

JACKSONVILLE COMMONS ELEMENTARY SCHOOL
2007-2010 STRATEGIC PLAN
2009-10 Annual Review



Excellence with students.
Excellence with parents.
Excellence with each other.

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LEADERSHIP TEAM

ADMINISTRATIVE STAFF

Mark Bulris - Principal
Elizabeth Castle - Assistant Principal
Linda Holland - Secretary/Treasurer
Michelle Gidrey - SIMS/ Office Support
Monica Burney - Receptionist
Helen Howard - Clerical Support

STRATEGIC IMPROVEMENT TEAM

Principal	Mark Bulris
<i>Assistant Principal</i>	<i>Elizabeth Castle</i>
Kindergarten Rep	Paula Forrester
First Grade Rep	Debbie Evans
Second Grade Rep	Kelly Hardison
Third Grade Rep	Nancy Last
Fourth Grade Rep	Mary Lynn Busfield
Fifth Grade Rep	Jackie Jack (Chairperson)
<i>MAPS Rep</i>	<i>Crissie Brown</i>
<i>Classified Rep</i>	<i>Chris Rau</i>
<i>Parent</i>	<i>Tiliue Ramsey</i>
Parent	Melissa Skordoulis
<i>Parent</i>	<i>Jessica Tennyson</i>
Parent	Lakiya Cherry
Parent	Kimberly High
Parent	Aretha Paschel-Alexander
Parent	Crystal Carpender
<i>Parent</i>	<i>Samantha Blanc</i>
<i>Parent</i>	<i>Vacant (Title I Rep elected Oct. 1)</i>

ONslow COUNTY SCHOOLS BOARD OF EDUCATION

Margaret Brown, Chairperson
Ronnie Ross, Vice Chairperson
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Jeff Brown

ONslow COUNTY SCHOOLS CENTRAL OFFICE ADMINISTRATION

Dr. Kathy T. Spencer – Superintendent
Mrs. Lesley Eason – Assistant Superintendent Instructional Services
and Continuous Improvement
Dr. Barry Collins - Assistant Superintendent for
Human Resources and Student Services
Mr. Steve Myers - Assistant Superintendent for Auxilliary Services
Jodie Ramsey – Administrative Assistant, office of the superintendent

SCHOOL PROFILE

Executive Summary

Introduction:

In this section of our school improvement plan, an overview of student performance data, student and community demographic data, school characteristics and stakeholder perspectives on the quality of education is provided.

Student Performance Data

The student performance data collected for the Profile is summarized in tables from 2003 through 2009.

National Measures:

Because Jacksonville Commons Elementary School receives Title 1 (federal funding for literacy) as a targeted assistance school, the school reports Adequate Yearly Progress results as part of No Child Left Behind. Since the introduction of this federal program, Jacksonville Commons Elementary School has made AYP six out of seven years. During the 2006-2007 academic year, JCE hit 12 of 12 targets for 100%.

For the 2007-2008 academic year, JCE met 9 of 9 targets for AYP. AYP results for reading are yet to be released. *JCE met 23 of 23 AYP target goals for the 2008-09 school year.*

State Measures:

NC Pretest Grade 3: The North Carolina Grade 3 Pretests in Reading and Mathematics are multiple-choice tests administered to all students in 3rd grade at the beginning (within the first three weeks of school) of Grade 3. The Grade 3 Pretests measure the knowledge and skills specified for Grade 2 from the Reading and Mathematics goals and objectives of the North Carolina Standard Course of Study.

NC End of Grade Tests (Grades 3-5): The end of grade tests are multiple choice tests (Reading Comprehension and Mathematics) that measure the achievement of curricular objectives described in the North Carolina Standard Course of Study. End of grade tests are administered to all eligible students in grades 3-5 within the final three weeks of school.

NC End of Grade Tests-Reading Comprehension: This test assesses reading and knowledge of vocabulary by having students read selections and then answer questions directly related to the selection. The selections on the tests are reading materials chosen to reflect the variety of actual reading done by students in and out of the classroom. Selections include both literary and informational texts. Literary texts include fiction, poetry, drama, and literary non-fiction such as biographies, letters, journals, and essays. Informational texts include content areas (art, science, mathematics, social studies, etc.) and consumer/practical selections (pamphlets, recipes, how-to, etc.).

NC End of Grade Tests-Mathematics: This test assesses students' achievement in the four strands of the mathematics curriculum: number sense, numeration and numerical; spatial sense, measurement and geometry; statistics, probability, and discrete mathematics; and patterns, relationships, and functions. The test contains two parts: calculator active and calculator inactive. Students may use a ruler, protractor, and calculator for the applications section only.

NC Writing Assessment (Grade 4): The North Carolina Writing Assessment measures written expression (composing) skills, such as main idea, supportive details, organization, coherence, and the application of grammatical conventions. Students in Grade 4 write a narrative essay that may be personal or imaginative. This assessment which consists of one writing prompt at each grade is administered statewide on one NCDPI established date. Onslow County Schools provides the opportunity for students to participate in Local Option testing in writing in Grades 3 and 5. Beginning for the 2008-2009 academic year, NCDPI will implement a new writing assessment process in grade 4.

Field Tests Grades 3-5: The purpose of the field test is to collect data for future test development. Results from the field-testing will provide information regarding: the overall quality of test questions; the development of scoring and reporting systems; and the test questions as reviewed by teachers across the state. The successful administration of these field tests is essential to the continuing development and psychometric soundness of the North Carolina State tests. NCDPI currently embeds field test items within the regular administration of the NC EOG tests.

