

Jacksonville Commons Elementary School

Results and Next Actions
2011-12



*Excellence with Students
Excellence with Parents
Excellence with Each Other*

Plan Adopted by Jacksonville Commons Elementary School 2010



Jacksonville Commons Elementary School Administration

School Administration

~~Mark Bulris~~ **Curtis Ehmann** Principal
Elizabeth Castle Assistant Principal

Strategic Planning Team

Paula Forrester	Jaime Gabriel-Smith	Kindergarten
Erin Schofield		1 st Grade
Debbie Hardin (Ch.)	Cheryl Harris	2 nd Grade
Nancy Last	Sandra Adams	3 rd Grade
Mary Cipriani	Jacqueline Glasmyer	4 th Grade
Jackie Jack	Rochelle Curlee (Chair)	5 th Grade
Crissie Brown		MAPS
Chris Rau	Mary King	Classified
Brenda Christian		Title I/EC
Crystal Carpenter		Parent
Tilue Ramsey		Parent
Samantha Blanc		Parent
LaKiya Cherry		Parent
Melissa Skordoulis		Parent
Aretha Paschel-Alexander		Parent
Kimberly High		Parent
Tracey Grant (Title I/PAG)		Parent
Nicole Williams		Parent
Sue Weston		Parent
Crystal Massey		Parent
Emily Serna		Parent



Principal's Message

Jacksonville Commons Elementary is excited to meet and surpass the demands and challenges of the 2011-12 school year, while fulfilling its 2010-2012 strategic plan goals. We will accomplish this through a renewed focus on student achievement, integrating formative assessment with instructional interventions, larger continuous blocks of teaching and planning time, ambitious efforts to partner with parents and the community, a renewed emphasis on rewarding students and building a culture of excellence, and a focused and planned effort to procure more technology. All of this is taking place while the staff is writing CIA plans and seeking new ways to teach students to become globally competent. We are excited and unified as we endeavor to accomplish great things. Specifically, we are focused on the following goals for the 11-12 school year:

- We will schedule regular formative assessments and use data to regroup targeting specific groups of students and specific skills.
- JCE is working towards a positive behavior support model where we are looking for excellence. This will involve rewarding behaviors, academic excellence, and other outstanding traits in our students.
- We are developing new ways to use parent volunteers through the use of an interactive calendar where teachers can solicit help and our fingerprinted parent network can respond as needed.
- We are seeking to develop leaders at every level with more teachers leading teachers and greater student leadership opportunities through different clubs and organizations.
- A renewed emphasis has been placed on training teachers how to teach mathematics to build students conceptual understanding. This will be done with math professional development from AIMS and in-house math professional development supported by the BRIDGES PLC
- To start the 11-12 school year, every classroom was provided an Elmo and a projector. A new computer lab will be in place by the end of October, and a plan is in place to have mounted Smart Board technology in each classroom in the next 3-5 years. Additionally grants have been written for nooks and this year JCE was awarded its first Tier 3, 1:1 student laptop initiative
- All teachers have been given their proficiency and growth data and are continually being asked to reflect on their performance with a focus on continuous improvement.

As we light the fire in our students, on our campus and throughout our educational community, great achievements will be realized by all. We will model continuous



Principal's Message

improvement in our quest for excellence in education. We thank you in advance for your support as we make a world of difference in the lives of our children.

2010-11 Principal's Message: Dr. Mark Bulris

Jacksonville Commons Elementary has a tradition of success and is very proud to serve the students and community of Jacksonville Commons. Continuing this tradition, JCE has been labeled a "School of Progress" by the state of North Carolina for the 2008-09 and the 2009-10 school years. The faculty, staff, and administration are committed to continuing this tradition and providing the best possible education for all students at JCE. We believe parent involvement is essential to the success of students. We want to work as a team with our parents and community to emphasize the importance of education both today and throughout life. To support this goal, Jacksonville Commons Elementary School has developed a vision, along with school-wide Guidelines for Success that we try to instill in all members of the Jacksonville Commons Elementary School community.

