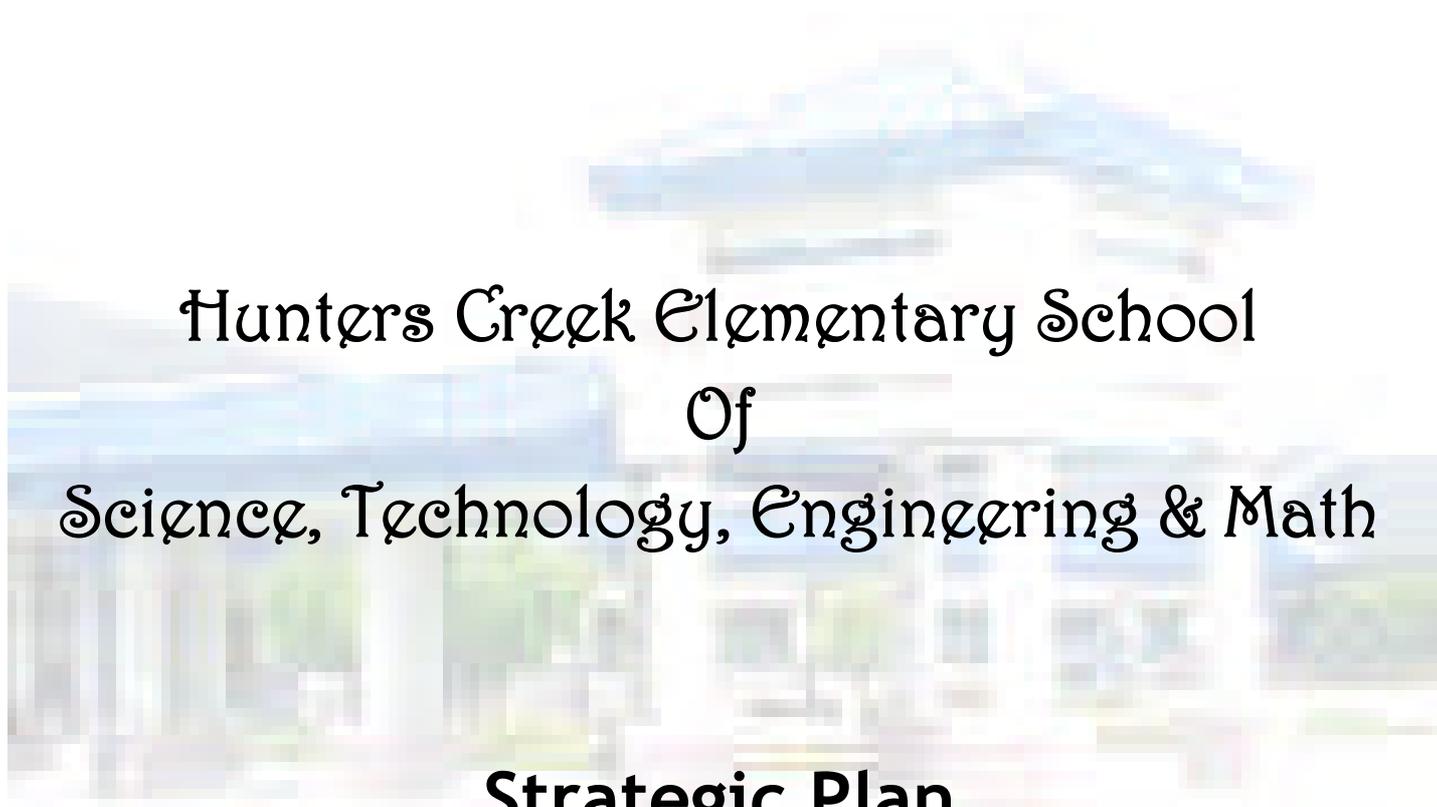


Excellence in Education



Hunters Creek Elementary School
Of
Science, Technology, Engineering & Math

**Strategic Plan
2011-2012
Results and Next Actions**

2010-2011 Update



**Hunters Creek Elementary School
Of Science, Technology, Engineering, and Math
Administration**

**Mary E. Dyer
Principal**

**Nicole Ochs
Assistant Principal**

**Camille Jones
Counselor**

**Michelle Sinese
Secretary/Treasurer**

**Sonya Jones
Data Manager**



Principal's Message



The Onslow County Schools vision of “Excellence in Education” provides the catalyst for the mission of Hunters Creek Elementary School. With the support of district leadership, the Hunters Creek faculty and staff will remain focused on continuous improvement to ensure that an effective, challenging academic program is provided for all students.

The Hunters Creek Elementary family continues to strengthen its focus on developing independent thinkers and productive, responsible 21st century citizens. Through the implementation of a consolidating theme we began the journey of unifying the curriculum, instruction, and assessment. Our goal of continuous improvement will direct the Hunters Creek faculty to present a rigorous and relevant curriculum that will prepare our students for the 21st century.