K-2 Assessments: The purpose of the K-2 Assessments are (1) to provide information about the progress of each student for instructional adaptations and early interventions, (2) to provide next year teachers with information about the status of each of their incoming students, (3) to inform parents about the status of their children relative to grade level standards at the end of the year, and (4) to provide the school and school district information about the achievement status and progress of groups of students in K, 1, and 2. In the fall of 2004, Onslow County teachers and administrators received E-assessment training, palm pilots, and Rigby E-assessment kits to expedite these respective processes. In the summer of 2007, the system was studying progress monitoring and benchmarking tools to better assess needs of students in grades K-5. During the 2008-2009, Onslow County Schools will fully implement benchmarking tools to assess student needs and plan for appropriate instruction.

Student and Community Demographics

During the 2003-04 academic year, the student population at Jacksonville Commons Elementary School surpassed the 1,000 mark with several students housed in 13 temporary units. A new school, Carolina Forest Elementary, opened in August 2004 and redistricting of over 300 students alleviated overcrowded conditions and changed the demographics of the school

The total enrollment at JCE entering 2007-2008 school year is approximately 750 students. Ethnic composition breakdowns are 38.5% White, 38.3% Black, and 23.2% Multi-Racial, Asian, Hispanic, and American Indian. Membership for the 2008-09 school year is 731. The ethnic composition for the 2008-09 school year is 37.5% Black, 33% White, 15.2% Multi-racial, 10% Hispanic, and 5% Asian and American Indian. **Membership for the 2009-10 school year is currently 720. Ethnic composition remains relatively unchanged from the previous year.**

Onslow County is located in the coastal region of North Carolina and according to the 2000 U.S. Census Bureau has a population of 150,355. The county was formed in 1734 as Onslow Precinct of Bath County from northeastern New Hanover Precinct. It was named after Arthur Onslow, Speaker of the British House of Commons from 1728 to 1761. With the abolition of Bath County in 1739, all of its constituent precincts became counties.

The racial composition of the community:

White	72.06
Black	18.48

Pacific Islander	1.68
Native American	0.74
Others	7.04

JCE also serves as a School of Choice for schools under sanctions for not meeting AYP under No Child Left Behind. JCE currently hosts 38 School of Choice students for the 2009-2010 school year. In addition, JCE also serves 57 students who are approved as out of district.

School Characteristics

Opened in 1996 with 680 students on property donated by the City of Jacksonville and financed through bond referendums, the school has seen the population reach as high as 1,002 students in 2004. Jacksonville Commons Elementary School serves as a true “community” base that not only meets educational needs, but also houses recreational and community activities and events.

The Faculty

Jacksonville Commons Elementary School has a caring, compassionate team of educators and support team members who seek to make the instructional day a pleasant experience for each child. Approximately 96% of our teachers have state initial and continuing licenses compared with 92% at the district level and 90% at the state level. Eighteen percent of the school’s teachers have completed advanced college degrees including master’s and doctoral degrees and five have received National Board certification.

Balance is observed in the levels of teaching experience with 24% at 0-3 years of experience, 35% with 4-10 years of experience, and 41% with 10+ years of experience. Our teacher turnover rate is 19% compared with 23% at the district level and 20% at the state level. Approximately, 98% have reached “highly qualified” status as determined by NCLB standards.

For the 2007-08 academic year, the unofficial turnover rate is estimated at 26%. 100% of the K-5 teaching staff is highly qualified and hold appropriate teaching credentials. The experience levels of the teaching staff continue to be diverse, with 24% of the teachers classified as a beginning teacher. Twenty-six percent of current teachers hold advanced degrees and 9% are Nationally Board certified.

**ONslow COUNTY SCHOOLS
VISION, MISSION, GOALS**

Onslow County Schools Vision

Excellence in education.

Mission Statement

The Onslow County School Community will prepare students to be globally competitive and responsible citizens in the 21st century.

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 professionals.

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 in cooperation with families and community partners.

Onslow County schools will be supported by effective and efficient systems.

JCE CUB PLEDGE

I am a JCE student. I am respectful, responsible, and proud. Today, I will devote myself to learning and to the development of my character to being the very best person I can be.

JCE GUIDELINES FOR SUCCESS

Be respectful.
Follow directions.
Try hard.

JCE MISSION STATEMENT

JCE will ensure that all students reach their personal level of excellence by working collaboratively as a professional learning community in partnership with parents and the community.

JCE CORE VALUES AND BELIEFS

WE BELIEVE:

About Teaching and Learning That...

- Everyone can and does learn.
- There are high expectations for everyone.
- Positive attitudes are essential.

That All Students...

- Want to succeed.
- Have positive potential.
- Learn in different ways and must have their needs meet.
- Will be active participants in learning.
- Need structure and consistency.
- Are what we put into them.

That Parents...

- Love and want the best for their children.
- Need to be informed.
- Are partners in communication.

That Faculty and Staff Should...

- Support and care for each other as a faculty.
- Have a positive attitude.
- Be honest.
- Be respectful.
- Listen to each other.
- Guide each other.