Our vision, *Excellence with students; Excellence with parents; and Excellence with each other*, represents our commitment to our students, our parents, and each other. This vision will serve as our guide as we make decisions related to instruction, safety, parental involvement, and school improvement. This commitment is illustrated in our strategic plan as we have incorporated goals, strategies, and actions that focus on three main criteria. First and foremost is the focus on student achievement. Evidence of this focus can be seen through Curriculum, Instruction, and Assessment (CIA) planning; differentiation, inclusion, and regrouping; AVID; formative and benchmark assessments; 21st Century technology and systems; and a safe and civil school. Our second focus area is to improve communication with our parents and community as demonstrated in the plan to improve communication through expanded use of school and teacher websites and involvement of community partners. Finally, we focus on the creation of a true professional learning community as we concentrate on professional development, the use of 21st Century tools, and overall school culture.

The JCE Guidelines for Success, "*Be respectful. Follow directions. Try hard,*" is recited daily by each student following the National Anthem, Pledge of Allegiance and moment of silence. The Guidelines for Success provide the foundation for the high expectations we have for our students, staff, and parents. If practiced and modeled on a consistent basis, we believe these guidelines will help students as they work toward achieving excellence.



Principal's Message

We would like to thank you in advance for your support and cooperation as we continue to strive to achieve our vision. Working together, we can make our vision a reality and ensure that all students are able to achieve to their level of excellence.

Sincerely,

Mark Bulris
Principal



School Profile

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 at Jacksonville Commons Elementary is provided.

Student Performance Data

Student performance data is collected and reported based on National and State accountability Models. National results are reported by identified subgroups based on *Adequate Yearly Progress* as part of Federal *No Child Left Behind* legislation. State Results are reported based on the State of North Carolina's ABCs Accountability model and are based on student growth and overall student proficiency in reading, mathematics, and science. Grade levels included in this model include grades 3 – 5 in reading and mathematics and 5th grade science. JCE has met or exceed expected growth under the State ABC model for the past 3 years and has been named a *School of Progress* by the state of North Carolina for the past 2 years.

In addition to the 3 – 5 accountability model, North Carolina also requires the administration of K – 2 assessments to monitor progress of students in primary grades. Although not included in the accountability model, the K – 2 assessments play an important part in examining the progress of students at the K – 2 level. JCE's performance on National and State assessments are summarized in the sections and charts on the following pages.

National Measures:

Adequate Yearly Progress (AYP): 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 eight years. During the 2009-2010 academic year, JCE met 87% of the 23 goals established by *No Child Left Behind*. **During the 2010-11 school year, JCE met 12 out of 21 goals. The 12 goals met included attendance goals, percentage of students tested goals, and white student performance in reading goals. JCE did not reach the AYP performance target goals in math for all students, black students, white students, economically disadvantaged students, or students with disabilities; nor did it reach its performance targets in reading for all students, black students, economically disadvantaged students, and students with disabilities.**

State Measures:

NC End of Grade Tests (Grades 3-5): The end of grade tests are multiple choice tests in Reading Comprehension, Mathematics, and Science that measure the achievement of curricular objectives described in the North Carolina Standard Course of Study. End of Grade tests in Reading Comprehension and Mathematics are administered to all eligible students in grades 3-5 within the final three weeks of school. In addition, students in grade 5 are also administered an End of Grade Test in Science within the last month of school. **Overall student proficiency increased from 70.9 during the 2009-10 school year to 71.3 students proficient**



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during the 2010-11 school year. As a school, JCE met the state growth standard as an overall school, in 4th grade math, and in 4th and 5th grade reading. JCE did not meet growth in 5th grade math and did not meet high growth as a school or in any individual areas. It did receive the School of Progress designation from the state.

NC End of Grade Test-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 Test-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 End of Grade Test-Science: This test assesses students' achievement in the North Carolina Standard Course of Study in Science. The test requires students in grade 5 to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with this curriculum's focus on inquiry, these tests have an increased focus on processing information and higher-order thinking skills. **We do celebrate the 5th grade science scores where 5th grade students achieved an 87.4% proficiency rating.**

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 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 Onslow County School System was studying progress monitoring and benchmarking tools to better assess needs of students in grades K-5. These benchmarking and formative assessment tools were implemented during the 2008-09 school year. During the 2009-10 school year, JCE implemented the use of enVisions math assessments at the K-2 level as a benchmarking tool. During 2009-10, JCE also participated in a State pilot of Reading 3D to enhance the use of technology and data in benchmark and formative assessments at the kindergarten and first grade levels. This year, JCE has expanded pilot implementation to include grades K-3.



