

Excellence in Education

Clyde Erwin Elementary Magnet School
Strategic Plan

2010-2011 Results and Next Actions for 2011-2012



“Making a World of Difference”



Clyde Erwin Elementary School Leadership

Lori D. Howard	Principal
Denise Gartner	Assistant Principal
Shanta' Cooks	Strategic Planning Team Co-Chair
Teena Stephens	Strategic Planning Team Co-Chair
Megan McAvoy	Kindergarten Chair
Katie Reed	First Grade Chair
Laura Chivers	Second Grade Chair
Stephanie Learn	Third Grade Chair
Cathy Dalimonte	Fifth Grade Chair
Jacob Mabry	Enrichment Chair
Denice Dutcher	Teacher Assistant Chair



Principal's Message

Preparing our children to be successful in this fast-paced, ever-changing world is our primary goal. The world today offers an abundance of exciting opportunities and our vision is to provide a world-class education where everyone excels thus enabling our children to access those many opportunities.

Our mission is to teach and nurture our children so that they become innovative, culturally compassionate, life-long learners. We work to accomplish this mission through providing our students with engaging, inquiry-based lessons facilitated by passionate educators. We utilize the International Baccalaureate Primary Years framework that finds children engaged in learning that leads them to think critically and creatively while making relevant, real-world connections.

Expanding children's horizons by introducing them to the world is paramount in helping them become culturally compassionate. This compassion is cultivated through learning about the world, connecting with people around the world and engaging in service learning that fosters our students' understanding that they are world citizens with a duty to care for the earth and its people.

We stand ready and able to meet the challenges and take advantage of the opportunities the 21st century has presented. I truly believe that at Clyde Erwin Elementary Magnet School, we make a world of difference!

School Profile

This section of our Strategic Plan is devoted to providing an overview of student performance data as well as student, community and teacher demographic data, stakeholder perspectives based on survey data, and unique characteristics of Clyde Erwin Elementary Magnet School.

Student Performance Data

Clyde Erwin did not make AYP for the 2010-2011 school year, meeting only 14 of 17 target goals. Our proficiency for the 2010-2011 school year increased from 64.8% to 69.6%.

Student and Community Demographic Data

Clyde Erwin is a small school in regards to student population. We presently have a K-5 enrollment of approximately 500 students. Of these students, 63% are minority (43% black, 11% Hispanic, 1% Asian, less than 1% American Indian, 6% multi-racial) and 37% are white. Our population is also primarily economically disadvantaged as measured by 67% of our students qualifying for free or reduced meal status.

Prior to beginning the 2010-2011 school year we were awarded candidacy status in our International Baccalaureate process. This year our 5th graders will participate in our first ever IB Exhibition which is a large project that encompasses the six interdisciplinary themes we study throughout the school year.

A summer readiness program was initiated in the summer of 2004 to serve those students scheduled to attend kindergarten who had not had the benefit of a preschool experience. Since that time, we have expanded our summer program to include summer academies for students in grades 1 through 5. Students selected to participate are those who would suffer the greatest amount of academic loss over the summer months due to the lack of structured educational activities they would be involved in because of economic difficulties and working schedules of family members. In addition, we have open enrollment for all students grades 1 through 5 for our "camps". These include, but are not limited to, physical education, art, robotics, storytelling, media, geography and technology. We feel that these programs not only strengthen students' academic performance and expose them to enrichment opportunities they may not otherwise receive, but that most importantly, provide a safe environment with structured activities, a healthy meal program and the support of caring professionals.

During the second semester of the 2006-2007 school year, we began a morning tutoring program entitled "Homework Haven" to assist those students needing additional time and help with specific skills or with homework support. We have since renamed the program "Morning Magic" and expanded our offerings to include a plethora of activities

from Odyssey of the Mind to sculpture club to recycling club. Whatever a student's interest or academic need, there is a place for them to jump start their morning.

Our first graders have Reading Buddies from Jacksonville High School's Freshman Academy that come once a month to participate in reading activities they have created for the first graders. This partnership is in its sixth year. We also partner with Northwoods Park Middle and New Bridge Middle on various projects.