**JCE Accountability Data Update
2008 – 2009**

AYP – 2006-07 Met 19 of 19 goals
 2007-08 Met 13 of 13 goals
2008-09 Met 23 of 23 goals

K – 2 Proficiencies

Grade & Subject	2006-07	2007-08	2008-09
K Reading	87.2%	90.5%	88.8%
K Math	84.6%	92.8%	91.3%
K Writing	78.6%	81.0%	88.8%
1st Reading	73.3%	85.0%	64.6%
1st Math	72.3%	82.3%	75.6%
1st Writing	74.2%	85.8%	75.6%
2nd Reading	70.5%	66.4%	69.4%
2nd Math	64.8%	60.0%	71.4%
2nd writing	55.0%	54.0%	63.5%

NC ABC Results – MET EXPECTED GROWTH

Grade & Subject	2006-07	2007-08	2008-09
3rd Reading	85.6%	47.2%	60.4%
3rd Math	70.3%	74.4%	77.1%
4th Reading	86.7%	61.9%	65.7%
4th Math	55.2%	75.7%	82.8%
4th Writing	37.4%	57.5%	State Pilot
5th Reading	91.2%	49.1%	72.4%
5th Math	77.5%	65.14%	75.9%

**JACKSONVILLE COMMONS ELEMENTARY SCHOOL ACTION PLAN
2007-2010**

OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum	
Strategy: JCE student achievement will be measured and the results used to drive instruction.	
<p>Desired Results:</p> <ul style="list-style-type: none"> *JCE will meet expected growth on state mandated tests and meet AYP targets *AIG students will achieve above grade level performance in reading, math and writing *All students will meet appropriate levels of academic progress in all core subject areas K-5 	<p>Measures:</p> <ul style="list-style-type: none"> *EOG test data *K-2 assessment data *County benchmarks and progress monitoring K-5 graphs/data *K-5 writing data *Progress reports *Report cards *Independent reading level monitoring *e*assessment data *AR data *Title 1 data *Exceptional needs data *HOTS data *Pre test and post test data from at-risk students *Attendance data *After-school tutoring pre and post score data *At-risk tutoring pre and post score data *Study island reports *PEPs *IEPs *AIMS WEB Data and Reports (EC) *STAR Testing Results
<p>Processes:</p> <ul style="list-style-type: none"> *Facilitate quarterly articulation meetings between grade levels <ul style="list-style-type: none"> *Focus on using a common math language K-5 (AYP Math Focus) *Provide after-school and at-risk tutoring opportunities for remedial students *Develop strong instructional plan that protects time, eliminate excessive pullouts and assists with differentiation *Monitor ongoing assessment for students at all academic levels *Ensure progress monitoring and benchmarking training and implementation *Supply information about adequate teacher involvement in county, state and regional training students to strengthen classroom practice and instructional delivery *Purchase quality 21st Century tools to produce competitive 21st Century students 	

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

Resources:

- *Staff development expense
- *State instructional funding
- *Title I funding
- *Low wealth funding
- *Accountability funding
- *DSSF funding
- *At-Risk funding
- *AIMS WEB

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
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2007-08

- *AYP met 9 of 9 goals for 2007-08 (pending reading results)
- *Increased proficiencies in K Reading 87.2% to 90.5%, K Math 84.6% to 92.8%, K writing 78.6% to 81%, 1st Reading 73.3% to 85%, 1st Math 72.3% to 82.3%, and 1st writing 74.2% to 85.8%.
- *K-2 cohort data shows a decrease in cohort groups from Kindergarten to 1st grade and from 1st to 2nd grade.
- *ABCs – High growth was met.
- *3-5 math cohort growth 3rd grade from 62.6% to 74.4%, 4th grade from 70.3% to 75.7%, and 5th grade from 55.2% to 65.1%.
- *4th grade writing improved from 37.4% to 57.5%
- *3-5 Reading results are pending

2008-2009

- *AYP met 23 of 23 goals for 2008-09
- *ABCs – Met expected growth for reading and math in grades 3, 4, and 5. High growth was achieved in 4th reading, 4th math, and 5th reading
- *New 4th grade writing assessment program implemented
- *K-2 assessment data shows lower proficiencies in Kindergarten and 1st grade reading and math, revealing a more accurate picture of student performance
- *Adopted enVisions Math for grades K-5 to assist with developing common math language

Next Steps

- *Schedule quarterly articulation meetings at the school level
- *Continue tutoring programs
- *Continue focus on ongoing assessments, progress monitoring, and benchmark assessments
- *Focus on replacing outdated computer equipment in support of OCS Tier II
- *Implement the JCE Title I program as amended for the 2008-09 school year (See appendix)

2009-2010

- *Ensure quarterly K-5 vertical articulation meetings are scheduled
- *Enhance the use of volunteer tutors
- *Implement enVisions Math program
- *Utilize enVisions Math assessments
- *Work with PTO and other funding sources to update technology
- *Implement the JCE Title I program as amended for the 2009-10 school year (See appendix)
- *Use local EOG codes to track students participating in tutoring programs
- *K-2 assessment folder training with a focus on consistency, timeliness, standardization, and articulation

OCS Goal # 2: Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals

Strategy: JCE will create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for employee performance.

