

Excellence in Education

Morton Elementary School

Strategic Plan

2011-2012 Results and Next Actions



Mustang Marvel Reading Buddies



Morton Elementary School Administration

Luisa Neumann – Principal

Lisa Price – Assistant Principal

Daveria Hutsell – Guidance Counselor

Ben Bentrup – Guidance Counselor (2011-2012)

Sandra McClain – Parent Liaison

Linda Nall – Secretary

Dawn Mastranunzio - Secretary (2011-2012)

RoseMarie Frigm – Data Manager

Carolyn Thorton – Receptionist

Cheryl Jones – Receptionist (2011-2012)



Principal's Message

Inspiring today's learners with passion, pride, and performance.

School Executive's Message:

Morton Elementary School is currently a School of Progress. With the dedication and hard work of a committed staff and student body, I believe that we are destined to accomplish great things this year and the years to come. It is our goal to become a School of Excellence and demonstrate our commitment to Excellence in Education.

Morton Elementary School's Strengths

- Morton Elementary staff has made a commitment to enhance instructional practice and increase student achievement by embracing research-based innovations and strategies.
- Morton Elementary is rich with literacy resources to utilize in preparing rigorous and engaging learning experiences.
- Morton Elementary staff promotes collaborative partnership with parents to encourage parents to become more involved with their children's education.
- Our campus is 100% wireless.
- All classrooms are equipped with computers, promethean boards and projectors.

Morton Elementary School's Challenges

- We need to increase student proficiency in Math, Reading and Science in all grade levels.
- We need to create a culture of recognition for teachers, staff and students.
- We need to increase and maximize our family and community partnerships.
- We need to create an optimal master schedule to maximize learning opportunities and instructional planning time.
- We need to move from teacher use of technology to student use of technology.

Overall Goal(s) of 2010-2012 of Morton Middle School's Strategic Plan

Morton Elementary will increase student growth and proficiency in reading, math and science. We will utilize a variety of assessment models for improving student achievement. We will utilize technology to enhance student learning through engaging and interactive modalities. Morton Elementary will create a safety plan via flip charts to utilize during a crisis response. We will promote and support activities that foster a safe and civil learning environment. Morton staff will increase family and community involvement in our school. Morton staff will promote positive and collaborative communication between teachers, administrators, parents, and community members through a variety of venues.



Morton Elementary School Profile

VISION

Inspiring today's learners with passion, pride, and performance.

MISSION

Morton Elementary School will develop lifelong learners who are caring, self-directed, innovative thinkers, and effective collaborators in the real world.

EXECUTIVE SUMMARY

INTRODUCTION

The Morton Elementary Profile documents demographic data, school characteristics, student performance data, and stakeholder perspectives regarding the quality of education at Morton Elementary School. The profile will also document a description of programs and services, a summary of the major trends or issues impacting the school and a summary of major strengths and needs of Morton Elementary School. While this profile provides Morton Elementary with information needed to develop a strategic plan for continuous improvement, a more in-depth and detailed analysis of the data is made annually, to assist the school in monitoring the organizational and instructional effectiveness and success in meeting student needs.

School and Community Demographic Data

Morton Elementary School is located in a rural setting in Jacksonville, North Carolina. The area includes a military base and a student/family population with a variety of backgrounds. The school is located in a rapidly developing part of the county on Old 30 Road.

Morton Elementary School is one of the thirty-five schools in Onslow County. Morton began serving students in the 1968-69 school year. Presently the school is open to Pre-Kindergarten through fifth grade students. Based on the data from the current school year, Morton Elementary School has a student population of 56% white, 20% black, 14% multi-racial, 7% Hispanic, and 3% other. Within the student population, 52% of the students are male while 48% of the students are female. Of the 560 students served in the 2009-2010 school year, 47 % live at or below the poverty level as calculated by free and reduced lunch status. Due to the socio-economic level of the student population, Morton Elementary qualifies as a Title I school. As of the 2009-2010 Federal Card count, 55% of the student population is federally connected. The present enrollment of students includes the following classes: 2 Title I Pre-Kindergarten, 5 Kindergarten, 4 First Grade, 3 Second Grade, 4 Third Grade, 4 Fourth Grade, 3 Fifth Grade, and



Morton Elementary School Profile

2 Self Contained Exceptional Needs classes. The ethnic make-up of the Morton staff is as follows: 85% white, 13.75% black and 1.25% Asian.