Our growing concern regarding students' lack of readiness skills when they enter kindergarten has found us designing a preschool reading program for children ages 3 to 5 that are not in formal learning settings. Beginning in the early fall of 2007, we began inviting parents and their preschool age children to attend a morning story time. Our media specialist shares a story and engages the students in discussion about the story. This is followed by an activity that compliments the book. Each time a child attends story time, they leave with at least one book to keep. Our hope is that this will serve as a model to parents for how to share a story with their child as well as to help build home libraries and instill an early love for reading and learning.

Clyde Erwin is very proud to partner with Northwoods Park Middle and Jacksonville High School for a K-12 initiative in globalization. The sweeping changes taking place in the world and within our society have enormous consequences for today's youth. We know that we must prepare them to function in the increasingly interconnected world of the twenty-first century. Through globalizing our curriculum and partnering with agencies such as World View, North Carolina in the World, and the Center for International Understanding, it is our hope that every child will encounter intellectually challenging material about global topics integrated into diverse subject areas at each grade level. Students' learning about global issues, cultural diversity, and characteristics that are shared amongst cultures will also include experiential opportunities, including interaction with international counterparts through the Internet and exchange programs. In conjunction with this initiative, we have the unique opportunity to offer Spanish to all students. It is our hope that by exposing every student to foreign language study, they will be proficient in a second language upon graduation from high school. This endeavor is not only educationally sound, it also supports the goals of the state and of Onslow County Schools which outlines that students will be globally competitive through the mastery of a rigorous and relevant curriculum. Our enthusiasm for this new educational adventure coupled with our access to state of the art technology finds us poised and ready to prepare our children for the challenges of the twenty-first century.

School Characteristics

Clyde Erwin Elementary School was erected in 1953. We are located in the New River housing area, designating us as one of the few existing neighborhood schools. Approximately fifty percent of our students live within walking distance of the school. We presently serve 490 students in grades K – 5.

During the 2007-2008 school year, we were granted status as the first elementary magnet school in Onslow County. Approximately 50% of our students reside in the protected corridor while the other 50% come from areas throughout Onslow County. Our instructional focus is cultural arts and global studies. We are also implementing the traits and characteristics of the International Baccalaureate Primary Years Programme and have begun our formal training.

In late December 2006, construction of our new media center and computer lab was completed. We moved from a library that was 1568 square foot to a beautiful new, state of the art facility that measures in excess of 9,000 square feet. This new addition was the first project of the school bond and is evidence of the support Onslow County Schools receives from voters.

Clyde Erwin's children are served by 57 dedicated staff members. We have two administrators; one counselor; one nurse; one school social worker; three office support employees; one media specialist; a half-time AIG specialist, literacy facilitator and IT technician, one Title I reading specialist; one technology facilitator and one speech language pathologist. We have two cross-categorical Exceptional Children teachers. We have 21 regular education teachers and 4 enrichment teachers. We currently have 7 teacher assistant in regular classrooms. We have 2.5 custodians and 4 cafeteria workers.

Vision and Mission Statements for Clyde Erwin Elementary Magnet School

Vision:

To provide a world-class education where everyone excels.

Mission:

To be innovative, culturally compassionate, life-long learners.



ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Clyde Erwin Elementary Magnet School
Date Submitted:	10/7/2011

1	Number of Plan Team Members	20
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/5/2011
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	40%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Lori D. Howard
Signature, SSPT Facilitator/Chairperson	Shanta' Cooks/Teena Stephens
Signature, Elected Parent Representative	Suzanne Nelson
Signature, Elected Parent Representative	Tina Washington

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

LEA Number: Onslow County Schools - 670

School Name/Number: Clyde Erwin Elementary Magnet School

School Address:

Plan Year(s):

