

Carolina Forest Elementary
School Strategic Action Plan
2009-2010

Carolina Forest Elementary

2009-2010

Strategic Plan Update



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School Profile

The total enrollment for Carolina Forest Elementary as of September 21, 2009 is 632 students. This is an increase of 3 students from the previous year. The grades range from kindergarten to fifth grade. The male population is 50.8%, an insignificant increase of .1% from the previous year, and the female population is 49.2%, down only .2% from the previous year.

The ethnic make-up of the student population consists of 61% White, 15% Black, 8% Hispanic, .03% Asian/Pacific Islander, .005% American Indian, and 13% Multi-Racial. The percentage of students with disabilities that attend Carolina Forest Elementary is 18%. This is a significant increase of 12.8%.

Vision

“Excellence in Education”

Mission

Carolina Forest Elementary, as part of the White Oak District, will empower all students to become independent thinkers and to apply skills to be productive and globally competitive in the 21st century.

Belief Statements

We believe that all our efforts are guided by Carolina Forest’s vision and decisions must be made in the best interest of our students.

We believe that everyone shares the responsibility for advancing the school’s mission by becoming creative, passionate, and technologically skilled professionals.

We believe that school should be a safe, civil, and productive environment that encourages positive behavior.

We believe that students need to demonstrate their understanding of essential knowledge and skills to be actively involved in a rigorous and relevant curriculum.

We believe that students should be provided with differentiated instruction to support learning styles.

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Strategic Planning Team

Administration:

Principal: Helen Gross
Assistant Principal: Teah Bulris

Teachers:

Candy Boschert, Chairperson
Christie Collins
Katherine Collins
Lisa Fletcher
Melissa Milligan
Becky Tyson
Mary Ludwig
Loretta Whaley

Parents:

Kim Boyd
Maria Gauthier
Charlotte Serrano
Sergio Serrano
Samantha Futral
Carolyn Parker
Leslie Ruble
Anna Nemeth

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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

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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

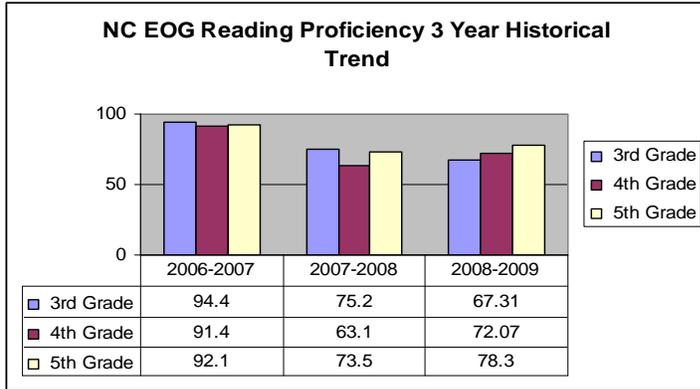
End of year Annual Review, Results, Next Steps

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Summarize your results. Show trends. Were improvements made?

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

2008-2009 Accomplishments:



Reading: Overall, 79.6% of CFE students in grades 3-5 were proficient on the reading section of the EOGs. **All subgroups made AYP in Reading**

3rd Grade:

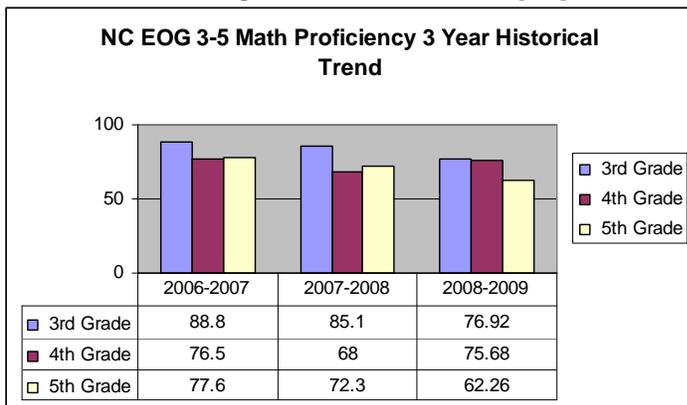
- 79.2% of 3rd grade students were proficient in reading
- 55 of 96 3rd grade students made growth in reading and overall 3rd grade **met expected growth** in reading

4th Grade:

- 80.7% of 4th grade students were proficient in reading
- 53 of 98 4th grade students made growth in reading and overall 4th grade students **met growth** in reading

5th Grade:

- 79% of 5th grade students were proficient in reading
- 56 of 82 5th grade students met growth in reading and overall 5th grade students **met high growth**



Next steps for 2009-2010:

- 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 teachers 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 a teacher notebook to collect all data needed to document strategic goals
- 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
- Examine clustering of students. Use data collected for student placement for the next school year
- Utilize assessment tools K-5 to monitor students progress making adjustments as needed to ensure growth
- Utilize multiple technology resources to teach the technology curriculum

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Math: Overall, 79.6% of CFE students in grades 3-5 were proficient on the math section of the EOGs. **Economically disadvantaged students did not make AYP and Black students made AYP with the confidence interval.**

3rd Grade:

- 87% of 3rd grade students were proficient in math
- 59 of 96 3rd grade students made growth in math and overall 3rd grade **met expected growth**

4th Grade:

- 79.8% of 4th grade students were proficient in math
- 51 of 98 4th grade students made growth in math and overall 4th grade **did not meet expected growth**

5th Grade:

- 73% of 5th grade students were proficient in math
- 21 of 83 5th grade students met growth in math and overall 5th grade students **did not meet expected growth**

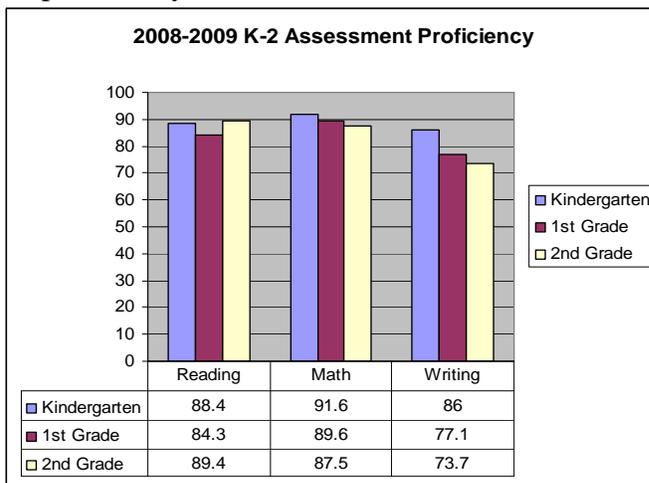
- Percentage of students achieving grade level proficiency in math on the EOG test:

Third	77%
Fourth	76%
Fifth	62%

- Percentage of students achieving grade level proficiency in reading on the EOG test:

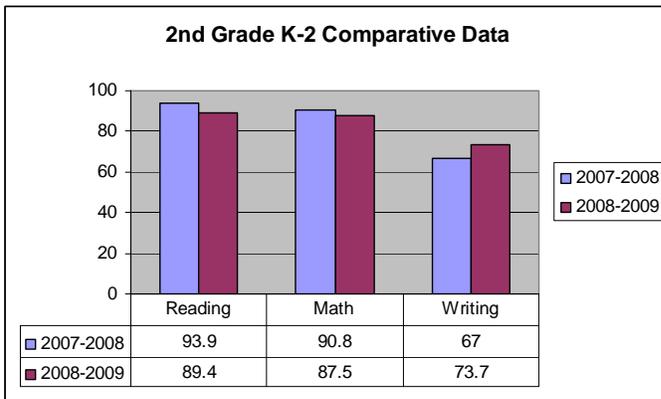
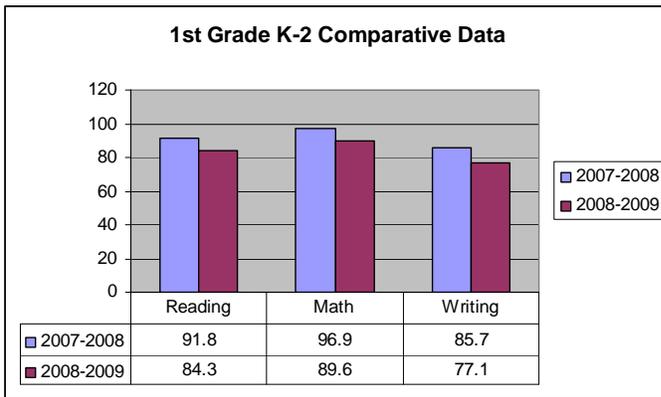
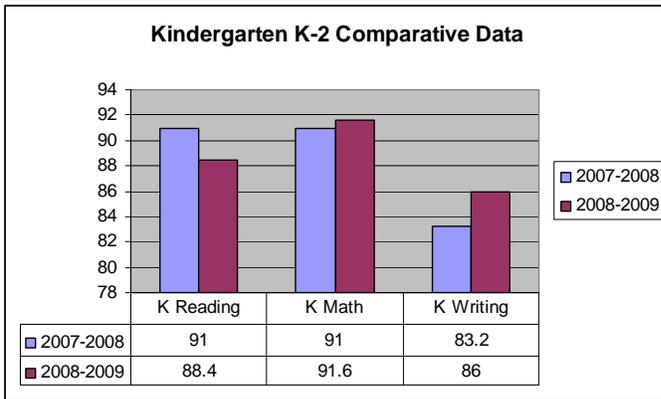
Third	67%
Fourth	72%
Fifth	78%