To achieve this goal, the implementation of a Science, Technology, Engineering, and Math theme is a major focus of the Strategic Improvement Plan for 2010-2012 school years. Our goals are designed to elevate the academic program and encourage the students to become lifelong learners. The faculty continues to study various research-based curricula that will allow for integration across disciplines with continued focus on the North Carolina Standard Course of Study.

Instructional processes undergo review and revisions annually. We strive to meet diverse student needs in all areas of the curriculum and utilize a variety of instructional strategies and methods to reach academic goals as a school and for each child.



The 21st Century is before us and our vision for the future of our community, nation, and world is ours to define. The Hunters Creek faculty, staff, and community are prepared to embrace the challenge of defining a bright future for our students by meeting diverse academic needs while providing an effective, energetic, and exciting learning environment.



Principal's Message

Continuous Improvement: 2011-2012 Plan Update

The Hunters Creek faculty and staff continue to make steady progress in its efforts to meet goals established during the 2010-2011 school year. The staff began the implementation of various instructional processes to support continuous improvement of the academic program.

Super Kids Reading Program was implemented in Kindergarten through second grades and was a vital part of the academic success documented by the K-2 Assessment.

Treasures Reading Program was investigated by the staff and determined to be the best choice to support reading instruction for grades 3-5. *Treasures* will be implemented during the 2011-2012 school year and will consist of professional development for teachers in the affected grades.

STEM became the theme for Hunters Creek Elementary School and led to the implementation of Engineering is Elementary and STEM Academy. These two programs focused the attention of all faculty and staff members on the identified theme and encouraged teachers to pursue professional development activities to support the work required for STEM implementation. The faculty met 100% of required theme implementation criteria.

Reading 3D was introduced and professional development conducted. The 3-5 faculty conducted this state mandated formative assessment process with fidelity, at greater than 95% completion.

The faculty participated in various professional development activities that will have direct impact on instruction. Each grade level team completed curriculum maps that will chart the curriculum for the school year. They developed learning units that will meet the objectives from the North Carolina Standard Course of Study and will detail the instruction resources, processes, and assessments needed to monitor student performance and instructional effectiveness.

Data from various assessments reveal areas of strengths and concerns in student performance. The 2011-2012 update provides details of how the faculty will continue its focus on the academic program by implementing strategies to provide additional academic support in math and reading. The development of a math lab, designed to provide additional time for math instruction will be the cornerstone needed to begin





Principal's Message

the improvement in student achievement in this area. The Title I Plan and Student Accountability budget will be instrumental in funding the personnel and instructional materials for this additional academic support program.

The faculty and staff at Hunters Creek Elementary are ready to meet the academic challenges facing our children. Through continuous improvement in instruction, the effective use of assessment processes and the increase in academic support programs, we should be successful in reaching the established goals for our students.



School Profile

Introduction

Hunters Creek Elementary school became a viable part of the Onslow County School system during the 1997-98 school year housing approximately 680 students. The school district was a formation of students from within the Jacksonville city limits and rural areas in Onslow County near the Swansboro area. Hunters Creek Elementary is classified by the National Center for Education Statistics as an “Urban Fringe of a midsize city” school. This classification brings with it a mixture of economic and ethnic diversity. Located near Marine Corp Base Camp Lejeune, 52% of the students are from military backgrounds. This particular characteristic causes the student population of Hunters Creek to fluctuate and offers some unique challenges in the education of students as they are faced with many outside influences including long separations from parents due to war and deployments.

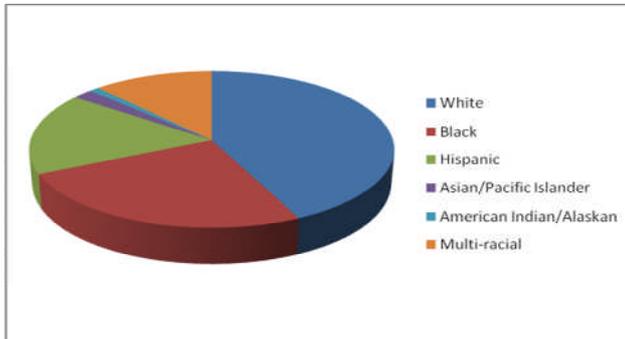
Student Demographics

The population of Hunters Creek Elementary currently stands at 555 students, a reduction from the 567 in 2010-2011, Pre-K through fifth grade students. The 2010-2011 ethnic breakdown of Hunters Creek Elementary was 43% white, 25 % black, 17% Hispanic, 2% Asian/Pacific Islander, 1% American Indian/Alaskan, and 12% multi-racial. (Figure 1). There has been a slight shift in student demographics during the 2011-2012 school year. The ethnic disaggregation reveals that our Hispanic population increased by 5% and now make up 22% of our student population(fig. 2).

Hunters Creek Elementary is a school-wide Title 1 school. Approximately 60% of our student population is economically disadvantaged and eligible for free or reduced lunch and breakfast(Figures 3 and 4).



