

Motivating adVentures for Educational Success

Meadow View Elementary Strategic Plan 2010-2011 Results and Next Actions for 2011-12



1026 Fire Tower Road

Jacksonville, NC 28540

(910) 478-3522



**Meadow View Elementary School Administration &
Central Office Administration**

Administration

Principal Vickie Brown

Assistant Principal Michelle Marangi

Onslow County Board of Education

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Principal's Message

Meadow View Elementary is a fabulous place to work and learn. With our hard-working, dedicated staff, we are committed to providing Motivating adventures for Educational Success. Working together with parents, students, administration, and community members, we are determined to focus on continuous improvement to allow our students to be better prepared for their future endeavors. At the elementary level, we provide the foundation for continual learning and growing. By engaging in productive and consistent dialogue, we are able to identify our strengths and challenges. With the 21st Century well under way, our staff is very aware of the skills necessary to excel not only in academics, but in life. It is our goal to provide a warm, caring and safe environment where all children are able to learn without fear of failure.

Here at Meadow View, we recognize the importance of developing ourselves as professionals. Therefore, we have joined several other elementary schools to engage in meaning professional development opportunities to include such topics as differentiated instruction, data analysis, formative assessments, school culture, and scheduling. Our staff is also working diligently in developing our Curriculum, Instruction, and Assessment (CIA) plan in an effort to better understand our curriculum and to provide more focused instruction based on our formative assessment data. Data analysis has been and will continue to be a focal point for our staff, and this year, we plan to implement student data analysis through the use of data notebooks.

Interactive, inquiry-based learning promotes more critical thinking and problem solving. This year, we are planning to develop a science lab to provide our students with the opportunity to engage in more extensive hands-on learning and exploration. Technology is also at the forefront of instruction and learning at Meadow View Elementary. Both teachers and students are utilizing technology at a very high level. Through the use of our IMPACT planning, along with CIA, we believe our lessons will be more integrated and rich with technological components.

There is much strength at Meadow View Elementary. Our strengths include strong articulation with feeder schools at every level, technology-rich learning environment, dedicated professional staff, participation in focused professional development to improve teaching and learning, and our IMPACT planning and implementation. Teachers are afforded five hours or more of planning each week to help address our instructional needs and all staff has been provided with a duty-free lunch period. As in any organization, challenges face us and we will strive to implement processes to address them in a positive manner. With CIA planning, our lessons will be even more data driven and provide for much differentiation. As we work to develop our Professional Learning Communities, they will be more deliberate and focused to allow for staff to engage in meaningful dialogue and discussion. Within our school, we recognize that transitioning from grade level to grade level could be improved. Parental and community involvement are essential to helping us achieve academic success for our students. As we move forward in implementing the goals of our strategic plan, it is our belief that we will meet the challenges head on and increase overall student success!



Principal's Message

Meadow View continues to strive for excellence in education by working with the parents, students, and community to better meet students' needs. We will continue to seek out research-based strategies for differentiation and we will continue to collect and analyze our data to ensure students' success in this global 21st Century.

Vickie Brown, Principal



Meadow View Elementary School Profile

Introduction:

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

1. Student Performance Data

State Measures: In grades K-2, the state assessments are used to document progress in reading, writing and math. Based on the assessment data received from students who attended last year, 86% of our K students scored Level III or higher in writing, 93% of our K students scored Level III or higher in reading, and 96% of our K students scored Level III or higher in math. In first grade, 84% scored Level III or higher in writing, 76% scored Level III or higher in reading, and 85% scored Level III or higher in Math. Second grade had 60% score Level III or higher in writing, 77.2% score Level III or higher in reading, and 83.6% score Level III or higher in math. While some of the data is favorable, there is still room for improvement in all areas to ensure students are ready to progress to the next grade level.

In 2010-11, 99% of our K students scored Level III or higher in reading, 98% scored Level III or higher in math and 89% of our K students scored Level III or higher in writing. First grade had 83% that scored Level III or higher in reading, 80% scored Level III or higher in math and 75% of our first grade students scored Level III or higher in writing. In second grade, 68% scored Level III or higher in reading, 72% scored Level III or higher in math and 65% of our second grade students scored Level III or higher in writing.

Statewide assessments for grades 3-5 are used to measure performance in reading and math. Writing is assessed statewide in grade 4. In 3rd grade, 66.1% were proficient in reading, while 71.8% were proficient in math. Our 3rd grade students met growth in both reading and math. Our 4th grade students did not meet growth in the area of reading. Only 48 of 93 students made growth in the area of reading. However, they did meet growth in math. In 4th grade, 65.4% were proficient in reading, while 74.4% were proficient in math. Our 4th grade writing scores indicate that students, on the average, scored at a Level II. Content, features and conventions are areas for needed improvement. Our 5th grade students performed well in science at 71.56%, while 68.8% were proficient in reading and 76.1% were proficient in math. Our school did meet expected growth this year and received recognition as a School of Progress. This can be attributed to the hard work and dedication of our staff, students and parents. Our students came to us from many different areas in our first year. As they remain with us, we can see they are progressing and achieving success.

