



Bell Fork Elementary School
Strategic Plan

2007-2010

"Learning Today for a Better Tomorrow"

Table of Contents

School Leadership Team.....	p. 2
Principal’s Message.....	p. 3
Executive Summary.....	p. 4
Graphs and Tables.....	p. 9
Action Plan.....	p. 34
Appendix A – The Strategic Planning Process.....	p. 45
Appendix B – Budget.....	p. 50
Appendix C – Glossary.....	p. 53
Appendix D – Waivers.....	p. 59

Bell Fork Elementary School
School Leadership Team

Dr. Greg Williams
Principal

Brendan Gartner
Assistant Principal

Lynne Andrea
Kristen Erickson
Tracie Simma
Wendi Dougherty
Cathe Lannon
Sherry Raynor
Kim Banks
Patricia Biskup
Eva Russell
Mary Taylor
Elizabeth Lavigne
Kathy Scephurek

Parent Representatives

Brenda Autry
Jason Brinson
Ingrid Brown
April Greer
Becky Gustavson
Jerry Halford
David Henderson
Ana Medina
Angel Pollock
Pamela Rivera
Bobbi Jean Smith
Christy Spade

Principal's Message

Since the inception of the North Carolina ABC's program, Bell Fork Elementary has been at the forefront of student success in Onslow County. We are proud of this tradition of student success on state tests at Bell Fork Elementary, but we feel that test results are only a small measure of the valuable education that our student receive at Bell Fork.

We strive to prepare our student for an ever-changing world. It is the goal of every staff member at Bell Fork that students leave here with the tools necessary to succeed in not only educationally, but in the world beyond the schoolhouse doors as well. 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.

Those two words encompass all of our goals; student learning. 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.

Our Vision, Mission and Beliefs

OUR VISION:

Learning Today for a Better Tomorrow

OUR 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.

OUR BELIEFS:

- All students can learn.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Student learning is the chief priority of our school
- Teachers, staff, administrators, parents, students, and community stakeholders share in the responsibility for providing a supportive learning environment within our school.
- Clear goals and high expectations for student achievement should guide the development of the curriculum and the design of instructional strategies and learning activities.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Various types of assessments of student learning should provide students with opportunities to demonstrate their achievement and apply their learning.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.

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 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, Bell Fork Elementary School will soon undergo another expansion. Monies received through the 2005 School Bond referendum will fund several projects at Bell Fork. Necessary roof repairs and upgrades in technology such as an increase in available bandwidth will be completed. Along with these improvements, three new classrooms as well as a new multipurpose room will be constructed. These projects are slated to be completed by late spring of 2008.

Staff

During the 2006-2007 school year, Bell Fork employed twenty nine classroom teachers. Of those teachers, 96% were considered highly qualified and two held National Board certification. One classroom teacher was pursuing licensure through lateral entry; all others were fully licensed. Of the twenty nine teachers, 39% held advanced degrees. From the conclusion of the 2005-2006 to the beginning of the 2006-2007 school year, Bell Fork experienced a 9% teacher turn-over rate. As shown in Graph 1A, 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 employed a counselor, media specialist, and a speech pathologist, all with advanced degrees.

In addition to the classroom teachers, twenty one teacher assistants were employed at Bell Fork to support instruction. Five of the assistants were dedicated to classrooms serving students with special needs. Two of the assistants were assigned to computer labs, one was used primarily in the media center, and two were employed through the Title 1 program. Other classified personnel included a bookkeeper, receptionist, SIMS data manager, four custodians, and four workers employed through Child Nutrition.

Students

At the close of the 2006-2007 academic year, Bell Fork Elementary was serving 397 students in grades Kindergarten through Five. In terms of ethnicity, Bell Fork serves a richly diverse population of students. (See Graph 1C) Bell Fork serves a total of eighty four students with special needs across a wide range of exceptionalities. (See Graph 1E) Students who require lunch assistance comprised 53.7% of the student population.

As stated in the Onslow County Schools 2005-2010 Strategic Plan, the students in Onslow County represent a “transient population”, and during the 2006-2007 school year, Bell Fork Elementary was no exception. Of the 391 enrolled on August 25, 2006, nearly 23% completed the year at another school. Of the 397 students enrolled at Bell Fork on June 8, 2007, 24% began the school year at another location. Much of the transience can be contributed to the fact that 107 (or 27%) of Bell Fork’s students have at least one parent who is active duty military (See Graph 1F) Another contributing factor to the transient nature of Bell Fork’s student population is that five percent of students attending Bell Fork received assistance under the McKinney-Vento Homeless Education Assistance Act.

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 2006-2007 school year. (See Table 2) While recognizing that this indicates a need for improvement, the staff at Bell Fork welcomes the challenge of increasing student performance on state tests, and the lofty goals and focused strategies set forth in this strategic plan demonstrates that they are dedicated to achieving those results.

For the 2006-2007 school year, Bell Fork had fifteen performance targets. These targets included testing the required number of students in reading and math for all students, black students, students receiving free or reduced lunch, and white students. Other targets included grade level proficiency for all students, black students, students receiving free or reduced lunch, and school-wide attendance goals. 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 four students are assessed in writing 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 2006-2007 North Carolina End of Grade (NCEOG) test scores as well as those from the Grade 4 Writing Test show that Bell Fork had much to celebrate regarding student success. Also evident were areas of needed improvement.

Results of the Grade 4 writing test show Bell Fork's students as having the highest score in county when compared to all schools. Bell Fork's writing scores were considerably higher than both the district and the state averages. (See Graph 2A) We are proud that these results highlight Bell Fork's writing instruction leading the way in Onslow County. We look forward to meeting the challenges that continuous improvement will bring.

Overall, NCEOG reading scores at Bell Fork were high and the school as a whole is on pace to meet 2010 proficiency goals. (See Graph 2B) Examination of subgroup data reveal that reading proficiency across reportable subgroups was high. (See Graph 2C) All of the reportable subgroups exceeded 2006-2007 proficiency requirements and approached 2010-2011 targets. Careful examination of the data, however, reveals that males, particularly black males lagged far behind their counterparts in reading proficiency. (See Graphs 2F, 2H) Although pleased with the reported reading scores, Bell Fork's staff will continue to seek opportunities to improve overall student reading proficiency.

Mathematics, as measured by the NCEOG, was reported as an area of needed improvement at Bell Fork. (See Graph 2B) The reported math scores were below AYP targets for two subgroups the 2006-2007 school year. (See Graph 2D) These subgroups were able to make AYP through safe harbor. While recognizing a need to improve performance on the math sections of the NCEOG test, it is important to note that Bell Fork's students continue to perform higher than the most recently reported state averages. Proficiency standards on the mathematics NCEOG have become more stringent and therefore more difficult to attain. Mathematics will be targeted as a priority at Bell Fork and every effort will be made to find new methodologies and best practices to employ to increase student achievement.

According to North Carolina's ABC's program, Bell Fork Elementary met growth requirements for the 2006-2007 school year. With over 80% proficiency levels, Bell Fork achieved the status of School of Distinction. The staff at Bell Fork will continue to strive for higher recognition in North Carolina's ABC's program through increasing student engagement and learning.

District Measures: Teacher-developed district-wide assessments are available for use in the areas of math, reading, science, and social studies. Feedback from these assessments is provided to classroom teachers and assists them in better assessing student strengths and weaknesses. 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, Accelerated Math and Accelerated Reader. In addition, there is a wide range of teacher-created assessments in use at Bell Fork accompanied by teacher created rubrics. Nine weeks assessments and teacher-generated assessments are utilized for progress monitoring. Other progress monitoring strategies include Successmaker reports, Accelerated Math reports, and the K-2 eAssessment. Students are also assessed through the use of multi-media projects and an effort is to be made to increase performance assessment for all students, particularly in science.

Stakeholder Perspectives on the Quality of Education

Overall, the climate survey results for staff, parents, and students were overwhelming positive. Examining the data from the 2006-2007 survey reveals stakeholders with a high regard for the education that students have been provided with as well as recognition for the hard work of the faculty and staff in ensuring the safety of Bell Fork's students. Ensuring student safety is also noted on the survey results as a strength at Bell Fork. Results of the survey are displayed utilizing the data that show the most favorable and unfavorable responses. (See Tables 3A, 3B, and 3C). It should be noted that when examining parent survey data, it is possible that the responses may not be an accurate representation of the parents/guardians of Bell Fork students. A majority of the respondents to the parent survey do not accurately reflect the demographics of Bell Fork. While only 25% of the students are white, over 50% of respondents to the survey are listed as white. Regardless of this, the survey data was utilized in guiding the decisions of the School Leadership Team. This disparity in the demographics also exemplifies the need for more effective home/school communications.

Graphs and Tables

Section 1 – School Characteristics

Table 1	School-Wide Demographic Data
Graph 1A	Teacher Experience
Graph 1B	Student Population by Gender
Graph 1C	Student Population by Ethnicity
Graph 1D	Student Ethnicity by Gender
Graph 1E	Student Population by EC
Graph 1F	Federal Connections
Graph 1G	Discipline Data

