

Carolina Forest Strategic Plan Update 2008-2009



**Carolina Forest Elementary
Regulatory Information and Assurance Statement
2008-2009**

School Carolina Forest Elementary Date Submitted Sept. 29, 2008

- | | |
|--|---|
| 1. Number of School Strategic Plan Team Members | <u>18</u> |
| 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). | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 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.) | <u>100%</u> |
| 4. Date of vote | <u>9/22/08</u> |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 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.) | <u>50%</u> |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 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 one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 11. All required local, State and Federal programs have been addressed in the School Strategic Plan. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Gail Pylant
Principal's Signature

Candy Boschert
Signature, SSPT Facilitator/Chairperson

Maria Gauthier
Signature of Elected Parent Representative

Kimberly Boyd
Signature of Elected Parent Representative

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

Table of Contents

Strategic Planning Team4

School Profile.....5

K-2 Assessment Proficiency.....6

Grades 3-4 Mathematics Proficiency.....7

Grades 3-4 Mathematics Proficiency Historical Trend.....8

Action Plans.....9

Budget.....24

Glossary.....26

**Strategic Planning
Team**

Administration

Principal *Gail Pylant*
Assistant Principal *Teah Bulris*

Teachers

Candy Boschert
Christie Collins
Katherine Collins
Shirley Davis
Melissa Milligan
Gloria Ray
Becky Tyson

Parents

Kim Boyd
Jane Collins
Maria Gauthier
Samantha Futral
Diane Krueger
Carolyn Parker
Lorraine Powers
Leslie Ruble
Sergio Serrano