For the 2010-11 school year, 3rd grade had 65% proficiency in reading, while 73.9% were proficient in math. In 4th grade, 77.7% of our students were proficient in reading, while 83.7% of our students were proficient in math. Our 4th grade students met growth in reading and math as well as met high growth in reading and math. In 5th grade, 64.3% of our students were proficient in reading, while 70.4% were proficient in math. Our 5th grade students met growth in reading and math. Science proficiency rates went up from 71.5% to 73% for the 2010-11 school year. Our school did meet expected growth this past school year and received the recognition as a School of Progress. We were very close to meeting high growth with a ratio of 1.494. Once again, this can be attributed to the hard work and dedication of our staff, students and parents. We continually see our students meeting growth and continuing the path to achieving academic success.



Meadow View Elementary School Profile

Meadow View	2007-08 Starting Point with Students with Data	2008-09 Data (1 st Year Open)	2009-10 Data	2010-11 Data
MA03	53.2	60.2	71.8	73.9
MA04	57.6	77.8	74.4	83.7
MA05	71.9	79.6	76.1	70.4
RD03	20.4	50	66.1	65
RD04	65.1	70.4	65.4	77.7
RD05	59.8	72.2	68.8	64.3
SC05		72.2	71.5	73
Overall	54.4	69.1	70.5	72.6

While we did not make AYP, we did meet 19 of 21 target goals or 90.5%. This is an improvement from the 2009-10 school year. We believe there is still room for improvement in the areas of reading and math. The data reveal our Economically Disadvantaged, Exceptional Children and Black students still need more differentiated instructional strategies in order to promote greater achievement in reading and math. In 2009-10, exceptional children became a subgroup for our school and proficiency for these students is a challenge. All areas of the curriculum need to be further addressed in an effort to gain greater student achievement. This year, we have been able to generate better cluster groupings within the grade levels. Our students must continue to be engaged in more hands-on, thought-provoking activities to allow them to better grasp concepts and gain a deeper level of understanding of the content presented.

In 2010-11, our school did not make AYP. We did meet 14 of 19 target goals or 73.7%. This was in part due to the increase in AYP requirements. We recognize that we need to continually grow in all areas; however, math was the subject area which caused our school not to meet AYP requirements. We met reading AYP requirements with a Confidence Interval. Our Economically Disadvantaged Students met math with Safe Harbor. So, they have shown improvement from last year. However, they still need continued differentiation in reading. Our Black students continue to need assistance in both reading and math. The White students did not successfully meet the AYP requirements for math. Our Students with Disabilities successfully met their AYP requirements. Our Title I tutors will be assisting the students who are in the subgroups that did not meet AYP requirements. We will focus on different strategies in order to increase differentiation in math.

District Measures: Benchmarking and progress monitoring are utilized in all grade levels. Formative assessments are utilized for assessing student progress as well.

2. Student and Community Demographic Data

Meadow View Elementary School was a targeted assistance school in 2009-10. Because of our economically disadvantaged status, we will qualify for a school-wide program for the 2010-11 school year. Currently, the school has 746 students. Our racial composition consists of 69.6% White, 8.6% Multiracial, 13% Black, 7.3% Hispanic, <1% American Indian, and 1% Asian. The male population is 53%, and the female population is 47%. The present enrollment of 746 students includes the following:

We still qualify as a school-wide Title I school. Our current student population for the 2011-12 school year is 798 students, which is a 52 student increase from the 2010-11 school year. Our racial composite is relatively similar to last year. The male population is 49.7%, and the female population is 50.3%, which shows an increase in our female population and a decrease in our male population for the 2011-12 school year.

GRADE	POPULATION 2010-11	POPULATION 2011-12
KINDERGARTEN	130	167



Meadow View Elementary School Profile

FIRST GRADE	130	147
SECOND GRADE	128	127
THIRD GRADE	119	120
FOURTH GRADE	115	114
FIFTH GRADE	113	123
SELF CONTAINED EC	11 (IDMI & Social Skills)	8 (Social Skills)

Meadow View Community

The Meadow View community is located in the Southwest District, which is a rural area between Richlands and Jacksonville. Much of the land is farmland and the first Meadowview School was located in this community in the year 1910. In 2005, a bond referendum was passed which provided funding for the current school. The school was built to relieve overcrowding at Southwest Elementary, Blue Creek Elementary, and the schools in Richlands.