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JCE Accountability Data 2010-2011

K – 2 Proficiencies

Grade & Subject	2006-07	2007-08	2008-09	2009-10	2010-2011
K Reading	87.2%	90.5%	88.8%	87.7%	88%
K Math	84.6%	92.8%	91.3%	90.5%	91%
K Writing	78.6%	81.0%	88.8%	74.5%	75%
1 st Reading	73.3%	85.0%	64.6%	69.6%	70%
1 st Math	72.3%	82.3%	75.6%	81.1%	80%
1 st Writing	74.2%	85.8%	75.6%	81.1%	81.1%
2 nd Reading	70.5%	66.4%	69.4%	65.6%	66%
2 nd Math	64.8%	60.0%	71.4%	69.8%	70%
2 nd writing	55.0%	54.0%	63.5%	39.7%	40%

2009-10 NC ABC Results – MET EXPECTED GROWTH
SCHOOL OF PROGRESS
 2010-11 NC ABC Results – MET EXPECTED GROWTH
SCHOOL OF PROGRESS



School Profile

Grade & Subject	2006-07	2007-08	2008-09	2009-10	2010-11
3 rd Reading	85.6%	47.2%	60.4%	59%	61%
3 rd Math	70.3%	74.4%	77.1%	70.5%	78%
4 th Reading	86.7%	61.9%	65.7%	73.8%	66%
4 th Math	55.2%	75.7%	82.8%	80%	69%
5 th Reading	91.2%	49.1%	72.4%	58.7%	64%
5 th Math	77.5%	65.14%	75.9%	78%	69%
5 th Science			69.8%	72.2%	87%

Student and Community Demographics

Jacksonville Commons Elementary School is located in Jacksonville, North Carolina and is part of the Onslow County School System. The Jacksonville/Onslow County area 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



School Profile

JCE is located in and serves a middle class neighborhood within the city of Jacksonville. The JCE attendance district also includes several other neighborhoods, which include a large percentage of students from low-income urban areas. For the 09-10 school year, approximately 55% of the students at JCE are classified as economically disadvantaged and receive free or reduced lunch. **For the 11-12 school year, the percentage of students receiving free and reduced lunch is 57%.** The total enrollment at JCE for the 2009-2010 school year is approximately 710 students. Ethnic composition breakdowns are 36.5% White, 42.1% African American, 10.1% Hispanic, 6.4% Multi-Racial, 4.4% Asian, and .5% other. JCE also serves as a School of Choice for schools under sanctions for not meeting AYP under No Child Left Behind. JCE hosted 38 School of Choice students for the 2009-2010 school year and is currently hosting 37 School of Choice students for the 2010-11 school year. In addition, JCE also served 57 regular out of district students during 2009-10 and currently serves 63 regular out of district students for the 2010-11 school year.

	09-10	2010-11	2011-12(10 th day)
Enrollment	710	690	644
White	36.5%	35.6%	44.2
Black	42.1%	44.2%	43.6
Hispanic	6.4%	9.7%	3.4
Multi-racial	4.4%	5.6%	3.1
Asian	4.4%	4.5%	4.9
Free/Reduced Lunch	55%	52%	57%
SOC/Out of District	38+57= 95 students	37+63= 100 students	45 students

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. 100% of our teachers hold Standard Professional 1 or Standard Professional 2 licensure and are considered highly qualified by the state of North Carolina. Twenty three percent of the school’s licensed staff have completed advanced college degrees including master’s and doctoral degrees. Six percent of the licensed staff have received National Board Certification and another six percent are awaiting results from their application for National Board Certification last school year. **For the 11-12 school year we have 9% of our staff Nationally Board Certified and 24% with advanced college degrees.**

Balance is observed in the levels of teaching experience with 9% at 0-3 years of experience, 31% with 4-10 years of experience, and 50% with 10+ years of experience. **For the 11-12 school year, 13% of our staff has 0-3 years experience, 42% with 4-10 years experience, and 44% with 10+ years experience.** Our teacher turnover rate on the 2010 state report card is 19%. Most of these turnovers are attributed to military transfers.

