welcomes the challenge of increasing all student performance on state tests. The focused strategies set forth in this strategic plan demonstrate that Bell Fork is dedicated to



School Profile

achieving student success. **Bell Fork met Adequate Yearly Progress (AYP) for the 2010-2011 school year. Two subgroups, the black males subgroup and the economically disadvantaged males subgroup, met AYP with Safe Harbor. Bell Fork Elementary came out of school improvement and became a "School of Choice" for three elementary schools.**

For the 2009-2010 school year, **as well as the 2010-2011 school year**, Bell Fork had seventeen performance targets. These targets included testing the required number of students in reading and math and grade level proficiency for all students, black students, students receiving free or reduced lunch, and white students. Within these targets there are subgroups that are addressed, i.e. black males, white females, etc. The staff at Bell Fork recognizes the unique needs of students belonging to each subgroup, reported or not, and strives to meet the needs of diverse learners.

State Measures: All students in grades three through eight are required to participate in a statewide testing program first initiated during the 1994-1995 school year. Students in grades three through five are assessed in both reading and math and grade five students are assessed in science as well. Students with significant cognitive challenges may be assessed using the NCEXTEND 1, which is a performance based test, rather than a paper and pencil test. When deemed appropriate, some students with special needs may be administered the NCEXTEND 2, which measures grade level equivalency using a modified multiple choice format.

Examination of the 2009-2010 North Carolina End of Grade (NCEOG) test scores show that Bell Fork had much to celebrate regarding student success. Also evident were areas of needed improvement.

Overall, Bell Fork's total scores reflected 82.8% proficient for high growth. The math scores for third through fifth grade were 84.6% proficient, meeting high growth. Reading scores were 81.3% proficient meeting growth. Science was 81.2% proficient. Third grade math scores



School Profile

showed an 84.4% proficiency. Third grade reading showed an 81.3% proficiency which was above the state average. Data indicates a need for improvement in math goals 1, 4 and 5. Fourth grade math scores showed an 87.7% proficiency which indicated high growth. Fourth grade reading showed an 82.2% proficiency which was above the state average and indicated high growth. Data indicates a need for improvement in math goals 1, 2, and 5. Fifth grade math scores showed an 81.2% proficiency which indicated met growth. Fifth grade reading scores showed an 80.3% proficiency which was above the state average. Fifth grade science showed an 81.7% proficiency. Data indicates a need for improvement in math goals 1, 2, 3 and 4. Data indicates a need for improvement in science goal 3.

The needs improvement data in math for grades 3 – 5 shows Bell Fork students improved from the 2008-2009 school year to the 2009-2010 school year on each goal.

Below is a comparison of proficiency levels on the End of Grade Tests from the 2008-2009 school year and the 2009-2010 school year.

	2008-2009	2009-2010
Overall EOG Proficiency	69.982%	82.759%
Overall Math Proficiency	71.8%	84.6%
Overall Reading Proficiency	73.0%	81.3%
Overall Science Proficiency	55.6%	81.7%
3 rd Grade Math Proficiency	86.2%	84.4%
3 rd Grade Reading Proficiency	79.3%	81.3%
4 th Grade Math Proficiency	78.1%	87.7%
4 th Grade Reading Proficiency	79.5%	82.2%
5 th Grade Math Proficiency	50.7%	81.7%
5 th Grade Reading Proficiency	60.5%	80.3%
5 th Grade Science Proficiency	55.6%	81.7%



School Profile

Examination of the 2010-2011 North Carolina End of Grade (NCEOG) test scores show that Bell Fork had much to celebrate regarding student success. Also evident were areas of needed improvement.

Overall, Bell Fork's total scores reflected 86.36% proficient for high growth. The math scores for third through fifth grade were 89.47% proficient, meeting high growth. Reading scores were 82.10% proficient meeting high growth. Science was 90.14% proficient. Third grade math scores showed 87.06% proficiency. Third grade reading showed 71.77% proficiency. This was a 12% drop from the year before. Fourth grade math scores showed an 91.67% proficiency which indicated high growth. Fourth grade reading showed an 90.41% proficiency which was above the state average and indicated high growth. This was a 10% gain from the previous year. Fifth grade math scores showed an 90.14% proficiency which indicated high growth. Fifth grade reading scores showed an 85.92% proficiency. This was a 7% gain from the previous year, but did not meet growth requirements. Fifth grade science showed an 90.14% proficiency. This was a 10% gain from the previous year.

Below is a three year comparison of proficiency levels on the End of Grade Tests from the 2008-2009 school year, the 2009-2010 school year, and the 2010-2011 school year.

	2008-2009	2009-2010	2010-2011
Overall EOG Proficiency	69.982%	82.759%	86.36%
Overall Math Proficiency	71.8%	84.6%	89.47%
Overall Reading Proficiency	73.0%	81.3%	82.10%
Overall Science Proficiency	55.6%	81.7%	90.14%
3rd Grade Math Proficiency	86.2%	84.4%	87.06%
3rd Grade Reading Proficiency	79.3%	81.3%	71.77%
4th Grade Math Proficiency	78.1%	87.7%	91.67%
4th Grade Reading Proficiency	79.5%	82.2%	90.41%
5th Grade Math Proficiency	50.7%	81.7%	90.14%



School Profile

5th Grade Reading Proficiency	60.5%	80.3%	85.92%
5th Grade Science Proficiency	55.6%	81.7%	90.14%

District Measures: Teacher-developed district-wide assessments are available for use in the areas of math, reading, and science. In addition, released versions of 3rd – 5th grade EOG's are available for use in the classroom. Feedback from these assessments is provided to classroom teachers and assists them in better assessing student strengths and weaknesses. Starting with the 2010-2011 school year teachers will be trained to use ClassScape and NC Falcon for assessment purposes. Furthermore, the district provides numerous opportunities for professional development to enhance the ability of teachers and school-based administrators to meet the needs of their diverse learners. All stakeholders in Onslow County are given the opportunity to contribute to curriculum development and instructional strategies.

School-Based Measures: Assessments used within the school include research-based software programs such as Successmaker, STAR Reading, Accelerated Reading and Accelerated Math. In addition, there is a wide range of teacher-created assessments in use at Bell Fork accompanied by teacher created rubrics. Benchmark assessments, nine week assessments, and teacher-generated assessments are utilized for progress monitoring. Other progress monitoring strategies include Successmaker reports, Accelerated Reader TOPS reports, Accelerated Math reports, and the K-2 Assessment. Students are also assessed through the use of multi-media projects. Efforts are being made to ensure an increase in performance assessments for all students, particularly in science.

