

Carolina Forest Elementary 2007-2010 Strategic Plan



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**Strategic Planning
Team**

Administration

Principal *Gail Pylant*
Assistant Principal *Olanda Brown*

Teachers

Candy Boschert
Sandra Davis
Judy McMullin
Melissa Milligan

Parents

Sherri Bullard
Jane Collins
Suzette Crist
Lynn Kudlacz
Karen Nathan
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Introduction

Carolina Forest Elementary School's strategic plan is built upon the same philosophy as the Onslow County School System. The guiding force of our school is based upon the Effective Schools Research and is aligned with the principles and theories of the Southern Association of Colleges and Schools (SACS/CASI), and Total Quality Education (TQE).

Carolina Forest Elementary School is dedicated to providing a quality education to all students that will prepare them for life in a fast-changing and complex world. This plan is an integrated part that links the entire school and district together by establishing priorities. We have found that to better meet the needs of our students, collaboration is necessary. Our school strategic plan is a team effort facilitated by our Strategic Planning Team (SPT). The Strategic Planning Team is comprised of administrators, teachers, teacher assistants, support staff, and parents. The SPT members are elected and voted upon by all staff using a secret ballot process. A staggered rotation schedule is in place to prevent a complete turn over of this leadership team.

Our Strategic Plan contains the strategies our school is implementing to meet our desired results, as well as the measures we will use to monitor our results and the resources we will need to help us be successful in meeting our goals. To accomplish the goal of "Excellence", data are collected and analyzed continuously. Adjustments are made to enhance learning and foster continuous growth. The plan incorporates processes for increasing student performance and preparing them for the 21st century, the safety and well-being of our students, a rewarding environment for staff, support service collaboration, and parent/community involvement. It will aid us in facilitating the best practices to achieve our goal of breakthrough results. The plan is both customer and process focused.

Carolina Forest Elementary School Profile

A. Executive Summary

Introduction:

In this section, Section A of our school strategic plan, an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education is provided. A summary of the major sets of data within each of these categories is outlined in Section B.

1. Student Performance Data

In Onslow County, students in grades kindergarten through second are required to participate in the state-wide assessments. The assessments measure student learning in reading, writing, and mathematics. The percentage of students on grade level or above in kindergarten in reading is 91.7%, mathematics 91.8%, and writing 90.1%; first grade reading is 89.8%, mathematics 96.9%, and writing 84.4%; and second grade reading is 93.1%, mathematics 95.1%, and writing 83.2%. The data indicate that the level ones and twos are decreasing in kindergarten but not in first and second grades (Figures 1, 2, and 3).

In grades 3-5, state-wide curriculum based achievement tests are administered to measure grade level proficiency in reading, mathematics, and fourth grade writing. During the 2006-2007 school year, 86.6% of the students scored on grade level or above after which the school was then recognized as a School of Distinction (Figure 4). The overall test results increased or stayed the same in all areas except third grade reading which decreased 3.1% (Figure 5). Fourth grade reading increased from 79.8% to 91.4% along with fourth grade writing increasing from 55.10% to 77% (Figure 7 and 8). Fifth grade mathematics increased .8% (Figure 11).

The data reveal that Carolina Forest met expected growth based on the ABC model. The data further revealed that Caroline Forest needs to focus on the entire population and challenge the gifted students as well as provide more differentiation of instruction for the economically disadvantaged and low achieving students. In third grade, the males outscored the females in both reading and math. In fourth grade, females continue to be an area of concern in math and boys in both reading and math. In fifth grade, the male students scored lower than females in math. Every effort will be

made to better differentiate instruction for all learners by focusing on assessment, curriculum compacting, and providing focused intervention were needed.

With the passage of No Child Left Behind (NCLB) schools are held accountable for subgroups of students. Each subgroup must have forty students in order for NCLB to count the subgroup. Subgroups vary from school to school. Carolina Forest has 13 subgroups. During the 2004-2005 school year, all subgroups met (Adequate Yearly Progress) AYP. During the 2005-2006 school year, 1 of 13 subgroups met with confidence interval. This subgroup was free and reduced lunch. During the 2006-2007 school year, all 13 subgroups were met. However the socially economically disadvantage students in math were only 69.1% proficient with growth.

2. Student and Community Demographic Data

Carolina Forest Elementary is located in Jacksonville with a population of 67,386. In 2000, based on the Census Data, 63.9% of the population was white, 24% black, .8% American Indian, 2.1% Asian, .2% Native Hawaiian, 10% Hispanic, 5.4% some other race, and 3.7% two or more races. It was also reported that 12.8% of the families spoke another language other than English in the home. 88.7% of the families were high school graduates and 17.8% had a Bachelor's degree or higher. The median household income was \$32,544. Persons living below poverty were 14.1%.

Carolina Forest Elementary is located near a major military base. It is not surprising that over half of our students are federally connected as opposed to the non-federally connected. The ethnic make-up of the student population consists of 64.7% White, 12.8% Black, 13.4% Multi-Racial, 5.7% Hispanic, 2.4% Asian, and 1% Indian (Figure 14). The percentage of students with disabilities who attend Carolina Forest is 9.5% an increase of 6.6% from 2004 (Figure 15). The percentage of students who are identified as academically gifted is 6.4% as compared to 6.6% in 2004 (Figure 16). Because approximately 74.1% of the students pay full price for lunch, Carolina Forest does not qualify as a Title I school.

The total enrollment for Carolina Forest Elementary as of September 8, 2007 is 580 students an increase of 97 students from 2004. The grades range from kindergarten to fifth grade (Figure 12). The male population is 49.3%, and the female population is 50.7%. The average daily attendance rate (ADA) for the ninth month of the year 2007 was 96.9% up from 95% in 2005 (Figure 13).

3. School Characteristics

Carolina Forest Elementary opened its doors for the 2004-2005 school year. The new school district was formed, due to overcrowding at Jacksonville Commons Elementary. The students who attend the school live in both the city and county limits. All students, with the exception of approximately 39% who are transported by parents, day care vans, or walkers are bused from a variety of housing areas.

Eleven regular buses and three handicapped buses transport students each day. A bus coordinator serves the Northside district schools in securing drivers and handling a variety of bus issues.

Carolina Forest Elementary is a school led by instructional leaders. The teachers work closely with each other and the administration to implement the best programs for the students of the school. Each grade level and enrichment department is assigned a chairperson who is responsible for conducting planning sessions to ensure that the curriculum is being implemented. Team planning notebooks are used to communicate with the administration weekly. One person from each grade level including the enrichment and exceptional needs departments and one teacher assistant serve on the Strategic Planning Team (SPT). The SPT works closely with the administration in making decisions that affects the school. This teamwork helps us provide the best possible learning environment for the students.

The curriculum at Carolina Forest Elementary aligns with the North Carolina Standard Course of Study (NCSCOS). Reviewing the data of the students' enrolled set the standards for the kinds of programs implemented. Staff development is continuously evaluated and the most effective strategies are implemented in the instructional programs so all students' needs can be met. At the present time, differentiated instruction is being implemented within all grade levels. Teachers are developing essential questions to focus instruction. Higher order and critical thinking skills are stressed in the math and science curriculum focusing on the inquiry method for learning.

Carolina Forest Elementary offers a variety of programs to meet the needs of its diverse student population. There are two cross-categorical resource teachers that serve students identified in the areas of Learning Disabled (LD), Emotional Disabled (ED), and Educable Mentally Disabled (EMD). We have one exceptional teacher who serves developmentally delayed students in a self-contained classroom, one self-contained autistic class, and one teacher who teaches visually impaired students.

There are several programs implemented this year to meet the needs of all of the students at Carolina Forest Elementary. This year we have the Accelerated Reader Program, which promotes the enjoyment of reading and comprehension. Orchard and Study Island are computer programs that are used to remediate and accelerate student learning in math and reading. We provide during and after-school tutoring. Accelerated Math is also provided in grades 2-5.

The counselor on staff has developed character education programs that are taught on a regular basis to each class. The counselor's schedule is organized to meet privately with any students who may need to talk about personal issues. Focused group sessions are provided in the area of divorce, death in a family, bullying, etc. The school social worker works closely with the counselor to help parents and/or students that have issues with health, nutrition, safety, attendance, and transportation.

Carolina Forest Elementary has a part-time nurse on staff. She works closely with the SIMS operator to monitor student enrollment records and daily attendance.

Enrichment classes (art, music, physical education, computers, and media) are taught as part of the students' regular weekly instruction. All the teachers, with the exception of the computer teacher, are certified in their specialty area.

There are 37 certified teachers employed at Carolina Forest Elementary. Twelve of these teachers are initially licensed. The principal has 13 years experience in administration and holds a Master's Degree in Elementary Education and an Educational Specialist Degree. The assistant principal has 10 years of teaching experience and holds a Master's Degree in Elementary Education and School Administration. All teacher assistants have met the requirements for No Child Left Behind.

Carolina Forest Elementary is a modern building that consists of 32 classrooms, a carpeted multi-purpose room (with a stage area), an open media center, teacher workroom, a teaching kitchen, a lounge, nurse's station, and a modern office area. Classrooms are equipped with televisions, internet access, and computers. We have a large separate computer lab and a small computer lab in the media center. Construction is presently underway where 6 new classrooms will be added in March of 2008.

Carolina Forest Elementary provides and maintains a safe and orderly environment that allows students many opportunities to develop and demonstrate leadership, responsibility, independence and decision-making skills. Some of the activities that have been implemented within the school to help develop these skills are student council, safety patrol, leading the school in saying the Pledge of Allegiance, Odyssey of the Mind, and Academic Derby. The conduct guidelines are clearly outlined for the students, parents, and staff. A Crisis Plan has also been developed and implemented to ensure that the staff, students, parents, and community know how to react when a crisis situation occurs.