Changes in EC Population

Category	2010-11 End of School year	2011-12 Beginning of School year
Speech Only	11	6
Resource	32	28
Separate Setting	17	12
Visually Impaired	0	1
Pre-K EC	3	8
Referrals		7
TOTALS	63	62

School Characteristics

Morton Elementary is one of three elementary schools in the White Oak community. The school is now in its forty-second year and the current student enrollment is 587.

Morton Elementary opened the doors to the new administrative building in the fall of 2009, generating more classrooms, a multi-purpose room, media center, and office space. The old media center was reconstructed into additional classrooms which are currently serving third grade students. The facility of Morton Elementary consists of 35 classrooms and 10 temporary buildings. In addition to regular classrooms, art, music, physical education, media and the technology lab are utilized on a daily basis. Many classrooms are equipped with access to computers, document cameras, Promethean boards, and projectors. Morton Elementary has also dedicated additional classrooms as a Science Lab and a computer lab for the use of all grade levels.

Morton Elementary School employs 48 licensed faculty members: 42 classrooms teachers, 1 counselor, 1 assistant principal, and 1 principal. Of these 25% hold masters degrees and 4% hold advanced degrees. An additional 6% will earn a Master's degree by December 2010. At Morton Elementary our teaching assistants are a valuable asset. 6% of our teaching assistants hold a Bachelor's degree and another 6% will have a Bachelor's degree by January 2010. The remainder of our teaching assistants has either an Associate's degree or the work keys equivalent.

Morton Elementary School along with all of the school in the county received re-accreditation as a district through the Southern Association of Colleges and Schools in 2010. Morton Elementary is currently a School of Progress under the North Carolina ABC Accountability Model, indicating that 70% or more of our students are on or above grade level. In 2009-10, Morton Elementary met growth following the ABC Accountability Model.



Morton Elementary School Profile

Staff: In a trend similar to the student population, the professional personnel of the Onslow County School System are very transient. At Morton we lost five teacher and three teacher assistant. We were able to gain back two teachers from leaves of absence and hire three teachers and one teacher assistant. As of June 2010, a total of 2 of our teachers have achieved National Board Certification.

The reasons for teachers to leave our school include: one teacher resigned to pursue a career in another field, one teacher transferred to Florida, one teacher transferred to Pennsylvania, and one teacher chose to stay at home while her husband is deployed. Reasons for teacher assistants to leave our school include: two teacher assistants earned degrees and were hired as teachers in other schools, one teacher assistant took a job in another profession.

Student Performance Data

Morton Elementary is held accountable by two accountability programs, the state ABC Program and the federal No Child Left Behind Program (NCLB). Although both programs assess the same students using many of the same assessments, the results often reach different conclusions regarding the effectiveness of the school.

National Measures: The national student performance data collected includes Adequate Yearly Progress. Schools across the nation and state are expected to meet Adequate Yearly Progress goals according to the procedures prescribed by No Child Left Behind. Each state, with federal approval, sets the standards to be met and these standards may vary from state to state. The possible subgroups within each school or district are the School/District as a whole, White, Black, Hispanic, Native American, Asian, Multiracial, Limited English Proficient, Students with Disabilities, and Socio-Economically Disadvantaged students.

During the 2008-2009 school year, Morton Elementary met 19 out of 21 target goals. All subgroups in Reading met AYP. In Math, the multi-racial subgroup met AYP; and additionally, the subgroups of all students and white students met with Safe Harbor. The subgroups of black students and economically disadvantaged students did not meet AYP. During the 2009-2010 school year, Morton Elementary met 20 out of 21 target goals. All subgroups in Reading met AYP. In Math, the multi-racial subgroup met AYP. The subgroups of all students and white students met AYP with Confidence Interval. The Economically Disadvantaged subgroup met AYP with Safe Harbor. The Black student's subgroup did not meet AYP. **During the 2010-2011 school year, Morton Elementary met 13 out of 19 Target Goals (or 68.4%). In Reading with Confidence Interval and Math with Safe Harbor, the white subgroup met AYP. The subgroups of all students, black and economically disadvantaged students did not meet AYP in Reading or Math.**