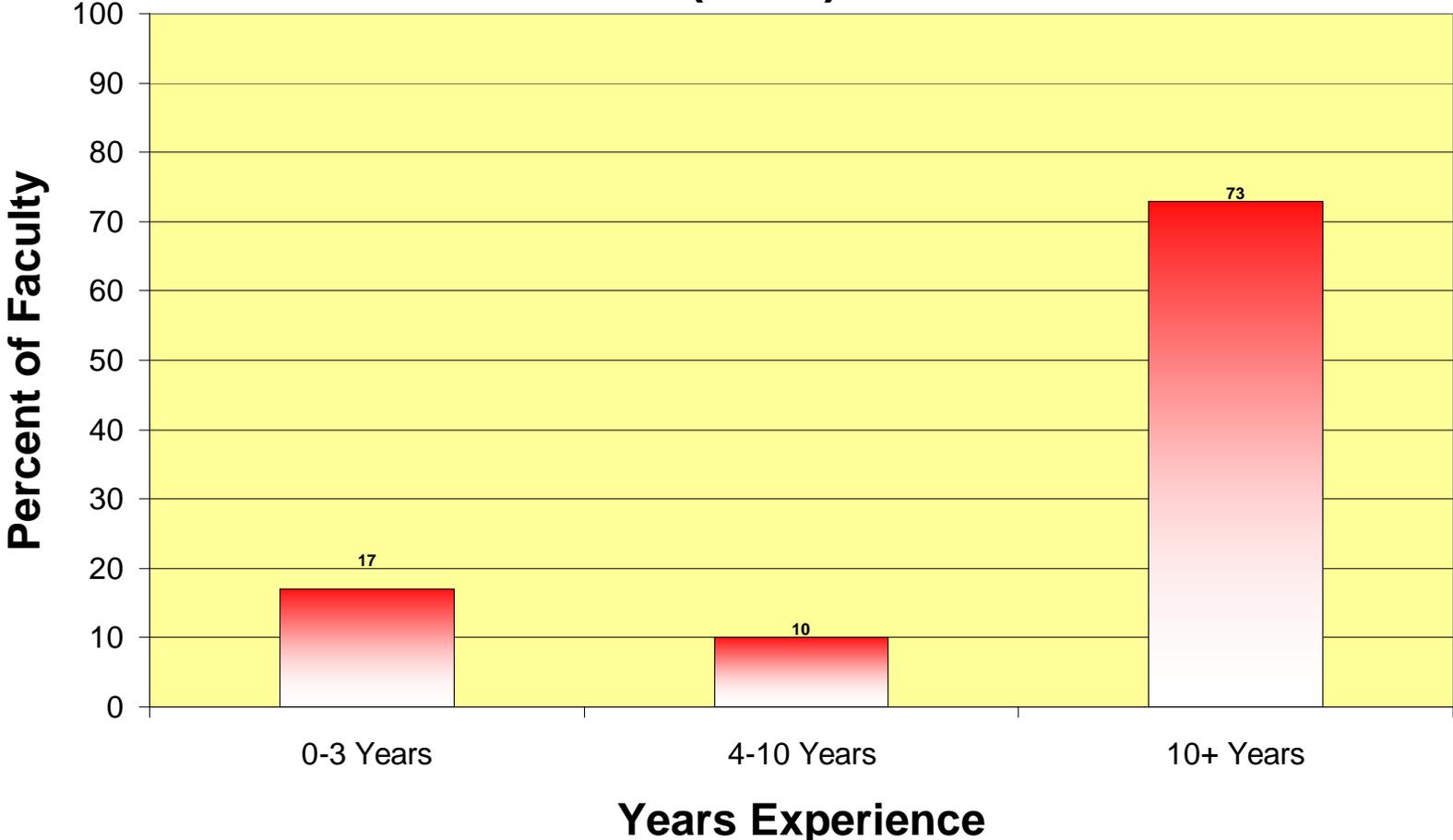
Section 2 – Assessment Data

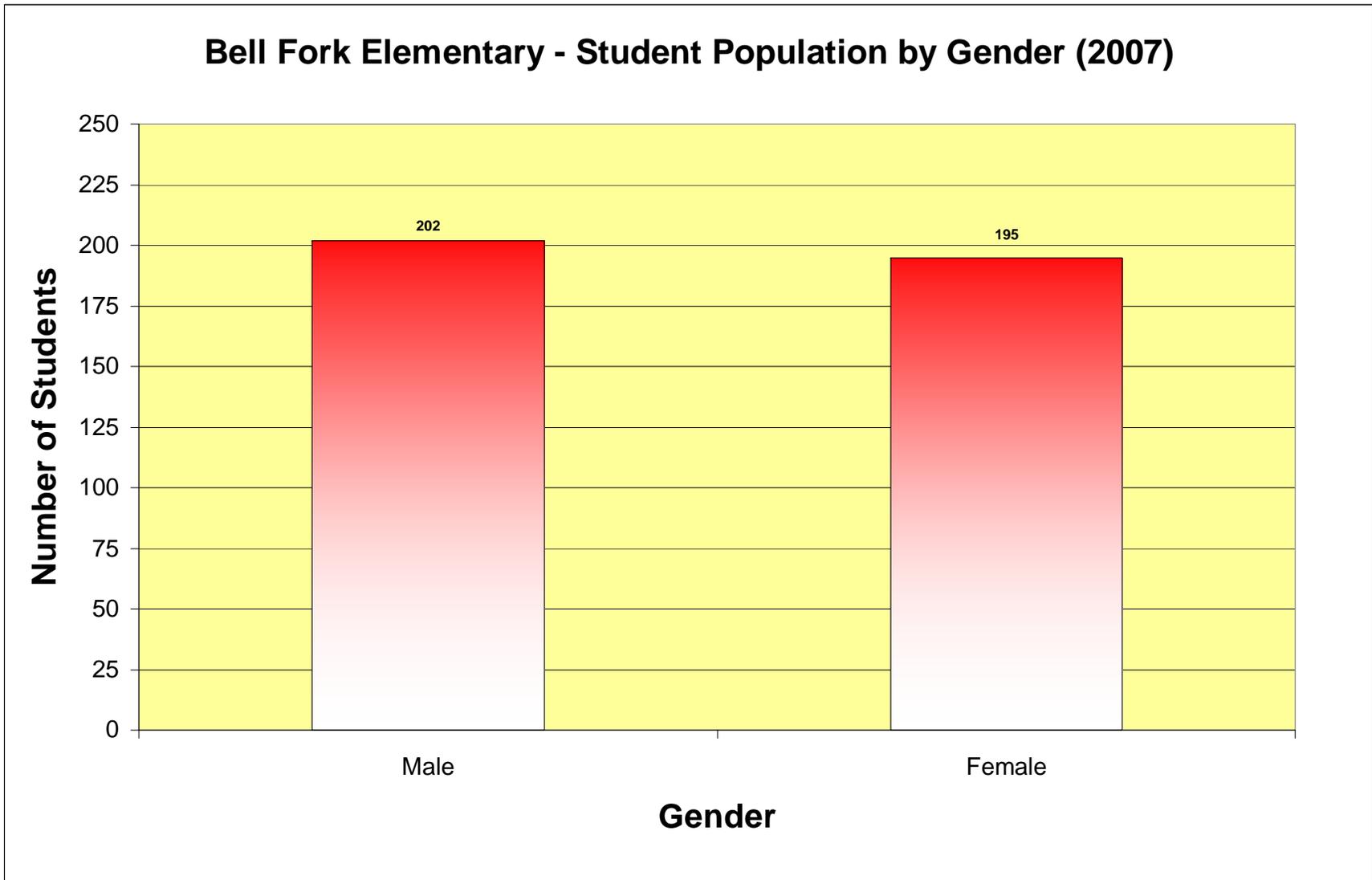
Table 2	School-Wide Demographic Data
Graph 2A	Writing Scores Comparison
Graph 2B	EOG Proficiency – All Students
Graph 2C	Reading EOG Proficiency – Reportable Subgroups
Graph 2D	Math EOG Proficiency – Reportable Subgroups
Graph 2E	EOG Proficiency – By Ethnicity
Graph 2F	EOG Proficiency – By Gender
Graph 2G	EOG Proficiency – Female by Ethnicity
Graph 2H	EOG Proficiency – Male by Ethnicity
Graph 2I	EOG Proficiency by EC
Graph 2J	EOG Proficiency by Grade
Graph 2K	EOG Proficiency by Subject

Section 3 – Stakeholder Perspectives

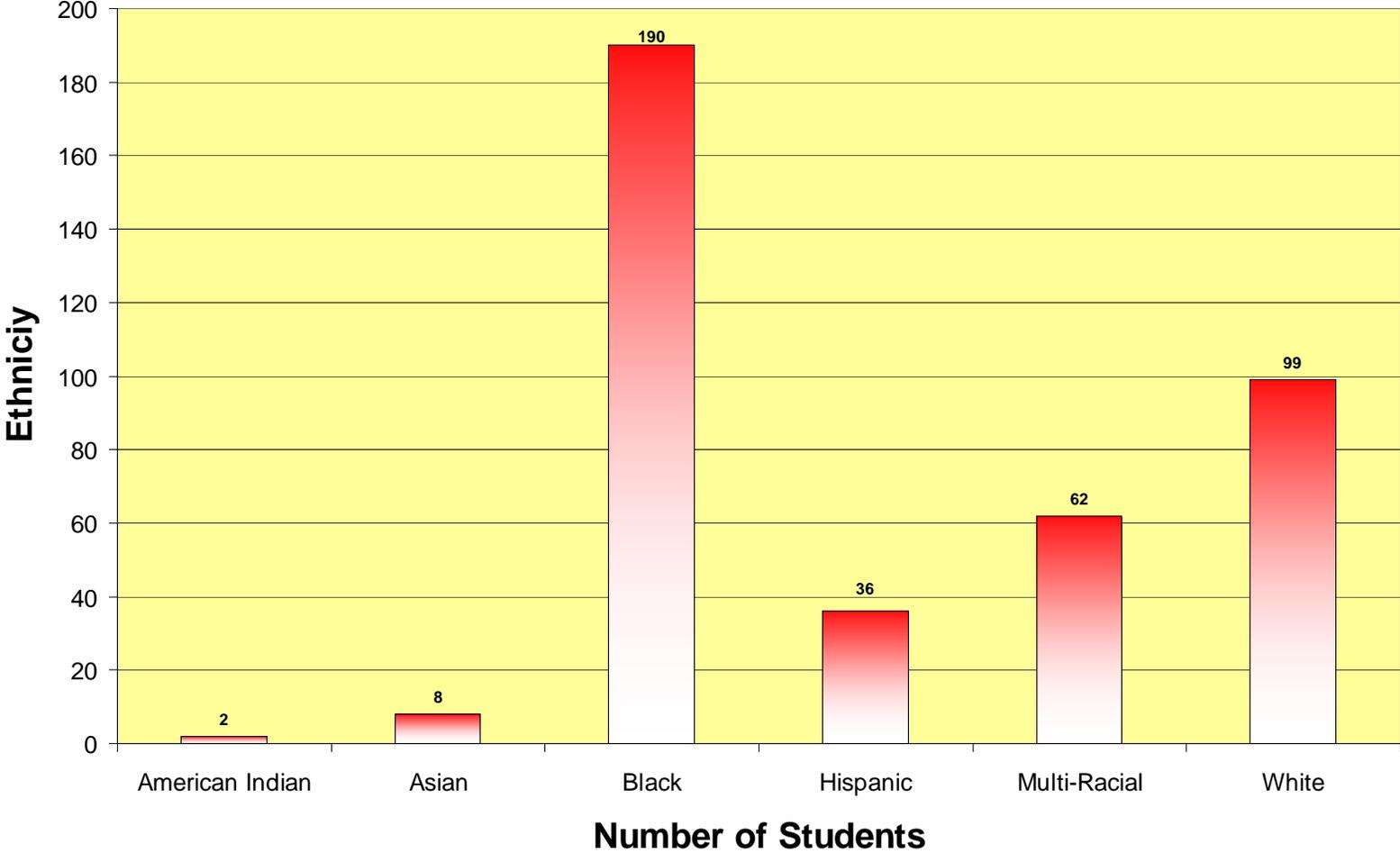
Table 3A	Student Perspectives
Table 3B	Staff Perspectives
Table 3C	Parent Perspectives

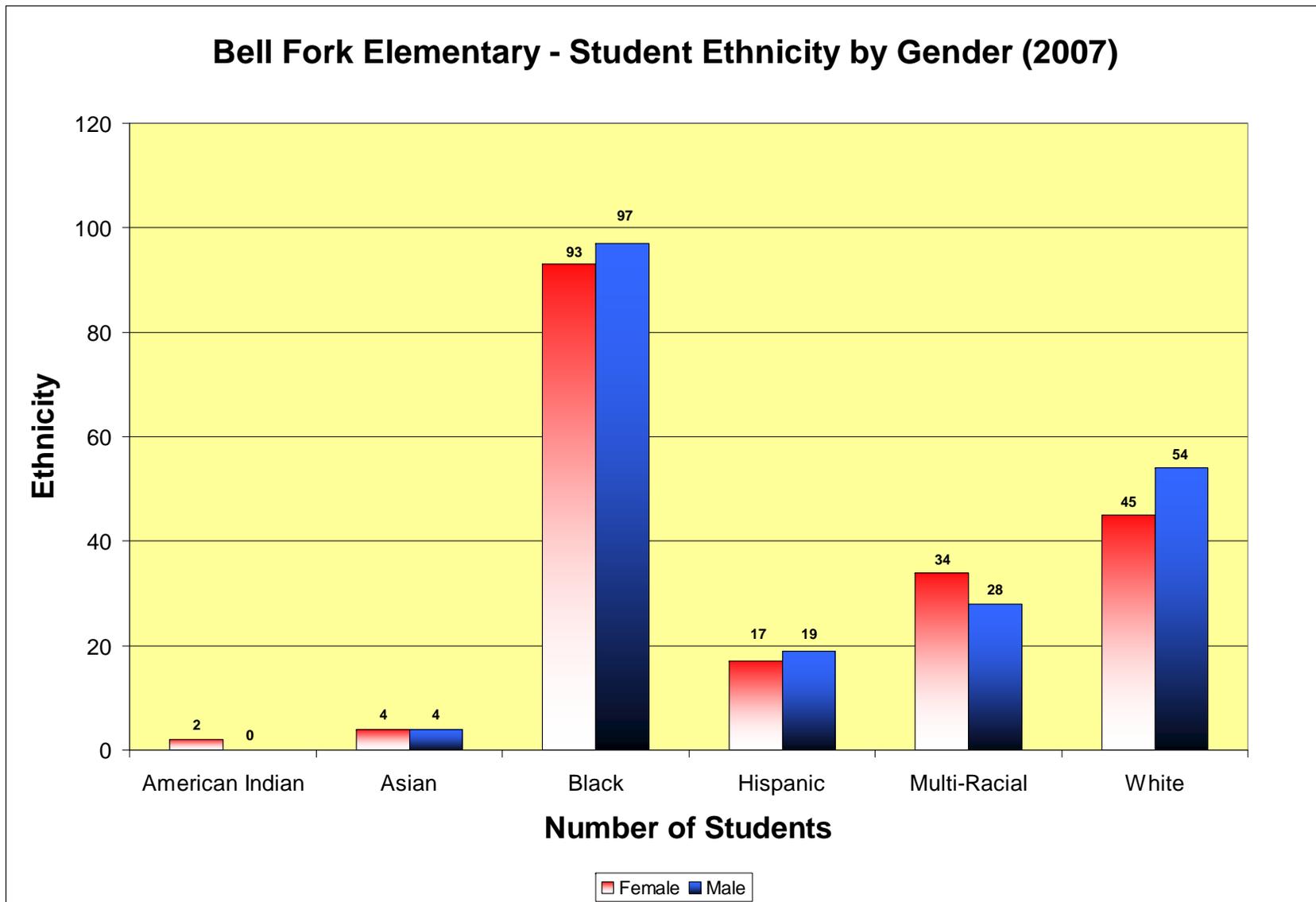
Bell Fork Elementary - Teacher Experience (2007)