School Profile



Hunters Creek Demographics
(Figure 1-2009-2010)

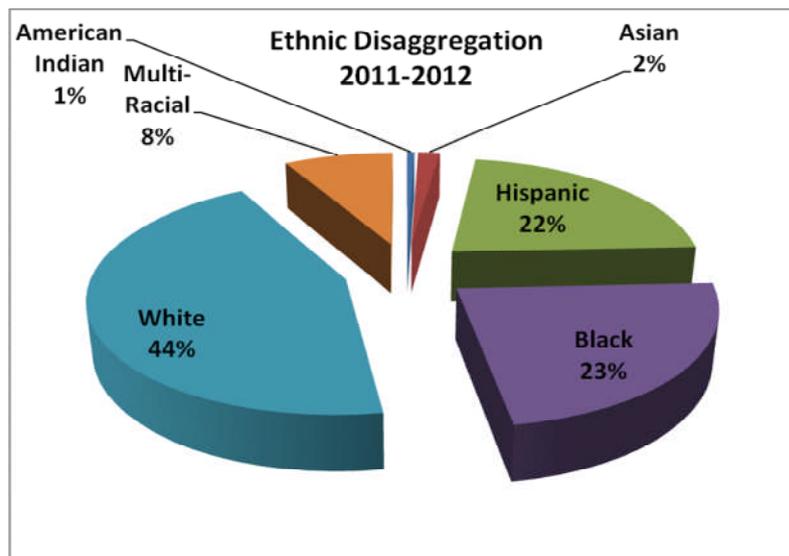
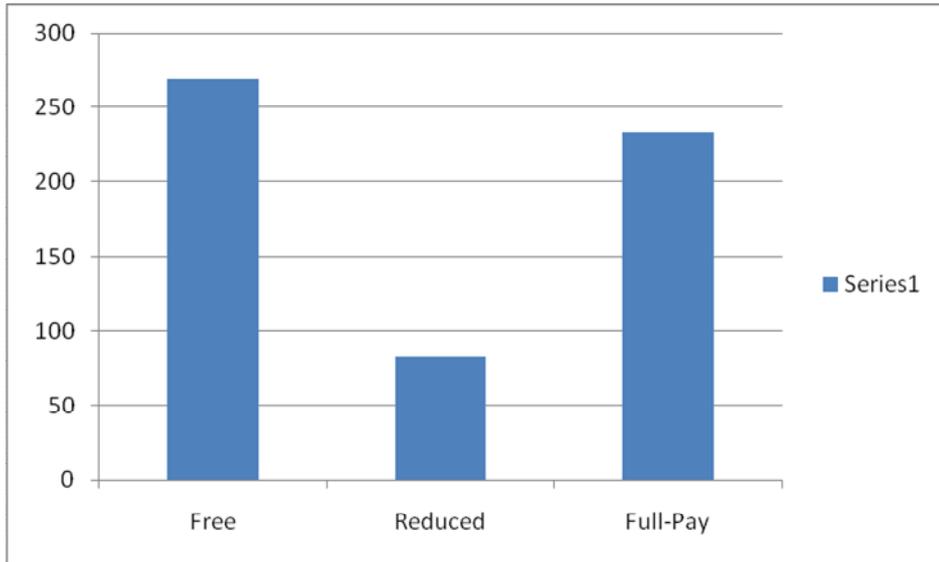