Stakeholder Perspectives on the Quality of Education

Overall, the climate survey results for students, parents, and staff from the 2009-2010 school year provided insightful information on school strengths and areas of improvement. Keeping in mind that the parent survey was a random sample of our parents of which only 84 were



School Profile

returned. The student survey was taken by 135 fourth and fifth grade students. The staff survey was completed by 37 certified staff members and 24 classified staff members. Some of Bell Fork's strengths are passion for teaching and learning, utilizing technology to motivate students, and using a variety of instructional practices to meet the diverse needs of all students. Areas noted as needing improvement include updating school and teacher webpages so they are accurate, up-to-date, and useful, the transportation system and school cafeteria. In addition, only 77% of students in grades 4 – 5 indicated they felt safe at school. All stakeholders also indicated a need for improved technology tools.

2010-2011 Data

The district moved from climate surveys to 360 Feedback at the end of the 2010-2011 school year. 360 Feedback also gave insightful information on school strengths and areas for improvement. The parent survey was completed by 21 parents, which was not a large enough sample to provide valid results. The student survey was completed by 216 third, fourth and fifth grade students. The staff survey was completed by 65 staff members. School cleanliness and perception of safety (in most areas) were strengths. Areas for improvement include student perception of safety on the playground, in the restroom and on the bus.

Vision and Mission Statements for Bell Fork Elementary

Vision:

Learning Today for a Better Tomorrow

Mission:

The mission of Bell Fork Elementary School is to produce well-educated, motivated, independent and creative children. Our mission enables them to lead productive lives in a rapidly changing and increasingly complex society. This will be accomplished by providing a safe and stimulating environment supported by a motivated and highly qualified staff. Through the implementation of a challenging and well-rounded curriculum that meets the needs of all students, our children will be productive citizens and lifelong learners.



ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Bell Fork Elementary
Date Submitted:	6-Oct-11

1	Number of Plan Team Members	20
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	97%
4	Date of vote	9/29/2011
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Gregoary J. Williams - Electronic Signature
Signature, SSPT Facilitator/ Chairperson	Tim Joines - Electronic Signature
Signature, Elected Parent Representative	Rebecca Shayler - Electronic Signature
Signature, Elected Parent Representative	Kristina Vasquez - Electronic Signature

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

LEA Number: Onslow County Schools - 670
School Name/Number: Bell Fork Elementary - 304
School Address: 500 Bell Fork Road, Jacksonville, NC 28540
Plan Year(s): 2010-2012
Date prepared: Fall 2011

Principal Signature: _____ _____ Date

Local Board Approval Date: _____ _____ Date

School Strategic Planning Team

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	Timothy Joines	Parent Representative	Kiyeka Gift
Teacher Representative	Constance Robinson	Parent Representative	Aisha Gurganus
Teacher Representative	Amber Xavier	Parent Representative	Natalie Miller
Teacher Representative	Tracie Simma	Parent Representative	Rebecca Miller
Teacher Representative	Danielle Shepard	Parent Representative	Bonita Morgan
Teacher Representative	Michelle Morales	Parent Representative	Rebecca Shayler
Teacher Representative	Kristin Erickson	Parent Representative	Julie Stamper
Specialist Representative	Pat Biskup	Parent Representative	Kristina Vasquez
Inst. Support Representative	Eva Russell	Parent Representative	Julia Dyer
Teacher Assistant Representative	Deborah Houston	Parent Representative	Aretha Paschel Alexander

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

Priority 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	BFES Goal 1:	Students at Bell Fork Elementary will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	Bell Fork Elementary will increase student proficiency by 10% in all relevant curriculum areas.		
	Indicator: (Measure)	End of Grade Tests results, K-2 Assessment data, Benchmarks Assessments		
	Strategy: (Needs Assessment, Question #4)	Assess and utilize data to identify at-risk students to increase proficiency in all grades in all subject areas.		
	Action Steps: (Processes/How)	1 Employ benchmark assessments in all grades to determine at-risk students and progress of AIG, EC, and ESL students.		
		2 Utilize progress monitoring, NC FALCON and ClassScape to track performance of at-risk students and to determine grade-level reading proficiency by the start of second grade.		
		3 Make use of the PEP and II Team processes to determine additional needs of at-risk students.		
		4 Differentiate instruction through homeroom teacher, Title I teacher, Exceptional Children's teachers, AIG teacher, ESL teacher, tutors and peer tutors.		
	Strategy:	Implement Curriculum, Instruction, and Assessment (CIA) Onslow County Initiative.		
	Action Steps:	1 Train staff throughout the 2010-2011 school year with an emphasis on cross-grade level collaboration.		
		2 Implement CIA during the 2011-2012 school year with an emphasis on cross-grade level collaboration.		
3 Instruct staff on and implement the "Big 6" and "Super 3" research methodology.				
4 Work in Professional Learning Communities to develop Bell Fork pacing guide for all grade levels based on grade level curriculum maps.				
5. Work in Professional Learning Communities to ensure that students are prepared for the next grade level.				
Strategy:	Implement global connections through the Standard Course of Study			
Action Steps:	1 Devise lesson plans to address North Carolina Standard Course of Study Objectives.			
	2 Engage students in globalized curriculum through integration of the Arts.			
	3 Engage students in globalized curriculum through integrated classroom instruction and cross-grade level collaboration.			
	4 Collaborate on a school-wide level to plan and implement a Multicultural Fair.			
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$37,000	
Tutors				
Funding source 2:	Federal funds - Title I	Funding amount:	\$2,000	
Multicultural Fair				
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		



Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$39,000
Review frequency:	Quarterly		
Action Team: (Who is responsible)	School administration, school counselor, literacy facilitator, media coordinator, classroom teachers, EC teachers, AIG teacher, ESL teacher and teacher assistants.		
What data will be used to determine whether the strategies were deployed with fidelity?			
<p>End of Grade testing data K-2 Assessment data Benchmark assessments (ClassScape usage reports for grades 3 - 5) CIA plans posted on school website and individual teacher websites School-based team will review PEP's and provide feedback if necessary II Team data indicating students with EC referrals and placements Lesson plan reviews, formal and walk-through observation data Scheduling and advertisement of Multicultural Fair as indicated by stakeholder participation 360 Degree Survey data NC Teacher Working Conditions Survey 2012</p>			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
<p>Formative School-made matrix will indicate progress on all strategies on a month-by-month basis Walkthrough and formal observations will be used to monitor differentiated instruction in all classrooms Minutes from grade level PLC meetings will be collected and examined to determine that differentiated instruction discussions are occurring</p> <p>Increased perception of instruction and outcomes on 360 Degree Survey and NC Teacher Working Conditions Survey 2012 CIA plans will be developed by grade levels working in PLC's throughout the 2010-2011 school year CIA plans will be posted on the school and individual teacher websites at the start of the 2011-2012 school year The Big 6 and Super 3 will be taught and implemented through nine week IMPACT planning Minutes from grade level meetings will be monitored to ensure that discussions are being held regarding readiness for the next grade Lesson plans will be monitored and walkthrough and formal observations will be utilized to ensure integrated global connections are being taught The multicultural fair will be planned during the 2010-2011 school year for implementation in the 2011-2012 school year</p> <p>Benchmark K-2 teachers turn in a progress monitoring sheet at the end of October, January and March 3-5 teachers will turn in a progress monitoring sheet at the end of October, January and March Lesson plans will be monitored and walkthrough and formal observations will be utilized to ensure integrated global connections are being taught Develop Multicultural Fair Committee to begin planning fair for implementation in the 2011-2012 school year</p>			

End of Year 1

Benchmark assessment data and other progress monitoring tools will be reviewed at the end of year 1 to ensure that at-risk students are being identified and placed in appropriate programs (EC, Title I, tutoring, etc.).