Vision and Mission Statements for Jacksonville Commons Elementary School

Vision:

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

Mission:

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.



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Jacksonville Commons Elementary School
Date Submitted:	7-Oct-11

1	Number of Plan Team Members	17
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	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.)	35%
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	Curtis Ehmann
Signature, SSPT Facilitator/Chairperson	Rochelle Curlee
Signature, Elected Parent Representative	Melissa Skordoulis
Signature, Elected Parent Representative	Samona Blanc

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

LEA Number: Onslow County Schools - 670
 School Name/Number:
 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
Assistant Principal Representative	Elizabeth Castle	Parent Representative	Crystal Carpenter
Teacher Representative	Paula Forrester Jamie Smith	Parent Representative	Tilue Ramsey
Teacher Representative	Erin Schofield	Parent Representative	Samona Blanc
Teacher Representative	Debbie Hardin (Chair) Cheryl Harris	Parent Representative	LaKiya Cherry Emily Serna
Teacher Representative	Nancy Last Sandra Adams	Parent Representative	Melissa Skordoulis
Teacher Representative	Mary Cipriani Jacki Glasmyer	Parent Representative	Aretha Paschel Alexander
Teacher Representative	Jackie Jack Rochelle Curlee (Chair)	Parent Representative	Kimberly High Crystal Massey
Teacher Representative	Crissie Brown	Parent Representative	Sue Weston
Teacher Representative	Brenda Christian	Parent Representative	Nicole Williams
Teacher Assistant Representative	Chris Rau Mary King	Parent Representative	Tracey Grant (Title I PAC)

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

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.		
	JCE Goal 1:	Jacksonville Commons Elementary School students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	JCE will increase overall and subgroup student achievement, growth, and proficiency in reading, writing, mathematics, and science. The annual results will be calculated utilizing the district goal formula reflecting a 10% reduction in non-proficient students in each assessed area.		
	Indicator: (Measure)	EOG data, K-2 Assessments, K-3 PILOT, ClassScape, AVID Data		
	Strategy: (Needs Assessment, Question #4)	Implement AVID strategies into classroom instruction.		
	Action Steps: (Processes/How)	1 Select teachers will attend AVID summer institute.		
		2 AVID training will be provided for all 4th and 5th grade teachers not attending AVID Summer Institute.		
		3 Utilize AVID strategies in grades 4 and 5 beginning with the use of binders as an organizational tools.		
		4 Expand the use of AVID strategies to include WICOR, SLANT, note taking, and levels of questioning.		
	Strategy:	Implement the use of departmentalization, regrouping, and inclusion to facilitate differentiated and global instruction.		
	Action Steps:	1 Departmentalize 5th grade allowing for regrouping and an additional math class on a weekly basis.		
		2 Regroup 4th grade students for math and reading based on student needs.		
		3 Utilize an inclusion model in grades 2-5 with EC, Title I, ESL, and 4th and 5th AIG to facilitate small group instruction based on student needs.		
		4 Integrate foreign language skills into daily routines.		
Strategy:	Expand the use of Benchmark and Formative Assessments on a schoolwide basis.			
Action Steps:	1 All teachers will complete the NCFALCON training modules.			
	2 Implement the use of ClassScape for benchmark and formative assessments in grades 3-5.			
	3 Utilize the State K-3 Assessment Pilot in reading to monitor student progress and plan intervention.			
	4 Utilize the EVAAS system with 5th grade to set student goals and determine focus groups for instruction.			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$2,300	
Funding source 2:	Local district funds	Funding amount:	\$1,000	
Funding source 3:	Federal funds - Title I	Funding amount:	\$5,000	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$8,300	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	JCE Goal 1 Action Team.			

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Lesson plans, teacher observations, AVID data collection, K-2 Assessment checks, K-3 Pilot professional development and implementation checks, and formative assessment data.

