

Carolina Forest Elementary  
2009-2010 Update

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

- In 2009-2010, our students achieved a composite score of 85.4%, an increase of 8.1%. Overall improvements are noted in the tables below:

	2008/2009	2009/2010	Growth
Composite	77.3%	85.4%	8.1%
Overall Reading	79.6%	84.0%	4.4%
Overall Math	79.6%	87.2%	7.6%
Overall Science	62.7%	85%	22.3%
3 <sup>rd</sup> Grade			
Math	86.7%	87.6%	.9%
Reading	79.2%	85.7%	6.5%
4 <sup>th</sup> Grade			
Math	79.8%	90.4%	10.6%
Reading	80.7%	86.5%	5.8%
5 <sup>th</sup> Grade			
Math	72.7%	90.6%	17.9%
Reading	79%	87.7%	8.7%
Science	62.7%	89%	26.3%
Kindergarten	2008/2009	2009/2010	Growth
Reading	88%	79%	-11%
Math	92%	93%	1%
Writing	86%	76%	-10%
1 <sup>st</sup> Grade			
Reading	84%	93%	9%
Math	77%	90%	13%
Writing	89%	89%	-
2 <sup>nd</sup> Grade			
Reading	89%	88%	-1%
Math	88%	83%	-5%
Writing	73%	72%	-1%

- Professional development activities were targeted interventions based on our 2008-2009 performance and included:
  - Math EnVisions Training
  - Teacher Academy – Math Concepts
  - World View Partnerships
  - Teacher/ Instructional Assistant Retreats
  - Participation in the Bridges Math Grant
  - Model Schools Conference
  - NCDPI K/1 Pilot Partnership
  - AVID and Differentiated Instruction
- Classroom interventions included the placement of an instructional assistant (certified teacher) in a full-time tutoring position to provide assistance to at-risk students and the coordination of an afterschool lab for remediation
- Parent-driven tutoring program

**OCS Goal # 2: Carolina Forest School and its students will be led by creative, passionate and technologically skilled professions.**

- Access to technology and building improvements included:

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- The procurement of 60 computers which were used to open two new labs
- Collaborated with PTO to provide interactive whiteboards, document cameras and interactive notepads for classrooms
- Impact Model expanded implementation in grades 2-5
- 100% of teachers have up-to-date and informative teacher WebPages
- Parents/community members receive weekly update via email correspondence
- Teacher and Assistant retreats hosted with a focus on best practices and teamwork
- Created public folders for lesson plans and team meeting minutes
- Monthly teacher and certified staff member of the month recognition

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

- Community service alternative discipline program was used to minimize out of school suspensions
- Dismissal process was revamped and provided teachers with an extra 60 hours of instructional time
- Created recess schedule and facilitated a Fall and Spring Girls on the Run team
- Utilized monthly guest speakers to compliment instruction
- Linked security cameras to televisions in the reception for campus monitoring

**OCS Goal # 4: Leadership will foster innovation at Carolina Forest with the cooperation of families and community partners.**

- Streamlined communication with families
- 100% teacher WebPages participation and newsletter was linked to school site
- Families receive weekly updates via email correspondence
- EC students participated in Special Olympics

**OCS Goal # 5: Carolina Forest will be supported by effective and efficient systems.**

- Our EC referral process was revamped and the counselor was responsible for initiating the testing process to elevate EC teacher paperwork overload
- Redefined expectations of Strategic Planning Committees with quantitative goals and objectives identified
- Weekly team memos were created to share pertinent information

Carolina Forest Elementary has much to celebrate as we bring 2009-2010 and the 2005-2010 strategic planning efforts to a close. Carolina Forest Elementary effectively utilized our identified processes and resources to target our weaknesses and make substantial growth. The strategic planning committee was the driving force behind the implementation of all instructional programs and services. Considerations as we prepare for the development of the new cycle of strategic planning will include:

- Identified weaknesses in kindergarten readiness in reading and writing
- Second/third grade transitions
- Maintaining sufficient instructional assistant staffing to ensure adequate support is provided for students and teachers