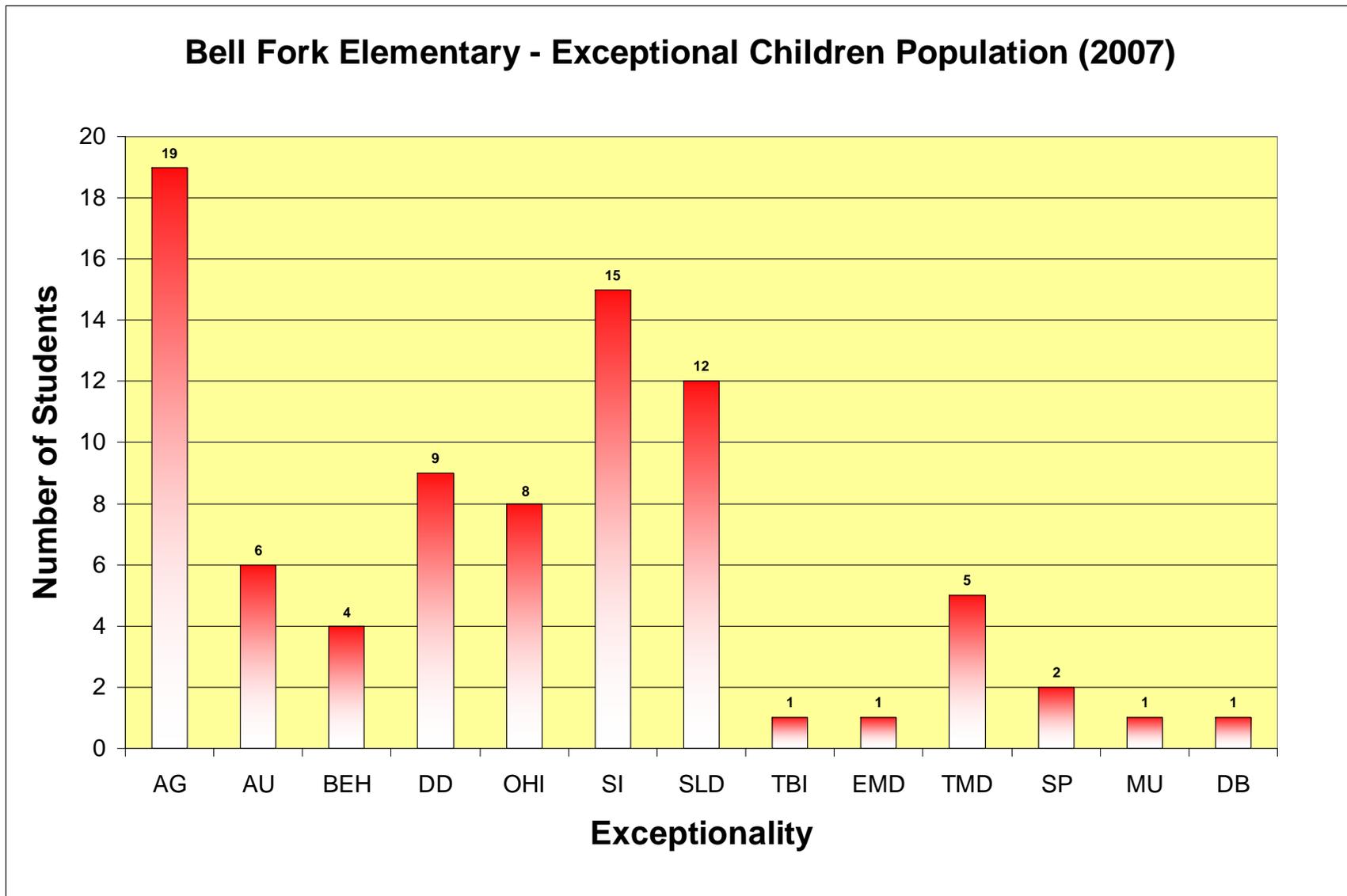


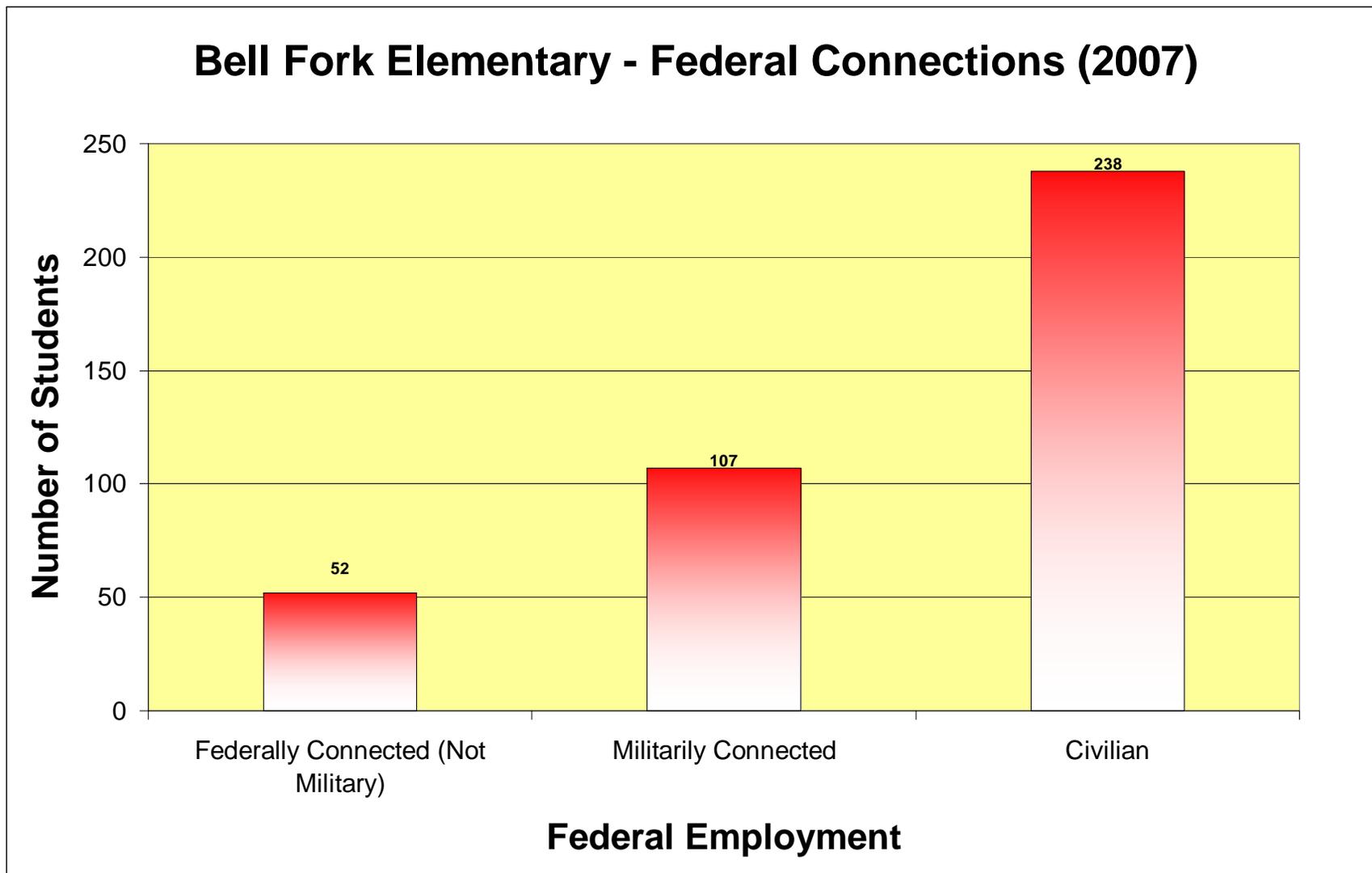


Bell Fork Elementary - Student Ethnicity (2007)

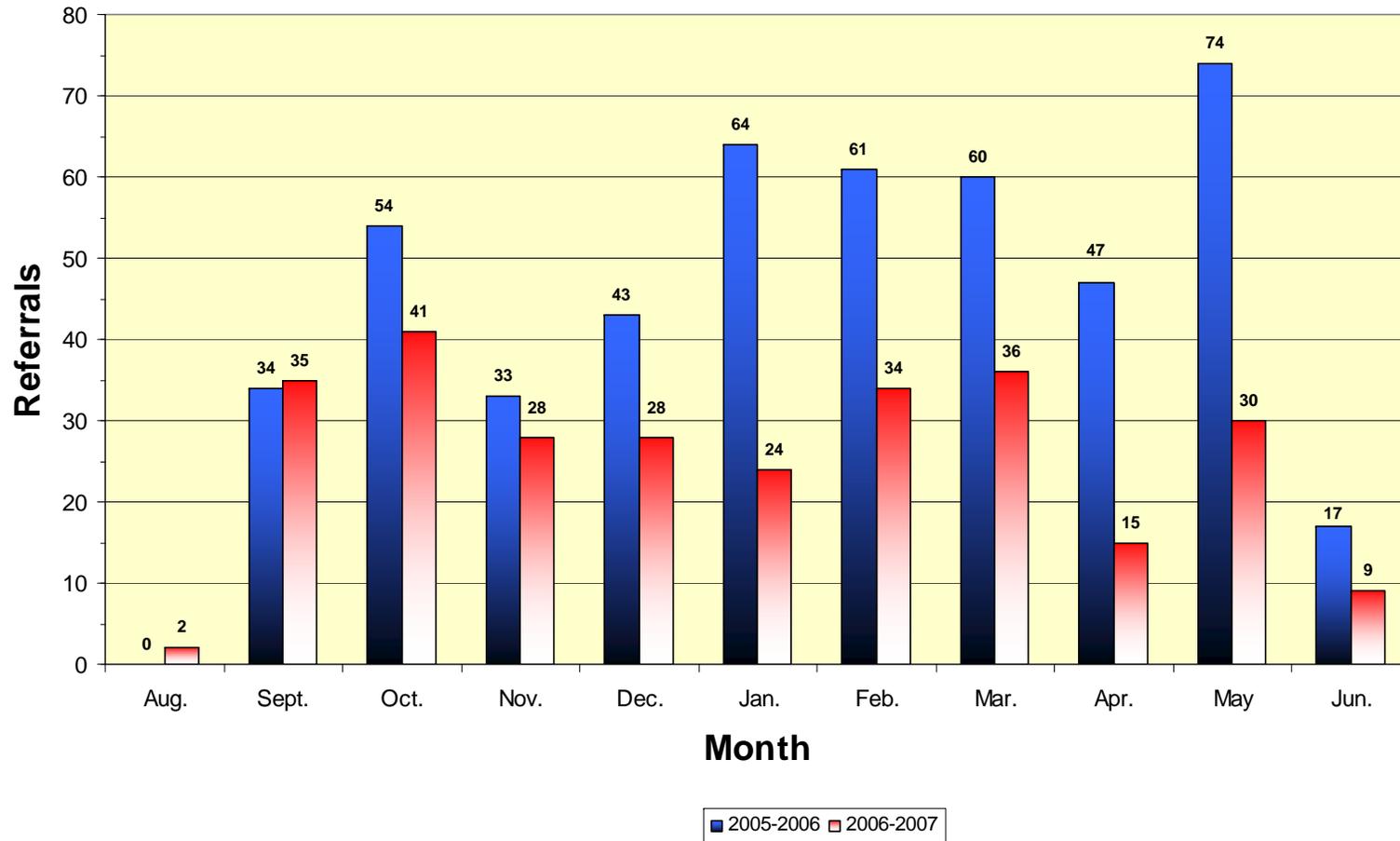








Bell Fork Elementary School - Office Referrals by Month 06-07 School Year vs. 05-06 School Year



Bell Fork Elementary – AYP Status (2007)

Table 2

Bell Fork Met 15 of 15 Target Goals (100%) Bell Fork Made Adequate Yearly Progress

Reading

	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	SED	LEP	SWD
Number of Students	178	2	2	81	13	33	47	100	3	28
Number of Students Tested	178	2	2	81	13	33	47	100	3	28
Percent Tested	100%	*	*	100%	*	*	100%	100%	*	*
Met 95% Target Goal?	Met	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data	Met	Met	Insuf. Data	Insuf. Data
Number of Tested Students (Full Academic Year)	148	0	2	68	11	28	39	76	3	18
Target Goal Percent Proficient (At or Above Grade Level)	76.7%	76.7%	76.7%	76.7%	76.7%	76.7%	76.7%	76.7%	76.7%	76.7%
Percent Proficient (At or Above Grade Level)	91.2%	*	*	89.7%	*	*	*	89.5%	*	*
Percent Proficient with Growth	91.9%	*	*	89.7%	*	*	*	90.8%	*	*
Met AYP Proficiency Goal?	Met	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data
Number of Students Included in Growth	131	0	0	64	8	26	33	67	1	9
Percent Met Growth Expectation	50.4%	*	*	43.8%	*	*	*	47.8%	*	*
OAI Attendance %	95.8%	*	*	96.1%	*	*	*	95.7%	*	*
OAI Attendance Met?	Met	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data

* = Not calculated due to insufficient data (less than 40 students per subgroup)

Bell Fork Elementary – AYP Status (2007)

Bell Fork Met 15 of 15 Target Goals (100%) Bell Fork Made Adequate Yearly Progress

Table 2 Continued

Math

	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	SED	LEP	SWD
Number of Students	178	2	2	81	13	33	47	100	3	28
Number of Students Tested	178	2	2	81	13	33	47	100	3	28
Percent Tested	100%	*	*	100%	*	*	100%	100%	*	*
Met 95% Target Goal?	Met	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data	Met	Met	Insuf. Data	Insuf. Data
Number of Tested Students (Full Academic Year)	148	0	2	68	11	28	39	76	3	18
Target Goal Percent Proficient (At or Above Grade Level)	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%
Percent Proficient (At or Above Grade Level)	68.9%	*	*	58.8%	*	*	*	61.8%	*	*
Percent Proficient with Growth	75.7%	*	*	67.6%	*	*	*	69.7%	*	*
Met AYP Proficiency Goal?	Met	Insuf. Data	Insuf. Data	Met w/SH	Insuf. Data	Insuf. Data	Insuf. Data	Met w/SH	Insuf. Data	Insuf. Data
Number of Students Included in Growth	131	0	0	64	8	26	33	67	1	9
Percent Met Growth Expectation	48.1%	*	*	48.4%	*	*	*	47.8%	*	*
OAI Attendance %	95.8%	*	*	96.1%	*	*	*	95.7%	*	*
OAI Attendance Met?	Met	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data	Insuf. Data	Met	Insuf. Data	Insuf. Data

* = Not calculated due to insufficient data (less than 40 students per subgroup)