3. School Characteristics

Meadow View Elementary School has many diverse characteristics. The facility is one of the largest, square footage wise, elementary schools in the county. The facility currently houses 746 students in one main building. Grades K-5 are served, with two self-contained EC classes. There is one main playground area with 2 large pieces of playground equipment. However, there is a large playing field where students can engage in physical activity. Within the school building, there is a large multipurpose room, cafeteria, art room, music room, large media center, and a computer lab. The school is located at the intersection of Pony Farm Road and Fire Tower Road. It is about 10 minutes from both Richlands city limits and Jacksonville city limits.

Our facility is currently housing 798 students, which is an increase from last year. We contain to serve K-5 students, with only one self-contained EC class.

4. Stakeholder Perspectives on the Quality of Education

Our parents and community members are active in the school. However, not as involved as we would like. Several parent volunteer orientation sessions are being offered and many parents, grandparents, retired educators, and community members have been fingerprinted and are actively working in the school. Parents serve on the School Strategic Planning Team and will be coming together to improve our Parent/Teacher Organization.

There are currently 80 staff members with the majority of those being females and several of those itinerant. We do have three male teachers and three male custodians. Well over 90% of the staff members are Caucasian. Of the remaining personnel, about 1% is Asian and approximately 9% are African American. Even though the staff is not very ethnically diverse, they are from many different states -- from North Carolina to New York, which provides for varied experiences. The years of service range from less than two years to over 25. Many of the teachers are currently pursuing coursework to add certification areas to their licenses. There are non-certified staff members consisting of teacher assistants, custodians, cafeteria workers and office personnel.

For the 2011-12 school year, we have added a male counselor to our staff. One teacher did complete her Master's Degree program this past summer. We have also hired an additional teacher who is Hispanic, which helps to slightly increase our diversity.

The certified staff members are interested in professional growth. We have some National Board Certified teachers on staff. The staff, including our classified members, is seeking out opportunities for professional growth. Many are working on advanced degrees as well as participating in professional learning communities.

Staff development is a focus for all staff. The county's professional development survey will be used to address the stated needs for training opportunities. All staff members are required to be trained in the Effective Teachers



Meadow View Elementary School Profile

Training and Blood Borne Pathogens. In addition to the central office professional development events, Coastal Carolina Community College offers numerous opportunities for professional development in the areas of technology.

We also offer school level professional development on early release days, as well as at other meeting times, which are during grade level planning and after school staff meetings.

Vision and Mission Statements for Meadow View Elementary School

Vision:

Motivating adVentures for Educational Success

Mission:

Meadow View Elementary School is committed to empowering students to become critical thinkers and efficient problem solvers in a technological world in order to be globally competitive in the 21st Century.



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Meadow View Elementary School
Date Submitted:	7-Oct-11

1	Number of Plan Team Members	22
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/7/2011
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	50%
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	Vickie Brown
Signature, SSPT Facilitator/Chairperson	Natalie Kelly
Signature, Elected Parent Representative	Samantha Baker
Signature, Elected Parent Representative	Christina Baldwin

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

LEA Number: Onslow County Schools - 670
School Name/Number: Meadow View Elementary/329
School Address: 1026 Fire Tower Road Jacksonville, NC 28540
Plan Year(s): 2010-2012
Date prepared: Fall 2011

Principal Signature: _____ _____ Date

Local Board Approval Date: _____ _____ Date

School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	Name
Principal Representative	Vickie Brown	Parent Representative	Donna Padgett Kimberly Bonneville
Assistant Principal Representative	Michelle Marangi	Parent Representative	Christina Baldwin
Teacher Representative	Kelly Messer Crystal Turner	Parent Representative	Melanie Prince Brad Walton
Teacher Representative	Sharon Smith	Parent Representative	Andrea Villanueva Laura Brown
Teacher Representative	Natalie Kelly		
Teacher Representative	Crystal Justice Martha Spain		
Teacher Representative	Christel Gwynn		
Teacher Representative	Sherry Shepard		
Teacher Representative	Autumn Correnti		
Inst. Support Representative	Jacki Humphrey		
Teacher Assistant Representative	Kim Edens Susan Arnett		
Parent Representative	Samantha Baker		
Parent Representative	Tamara Orr		
Parent Representative	Kevin Turner		
Parent Representative	Tim Foster		
Parent Representative	Paul Gwynn		
Parent Representative	LaRonda Holman		
Parent Representative	Tina Martin		