Desired Results:

- *Maintain low employee attrition rate
- *Ongoing staff development in the newest educational technology trends
- *Staff utilizes data to shift instructional delivery

Measures:

- *Climate surveys
- *Teacher Working Condition Survey results
- *Annual attrition results

Processes:

- *Continue BT retreats and nurturing of mentoring relationships
 - *Explore the possibility of Commons area BT retreats
- *Maintain a vision of shared leadership that values and seeks out staff opinions
- *Provide a committee based approach in recruiting new staff
- *Promote a positive and informed working environment for all employees
- *Develop and include a professional development plan aligned with identified continuous improvement strategies
- *Ensure that all teachers are highly qualified and motivated
- *Utilize workdays for small group, hands-on training in all academic support areas
- *Provide enough 21st century tools for every staff member
- *Observe other teachers to spark creativity and professional growth
 - *Focus on:
 - 1st and 2nd year teachers
 - Use of technology and specific instructional strategies
- *Provide a website for teachers such as TeacherWeb

Resources:

- *Staff development expense
- *State instructional funding
- *Title I funding
- *Low wealth funding
- *Accountability funding
- *DSSF funding
- *At-Risk funding

End of year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <p>*JCE had a teacher attrition rate of 16% for the 2006-07 State report card. Unofficial data indicate a teacher attrition rate of 26% from 2007-08 to 2008-09.</p> <p>*Only 54% of the 2007-08 teachers indicated that planned on staying at JCE within the next two years.</p> <p>*TWC data from 2007-08 indicate 76% of the teachers agree that teachers are held to high professional standards for delivering instruction, 80% agree that there is an atmosphere of trust and respect, and 74% agree that teachers are empowered.</p> <p>*Additionally, while 84% of the staff indicated they have sufficient access to instructional technology, only 45% agreed that they had sufficient training to fully utilize instructional technology.</p> <p>*68% of the teachers agree that they are centrally involved in the decision making process and 76% indicated that JCE is a great place to teach and learn.</p> <p>*Only 43% of teachers agree that they have sufficient time or funds for professional development.</p> <p>*The 2007-08 Climate Survey data indicate that 89% of the staff feel that teachers and staff demonstrate a passion for teaching and learning.</p> <p>*84.5% of the staff give JCE an overall grade of and A or B on the 2007-08 Climate Survey.</p> <p>2008-2009</p> <p>*JCE had an unofficial teacher turnover rate of 20% from the 2008-09 school year to the 2009-10 school year. 5 moved out of state (4 military), 2 retired, 1 stay home with child, and 1 transfer</p>	<p>Next steps</p> <p>*Provide the structure and support necessary for teachers to observe their colleagues</p> <p>*Utilize SCHOOLinSITES to provide all teachers with access to individual web pages</p> <p>*Provide necessary training to support development of teacher web pages</p> <p>*Focus on providing the necessary 21st century tools to support OCS Tier II</p> <p>*Continue implementation of professional development plan started during the 2007-08 school year (See Appendix)</p> <p>2009-2010</p> <p>*Plan mini retreats for BTs and mentors after school in conjunction with JCM when possible</p> <p>*Implement PLC model to ensure instructional and student focus in team meetings</p> <p>*Clarify “shared leadership” including the varied levels of leadership, importance of participation, and its relation to the new teacher evaluation instrument</p> <p>*Develop process for inclusion of teachers in summer interview process</p> <p>*All grade level teachers receive training and establish a web page linked to the school’s web site</p> <p>*All licensed employees have been issued a Tier I laptop</p> <p>*Seek additional funding sources for support of Tier II</p> <p>*Implement Professional Development Plan as indicated in the appendix</p>

<p>*TWC data not available for 2008-09 school year</p> <p>*The 2008-09 Climate Survey indicates that 88.61% of the staff feel that teachers and staff demonstrate a passion for teaching and learning</p> <p>*81.2% of JCE staff give JCE a grade of an A or B on the 2008-09 Climate Survey</p> <p>* Purchased 4 Mimios, 7 projectors, 6 Elmos, and 20 new computers, and 1 Promethean board to support Tier II implementation</p> <p>*Over 2/3 of licensed staff have received Tier I laptops</p> <p>*Teacher website capability available for all teachers with minimal implementation</p>	
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OCS Goal #3: Onslow County 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:

- *Greater levels of students feeling more safe at school in hallways and bathrooms
- *Number of in-school and out of school suspensions decrease
- *JCE students will pass the state required physical fitness assessment

Measures:

- *Climate survey data
- *School discipline data
- *NC Annual Report on School Crime and Violence Report
- *NC Annual Report on Suspension and Expulsions
- *Student attendance data
- *~~Number of field trips~~
- *Physical fitness test results

Processes:

- *Teach appropriate behaviors in common areas, review Guidelines for Success and teach appropriate social interaction
- *Conduct periodic common area observations
- *Review and enforce building safety
- *Install security cameras and monitors and phone activated alarm system
- *Develop plan for effective traffic flow at arrival and dismissal
- *Continue to support school rules and procedures
- *Character Education curriculum and recognition
- *Continue development of school wide discipline policy
- *Periodic review of procedures for lock down
- *Staff development on working with others in a civil way both staff to staff and staff to student communication
- *MAPS teachers recognize monthly character education
- *More integration of character education and character building activities and assemblies
- *Cafeteria monitoring issue resolved
- *Observe playground monitoring and share data with staff
- *~~Hold competition between~~ Establish a recognition program for classes during lunch for good behavior
- *Develop lesson plans/guidelines for assemblies
- *Provide civility awards to students monthly or bi-monthly
- *Review problem areas with students in assemblies or via closed circuit television
- *Utilize CHAMPS trainer to provide staff development
- *~~Provide more curriculum based field trips in the Spring to alleviate boredom and difficulties due to fewer of school days~~
- *Allow for Character Education recognition, AR goals, School-wide Study Island, and monthly awards for bus behavior. ~~Winners, Circle lunch program extra effort~~
- *Examine pilot of AVID in 5th grade
- *Develop Social Awareness clubs, Reading clubs, Personnel Development with volunteer sponsorship from teachers and high school students
- *Maintain an instructional focus on state physical fitness activities during PE classes

OCS Goal #3: Onslow County Students will learn in a safe environment to be civil, healthy and productive citizens

Resources:
Safe and Drug Free School funding
Capital budget

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

*87.7% of students reported feeling safe in the hallways and 78% reported feeling safe in the bathrooms.