Carolina Forest Elementary has implemented its SPT to provide opportunities for all stakeholders to contribute to the development of the school strategic plan. The plan is an active continuous working process that guides the vision of the school, identifies the actions needed to improve student learning, and documents the accomplishments.

4. Stakeholder Perspectives on the Quality of Education

A local climate survey was conducted of Carolina Forest's parents, students, and staff at the end of the 2006-2007 school year. The survey reflects parental, student, and teacher attitudes toward our school, staff, and administration. The survey revealed the following findings:

- > **Student survey questions that received the most favorable responses:**
 - I feel safe in the classroom.
 - The teacher assistants are helpful and treat students with respect.
 - The adults at this school encourage students to do their best.
 - I have been taught the rules and expectations for the hallway.
 - I have been taught the rules and expectations for the classroom.
- > **Student survey questions that received the least favorable responses:**
 - Students treat each other respectfully in the cafeteria.
 - Students treat each other respectfully on the playground.
- > **Parent survey questions that received the most favorable responses:**
 - My child was taught rules and expectations for behavior.
 - Rules and expectations promote safety and learning.
 - I was kept well informed of school events and other information.
 - I feel comfortable discussing concerns with the school/staff.
- > **Parent survey questions that received the least favorable responses:**
 - Students treat each other respectfully on the playground.
 - Students treat each other respectfully when they are riding the bus to and from school.
- > **Staff survey questions that received the most favorable responses:**
 - The students know the rules and expectations promote safety and learning.
 - Staff members encourage students to do their best.
 - Staff members let students know when they do things right.
 - Teachers are helpful and treat students respectfully.
- > **Staff survey questions that received the least favorable responses.**
 - There are enough materials and supplies at this school.
 - The school has a consistent approach to behavior management and discipline.
 - I receive sufficient support when I have to deal with difficult students and/or with discipline problems.

The above responses are shown on (Figure 18, 19 and 20). The 2007-2008 school action plans addresses strategies for the least favorable responses in the climate survey. Another survey will be conducted at the end of the 2007-2008 school year.

B. Report of the Profile Data

The data collected for the profile are summarized in the following figures:

Figure 1	Kindergarten Reading, Writing, and Math Assessment Data Percentage on Grade Level
Figure 2	First Grade Reading, Writing, and Math Assessment Data Percentage on Grade Level
Figure 3	Second Grade Reading, Writing, and Math Assessment Data Percentage on Grade Level
Figure 4	Third-Fifth Grade Reading, Writing, and Math Proficiency Data
Figure 5	Third Grade Reading Proficiency Data
Figure 6	Third Grade Math Proficiency Data
Figure 7	Fourth Grade Reading Proficiency Data
Figure 8	Fourth Grade Writing Proficiency Data
Figure 9	Fourth Grade Math Proficiency Data
Figure 10	Fifth Grade Reading Proficiency Data
Figure 11	Fifth Grade Math Proficiency Data
Figure 12	Kindergarten-Fifth Grade Enrollment Data
Figure 13	Kindergarten-Fifth Grade Average Daily Attendance
Figure 14	Membership by Ethnic Make-up and Gender
Figure 15	Demographics of Exceptional Students
Figure 16	Demographics of AIG Students
Figure 17	Student Discipline Data
Figure 18	Student Climate Survey Data
Figure 19	Parent Climate Survey Data
Figure 20	Staff Climate Survey Data

Kindergarten, 1st Grade and 2nd Grade Reading, Math and Writing Levels from the K-2 Assessments