Date prepared: Fall 2011

Principal Signature: _____

_____ Date

Local Board Approval Date: _____

_____ Date

School Strategic Planning Team

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Lori D. Howard		
Assistant Principal Representative	Denise Gartner		
Teacher Representative	Shanta' Cooks		
Teacher Representative	Teena Stephens		
Teacher Representative	Megan McAvoy		
Teacher Representative	Katie Reed		
Teacher Representative	Laura Chivers		
Teacher Representative	Stephanie Learn		
Teacher Representative	Cathy Dalimonte		
Teacher Representative	Jacob Mabry		
Teacher Representative	Becca Gostomski		
Teacher Assistant Representative	Denice Dutcher		
Parent Representative	Anna Pasquale		
Parent Representative	Tina Washington		
Parent Representative	Kristine Leary		
Parent Representative	Susanne Nelson		
Parent Representative	Keena McAvoy		
Parent Representative	Estrella Rogers		
Parent Representative	Faith Watrous		
Parent Representative	Brenda Williams		

* Add to list as needed. Each group may have more than one representative.

Priority 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	CEEM Goal 1:	Clyde Erwin Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)			
		Clyde Erwin will increase student achievement, growth and proficiency in reading, writing, math and 5th grade science. There will be a 15% increase in student proficiency as measured by the NC EOG tests.		
	Indicator: (Measure)			
		K-2 Assessment data, 3-5 EOG data, AYP, Title I student performance report, promotion/retention data; NC FALCON certificates, ClassScape utilization reports		
	Strategy: (Needs Assessment, Question #4)			
		Expand student opportunities for learning through a variety of academic initiatives and programs specifically targeted at improved student achievement.		
	Action Steps: (Processes/How)	1 Explore and integrate technology as a valuable necessary learning tool with use by teacher and students.		
		2 Increase relevant learning opportunities in the areas of mathematics, science, foreign language and global awareness through collaboration and inquiry based learning.		
		3 Provide opportunities for interest-based, differentiated learning experiences to include enrichment and interventions for all student populations including AIG, ESL, EC, and Title I.		
		4 Implement Science Ambassadors program with New Bridge Middle School and continue Reading Buddies program with Jacksonville High School.		
		5 Expand library of non-fiction material.		
	Strategy:			
		Utilize a conceptual, outcomes-based approach to address and deliver new and changing curricula.		
	Action Steps:	1 Enhance IB units to address changes in core curriculum.		
		2 Pursue IB-PYP Application Part A		
		3 Emphasize opportunities within each curriculum area to integrate knowledge and skills across disciplines with the IB units and through the IB learner profile.		
	Strategy:			
	1 Create a comprehensive assessment focused on improved student achievement which includes the use of ClassScape and benchmark assessments.			
	2 Participate as an NC FALCON pilot site.			
	3 Implement WAVE scheduling to increase opportunity for collaboration, assessment and differentiating instruction.			
	4 Emphasize the use of class/teacher created rubrics as an assessment tool.			
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$10,400	
Funding source 2:	Local district funds	Funding amount:	\$5,000	
Funding source 3:	Federal funds - Title I	Funding amount:	\$3,500	
Funding source 4:	Other	Funding amount:	\$430	
Funding source 5:	State funds for at-risk students	Funding amount:	\$3,000	
		Total initiative funding:	\$22,330	
Review frequency:	Quarterly			



	Action Team: (Who is responsible)	All Clyde Erwin staff are involved in the implementation of the strategies to meet this goal.
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	K-2 Assessment data, 3-5 EOG data, AYP, Title I student performance report, promotion/retention data; NC FALCON certificates; ClassScape utilization reports; benchmark assessment data.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)	
	Clyde Erwin's performance composite on the EOG will increase from 64.8%. Formative and benchmark assessment data will be maintained by each grade level PLC to be referenced throughout the year during teacher/administrator conferences as well as during teacher/parent conferences.	
Check	What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)	
	<ul style="list-style-type: none"> *Teachers utilize technology in the classroom. *Fifth grade students participated with Science Ambassadors from New Bridge Middle School *Through IB units we were able to have inquiry based learning in math, science, and global studies. *Staff participated in NC FALCON pilot program. *Implemented the WAVE schedule to allow for extended planning and larger blocks of uninterrupted instructional time. *Completed IB PYP application for candidacy. *Transitioned from team meetings to PLCs in order to disaggregate data and plan differentiated learning experiences. *83% of K-2 students are proficient in reading, math and writing. We did not experience any change in proficiency from 2009-2010. *69.6% of 3-5 students were on or above grade level as measured by the NC EOG as compared to the 2009-2010 proficiency level of 64.8 *68.1% of 5th graders were proficient on the Science EOG as compared to the 2009-2010 proficiency level of 54.2%. *Met high growth in math on the EOG. *Promotion rate increased slightly from 95.6% to 96.5%. *Met growth in 14 of 17 subgroups of AYP. We did not meet growth with black or economically disadvantaged students in reading. *Classroom teachers utilized CLASSCAPE assessments and data to inform instruction. We had 3891 starts with a completion rate of 90.93%. 	
Act	Based upon identified results, what action should be taken? (Next Actions)	
	<ul style="list-style-type: none"> *Continue professional development with technology. *Create a global resource room (including maps, books, music, increased non-fiction, etc). *Grade levels will post IB units on Rubicon Atlas. *Continue to refine practices in formative assessment through meaningful PLCs. 	