*Incidents resulting in OSS:
2006-07 - 52
2007-08 - 48

*Incidents resulting in ISS:
2007-08 - 26 (baseline)

*Student attendance rates:
2006-07 - 96.3%
2007-08 - 96.7%

*Physical fitness test results –
3rd grade: mile, 25.9%; curl ups, 51.8%; pull ups/flex arm hang, 84.1%; sit and reach, 70.8%; shuttle run, 78.6%
4th grade: mile, 17%; curl ups, 53.7%; pull ups/flex arm hang, 76.1%; sit and reach, 68.5%; shuttle run, 75.5%
5th grade: mile, 20.8%; curl ups, 30%; pull ups/flex arm hang, 54.7%; sit and reach, 64.1%; shuttle run, 62.1%

2008-2009

***80.7% of students reported feeling safe in the hallways and 76.6% reported feeling safe in the bathrooms**

***Incidents resulting in OSS:
2008-09 - 51**

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

Next steps

*Establish community partnerships to support character education program
*Implement Levels of Discipline
*Schedule meaningful character education assemblies
*Design a bulletin board to support student character and civility recognition
*Plan video programs to discuss discipline problem areas with students

2009-2010

***Work on the consistent implementation of Levels of Discipline**
***Improve students' feeling of safety on school buses in addition to campus areas**
***Enhance afternoon dismissal to make more effective and efficient**
***MAPS recognition of STAR Students**
***Reorganize character education committee**
***Develop additional lesson plans and/or videos to teach and reinforce safe and civil procedures**
***Implement a cafeteria recognition program for classes demonstrating appropriate behavior at lunch**
***Form partnership with JPD and 5th grade teachers to discuss implementation of AVID strategies in 5th grade**
***Offer gang awareness sessions for students and parents in conjunction with JCP**

OCS Goal #3: Onslow County Students will learn in a safe environment to be civil, healthy and productive citizens

<p>*Incidents resulting in ISS: 2007-08 - 26 (baseline) 2008-09 - 58</p> <p>*Student attendance rates: 2006-07 - 96.3% 2007-08 - 96.7% 2008-09 - 96.1%</p> <p>*Physical fitness test results – <u>3rd grade:</u> mile, 52.6%; curl ups, 49.3%; pull ups/ flex arm hang, 59.4%; sit and reach, 79%; shuttle run, 63.9% <u>4th grade:</u> mile, 57.3%; curl ups, 62.1%; pull ups/ flex arm hang, 70.8%; sit and reach, 84%; shuttle run, 60% <u>5th grade:</u> mile, 37.3%; curl ups, 44.1%; pull ups/ flex arm hang, 57.9%; sit and reach, 79.2%; shuttle run, 49%</p>	<p>*5th grade students participate in “Step Up” night at JCMS</p> <p>*Dedicated Safe and Civil section on the school web page</p> <p>*Creation of JCE Safety Patrol and JCE Ambassadors</p> <p>*Development of peer mediation program</p> <p>*Implementation of “Wee Paws for Character” program to encourage students to recognize good character in other students</p> <p>*Investigate a drug awareness and violence prevention program to supplement/replace DARE</p>
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OCS Goal # 4: Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners

Strategy: JCE will provide parent assistance in understanding state academic content standards and student academic achievement standards

<p>Desired Results: Parents to receive consistent updates on state academic standards and technology innovation at the local and state levels</p> <p>Increased level of community, family, and business involvement</p>	<p>Measures: *Parent surveys *Climate surveys *BASES Report *Student attendance records</p>
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Processes:

- *Increase parent involvement and volunteerism through activities, workshops, performances and professional development opportunities
- *Offer activities for Title 1 families each nine weeks.
- *Solicit input regarding the effectiveness of academic programs
- *Discuss student achievement and academic content standards and add to online website
- *Develop more opportunities for interaction with high school and middle schools
- *Develop additional school/business relationships and continue student awards through business sponsorships
- *Select media liaison to highlight school programs and activities
- *Participate in Career Day for 4th/5th graders
- *Increase community involvement through guest speakers, business support and through school wide events such as Octoberfest/**Fall Festival**
- *Incorporate military adoption of school
- *Focus on father/male relative involvement
- *Grant written to have our articulation group become NASA schools of Science (Grades 4-9)
- *Provide for more articulation efforts between Thompson Early Childhood Center, Jacksonville Commons Middle School and Northside High School (Transitions)
- *Establish communication with area preschools and the Onslow County Partnership for Children (Transitions)

Resources:

- *Staff development expense
- *State instructional funding
- *Title I funding
- *Low wealth funding
- *Accountability funding
- *DSSF funding
- *At-Risk funding