Morton Elementary School Profile

Morton Elementary has not met Adequate Yearly Progress for the past several years. While this may indicate that there are some improvements to be made, it certainly does not mean that the school is not growing and moving forward as evident in ABC growth data. Morton Elementary will be utilizing the district goal formula to calculate the annual results, growth and progress over the next two years as we commit toward achieving Adequate Yearly Progress in all sub groups identified under No Child Left Behind. The chart below identifies the 2009-10 End of Grade test results and the formulated target for the 2010-11 school year using the district growth formula. Over the next two years it is our goal to decrease the number of non-proficient students by 30% in all identified subgroups for Morton Elementary School with a 15% decrease each year.

District Instructional Metric	2009-10 Result	2010-2011 decrease non- proficient by 15%	2011-2012 decrease non- proficient by 30%
Average Daily Attendance Rate	95.70%	96.35%	97.14%
3rd grade mathematics	75.27%	78.98%	84.42%
3rd grade reading	65.59%	70.75%	78.32%
4th grade mathematics	74.73%	78.52%	84.08%
4th grade reading	73.63%	77.58%	83.38%
5th grade mathematics	76.40%	79.94%	85.13%
5th grade reading	69.66%	74.21%	80.89%
5th grade science	64.05%	69.44%	77.35%
EOG Composite Score	71.34%	75.64%	81.94%
Percent of all schools' AYP goals Met	95.20%	95.92%	96.98%



Morton Elementary School Profile

District Instructional Metric	2009-10 Result	2010-2011 decrease non- proficient by 15%	2010-2011 Result
Average Daily Attendance Rate	95.70%	96.35%	96.3%
3rd grade mathematics	75.27%	78.98%	69.00%
3rd grade reading	65.59%	70.75%	56.00%
4th grade mathematics	74.73%	78.52%	79.78%
4th grade reading	73.63%	77.58%	65.17%
5th grade mathematics	76.40%	79.94%	78.05%
5th grade reading	69.66%	74.21%	73.17%
5th grade science	64.05%	69.44%	74.39%
EOG Composite Score	71.34%	75.64%	70.35%

	Made negative growth
	Made positive growth, did not met target
	Made positive growth, met target goal

Morton Elementary instructional staff and administration is committed to excelling to high standards for all and educating students. The White Oak Community continues to provide support and resources that build partnerships and contribute to the overall commitment to student learning. As a school, we will continue to analyze our data and seek alternative ways to achieve Adequate Yearly Progress and achieve success for all students.

State Measures: Statewide assessments of student learning in reading, writing, mathematics, science were utilized during the 2009-10 school year. All students in grades 3 through 8, including all Exceptional Children, participate in an end-of-grade reading and mathematics assessment during the last month of school. Students must meet set state and local standards in order to be considered for promotion. During the last weeks of school, students are provided focused intervention prior to an additional retest opportunity (if necessary). This provides all students a fair and equitable opportunity to meet the State Gateways for promotion. During the 2008-09 school year, NCDPI modified its current state accountability program allowing student retest administrations which result in proficient score to be included in overall performance results for grades 3 through 8 for the district and individual schools results.

For the 2009-10 school year, proficiency rates in reading increased in 4th grade from 58.3% to 73.6%; and additionally proficiency rate increases in mathematics for 4th grade from 64.3% to 74.7% and 5th grade mathematics from 75.9% to 76.4%. The overall composite for the 2009-10



Morton Elementary School Profile

school year is 71%. Morton Elementary met growth as a school for the 2009-2010 school year and met High Growth in two additional areas 4th grade Math and 5th grade Reading.

For the 2010-11 school year, proficiency rates in mathematics increased in 4th grade from 74.73% to 79.78%, proficiency rates in mathematics increased in 5th grade from 76.40% to 78.05%, proficiency rates in science increased in 5th grade from 64.05% to 74.39%, and additionally proficiency rates in reading increased in 5th grade from 69.66% to 73.17%.