Priority 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	School Goal 1:	Meadow View Elem. students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	Decrease non-proficient student achievement by 10%.		
	Indicator: (Measure)	K-2 Assessment Data, AYP Proficiency Composite		
	Strategy: (Needs Assessment, Question #4)	Provide student opportunities for learning through a variety of academic initiatives and programs specifically targeted at student achievement.		
	Action Steps: (Processes/How)	1 Provide differentiated learning opportunities for all students (AIG, EC, ESL, Title 1) to include enrichment and interventions.		
		2 Integrate technology more effectively in all learning environments.		
		3 Utilize CIA Planning and IMPACT across the disciplines.		
		4 Expand AVID to 4th grade and refine in 5th grade.		
	Strategy:	Utilize comprehensive assessments focused on student achievement.		
	Action Steps:	1 Implement ClassScape for formative assessments in grades 3-5.		
		2 Utilize Benchmarking and Reading 3D in grades K-2 to increase on grade level reading.		
		3 Provide training and support for formative assessments and benchmarking.		
		4 Utilize NCFALCON as a training resource for formative assessments.		
Strategy:	Provide additional support for at risk students.			
Action Steps:	1 Utilize tutors for grades K-5.			
	2 Employ additional teaching assistants utilizing Title 1 funds.			
	3 Purchase additional instructional materials.			
	4 Utilize PEPs more effectively.			
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$100,000	
Funding source 2:	State funds for at-risk students	Funding amount:	\$6,000	
Funding source 3:	Local district funds	Funding amount:	\$5,000	
Funding source 4:	Other	Funding amount:	\$3,000	
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$114,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All K-5 instructional staff, Title 1 tutors/teaching assistants, Central Office, and administration			
What data will be used to determine whether the strategies were deployed with fidelity?				
In order to determine strategies are deployed with fidelity, a variety of data will be utilized such as: Agendas, Playbill for Early Release PD, team notebooks, minutes, 360 degree feedback, school developed surveys, rosters, PEP documentation, AVID reports, lesson plans, observations, K-2 Assessments, EOG's, CIA Plans, IMPACT plans, ClassScape and Reading 3D reports, NCFALCON certificates/journals, Title 1 Tutor/TA anecdotal notes, purchase orders/budget				



information, and AIMSWEB data.

Check

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

Formative assessments developed by teachers as well as county initiatives will be utilized, along with K-2 Assessment Data, EOG Data, ClassScape, AIMSWEB, local assessments, 4th grade writing, AVID data, Reading 3D data, PEP documentation, Title 1 anecdotal notes, ABC Summary Reports, Federal AYP Data Reports, and administrator walkthroughs.

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

100% of all regular AIG, and EC classrooms and 75% of the enrichment classrooms integrated technology into their instructional environment. Title 1 tutors also integrated technology into their instruction when it was feasible. 100% of the grade levels have at least one CIA plan posted in the Rubicon Atlas system. These are integrated plans. All grade levels worked with the enrichment teams to design IMPACT lessons. AVID was expanded to 4th grade for the 2010-11 school year. 3-5 teachers utilized ClassScape to some extent, but less than 50% used it to a successful expectation. ClassScape was not utilized successfully for all goals in the subject areas. 100% of the K-2 teachers utilized Benchmarking and Reading 3D for assessing students. As part of the Reading 3D pilot program, 100% of the 3rd grade teachers utilized Reading 3D, while 4th and 5th grade assessed the lower 20% of their population. During early release PD, all teachers received training for formative assessments. 100% of certified staff completed the NCFALCON training modules for formative assessments. Title 1 tutors served more than 100 students (including EC and ESL students) in reading and math. Students were served in pull out and inclusion settings. Additional teaching assistants were not employed using Title 1 funds due to state legislation that prohibited new positions being paid for through Title 1 funding. Netbooks, library books, and instructional materials were purchased during the 2010-11 school year. A PEP spreadsheet was developed to monitor progress of PEP implementation. Periodic checks were conducted to monitor compliance with PEP legislation. 72.6% of 3rd-5th grade students performed at or above grade level. 73.9% of 3rd graders were proficient in math, 83.7% of 4th graders were proficient in math, 70.4% of 5th graders were proficient in math, 65% of 3rd graders were proficient in reading, 77.7% of 4th graders were proficient in reading, and 64.3% of 5th graders were proficient in reading. 14 of 19 AYP goals were met. 17 of 31 AIG students grew in reading and 15 of 31 AIG students grew in math. Math was the area in which MVES did not meet AYP (White, Black, EDS, and Total School). While AYP was met in Reading, 2 subgroups (Black, EDS) did not experience success. The Total population met with Confidence Interval. Our students met expected growth as dictated by the state's ABC model and we were .006 from meeting high growth.