Fig. 2

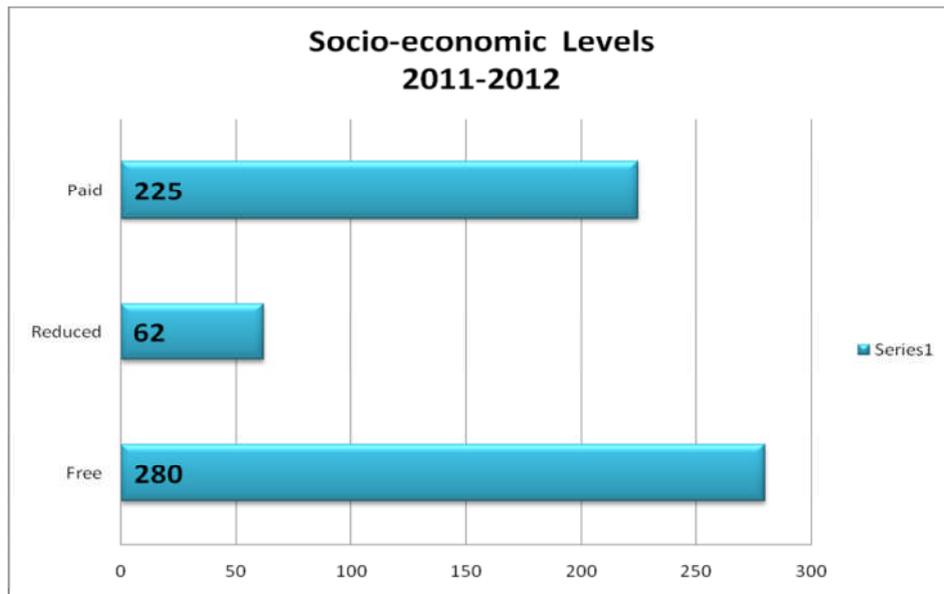


School Profile

**2009-2010
Free and Reduced Lunch
(Figure 3)**



**Socio-economic Levels
2011-2012**





School Profile

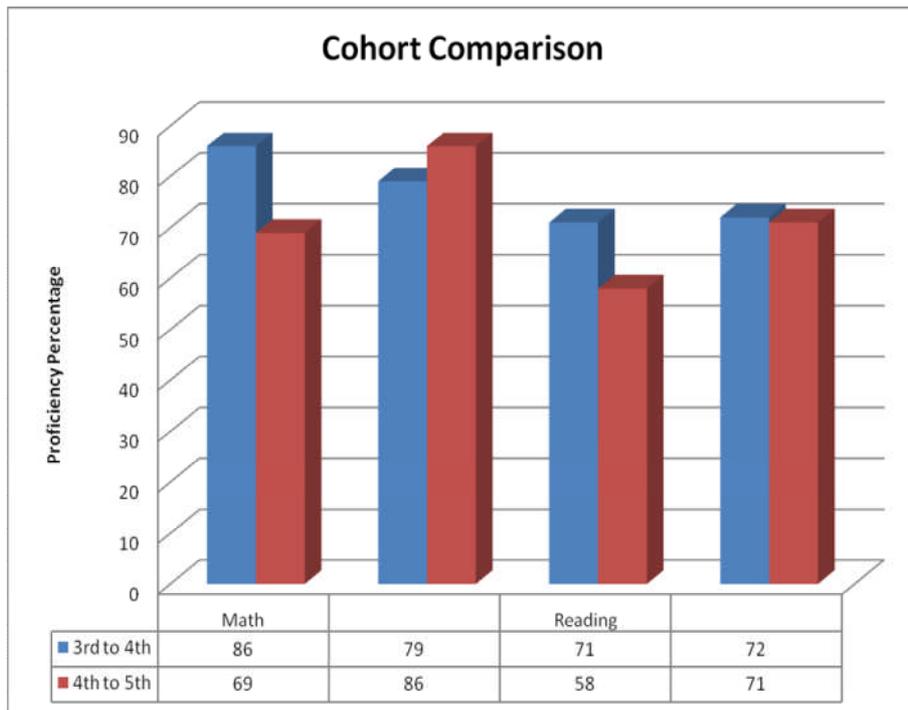
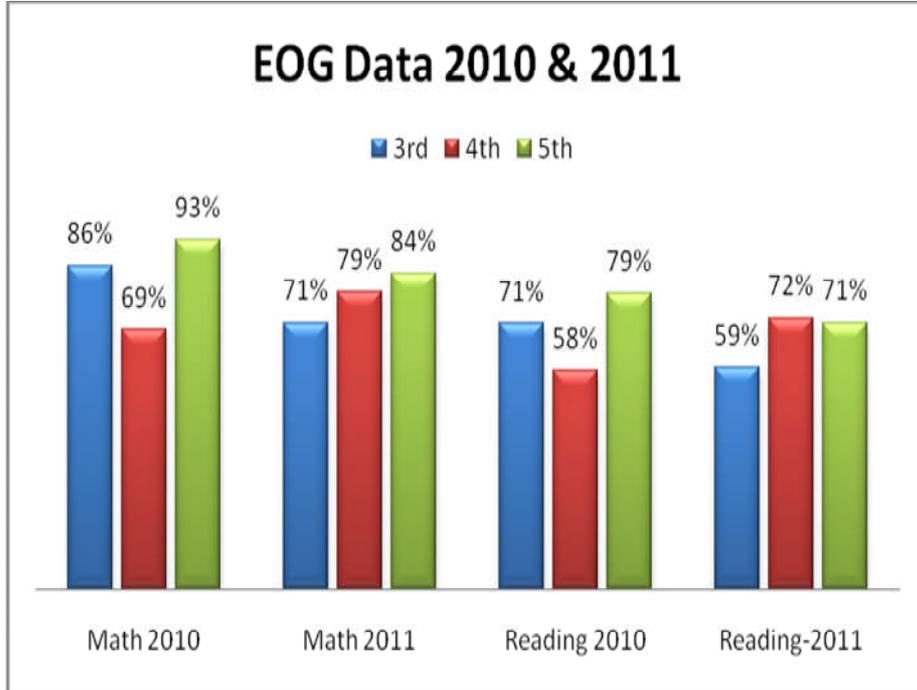
Student Performance Data

K-5 Students at Hunters Creek Elementary participate in various assessments required at both the state and local level. K-2 students are assessed through the K-2 Assessment tool; this instrument includes various literacy tests: spelling inventories, high-frequency word recognition and running record assessments to determine reading comprehension levels. Quarterly math assessments are also given as part of this process. For the 2009-10 school year assessment results were as follows: 97% of Kindergarten students were proficient in reading while 96% were proficient in math. Both of these measures increased over the school year from approximately 92.2% and 92.6% respectively at the end of the 2008-09 school year. First grade students scored 91% proficient in math and 78% proficient in reading for the 09-10 school year. Second grade students were 96% proficient in reading and 82% proficient in math. Math assessment scores for all three grade levels improved substantially from the 08-09 school year while reading scores maintained or fell slightly.