School administration will conduct a thorough review of benchmark assessment, K-2 Assessment, and EOG testing data to determine progress of at-risk students and

- ◆Increased proficiency on 3rd - 5th grade math and reading EOG's
- ◆Increased proficiency on 5th grade science EOG
- ◆Increased proficiency on all areas of the K-2 Assessment for grades K-2

School administration and the SLT will review all grade-level CIA plans for approval for the 2011-2012 school year

School administration and the SLT will review grade level team meeting minutes to ensure PLC formation

Multicultural Fair committee and school administration will schedule fair for 2011-2012 school year

School administration will conduct thorough review of 360 Degree Feedback data from all stakeholder groups to determine strengths and areas to improve and to determine next steps

School administration and SLT will review school-made matrix to determine progress and next steps

End of Year 2

School administration will conduct thorough review of all testing/assessment data

School administration will conduct thorough review of 360 Degree Feedback data from all stakeholder groups

School administration will conduct thorough review of 2012 North Carolina Teacher Working Conditions Survey

School administration, SLT, and grade levels will review 2011-2012 CIA plan and make adjustments as necessary

School administration, SLT and Multicultural Fair Committee will review data from the 2011-2012 fair and make adjustments as necessary

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

2010-2011 EOG/AYP Results

86.36% of students in grades 3 - 5 were proficient on the End-of-Grade tests. That was a 4.59% gain from the 2009-2010 school year (82.759%)

Bell Fork Elementary met growth and achieved high growth status and was recognized as a "School of Distinction."

Bell Fork elementary met AYP by achieving 17 of 17 goals. Two goals were met with Safe Harbor (math) - the black males subgroup and economically disadvantaged males subgroup.

Third Grade Math

87.059% of third grade students were proficient on the math End-of-Grade test at the end of the 2010-2011 school year.

84.375% of third grade students were proficient on the math End-of-Grade test at the end of the 2009-2010 school year.

Third grade math EOG scores showed a 3.8% gain from 2009-2010 to 2010-2011.

Third Grade Reading

71.765% of third grade students were proficient on the reading End-of-Grade test at the end of the 2010-2011 school year.

81.25% of third grade students were proficient on the reading End-of-Grade test at the end of the 2009-2010 school year.

Third grade reading EOG scores showed a 12% drop from 2009-2010 to 2010-2011.

Fourth Grade Math

91.667% of fourth grade students were proficient on the math End-of-Grade test at the end of the 2010-2011 school year.

87.671% of fourth grade students were proficient on the math End-of-Grade test at the end of the 2009-2010 school year.

Fourth grade math EOG scores showed a 4.55% gain from 2009-2010 to 2010-2011.

Fourth Grade Reading

90.411% of fourth grade students were proficient on the reading End-of-Grade test at the end of the 2010-2011 school year.
82.192% of fourth grade students were proficient on the reading End-of-Grade test at the end of the 2009-2010 school year.
Fourth grade reading EOG scores showed a 10% increase from 2009-2010 to 2010-2011.

Fifth Grade Math

90.141% of fifth grade students were proficient on the math End-of-Grade test at the end of the 2010-2011 school year.
81.69% of fifth grade students were proficient on the math End-of-Grade test at the end of the 2009-2010 school year.
Fifth grade math EOG scores showed a 10.35% gain from 2009-2010 to 2010-2011.

Fifth Grade Reading

85.915% of fifth grade students were proficient on the reading End-of-Grade test at the end of the 2010-2011 school year.
80.282% of fifth grade students were proficient on the reading End-of-Grade test at the end of the 2009-2010 school year.
Fifth grade reading EOG scores showed a 7% increase from 2009-2010 to 2010-2011.

Fifth Grade Science

90.141% of fifth grade students were proficient on the science End-of-Grade test at the end of the 2010-2011 school year.
81.69% of fifth grade students were proficient on the science End-of-Grade test at the end of the 2009-2010 school year.
Fifth grade science EOG scores showed a 10.35% gain from 2009-2010 to 2010-2011.

2010-2011 K-2 Assessment Results

Reading

96% of kindergarten students were proficient in reading on the 2010-2011 K-2 Assessment. This was a 2% gain from 2009-2010.
81% of first grade students were proficient in reading on the 2010-2011 K-2 Assessment. This was a 5% gain from 2009-2010.
86% of second grade students were proficient in reading on the 2010-2011 K-2 Assessment. There was not a gain from 2009-2010.



Math

98% of kindergarten students were proficient in math on the 2010-2011 K-2 Assessment. This was a 3% gain from 2009-2010.
81% of first grade students were proficient in math on the 2010-2011 K-2 Assessment. This was a 4% drop from 2009-2010.
86% of second grade students were proficient in math on the 2010-2011 K-2 Assessment. This was a 5% drop from 2009-2010.

Writing

96% of kindergarten students were proficient in writing on the 2010-2011 K-2 Assessment. This was a 3% gain from 2009-2010.
80% of first grade students were proficient in writing on the 2010-2011 K-2 Assessment. This was a 3% drop from 2009-2010.
80% of second grade students were proficient in writing on the 2010-2011 K-2 Assessment. This was a 2% drop from 2009-2010.

Benchmark assessments have been utilized in all grades to determine the progress of at-risk, AIG, EC and ESL students. Staff completed the NC Falcon online modules during the 2010-2011 school year. ClassScape was utilized as much as possible. We encountered many technical difficulties due to limited bandwidth at the school.

PEP's were utilized by the staff to assist with the needs of at-risk students. Grade level's reviewed PEP content. PEP's were also utilized as part of the II Team process.

16 students who went through the II Team process were referred for testing to see if they qualified for EC services. 8 of those students qualified for EC services.

Instruction was differentiated for students through homeroom teachers, Title 1 teachers/paraprofessionals/tutors, Exceptional Children's teachers, AIG teacher, and ESL teacher.

Teachers were trained on the development and implementation of CIA plans throughout the 2010-2011 school year. Students were engaged in globalized instruction in both the arts and regular classrooms through implementation of the IMPACT model.

A multicultural committee was formed to begin work on the Multicultural Festival.