Act

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

All classrooms will continue to integrate technology into their instruction. Title 1 tutors will continue to work with students who experience difficulty in reading and math. Priority will be given to the subgroups that did not meet AYP and those who met with Safe Harbor/Confidence Interval. Students will receive extra assistance with the subject in which they did not meet AYP. Tutors will also work extensively with math as this is the area in which our school did not meet AYP. Grade levels will refine existing CIA plans and add new ones to Rubicon. Reading 3D will be utilized as last year. 100% of certified staff will complete the online models associated with the Common Core Standards (i.e., Call for Change, Understanding the Standards, etc.) during early release PD trainings. ClassScape will be used by 100% of 3-5 teachers and all goals/standards will be addressed as long as the site does not experience technical glitches. Additional resources will be purchased as needed to support instruction. All students will work in the science lab, computer lab, and cultural awareness lab. IMPACT planning and lessons will continue to be a priority. An additional 1/2 time EC Resource teacher has been hired to assist our students with disabilities.



Priority 2 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	School Goal 2:	Meadow View Elem. students will be led by creative, passionate, and technologically skilled professionals .		
	Target: (Desired Result)	100% of Meadow View Elementary instructional staff will participate in quality professional development to increase their knowledge and skills.		
	Indicator: (Measure)	PD evaluation feedback, turnover rate data, evaluation summary ratings, survey results		
	Strategy: (Needs Assessment, Question #4)	Promote participation in Professional Learning Communities throughout the school environment and district.		
	Action Steps: (Processes/How)	1 Ensure understanding of the PLC concept.		
		2 Provide opportunities for enhancing PLC communication.		
		3 Facilitate the development of effective PLCs.		
		4 Assist staff in seeking out more globalized and techological professional development opportunities.		
	Strategy:	Conduct evaluations in accordance with local, state, and federal guidelines.		
	Action Steps:	1 Conduct walk-throughs, snapshot evaluations and provide feedback.		
		2 Implement new North Carolina Teacher Evaluation.		
		3 Provide feedback on performance for classified staff at mid-year.		
4 Allow opportunities for teachers to observe within other classrooms to enrich instructional delivery.				
Strategy:	Foster a positive, collaborative and caring work environment.			
Action Steps:	1 Recognize achievements of staff members.			
	2 Seek out opportunities for staff to increase knowledge of technology.			
	3 Capitalize on expertise of staff members to aid in decision making.			
	4 Ensure support for beginning teachers and other new staff members.			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$3,000	
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:	\$3,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All school personnel and county support personnel			
What data will be used to determine whether the strategies were deployed with fidelity?				
In order to determine strategies are deployed with fidelity, a variety of data will be utilized such as: Agendas, rosters, school developed surveys, logs of technology requests for instructional support, evaluation processes and procedures, snapshots/walkthroughs, PLC data, peer observation schedules, photos/emails/cards, etc. for promoting celebration of staff accomplishments, Teacher/staff feedback from PD opportunities, and Beginning Teacher meeting				

Check

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

Assessment data from all available sources will be utilized to help determine if PLC communications and other PD opportunities help student progression. Observation data from the New Teacher Evaluations, classified evaluations, walkthroughs and snapshots will be used along, with 360 degree feedback, school developed survey data, the atmosphere within school, and team notes/emails.

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

Grade level PLCs were utilized by all grade levels. While grade levels worked better with the PLC concept, there were still some that at times functioned as "meetings." A Cross Grade Level Data PLC was conducted and this was a successful venture based on staff feedback. 100% of the teachers on the evaluation cycle were evaluated using the new NC Teacher Evaluation System and all those evaluated received at least Proficient summary ratings, with several rating Accomplished. A walkthrough observation tool that reflected best practices for MVES, based on strategic plan and school initiatives, was created and periodic walkthroughs were conducted by administration. Verbal feedback was provided to classified staff periodically throughout the year. Beginning teachers met with the BT coordinator on a regular basis. Early Release PD was provided on various topics such as formative assessment, scheduling, culture, differentiated instruction, data analysis, etc. Input was sought via email and verbally for assistance in PD topics and decision making. Staff members were included in A+ Cultural Arts decision making. Our 360 survey results indicated that 80% of our staff members responding felt welcome and respected. Positive emails were sent to staff members to celebrate accomplishments. Our teacher turnover rate is 10% or less each year. Teachers who are leaving are doing so because of military relocations and/or to move closer to their homes.