Student performance data for the 2010-2011 school year saw increases in performance in some areas and decreases in others. The students met the established state standards and Hunters Creek Elementary received the classification of "School of Progress." This documented growth in student achievement as during the 2009-2010 school year we did not meet the state standard and received the "No Recognition" classification. Details of student performance are listed in the charts below.



School Profile





School Profile

Stakeholder Survey Data

Hunters Creek Elementary students, parents, and staff participate annually in stakeholder surveys. Third through fifth grade students completed surveys and some of the most pertinent results follow. 78% of students stated they believe that the instructional activities they have participated in helped them make relevant connections to real world situations. 86% stated they have opportunities to utilize technology to enhance their learning and 80% state that their teachers utilize their technology skills to motivate them. 84% of students state they feel safe at school and 86% feel that healthy living is promoted at Hunters Creek.

Parents at HCE also completed survey data for the 2009-10 school year. Results of this data showed that 84% of parents think that their children are challenged academically at Hunters Creek and 92% feel that the lessons taught to their children demonstrate a rigorous and relevant curriculum. 88.9% of parents feel that their children have the opportunity to utilize technology to enhance their learning and 81% feel that teachers utilize their technology skills to motivate student learning. One area of needed improvement has to do with the effectiveness of our school website. Only 50% of parents appear to be aware that teachers have websites and only 47% state that the information on the website is useful and effective. On a positive note, 90% of parents state that teachers at Hunters Creek demonstrate a passion for teaching and learning and 92% feel that teachers use a variety of practices to deliver instruction including, technology, labs, text books, and projects. 92% of parents feel that their children are safe at school and 96% state that their children were taught the rules and expectations of Hunters Creek.



School Profile

Certified and classified staff also completed surveys related to working conditions and their opinion regarding the effectiveness of Hunters Creek Elementary. All staff state that the students are provided challenge in class through a relevant and rigorous curriculum. 85% of staff state they make global issues and international studies are an important part of their classroom instruction and 97% state that they utilize technology in their classrooms to motivate students. 93% of HCE staff believes that the school leadership builds and sustains relationships with the parents, staff, students, and the community and 95% state that school leadership shows support for teachers and promotes collaboration among stakeholders.

ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Hunters Creek Elementary
Date Submitted:	Fall 2011

1	Number of Plan Team Members	21
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	5-Oct-11
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	No
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	43%
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.	

Principal's Signature	Mary E. Dyer
Signature, SSPT Facilitator/Chairperson	Katie Devenport
Signature, Elected Parent Representative	Brenda Mercer
Signature, Elected Parent Representative	Debra Humes

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

LEA Number: Onslow County Schools - 670
School Name/Number: Hunters Creek Elementary
School Address:
Plan Year(s): 2010-2011
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
Assistant Principal Representative	Carla Bradshaw/ Nicole Ochs (current)	Parent Representative	Burnadette Howard
Teacher Representative	Katie Devenport	Parent Representative	Robert Hayes
Inst. Support Representative	Kim Carberry	Parent Representative	Wendy Vitale
Teacher Assistant Representative	Colleen Matlock		
Parent Representative	Brenda Mercer		
Teacher Representative	Robbie Cornell		
Teacher Representative	Anne Roberts		
Teacher Representative	Bonnie Krcmar		
Teacher Representative	Courtney Ross		
Teacher Representative	Christy Hooiser		
Teacher Representative	Erin Hall		
Inst. Support Representative	Evelyn Bright		
Teacher Representative	Katherine Stankunas		
Parent Representative	Debra Humes		
Parent Representative	Alonzo Humes		
Parent Representative	Jennifer Joy		
Parent Representative	Haylee Rogers		
Parent Representative	Mabelin Bosch		

* 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.		
	Target: (Desired Result)	Increase student proficiency levels by 5% in all academic areas.		
	Indicator: (Measure)	EOG Scores and K-2 Literacy and Math Assessments		
	Strategy: (Needs Assessment, Question #4)	Implement a research-based, systematic, integrated language arts program in grades K-2.		
	Action Steps: (Processes/How)	1 Plan and conduct staff development with Rowland Reading Corporation		
		2 Acquire the Super Kids reading program for all classes in grades K-2		
		3 Effectively implement and monitor the Super Kids reading program		
		4 Effectively implement strategies to meet the needs of primary grade ESL students		
	Strategy:	Utilize the STEM theme to provide a rigorous and relevant academic program for all K-5 students.		
	Action Steps:	1 Develop STEM academies to occur throughout the school year with a focus on Engineering is Elementary.		
		2 Identify community partners to support STEM implementation.		
		3 Develop engineering labs for grades K-5 and implement the JASON Project in fifth grade.		
4 Develop interdisciplinary units of study with science as the foundation.				
Strategy:	Effectively utilize formative assessment to monitor student performance and to inform instruction.			
Action Steps:	1 Acquire ClassScape, provide training, and implement this system throughout the academic year.			
	2 Implement, provide training, and monitor the use of the updated K-2 Assessment process.			
	3 Provide training in the CIA model.			
	4 Collaborate with the ESL coordinator to ensure that the academic needs of identified students are met on a consistent			
How will we fund these strategies?				
Funding source 1:		Funding amount:		
Funding source 2:		Funding amount:		
Funding source 3:		Funding amount:		
Funding source 4:		Funding amount:		
Funding source 5:	Other	Funding amount:		
		Total initiative fund		
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Administration, teachers in 3rd-5th grades, literacy facilitator, math coach/facilitator			
What data will be used to determine whether the strategies were deployed with fidelity?				
<ol style="list-style-type: none"> 1. EOG Data 2. Reading 3D 3. ClassScape data 4. Formative Assessment data 				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOG data
 Reading 3D
 Formative assessment data
 ClassScape data