Grade levels were assigned a continent, based on the VIF Passport model as agreed upon by the elementary schools in the Jacksonville District.

Based upon identified results, what action should be taken? (Next Actions)

At-risk students in the black males and economically disadvantaged males subgroups in grades 3 - 5 will be targeted and assisted through tutoring throughout the year.

At-risk students in third grade will receive additional tutoring through the Leveled Literacy Intervention Program.

An additional part-time teacher tutoring position will be added to ensure at-risk students in grades 3 - 5 receive additional support, practice and reinforcement.

Students in grades 3 -5 will utilize ClassScape throughout the school year for formative, summative, and benchmark assessments.

Teachers new to grades 3-5 will be trained on ClassScape utilization.

Grade levels will continue to transform into Professional Learning Communities to strengthen instruction and to enhance student understanding and achievement.

Teachers will continue to differentiate instruction in all areas.

Staff will be trained this year on the "Big 6" and "Super 3" research methodologies.

Grade levels will integrate ideas/concepts from their continent of study throughout their curriculum and instructional day as appropriate.

Act



The school-wide Multicultural Fair is set for late January, early February of 2012.
Each class will select a different country to focus on from their appointed continent for the school-wide Multicultural Fair.

Priority 2 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	BFES Goal 2:	Teachers at Bell Fork Elementary will increase their technology skills, use resources creatively, and maintain passion for the teaching profession.		
	Target: (Desired Result)	Teachers at Bell Fork Elementary will increase their technology skills, use resources creatively, and maintain passion for the teaching profession as noted by a 5% increase in 360 Degree Survey results and North Carolina Teacher Working Conditions Survey (2012).		
	Indicator: (Measure)	360 Degree Survey results, NC teacher working condition survey results (2012), attendance at staff development, lesson plans and classroom observation		
	Strategy: (Needs Assessment, Question #4)	Maintain morale and passion for the teaching profession.		
	Action Steps: (Processes/How)	1 Seek motivational speaker.		
		2 Explore and research innovative methods of scheduling.		
		3 Develop schedules which provide additional opportunities for collaboration and professional learning communities.		
		4 Create "Welcome to Bell Fork" handbook for new staff members.		
	Strategy:	Increase use and proficiency of Promethean Boards.		
	Action Steps:	1 Provide 10 hour professional development utilizing Promethean certified instructors and Onslow County Schools technology facilitators.		
		2 Establish school-wide files on teacher shared drive for Promethean flipchart storage.		
		3 Present monthly best practice on Promethean Board usage at staff meetings.		
		4 Highlight Promethean lessons in lesson plans.		
Strategy:	Investigate and prepare to set up a hands-on explorations science lab.			
Action Steps:	1 Determine resource needs.			
	2 Set room assignment and establish guidelines and procedures.			
	3 Determine grade level requirements for hands-on-science explorations per grading period.			
	4 Investigate funding sources for resources and possible staff.			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$500	
<i>Motivational Speaker</i>				
Funding source 2:	Federal funds for at-risk students	Funding amount:	\$18,000	
<i>Hands-On Science Explorations Lab</i>				
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$18,500	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	School administration, media coordinator, technology facilitators, SLT, classroom teachers, teacher assistants and other support staff.			

What data will be used to determine whether the strategies were deployed with fidelity?

Calendars to show dates of motivational speakers
Samples of innovative schedules
2011-2012 Master Schedule
Welcome to Bell Fork Handbook



Sign-in rosters for Promethean training
 Staff meeting agendas
 Walkthrough and formal observations, lesson plan samples
 List of needed items for hands-on science explorations lab
 School map indicating hands-on science explorations lab location
 Hands-on science explorations lab guidelines and procedures
 Calendar indicating teacher sign-up for Explorations Lab

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data

Formative

School-made matrix will indicate progress on all strategies on a month-by-month basis
 Research documentation will be collected while searching for motivational speaker
 Staff meeting agenda and BFES Master Calendar will indicate guest speaker date
 Research documentation will be collected on innovative elementary scheduling models
 Committee will be created to begin work on "Welcome to Bell Fork" handbook and will provide monthly updates on progress to school administration and SLT
 Promethean training will be tracked as indicated on BFES Master Calendar and sign-in roster
 Lesson plan reviews and walkthrough and formal observation data will be tracked to determine Increase in integration of technology/Promethean Board use in lessons
 Staff meeting agenda's will indicate Promethean best practice
 Committee will be created to begin work on hands-on science Explorations lab and will provide monthly updates on progress to school administration and SLT

Benchmark

School administration will review data to determine appropriate motivational speaker and schedule date on BFES Master Calendar
 Research will be collected and sample schedules will begin to be created
 "Welcome to Bell Fork" handbook committee will meet with administration to show progress on handbook
 Lesson plan reviews and walkthrough and formal observation data will be tracked to determine Increase in integration of technology/Promethean Board use in lessons
 Folder on teacher shared drive will be created for Promethean flip chart storage
 Staff meeting agenda's will indicate Promethean best practice
 Hands-on science Explorations lab committee will meet with administration to provide needs assessment
 Administration will determine priority needs for hands-on science Explorations lab and order supplies
 Administration will begin to investigate funding sources for additional resources and possible staff for hands-on science Explorations lab

Set up and begin utilizing hands-on science Explorations lab if all elements are ready

End of Year 1

School administration will conduct review of EOG testing data to seek increase in proficiency on 5th grade science EOG
 School administration will conduct thorough review of 360 Degree Feedback data to determine effects of motivational speaker
 School administration will present innovative scheduling options to SLT for approval and then present to staff
 "Welcome to Bell Fork" handbook committee will meet with administration and SLT to show completed handbook
 School administration will collect data on Promethean training and classroom implementation to determine next steps and additional technology needs
 Set up and plan to begin utilizing hands-on science Explorations lab for 2011-2012 if not already in operation
 School administration will conduct thorough review of 360 Degree Survey data