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

The implementation of AVID strategies will be measured by teacher lesson plans and observations, as well as teacher participation in AVID training sessions. Departmentalization, regrouping, inclusion implementation will be measured through classroom teacher, Title I, and EC schedules and through lesson plans and teacher observations. The implementation of the use of benchmark will be assessed through teacher observation, administrative reports from Reading 3D, NCFALCON completion certificates, the use of EVAAS data reflected in team minutes, and ClassScape data. The impact of the strategies and actions on student achievement will be measured through the use of benchmark and formative assessment data from K-2/enVision Math Assessments, K-3 Reading Pilot, Fountas and Pinnel assessments, ClassScape data, and AVID data collection.

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

[Check Goal 1.docx](#)



Act

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

- Make 3-5 ClassScape use/formative assessment a part of common culture
 - Use data to regroup students for interventions.
 - Take away barriers to more teaching time.
 - Afterschool tutoring
 - Less interrupted teaching blocks
 - Focus on teaching math with emphasis on conceptual understanding for students
- PD from AIMS in January and Bridges to continue with an empahsis in Math
- Implement Passport Global Literacy model into grade levels and formulate school partnership with Belize



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.		
	JCE Goal 2:	Jacksonville Commons Elementary School and students will be led by creative, passionate, and technologically skilled professionals.		
	Target: (Desired Result)			
			JCE will increase overall and subgroup student achievement, growth, and proficiency in reading, writing, mathematics, and science. The annual results will be calculated utilizing the district goal formula reflecting a 10% reduction in non-proficient students in each assessed area.	
	Indicator: (Measure)			
			K-2 Assessment Data, K-3 Reading Assessment Pilot Data, 3-5 EOG data, AYP data, EVAAS data, 3-5 writing data, and 5th grade Science EOG data	
	Strategy: (Needs Assessment, Question #4)			
			Expand the use of technology in classroom instruction and communication with parents and the community.	
	Action Steps: (Processes/How)			
			1 Support Tier II technology implementation through the purchase of additional elmos, projectors, Prometheans/Mimeos, class response systems, etc.	
			2 Implement and expand the use of technology-based assessment systems including the K-3 Reading Assessment pilot, enVisions Assessments, ClassScape, First in Math, etc.	
			3 Provide professional development/training to teachers as needed utilizing grade level technology representatives to implement a train-the-trainer model.	
			4 Enhance the school and teacher web pages.	
	Strategy:			
		Create and foster a workplace that attracts and retains high quality professionals and maintains a climate of high expectations for employee performance.		
Action Steps:				
		1 Provide high quality professional development on early release days and other times throughout the school year.		
		2 Encourage teachers to seek advanced degrees and National Board Certification.		
		3 Implement the CIA planning process to encourage integration, vertical planning, and articulation.		
Strategy:				
		Implement project-based learning utilizing technology.		
Action Steps:				
		1 Establish technology PLC with a representative from each team.		
		2 Reestablish Media Technology Advisory Committee.		
		3 Investigate the use of IMPACT and Themed-Elementary School.		
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$5,000	
Funding source 2:	Federal funds - Title I	Funding amount:	\$5,000	
Funding source 3:	Federal funds for at-risk students	Funding amount:	\$20,000 Pilot	
Funding source 4:	Other	Funding amount:	\$5,000 PTO	
Funding source 5:	Select a funding source	Funding amount:		

		Total initiative funding:	\$35,000
Review frequency:	Quarterly		
Action Team: (Who is responsible)	Goal 2 Action Team, Technology PLC		
What data will be used to determine whether the strategies were deployed with fidelity?			
Media/Technology inventory, Lesson plans, hits and use of teacher and school web pages, PD rosters and agendas, number of staff with advanced degrees and National Board Certification, PLC minutes, MTAC minutes.			

Check

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

The expansion of the use of technology will be assessed through technology needs assessments and inventories, administrative data from Reading 3D, enVisions assessments, and classScape data. In addition, logs of professional development activities and web use data will be used to analyze implementation. A record of teachers working on or completing advanced degrees and National Board certification will be maintained and updated on a yearly basis. Teacher participation in CIA planning will be maintained and CIA plans will be posted on teacher web pages when complete. Agendas and minutes from the technology PLC and the MTAC will be maintained. In addition, records and notes will be made to document research into the IMPACT model and Themed Elementary Schools. The impact of the strategies and actions on student achievement will be measured through the use of benchmark and formative assessment data from K-2/enVision Math Assessments, K-3 Reading Pilot, Fountas and Pinnel assessments, ClassScape data, and AVID data collection.