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

End of Grade Results 2010 and 2011			
	Math '10 - '11	Reading-'10 - '11	Science-'10 - '11
3rd	85.8% - 71%	70.7% - 59%	
4th	69.0% - 79%	58.3% - 72%	
5th	92.8% - 84%	78.5% - 71%	88.5% - 83.5%

K-2 Assessment Data 2010-2011		
	Math '10 - '11	Reading '10 - '11
K	96% 97%	97% 99%
1st	91% 97%	78% 99%
2nd	82% 94%	96% 92%

EOG data comparisons document the variations in student performance. When reviewing the data, growth is noted from the 09-10 school year to the 10-11 school year. In math, student proficiency decreased as the 2009-2010 3rd grades advance to 4th grade and a significant increase occurred when 2009-2010 4th graders advanced to 5th grade in 2010-2011. We also noted an increase in proficiency in reading among the "cohorts" in 3rd to 4th grade and 4th to 5th grade. This data analysis is indicated by arrows on the chart above.

Based upon identified results, what action should be taken? (Next actions)

Act

- Provide additional support for students to improve math achievement levels by implementing and scheduling math lab
- Implement Treasures Reading Program for students in grades 3-5
- Implement Superkids Reading in grades K-2
- Alter personnel assignments to expand opportunities for student support
- Develop and utilize additional instructional strategies to support STEM implementation
- Review Title I Plan and adjust needs assessment to reflect current data.
- Complete the necessary changes to the Title I Plan as required
- Employ a NC certified, highly qualified teacher to serve as Math Coach
- Plan an effective math support program to impact all 3rd-5th grade students and students in specific subgroups

- Implement a research-based, systematic reading program for students in grades 3-5
- Review various reading programs and determine the most effective system
 - Include the purchase of the reading program in the Title I budget
 - Conduct PD for teachers in the affected grade levels
 - Implement the reading program and assess student achievement periodically



Priority 1 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.		
	Target: (Desired Result)	100% of HCE staff will complete professional development as identified through the NC Teacher Evaluation Process		
	Indicator: (Measure)	NC FALCON completion documentation; Professional development participation rosters; results from NC Teacher		
	Strategy: (Needs Assessment, Question #4)	All faculty members will participate in professional development.		
	Action Steps: (Processes/How)	1 Plan and conduct professional development for the CIA process.		
		2 All faculty members will complete the NC FALCON on-line professional development.		
		3 All K-2 faculty will participate in on-going professional development in the Super Kids reading program.		
		4 Provide additional professional development in instruction and curriculum for grade levels identified as not meeting		
	Strategy:	Faculty members will implement all new initiatives with fidelity.		
	Action Steps:	1 Develop monitoring processes to ensure effective implementation of identified initiatives.		
		2 Consistently review and analyze student performance data throughout the school year.		
		3 Gather feedback from faculty members two times each year to determine success of identified initiatives.		
		4 Effectively utilize the new Teacher Evaluation Process.		
	Strategy:	Develop teacher leaders for each identified initiative.		
Action Steps:	1 Use data gathered during classroom observations to identify teachers effectively implementing each school or			
	2 Use acquired data to develop support teams for each initiative.			
	3 Support teams will provide additional training and guidance for the faculty.			
	4			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:	\$25,000	
Funding source 2:	Select a funding source	Funding amount:	\$36,000	
Funding source 3:	Select a funding source	Funding amount:	\$20,000	
Funding source 4:	Select a funding source	Funding amount:	\$100,000	
Funding source 5:	Select a funding source	Funding amount:	\$20,000	
		Total initiative funding:	\$201,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)				
What data will be used to determine whether the strategies were deployed with fidelity?				
Stakeholder surveys, K-2 Assessment results, 3-5 EOGs, NC Falcon Completion certificates, classroom observations, feedback from Rowland Reading coaches.				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)

- 100% of faculty completed NC FALCON online professional development modules
- Positive feedback from Rowland Reading Coaches regarding program implementation
- Increase in proficiency and growth levels in all grades
-

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

- 100% of faculty completed NC FALCON online professional development modules
 - 100% of faculty members completed training in the NC Teacher Evaluation Process and completed Professional Development Plans
 - 100% of faculty members participated in CIA professional development activities conducted during early release days
 - 100% of required faculty participated in professional development for Reading 3D
- End-of-Grade Test Results: 2010-2011
- | | | | | | |
|---------------|------|-----|---------|-----|----------------|
| -3rd Grade | Math | 71% | Reading | 59% | |
| -4th Grade | | 79% | | 72% | |
| -5th Grade | | 84% | | 71% | Science 83.50% |
| -Kindergarten | | 97% | | 99% | |
| -1st Grade | | 97% | | 90% | |
| -2nd Grade | | 94% | | 92% | |
- Results from the Staff Surveys are as follows:
- 89% of staff members are satisfied with their level of knowledge in the STEM disciplines.
 - 86% feel that STEM Academy is effective and beneficial for students
 - 92% are satisfied with their instructional processes related to STEM.