Figure 1

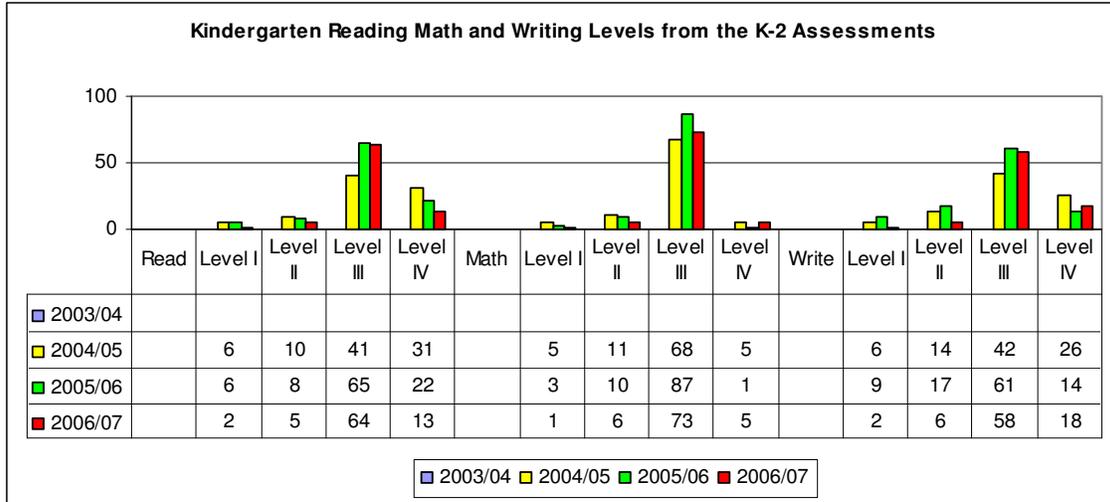


Figure 2

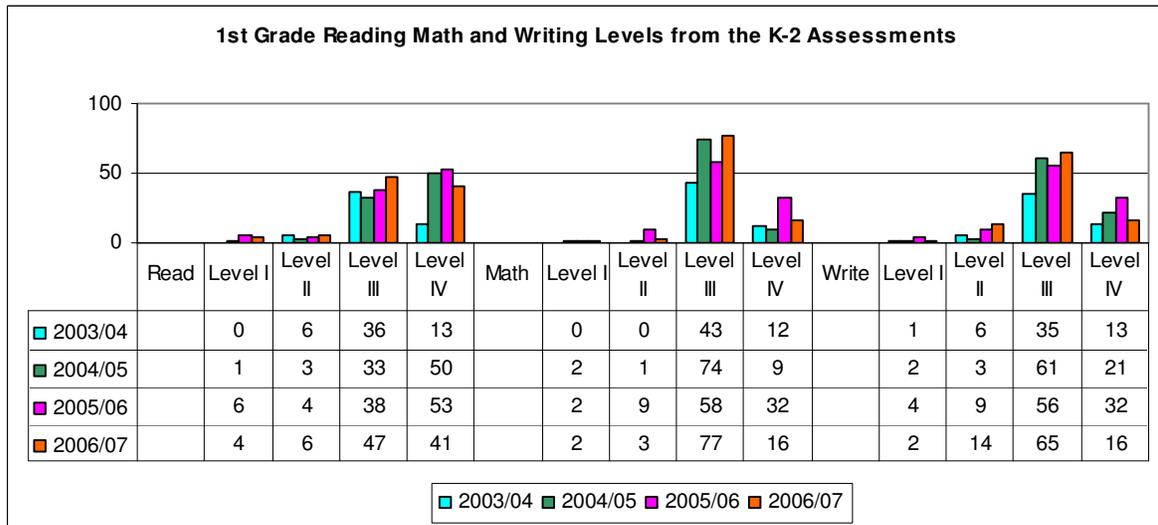


Figure 3

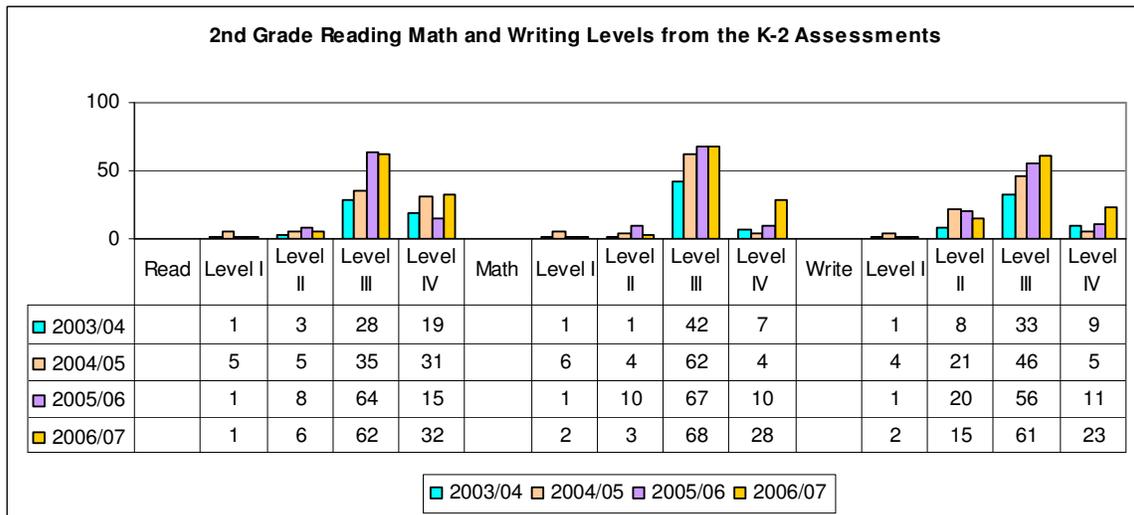
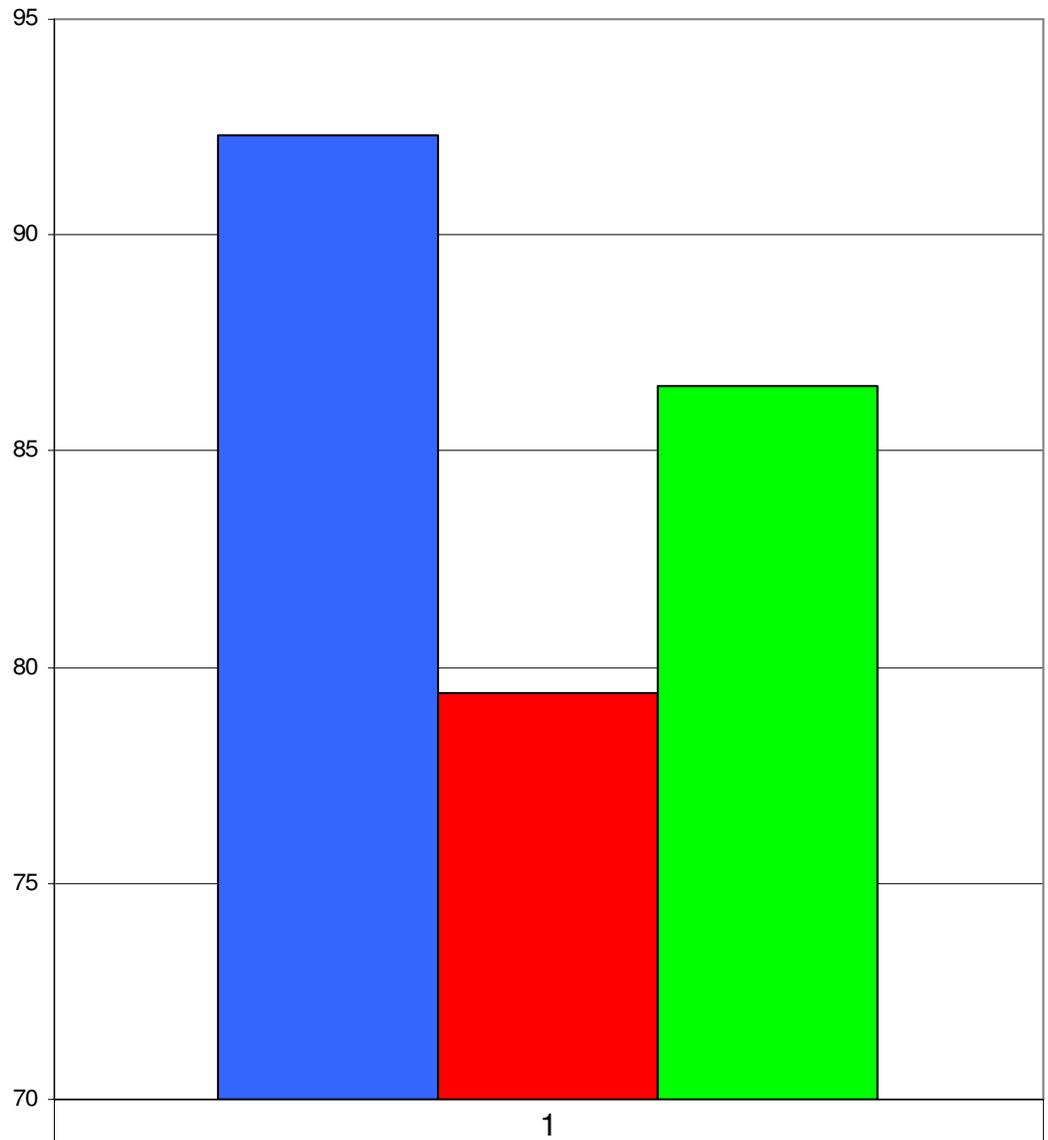


Figure 4

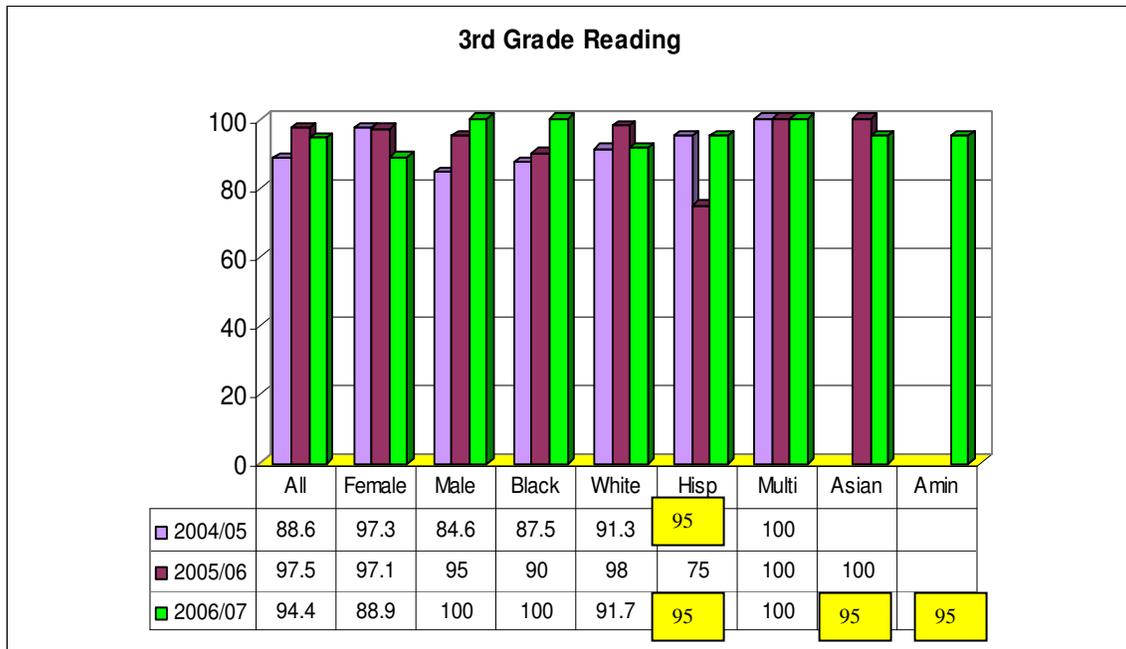
School Proficiency for Grades 3-5 in Reading, Math & Writing



■ 2004/05	92.3
■ 2005/06	79.4
■ 2006/07	86.5

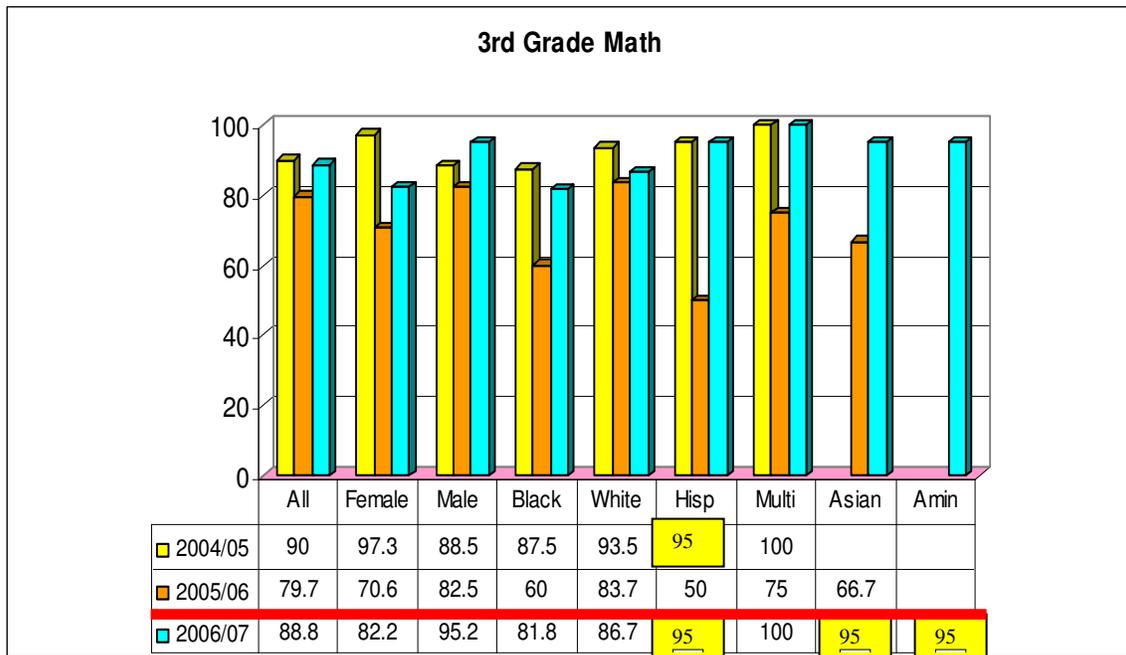
3rd Grade EOG Scores

Figure 5



The highlighted subgroups have 5 or less students in them, therefore the percentage is =>95%

Figure 6

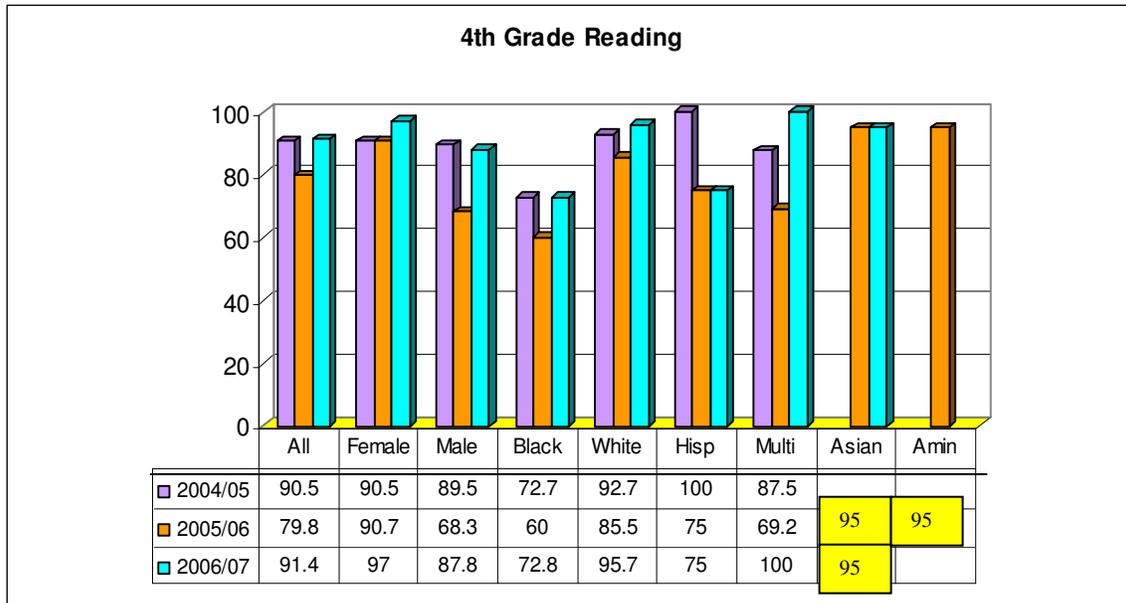


The highlighted subgroups have 5 or less students in them, therefore the percentage is =>95%