The State assessments measure student performance on the North Carolina Standard Course of Study. The Morton Elementary staff continues to seek ways to enhance the learning opportunities for students. Morton Elementary is committed to utilizing EVAAS and formative assessments to make informed decisions that impact teaching and learning. Ongoing disaggregation of data by subgroups and goals/objectives is essential in planning and improving.

In 2008 -2009, the state implemented a new writing assessment. For the past two years, students in grades four in a locally monitored writing instructional program that includes two content-specific writing selections, a benchmark test, and a summative sample in the spring. Beginning with the 2010-2011 school year, Morton Elementary will implement a similar writing instructional program for students in grades 3 and 5.

District Measures:

Morton Elementary uses a comprehensive assessment system to monitor and evaluate student learning and to design classroom instruction. K-2 Literacy Assessments, 3-5 Assessments and K-2 Math DPI Assessments are utilized on a quarterly basis that provided teachers with data regarding student readiness and mastery of concepts taught and learned. These assessments establish baseline data that is used to chart growth of individual students as the year progresses. District-developed pacing guides and prioritized curriculum have been utilized by the Morton staff to assist with the implementation of assessments.

K-2 Assessment Data for 2010-11 (should be 2009-10)

	K	1st	2nd
Reading Students Proficient	83	70	73
Reading Students Assessed	92	86	99
Percent Proficient	90.2	81.3	73.7
	K	1st	2nd
Math Students Proficient	82	74	87



Morton Elementary School Profile

Math Students Assessed	92	86	99
Percent Proficient	89.1	86	87.9
	K	1st	2nd
Writing Students Proficient	78	69	77
Writing Students Assessed	92	86	99
Percent Proficient	77.8	77.8	77.8

K-2 Assessment Data for 2010-11

	K	1st	2nd
Reading Students Proficient	75	62	43
Reading Students Assessed	76	82	43
Percent Proficient	99	76	100
	K	1st	2 nd
Math Students Proficient	71	68	78
Math Students Assessed	76	82	86
Percent Proficient	93	83	91
	K	1st	2nd
Writing Students Proficient	68	69	71
Writing Students Assessed	76	82	86
Percent Proficient	89	84	83

Morton Elementary promotes collaboration among teachers during grade-level planning, professional learning communities and vertical articulation. Teachers are encouraged to share resources, ideas, experiences, teaching methodology and best practices to enhance the overall learning environment at Morton Elementary School.

Stakeholder Perspectives on the Quality of Education

Morton Elementary used the district-administered Climate Survey to gather the opinions of students, staff members and parents about the quality of educational experience at our school. Overall the survey revealed the following findings that are reflected in our strategic plan:



Morton Elementary School Profile

Results from the 2009-10 staff and student surveys indicate favorable results in the following areas (not all inclusive): 97% of certified staff and 67% of students indicated that classes are challenging; 95% of certified staff and 76% of classified staff indicated that lessons are rigorous and relevant; 96% of certified staff, 88% of classified staff, and 80% of students indicated that global issues and international studies are provided as an important component of students' education; 100% of certified staff, 77% of classified staff, and 72% of students indicated a full understanding of state and local expectations for promotion; 92% of certified staff indicated that homework was utilized to enhance learning experiences from the lessons in the classroom. However, only 66% of students indicated that homework was challenging and beneficial to their overall learning experiences. 100% of certified staff indicated that they utilize technology skills to teach and motivate students. However only 77% of students indicated that they have opportunities to utilize technology to enhance their learning and 74% of students indicated that staff at our school utilize technology skills to teach and motivate students. Only 53% of students indicated that the information on their teacher's website had due dates, homework reminders and instructional tips. Additionally, 77% of students indicated that the school staff provides a variety of practices to deliver instruction (technology, projects, textbooks, labs, etc.) 100% of certified staff indicated that they work to ensure that students feel safe at school while 83% of students indicated that they feel safe in school. These results indicate that we have areas of growth opportunities for this school year. Among these are rigor, relevance, technology, and using a variety of instructional practices.