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

3-5 EOG data, AYP data, and 5th grade Science EOG data was shown in the Goal One tables. Tier 2 technology continues to be implemented at JCE. All teachers at JCE now have Elmos and projectors and we are working towards mounted smartboards. JCE added a laptop computer lab to start the 11-12 school year and also was awarded its first Tier 3 laptop initiative. In addition to this, all teachers administering the Reading 3D K-2 assessments now have a laptop to use. Emphasis and expectations have been communicated clearly regarding the school and teacher web pages. JCE staff has participated in high quality professional development on early release days to include the CIA planning process. Continued professional development on the use of technology and the formation of a technology PLC continues to be area to develop. JCE has not implemented an IMPACT model yet but is currently working towards this.

Act

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

- Hiring an Instructional Technology Facilitator to assist staff in tech. implementation and training
- Development of interactive parent calendar on school webpage for fingerprinted volunteers
- IMPACT model implementation, training for staff at 10/21 ERPD session
- Professional development emphasizing delivery of math instruction to build conceptual student understandings
- Continued procurement of Tier 2 technologies

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.		
	JCE Goal 3:	Jacksonville Commons Elementary School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	Jacksonville Commons Elementary School will provide a safe, civil, and healthy environment to improve teaching and learning. Baseline data will be collected during the 2010-11 school year. For the 2011-12 school year, a 10% reduction in negative feedback/data will be achieved. The annual results will be calculated utilizing the district goal formula.		
	Indicator: (Measure)	Discipline data, attendance data, 360 degree feedback survey results, program evaluation, AVID data, physical fitness test data.		
	Strategy: (Needs Assessment, Question #4)	Implement programs to develop student responsibility, accountability, citizenship and character.		
	Action Steps: (Processes/How)	1 Develop student Citizen-of-the-Month and Character Education programs throughout the school, supported by community partnerships.		
		2 Implement AVID strategies in grades 4 and 5.		
		3 Provide opportunities for student groups to demonstrate leadership and character (PRIDE patrol, National Elementary Honor Society, Ladies and Gentlemen of Excellence, etc.)		
		4 Investigate and implement a schoolwide character education, anti-bullying, anti-drug, and anti-violence program.		
	Strategy:	Implement and revise Safe and Civil plan.		
	Action Steps:	1 Revise, teach, and model Schoolwide rules and expectations supported by the use of a common language by all staff members.		
		2 Implement incentive program for MAPS classes.		
		3 Emphasize manners in the cafeteria through the development of an incentive program and through monthly manner luncheons.		
		4 Revise the school crisis plan to reflect NIMS procedures.		
Strategy:	Implement programs and activities to support Healthy/Active life styles.			
Action Steps:	1 Provide opportunities and incentives to encourage students to remain active and participate in physical fitness tests and competitions.			
	2 Explore the expansion of the PE Hall of Fame to provide opportunities for K-2 students.			
	3 Implement programs for staff to encourage and model healthy and active lifestyles. (Weight Watchers, Relay for Life)			
	4 Explore community partnerships to support healthy/active programs through incentives, fieldtrips, speakers, etc.			
How will we fund these strategies?				
Funding source 1:	Local district funds	Funding amount:	\$1,000	
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:	\$1,000
Review frequency:	Quarterly		
Action Team: (Who is responsible)	Goal 3 Action Team, Relay for Life Team, Safe and Civil/Foundations Team		
What data will be used to determine whether the strategies were deployed with fidelity?			
AVID data collection; record of Citizens-of-the-Month; minutes, rosters, and agendas from PRIDE patrol, NEHS, Ladies and Gentlemen of Excellence; research documentation from character ed programs; lesson plans for safe and civil; documentation of manners programs; revised crisis plan; record of PE Hall of Fame; result of fitness tests and competitions.			

Check

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

Data and documentation pertaining to each of the strategies and action steps will be reviewed by the action teams and administration on a quarterly basis throughout the school year to ensure progress is being made within each of the action areas.