Changes in math standards 2006/07

4th Grade EOG Scores

Figure 7



The highlighted subgroups have 5 or less students in them, therefore the percentage is =>95%

Figure 8

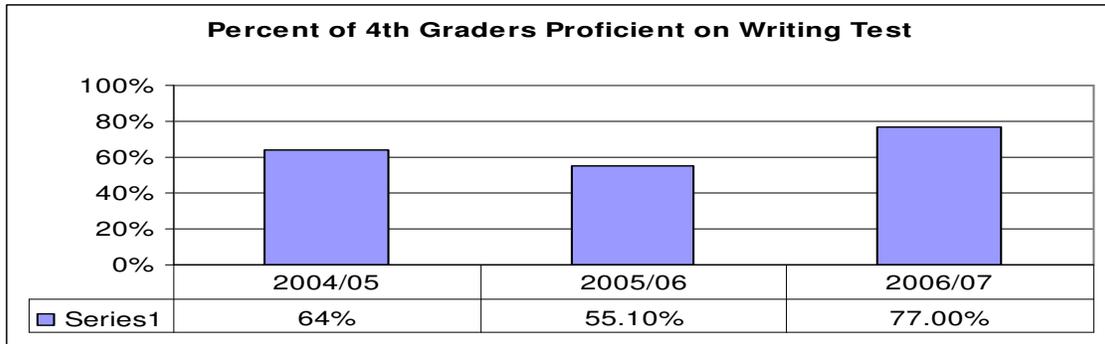
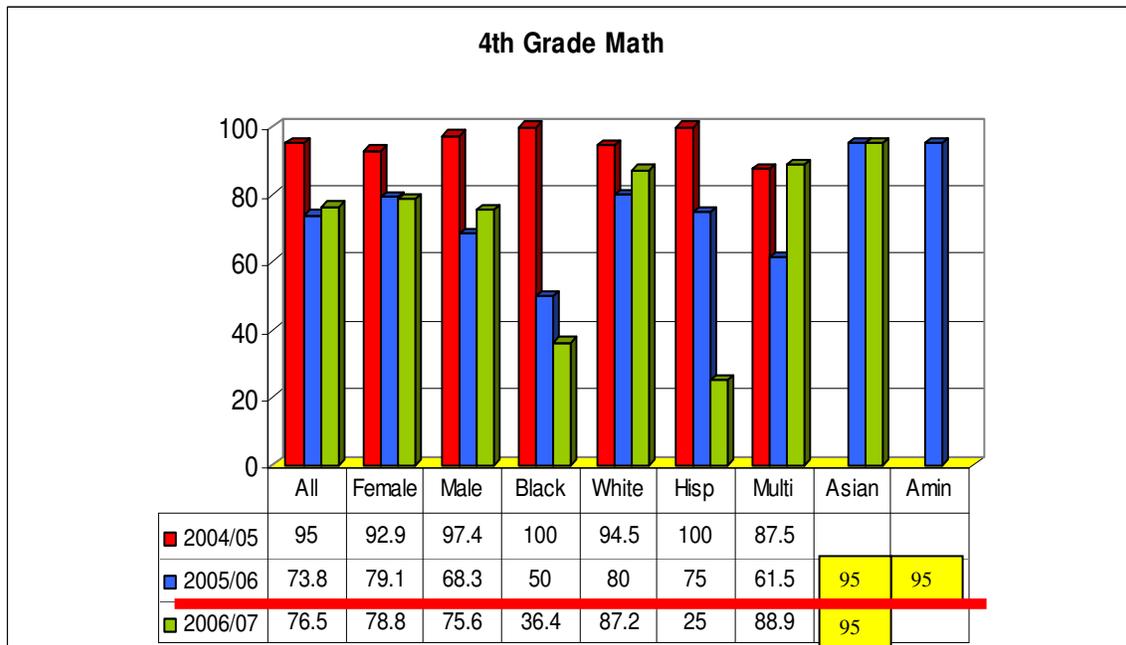


Figure 9

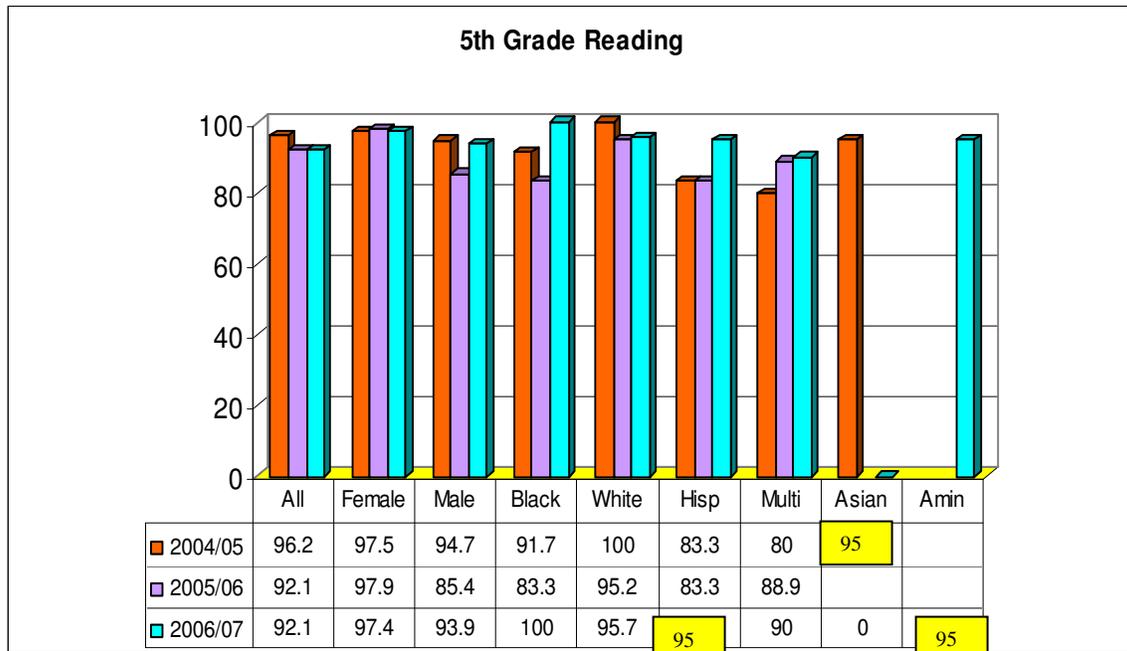


The highlighted subgroups have 5 or less students in them, therefore the percentage is =>95%

Changes in math standards 2006/07

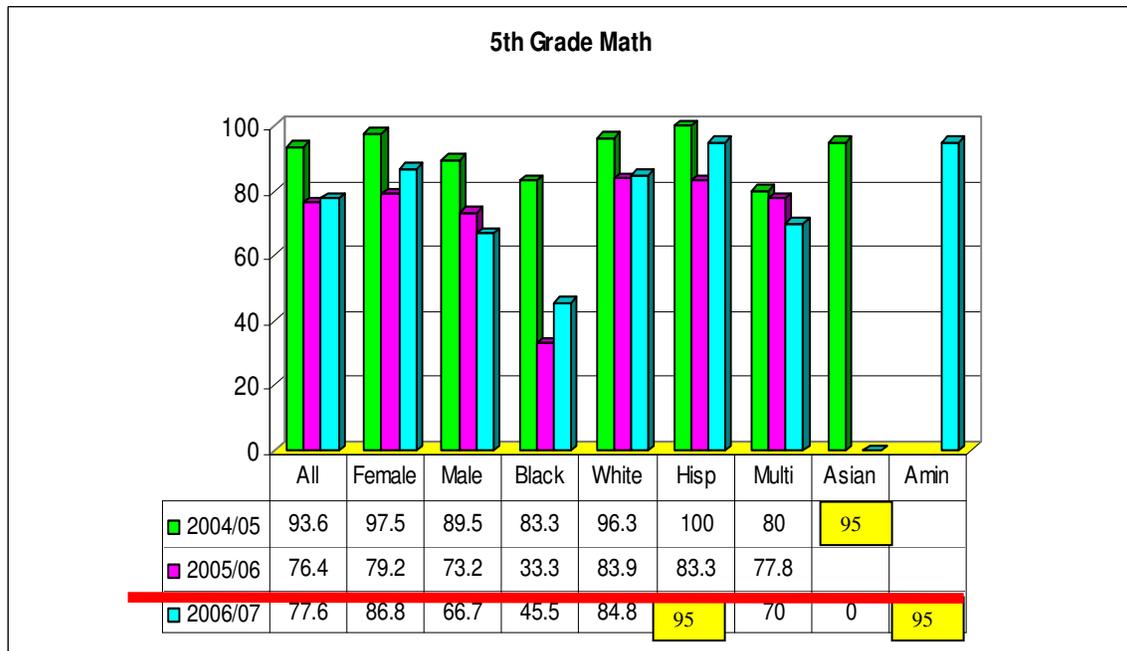
5TH Grade EOG Scores

Figure 10



The highlighted subgroups have 5 or less students in them, therefore the percentage is =>95%