Check

	<p>End of Year 2</p> <p>School administration will conduct thorough review of 360 Degree Survey data</p> <p>School administration will conduct thorough review of 360 Degree Survey data to determine success of new schedule</p> <p>School administration will thorough review of 2012 North Carolina Teacher Working Conditions Survey</p> <p>School administration will conduct thorough review of data to determine next steps in Promethean training</p> <p>School administration will conduct thorough review to determine further technology needs</p> <p>School administration and SLT will conduct thorough review of effectiveness and use of hands-on science Explorations lab and determine next steps</p>
	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p><u>Fifth Grade Science EOG Test Results</u></p> <p>90.141% of fifth grade students were proficient on the science End-of-Grade test at the end of the 2010-2011 school year.</p> <p>81.69% of fifth grade students were proficient on the science End-of-Grade test at the end of the 2009-2010 school year.</p> <p>Fifth grade science EOG scores showed a 10.35% gain from 2009-2010 to 2010-2011.</p> <p><u>360 Feedback Data</u></p> <p>2010-2011 360 Feedback</p> <p>No data is present relating to "maintaining passion for the teaching profession."</p> <p>Different models of scheduling were discussed at SLT meetings throughout the year.</p> <p>A draft of the "Welcome to Bell Fork" handbook for new staff members was developed.</p> <p>Teachers completed a 10 hour professional development on Promethean Board usage.</p> <p>Folders were created on the teacher-share drive to house staff-created Flip Charts.</p> <p>The location for the Hands-On Science Lab was determined.</p>
Act	<p>Based upon identified results, what action should be taken? (Next Actions)</p> <p>A motivational speaker will be found and brought to the school.</p> <p>An additional school survey will be created to gather the required data on maintaining passion for the teaching profession.</p> <p>Different models of scheduling will be presented to the staff for consideration.</p> <p>Teachers will present a best practice for Promethean Board usage at monthly staff meetings.</p> <p>Science Kits are being collected, cataloged, and placed in the Hands-On Science Lab. Resource needs are being determined. Grade-level guidelines and procedures for lab usage will be created. Possible funding resources for staff and materials will be explored.</p>

Priority 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	BFES Goal 3:	Students at Bell Fork Elementary will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	Students will be ethical, healthy and productive citizens as indicated by a 10% decrease in office referrals and out of school suspensions.		
	Indicator: (Measure)	Discipline referrals, 360 Degree Survey results, NC Teacher Working Conditions Survey results (2012), 3rd - 5th grade physical fitness results, K-2 lesson plans		
	Strategy: (Needs Assessment, Question #4)	Enhance character education to promote ethical and safe behavior.		
	Action Steps: (Processes/How)	1 Initiate anti-bullying/peer mediation program.		
		2 Activate fifth grade Safety Patrol.		
		3 Investigate media resources for teaching character education concepts.		
		4 Encourage polite behaviors by initiating recognition/reward system (school-wide and individual classroom).		
	Strategy:	Promote health awareness and healthy habits.		
	Action Steps:	1 Provide a weekly healthy living tip to entire school community through staff weekly memos, parent newsletter and school website.		
		2 Utilize "Jamming Minute" and Energizers weekly.		
3 Initiate "PACE" program during morning announcements.				
4 Encourage students to make healthy lunch/snack choices through classroom instruction as indicated through lesson plans.				
Strategy:	Initiate school-wide recycling program to promote productive citizenship awareness.			
Action Steps:	1 Establish classroom paper recycling bins.			
	2 Place plastic bottle and aluminum can recycling bins throughout campus.			
	3 Create home-school connection by implementing monthly tips through parent newsletter.			
	4 Provide recycling resources and information through guest speakers, library materials and classroom lessons.			
How will we fund these strategies?				
Funding source 1:	Federal funds for at-risk students	Funding amount:	\$300	
Anti-Bullying/Peer Mediation				
Funding source 2:	Federal funds for at-risk students	Funding amount:	\$200	
Safety Patrol				
Funding source 3:	Select a funding source	Funding amount:	\$200	
Recycling Instructional Materials				
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$700	
Review frequency:	Quarterly			

Action Team: (Who is responsible)	Administration, school counselor, physical education teacher, SLT, classroom teachers and support staff.
	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Discipline data - a reduction in office referrals, In-school suspensions, and out of school suspensions</p> <p>Number of students who earn a reward/recognition for polite behaviors</p> <p>Rosters of peer mediation students</p> <p>Safety Patrol rosters, meeting dates, assignments and activities</p> <p>Parent newsletters and school website links will indicate healthy living tips and home-school recycling tips</p> <p>Number of students passing physical fitness exams will indicate increased health awareness and healthy habits</p>

Lesson plans will indicate character education concepts taught, healthy living options and recycling program initiation
Guest logs will indicate guest speakers on campus for recycling issues
Increased number of recycling containers will indicate recycling program initiation
360 Degree Feedback data will indicate increased student perception of safety through the implementation of anti-bullying/peer mediation program and Safety Patrol initiation
2012 North Carolina Teacher Working Conditions Survey results

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Formative

School-made matrix will indicate progress on all strategies on a month-by-month basis
Rosters of peer mediation students will indicate start of anti-bullying/peer mediation program
Decreases in the number of office referrals, ISS and OSS consequences will indicate success of anti-bullying/peer mediation program and successful teaching of character education concepts
Copies of purchase orders will indicate media resources purchased to teach character education concepts
List of students who receive recognition/reward for polite behaviors will indicate initiation of school-wide program
Copies of grade level PLC meetings will indicate initiation of individual classroom polite behaviors recognition/reward program
Copies of staff weekly memos, parent newsletters and links from the school website will indicate initiation of weekly healthy living tip
Lesson plan reviews will indicate use of "Jamming Minute" and Energizers
Increases in the number of students passing physical fitness exams will indicate successful health awareness and healthy habits promotion
Formal and informal cafeteria observations will indicate successful instruction of healthy lunch/snack options
Formal and informal classroom observations of student snacks will indicate successful instruction of healthy lunch/snack options
List of locations and types of recycling bins will indicate initiation of recycling program
Reviews of guest logs will indicate the number of guest speakers on campus for recycling discussion

Benchmark

A thorough review of data will indicate progression of strategies and indicate next steps for all formative areas above
End of Year 1

School administration will conduct thorough review of 360 Degree Feedback survey results from all stakeholder groups to indicate:

- ◆increased student perception of safety
- ◆successful implementation of anti-bullying/peer mediation program
- ◆successful implementation of fifth grade Safety Patrol
- ◆successful implementation of school-wide and individual classroom recognition/reward program for exhibited polite behaviors
- ◆successful implementation of home-school connection for healthy living tips and recycling tips through school weekly memo, newsletter and school and teacher webpages

The review of 360 Degree Feedback will also indicate next steps for 2011-2012

School administration and SLT will review recycling program and determine next steps for 2011-2012

End of Year 2

School administration will conduct thorough review of 360 Degree Feedback survey results from all stakeholder groups to indicate:

- ◆increased student perception of safety
- ◆successful implementation of anti-bullying/peer mediation program
- ◆successful implementation of fifth grade Safety Patrol



- ◆successful implementation of school-wide and individual classroom recognition/reward program for exhibited polite behaviors
 - ◆successful implementation of home-school connection for healthy living tips and recycling tips through school weekly memo, newsletter and
- All data will help determine next steps for all strategies
 School administration will conduct thorough review of 2012 North Carolina Teacher Working Conditions Survey to determine student perception of safety, effective communications between school and home, and success of healthy living strategies
 School administration and SLT will review recycling program and determine any needed next steps

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

At the end of the 2009-2010 school year, there were a total of 273 office referrals. At the end of the 2010-2011 school year, there were 292 office referrals. That was a 7% increase in office referrals.