Act

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

More PLC interactions and time for PLC interaction will need to be provided. Data analysis PLC interaction will be continued. All teachers will be evaluated in some capacity with the new NC Teacher Evaluation System, assisting teachers with strategies for success in order to receive at least Proficient summary ratings. Increased walkthroughs will be conducted utilizing the observation tool generated at the school level. Electronic mid-year evaluations will be generated for all classified staff. Teachers will be given a schedule to observe in fellow colleagues' classrooms to enrich instructional delivery. Staff will be surveyed for ideas for recognizing staff achievements. Technology will be utilized in early release PD and a plan will be devised to ask for assistance with a technology facilitator coming to MVES to provide technology training. The county PD survey results will be utilized to address PD needs. Beginning teachers will continue to be supported by mentors and BT coordinator.



Priority 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	School Goal 3:	Meadow View Elem. Students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	100% of Meadow View Elementary staff will promote safety and civility throughout the school/common areas to promote academic success.		
	Indicator: (Measure)	Discipline data, attendance data, survey data		
	Strategy: (Needs Assessment, Question #4)	Revisit Safe and Civil Schools initiative in order to support teaching and learning.		
	Action Steps: (Processes/How)	1 Maintain a Safe and Civil Schools team.		
		2 Review practices in common areas and revise as needed.		
		3 Revise the safe schools plan and the crisis plan.		
		4 Compile Safe Schools notebook.		
	Strategy:	Recognize students for practicing good character traits and exhibiting positive behavior.		
	Action Steps:	1 Provide incentives for "caught being good."		
		2 Utilize the Second Step Program to promote positive behavior.		
		3 Explore the establishment of a "PALS" (Positive Actions Lead to Success) Program.		
		4 Provide positive communication to parents for appropriate student actions.		
Strategy:	Provide instructional opportunities to promote healthy living.			
Action Steps:	1 Encourage healthy eating habits.			
	2 Provide structured physical activity for all students.			
	3 Increase instruction in healthful living.			
	4 Develop a dance team/exercise club.			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$2,000	
Funding source 2:	Other	Funding amount:	\$3,000	
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:	\$5,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All staff members, nutrition staff, Central Office staff, parents, students, and administration			
What data will be used to determine whether the strategies were deployed with fidelity?				
In order to determine strategies are deployed with fidelity, a variety of data will be utilized such as: discipline data, Safe and Civil Schools plan/notebooks, feedback from parents, students and staff, good character displays, certificates, announcements, communication logs, menus, lesson plans, club rosters/data, and observations.				

Check

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

360 feedback will be utilized along with disaggregated discipline data, plans and progress notes for clubs, meal choice data, and communication logs/data, data from school developed surveys and Safe and Civil Schools documentation

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

A Safe and Civil Schools team was maintained with a representative from each grade level and support staff. Practices in common areas were reviewed and some changes were made in the cafeteria and on the playground. A schedule was implemented for the playground and a routing system was devised to eliminate congestion. Also, a behavior/noise level monitoring system was implemented in the cafeteria. Both the safe schools and crisis plans were updated. There were 50 OSS for the 2010-11 school year, with 2 students who had greater than 10 incidents. Our school also had 3 reportable to law enforcement referrals for the 2010-11 school year. 360 Survey results reveal that more than 80% of the students feel safe at school, to include inside the building and outside the building. Of those students who ride the bus, the majority reports feeling safe. A Safe Schools Notebook was completed and MVES met the Onslow County criteria for a 5-star Safe School. The Second Step program was purchased for our counselor and was utilized in the upper grades. Staff utilized agendas, notes and phone calls to send positive praise to parents regarding their children. Daily menus were announced to promote healthy lunch choices and students were provided with copies to keep at home. Healthy snacks were requested by teachers. Structured physical activity was offered in all classrooms. Healthful living was taught via some science goals in classrooms. Our school met the AYP attendance requirement with 95.1%.

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

This year, MVES will be participating in the research-based Positive Behavior and Intervention Support program, which is similar to Safe and Civil Schools. Common areas will continue to be monitored and changes to increase safety and efficiency will be made as needed. The counselor will continue to utilize the Second Step program for the students. Positive notes and phone calls will be made. The PALS program will be established and students will be rewarded for "caught being good." A cultural arts time period and structured physical activity period will be incorporated for all students to work toward our themed school concept of A+ cultural arts (dance) and the physical activity period will help ensure the Healthy Child legislation is met. The P.E. teacher will also incorporate some healthful living lessons for students.