- Percentage of students achieving grade level proficiency on K-2 Assessment: 87.5%



- Implement AVID in fifth grade. Funds not available to implement in fourth grade for the 2009-2010 school year
- Implement Junior Grade books instead of Advance Reading Classics program in Grade 5
- Assign “at-risk” students to CCCC and UNCW students to focus on needed skill reinforcement
- Have Accountability and Testing Officer share and discuss EOG results *with K-5 teachers*
- *Examine and discuss summary goal report from EOG test with each 3-5 teachers and committee chairpersons*
- *Administration will continue to provide predicted score information to teachers for current students in grades 3-5*
- *At-risk students will be identified and an action plan drafted for each at-risk student*
- *The writing committee recommended that the writing prompt be grade level specific instead of the same prompt for all grade levels to show a more accurate picture of growth. The writing committee will also give 3 prompts to monitor growth throughout the year*
- *EnVisions math professional development will be offered to ensure proper use of resources and materials*
- *10 3-5 teachers will be participating in the Bridges math grant*
- *CFE will partner with a district elementary school with outstanding performance in Goal 4 of the math section of the EOGs to solicit best practices*
- *Utilize tutoring resources to include*

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- 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
- PEPs were developed for all “at-risk” students including LEP students
- 22 students went through the Instructional

on-line websites, high school students, parent volunteers and a paid position, if possible

- *Utilize EnVisions facilitator as a resource to guide math instruction*
- *Block planning for all grades to encourage daily planning and mentoring*
- *Monthly vertical articulation for all teachers in grades K-5 and with HCM and JCM*
- *Impact Model expanded implementation in grades 2-5*
- *Pilot language centers in 2nd grade with Spanish and German Rosetta Stone*
- *2nd Grade focus on reading strategies to include: author studies, comprehension strategies such as visualization, making connection, questioning skills, inferencing, and evaluation. Implement retelling strategies for fiction and non-fiction texts and self-monitoring strategies to reinforce independent reading*
- *Implement a “Students Connecting with Students” partnership with American students abroad*
- *Weekly schedule for the computer lab to ensure all students have access to computer resources and instruction*
- *Develop a Technology Professional Development yearly schedule of courses and trainings based on identified needs of teams*
- *Develop a plan to more efficiently utilize instructional (formerly teacher) assistants*
- *Investigate the possibility of creating a 2nd computer lab*
- *Investigate the possibility of becoming a International Baccalaureate school*

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Intervention process

- Assessment tools were used in the classroom to monitor student progress
- Computer lab was used one day a week to teach technology curriculum
- Second Grade participated in web conferencing with college students abroad
- 100% of teachers implemented the writing process during daily scheduled writing block. One on demand writing prompt was administered and graded school wide
- Various levels of Latin was taught to students in grades 3-5
- Funds were still not available to hire a language teacher
- Areas for needed improvement after examining the EOG math scores are: 4th and 5th grade math
- 100% of the 5th Grade students participated in AVID Elementary to prepare them for the middle school
- 100% of the fifth grade teachers received AVID professional development
- 100% of teachers used technology tools
- Award ceremonies were held each 9 weeks to recognize academic accomplishments

Staff Climate Survey

	2006-2007	2007-2008	2008-2009
CFE is an "A" school	44%	56%	45%
CFE is a "B" school	29%	30%	43%
CFE is a "C" school	14%	6%	9%
CFE is a "D" school	4%	6%	0
CFE is an "F" school	5%	0%	0
My students are involved in a globally competitive education	N/A	Agree: 75% Disagree: 6%	Agree: 84% Disagree: 0%
My students are challenged in class	N/A	Agree: 79% Disagree: 2%	Agree: 97% Disagree: 0%