At the end of the 2009-2010 school year, there were a total of 31.5 days of out-of-school suspensions served with a total of 17 consequences. At the end of the 2010-2011 school year, there were a total of 26.5 days of out-of-school suspensions served with a total of 17 consequences. The reduction in number of days of out-of-school suspensions was 18.75%, while the actual number of consequences remained the same.

360 Feedback

Student

- 83% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" on the bus.
- 96% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" in the cafeteria.
- 98% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" in the classroom.
- 86% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" in the hallway.
- 96% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" in the library.
- 85% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" on the playground.
- 88% of students in grades 3 - 5 indicated they felt safe "most of the time" or "some of the time" in the restroom.

Parent

- 72% of parents indicated their child felt safe "most of the time" or "some of the time" on the bus.
- 85% of parents indicated their child felt safe "most of the time" or "some of the time" in the cafeteria.
- 95% of parents indicated their child felt safe "most of the time" or "some of the time" in the classroom.
- 96% of parents indicated their child felt safe "most of the time" or "some of the time" in the hallways.
- 95% of parents indicated their child felt safe "most of the time" or "some of the time" in the library.
- 86% of parents indicated their child felt safe "most of the time" or "some of the time" in the office.
- 95% of parents indicated their child felt safe "most of the time" or "some of the time" on the playground.
- 95% of parents indicated their child felt safe "most of the time" or "some of the time" in the restroom.

Third - Fifth Grade Physical Fitness Test (Fitness Gram) Results

Fifth Grade Results

- 18% of fifth grade students passed 6 out of 6 tests.
- Out of 62 fifth grade students, 13% of boys tested passed 6 out of 6 tests.
- Out of 62 fifth grade students, 5% of girls tested passed 6 out of 6 tests.
- Out of 62 fifth grade students, 18% of boys tested passed 5 out of 6 tests.
- Out of 62 fifth grade students, 11% of girls tested passed 5 out of 6 tests.
- Out of 62 fifth grade students, 14% of boys tested passed 4 out of 6 tests.
- Out of 62 fifth grade students, 2% of girls tested passed 4 out of 6 tests.

Out of 62 fifth grade students, 31% of boys tested passed 3 out of 6 tests.

Out of 62 fifth grade students, 14% of girls tested passed 3 out of 6 tests.

Fourth Grade Results

0% of fourth grade students passed 6 out of 6 tests.

Out of 69 fourth grade students, 0% of boys tested passed 6 out of 6 tests.

Out of 69 fourth grade students, 0% of girls tested passed 6 out of 6 tests.

Out of 69 fourth grade students, 0% of boys tested passed 5 out of 6 tests.

Out of 69 fourth grade students, 0% of girls tested passed 5 out of 6 tests.

Out of 69 fourth grade students, 33% of boys tested passed 4 out of 6 tests.

Out of 69 fourth grade students, 28% of girls tested passed 4 out of 6 tests.

Out of 69 fourth grade students, 12% of boys tested passed 3 out of 6 tests.

Out of 69 fourth grade students, 20% of girls tested passed 3 out of 6 tests.

Third Grade Results

0% of third grade students passed 6 out of 6 tests.

Out of 85 third grade students, 0% of boys tested passed 6 out of 6 tests.

Out of 85 third grade students, 0% of girls tested passed 6 out of 6 tests.

Out of 85 third grade students, 21% of boys tested passed 5 out of 6 tests.

Out of 85 third grade students, 15% of girls tested passed 5 out of 6 tests.

Out of 85 third grade students, 20% of boys tested passed 4 out of 6 tests.

Out of 85 third grade students, 22% of girls tested passed 4 out of 6 tests.

Out of 85 third grade students, 8% of boys tested passed 3 out of 6 tests.

Out of 85 third grade students, 1% of girls tested passed 3 out of 6 tests.

The school counselor has initiated an anti-bullying program which she presents to classrooms through classroom lessons.

Teachers have been given copies of the "Jamming Minute" and Energizers to utilize in their classrooms.

The PACE program was initiated during morning announcements.

Students have been encouraged to make healthy lunch and snack choices through classroom lessons and discussions.

Based upon identified results, what action should be taken? (Next Actions)

Two third grade teachers have created the Bell Fork Ambassadors this school year. This afterschool club is for students in grades three through five. Fifth graders in this group will help form the fifth grade Safety Patrol. This club will also perform many "outreach" tasks for our school and school community. This group will also help start a recycling program at Bell Fork.

The Safe and Civil School's Committee will create and initiate a school-wide recognition system for students who display polite and courteous behaviors towards other students and adults.

Weekly healthy living tips will be provided to the entire school community through staff weekly memos, monthly parent newsletters and the school website.

Students will be encouraged to participate in physical fitness activities during recess and at home.

Act



Priority 4 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	BFES Goal 4:	Bell Fork Elementary will improve cooperation with family and community partners through the implementation of innovative instructional programs.		
	Target: (Desired Result)	Improve cooperation with family and community partners at Bell Fork Elementary through the implementation of innovative instructional programs as indicated by a 10% increase in parental involvement.		
	Indicator: (Measure)	Attendance at family nights, money collected for "One for Books", increased number of volunteers, increased membership and participation in the Bell Fork Parent-Teacher Support Network (PTSN), BASES reports		
	Strategy: (Needs Assessment, Question #4)	Increase parent participation		
	Action Steps: (Processes/How)	1 Increase awareness of various Title I functions.		
		2 Encourage parents to attend parent-teacher conferences once per semester through newsletters and linking articles on the effects of conferences to the school web page.		
		3 Promote parent volunteer participation on and off campus.		
		4 Initiate high level of awareness of Scholastic Book Fair's "Read for Dollars."		
		5 Add Spring Open House to the calendar.		
	Strategy:	Increase partnerships with community businesses and organizations.		
	Action Steps:	1 Seek partnerships for each grade level.		
		2 Explore establishing a liaison with a military unit to address our needs and theirs.		
		3 Expose students to Emergency Community Professionals (police, fire, EMS, etc.).		
4 Adopt a senior center/nursing home for presentation of a musical program.				
Strategy:	Implement the elementary component of AVID.			
Action Steps:	1 Train fifth grade teachers on the utilization of AVID.			
	2 Form a fifth grade AVID PLC with Summersill Elementary and Northwoods Park Middle.			
	3 Send fourth grade teachers to AVID Summer Institute July 2011.			
	4 Adapt AVID principles to accommodate students in grades K - 3.			
How will we fund these strategies?				
Funding source 1:	Federal funds for at-risk students	Funding amount:	\$300	
<small>AVID Materials</small>				
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$300	
Review frequency:	Quarterly			

	<p>Action Team: (Who is responsible) School administration, Title I staff, school counselor, media coordinator, music teacher, fifth grade teachers, classroom teachers and support staff</p>

What data will be used to determine whether the strategies were deployed with fidelity?