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

[Strategic Plan Discipline and Website usage Data.docx](#)

Act

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

- Character Education will reward its citizens of the month.
- MAPS classes incentive and Girls On The Run programs will be implemented.
- Positive Behavior Support program will be developed.
- Principal List/Honor Roll Luncheons will be implemented.
- K-2 PE Hall of Fame will be developed.
- JPD will be working with students on monthly basis about different themed events.
- Common highly visual school based rewards will be used.

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.		
	JCE Goal 4:	Leadership will foster innovation at Jacksonville Commons Elementary School in cooperation with families and community partners.		
	Target: (Desired Result)	Jacksonville Commons Elementary School will increase involvement of parent and community partners to support student learning and success. Baseline data will be collected during the 2010-11 school year. For the 2011-12 school year, a 10% increase in support and participation will be achieved. The annual results will be calculated utilizing the district goal formula.		
	Indicator: (Measure)	Parent/Student/Staff surveys/360 degree feedback, website usage data, BASES report.		
	Strategy: (Needs Assessment, Question #4)	Increase the level of parent and community involvement and support of academic and character education programs.		
	Action Steps: (Processes/How)	1 Implement parent involvement nights/days designed around specific themes and cultural activities.		
		2 Hold PTO meetings in different locations in the community.		
		3 Strengthen university, college, and local school partnerships (possibilities include mentoring, reading, spanish, etc.) and participate in the college fair through the AVID program.		
		4 Design programs, invite guest speakers, and hold career days to support student goal setting and provide examples of success.		
		5 Utilize volunteers to increase opportunities for duty free lunch.		
	Strategy:	Ensure parent/student understanding of state and local standards.		
	Action Steps:	1 Provide direct links on the school website to state accountability standards.		
		2 Hold a parent orientation to discuss the AVID program and expectations.		
		3 Develop and communicate a list of expectations and suggestions for parents on how to support their child's education.		
4 Develop and communicate CIA plans.				
Strategy:	Utilize available resources to ensure a high level of communication with parents and the community.			
Action Steps:	1 All teachers and the school will maintain up to date and useful websites including school contact information in spanish and other languages as necessary.			
	2 School Messenger will be used to communicate important events with parents.			
	3 Revise the school based volunteer orientation to include expectations for volunteers.			
	4 Establish a volunteer coordinator to organize volunteer activities and communicate continuous volunteer sign ups.			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$500	
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:	\$500
	Review frequency:	Quarterly		
	Action Team: (Who is responsible)	Goal 4 action team, PTO, administration		
	What data will be used to determine whether the strategies were deployed with fidelity?			
	PTO agendas and minutes, documentation of partnerships, periodic website reviews, CIA training documentation, volunteer log, School Messenger data.			

Check

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

Using the data indicated above, the implementation of each strategy and action will be monitored at least quarterly to determine the level of implementation. Data and documentation to be analyzed will include records of attendance and participation, volunteer logs, Parent/Student/Staff surveys/360 degree feedback, website usage data, and the BASES report to determine if the target are met.

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

Data shows that we have implemented many of our strategies for goal 4. We have established certain nights designed around different themes to have more parent involvement. Read Across America week was a huge success, where as to poor planning the Math/Science Night was not. We have also attempted to hold PTO meetings at different locations around the community to involve more parents. The PTO did not have much of a following so there were not many meetings. On our school website we have put direct links to the state standards and accountability standards. We have held meetings to inform parents about the AVID program and its implementation in the 4th and 5th grade. Teachers and the school have provided expectations and suggestions for parents to help them support their children in the education process. We did and still do this by holding informational nights, posting links of our websites and sending home newsletters. As a school we have also developed CIA plans developed around school wide big ideas for each nine weeks. We have also developed a volunteer orientation to include all the expectations for them to be able to help out at the school. Last year we also had a volunteer coordinator to keep track of all the volunteer activities at school. Through our school surveys we gained some useful data. Of the 38 parents surveyed they say that they feel as though they were most informed by the school messenger (76%), agendas (71%), and newsletter both print and e-mail (68%.) Parents do not feel email or handbooks are effective at informing them. 89% of parents also feel as though they are welcomed overall on our school campus and 92% feel as though they receive help in a timely and efficient manner. Student and Teacher surveys do not address strategies from this goal. Bases reports show that we had 100 volunteers in the 2010-2011 school year with 1,000 hours of volunteer time, as well as 35 business/organization donations suming up to \$14,563. Our website usage was shown on the table in Goal Three.