Act



Priority 4 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	School Goal 4:	Meadow View Elem. leadership will foster innovation in cooperation with families and community partners.		
	Target: (Desired Result)	100% of Meadow View Elementary staff will solicit increased opportunities for parental involvement and participation of community agencies.		
	Indicator: (Measure)	Survey data, BASES report, logs, conference documentation		
	Strategy: (Needs Assessment, Question #4)	Increase parental communication opportunities.		
	Action Steps: (Processes/How)	1 Maintain school website and teacher webpages.		
		2 Conduct parent workshops on topics of interest such as PEPs, homework help, reading strategies, etc.		
		3 Encourage parental correspondence via varied methods such as conferences, email, newsletters, etc.		
		4 Provide access to computer lab/media center for families once per month.		
	Strategy:	Emphasize educational opportunities to promote creativity and innovation.		
	Action Steps:	1 Increase cultural arts opportunities such as art club and chorus.		
		2 Explore the themed school concept that would emphasize cultural arts, technology, and foreign language.		
3 Develop grade level/individual JOEMC Bright Ideas Grants.				
4 Seek out community support to enhance the instructional program.				
Strategy:	Implement more globalized instructional experiences.			
Action Steps:	1 Organize cultural awareness activities within the school.			
	2 Increase global awareness through 21st Century techniques and differentiation.			
	3 Develop instructional activities to increase student use of 21st Century tools.			
	4 Educate staff on available resources for promoting globalization.			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$2,000	
Funding source 2:	Federal funds - Title I	Funding amount:	\$2,000	
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:	\$4,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All staff members including administration, Central Office, parents and community partners			

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

In order to determine strategies are deployed with fidelity, a variety of data will be utilized such as: parent volunteer logs, BASES reports, agendas, rosters, lesson plans, club data, JOEMC grants, technology usage, school webpage, teacher websites, workshop agendas, newsletters



Check

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

All available data will be utilized to determine progress. Volunteer logs, BASES reports, workshop agendas, newsletter documentation, lesson plan/observation data, grant documentation and progress, science lab development data, webpage/websites, 360 feedback, school developed surveys, and rosters.

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

100% of our teachers maintained a teacher webpage for the 2010-11 school year and kept them updated. Our school website was maintained by our webmaster and included links to county initiatives and provided up-to-date information for parents and community members. Parent workshops were held in the areas of PEPs, homework help, reading strategies, and EOGs. These workshops were presented in morning and evening sessions. They were held in the media center. Attendance was low at both morning and evening sessions. Approximately 1-7 parents attended the workshops. Parent resources were provided at one workshop and attendance still only averaged about 5 parents. Teachers were responsible for holding at least 2 face-to-face conferences, with about 95% holding at least one per nine weeks. Teachers were also responsible for sending at least 2 newsletters per month. Around 50% of the teachers also sent out newsletters and information via email. School newsletters were sent monthly. Family events such as Literacy Night and Milk and Cookies Night were held to encourage parental involvement. At the Milk and Cookies Night, our Chorus performed as part of our cultural awareness. These events were well attended. First grade also had a "Food Fair" in which students tasted different foods from different cultures. All foods were donated by area restaurants. Selected fourth and fifth grade students participated in an Arts Club period as well as Chorus. We presented our Themed School Concept of A+ Cultural Arts to the Board of Education at the end of the 2010-11 school year. Implementation will begin at a minimal level in 2011-12. Community resources such as fire departments and the sheriff's department were utilized as guest speakers and for instructional presentations. JOEMC Bright Ideas' grants were developed by 100% of our teachers. We received 1 grant. According to our BASES report, more than 400 hours of volunteer time was logged. BASES also indicated many community supporters such as Ci-Ci's, Olive Garden, Chick-Fil-A, Chuck E. Cheese, Piggly Wiggly, Food Lion, Mai-Tai, Walmart, Camino Real, Texas Roadhouse, Logan's, Johnson Drugs, etc. Our media center/computer lab opening once a month got off to a late start while we investigated a way to offer stipends to teachers for giving of their time. We were able to open the media center 1 night during the school year. Only 2-3 parents took advantage of this opportunity. Lesson plans indicated that 100% of our regular education and EC teachers utilized 21st Century tools in their instructional activities to promote student use of technology. Globalization resources are still being sought in order to better prepare our students to be globally

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

The school website and teacher webpages need to be continually updated as they provide essential information to those parents and community members with Internet access. Parent workshops will again be offered in the 2011-12 school year. A survey will be sent to parents for possible topics and convenient meeting times. Parental correspondence will continue to be encouraged via email, newsletters, conferences, etc. Parent nights will once again be a part of our 2011-12 school year as they proved quite successful. With our A+ Cultural Arts' Theme, we will be working with Michelle Burrows from Raleigh and Janae Copeland from our Central Office to explore and plan for implementation. MVES will offer a cultural arts' period where students will engage in dramatic performances, artistic presentations, dance performances, etc. Community support will continue to be at the forefront with plans to include more opportunity for immersion in the cultural arts. MVES will work with the other 2 elementary schools in the Southwest District to promote globalization in our school. 100% of our staff will once again submit a JOEMC Bright Ideas' grant.