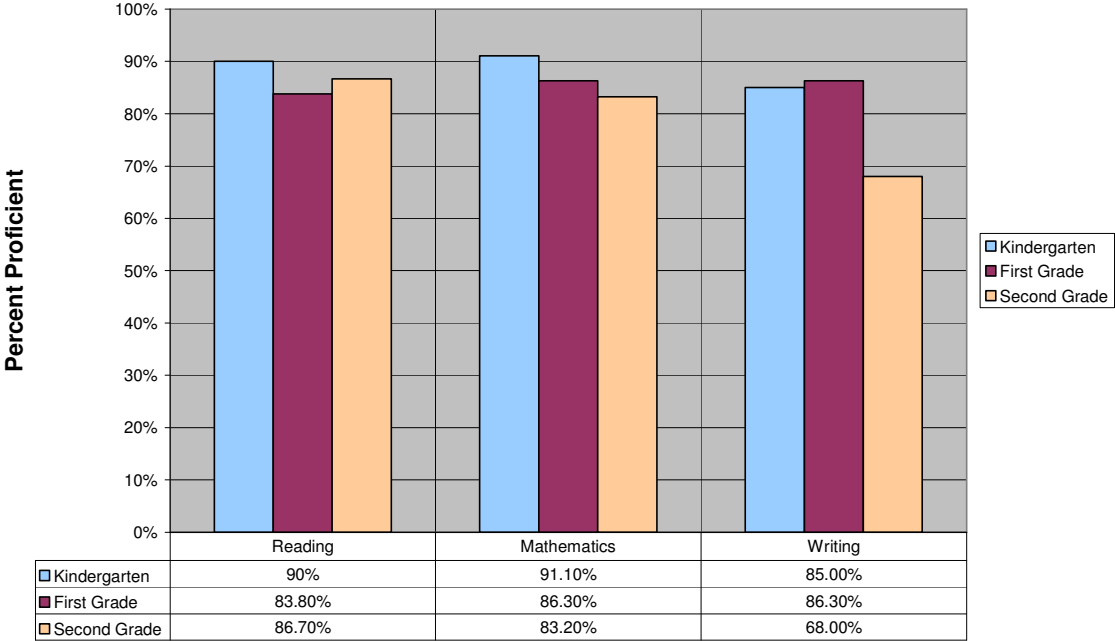


Carolina Forest Elementary
School Profile
2008-2009

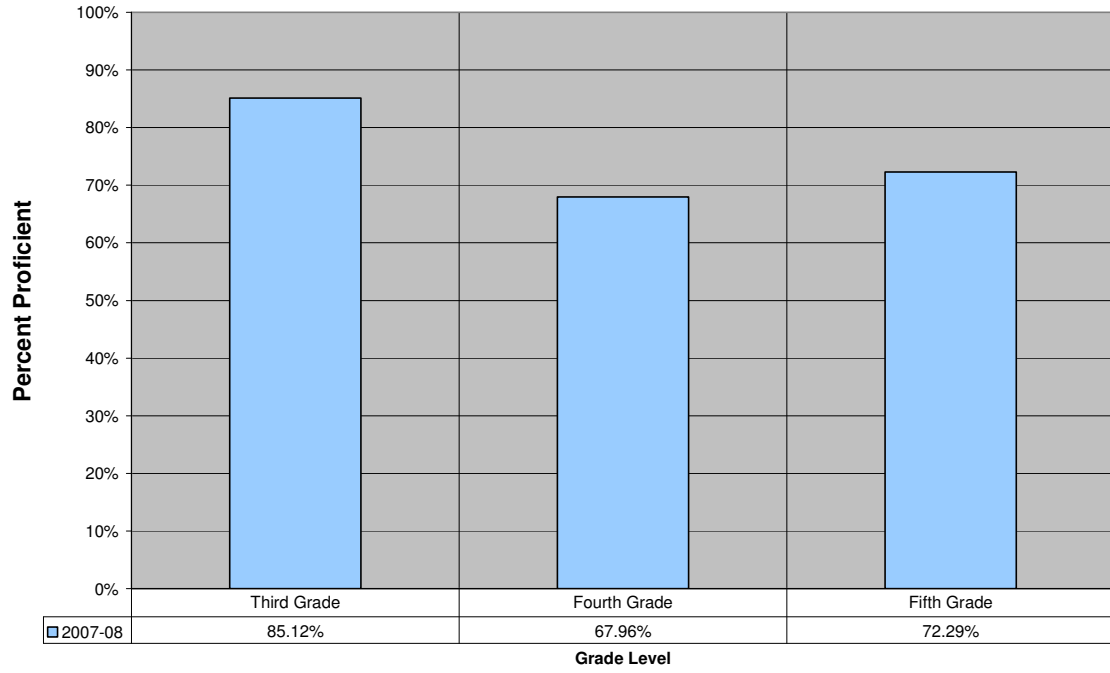
The total enrollment for Carolina Forest Elementary School as of September 3, 2008 is 629 students. This is an increase of 49 students from the previous year. The grades range from kindergarten to fifth grade. The male population is 50.6% up 1.3% from the previous year, and the female population is 49.4% down 1.3% from the previous year.

The ethnic make-up of the student population consists of 63.3% White, 14.3% Black, 14.0% Multi-Racial, 6.0% Hispanic, 2.4% Asian, and .4% Indian. The total minority population in the 2007-2008 school year was 35.3% as compared to 37.1% this school year. The percentage of students with disabilities that attend Carolina Forest is 5.2%. The percentage of students identified as academically gifted is 5.9%. The percentage of students identified as LEP is .6%.