Priority 2 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.						
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.						
	CEEM Goal 2:	Clyde Erwin Elementary School and students will be led by creative, passionate, and technologically skilled professionals.						
	Target: (Desired Result)	100% of Clyde Erwin educators will be highly qualified and continuously improving their skills to address current educational trends.						
	Indicator: (Measure)	STNA, TWC Survey, 360 Survey, Professional Development Survey, PDPs, Teacher Self and Summative Assessments						
	Strategy: (Needs Assessment, Question #4)	Utilize an evaluation process that provides the employee and the employer opportunity to share accomplishments and to focus on areas of needed improvement.						
	Action Steps: (Processes/How)	1 Conduct a yearly orientation for the new Teacher Evaluation Program.						
		2 Develop the PDP based on teacher self assessment and administrator conference.						
		3 Provide professional development to enhance teacher performance.						
	Strategy:	Enhance technology and cultural arts skills through on-going professional development.						
	Action Steps:	1 Participate in Model Schools Conference.						
		2 Participate in the Magnet Schools Conference.						
		3 Provide training and support to further integrate technology use in the classroom.						
4 Continue IB training.								
Strategy:	Implement programs that enhance instructional time in the classroom.							
Action Steps:	1 Implement the WAVE schedule.							
	2 Participate in Professional Learning Communities.							
	3 Pilot the NC FALCON program.							
How will we fund these strategies?								
Funding source 1:	Federal funds - Title I				Funding amount:	\$16,380		
Funding source 2:	Select a funding source				Funding amount:	\$56,669		
Funding source 3:	Select a funding source				Funding amount:			
Funding source 4:	Select a funding source				Funding amount:			
Funding source 5:	Select a funding source				Funding amount:			
					Total initiative funding:	\$73,049		
Review frequency:	Quarterly							
Action Team: (Who is responsible)	All Clyde Erwin staff will be engaged in professional development that will lead to the accomplishment of this goal.							

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	PLC documentation, PLC SMART goals, attendance at professional development, 360 survey data, data from the teacher evaluation rubric
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)
	100% of teachers will report that they work in meaningful professional learning communities on the NC Teacher Working Conditions survey. Increased performance in student achievement on K-2 assessments and EOG tests.
	What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)
	<ul style="list-style-type: none"> *Piloted NC Falcon formative assessment training schoolwide. *Implemented WAVE schedule across grade levels. *Did not attend Model Schools Conference due to budgetary constraints. *Professional development was related to the results of the TWC and Professional Development surveys. *PD was planned with principals from other schools based on the results of our PD surveys. Each principal rotated and covered a subject based on their area of expertise.
Act	Based upon identified results, what action should be taken? (Next Actions)
	<ul style="list-style-type: none"> *Continue to set aside Title I staff development money for training staff in IB-PYP (levels 1 and 2). *Continue PLCs and refine them to increase focus on student achievement based on assessment data. *Continue to plan professional development based on professional development survey data. *Continue to participate in school level professional development related to inquiry based learning and IB-PYP. *Participate in professional development centered around the common core standards. *Continue to develop the PDP based on teacher self assessment, formal observations, and administrator recommendations.