Act

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

- Develop plan for monthly themed parent/conference nights throughout the school year.
- Re-formulate a parent involvement group after its dissolution
- Ambitiously open campus and solicit parent help through trainings and opportunities posted on volunteer calendar, weekly school messenger calls, and up to date website pages

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.		
	JCE Goal 5:	Jacksonville Commons Elementary School will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Jacksonville Commons Elementary School will utilize 21st century systems to enhance and promote communication and data systems that support student learning and academic growth in reading, writing, mathematics, and science. The annual results will be calculated utilizing the district goal formula reflecting a 10% reduction in non-proficient students in each assessed area.		
	Indicator: (Measure)	ClassScape data, K-3 Pilot Assessment data, NCFalcon completion rate, and climate survey data/360 degree feedback data		
	Strategy: (Needs Assessment, Question #4)	Pilot and Implement Benchmark and Formative Assessment Systems using 21st century tools.		
	Action Steps: (Processes/How)	1 Implement ClassScape in grades 3 - 5. 2 Expand participation in the State Assessment Pilot (Reading 3D and DIBELS) to K - 3 . 3 Complete professional development in NCFALCON modules.		
	Strategy:	Utilize 21st Century Technology to enhance communication and data systems.		
	Action Steps:	1 The school and teachers will maintain up to date and useful websites. 2 Utilize School Messenger to enhance communication. 3 Expand the use of NCWISE data to analyze student discipline, attendance, etc. 4 Utilize the county substitute management system to coordinate subs and monitor teacher attendance.		
	Strategy:	Provide professional development and implement the CIA planning process.		
	Action Steps:	1 Organize and provide professional development in CIA planning process on Early Release Days for Professional Development. 2 Effectively utilize LearnNC and DPI resources to support the curriculum. 3 Provide and facilitate opportunities for teachers to study the curriculum. 4 Provide opportunities for teachers to plan in vertical, horizontal, and cross-curricular learning communities.		
	How will we fund these strategies?			
	Funding source 1:	Other	Funding amount:	\$1,300
	Funding source 2:	Federal funds for at-risk students	Funding amount:	\$20,000
	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:	\$21,300	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Goal 5 action team, literacy facilitator, administration			

What data will be used to determine whether the strategies were deployed with fidelity?

Agendas, minutes, and rosters from training sessions; NCFALCON completion rate, Reading 3D and Dibels administrative reports; ClassScape reports; School Messenger data; lesson plans; and observations

Check

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

ClassScape data, K-3 Pilot Assessment data, and NCFalcon completion rate will be used to determine progress towards the target on both the formative and benchmark level. School messenger data, website usage, NCWISE reports, and teacher absence data will also provide data to be analyzed on a formative and summative basis to determine progress towards the goal. Participation logs, lesson plans, and observations will be used to determine progress on the CIA planning process. Relevant data and documentation will be reviewed on a quarterly basis by the assigned action teams. Additional data, to include climate survey data/360 degree feedback data will be used at the end of the school year to determine the level of progress.

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

Class Scape has been implemented on a limited basis in grades 3-5. We have 100% participation in the K-3 State Assessment Pilot. (Reading 3D and Dibels) JCE's participation rate in NC Falcon was around 98%. Administrators and the Sims coordinator are using NC Wise to analyze student data such as discipline referrals and attendance. The teachers have been trained using the Aesop substitute management system and received ID numbers and pin numbers. Teachers have had ERPD sessions on CIA, Learn NC, and other DPI resources and are currently involved with several different workshops to study and implement the curriculum more effectively. Teachers now have more planning time during the day to meet with other teachers to plan horizontally, study the curriculum, and develop CIA plans. From the teacher climate survey, 98% of teachers feel as though students are being prepared for the next grade and beyond most to some of the time, 86% feel as though global awareness is important to students studies most to some of the time, and 93% feel as though our resources are used to support learning most to some of the time.

Act

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

- Staff updates the use of school and teacher websites on a current basis
- Provide time for vertical planning sessions with a focus on math
- Provide training on Aesop Sub Management System and McRel online teacher evaluation system