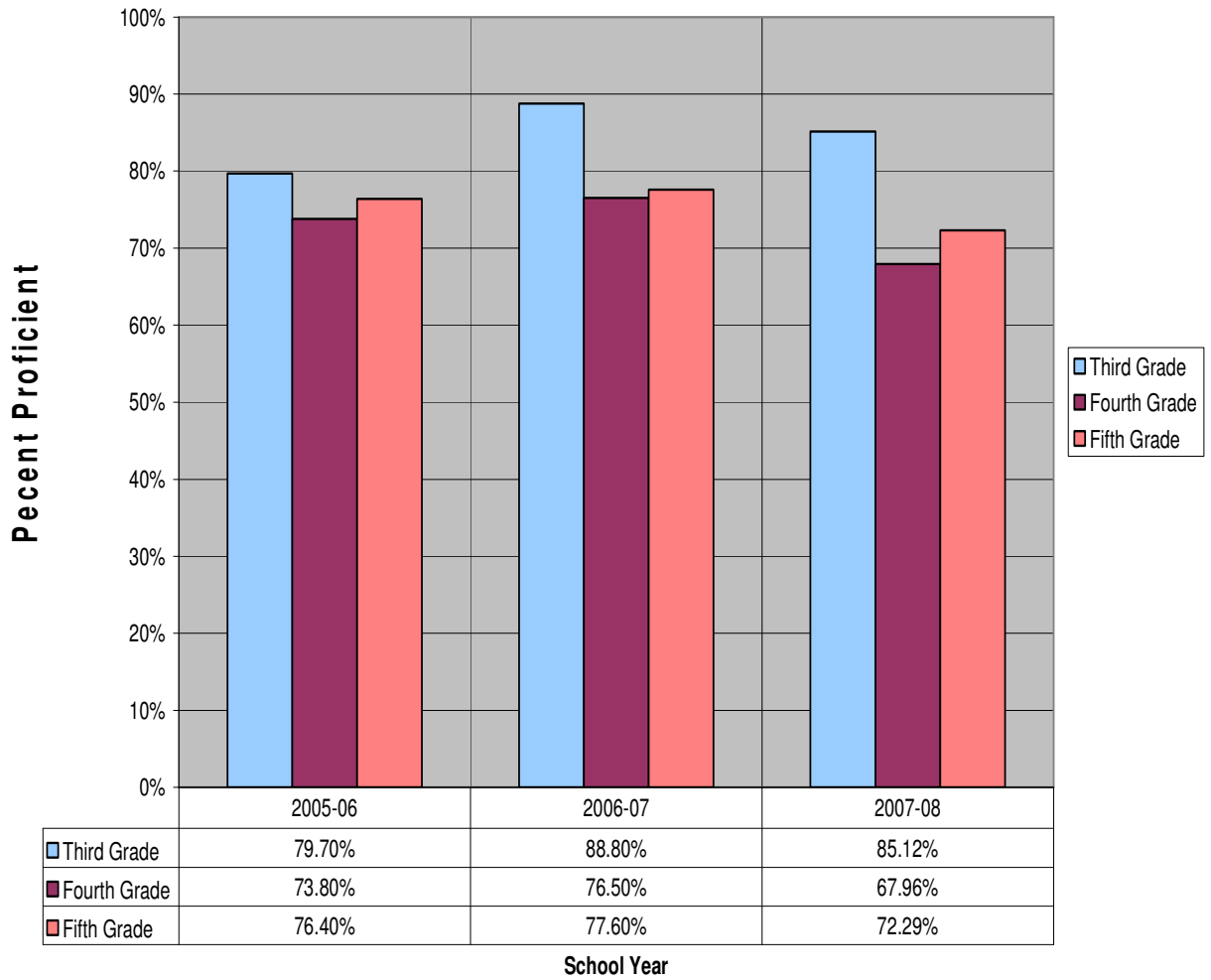
2007-08 K-2 Assessment Proficiency



2007-08 NC EOG Grades 3-5 Mathematics Proficiency



NC EOG Grades 3-5 Mathematics Proficiency 3 Year Historical Trend



**Carolina Forest Elementary
School Strategic Action Plan
2007-2008**

OCS Goal # _1_: Carolina Forest students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school focus that enables all students to achieve at high levels through the support and leadership of school and district administrators.

Desired Results:

- Teachers will plan rigorous and challenging lessons that will prepare students to participate in a globally competitive society.
- Effectively meet the needs of all students through varied instructional processes.
- School will receive highest level of state recognition.
- EC students achieve proficiency in reading, math, science, and writing in grades 3-5.
- AIG students achieve above grade level performance in reading, math, and writing.
- K-2 students demonstrate proficiency in each state required assessment (reading, math, and writing).
- Disparity based on race, gender, and socioeconomic status on all academic measures decreases.
- Number of students earning recognition, honors, and awards in all curricular areas increases.
- Technology tools such as United Streaming, Interactive Whiteboard, Study Island, Ipod, Alpha Smart cart, and web page will be used in grades K-5.
- Targeted instructional intervention strategies will be provided to “at-risk” students.
- Students will leave Carolina Forest prepared for middle school curriculum.

Measures:

- Lesson plans
- Formative teacher observations
- Grade level planning books
- NC Public Schools Assessments
- Number of certificates and awards
- PEPs
- Monitoring data
- Student work samples
- Professional development attendance rosters
- K-2 Assessment data

Processes:

- Investigate using the Rigor/Relevant Framework for planning and instruction
- Weekly grade level planning focuses on utilizing the NC Standard Course of Study to guide planning and instruction covering all objectives
- Provide differentiated instruction utilizing effective instructional processes to meet diverse students’ needs to include LEP students
- Implement clustering of students and compacting curriculum
- Develop PEPs for all “at-risk” students K-5 including LEP students
- Implement the Instructional Intervention Process
- Utilize assessment tools K-5 to monitor student progress making adjustments as needed to ensure growth

- Utilize the computer lab to teach technology curriculum
- Pilot Impact Model in grade 2
- Investigate the K-2 Initiative for “at-risk” students
- Implement the writing process during daily scheduled writing block
- Two on demand writing prompts will be administered and graded to monitor progress
- Utilize the PETS Critical Thinking program in grade 2 to extend the NC Standard Course of Study
- Utilize William and Mary Creative Problem Solving Program and Conceptual Based Learning Language Arts Program in grades 3-5
- Continue Latin in select grade levels
- Investigate the implementation of foreign language instruction in the primary curriculum
- Implement Kids-Connect email pen pal program in grade 4
- Investigate Real Time video conferencing for Mandarin Chinese in grade 4
- Implement I Earn Online Project program in grade 5
- Implement Advanced Reading Celebrate the Classics program in grade 5
- Implement Pre-Algebra and Pre-Geometry Math extension units in grade 5
- Implement use of Gaggle.net for select classes for student to student and student to teacher electronic communication
- Conduct professional development in the following areas each year
Differentiated Instruction
Instructional Intervention
Progress Monitoring
Writing PEPs
Curriculum Compacting
Teleconferencing
Instructional Technology
- Implement AVID Elementary at 4th and 5th grade according to the following schedule:
5th Grade: 2007-2008
4th Grade: 2008-2009
3rd Grade: 2008-2009 – investigate to determine if processes are effective at this grade level with possible implementation in 2009-2010
- Provide teleconferencing opportunities for grade 2
- Recognize students each 9 weeks for their academic accomplishments

Resources:

- Allocate funds for notebooks and tabs for AVID program for select students
- Allocate funds for materials to implement the AIG extension programs (paper, ink, teleconferencing equipment.)
- Allocate funds for Latin workbooks
- Allocate funds for professional development
- Allocate funds for the purchase of initial and replacement technologies

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008 RESULTS

- Rigor/Relevant Framework was not

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

Next steps 2008-2009

- Areas for needed improvement after

<p>investigated</p> <ul style="list-style-type: none"> • Weekly grade level planning was provided with teachers focusing on the NCSCS • Differentiated instruction was provided by curriculum compacting and providing enrichment activities • Differentiated instruction was provided to the LEP students utilizing computer activities to meet student needs • One teacher attended training focusing on LEP students offered by the District Office • AIG students were clustered in 3rd, 4th, and 5th grades and EC students were clustered in 3rd grade • PEPs were developed for all “at-risk” students including LEP students • 11 students went through the Instructional Intervention Process • Assessment tools were used in the classroom to monitor student progress • Computer lab was used one day a week to teach the technology curriculum • Second Grade implemented web conferencing with Denmark, Spain, Scotland, and Sweden. • K-2 Initiative was investigated for “at-risk” students. Decided school was meeting students’ needs by providing differentiated instruction and promoting (if retained) “at-risk” students during the school year. • 100% of teachers implemented the writing process during daily scheduled writing block. One on demand writing prompt was administered and graded school wide. • All second grade teachers were trained on the PETS Critical Thinking program • All AIG students in grades 3-5 participated in the William and Mary Creative Problem Solving Program and Conceptual Based Learning Language Arts Program • Various levels of Latin were taught to students in grades 3-5. This was an increased focus for third grade. • Funds were not available to hire a teacher to teach a foreign language. However, a second grade teacher implemented Spanish into the curriculum in her classroom. • All 4th grade AIG students participated in the Kids-Connect email pen pal program 	<p>examining the EOG math scores are: 3rd, 4th and 5th grade math.</p> <ul style="list-style-type: none"> • 246 students were included in the ABC Growth Model. 122 or 49.6% showed positive growth 124 or 50.4% showed no academic growth. • 103 3rd grade students were in the growth model. 69 or 67% showed academic growth. 34 or 33% showed no academic growth. 18 were females, 16 males. Of the 18 females, 13 were in the black ethnic group. Of the 16 males, 13 were in the black ethnic group. 76.5% of the 34 students that did not show growth were in the black ethnic group. • 81 4th grade students were included in the ABC Growth Model. 27 or 33% showed growth 54 or 67% showed no academic growth. 29 were females, 25 males. Of the 29 females, 21 were in the black ethnic group. Of the 25 males, 16 were from the black ethnic group. 68% of the 54 students that did not show growth were in the black ethnic group. • 62 5th grade students were included in the ABC Growth Model. 26 or 41.9% showed growth 36 or 58.1% showed no academic growth. 15 were females, 21 males. Of the 15 females, 7 were in the black ethnic group. Of the 21 males, 17 were from the black ethnic group. 67% of the 36 students that did not show growth were in the black ethnic group. • <i>Have Accountability and Testing Officer share and discuss EOG results with 3-5 teachers (3-5 math AYP)</i> • <i>Examine and discuss summary goal report from EOG test within and between grade levels. (3-5 math AYP)</i> • <i>Administration will provide predicted score information to teachers for their current students. (3-5 math AYP)</i> • <i>Classroom and EC teachers will develop a binder to track black ethnic groups and “at-risk” students to monitor objectives mastered using the NCSCS. Binders will be turned into the administrator for feedback.</i>
--	---

- Investigated Real Time video conferencing for Mandarin Chinese in grade 4. Funds not available at the other school so it could not be implemented.
- 8 fifth graders and 3 fourth graders participated in the Advanced Reading Celebrate the Classics program. This was work required outside of regular classwork. Students were not required to participate.
- Time was scheduled so focused instruction could be provided to “at-risk” students in reading and math in grades 4 and 5.
- Percentage of students achieving grade level proficiency in reading on K-2 Assessment

Kindergarten	90.0%
First	83.8%
Second	86.7%
- Percentage of students achieving grade level proficiency in math on K-2 Assessment

Kindergarten	91.1%
First	86.3%
Second	83.2%
- Percentage of students achieving grade level proficiency in writing on K-2 Assessment

Kindergarten	85.0%
First	86.3%
Second	68.0%
- 56 students were identified as at risk in K-2. 53 of the 56 students achieved grade level proficiency in all areas on the K-2 Assessment
- 3rd, 4th, and 5th grades met AYP in math with (CI)
- Percentage of students achieving grade level proficiency in math on the EOG test

Third	85.12%
Fourth	67.96%
Fifth	72.29%
- 67.96% of students achieved grade level proficiency on the 4th grade Writing EOG test
- 75.61% of students in grades 3rd, 4th, and 5th were proficient in math and writing as measured by the NCEOG tests
- 65 students were identified as “at-risk” in grades 3-5. 54 of the 65 passed the final