Figure 11

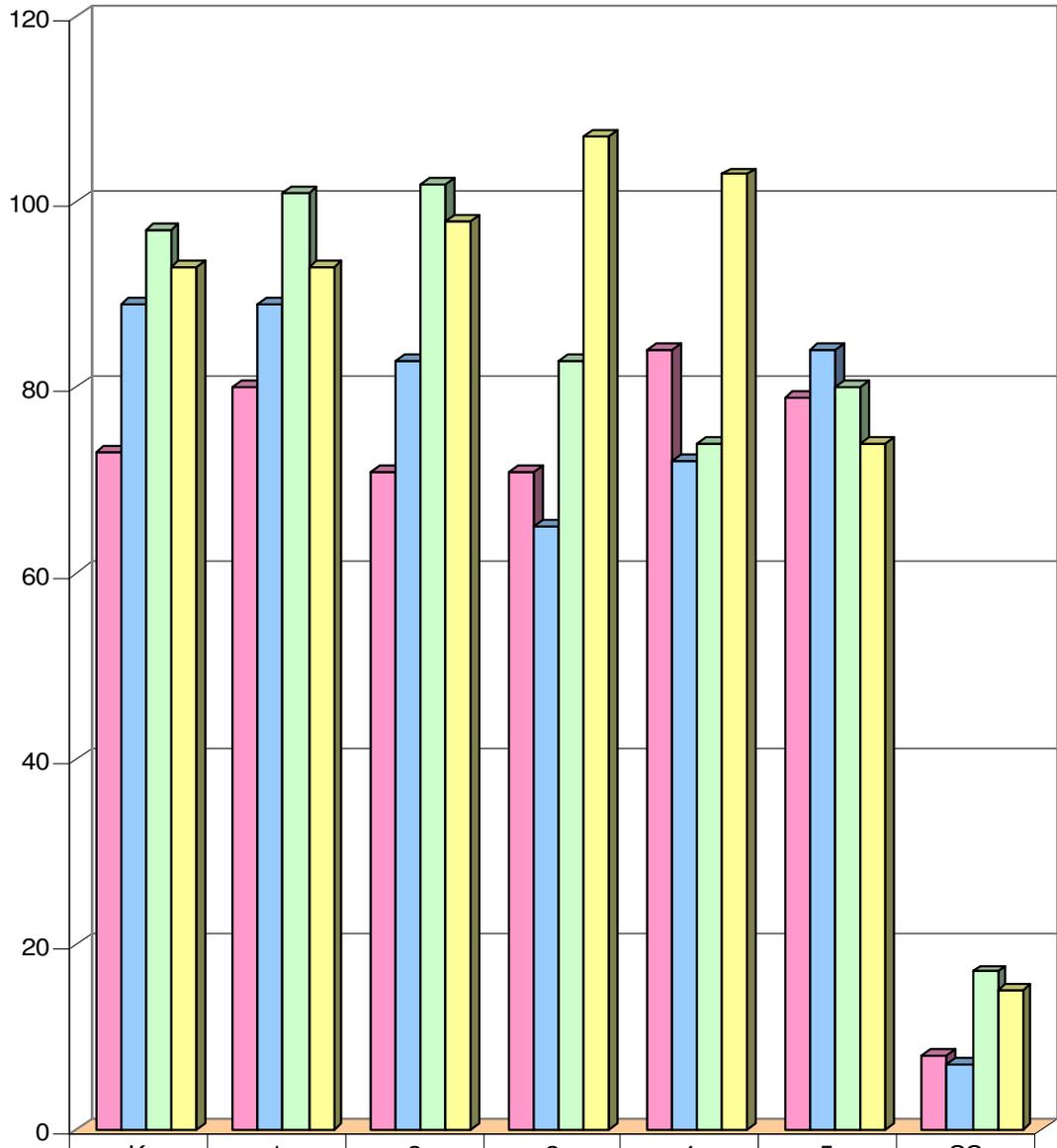


The highlighted subgroups have 5 students in them, therefore the percentage is =>95%

Change in math standards 2006/07

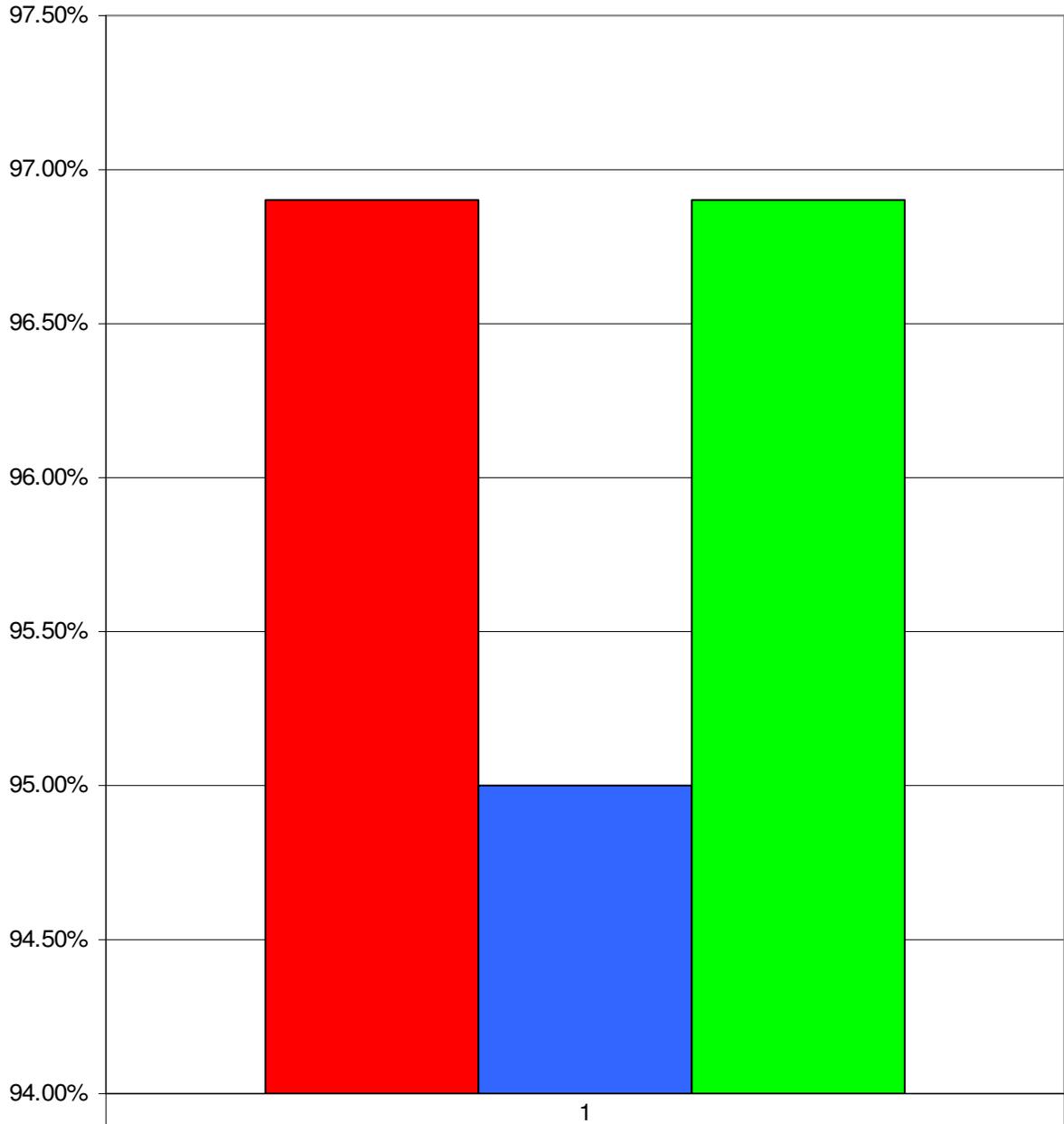
Figure 12

Enrollment by grade level on 10th day of school



2004/05	73	80	71	71	84	79	8
2005/06	89	89	83	65	72	84	7
2006/07	97	101	102	83	74	80	17
2007/08	93	93	98	107	103	74	15