Student Climate Survey

	2007-2008	2008-2009
I am involved in a globally competitive education	58%	74%
I feel challenged in my classes	72%	77%

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Parent Climate Survey			
	2006-2007	2007-2008	2008-2009
CFE is an "A" school	61%	62%	65%
CFE is a "B" school	30%	36%	27%
CFE is a "C" school	6%	.6%	6%
CFE is a "D" school	1%	.6%	.5%
CFE is an "F" school	0%	0%	1%
My child is involved in a globally competitive education	N/A	Agree: 72% Disagree: 11%	Agree: 67% Disagree: 26%
My child feels challenged in his/her classes	N/A	Agree: 87% Disagree: 11%	Agree: 89% Disagree: 8%

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

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

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- 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?

2008-2009 Accomplishments:

- Time was scheduled for weekly grade level planning
- Lunch was provided twice a year for all staff members who had perfect attendance in September and October and in February and March
- A teacher was assigned as the on-site coordinator for mentees
- Mimios professional development was offered
- Levels of Discipline school-wide was continued
- K-2 teachers implemented strategies learned from workshop provided by Beverly Tyner
- Agendas were utilized during grade level plannings

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

Next steps for 2009-2010:

- *Utilize Elmos which were recently purchased by the CFE PTO*
- *Share best practices monthly at staff meetings*
- *100% of teachers will have up-to-date and informative teacher WebPages*
- *Grade level parent distribution lists will be created by office to keep parents abreast of news and information*
- *Teachers will be given the opportunity to visit other teacher classrooms for collaboration and coaching*
- *100% of staff will be given the opportunity to identify areas of needed growth for professional development planning*
- *“Identifying and Sharing Your Gifts” Teacher Retreat will be hosted in January 2010*
- *Bi-monthly Instructional Assistant meetings will be facilitated for training and collaboration*
- *Resource database for Mimio applications will be developed and shared*
- *Administration will create public folders for*

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	<p><i>lesson plans and team meeting minutes in an effort to “go green”</i></p> <ul style="list-style-type: none"> • <i>Monthly teacher and certified staff member of the month recognized by colleagues with framed certificate and gift certificate donated by PTO</i> • <i>Daily visits to classrooms by administration</i>
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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.

<p>Desired Results:</p> <ul style="list-style-type: none"> • 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%. 	<p>Measures:</p> <ul style="list-style-type: none"> • 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
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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

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<p>daily</p> <ul style="list-style-type: none"> • 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 	
<p>Resources:</p> <ul style="list-style-type: none"> • 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 	
<p>End of year Annual Review, Results, Next Steps</p>	
<p>Summarize your results. Show trends. Were improvements made?</p>	<p>What are the areas for improvement? What will you do differently the next time?</p>
<p>2008-2009 Accomplishments:</p> <ul style="list-style-type: none"> • Training provided for all staff on the Instructional Intervention Model • Develop lesson plans (policies) for bus dismissal and playground area • CFE attended Safe and Civil Schools PLCs • Safe and Civil Schools training • Implemented Ten, Ten, Ten for 30 minutes of moderate physical activity • Assigned areas outside for grade levels to implement Ten, Ten, Ten • Submitted a Triple S Safe School notebook and received state recognition as a NC Triple Safe School • Offered monthly Character Café outings for students recognized for outstanding behavior • Monthly school-wide walk implemented • Monthly health and wellness newsletter sent home with all students • Foundations Implementation Rubric completed for 08-09 school year to 	<p>Next steps for 2009-2010:</p> <ul style="list-style-type: none"> • <i>Alternative discipline program which focuses on community service will be implemented to minimize out of school suspensions</i> • <i>Dismissal process will be revamped in order to give teachers an extra 60 hours of instructional time per year without extending the school day</i> • <i>Visitor check-in process will be revamped to tighten security on campus in the mornings</i> • <i>Create daily recess schedule</i> • <i>Implement Girls on the Run program</i> • <i>Protect instructional time by minimizing disruptions to the classroom by staff and parents</i> • <i>Revisit procedures in the cafeteria</i> • <i>Common area observations will be conducted to evaluate the level of compliance to procedure/expectation of behavior by students and staff</i> • <i>Revision of crisis flip books and updated</i>