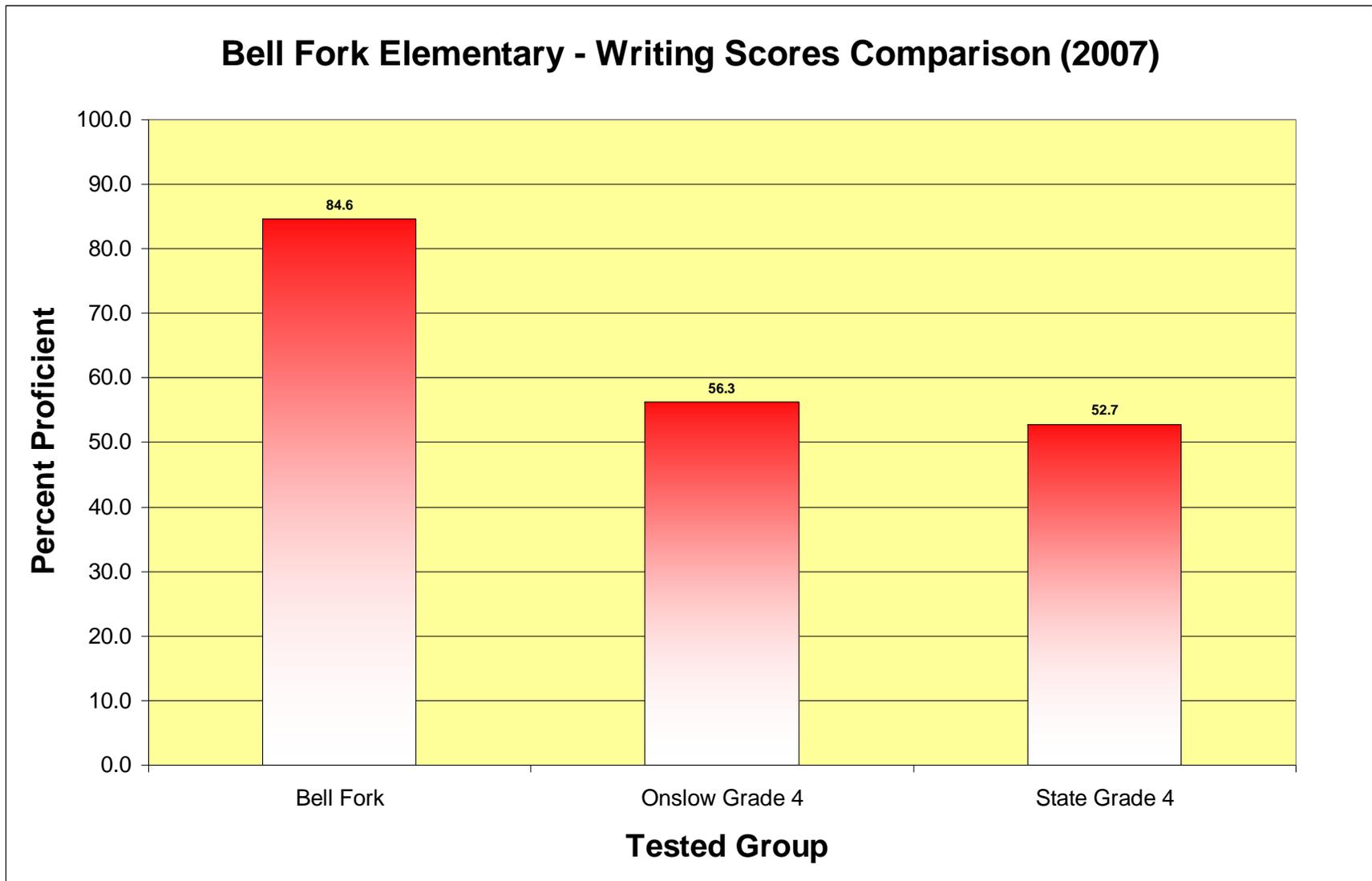
Bell Fork Elementary – AYP Status (2007)

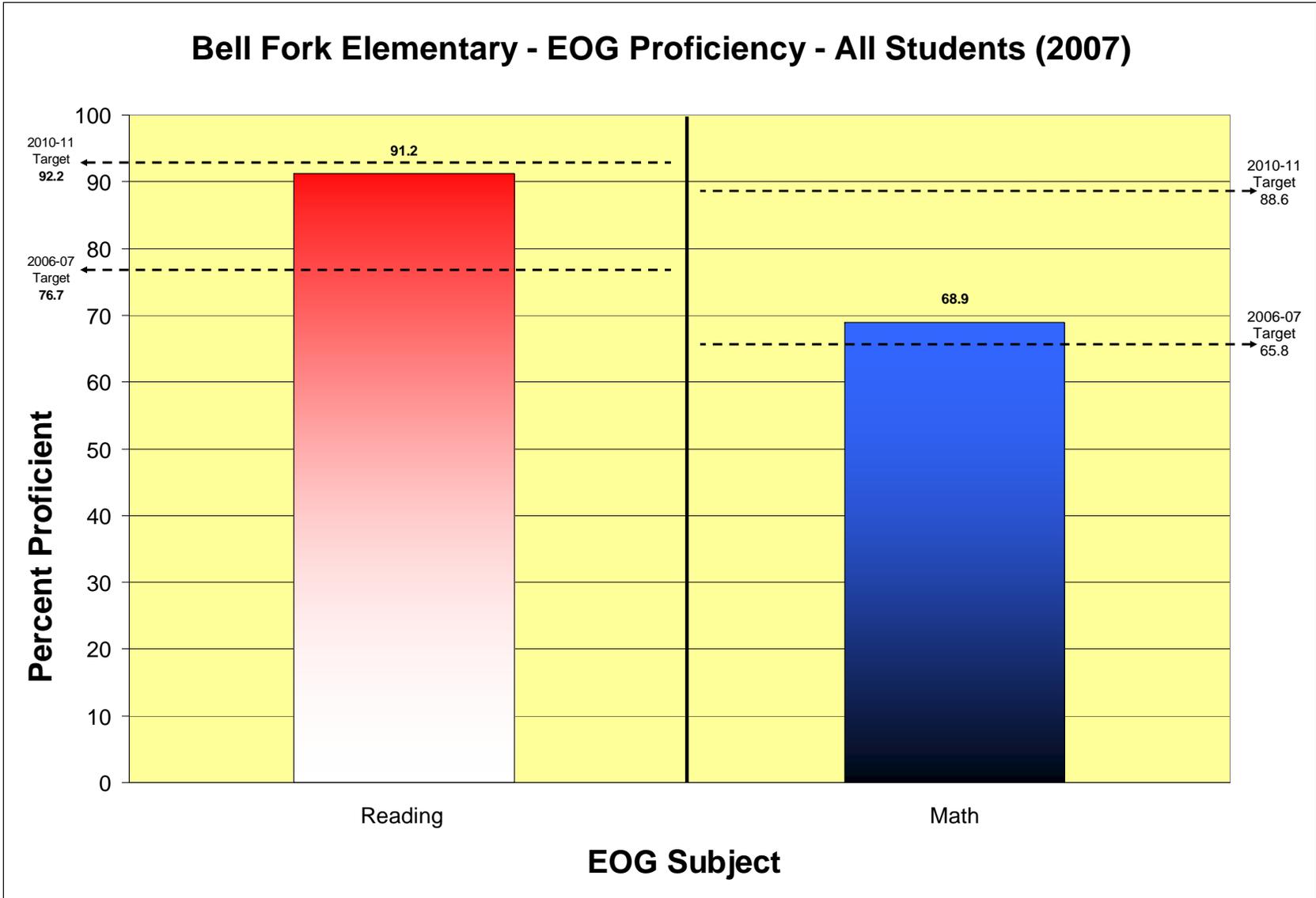
Table 2 Continued

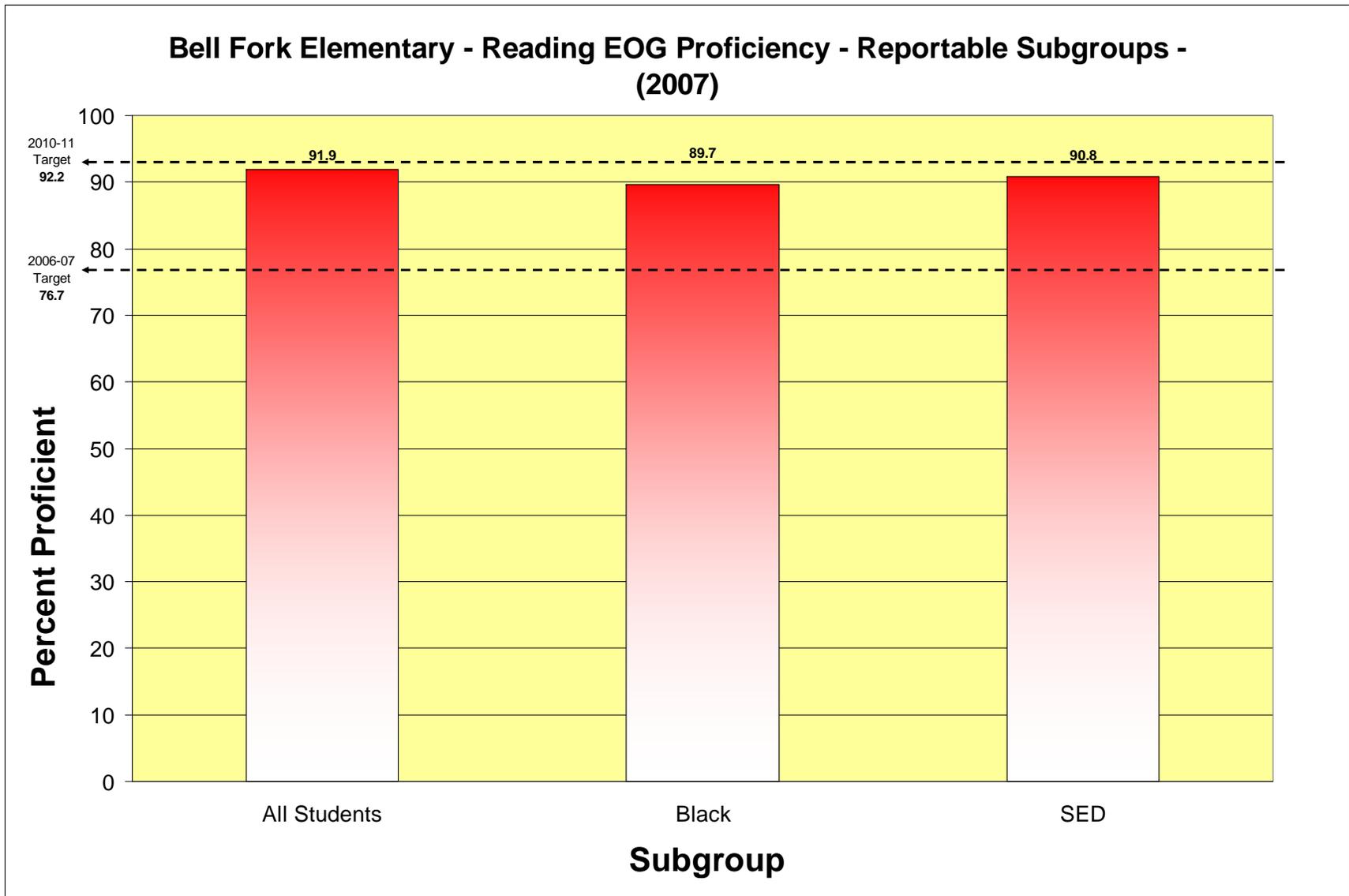
**Bell Fork Met 15 of 15 Target Goals (100%)
Bell Fork Made Adequate Yearly Progress**