Figure 13
Average Daily Attendance



■ 2004/05
■ 2005/06
■ 2006/07

96.90%
95.00%
96.90%

Figure 14
Membership by ethnicity/gender

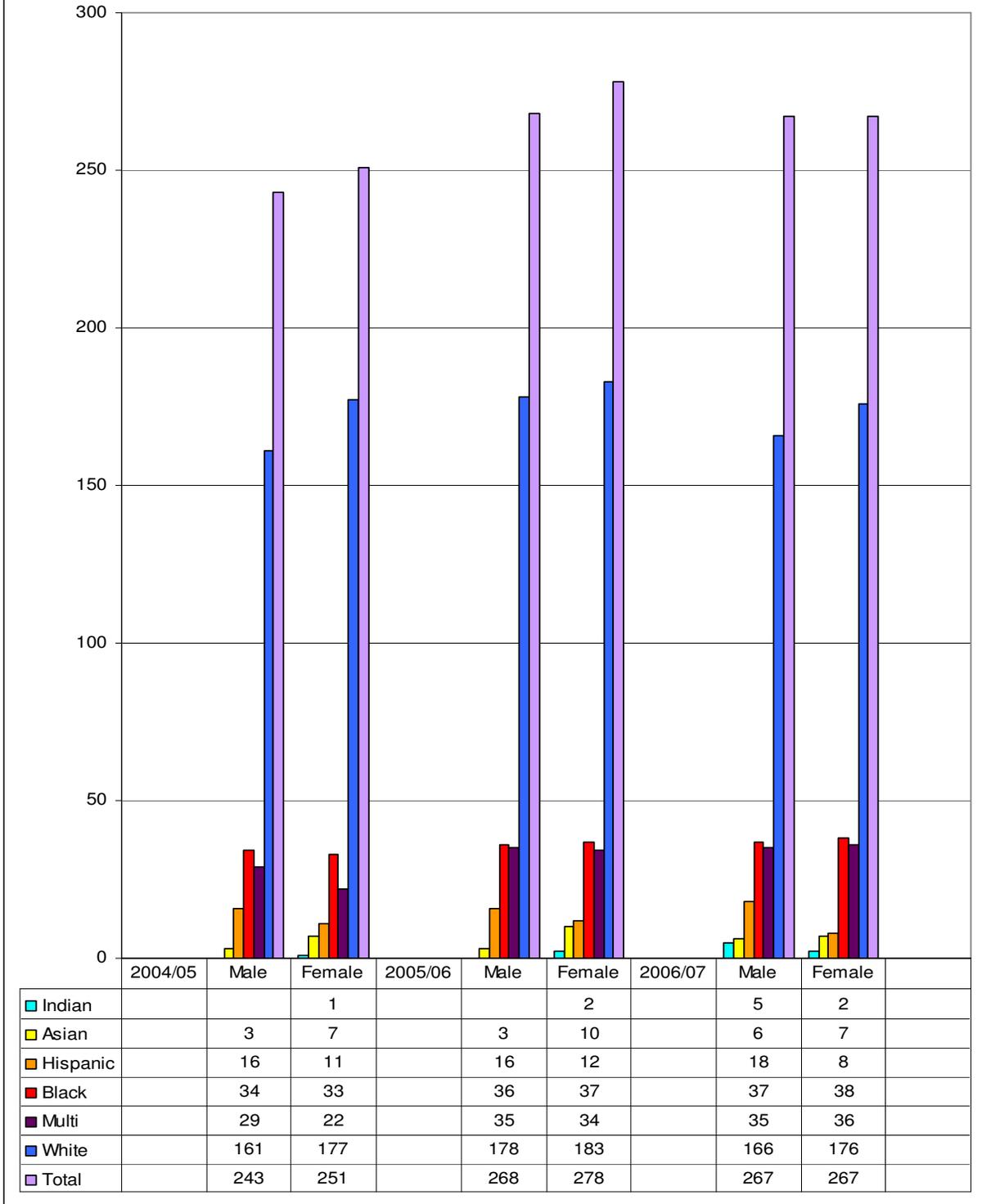


Figure 15

Demographics of Students in the Exceptional Children's Program

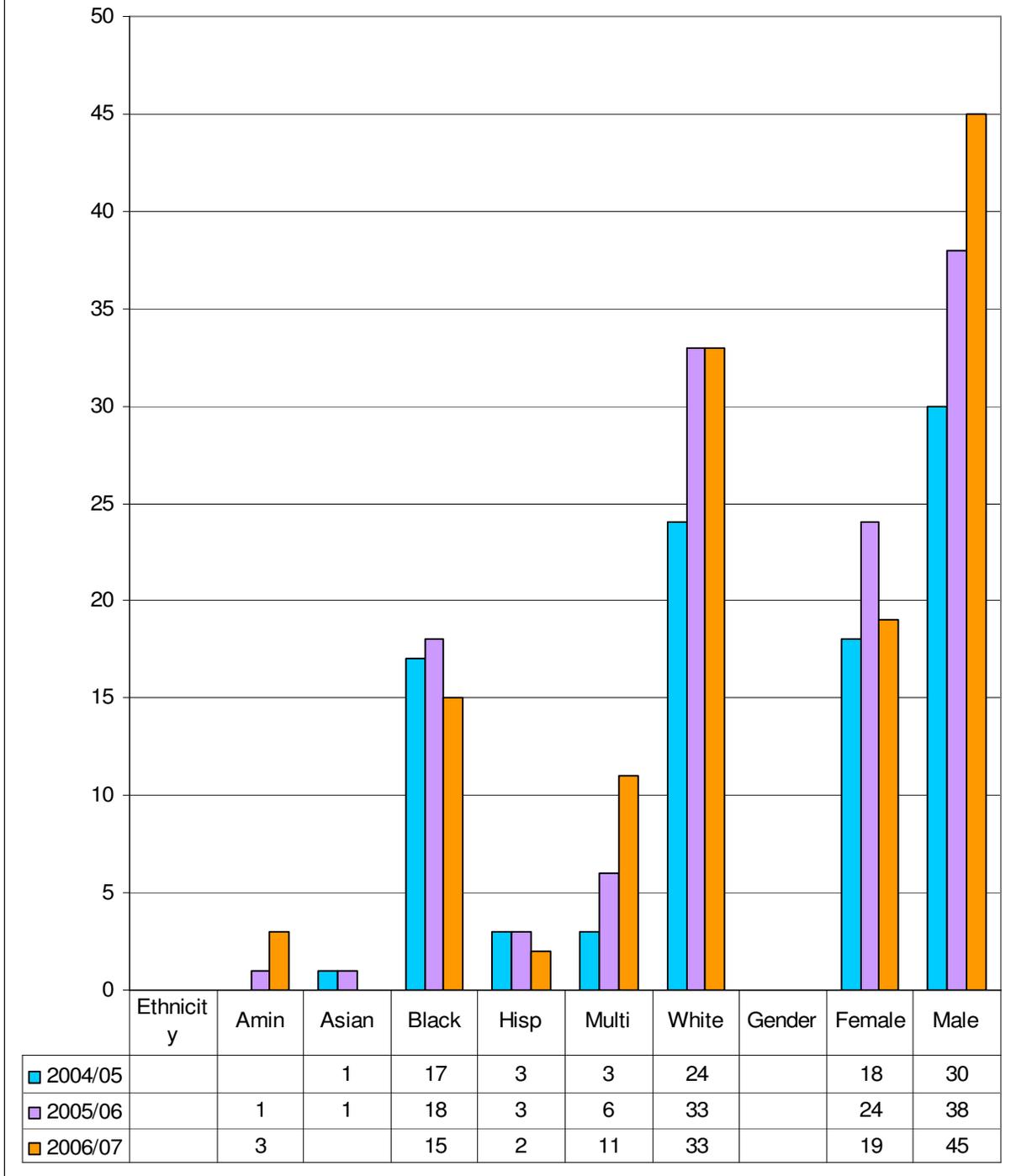
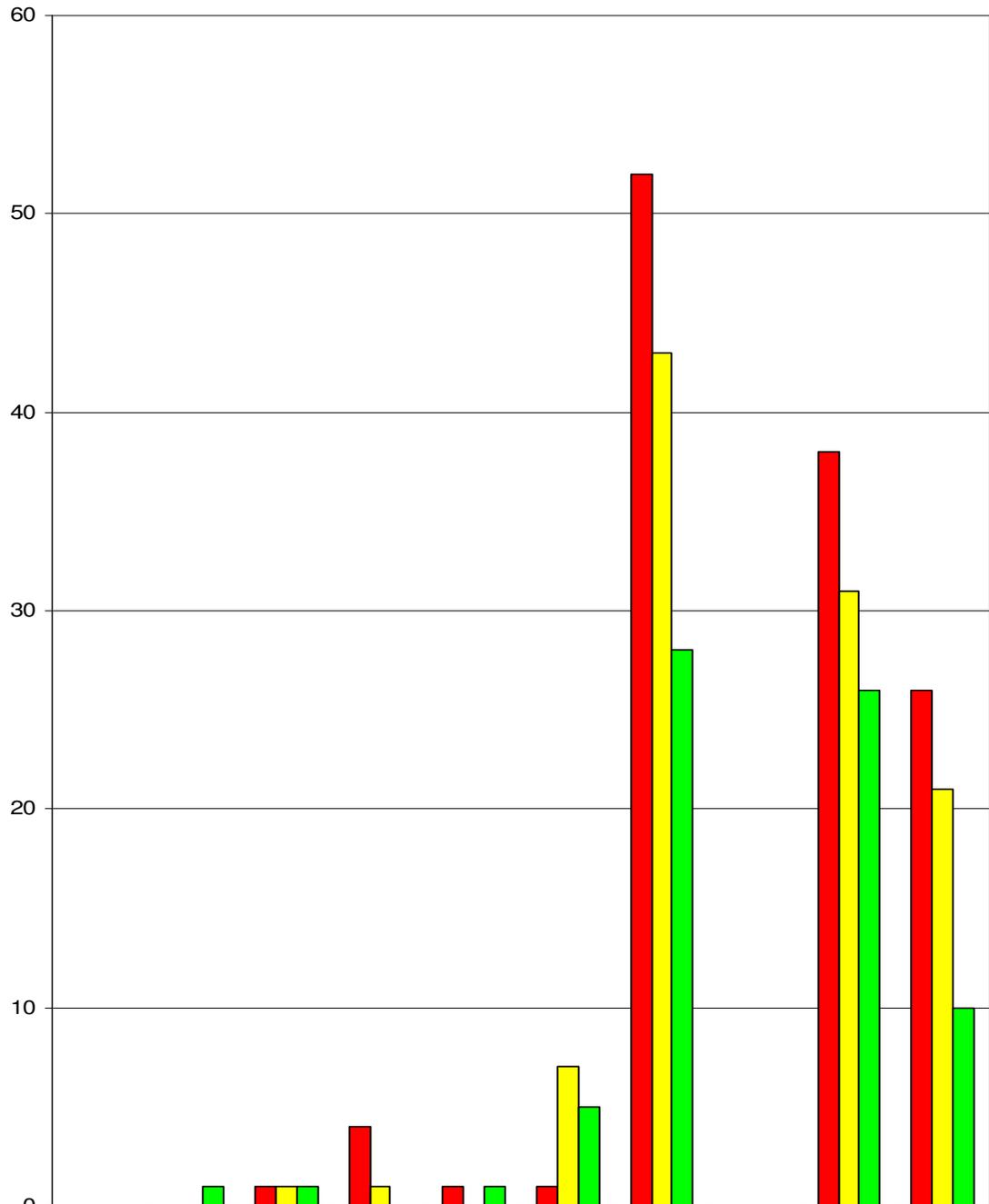