Sign-in sheets from Title I events will indicate the number of families attending Title I parent/family events
 360 Degree Survey data will indicate the number of teacher-initiated contacts
 Number of school volunteers listed on BASES reports will indicate increase in number of school volunteers and community partnerships
 Money collected for "One for Books" will indicate increased awareness of the program

Sign-in sheets and copies of the BFES Master Calendar will indicate successful scheduling of Spring Open House
 Documentation of visits by Emergency Community Professionals (police, fire, EMS, etc.) will indicate the number of visits each year
 Agendas for musical performances at nursing home/s will indicate successful school adoption of senior center
 Fifth grade lesson plans and formal and walk-through observations will indicate successful AVID implementation in 5th grade
 AVID site visits will indicate areas of strength and areas that need to be improved
 Fifth grade EOG testing results will indicate success of AVID program

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Formative/Benchmark

School-made matrix will indicate progress on all strategies on a month-by-month basis
 Data will be collected on attendance after each Title I parent/family event
 Data will be collected from newsletters and links to the school website regarding the effects of conferences on student performance
 School visitor log's will indicate the number of parent volunteers on campus
 Minutes from team meeting PLC's will indicate progress on grade-level community partnerships
 Military Liaison Committee will be formed to seek partnership with military unit
 Data will be collected indicating the number of Emergency Community Professionals (police, fire, EMS, etc.)
 Lesson plan reviews as well as formal and walkthrough observation data will indicate level of AVID implementation in each classroom
 AVID Committee will be formed to determine appropriate AVID principles to begin using with students in K-3

End of Year 1

Totals for attendance at each Title I parent/family event will be compared to data from 2009-2010 to help plan next steps
 Data will be collected from each teacher indicating the number of teacher-initiated contacts/conferences and will be used to plan next steps
 School administration will collect data on volunteers and community partnerships for annual school BASES report
 School administration will compare 2010-2011 BASES data to 2009-2010 BASES data to plan next steps
 Media Coordinator will calculate total money donated to Scholastic Book Fair's "Read for Dollars"
 BFES Master Calendar will indicate the successful scheduling of a Spring Open House
 Classroom teacher sign-in sheets will indicate the attendance rate at Spring Open House
 Data will be reviewed from Military Liaison Committee to determine if partnership has been formed and/or next steps
 Data will be collected on number of musical programs presented to adopted senior center to determine next steps
 Administration will conduct thorough review of fifth grade EOG testing data to determine effectiveness of AVID and to determine next steps
 Fourth grade representatives will be sent to AVID summer institute in the summer of 2011
 Administration and AVID committee will review data and determine next steps in adapting AVID principles for K-3
 Administration will conduct thorough review of 360 Degree Feedback from all stakeholder groups to determine strengths and areas to improve

Check

End of Year 2

Administration will conduct thorough review of attendance at Title I parent/family events and compare data to 2010-2011 to determine successes and next steps
 Administration and SLT will conduct thorough review of teacher-initiated contacts/conferences and compare data to 2010-2011 to determine successes and next steps
 Administration will compare 2011-2011 BASES data to 2010-2011 BASES data to determine successes and next steps



Media Coordinator will calculate total money donated to Scholastic Book Fair's "Read for Dollars" and compare to 2010-2011 to determine successes and next steps
 Administration will review attendance data from Spring Open House and compare to 2010-2011 to determine successes and next steps
 Administration and SLT will evaluate partnership with military unit to determine successes and next steps
 Administration will conduct thorough review of fourth and fifth grade EOG testing data to determine effectiveness of AVID and to determine next steps
 Administration and AVID committee will review data and determine next steps in adapting AVID principles for K-3
 Administration will conduct thorough review of 360 Degree Feedback from all stakeholder groups to determine strengths and areas to improve and to determine next steps
 Administration will conduct thorough review of 2012 North Carolina Teacher Working Conditions Survey to determine strengths and areas to improve and to determine next steps

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

Parent attendance at our Title I sponsored family nights was high last school year. Approximately 1,246 adults and students attended five
 The 2010-2011 BASES report for Bell Fork Elementary indicates that Bell Fork had approximately 25 volunteers throughout the school year, totaling 265 volunteer hours contributed. This was a drop from the 2009-2010 school year when we had approximately 36 volunteers with approximately 344 volunteer hours contributed. 10 individuals or outside agencies donated materials or supplies to the school. This was an increase from approximately 4 individuals/outside agencies donating materials or supplies to the school.

Bell Fork raised \$135.00 for Scholastic's "Read for Dollars" program.
 A Spring Open House was added to the school calendar during the 2010-2011 school year.

AVID Information

Fifth grade implemented AVID during the 2010-2011 school year. Significant gains were made in each tested area.

Fifth Grade Math

90.141% of fifth grade students were proficient on the math End-of-Grade test at the end of the 2010-2011 school year.
 81.69% of fifth grade students were proficient on the math End-of-Grade test at the end of the 2009-2010 school year.
 Fifth grade math EOG scores showed a 10.35% gain from 2009-2010 to 2010-2011.

Fifth Grade Reading

85.915% of fifth grade students were proficient on the reading End-of-Grade test at the end of the 2010-2011 school year.
 80.282% of fifth grade students were proficient on the reading End-of-Grade test at the end of the 2009-2010 school year.
 Fifth grade reading EOG scores showed a 7% increase from 2009-2010 to 2010-2011.

Fifth Grade Science

90.141% of fifth grade students were proficient on the science End-of-Grade test at the end of the 2010-2011 school year.
 81.69% of fifth grade students were proficient on the science End-of-Grade test at the end of the 2009-2010 school year.
 Fifth grade science EOG scores showed a 10.35% gain from 2009-2010 to 2010-2011.

Fourth grade teachers were not able to attend the AVID Summer Institute in Atlanta in the summer of 2011.
 Bell Fork did form an AVID PLC with Summersill Elementary for fifth grade.

Based upon identified results, what action should be taken? (Next Actions)

A main objective this year will be to increase partnerships with community businesses and organizations.
 Each grade level will seek out a partnership.
 The Military Liaison Committee will seek out a partnership with a military unit.

Act

The newly formed Bell Fork Ambassador's club will help assist with adopting a nursing home.

Fourth grade teachers will attend AVID training through the County Office throughout the 2011-2012 school year.

A new fifth grade teacher will also attend the AVID training through the County Office throughout the 2011-2012 school year.

The AVID PLC with Summersill Elementary will expand this year to include fourth grade. AVID staff from Northwoods Park Middle will continue to be invited to the meetings.

Bell Fork Elementary will investigate a theme idea throughout the 2011-2012 school year for possible implementation during the 2012-2013 school year.