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <ul style="list-style-type: none"> *The 2007-08 climate survey indicated that 93% of parents agree they are adequately informed. *96% of parents report that they feel welcome at JCE and 92% indicate that they are encouraged to be involved. *82% of parents indicate that they had at least two teacher initiated contacts during the school year. *79% of parents indicate that instruction is relevant and connected to real-world situations. *88.6% of parents responding to the survey indicate that the school has adequate technology. *The 2007-08 BASES report shows the involvement of 10 local businesses and a total of 1,502 volunteer hours. <p>2008-2009</p> <ul style="list-style-type: none"> *The 2007-08 climate survey indicated that 91% of parents agree they are adequately informed *93% of parents report that they feel welcome at JCE and 93% indicate that they are encouraged to be involved *87% of parents indicate that they had at least two teacher initiated contacts during the school year *80% of parents indicate that instruction is relevant and connected to real-world situations *82% of parents indicate that the school has adequate technology *83 volunteers recognized at Volunteer Breakfast *23 businesses and volunteers reported on BASES along with an estimated total number of volunteer hours of 1,202 *Formed partnerships with JCMS AVID class, NSHS teacher cadets, and sent chorus to TECC 	<p>Next steps</p> <ul style="list-style-type: none"> *Establish partnerships with area businesses *Administration and evaluation of Title I Survey *Schedule specific events such as doughnuts for dad and muffins for mom to support the involvement of relatives *Establish communication and articulation with Commons area schools and area pre-schools to support transitions from home to school and from elementary to middle school *Link school web page with student accountability information provided through NCDPI *Track web site usage <p>2009-2010</p> <ul style="list-style-type: none"> *Focus on strengthening PTO to increase involvement of volunteers *Assign grade level/teams PTO night to plan events for PTO meetings *Plan at least one PTO meeting off-site *Explore opportunities to involve fathers in school events *Link school web page with student accountability information provided through NCDPI *Establish media liaison *Establish new military partnerships *Enhance transition program from Pre-K/home to Kindergarten *Increase the level of participation in transition IEP meetings for students transitioning from Pre-K to K *Investigate the use of NSHS student athletes, Air Force ROTC, and drama department to support JCE academic and character ed programs

<p>*Implemented a home to Kindergarten transition program for the summer of 2009 *Local private preschools participated in orientation at JCE to visit classrooms and tour the school</p>	
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OCS Goal #5: The Onslow County Schools will be supported by effective and efficient systems

Strategy: JCE will benefit from cutting edge 21st century systems

Desired Results:

***Improve school and community communications processes with updated information**

Measures:

***Staff technology survey
*AMTR
*Technology Needs Assessment**

Processes:

- *Provide vertical and horizontal alignment
- *Continue updating of computer systems
- *Utilize Public Folders for staff communications
- *Utilize website to find specific info about CEU credits/staff development
- *Provide additional Internet access and computers in every classroom
- *Implement and use CALL PLUS
- *Communicate needs for resources and adequate supplies
- *Increase availability of instructional technicians and facilitator for teachers

Resources:

- *Capital budget funding
- *Grant funding
- *State funding sources
- *Funding from PTO
- *Local funding sources
- *IT Tech
- *Technology Facilitator

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <ul style="list-style-type: none"> *The 2007-08 climate survey indicated that 93% of parents agree they are adequately informed *82% of parents indicate that they had at least two teacher initiated contacts during the school year *Wireless access points have been installed in the media center and for learning cottages *Call plus system was implemented *Public folders utilized to enhance staff communication <p>2008-2009</p> <ul style="list-style-type: none"> *The 2007-08 climate survey indicated that 91% of parents agree they are adequately informed *87% of parents indicate that they had at least two teacher initiated contacts during the school year *PTO donated approximately \$4,400 to purchase technology 	<p>Next steps</p> <ul style="list-style-type: none"> *Schedule quarterly articulation meetings *Conduct technology needs assessment *Communicate technology needs to PTO *Explore other funding sources for purchase and support of 21st century tools *Examine PD 360 as a possible source of online staff development <p>2009-2010</p> <ul style="list-style-type: none"> *Plan quarterly K-5 vertical articulation meetings

APPENDICES

STAFF DEVELOPMENT PLAN 2007-2008, 2008-2009, 2009-2010

K-2 & 3-5 TEACHERS IMMERSSED IN BENCHMARKING AND PROGRESS MONITORING TRAINING WITH LITERACY FACILITATOR JUDY NELSON. CONTINUE TRAINING DURING 2008-09 TO ACCOMPANY FULL IMPLEMENTATION OF BENCHMARKING AND PROGRESS MONITORING. *Implement training for new staff and refresher for staff as needed.*

CHAMPS TRAINING TO ASSIST WITH SPECIFIC STUDENT BEHAVIORAL ISSUES AS PART OF YEAR THREE WITH THE SAFE AND CIVIL SCHOOLS PROJECT WILL BE CONDUCTED WITH LINDA KOPEC, CERTIFIED TRAINER AND PRINCIPAL AT SUMMERSILL ELEMENTARY SCHOOL. PROFESSIONAL DEVELOPMENT COMPLETED 2007-08.