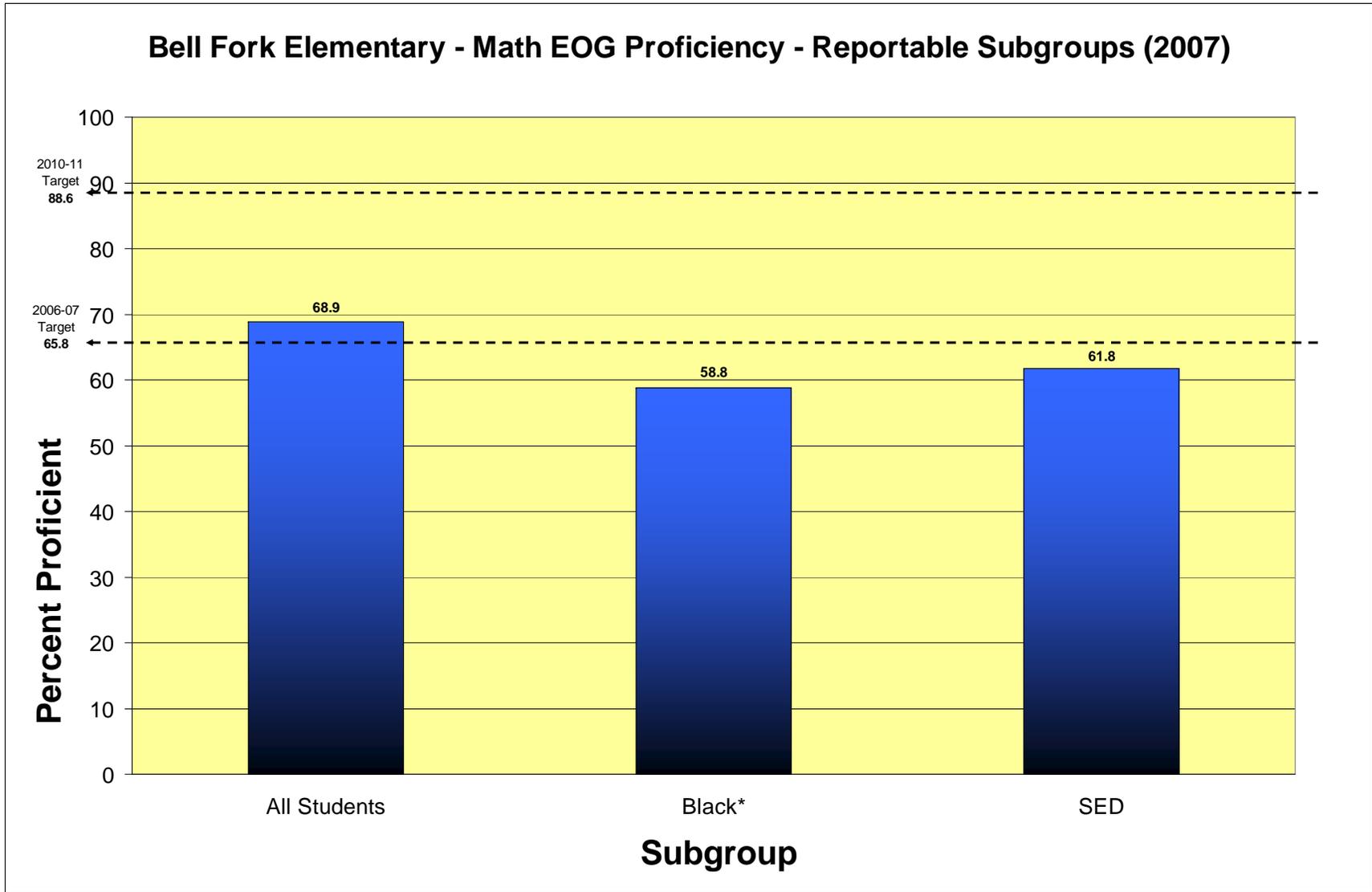
Attendance

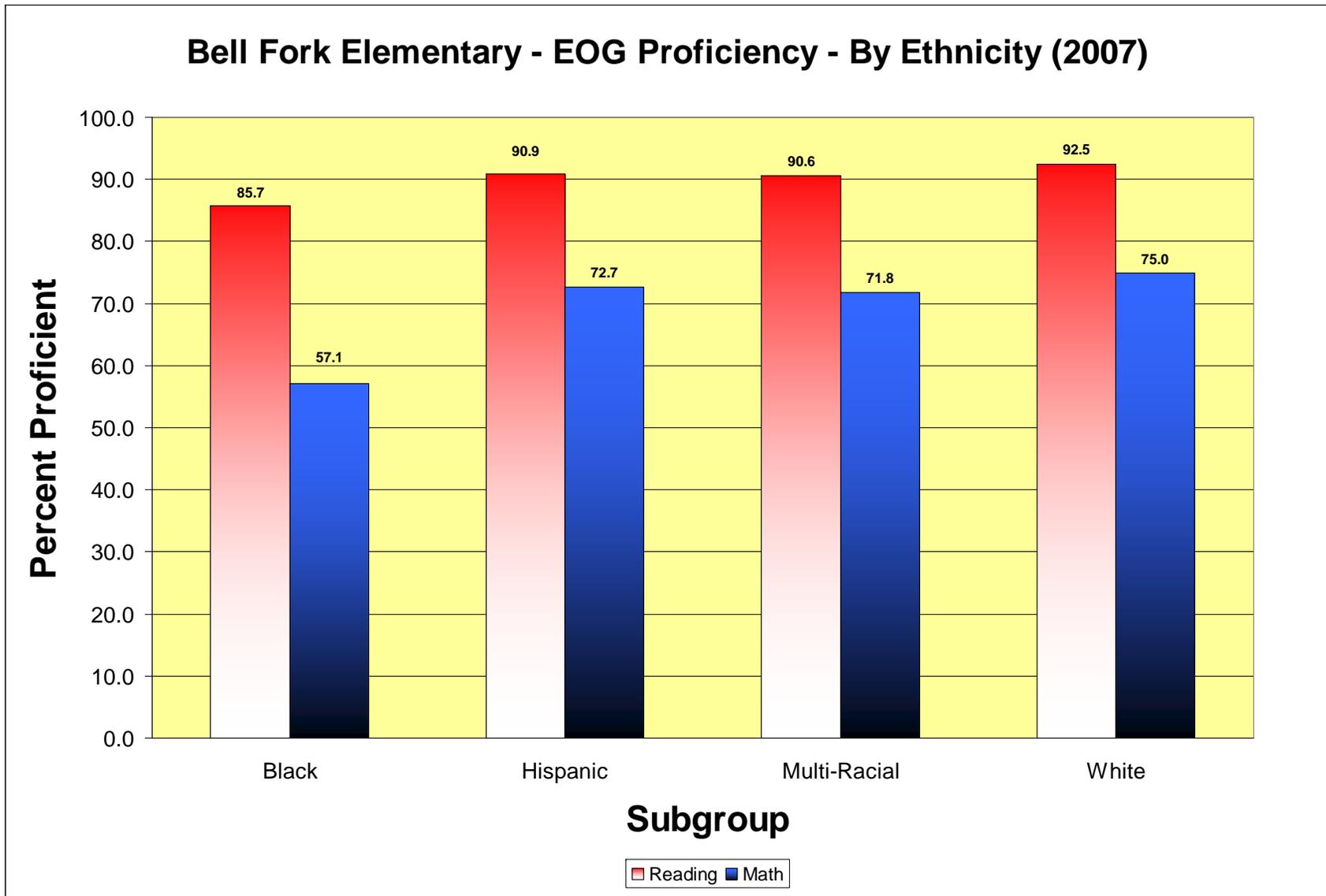
	All Students
Target Goal	At least 0.1% improvement or greater than or equal to 90.0%
Attendance	95.8%
Met Target Goal?	Met