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<p>determine critical need areas for 09-10</p> <ul style="list-style-type: none"> • Monthly discipline data was submitted to OCS central office 	<p><i>version published for each school area</i></p> <ul style="list-style-type: none"> • <i>Create and implement incentive program to reduce number of absences, tardies, and early check-outs</i> • <i>Training of all staff on the Instructional Intervention Model</i> • <i>Safe and Civil Schools training</i> • <i>Utilize monthly guest speakers to compliment instruction</i> • <i>Investigate the possibility of linking security cameras to televisions in the reception area for campus monitoring</i> • <i>Connect parents and families to available community resources such as PEERS, social services, etc)</i>
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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

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- 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

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?	What are the areas for improvement? What will you do differently the next time?
<p>2008-2009 Accomplishments:</p> <ul style="list-style-type: none"> • Administration attended grade level meetings at least once per month to discuss student performance • Administration assigned strategic planning team committee members and met monthly to discuss goals • All teachers hosted at least two conferences per year with all parents • Parent University sponsored yearly for teachers to review grade level expectations with parents of rising students • Partnered with HCM to provide Make a Difference Day activity 	<p>Next steps for 2009-2010:</p> <ul style="list-style-type: none"> • <i>Partner with HCM to offer Make a Difference Day activities</i> • <i>Streamline communication with families to include utilizing Twitter, and up-to-date information on website</i> • <i>100% teacher participation for WebPages</i> • <i>Increase PTO and parent volunteerism by 20%</i> • <i>Reignite the duologue reading program</i> • <i>Schedule special days such as Military Child or Military Appreciation luncheons in conjunction with national events/holidays</i> • <i>Tap into military resources such as Military OneSource, etc</i> • <i>10% increase in parent/family night opportunities</i> • <i>Create monthly want-ads for volunteer opportunities</i> • <i>Online newsletters linked to website and updated monthly</i> • <i>Create distribution lists by grade for all families</i>

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	<ul style="list-style-type: none"> • <i>Ensure EC students have the opportunity to participate in Special Olympics</i> • <i>Support and encourage at least 3-5 guest speakers monthly</i> • <i>Provide SKYPE professional development for teachers to utilize for deployed or separated parents</i> • <i>Seek Camp Lejeune unit to adopt CFE</i>
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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
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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

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Resources: <ul style="list-style-type: none"> • 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	
Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2008-2009 Accomplishments: <ul style="list-style-type: none"> • All teachers have documented a minimum of 10 lessons utilizing technology • Administration documented at least one observation where technology is used in the classroom • Technology facilitator was used to plan staff development • The Accountability and Testing Officer at the county office was used to share and discuss EOG data • Renewal credit was offered for technology professional development • Students recorded and transmitted morning message and news via closed circuit television system 	Next steps for 2009-2010: <ul style="list-style-type: none"> • <i>The technology facilitator will develop a year long calendar of training opportunities based on individual team needs and renewal credit will be offered</i> • <i>Administration will utilize calendars and public folders</i> • <i>Staff will share best practices monthly at staff meetings</i> • <i>Monthly vertical articulation</i> • <i>Revamp EC referral for testing process to alleviate EC teacher caseload</i> • <i>Teleconferencing initiatives and expand as possible</i> • <i>Utilize AIG teacher to enhance K-5 instruction</i> • <i>Redefining expectations of Strategic Planning Committees with quantitative goals and objectives</i> • <i>Weekly team memos by administration to share pertinent information and minimize email overload</i> • <i>Ensure lessons plans are shared between regular and special education teachers</i> • <i>Acquire new resources as possible to support building management, i.e. walkie talkies, etc</i> • <i>Reinstitute the trashcan award for room cleanliness</i>

Carolina Forest Elementary
School Strategic Action Plan
2009-2010
2009-2010 Proposed Budget

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Math Tutors	1 st Priority	?	Math Tutoring
Tutoring, Curriculum and Instruction Support Materials	2 nd Priority	?	At-risk Tutoring and Intervention
Instructional Technology for 2 nd Computer lab	3 rd Priority	?	21 st Century Tools
Instructional Support Software	\$3,000	State Instructional	21 st Century Systems
Study Island	\$3,000	State Instructional	Differentiation/interventions Technology Assessments/Interventions/ Literacy
Accelerated Reader	\$1,500	State Instructional	Assessments/Interventions/ Literacy
Materials and Supplies for Safe and Civil Schools/ Character Education	\$500	Local	School Climate and Safety
Staff Development	\$0		Differentiation/interventions Technology Assessments/Interventions/ Literacy Online Professional Dev.
Staff Recognition Materials	\$500	Local	Staff morale
Beginning Teacher Meetings and Support	\$500	Local	Teacher Development