Priority 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	CEEM Goal 3:	Clyde Erwin Elementary students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	Through a nurturing, safe and healthy environment, Clyde Erwin will empower students to become globally responsible citizens with 95% of parents and students responding favorably on CEEM climate survey.		
	Indicator: (Measure)	Discipline data, climate survey data, service learning totals, Fitness Gram results, Golden Ticket data, bullying survey		
	Strategy: (Needs Assessment, Question #4)	Create a safe learning environment that will support teaching and learning.		
	Action Steps: (Processes/How)	1 Maintain implementation of the Safe and Civil Schools Program.		
		2 Enhance articulation regarding behavior expectations throughout the school.		
		3 Employ positive behavior management strategies.		
		4 Implement bullying assessment system and response.		
	Strategy:	Provide instructional opportunities focused on healthy lifestyle choices.		
	Action Steps:	1 Participate in the DARE program.		
		2 Promote active recess choices.		
3 Implement "Healthy Choices" guidance lessons				
Strategy:	Provide service learning opportunities.			
Action Steps:	1 Extend school-wide service learning projects with Onslow Community Outreach and the USO.			
	2 Sustain support and participation in Relay for Life and with United Way.			
	3 Support student initiated service learning opportunities at home, in school and abroad.			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$80	
Funding source 2:	Other	Funding amount:	\$500	
Funding source 3:	Other	Funding amount:	\$1,000	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,580	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All Clyde Erwin staff will be an integral part of accomplishing this goal.			
What data will be used to determine whether the strategies were deployed with fidelity?				
Discipline data; CEEM Climate Survey data; service learning data				

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)
	Examine results of K-2 bullying survey and assess effectiveness of school counselor lessons and interventions. Assess school discipline data to look for decreases in student office referrals and out-of-school suspensions. Evaluate CEEM climate survey data to determine whether behavioral expectations are being clearly communicated. Conduct teacher survey to determine scope of healthy activities. Review positive behavior plans and teacher feedback. Track Golden Ticket data. Review results of CEEM created teacher survey.
Check	What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)
	<ul style="list-style-type: none"> *The results of the Bullying Survey showed minimal bullying behavior occurring. *Discipline referrals decreased by 31 and out of school suspensions increased by 48 (many of the out of school suspensions were repeat offenders ie K-1 102 referrals, 44 OSS). *Students received over 8,000 Golden Tickets for demonstrating IB attitudes. *Tier-level discipline system working in regards to referrals. *75% of students in grades 3-5 increased in their physical fitness assessments. *Students raised over \$18,000 to support local, state, national, and global charities.
Act	Based upon identified results, what action should be taken? (Next Actions)
	<ul style="list-style-type: none"> *Continue to administer the bullying assessment survey, to include cyberbullying for grades 3-5. *Train new employess on tiers level of discipline. *Make parents aware of the healthy choices education on the back of the menus. *Disaggregate discipline data and create a mentoring program for repeat offenders. *Focus on the implementation of the action piece for IB-PYP.



Priority 4 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	CEEM Goal 4:	Leadership will foster innovation in the Clyde Erwin Elementary School in cooperation with families and community partners.		
	Target: (Desired Result)	Clyde Erwin will increase promotion rate and academic achievement through innovative strategies with families and community partners, demonstrating a 5% increase in the number of volunteer hours reflected on the BASES report.		
	Indicator: (Measure)	BASES report, volunteer logs, lesson plans, attendance rosters from extracurricular events, student work samples, IB portfolios, formative assessment notebooks, CEEM climate survey, parent conference documentation, certificates from professional development, promotion rates, EOG results, K-2 assessment results		
	Strategy: (Needs Assessment, Question #4)	Increase student communication and creative expression through the use of technology.		
	Action Steps: (Processes/How)	1 Provide resources and professional development in the use and application of technology. 2 Develop instructional strategies that require students to utilize 21st century tools. 3 Provide opportunities to showcase student use of technology to the community.		
	Strategy:	Establish international affiliations to enhance student understanding of global themes and issues.		
	Action Steps:	1 Maintain international partnerships and seek new opportunities for increasing international understanding. 2 Enhance integration of the International Baccalaureate PYP program. 3 Expand classrooms participating in the Cultural Correspondent program.		
	Strategy:	Extend and emphasize family, business, community, and education partnerships.		
	Action Steps:	1 Increase communication via a variety of methods. 2 Educate staff regarding resources available in the community and strategies for using them. 3 Increase family engagement to positively impact students. 4 Collaborate with Northwoods Elementary School to plan programs for greater parent involvement.		
	How will we fund these strategies?			
	Funding source 1:	Federal funds - Title I	Funding amount:	\$1,700
	Funding source 2:	Select a funding source	Funding amount:	
	Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,700	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Administration, Teachers, Strategic Planning Team			