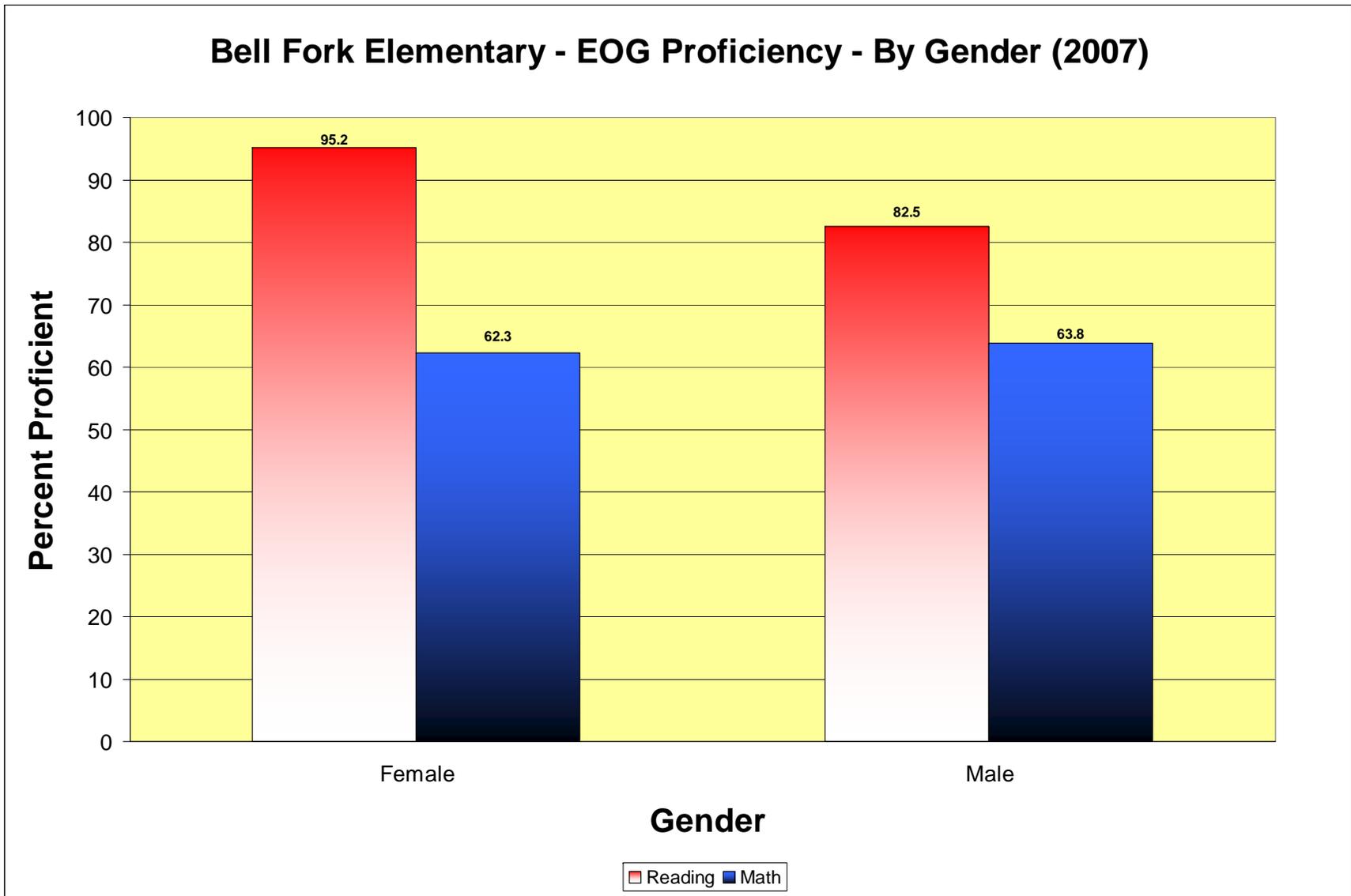


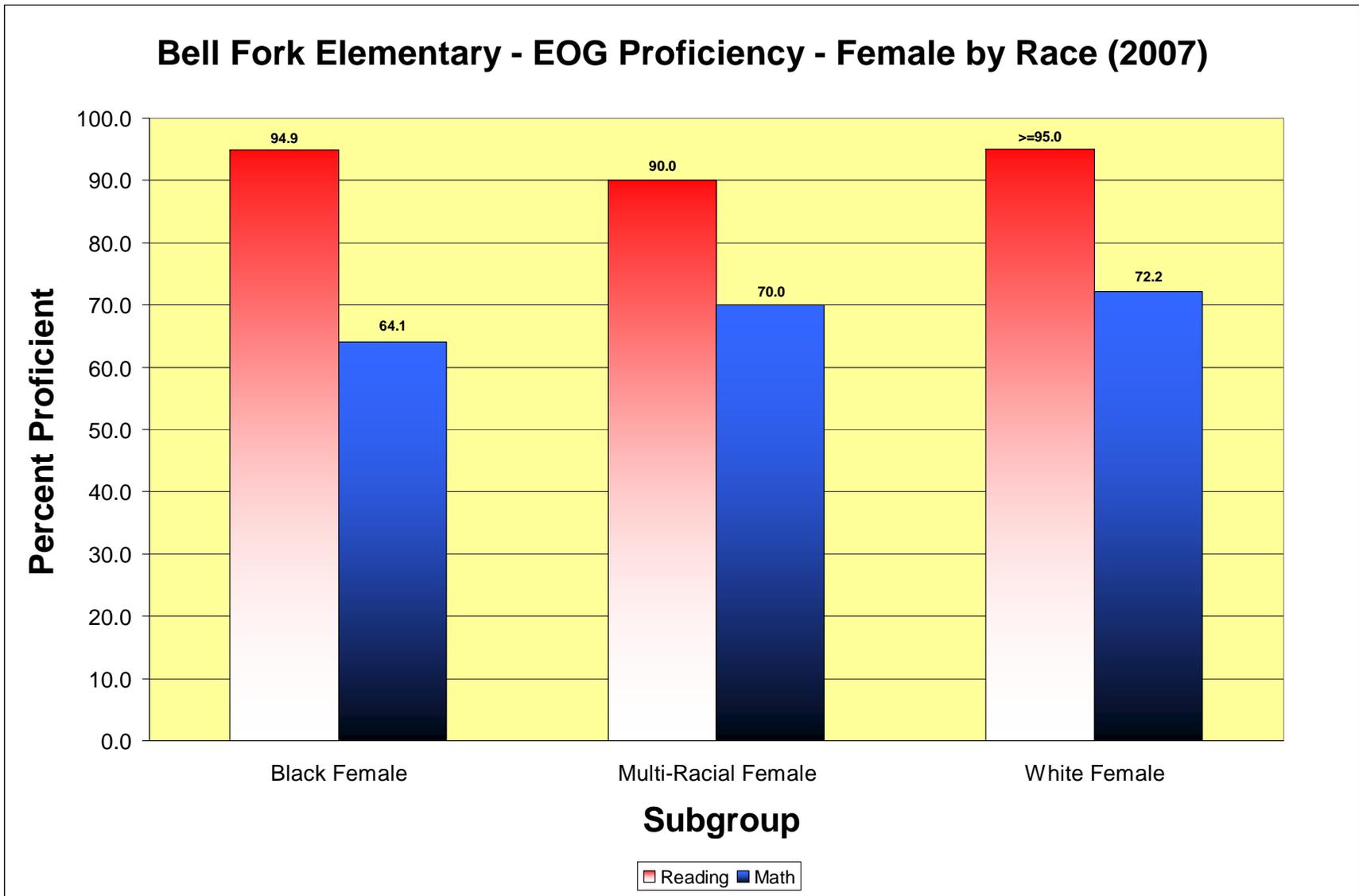


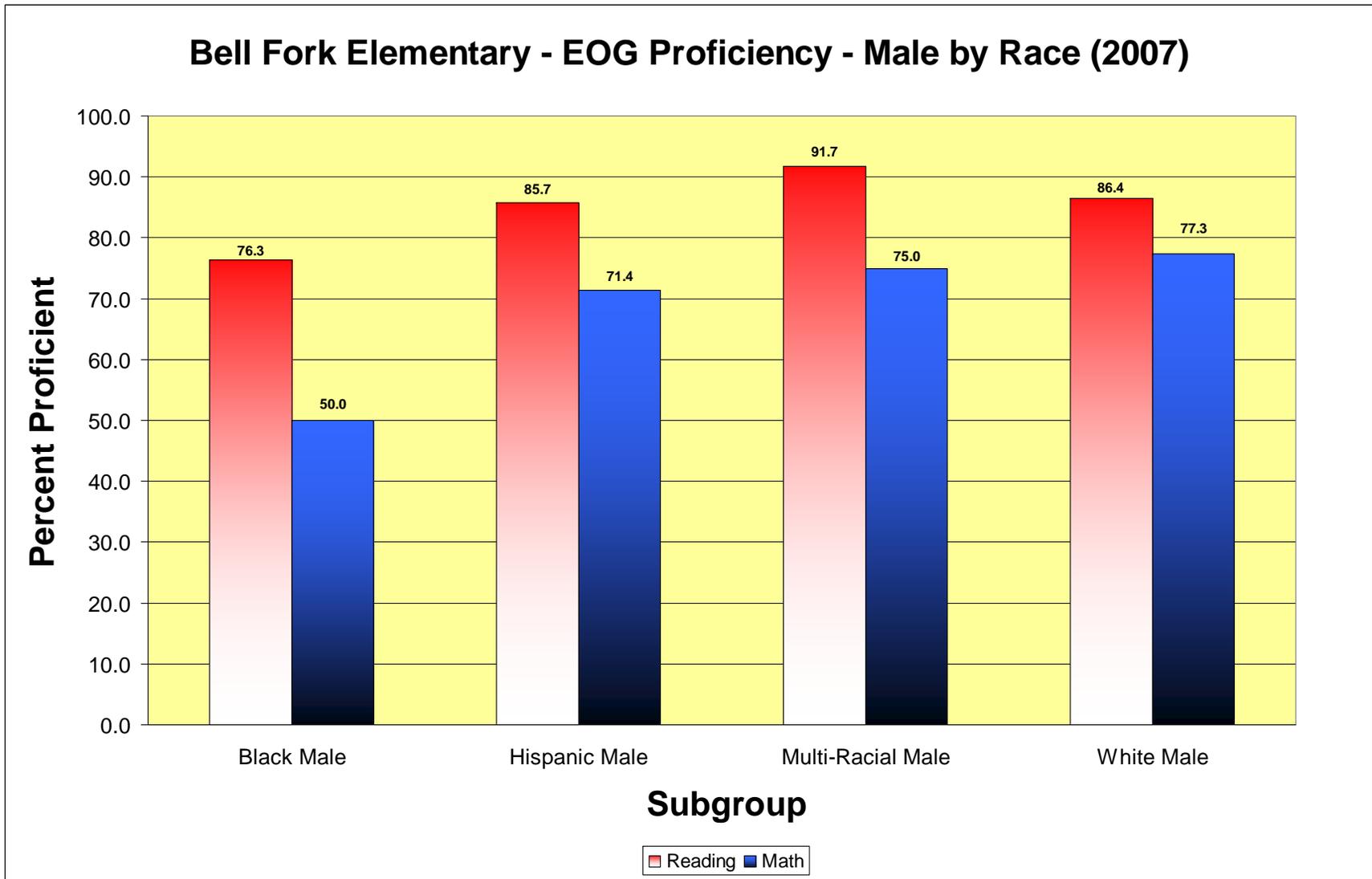


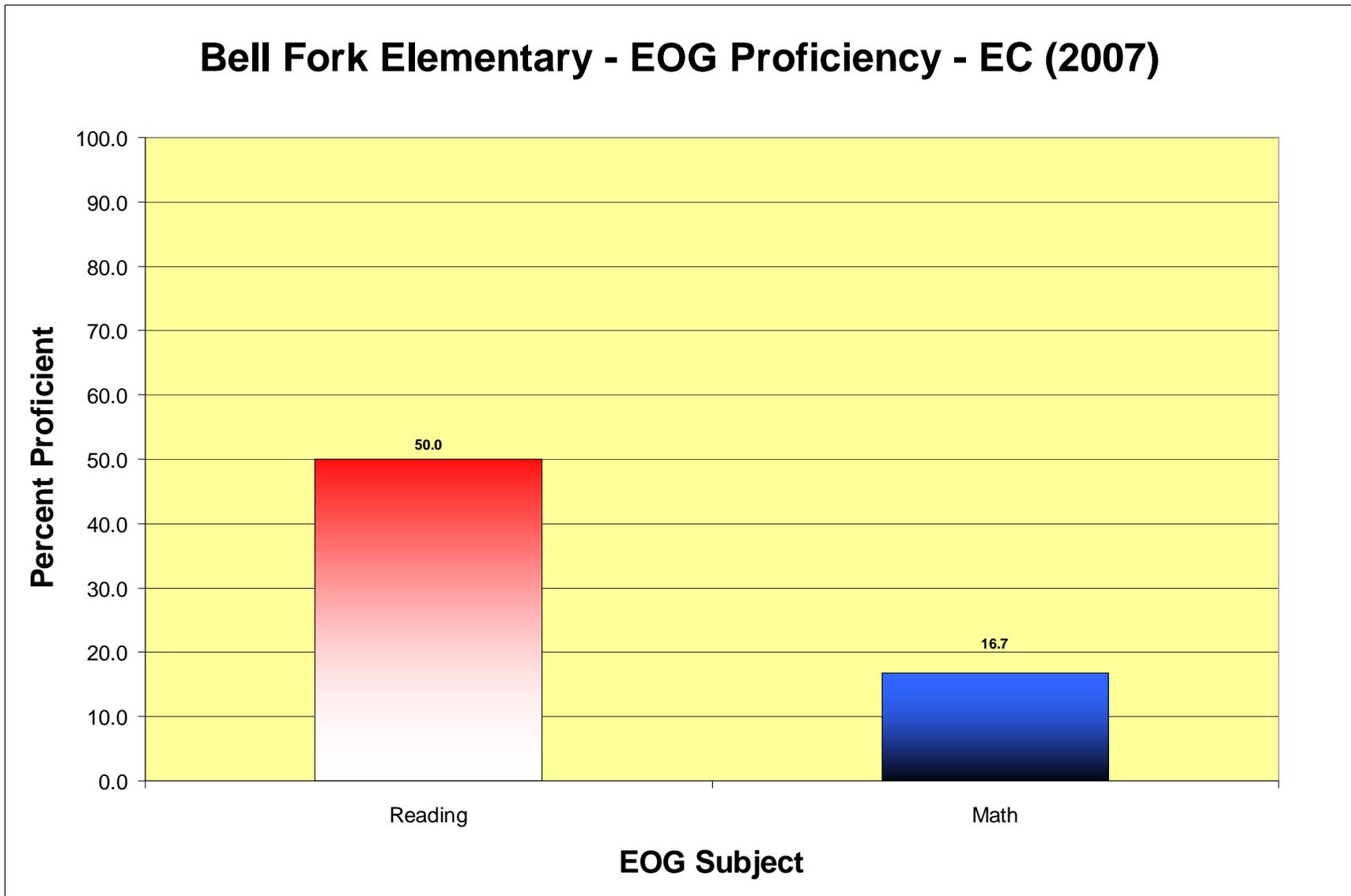


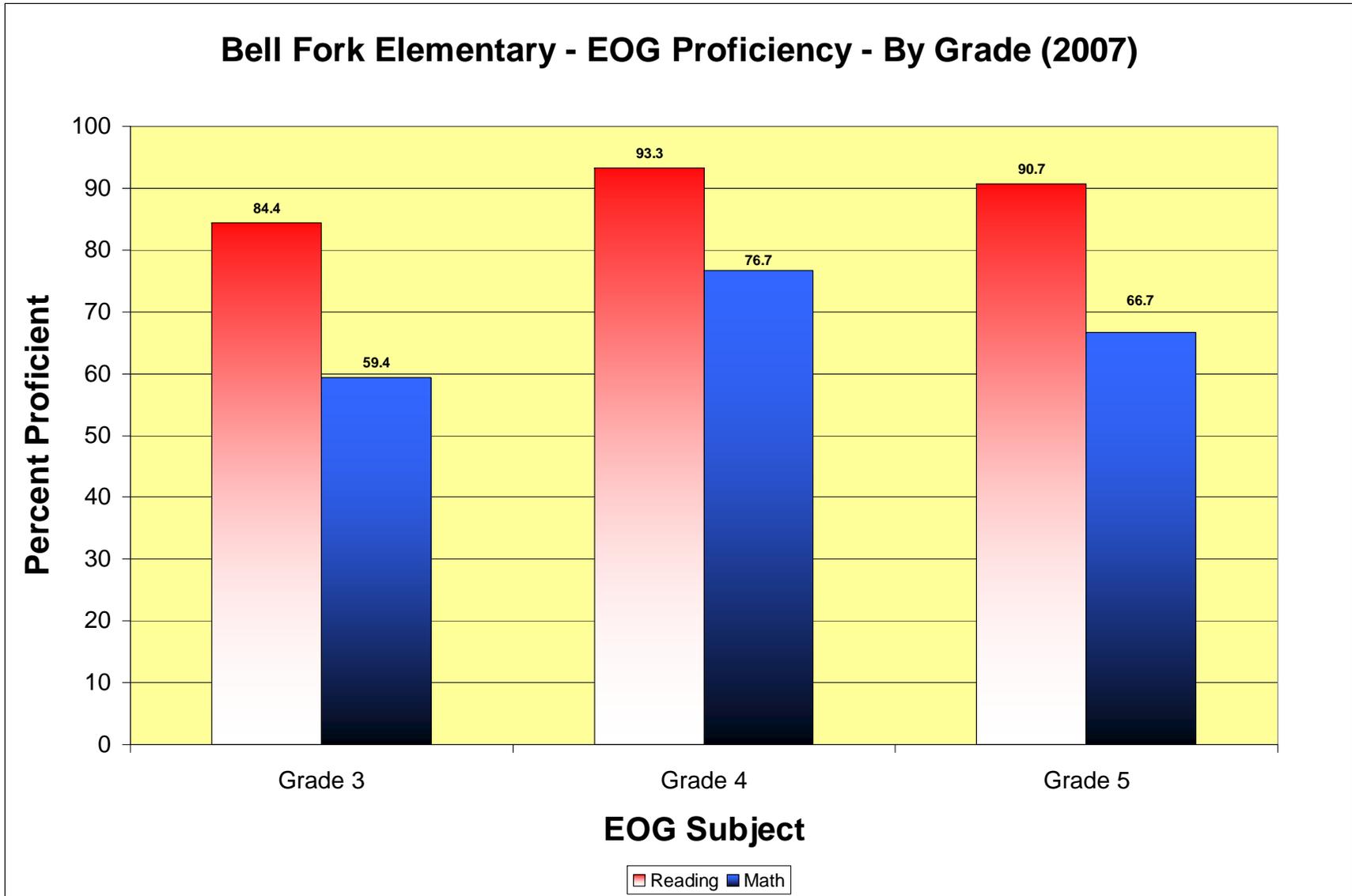












Bell Fork Elementary - EOG Proficiency - By Subject (2007)

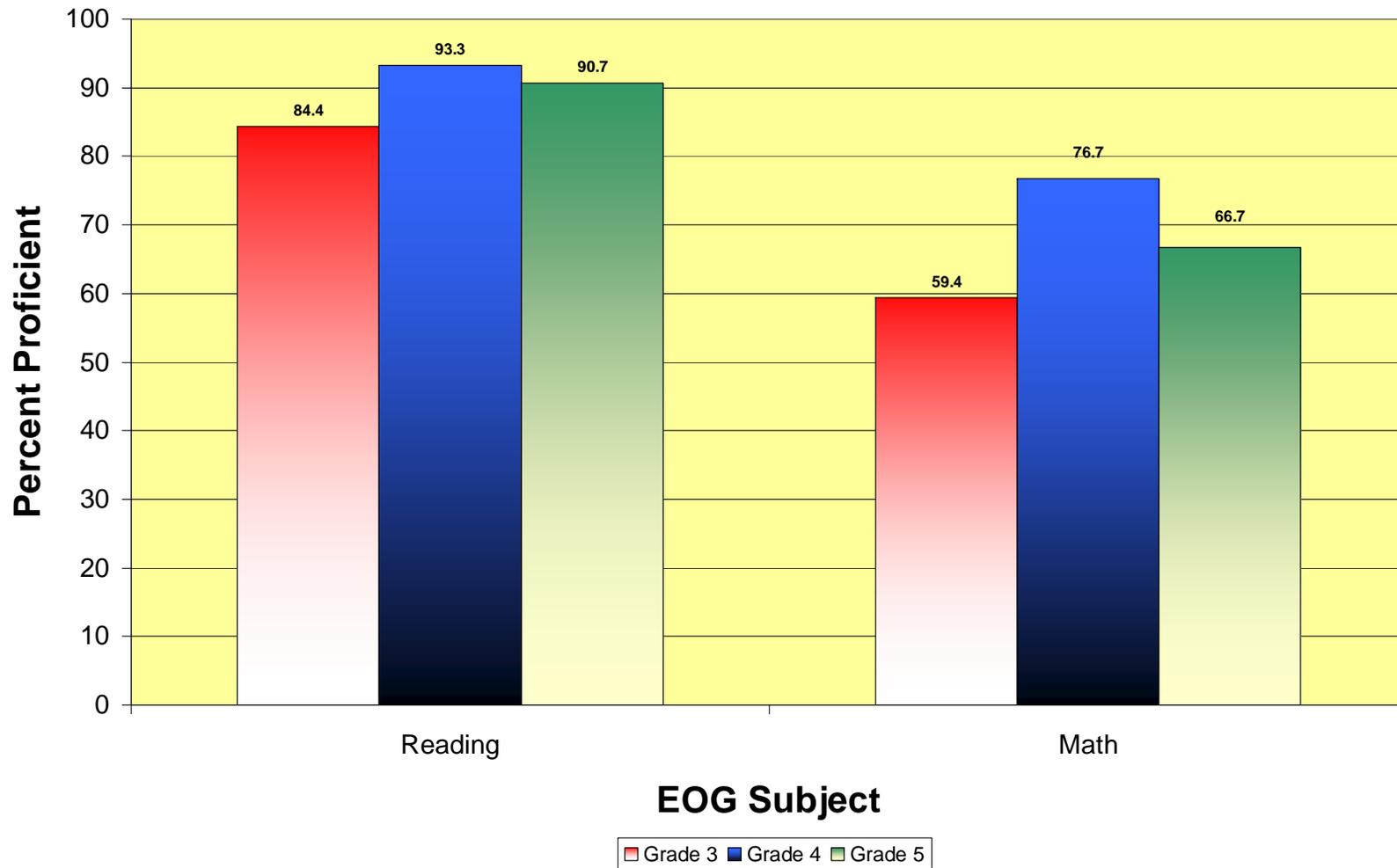


Table 3A
Student Perspectives

Top Five in Agreement

Bell Fork Students	Percentage in agreement
I have been taught the rules and expectations for appropriate behavior in the classroom.	96.47%
In my classes, I spent time learning reading, math, social studies, and science.	94.12%
I have chances to participate in activities during the school day that promote my being physically healthy.	94.12%
I have been taught the rules and expectations for playground behavior.	92.94%
In my classes, I am tested on what I have been taught by my teacher.	92.94%