(3-5 math AYP)

- ***Use DSSF funds to hire "at-risk" tutor for grades 3-5 instead of providing after school tutoring. (3-5 math/reading AYP)***
- ***Change Accelerated Math, Study Island, etc., objectives to match classroom instruction and student needs***
- ***Utilize ENVISIONS facilitator as a resource to help design/present lessons in math and technology. (3-5 math AYP)***
- ***Participate in 3rd, 4th, and 5th grade staff development for all mathematics strands (3-5 math AYP)***
- ***Investigate getting high school students in Teacher Academy to tutor "at-risk" students (3-5 math)***
- ***Provide one day a week for classroom teachers to establish Professional Learning Communities to discuss student performance outside of planning time. Have EC teacher and IIT coordinator attend if needed.***
- Create specific definition for rigorous and challenging lessons. Train 2 teachers in the Rigor/Relevant Framework to use in the classroom to evaluate for effectiveness.
- Develop a school schedule that provides all grade levels 1 hour a day for planning. During planning, the Standard Course of Study objectives will be documented.
- ***Establish individual teacher notebook to collect all data needed to document Strategic goals***
- Continue Impact Model in grade two after first semester and ***implement Impact Model in grades 3-5***
- ***All teachers including EC will document a minimum of 10 lessons that include a variety of technology tools***
- Provide professional development when needed for staff.
- 1 teacher will be trained in Part Two of Professional Development for LEP students. That teacher will update all staff.

administration of the Math EOG test.

- 83% of third through fifth grade students identified as at-risk achieved grade level proficiency in math on the final administration on the final EOG's (baseline).
- 43 students in grades 3-5 were provided with after school tutoring. 13 of the 43 passed the first administration of the EOG. Number of students participating in each grade level:

Third	12	6 passed
Fourth	14	2 passed
Fifth	17	5 passed
- 100% of the fifth grade students participated in AVID Elementary to prepare them for the middle school
- 100% of the staff received professional development in:
Instructional Intervention
Progress Monitoring
Writing PEPs
Web conferencing (2nd grade)
Instructional Technology
- 100% of the fifth grade teachers received professional development in AVID Elementary
- 100% of teachers used technology tools
- Award ceremonies were held each 9 weeks to recognize academic accomplishments.
- 1,385 awards were given to the students throughout the year in all curricular areas.

- Continue to examine clustering of students. Use data collected for student placement for the next school year.
- Continue to utilize assessment tools K-5 to monitor student progress making adjustments as needed to ensure growth
- Utilize multiple technology resources to teach the technology curriculum
- Continue to implement AVID in fifth grade. Funds not available to implement in fourth grade for the 2008-2009 school year.
- **Implement Junior Grade books instead of Advance Reading Classics program in grade 5**
- **Assign "at-risk" students to CCC and UNCW students to focus on needed skill reinforcement**
- **Develop schedule each 9 weeks for cross grade level articulation**

**Carolina Forest Elementary
School Strategic Action Plan
2007-2008**

OCS Goal # _2_: Carolina Forest School and its students will be led by creative, passionate and technologically skilled professionals.

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

Desired Results:

- A teaching community that fosters learning and collaboration of ideas.
- A positive and enthusiastic working environment.
- Accessible orientation and mentoring opportunities.
- Increased availability of technology for classroom use.
- Evaluations of employees are conducted according to state and federal guidelines.
- Duty free lunch based upon the availability of staff coverage/supervision.
- Planning time provided to all certified staff.
- All staff will have access to ongoing high quality professional development.

Measures:

- Schedules (articulation, planning, professional opportunities)
- Climate Survey
- School Survey
- Committee notebooks
- Mentoring Rosters
- Teacher evaluations
- Agendas for Strategic Planning team professional growth
- Observations of technology implementation in the classrooms and monitoring of students during lunch period
- Grade level planning books
- Staff attendance data

Processes:

- Schedule times for between and across grade level articulation
- Strategic Planning team will read professional literature for personal growth
- Maintain Sunshine Committee
- Provide incentives and recognition to staff (Spotlight employees, Golden Trash Can Award, provide lunch for perfect attendance.)
- Provide opportunities for staff to celebrate milestones
- Create, administer, and analyze staff school survey to measure staff attitudes
- Implement monthly meetings for mentoring opportunities for beginning teachers
- Provide opportunities for teachers to house technology tools in the classroom for the entire school year
- Administration/master teachers adhere to beginning of year observation schedule
- Teacher assistants monitor lunch implementing the Guidelines for Success created by the Safe and Civil School Initiative
- Schedule enrichment classes so planning time is available to all certified staff (Tuesdays designated to meet with administration if needed)
- Provide opportunities for professional development in areas of need

Resources:

- Allocate funds for incentives and recognition programs

- Allocate funds for technology
- Allocate funds for professional development
- Onslow County Schools Job Fair
- Onslow County Beginning Teacher Orientation