Priority 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	BFES Goal 5:	Bell Fork Elementary will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Parent and staff member perception of the effective and efficient operations at Bell Fork Elementary will increase by 10%.		
	Indicator: (Measure)	360 Degree Survey feedback, NC Teaching Working Conditions Survey 2012, parent feedback, observation		
	Strategy: (Needs Assessment, Question #4)	Increase the efficiency and effectiveness of the cafeteria.		
	Action Steps: (Processes/How)	1 Create and establish consistent school-wide cafeteria procedures and rules.		
		2 Investigate the efficacy of the daily lunch count as it applies to the availability of posted entrée choices.		
		3 Increase the efficiency of the breakfast routine.		
		4 Improve the cafeteria environment by building better communication between school staff and cafeteria staff.		
	Strategy:	Increase the efficiency and effectiveness of afternoon dismissal.		
	Action Steps:	1 Re-evaluate and revise car rider dismissal procedures		
		2 Re-evaluate and revise bus dismissal procedures		
		3 Re-evaluate and revise day care dismissal procedures.		
		4 Evaluate and develop early dismissal guidelines and procedures.		
Strategy:	Increase the efficiency and effectiveness of communication processes and systems across the school campus and school community.			
Action Steps:	1 Utilize new electronic "Complete Campus Security Solution" for student check in's and out's and for visitor management.			
	2 Update school and teacher webpages weekly or as needed to communicate vital information to students, parents and the school community in a timely manner.			
	3 Purchase additional walkie-talkies to increase communication and to ensure student safety.			
	4 Establish priority log for safety issues and concerns on campus.			
	5 Utilize the new "School Messenger" program to communicate with parents and staff.			
How will we fund these strategies?				
Funding source 1:	Federal funds for at-risk students	Funding amount:	\$500	
Complete Campus Security Solution (student check-in/out, visitor log)				
Funding source 2:	School general funds	Funding amount:	\$600	
Walkie-Talkies				
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,100	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	School administration, school level Safe and Civil Schools Committee, SLT, teaching, support, and office staff, cafeteria staff			

What data will be used to determine whether the strategies were deployed with fidelity?

360 Degree Survey data from all stakeholder groups will indicate cafeteria, transportation, and communication satisfaction

2012 North Carolina Teacher Working Conditions Survey data will indicate cafeteria and transportation satisfaction

Administration observation will indicate increased efficiency in the cafeteria

Administration observation and bus leave times will indicate success of revised dismissal procedures

Webpage checks conducted by administration will indicate increase in current information made available to all stakeholders

School Messenger call logs will indicate number of calls sent to all stakeholder groups



Reports generated from the "Complete Campus Security Solution" will indicate the number of tardies and early out's
 Reports generated from the "Complete Campus Security Solution" will track the number of visitor's on campus
 Purchase orders will indicate the purchase of walkie-talkies
 360 Degree Survey data will indicate success of Priority Log
 2012 North Carolina Teacher Working Conditions Survey data will indicate success of Priority Log

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Formative/Benchmark

School-made matrix will indicate progress on all strategies on a month-by-month basis
 Administration, Safe and Civil Schools Committee, and the SLT will make formal observations of the cafeteria to note consistent rules utilized by all teachers, efficiency of the cafeteria staff, and improved cafeteria environment
 Administration, Safe and Civil Schools Committee, and the SLT will make formal observations of the afternoon dismissal process to ensure smooth, effective and efficient operations in all areas
 Reports generated from the Complete Campus Security Solution program will be reviewed by administration
 Administration and SLT members will make periodic webpage checks to ensure data is current and up-to-date
 Administration and the Safe and Civil Schools Committee will review Priority Log to ensure safety issues are being quickly addressed
 Administration will track usage of School Messenger rapid notification system

End of Year 1

Administration will conduct thorough review of 360 Degree Feedback survey data from all stakeholder groups to determine strengths and areas to improve and to plan for next steps
 Administration, Safe and Civil Schools Committee, and the SLT will thoroughly review formal observations data from the cafeteria to determine consistent rules utilized by all teachers, efficiency of the cafeteria staff, and improved cafeteria environment and to plan next steps

Administration, Safe and Civil Schools Committee, and the SLT will thoroughly review formal observation data of the afternoon dismissal process to ensure smooth, effective and efficient operations in all areas and to determine next steps

Administration and SLT members will review data from periodic webpage checks to ensure data is current and up-to-date and to determine any needed next steps

Administration and the Safe and Civil Schools Committee will review data from the Priority Log to ensure safety issues are being quickly addressed and to determine any needed next steps

Administration will review usage data from the School Messenger rapid notification system to determine any needed next steps

End of Year 2

Administration will conduct thorough review of 360 Degree Feedback survey data from all stakeholder groups and compare to 2010-2011 data to determine strengths and areas to improve and to plan for next steps

Administration will conduct thorough review of 2012 North Carolina Teacher Working Conditions Survey to determine strengths and areas to improve and to plan for next steps

Administration, Safe and Civil Schools Committee, and the SLT will thoroughly review formal observations data and compare it to 2010-2011 data from the cafeteria to determine consistent rules utilized by all teachers, efficiency of the cafeteria staff, and improved cafeteria

Administration, Safe and Civil Schools Committee, and the SLT will thoroughly review formal observation data of the afternoon dismissal
 Administration and SLT members will review data from periodic webpage checks and compare it to 2010-2011 data to ensure data is current and up-to-date and to determine any needed next steps

Administration and the Safe and Civil Schools Committee will review data from the Priority Log and compare it 2010-2011 data to ensure safety issues are being quickly addressed and to determine any needed next steps

Check

Administration will review usage data from the School Messenger rapid notification system to determine any needed next steps

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

School-wide cafeteria rules and expectations were created and implemented.
Lunch choices are announced twice each morning - once before students arrive, and once during morning announcements.
Students receive a breakfast tag and a lunch tag. Breakfast tags have helped increase the efficacy of the breakfast routine.
Communications between cafeteria and school staff have improved.
The afternoon bus dismissal was altered. Kindergarten and first grade students release first, followed by second grade, and then by third through fifth grade. This has decreased the amount of time it takes for buses to load and to depart campus.
Early release procedures have been established.
The "Complete Campus Security Solution" system has been purchased and installed. This has increased the efficacy of recording data for tardies, early outs, and visitors on campus.
Teacher webpages and the school webpage are updated at least once per month.
360 Feedback
38% of parents (21 responses) indicated they were informed through the school and/or teacher webpages.
63% of students indicated they were informed through the school and/or teacher webpages.
"School Messenger" has been utilized to increase communication between school and home.
360 Feedback
91% of parents (21 responses) indicated there were informed through the use of School Messenger
School Messenger Data
25 automated phone calls were sent to parents and staff via School Messenger

Based upon identified results, what action should be taken? (Next Actions)

The procedures for dismissing both car riders and daycare riders are still being evaluated to determine if changes need to be made.
At least two additional walkie-talkies will be purchased when funds become available.
The priority log for safety issues and concerns will be established.

Act