Top Five in Disagreement

Bell Fork Students	Percentage in Disagreement
Students treat each other respectfully in the cafeteria.	49.41%
The cafeteria staff is helpful and treats students respectfully.	47.06%
Students treat each other respectfully on the playground.	42.35%
The bus drivers are helpful and treat students respectfully.	37.65%
Students treat each other respectfully when they are riding the bus (or walking) to and from school.	34.12%

Table 3B
Staff Perspectives

Top Five in Agreement

Bell Fork Staff	Percentage in agreement
Staff members encourage students to do their best.	96.83%
The teacher assistants are helpful and treat students respectfully.	95.24%
Staff members let students know when they do things right.	95.24%
The teachers are helpful and treat students respectfully.	93.65%
The counselors are helpful and treat students respectfully.	93.65%

Top Five in Disagreement

Bell Fork Staff	Percentage in Disagreement
The cafeteria staff is helpful and treats students respectfully.	39.68%
There are enough materials and supplies at school.	38.01%
There are plenty of activities (interest groups, computer, science, etc) at this school.	28.57%
I have a clear understanding of what my role and responsibilities are in emergency situations.	28.57%
Students treat staff members with respect.	23.81%

Table 3C
Parent Perspectives

Top Five in Agreement

Bell Fork Parents	Percentage in agreement
I assist my child with his/her homework.	97.69%
My child was taught the rules and expectations for behavior.	97.69%
I was informed about the rules and expectations for student behavior.	96.92%
I believe the work that they do at school is important.	96.92%
The school is neat and clean.	96.15%

Top Five in Disagreement

Bell Fork Parents	Percentage in Disagreement
I volunteer to help at this school or in my child's classroom.	55.38%
I have viewed school or district information via the Internet.	31.54%
I have attended at least two teacher-initiated conferences within the past two years.	27.69%
I believe that there is a concern about early checkouts.	20.00%
I prefer my child stays at this school rather than transferring to another school.	14.62%

Bell Fork Elementary School
Action Plan

2007-2010

OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school focus at high levels through the support and leadership of school administration, faculty, and staff.

Desired Results:

- Students will increase proficiency in Reading and Math as measured on the North Carolina End of Grade tests. The desired result would be that students meet proficiency standards as measured by No Child Left Behind by 2010.
- Students will increase proficiency on the 4th grade North Carolina Writing test
- Primary students will increase phonemic awareness
- Students will participate in inquiry based learning in Science.
- Students will engage in a more globalized curriculum through the integration of the arts.
- Continue to use IMPACT to enhance student mastery of NCSCOS through the use of media and technology.

Measures:

- North Carolina End of Grade Test scores
- 4th grade writing test scores
- Grade level meeting minutes
- Phonics pacing guide
- Title 1 data
- K-2 assessment data
- Lesson plans
- Professional development: certificate of completion
- School schedules

Processes:

- Provide all teachers will copies of the NCSCOS.
- K-2 Instructional team will create a pacing guide for phonics instruction
- K-2 reading will focus on phonics instruction through the use of the phonics program that accompanies the text adoption as well as the Word Study lessons. Staff development will be provided.
- K-2 staff will receive updated training on proper use of the K-2 eAssessment prior to the beginning of each school year.
- Investigate the purchase of a computer-based skills enhancement program for K-1 and for Instructional Intervention.
- K-1 students will be given a scheduled time to access computer-based or other programs to reinforce basic reading and math skills.
- Investigate the purchase of Accelerated Math libraries to include primary grades
- 3-5 will increase the use of non-fiction reading resources through the Accelerated Reader program and applying strategies for reading non-fiction during content area study.
- Title 1 will host a series of “Empowering Parents” workshops to encourage parent participation in their child’s education.
- EC teachers will attend Language! Training.

OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

- **Grade three will pilot departmentalization in instruction.**
- **Teachers will create lessons that apply the use of math manipulatives.**
- **Schedule time for specialists and teacher assistants to assist classroom teachers with core instruction.**
- **Investigate necessary resources and materials for math tutoring.**
- **Investigate the purchase of programs for instructional intervention.**
- **Provide fourth grade teachers with collaboration time to assess writing prompts and curriculum development.**
- **Investigate the purchase of leveled readers to correlate with the science curriculum.**
- **Provide yearly training to staff in the use of science manipulatives and performance assessment.**
- **By the end of the 2009-2010 planning cycle, teachers will conduct a minimum of four “hands-on” science lessons per nine weeks. (2007-2008 – one per nine weeks; 2008-2009 – two per nine weeks).**
- **All 3-5 classes will participate in a “science fair” or “science night” showcasing student-created products.**
- **AIG classes will use chess to promote strategic and critical thinking as well as advanced problem solving and prediction.**
- **Classroom teachers and specialists will work together to create cross-curricular units**
- **Administration and selected personnel will attend professional development related to globalizing curriculum.**
- **Creation of MTAC to further the implementation of the IMPACT model.**
- **Investigate the purchase of Rosetta Stone software to assist ESL students in acquiring language fluency.**
- **Focused collaboration between classroom teachers and media specialists, including a scheduled IMPACT planning time once per nine week period.**
- **EC teachers will attend weekly team planning meetings (1 per week)**
- **Title 1 teachers will attend weekly team planning meetings (1 per week)**

Resources:

- **Specialists**
- **Media specialists**
- **Classroom teachers**
- **Teacher assistants**
- **Computer based programs**
- **Science Kits/ Math Manipulatives**
- **Newspapers/Weekly Readers**
- **Professional development**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

2007-2008

Next steps

OCS Goal #2 Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.

Strategy: Create and foster a workplace that attracts and retains highly quality professionals; communicate and foster a climate of high expectations for employee performance.

Desired Results:

- For BTs to grow into effective educational professionals who will remain in Onslow County
- Maintain a level of teacher turnover less than the district average.
- Effectively address inconsistencies in discipline as noted in staff climate survey
- Communication of events and other information will be disseminated to staff
- Staff will utilize appropriate and available data to guide instruction
- Staff will incorporate technology across whole school environment
- Strengthen the professional learning community
- Staff development will be provided based on needs assessment
- Compliance with House Bill 1151

Measures:

- Mentor Log
- Teacher attrition rate
- Student discipline data
- Climate survey
- ABC Tools data
- IGP's
- Professional development survey
- Professional development rosters

Processes:

- Every effort will be made to pair beginning teachers with mentors in the same grade or discipline.
- Establish a clear chain of command for student discipline issues.
- Staff will receive training regarding Safe and Civil Schools levels of student behavior.
- Staff will be provided with a master calendar of planned events/meetings.
- Staff kudos to be included in Friday newsletters including recognition for teachers providing services beyond their normal scope of duties
- Teachers will receive student data through ABCTools
- Teachers will be trained in the use of electronic PEP's.
- Articulation meetings will be scheduled by Team Leaders.
- Conduct a survey of perceived staff development needs and schedule staff development according to results.
- Continue to offer staff development on how to continue to integrate media and technology into instruction.
- Teachers will integrate technology into their IGP's.

OCS Goal #2 Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.

- Staff will be provided with a minimum of one duty-free lunch period per week (Cafeteria supervision will fall to TA's, teachers and administration during duty free lunch)
- Staff will be scheduled to have a minimum of five hours of duty-free planning during the school week.

Resources:

- Appropriate personnel including (but not limited to) BT coordinator , administration, technology facilitator
- Staff development funds
- Appropriate data collection resources

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	Next steps

OCS Goal # 3: Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

Strategy: Develop, monitor, and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools’ criteria and healthy child legislation.

Desired Results:

- **Bell Fork will meet safe schools criteria**
- **Provide a safe, disciplined, learning and working environment.**
- **There will be an increase in the number of students, staff, and faculty who report feeling safe at Bell Fork Elementary as reported on the climate survey**
- **The number of office referrals will be reduced**
- **Students will engage in activities to enhance the development of the whole child.**
- **Compliance with House Bill 1032**

Measures:

- **Safe School Audit Data**
- **Climate Survey Data**
- **School discipline data**
- **Standardized physical fitness test**
- **Lesson plans**

Processes:

- **Address areas of identified needs based upon Safe School Audits.**
- **Students will be provided with information on playground safety/usage.**
- **Participate in the system wide health and wellness program.**
- **All stakeholders will be made aware of Safe and Civil Schools initiatives.**
- **All staff members and students will be provided with guidelines for safe schools procedures.**
- **During physical education, students in grades 3, 4, and 5 will take and pass a physical fitness assessment.**
- **Energizers will be incorporated into daily routines.**
- **Recess will be organized utilizing the 20/10 model (20 minutes of moderate to vigorous teacher-directed activity; 10 minutes of free play).**
- **Students will participate in lessons geared towards character education.**
- **Students will receive drug/alcohol use prevention lessons.**
- **Bell Fork students will continue to receive D.A.R.E. education**
- **Students will be encouraged to make healthy nutritional choices in the cafeteria.**
- **First responders and other personnel as necessary will be CPI certified.**

OCS Goal # 3: Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

Resources:

- **Safe and Civil Schools training manuals**
- **Appropriate Personnel**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

OCS Goal # 4: Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

Strategy: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Desired Results:

- Parents/guardians will have a minimum of two teacher initiated contacts per school year
- By the 2008-2009 school year, parents/guardians will attend a minimum of one teacher conference per year
- Number of school volunteers will increase
- School will be adopted by community/business/military organization to provide volunteer assistance throughout the year
- Increase in business/community organizations involvement in the school
- Bell Fork Elementary School will make efforts to increase effective communications with stakeholders in the community

Measures:

- Parent/Teacher Contact Log
- Teacher Survey Data
- PTO/School Dialog and correspondence
- Log of activities with cooperating organization
- Guest speaker log
- B.A.S.E.S. report
- Web Page
- School Leadership Team meeting minutes and agenda

Processes:

- Contacts will be documented using the appropriate documentation log
- Staff members will communicate via written correspondence, email, phone, and conferences
- Investigate the implementation of report card roundup during the 2007-2008 school year for use during the 2008-2009 school year
- The school will generate correspondence stressing the need for volunteers within the school
- The school will take a more active role in PTO recruitment
- The school will actively seek out an organization for adoption
- The school will organize guest speakers for a variety of topics, such as character education
- The school will organize a career day
- Teachers will file B.A.S.E.S. reports at the end of the school year
- Bell Fork will improve and update its web page
- Detailed Instructions for Federal Cards will be provided to parents/guardians
- Detailed instructions for handling student pictures will be provided to minimize fees owed.
- Continue to work with the Jacksonville Police Department in implementing the Weed and

OCS Goal # 4: Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

Seed Grant.

- Significant changes in policies and procedures must be approved unanimously by the School Leadership Team

Resources:

- Appropriate personnel including, but not limited to, the School Leadership Team, community members, PTO representatives, and technology facilitator.
- Appropriate funding for guest speaker fees when necessary.
- Appropriate data collection resources

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.

Strategy #5: Maximize resource utilization to meet instructional and operational needs of Bell Fork Elementary School.

Desired Results:

- Create systems that allow for more effective intra-school communications
- Create more effective articulation between disciplines, specialists, and teachers of exceptional children to allow for unit planning.
- Staff will have a better understanding of the Instructional Intervention process and how to initiate a referral
- Teachers will be able to post pertinent information on Bell Fork's website in a timely manner
- Efforts will be made to minimize distractions during instructional time

Measures:

- Purchase of necessary materials
- Team meeting minutes
- Unit and lesson plans showing integration of the arts into instruction
- Faculty meeting agendas
- Web page updates
- Alert Now message history
-

Processes:

- The school will purchase walkie-talkies for more efficient communication between the main office and the playground.
- Staff will be supplied with a weekly memo to keep them apprised of coming events
- EC teachers will attend weekly team planning meetings (1 per week)
- Title 1 teachers will attend weekly team planning meetings (1 per week)
- Specialists will attend a team planning meeting (1 per 9 weeks)
- Specialists, EC teachers, and Title 1 teachers will be provided with teacher team meeting minutes as necessary.
- Investigate more effective means of scheduling core and specialist classes
- Staff will be supplied with Instructional Intervention plan
- Staff development will be provided regarding instructional intervention
- Teacher will be able to submit information they would like posted on the website to the media center for prompt web page updates
- Utilize the Alert Now system to effectively communicate with parents/guardians
- Morning announcements will be concluded prior to 8:00am

OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.