Act

Based upon identified results, what action should be taken? (Next actions)

- Complete unit uploads to Rubicon Atlas
- Conduct professional development on Common Core and Essential Standards
- Schedule Reading 3D professional development activities to ensure efficacy of implementation
- Address connectivity issues raised by the teachers regarding ClassScape
- Schedule and conduct professional development activities regarding effective use of ClassScape and the data provided

Priority 1 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.		
	Target: (Desired Result)	A 15% reduction in the number/percentage of students referred to the office for serious or repeated aggressive behaviors.		
	Indicator: (Measure)	discipline data, office referral data, and stakeholder survey data		
	Strategy: (Needs Assessment, Question #4)	Identify community partners to assist in character and student development programs.		
	Action Steps: (Processes/How)	1 Identify military volunteers to support school academic and athletic programs.		
		2 Identify community volunteers to support school programs through the Read 100 program		
		3 Utilize SOAR program and personnel to implement on-line tutorials.		
		4 Implement "Boomerang Backpacks" program as provided by the Civitan Club.		
	Strategy:	Empower students to make healthy decisions.		
	Action Steps:	1 Investigate PACE Trek program for HCE.		
		2 Develop a "Healthy Habits Week Program."		
		3		
		4		
	Strategy:	Encourage ethical behavior		
Action Steps:	1 Implement anti-bullying and social skills programs and activities.			
	2 Implement programs to encourage and promote the ethical use of emerging technologies.			
	3 Investigate Drug Abuse Resistance Programs.			
	4 Implement an effective Drug Abuse Resistance Program for students in 4th and 5th grades			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
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:		
Review frequency:	Quarterly			
Action Team: (Who is responsible)				
What data will be used to determine whether the strategies were deployed with fidelity?				
Classroom observations; student/parent participation; teacher/student interaction; parent feedback; decrease in office referrals				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)

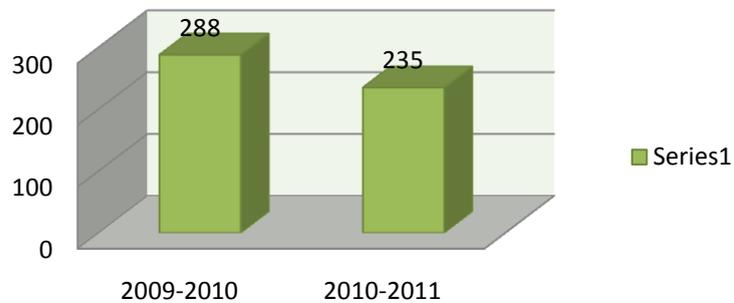
Monitor the goals, strategies, and action steps using the data gained from formative, benchmark, and summative data

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

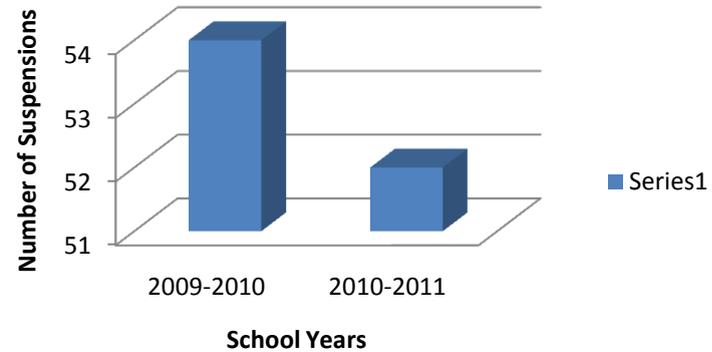
Parent response to the online Zoomerang Survey was limited. The results from the respondents are as follows:

- Parents are supportive of school initiatives.
- 100% of parents feel the school is neat and clean.
- 33% of parents feel their children are safe on the school bus "most of the time"**
- The majority of respondents feel their children are safe in highly supervised areas, including the cafeteria, classroom, hallways, media center, and office.
- 95% of respondents are kept informed via School Messenger
- 100% feel welcome in the school

**Discipline Data
Total Incidents Reported**



Suspension Totals



Act

Based upon identified results, what action should be taken? (Next actions)

- Implement bullying prevention program
- Implement Drug Awareness and Prevention Program
- Review expected bus behaviors with students periodically during the year
- Develop and implement the "Bus Rider of the Week Program"