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	BASES report, volunteer logs, attendance rosters from extracurricular events
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)
	BASES report, volunteer logs to determine number of hours of service, attendance rosters from extracurricular events, 360 survey data
	What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)
	<ul style="list-style-type: none"> *Student academic achievement increased K-5. *56% increase in parent volunteer hours (from 1, 811 to 3,206) *Promotion rate increased from 95.6% to 96.5%. *Increase the number of Cultural Corespondents from 6 to 13. *Completed IB PYP application for candidacy. *Varied times and days of after school events in order to increase opportunities for parent participation. *CEEM was named as the Global Schools Network anchor school.
Act	Based upon identified results, what action should be taken? (Next Actions)
	<ul style="list-style-type: none"> *Implementation of Parent Ambassadors for each classroom to coordinate family involvement. *Create a distribution list of email addresses and cell phone numbers of parents to increase opportunities for parent communication. *Compile a list of available educational resources found in the community for teachers to utilize for instructional purposes.

Priority 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	CEEM Goal 5:	Clyde Erwin Elementary School will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Clyde Erwin will improve parent/community/staff communication through posting of weekly grade level newsletters and unit plans on individual teacher web pages. There will be a 25% increase in the positive responses on the parent climate survey relating to questions regarding the usefulness of teacher web pages.		
	Indicator: (Measure)	survey data, visits to school and teacher web pages		
	Strategy: (Needs Assessment, Question #4)	Increase information posted on each teacher's web page.		
	Action Steps: (Processes/How)	1 Provide training on creating individual teacher web pages.		
		2 Update teacher unit plans and newsletters weekly on individual web pages.		
		3 Maintain individual class schedules.		
	Strategy:	Develop and utilize well communicated processes and procedures for new hires and substitute teachers.		
	Action Steps:	1 Create a school based handbook specifically for teachers new to our campus.		
		2 Create a substitute teacher handbook and provide training for substitutes that are used on a regular basis.		
		3 Create a PLC for teachers new to Clyde Erwin that trains them in literacy and math instruction strategies that are used school-wide.		
	How will we fund these strategies?			
	Funding source 1:	Federal funds - Title I	Funding amount:	\$400
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$400	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All staff members are important to the deployment of information to our constituents and to the success of those who are new to our school family.			
eck	What data will be used to determine whether the strategies were deployed with fidelity?			
	360 survey data, CEEM teacher survey data, K-2 assessment data, EOG data			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)				
Increased proficiency on the K-2 assessment and on the EOG tests, teacher retention, 360 survey data from parents				

Ch	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <ul style="list-style-type: none"> *Every teacher created individual web pages and posted newsletters and unit plans either individually or as a grade level. *Handbooks were created for new staff and for substitute teachers to help best communicate our school's processes and procedures. *A PLC, lead by our literacy facilitator, was developed to train teachers new to Clyde Erwin in literacy practices and strategies that are a part of our culture. *Proficiency in assessment and EOG scores increased. *The number of volunteer hours increased. *360 degree survey did not have adequate parent participation to measure their perceptions on the usefulness of teacher web pages.
	<p>Based upon identified results, what action should be taken? (Next Actions)</p> <ul style="list-style-type: none"> *Post all IB units on our school web page. *Update handbooks for new hires and substitute teachers. *Create a CEEM survey for parents, students, and staff (unless TWC survey is administered). *Create classroom, grade level and school-wide email distributions lists to create an additional resource for communication with parents.
Act	