Resources:

- **Appropriate funds for purchase of necessary materials**
- **Team minutes template**
- **Instructional Intervention data**
- **Appropriate personnel such as the Webmaster and office personnel**
- **Alert Now System**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

Appendix A

The Strategic Planning Process

State Perspective

115C-105.27. Development and approval of School Strategic Plans

In order to improve student performance, each school shall develop a school strategic plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35. 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 strategic planning team to develop a school strategic 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. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. Parents serving on school strategic planning teams shall reflect the racial and socioeconomic composition of the students enrolled in the school and shall not be members of the building-level staff. Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school strategic plans. To this end, school strategic planning team meetings shall be held at a convenient time to assure substantial parent participation. The strategies for improving student performance shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school strategic plan and shall include a plan to address school safety and discipline concerns in accordance with the safe school plan developed under Article 8C of this Chapter. The strategies may include a decision to use State funds in accordance with G.S. 115C-105.25. The strategies for improving student performance shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school. The strategies may also include requests for waivers of State laws, rules or policies for that school. A request for a waiver shall meet the requirements of G.S. 115C-105.26.

During the 2006 session of the General Assembly, G. S. 115C-105.26(b) was amended to include three additional components in the school improvement plan. These critical components need to be included as plans for 2007-2008 are developed.

1. Section 2 (1) states that the State Board of Education may waive state laws pertaining to class size and teacher certification, when requested as part of the school improvement plan.
2. Section 2 (6) states that the school improvement plan ***shall*** include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team. Section 2 (7) requires the school improvement plan include a specific plan to provide a duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week. The planning time must occur during the regular student contact hours.

Principals may not unfairly burden a given teacher by making that teacher give up his or her duty-free instructional planning time on an ongoing, regular basis without the consent of the teacher.

3. School professional development plans should be developed as part of the school improvement plan and should be aligned with improvement areas identified during the needs assessment. The *North Carolina Professional Development Standards* should be used to develop and implement professional development. Get more information at: www.dpi.state.nc.us/docs//profdev/guidelines/toolkit/standards.pdf.

The school strategic plan shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not being ready by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level.

Schools with kindergarten or first grade should review their school strategic plans carefully to ensure that this legislation is addressed appropriately and that the school has a process in place to notify parents or guardians when the child is not reading at grade level or may not be reading at grade level when he or she enters second grade. (North Carolina School Based Management and Accountability Manual, 2004)

Also, each school strategic plan should address how they are meeting the Healthy Active Child Policy, State Board of Education policy, -HSP-000, 2003. Strategies should be based upon the results of a needs assessment conducted by the school and included in the safe, orderly, and caring environment goal.

Support among affected staff members is essential to successful implementation of a school strategic plan to address improved student performance at that school. The principal of the school shall present the proposed school strategic plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school strategic plan to the local board of education only if the proposed school strategic plan has the approval of a majority of the staff who voted on the plan.

The local board of education shall accept or reject the school strategic plan. The local board shall not make any substantive changes in any school strategic plan that it accepts. If the local board rejects a school strategic plan, the local board shall state with specificity its reasons for rejecting the plan; the school strategic planning team may then prepare another plan, present it to the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for a vote, and submit it to the local board to accept or reject. If no school strategic plan is accepted for a school within 60 days after its initial submission to the local board, the school or the local board may ask to use the process to resolve disagreements recommended in the guidelines developed by the State Board under G.S. 115C-10520(b)(5). If this request is made, both the school and local board shall participate in the process to resolve disagreements. If there is no request to use that process, then the local board may develop a school strategic plan for the school. The General Assembly urges the local board to utilize the school's proposed school strategic plan to the maximum extent possible when developing such a plan.

A school strategic plan shall remain in effect for no more than three years; however, the school strategic planning team may amend the plan as often as is necessary or appropriate. If, at any time, any part of a school strategic plan becomes unlawful or the local board finds that a school strategic plan is impeding student performance at a school, the local board may vacate the relevant portion of the plan and may direct the school to revise that portion. The procedures set out in this subsection shall apply to amendments and revisions to school strategic plans.

The principal must maintain a copy of the school's current budget and school improvement plan. Parents and other interested person must be allowed to review and obtain copies of these documents. (G.S. 115C-288(h))

Local Perspective

At Bell Fork, the School Leadership Team is chosen by grade levels and departments. Department and grade level chairs serve as the SLT representative for that group. That person serves as the SLT representative for a

period of two years. Officers of the SLT, such as secretary, are chosen by the SLT. The members of the SLT are then approved by a unanimous faculty vote.

Parents serving on the SLT constitute at least 50% of the team and serve at least two-year staggered terms. Parent participation is actively solicited by the SLT and school administration. Every effort is made to encourage parent participation that accurately reflects the student population of Bell Fork Elementary.

Agendas are created prior to each SLT meeting. A schedule is created at the first SLT meeting that determines when the meetings for the remainder of the year will take place. All SLT members are reminded well in advance of the next meeting time and place. Minutes for the meeting are kept, reviewed, and approved before the conclusion of each meeting. Copies of the approved minutes are then sent to each SLT member for their own records. Any decisions made by the SLT must be approved by a majority vote.

Appendix B

Budget

School Name
Strategic Plan
2007 – 2008 Budget

Goal #: 1

A: Ensure a consistent school focus at high levels through the support and leadership of school administration, faculty, and staff.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Accelerated Math (Grade 1 Library)	\$1299	Instructional Allotment	Instructional Interventions
Study Island	\$550	Student Accountability	Instructional Interventions
Prescriptive Instruction	\$1650	Student Accountability	Instructional Interventions
Restock science kits with consumable items	\$300	Textbook	Inquiry-Based Science Instruction
Worldview Conference	\$450	Staff Development	Professional Development/Globalized Curriculum
Substitute Teachers	\$500	Local Funding	Writing Development/Professional Articulation

Goal 2: Creative, passionate, and technologically skilled professionals

A: Create and foster a workplace that attracts and retains highly quality professionals; communicate and foster a climate of high expectations for employee performance.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Laptop Computers (7)	\$9000	Instructional/Local	Increase available technology
Promethean Board	\$5000	Student Accountability	Interactive Lessons
TA Conference	\$600	Staff Development	Professional Development

Goal 3: Civil, healthy, and productive citizens

A: Develop, monitor, and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools’ criteria and healthy child legislation.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
EOG/Good Behavior Celebrations	\$500	Safe Schools	Positive Behavior Support/Safe and Civil Schools
CPR/First Aid	\$60	Staff Development	Safe Schools

Goal 4: Leadership will foster innovation

A: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Career Day	\$100	Low Wealth	Community Support

Goal 5: Effective and efficient systems

A: Insert strategy

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Walkie-Talkies	\$100	Safe Schools	More effective communications within the school

Appendix C

Glossary

ABC: NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.

Academic Rigor: A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.

Accommodation Plan under Section 504: A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.

Achievement Levels: Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.

Action Team: A group organized as needed to conduct a continued improvement cycle

AdvancED (Advancing Education in Excellence Worldwide): An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACSCOC, and NSSE

AIG (Academically Intellectually Gifted): Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program

Aligned System: A logical order of ideas, structure, or curriculum which progresses from one level to another

Annual Capital Program of Work: A plan of work created pursuant to the Board's adoption of an annual capital budget

AP Courses (Advanced Placement courses): Nationally-developed courses offered in secondary schools for college credit (based on test results)

AYP (Adequate Yearly Progress): An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals

Baldrige Criteria: A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and analysis, human resource development and management, process management and performance results

B.A.S.E.S. (Businesses Assisting Schools in Educating Students): A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students

Benchmarking: An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.

Consensus: The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.

Core Values: An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

Culture: Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)

Deployment: The systematic process of introducing an activity or process in all applicable areas of an organization

Differentiated Instruction: A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students

DPI (Department of Public Instruction): The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education

EC Program (Exceptional Children Program): Designed to meet the needs of students with handicapping conditions

EOC (End-of-Course tests): State tests in designated subject areas in grades 9-12

EOG (End-of-Grade tests): State tests in designated subject areas in grades 3-8

ESL (English as a Second Language): Refers to a program serving students whose primary language is not English

ETSC (Education and Technical Support Center): The complex that houses the Support Staff for the Onslow County School System

External: Those things or people from outside an organization which affect the operations of that organization

Facilitator: A person who leads a group through a meeting or process by making the task easier

Goal: The end toward which effort is directed

G. S. (General Statute): A state mandate or law

Honor Schools of Excellence: A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards

Human Resource System: Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder

IHE (Institutions of Higher Education): Refers to community colleges, colleges, and universities

IEP (Individual Education Plan): A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet

the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.

Internal: Those things or people within an organization which affect the operations of that organization

JobReady: A program which focuses on preparing students for the workforce.

LEP (Limited English Proficiency): Refers to students whose primary language is not English

Linkage: A factor that causes two or more ideas to relate to one another

Literacy: Achievement which shows that the subject has been sufficiently mastered at a level commonly expected

Low Performing and Priority Schools: Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program

LRFNA (Long-Range Facility Needs Assessment): The adopted long-range facility planning tool of the school system

Mastery: Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred

Mission: The purpose and focus of an organization

Multiple-Choice Test: Tests that require students to select a single answer from a number of choices

NCA/CASI: (North Central Association Commission on Accreditation and School Improvement): An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools

NCLB (No Child Left Behind): Federal legislation passed in 2001 to help reform education. The key components are: measurement of student progress, accountability for every school and the district, highly qualified staff in the classrooms, English proficiency for limited English speaking students, increase of parent involvement and safe learning environments for all children.

NSSE (National Study of School Evaluation): A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation

OCLC (Onslow County Learning Center): An alternative school for students who require special services for behavior modification

Percentile: A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him

Performance Assessment: Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processes involved

Processes: a series of actions that support a specified strategy in order to reach a defined goal

Process Management System: The system of processes that is designed and delivered to support the quality system

Proficiency: A level of achievement that assures attainment of fully adequate knowledge and skills

Quality Council: A group, representing the school community, who oversees the implementation of the strategic plan for the school system

Quality Process Tools: Statistical methods capable of producing data Root Cause: Underlying reason for an existing condition

SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement): A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs

SAT (Scholastic Achievement Test): A national test required for entrance into many colleges and universities

S.A.T., Inc. (Sponsors for Academic Talent, Inc.): A nonprofit organization that provides scholarship for students who meet performance and volunteer standards

SBE (State Board of Education): The governing body of the public schools of North Carolina

SED: Socio-economically disadvantaged

School-based: Usually refers to decisions that are made at the school level and by those persons most affected by the decisions

Schools of Distinction: Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

Schools of Excellence: Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

Stakeholder Focus: Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven

Stakeholders: Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization

Standard Course of Study: A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools

Strategy: A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable

Testing Code of Ethics: Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers

TQM/TQE (Total Quality Management/Total Quality Education): A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement

Vision: A clear, positive, forceful statement expressed in simple, specific terms

VoCATS (Vocational Competency Achievement Tracking System): An instructional management and assessment process used by Career Technical Education

Appendix D

Waivers

Code: 304**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Academically or Intellectually Gifted Students (state waiver) - Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. *How will the waiver be used?*

To increase service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Promote higher-order thinking skills which would correlate to higher achievement
- Enhance student self-esteem
- Improve SAT scores
- Prepare students for advanced curricula in middle school and high school

Code: 304

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Textbooks (state waiver) - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.

Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied adequate classroom materials and equipment needed for instruction.

3. *How will the waiver be used?*

To purchase classroom materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum

Code: 304**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Noninstructional Support Personnel (state waiver) - Transfers are allowed only for teachers (any grade). These transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff development. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused instruction
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

Code: 304**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Teacher Assistants (state waiver) - Transfers are allowed only for teachers in grades K-3. Positions must be vacant to transfer. Grade placement cannot be waived. However, a school may place teacher assistants, who are primarily assigned to grades K-3 and provide other services supporting the whole school. The "primary assignment" would be 51%. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied a differentiated curriculum, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*

- To hire additional K-3 teachers
- To assign teacher assistants in areas in which primarily K-3 students are served and in which the whole school benefits.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional K-3 teachers
- Assist in efforts to close performance gaps among K-3 students
- Enhance remediation and acceleration efforts
- Provide K-3 students a challenging curriculum
- Differentiate and individualize student assignments

Code: 304

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Field Trips (local waiver) - Flexibility in the number of field trips will be provided for pre-K through 5 classes. Policy Code 3320 (G.S. 115C-47, -288, -307)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students will be denied taking field trips that are related to their instruction.

3. *How will the waiver be used?*

- To allow field trips that enhance student learning and are directly linked to the standard course of study

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide experiential learning that directly relates to teaching within the classroom
- Provide opportunities for students to apply and extend their knowledge beyond the classroom

Code: 304**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Class Size (state waiver) - Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

3. *How will the waiver be used?*

- Allow flexibility to assign students to classrooms based upon their individual needs.
- Allow for more course options for students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide more focused interventions to at-risk students
- Meet the needs of individual students
- Reduce performance gaps among targeted student populations

Code: 304**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Funds for Instructional Support Personnel (state waiver) - Funds for instructional support personnel can be transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused interventions
- Meet the needs of students
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

Code: 304

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Staff Development Funds (state waiver) - Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional personnel for focused interventions
- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum

Code: 304**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Transportation Funds (state waiver) - Funds for transportation can be transferred. Transfers will impact efficiency ratings. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional personnel for focused interventions
- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum

**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010**

School Bell Fork Elementary School Date Submitted Oct. 2, 2007

Number of School Improvement Plan Team Members 26

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). Yes No

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.) 90%

Date of vote 9/26/07

A secret ballot vote for staff approval of the plan was conducted. Check one: Yes No

Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: Yes No

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%

The required staff development reports have been disseminated to the appropriate persons or departments. Yes No

Check one: 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 one: Yes No

All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Yes No

All required local, State and Federal programs have been addressed in the School Strategic Plan. Yes No

Dr. Greg Williams
Principal's Signature

Brendan Gartner
Signature, SSPT Facilitator/Chairperson

Margarita Crawford
Signature of Elected Parent Representative

Jerry Halford
Signature of Elected Parent Representative

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