Act



Priority 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	School Goal 5:	Meadow View Elementary will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	100% of Meadow View Elementary staff will maximize all resources to support the instructional, operational, and technological needs of the school.		
	Indicator: (Measure)	Surveys, work orders, dismissal procedures		
	Strategy: (Needs Assessment, Question #4)	Develop and utilize well-communicated processes and procedures for the organization.		
	Action Steps: (Processes/How)	1 Encourage positive customer relations in all areas of Meadow View Elementary School.		
		2 Utilize School Messenger to effectively communicate.		
		3 Review cafeteria procedures and provide feedback to promote effective and efficient operations.		
		4 Improve afternoon dismissal procedures to promote efficiency.		
	Strategy:	Seek out assistance for continued technological needs of the school.		
	Action Steps:	1 Explore resources to aid in the facilitation of technology instruction.		
		2 Apply for varied grant opportunities through varied avenues (donors choose, JOEMC, etc.)		
		3 Examine technological needs and generate purchases as needed.		
		4 Capitalize on staff expertise in the area of technology.		
Strategy:	Monitor system security procedures/equipment to maintain safety for students, staff, and school property.			
Action Steps:	1 Train staff on the new emergency management procedures (NIMS).			
	2 Utilize a computerized volunteer, visitor, check-in, check-out system.			
	3 Examine safety procedures and revise as needed.			
	4 Utilize central office resources for support with security cameras, maintenance/technology requests.			
How will we fund these strategies?				
Funding source 1:	Local district funds	Funding amount:	\$1,000	
Funding source 2:	Federal funds - Title I	Funding amount:	\$5,000	
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:	\$6,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All staff, Media and Technology Advisory Committee, parents, Central Office, and community partners			
What data will be used to determine whether the strategies were deployed with fidelity?				
School Messenger usage reports, procedures for cafeteria and dismissal, 360 feedback, school developed surveys, grants, Media and Technology Advisory Committee data, Safety procedures, agendas, rosters, computerized volunteer/visitor, etc. reports, Security reviews				

Check

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

All available data will be utilized to include rosters, agendas, certificates of completion, documented procedures and routines, grant requests/funding, feedback from stakeholders, Computerized check in system logs/data, security procedures

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

Afternoon dismissal procedures were reviewed by stakeholders, to include our transportation directors. Because we share buses with other schools, and they arrived at MVES at different times, we implemented a 3-phase bus dismissal process in which students were picked up from classrooms and delivered to the buses. Our carpool procedures continue to be effective; however, we implemented a color-code name system for our kindergarten students in which each teacher was assigned a specific color for students' names to be displayed to help us easily recognize our smaller students since they have not been familiar with the carpool procedures. In the cafeteria, the flow of traffic was routed to ease congestion during the lunch periods. Also, the cafeteria staff did begin to "cup" some of the items which allowed students to move through the line at a quicker rate to maximize their lunch periods. 100% of the MVE staff (either individually or as teams) submitted JOEMC Bright Ideas' grants. Our 4th grade team received their grant which incorporated technology (video cameras). Several of our teachers also wrote a Science grant for the donors choose site to purchase weather-related materials. They received this grant. Netbooks were purchased for all K-5 teachers in order to successfully complete the Reading 3D assessments. K-2 teachers had been using the palms, but we were selected as part of the Reading 3D pilot and received additional funding which helped us make the upgrades. Staff did begin to receive training in the new emergency management procedures. School messenger was utilized to a minimal degree. Work orders submitted to the CO support staff were handled effectively and efficiently. Technology instruction is present in 100% of the regular education and EC classrooms and 75% of the enrichment classrooms. Prices and equipment needed for the computerized volunteer, visitor, check-in, check-out system were obtained.

Act

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

Afternoon dismissal procedures will continue to be reviewed for possible revisions to aid in a more efficient and safe dismissal. Cafeteria procedures will continue to be monitored and changed as needed to aid in more efficient operations. 100% of the staff will once again complete a JOEMC Bright Ideas' grant. Other grant opportunities to assist in our themed school will also be explored. Technology needs will be reviewed to determine if other equipment should be purchased. The computer lab will be utilized on a regular basis to promote use of technology and to capitalize on the technological expertise of our staff. A plan will be written to obtain assistance from the Technology Facilitators to train staff so they may grow in technological expertise. The computerized volunteer, visitor, check-in, check-out system software will be purchased and utilized for the 2011-12 school year. Potential for use of School Messenger will be reviewed and then used more successfully for the 2011-12 school year.