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008 RESULTS

- Time was scheduled for weekly grade level planning
- All staff members received Small Group Reading Instruction book for summer reading in preparation of workshop with the author, Beverly Tyner
- Sunshine Committee established "The Giving Plate"
- Lunch was provided to staff members with perfect attendance during the month of February
- One teacher received perfect attendance recognition for the school year
- Staff members were provided with opportunities to share celebrations and milestones at all staff meetings.
- Staff School Survey was administered
- Mentors/ Mentees met monthly focusing on instruction and student discipline
- 100% of teachers in grades K, 1, 2, 4, and 5 received Promethean Boards or Mimios and LCD projectors.
- Evaluation schedule was developed and administered in a fair manner
- Teacher assistants utilized the Guidelines for Success during lunch duty
- Planning time was provided to all regular classroom teachers daily

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

Next steps

- *Schedule time for across grade level articulation*
- *K-2 teachers will implement strategies learned from workshop provided by Beverly Tyner*
- Provide lunch twice a year for all staff members who have perfect attendance in September and October and in February and March
- *Assign a teacher to be site-coordinator for mentees. Plan at least one off campus activity.*
- Provide professional development focusing on Mimios. Have teachers share lessons created within and across grade levels.
- Continue to implement the Levels of Discipline school-wide.
- *Have grade levels research different ways to schedule instruction to maximize student growth.*
- *Utilize agendas during grade level planning*

**Carolina Forest Elementary
School Strategic Action Plan
2007-2008**

OCS Goal # _3_: Carolina Forest 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:

- Meet safe school criteria.
- All staff members have a clear understanding of how to respond to student misbehavior.
- A safe, disciplined, learning, and working environment is promoted.
- Students and staff will feel safe at school.
- Staff encourages appropriate behavior through positive reinforcement.
- Effective student supervision in all areas.
- Reduction in number of office referrals.
- Students will engage in activities to enhance the development of the whole child.
- Compliance with House Bill 1032.
- Student average attendance rate is no less than 95%.

Measures:

- Safe School Audit data
- Climate Survey data
- Administration observation data
- Behavioral Contracts
- Discipline data
- Lesson plans
- CPI certifications
- Student check-out data
- Parent data
- Student attendance data

Processes:

- Address areas of identified needs based upon Safe School Audit
- Teacher assistants trained and assigned duty stations in the morning and afternoon
- Safety Patrol trained to monitor hallways in the morning and afternoon
- Design flip book to review current rules/procedures for student behavior (revise and update yearly)
- Implement school wide behavioral plan (Levels of Discipline) developing behavioral contracts when needed
- Implement and practice Guidelines for Success in all areas of the campus (Safe and Civil Schools)
- Provide support strategies through training and guidance from the behavioral specialist
- Document positive reinforcement practices and share with staff
- All stakeholders will be made aware of the Safe and Civil Schools initiatives
- All student check-outs are conducted through the office
- During physical fitness, students will take and pass a physical fitness assessment
- Recess will be structured so students are provided with moderate physical activity for 30 minutes daily
- Design a spreadsheet documenting student behavior to share with staff

- Provide lessons geared toward character education, drug/alcohol prevention, and bullying
- Provide CPI professional development as needed
- Eliminate unannounced parental drop-ins in the classroom

Resources:

- Safety Patrol vests
- Flip books
- Allocate funds for Safe and Civil Schools materials and professional development
- CHAMPS book
- Professional development
- Behavioral Specialist
- List of positive reinforcements
- Allocate funds for Healthy Child initiative
- Newsletters
- Safe and Civil School Committee

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

- Areas of needs based on the Safe Schools Audit include arrival, dismissal, and cafeteria procedures. Teacher assistants were trained in and assigned duty stations before and after school. Dismissal was staggered to allow movement to be flowing in the hallway and prevent traffic problems with afternoon dismissal. Cafeteria procedures were developed and implemented to include students not eating until the teacher was at the table.
- Safety patrol monitors were scheduled consistently during morning and afternoon dismissal.
- Enforcement of Onslow County Schools employee badges policy
- Designed and disseminated a flip book to review current rules/procedures that govern student behavior
- Behavior lesson plans developed
- Implemented school wide behavioral plan (Levels of Discipline)
- Collaboration with behavioral specialist
- 100% of the staff developed behavior contracts for repeat offenders
- Spreadsheet developed documenting