TRAIN THE TRAINER MODEL OF KEY MATH CONCEPTS PRESENTED AT NCCTM MATH CONFERENCE WITH CHRISSY CALLAWAY (5TH GRADE), ANNE WHITE (4TH GRADE) AND MELISSA NORQUIST (3RD GRADE) SERVING AS TRAINERS FOR THEIR SPECIFIC GRADE LEVELS. INITIAL TRAINING WAS CONDUCTED; HOWEVER, THE MAJORITY OF STAFF TRAINED ARE NO LONGER IN POSITIONS TO PROVIDE TRAINING.

ENPOWERING WRITERS CONFERENCE PHILOSOPHY, LESSON PLANS AND TRAINING TO BE PROVIDED TO 4TH GRADE TEACHERS AS A PILOT BY TRISH BOOTHBY (4TH GRADE) TO HER TEAM. SIMILAR TRAINING WAS DONE BY BELL FORK ELEMENTARY SCHOOL IN 2006-2007 AND THEIR WRITING SCORES EXCEEDED 80%. PLAN INCLUDES DOING SIMILAR PILOTS IN 3RD AND 5TH GRADES IN FORTHCOMING YEARS. CONTINUE WRITING TRAINING FOR 4TH GRADE TEACHERS BY HAVING ALL 4TH GRADE TEACHERS ATTEND THE EMPOWERING WRITERS CONFERENCE. *Purchase materials for new 4th grade teacher and provide in house training.*

TECHNOLOGY TRAINING ON USAGE OF PROMETHEAN BOARDS, SMART BOARDS, LAPTOPS, MIMEOS, OTHER TECHNOLOGY EQUIPMENT AND APPLICATIONS SUCH AS ELECTRONIC PROGRESS REPORTS, REPORT CARDS AND PEPS TO BE PROVIDED BY TECHNOLOGY FACILITATOR. CONTINUE TECHNOLOGY TRAINING IN SMALL GROUPS, TEAMS, AND ON AN INDIVIDUAL BASIS. IN ADDITION TO THE TECHNOLOGY FACILITATOR, ADDITIONAL SOURCES OF TRAINING WILL BE UTILIZED. *Provide website training to all teachers and continue training in teams, small groups, and on an individual basis.*

OTHER STAFF DEVELOPMENT NEEDS CONSIDERED IN SURVEYS DONE BY STAFF DEVELOPMENT SUBCOMMITTEE DURING THE 2004-2007 STRATEGIC PLAN. THESE NEEDS AND REQUESTS HAVE BEEN FORWARDED TO MICHELE HAILEY, STAFF DEVELOPMENT COORDINATING TEACHER.

A.) THINKING MAPS

B.) BALANCED CURRICULUM

C.) STAFF DEVELOPMENT FOR TAs

D.) CONTINUED INVOLVEMENT IN ONSLOW COUNTY SUMMER ACADEMIES

- E.) STAFF WANTS ACCESS TO INFORMATION REGARDING STATE AND LOCAL READING CREDIT OPPORTUNITIES**
- F.) WORKING WITH CHILDREN AND PARENTS OF POVERTY**
- G.) CUSTOMER SERVICE WITH FIRESTAR**
- H.) AVID PILOT WITH 5TH GRADE**
- I.) CULTURAL/INTERNATIONAL DIVERSITY/SENSITIVITY WITH WORLDVIEW FROM CHAPEL HILL**

The JCE staff participated in working with children and parents of poverty during the 2007-08 school year. The remaining two hours of this training will be provided during the 2008-09 school year. ***Poverty training was completed during the 2008-09 school year.***

At least three staff members will be participating in ESL training during the year to support the individual needs of ESL students in their classes. Additionally, 22 teachers participated in the globalization workshop at Jacksonville High School in August. Opportunities for extending training on globalization will be explored during the 2008-09 school year.

The staff development survey administered in the Fall of 2008 also indicated the desires of a significant number of teachers to participate in staff development on 21st century initiatives, differentiated instruction, reading and writing across the curriculum, motivating students, literacy, and classroom management. Each of these topics was indicated as a topic of interest by at least 33% of the teachers at JCE.

Additional staff development will be provided as indicated in the 2008-09 JCE Title I plan (see appendix).

Additional professional development for the 2009-2010 school year will include PEP training, NC Teacher Evaluation training, and PLC training.

DUTY FREE LUNCH PERIOD OR PLAN

The Strategic Planning Team meet on September 6th and voted on the duty free lunch plan for teachers. At that time, the initial agreement was that 2nd and 3rd grade Teacher Assistants would cover classes for those grade level teachers to benefit from duty free lunch. A core group of parent volunteers along with administrators, TAs and custodial staff would provide coverage for teachers in grades kindergarten, 1st, 4th and 5th. This plan was partially implemented during the 2007-08 school year. During the 2008-09 school year, all teachers will receive at least two days of duty free lunch each week by utilizing all available support staff to supervise students at lunch. ***This plan was implemented during the 2008-09 school year and will be continued during the 2009-2010 school year.***

North Carolina Department of Public Instruction – Title I Goals Verification of Consultation with Schools