Priority 1 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.		
	Target: (Desired Result)	10% increase in student proficiency in science and math		
	Indicator: (Measure)	EOG test scores; K-2 Assessment Data; ClassScape data		
	Strategy: (Needs Assessment, Question #4)	Identify community partners to support STEM implementation.		
	Action Steps: (Processes/How)	1 Collaborate with NCSU in the implementation of STEM and Engineering is Elementary.		
		2 Collaborate with Lowes Inc. in the implementation of an environmental studies strand for STEM.		
		3 Identify local professionals and professional organizations related to various STEM disciplines.		
		4		
	Strategy:	Implement with fidelity the Engineering is Elementary program.		
	Action Steps:	1 Collaborate with personnel from North Carolina State and the Boston Museum of Science to plan staff development.		
		2 Identify funding for Engineering is Elementary.		
		3 Conduct staff development in the Engineering is Elementary program.		
		4 Develop and utilize monitoring instruments to ensure effective implementation.		
	Strategy:	Utilize STEM academies to provide opportunities for exploration.		
Action Steps:	1 Identify faculty and staff interests in various STEM disciplines.			
	2 Develop STEM academies for all students.			
	3 Develop registration process for students to select academies.			
	4 Conduct and evaluate the effectiveness of STEM academies throughout the year.			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
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:		
Review frequency:	Quarterly			
Action Team: (Who is responsible)				
What data will be used to determine whether the strategies were deployed with fidelity?				
Observations; parent surveys; EOG test scores; completed student projects; participation in the Engineering Fair; report cards and progress reports; STEM action team reports.				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)

Monitor the goals, strategies, and action steps using the data gained from formative, benchmark, and summative data.

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

-End-of-Grade Test Results 2010-2011

-3rd Grade	Math	71%	Reading	59%
-4th Grade		79%		72%
-5th Grade		84%		71%
-5th Grade	Science	83.5%		
-Kindergarten		97%		99%
-1st Grade		97%		90%
-2nd Grade		94%		92%

100% of student respondents enjoy attending STEM Academy.

95% of student respondents enjoy learning about science and engineering

80% of students would like to learn more about becoming a scientist or an engineer.

98% of students learn new information when they attend STEM Academy.

Act

Based upon identified results, what action should be taken? (Next actions)

- Conduct professional development activities on the implementation of Engineering in Elementary
- Develop Math Coaching processes
- Develop and present STEM Academy I and II for this school year
- Identify effective instructional strategies and activities that ensure an improvement in student achievement in math and science

Priority 1 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.		
	Target: (Desired Result)	100% of faculty members participate in staff development and complete required components.		
	Indicator: (Measure)	Participation rosters; Completion Certificates; Rowland Reading feedback; classroom observations		
	Strategy: (Needs Assessment, Question #4)	Implement ClassScape on-line program for formative assessment data collection.		
	Action Steps: (Processes/How)	1 Provide training and staff development to faculty in the use of the ClassScape program.		
		2 Implement the ClassScape program in grades 3-5.		
		3 Monitor implementation of ClassScape in grades 3-5.		
		4 Utilize data in grade-level planning to inform instruction.		
	Strategy:	Implement the CIA model for curriculum planning across the grade-levels.		
	Action Steps:	1 Develop CIA action team.		
		2 CIA action team members will plan, research, and attend training in concept-based learning models.		
		3 CIA team will conduct staff development in concept-based learning models.		
		4 Develop and implement interdisciplinary units of study.		
	Strategy:	Implement the new North Carolina Teacher Evaluation Instrument		
Action Steps:	1 Conduct staff development on the new instrument and process.			
	2 Implement with fidelity the guidelines and procedures of the NC Teacher Evaluation Instrument.			
	3 Evaluate the success and issues of the implementation process.			
	4 Provide training for staff to ensure proper implementation of the new instrument			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:	s	
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:		
Review frequency:	Quarterly			
Action Team: (Who is responsible)				
What data will be used to determine whether the strategies were deployed with fidelity?				
ClassScape data grades 3-5; PDPs and teacher evaluation documentation; completed interdisciplinary units; teacher survey data;				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)

Student performance data, classroom observations, participation in staff development

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

- 100% of faculty completed NC FALCON online professional development modules
- 100% of faculty members completed training in the NC Teacher Evaluation Process and completed Professional Development Plans
- 100% of faculty members participated in CIA professional development activities conducted during early release days
- 100% of required faculty participated in professional development for Reading 3D

-End-of-Grade Test Results 2010-2011:

-3rd Grade	Math	71%	Reading	59%
-4th Grade		79%		72%
-5th Grade		84%	Science	83.5%
-Kindergarten		97%		99%
-1st Grade		97%		90%
-2nd Grade		94%		92%

Act

Based upon identified results, what action should be taken? (Next actions)

- Address all connectivity issues that interfered with the effective implementation and use of ClassScape
- Provide professional development and assist teachers in the utilization of the online NC Teacher Evaluation Process
- Attend professional development activities that focus on improving the school's curriculum maps
- Publish curriculum maps and units on Rubicon Atlas