Figure 16

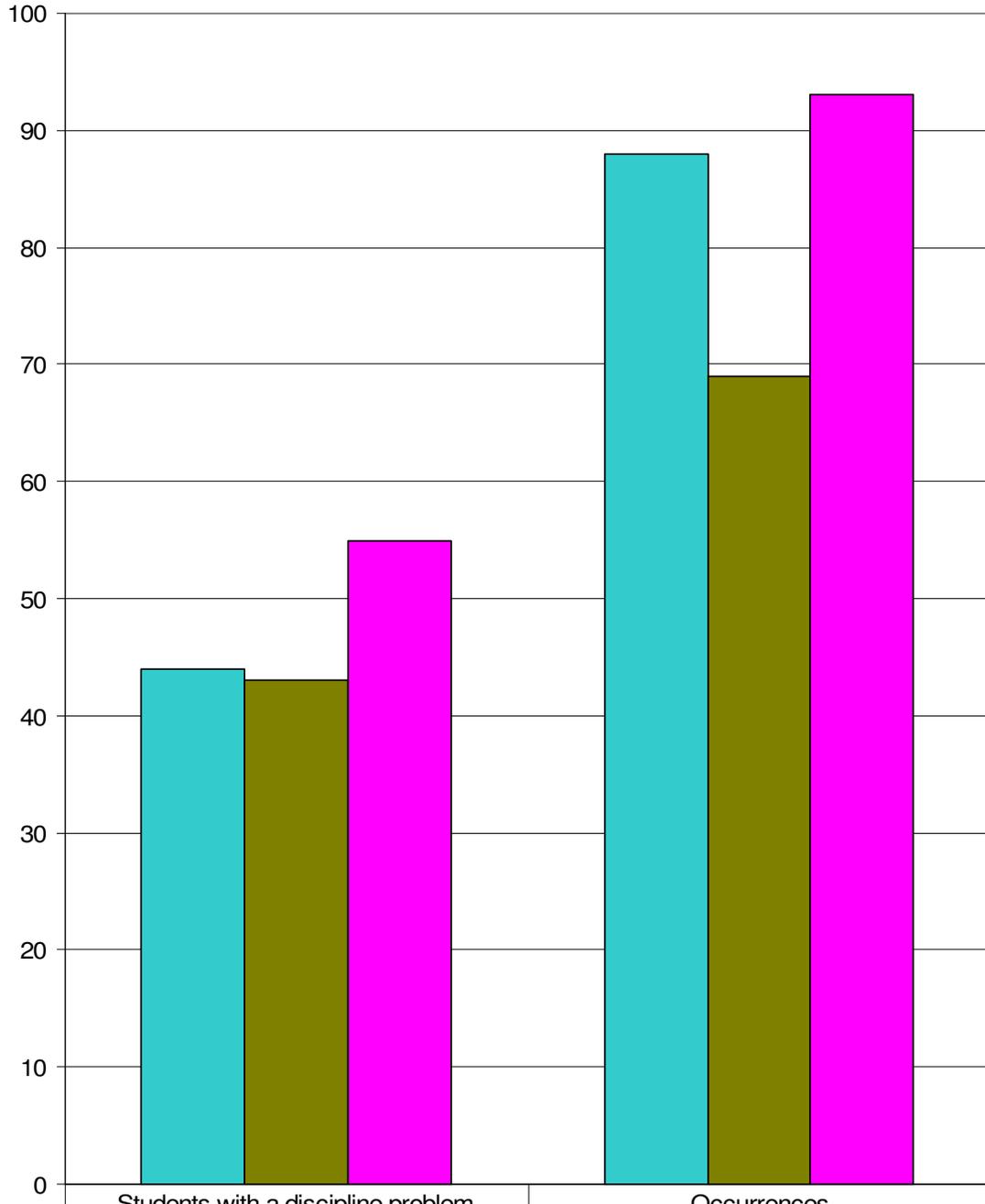
Demographics of Students in the AIG Program



Ethnicity	2004/05	2005/06	2006/07
Amin			1
Asian	1	1	1
Black	4	1	
Hisp	1		1
Multi	1	7	5
White	52	43	28
Gender			
Female	38	31	26
Male	26	21	10

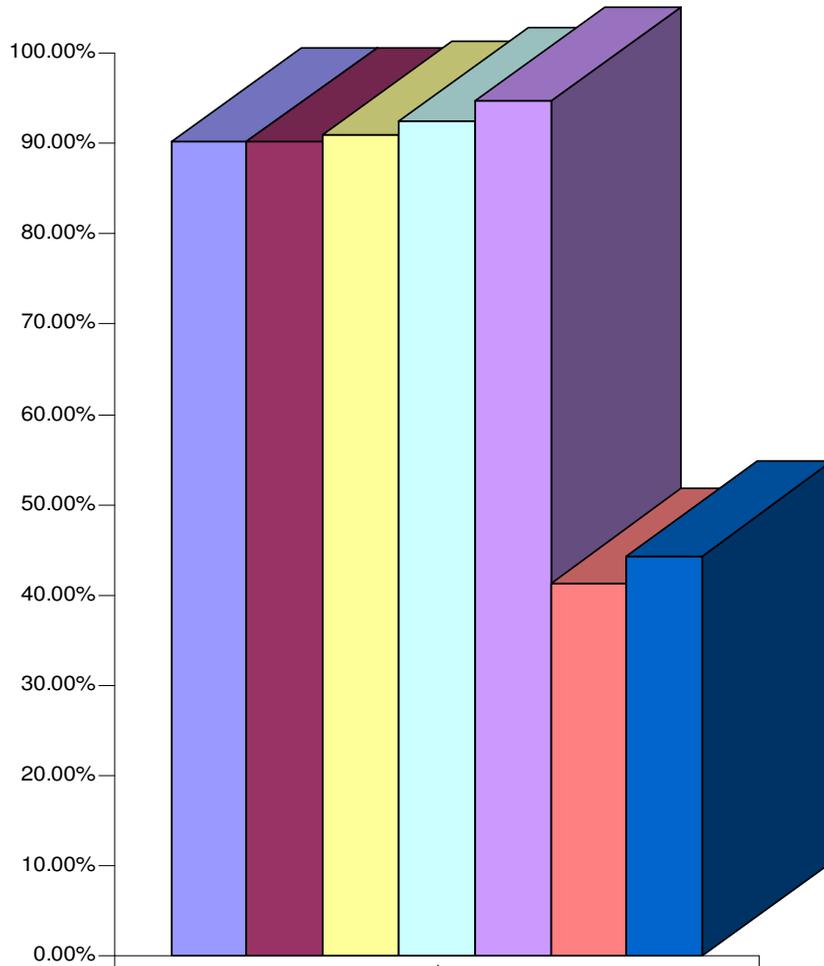
Figure 17

Students with a discipline problem (not bus related) compared to total number of occurrences



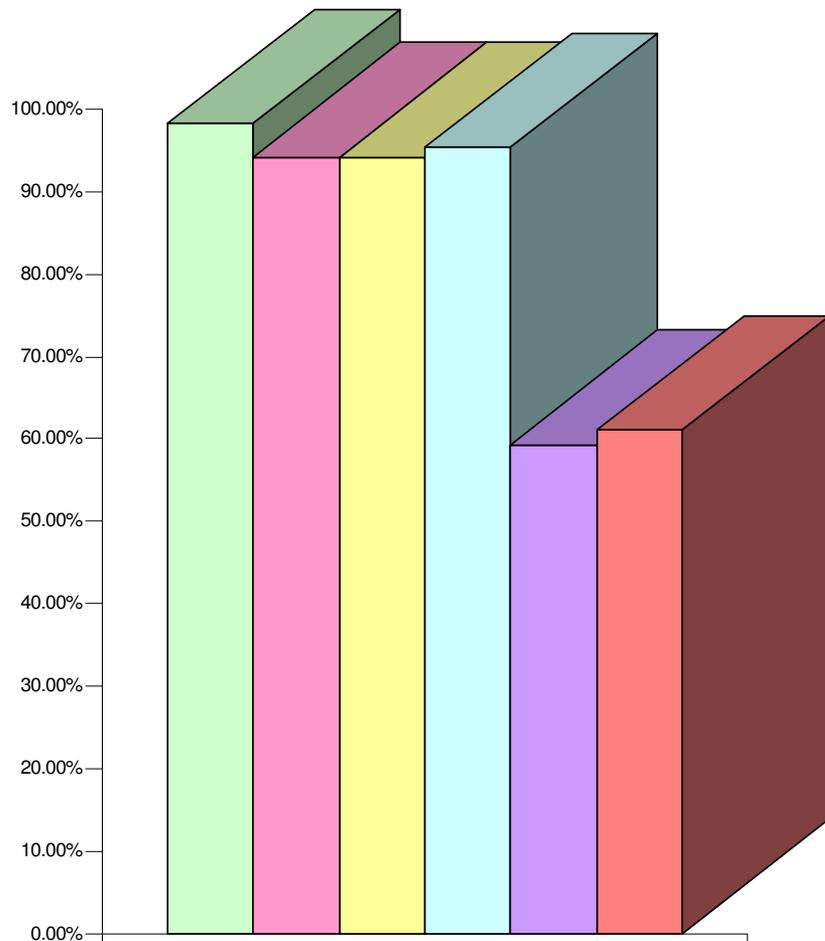
	Students with a discipline problem	Occurrences
2004/05	44	88
2005/06	43	69
2006/07	55	93