Next steps

- Continue training all staff on the Instructional Intervention Model
- Develop lesson plans (policies) for bus dismissal and playground area
- Continue Safe and Civil Schools training
- ***Implement Ten, Ten, Ten for 30 minutes of moderate physical activity***
- ***Assign areas outside for grade levels to implement Ten, Ten, Ten***
- ***Submit Safe School notebook***
- *Restructure Character Café*

student behavior

- Character education lessons taught on a bi-monthly basis
- Safety Patrol gave out blue tickets (based on safe behaviors during arrival and dismissal), which earned an ice cream party for their classroom
- 30 students participated in the county-wide Physical Fitness competition
- 14 Students participated in Student Council
- Students from each class participated in leading the Pledge of Allegiance
- 11 students (2%) maintained Principal's List the entire school year
- 62 students (10%) maintained Honor Roll the entire school year
- 1st 9 weeks 145 students (25% achieved 100% of their AR goal)
2nd 9 weeks 187 students (31% achieved 100% of their AR goal)
3rd 9 weeks 171 students (29% achieved 100% of their AR goal)
4th 9 weeks 213 students (36% achieved 100% of their AR goal)
- 12 students participated in Academic Derby
- 7 students participated in Odyssey of the Mind
- Bus awards provided to bus 379 and 383 for submitting only 1 bus discipline referral for the entire school year
- 55 students were recognized for good citizenship the entire school year
- 96.7% average daily attendance rate
- 4% of students maintained perfect attendance for the entire school year
- 6% of students arrived to school on time and had no early checkouts for the entire school year
- 39% of the student population participated in Character Café
- Grades 2-5 participated in Chess Tournament
- Implemented Math Olympics in grades 3-5
- Students participated in Latin Honor Society
- 6 Students won Young Author Awards
- 100% of the students were provided with

moderate physical activity

- 100% of the staff received training on the School Crisis Plan
- Baseline – 591 students enrolled (average for the year). 243 students (41%) had a discipline incident either on the bus or at school. 135 students (23%) had an incident on the bus. 108 students (18%) had an incident at school. Repeat offenses not monitored.
- Examining the OCS Climate Survey data, students feel least safe on the playground (81%) as compared to the cafeteria (91%), hallways (90%), restrooms (89%), and classrooms (94%).
- Parent perception of student safety as indicated from the OCS Climate Survey is 99%.
- Staff members expressed a clearer understanding of methods to monitor student behavior going from 90% in 2007-08 to 95% in 2007-08 as indicated on the OSC Climate Survey.

**Carolina Forest Elementary
School Strategic Action Plan
2007-2008**

OCS Goal # _4_: Leadership will foster innovation at Carolina Forest 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:

- School staff indicates satisfaction with the level of support provided by school leadership.
- SACA/CASI criteria are in place.
- Annual strategic plan shows alignment among data, established goals, and strategies.
- Parents/Guardians will have a minimum of two teacher's initiated contacts annually.
- Increase number of volunteers/community businesses.
- Parents, community business, and staff develop a partnership to ensure a quality of learning that meets the Strategic Plan for preparing students to be productive members of a 21st century society.

Measures:

- Climate Survey
- Summary Reports of Strategic Plan
- Conference rosters
- Sign-in logs for volunteers
- Sign-in logs for parents for special events
- Data collection for "Holiday Helpers"
- Contact documentation

Processes:

- Administration conducts monthly meetings with grade chairpersons to assess grade level needs
- Schedule monthly meetings to monitor Strategic Plan
- Contact parents/guardians at least two times during the school year one required face to face contact occurring by the end of the first grading period
- Recognize parent volunteers and community supporters
- Provide opportunities for parents to visit the school (technology night, "Open House", music programs, etc.)
- Implement "Holiday Helpers" where staff provides evening care for children so parents can go holiday shopping
- Implement Parent University
- Communicate educational information through electronic technology (email, web site, Alert Now) and other media sources
- 5th grade students will participate in Adopt a Trail
- *Step-up day for all grade levels including pre-k to 6th grade students*

OCS Goal # _4_: Leadership will foster innovation at Carolina Forest with the cooperation of families and community partners.

Resources:

- Allocate funds to recognize parent volunteers and community supporters
- Allocate funds for special programs
- Open school for late night conferences and “Holiday Helpers”

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

- Administration met informally with grade chairpersons as needed
- The first Tuesday of the month was used to monitor Strategic Plan
- 100% of the teachers made 2 initiated contacts with parents. One the fall semester and one the spring semester.
- A volunteer breakfast was provided with 35% of the volunteers attending.
- Volunteers and community supporters were highlighted in the monthly newsletter
- Opportunities for parents to visit the school included Orientation with 80% participation, Open House with 58% participation, Technology Night with 24% participation, Writers Night, Music Programs, Award Ceremonies, Fun Day, & PTO meetings
- Holiday Helpers were provided to parents in the evening so they could go shopping
- Writers’ Night and EOG Night were provided to the parents (Parent University)
- A variety of media were used to communicate with parents (email, AlertNow, CFE web site)

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

Next steps

- Administration will sit in grade level meetings at least once a month and discuss student performance
- Assign Strategic Planning Team committee members and continue providing the first Tuesday of the month to monitor discuss goals
- Have 2 conferences a year with all parents in the first and third grading periods.
- ***Parent University have teachers at the end of the school year go over grade level expectations with parents of the rising students***
- ***Partner with HCM school to provide Make a Difference Day activity***

**Carolina Forest Elementary
School Strategic Action Plan
2007-2008**

OCS Goal #_5_: Carolina Forest will be supported by effective and efficient systems.