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
1% increase in student proficiency in Reading for all students K-5 with a particular emphasis on black and economically disadvantage subgroups and struggling readers of all races	<ul style="list-style-type: none"> • Continue to develop a solid literacy program that focuses on specific needs of students • Disaggregate and share data with teachers • Continue to identify and develop strategies to help at-risk students • Monitor effectiveness of targeted assistance Title I program • Encourage cooperation between Judy Nelson to train K-2 teachers in use of research based literacy materials • Enhance leveled test bookroom • Encourage teachers to participate in literacy based training that will help them assess student weaknesses and strengths under the five key domains of literacy • Implement a Kindergarten program through Title I, hire a part-time tutor to work with kindergarten students for early invention with struggling readers 	<ul style="list-style-type: none"> • K-2 assessment data • 3-5 EOG data • Nine week assessments • Teacher observation • Pre-EOG test data • STAR • Research-based progress monitoring tools implemented by the district and JCE 	<ul style="list-style-type: none"> • Evaluation programs • Progress on monthly and quarterly basis utilizing data collection, observation and staff and parent feedback of programs and their effectiveness 	<ul style="list-style-type: none"> • Fountas and Pinnell Phonics Lessons, Spelling and Word Study for grades K-2 and 3-5 • Reading Resource Guides in Grades K-3 • Onslow County Summer Elementary Institute Training • Continued training in Reading Workshop model structure 	<ul style="list-style-type: none"> • Parents involved via monthly newsletters and the school web page • Parents involvement in bimonthly subcommittee meetings • Parent involvement in quarterly Title I planning meetings/programs • Parent representation on the Strategic Planning Team
1% increase in student proficiency in Writing for all students K-5 with a particular emphasis on black and economically disadvantage subgroups and struggling writers of all races	<ul style="list-style-type: none"> • Disaggregate and share data with teachers • Release Literacy Facilitator Judy Nelson to train K-5 teachers in use of research based writing models and strategies • Continue to pursue comprehensive K-5 writing models • Encourage teachers to participate in writing training that will help them assess student weaknesses and strengths 	<ul style="list-style-type: none"> • K-2 assessment data • Off grade level writing test results in grades 3 and 5 • North Carolina 4th grade writing results • Research-based progress monitoring tools implemented by the district 	<ul style="list-style-type: none"> • Evaluation programs • Progress on monthly and quarterly basis utilizing data collection, observation and staff and parent feedback of programs and their effectiveness 	<ul style="list-style-type: none"> • Teachers continue to receive training and implementation utilizing Fountas and Pinnell writing materials • Onslow County Summer Elementary Institute Training • Continued training in Writing Workshop model structure 	<ul style="list-style-type: none"> • Parents involved via monthly newsletters and through school web page • Parents involvement in bimonthly subcommittee Meetings • Parent involvement in quarterly Title I planning meetings/programs • Parent involvement on the Strategic Planning Team

<p>1% increase in student proficiency in Math for all students K-5 with a particular emphasis on black and economically disadvantaged subgroups and students of all races struggling in Math</p>	<ul style="list-style-type: none"> • Hire qualified math tutors to participate in after-school program • Study and pursue supplemental math programs and materials • Hire At-Risk Math tutor utilizing supplemental funding (DSSF) • Disaggregate and share data with teachers • Continue to identify and develop strategies to help at-risk students 	<ul style="list-style-type: none"> • K-2 assessment data • 3-5 EOG data • Nine week assessments • Teacher observation • Pre-EOG test data • Research-based progress monitoring tools implemented by the district • Purchasing Instructional Intervention math resources to be piloted 	<ul style="list-style-type: none"> • Evaluation programs • Progress on monthly and quarterly basis utilizing data collection, observation and staff and parent feedback of programs and their effectiveness 	<ul style="list-style-type: none"> • Teachers continue to receive training in researched based math strategies • Onslow County Summer Elementary Institute Training • Continued training in Math Workshop model structure • Continuation of NCPIMS math endeavors • Calculator Workshops especially in grades 4-5 • Training in use of Instructional Intervention math resources 	<ul style="list-style-type: none"> • Parents involved via monthly newsletters and through school web page • Parents involvement in bimonthly subcommittee Meetings • Parent involvement in quarterly Title I planning meetings/programs • Parent involvement on the Strategic Planning Team
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2009-2010 Proposed Budget

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Title I Reading Tutors	\$19,000	Title I	In-school reading tutors
Math Tutor	1 st Priority	?	Math Tutoring
Tutoring, Curriculum and Instruction Support Materials	2 nd Priority	?	At-risk Tutoring and Intervention
Instructional Technology	3 rd Priority	?	21 st Century Tools
Instructional Support Software	\$3,000	State Instructional	21 st Century Systems
Parent Resource Materials	\$1,570	Title I	Parent support
Materials and Supplies for Safe and Civil Schools/ Character Education	\$500	Local	School Climate and Safety
Staff Development	\$0		Differentiation/interventions Technology Assessments/Interventions/ Literacy Online Professional Dev.
Staff Recognition Materials	\$500	Local	Staff morale
Beginning Teacher Meetings and Support	\$500	Local	Teacher Development

**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010**

School Jacksonville Commons Elementary Date Submitted September 25, 2009

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|--|---|
| 1. Number of School Improvement Plan Team Members | <u>18</u> |
| 2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.) | <u>100%</u> |
| 4. Date of vote | <u>September 24, 2009</u> |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.) | <u>50%</u> |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 9. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 11. All required local, State and Federal programs have been addressed in the School Strategic Plan. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Mark Bulris
Principal's Signature
(electronically signed)
Kimberly M. High
Signature of Elected Parent Representative
(electronically signed)

Jackie Jack
Signature, SSPT Facilitator/Chairperson
(electronically signed)
Melissa Skordoulis
Signature of Elected Parent Representative
(electronically signed)

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