Figure 18
Student Survey



	1
1: I feel safe in the classroom	90.23%
2: The teacher assistants are helpful and treat students with respect	90.23%
3: The adults at this school encourage students to do their best	90.98%
4: I have been taught the rules and expectations for the hallway	92.48%
5: I have been taught the rules and expectations for the classroom	94.74%
6: Students treat each other respectfully in the cafeteria	41.35%
7: Students treat each other respectfully on the playground	44.36%

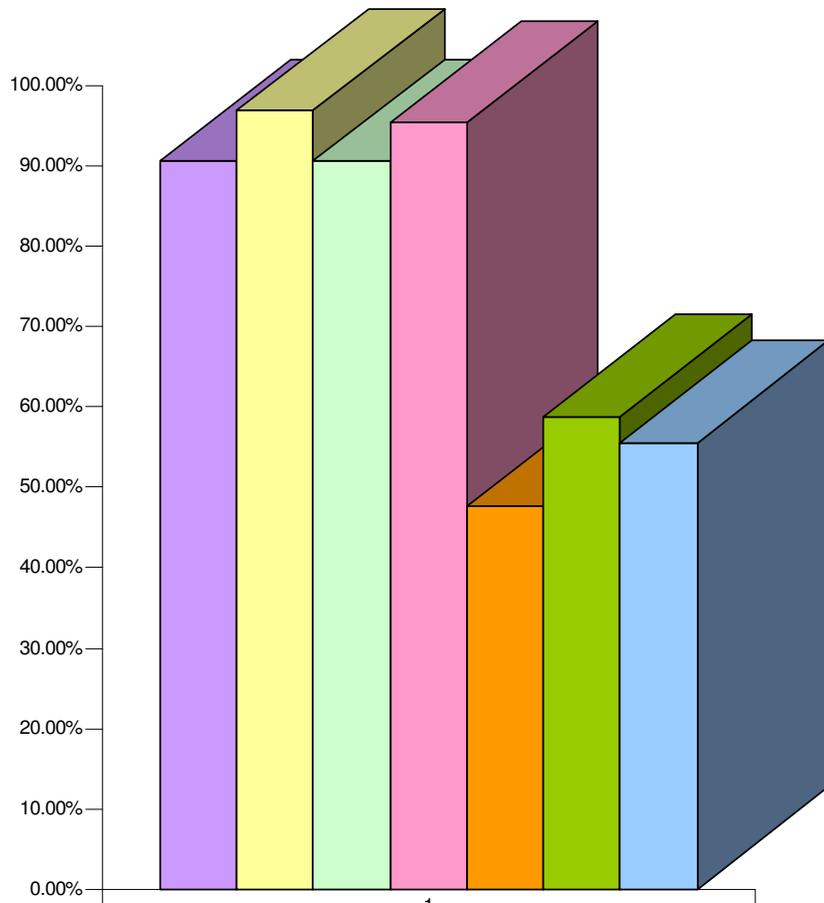
Figure 19
Parent Survey



	1
1: My child was taught rules and expectations for behavior"	98.26%
2: Rules and expectations promote safety and learning	94.19%
3: I was kept well informed of school events and other information	94.19%
4: I feel comfortable discussing concerns with the school/staff	95.35%
5: Students treat each other respectfully on the playground	59.30%
6: Students treat each other respectfully when they are riding the bus to and from school	61.05%

Figure 20

Staff Survey



	1
1: Students know the rules and expectations promote safety and learning"	90.48%
2: Staff members encourage students to do their best	96.83%
3: Staff members let students know when they do things right	90.48%
4: Teachers are helpful and treat students respectfully	95.24%
5: There are enough materials and supplies at this school	47.62%
6: The school has a consistent approach to behavior management and discipline	58.73%
7: I receive sufficient support when I have to deal with difficult students and/or with discipline problems	55.56%

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 and be actively involved in a rigorous and relevant curriculum.

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

School Strategic Planning Process

Carolina Forest's School Strategic Plan supports the goals and strategies outlined in the system plan. The standards and criteria follow the planning models of The Effective Schools Research, Total Quality Education, Southern Association of Colleges and Schools, and the North Carolina Accountability System. All parts serve to produce a quality Action Plan that contains "new and different" strategies and processes that serve as a road map for school growth and improvement in our six goals.

School Profile

- serves as an umbrella for a thorough collection of data
- includes Executive Summary

Mission, Vision, Beliefs

- revisited each year

Student Learning

- data collected from a survey
- reveals strengths and weaknesses not evident by analyzing test scores

Instructional and Organizational Effectiveness

- data collected from a survey
- reveals strengths and weakness

Action Plan

- 3 year plan that is revisited annually

Implementation

- results in the annual study of data that reflects the effectiveness

Carolina Forest's Strategic Planning Team is elected by the staff at the beginning of each academic year. The SPT creates a list of nominees based on the number of vacancies available for that year, and it is presented at a staff meeting. The floor is opened for additional nominations. All nominees are asked if they are willing to serve and accept the responsibilities of the positions. Once all nominations are received a secret ballot vote is held with the secretary/treasurer of Carolina Forest as the registrar. A simple majority is used to determine elected members. New members join the team at the beginning of the new academic year.

A chairperson and recorder are elected and/or appointed at the first meeting of the team. Meetings are scheduled as needed by the chairperson and administration. Consideration is given to parent schedules to assure they are able to meet at a time convenient to them.

All teachers and teacher assistants are assigned to a committee with a Strategic Planning Team member representative. Each committee is responsible for providing input for school improvement strategies. Once the strategies have been established, each committee is responsible for monitoring progress. Assessment of progress will determine the plan of action.

Consensus building is the procedure utilized to make decisions and to create the school's strategic plan. All members are expected to give input into all issues brought before the team.

An agenda is planned prior to all meetings and a Facilitative Leadership approach is used. The meeting is publicized to all who may wish to attend by posting the date and time on the PTO bulletin board and the front doors. Minutes are taken at all meetings. A timekeeper tracks the allotted times for each agenda item to assure meetings are conducted efficiently. The date, time, and location of all meetings are recorded in the minutes.

Carolina Forest's Strategic Planning Team has a total of seventeen members.

- Parent terms are two year.
- Staff terms are three years.
- Every third year we elect three staff members and two the other years.
- Every other year we elect three parent members and two the opposite year.
- Terms are staggered so there are always returning members when the new ones are joining.

Action Plan

The Action Plan that follows contains the goals and strategies for Carolina Forest Elementary for the 2007 – 2008 school year.

Carolina Forest Elementary School's Improvement Plan goals:

- Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.
- Onslow County schools and students will be led by creative, passionate and technologically skilled professions.
- The Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.
- Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.
- Onslow County schools will be supported by effective and efficient systems.

The plan identifies strategies to be targeted during the present and upcoming years.

**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?

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

2007-2008

Next steps

**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?

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

2007-2008

Next steps

**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?

2007-2008

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

Next steps

**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

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?

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

2007-2008

Next steps

**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.	
Desired Results: <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. 	Measures: <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: <ul style="list-style-type: none"> 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: <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?
2007-2008	Next steps

Code: 310**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: 310**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: 310**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: 310**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: 310**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: 310**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: 310**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: 310**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: 310**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



Carolina Forest Strategic Plan 2007 - 2008 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	2,702.00	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	3,463.00	Textbook Allotment	New Classes
Library Books	3,000.00	Instructional Supplies	Update Library Selection
Movie Licensing, STAR Math, STAR Reading, AR, AM, Software renewals, Study Island	3,182.00	Local	Student Recognition, Student Software License

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	600.00	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	1,200.00	Safe and Drug Free	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	Local	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
Smart Boards, Promethean Boards, iPods	16,000.00	At Risk/Instructional Supplies	Technology Needs
Rental/Leases	4,540.66	At Risk	Operational Expense

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.

ADA (Average Daily Attendance): The sum of the number of days in attendance for all students divided by the number of days in the school month.

Adopt a Trail: Carolina Forest fifth grade students' work with community members agreeing to pick up trash along Carolina Forest Boulevard.

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

AM (Accelerated Math): An independent, self-paced math program

AR (Accelerated Reader): Reading computerized learning information system

AVID: A program to restructure the teaching methods of the school and to open access to the curricula that will ensure four-year college eligibility to all students.

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

CPI (Crisis Prevention Intervention): A standardized way of demonstrating personal safety and Nonviolent Physical Crisis Intervention methods in order to show the application of basic principles.

Curriculum compacting: A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace.

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

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

House Bill 1032: Incorporate professional development to train appropriate school personnel in the management of disruptive or dangerous student behavior

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 environment for all children.

NCSCOS (North Carolina Standard Course of Study): A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools.

Orchard: A K-9 instructional software solution, which motivates students to learn key concepts in reading, language arts, math, and science; accommodates many levels of teacher involvement; and offers stat-specific assessment, targeted instruction, and data – driven management tools.

Parent University: Informational sessions provided to parents on topics that effect the education and wellbeing of the students.

PEP (Personal Education Plan): A plan written by the teacher, parents, and students to increase academic and behavioral success of “at-risk” students.

PETS (Primary Education Thinking Skills): A program used to help students develop superior thinking and communication skills that lead to deeper content learning in all subjects.

SACA/CASI (Southern Association of Colleges and School 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.

SPT (Strategic Planning Team): Staff members and parents elected by the school to serve on a committee to provide input for school improvement strategies, monitoring the progress of the strategies, and determining the plan of action needed to meet national, state, and local standards.

Study Island: A web-based state assessment preparation program and standards based learning program

Teleconferencing: The holding of a conference among people remote from one another by means of telecommunication devices.

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.