Strategy: Maximize resource utilization to meet instructional and operational needs of the organization.

<p>Desired Results:</p> <ul style="list-style-type: none"> • 21st Century technology and learning tools are available and are supported by school facilities that have the capacity for 21st century learning. • Efficient inter-organizational communication. • Develop monitoring instruments to ensure implementation of all processes. 	<p>Measures:</p> <ul style="list-style-type: none"> • Lesson plans • Annual review and update of Media and Technology Report • Professional development rosters • Yearly plan for technology facilitator • Weekly updated public folders and calendars • Data from quarterly review of all processes
--	---

Processes:

- Purchase needed technology
- Develop and present technology professional development opportunities
- Educate, train, and monitor staff on technology integration
- Integrate technology into the curriculum
- Use of teleconferencing to communicate with other countries
- Provide professional development focusing on how to collect and use data
- Teachers observe each other implementing technology tools
- Administration conducts classroom observations focusing on student learning
- Utilize technology facilitator to maximum potential
- Teachers and administrators meet with technology facilitator to plan a yearly schedule
- Provide administration with professional development on public folders and electronic calendars

Resources:

- Allocate funds for technology equipment and software
- Allocate funds and time for professional development
- Annual operational and capital funding
- Technology facilitator
- Allocate funds for tutors

End of year Annual Review, Results, Next Steps

<p>Summarize your results. Show trends. Were improvements made?</p> <p>2007-2008</p> <ul style="list-style-type: none"> • Mimios were purchased for all grade levels except 3rd grade at the end of the school 	<p>What are the areas for improvement? What will you do differently the next time?</p> <p>Next steps</p> <ul style="list-style-type: none"> • <i>All teachers including EC will document a minimum of 10 lessons</i>
--	--

OCS Goal #_5_: Carolina Forest will be supported by effective and efficient systems.

year

- 10 staff members received Tier 1 laptops
- Technology facilitator provided technology training as requested by the staff
- Administration observed teachers when requested implementing technology in lessons to provide informal feedback
- Web conferencing occurred in 2nd grade with Denmark, Spain, and Ireland
- Administration observed in the classrooms providing assistance when needed to foster student growth
- Unable to plan with technology facilitator due to schedules
- Professional development was provided to administration on public folders and electronic calendar
- Teachers shared how to collect and analyze data in grade level meetings

that include a variety of technology tools

- ***Administration will document at least one observation where technology is used in the classroom***
- ***Web conferencing will be extended in grades 3-5 partnering with Spain, Australia, and Sweden***
- Meet with technology facilitator to plan schedule and staff development
- Use the Accountability & Testing Officer at the district office to share and discuss EOG data
- Offer renewal credit for technology professional development
- Administration will utilize public folders and calendar
- Have teachers share school wide how they are collecting and analyzing student data
- ***Have students video and transmit morning message and news via closed circuit television system***



Carolina Forest Strategic Plan 2008 - 2009 Projected Budget

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

A: Ensure a consistent district focus that enables all students to achieve at high levels through the support and leadership of school and district administrators.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Professional Development	2,606.00	Staff Development	Materials for Workshops and Substitutes for Conferences
Latin Workbooks and Materials for Extension Programs	1,000.00	Instructional Supplies	AIG Program
Awards and Certificates	1,000.00	Instructional Supplies	Student Recognition
Notebooks and Tabs	100.00	Instructional Supplies	AVID Students
Textbooks	35,000.00	Textbook Allotment	Textbooks
Library Books	3,000.00	Instructional Supplies	Update Library Selection
Movie Licensing, STAR Math, STAR Reading, AR, AM, Software renewals, Study Island	3,386.00	Instructional Supplies	Student Recognition, Student Software License
Tutor	15,500.00	DSSF	Focus on instruction

Goal 2: Creative, passionate, and technologically skilled professionals

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

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Incentives and Certificates to Recognize Staff Members	750.00	Local	School Relations

Goal 3: Civil, healthy, and productive citizens

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

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Safety Vests, Flip Book Materials, P.E. Equipment, Red Ribbon Week Supplies, Miscellaneous Teaching Supplies for Counselor, Two-Way Radios, Character Café' Supplies	1,500.00	Safe and Drug Free/School Funds	Promote Safe School and Healthy Living

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
Food for Volunteer Breakfast, Certificates, and Appreciation Gifts	800.00	School Funds	Parent and Community Relations
Materials for Parents on Topics of Interest	200.00	Local	Copies of Materials

Goal 5: Effective and efficient systems

A: Maximize resource utilization to meet instructional and operational needs of the organization.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Mimios, iPods, Carts, Printers	16,000.00	Instructional Supplies	Technology Needs
Rental/Leases	6,720.55	Local	Operational Expense

Glossary

Step-up day: A time scheduled for second grade students to visit third grade classrooms to see routines, meet teachers and answer questions, and talk to third grade students about life as a third grader.