Results from the 2010-11 surveys indicate the following significant changes: 82% of students indicated they know what to do to pass their grade (a full understanding of state and local expectations for promotion); 87% of students indicated that they have opportunities to utilize technology to enhance their learning; 67% of student indicated that the school keeps them informed through the use of webpage; 94% of students indicated that classroom materials were utilized to support creative and learning; 77% of students indicated that staff are utilized to support creative teaching and learning.

Additionally, teachers in Onslow County as well as across the state were asked to participate in the North Carolina Teacher Working Conditions Survey (NCTWCS) during spring 2010. Teachers responded to questions relating to concepts such as: use of time, facilities and resources, managing student conduct, teacher leadership, school leadership, and professional development. In comparing questions identically worded on both the 2008 and 2010 NCTWCS, all concepts listed above had positive incremental increases of agreement with the exception of one area – class size. Thirty-nine percent of the teachers indicated that class sizes are not reasonable such that they have the time available to meet the needs of all students. Although we cannot change class size at the school level, we have made efforts to reduce class size by providing teaching assistants full-time in kindergarten and half-day in first and second grade, while providing tutors in third through fifth grade. Just over eighty-two percent of teachers



Morton Elementary School Profile

agreed that in our school, follow up is provided from professional development. Although this shows an increase from only 64.5% in 2008, this is still an area in which we need to improve.

On the 2010 NCTWC survey, 93.8% of teachers indicate having access to reliable communication technology, including phones, faxes and email, which is more than a 27% increase from the 2008 survey. Additionally 100% of teachers agreed they have adequate space to work productively (32% increase from 2008). Approximately 84% of teachers indicated that school administrators consistently enforce rules for student conduct and support teachers' efforts to maintain discipline in the classroom (which shows increases of 28% and 18% respectively). Teachers agreed almost unanimously that they are relied upon to make sound educational decisions in our school in instruction, about educational issues, as a group in solving problems, and in taking steps to solve problems, which shows increases of 13%, 34%, 26% and 24% respectively over the 2008 survey results. Ninety-six percent of teachers indicate that the faculty and staff have a shared vision (up 18%). Approximately 91% of teachers indicate that school leadership consistently supports teachers (up 13%). All (100%) teachers indicated that procedures for teacher evaluation are consistent as compared with 89.5% in 2008. Over 96% of teachers indicated that the school improvement team provides leadership at our school, an increase of 29% from 2008. Over 96% (up 24%) of teachers were satisfied that professional development deepens their content knowledge. Complete results can be viewed at <http://ncteachingconditions.org/reports/>.

We Believe:

- That technology skills should be taught and utilized in the classroom and the lab to motivate students and enhance learning using up-to-date methodologies.
- That parents are a vital part of our educational community and, as such, should be highly involved in the education of their children.
- That instruction should make relevant connections to the real world in which students live and be presented at just the right and challenging levels for each students' readiness.
- That communication is vital to an educational community supporting the academic progress of its students through the use of all available venues.

Our belief statements express our dedication to making the educational process meaningful and positive for our students. Our strategies reflect the processes we will implement to achieve our goals. Our beliefs, strategies, and processes were generated by our staff, in response to test data and opinion data.



Morton Elementary School Profile

Programs/Services

In addition to its core instructional program, the school also incorporates specialized programs and services to meet the varied educational needs, expectations and learning requirements of all of its learners (staff and students), including but not limited to:

- **Academically/Intellectually Gifted Program:** offers differentiated instructional services for approximately 18 identified students
- **AVID (Advancement Via Individual Determination):** designed to increase the number of students who enroll in four-year colleges.
- **Exceptional Children's Program:** offers individualized education and related services for approximately 38 students to assure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate individualized education in the least restrictive environment
- **Extracurricular programs:** provide additional opportunities for students to participate in before, after, and during school - clubs, student organizations, service organizations, focus intervention, and many other high quality and engaging educational experiences
- **Safe/Civil Schools Services:** provide a district perspective to all safe and civil school initiatives which include school-wide behavior expectations, commons area expectations, and positive behavior support.
- **Title 1 Services:** Additional instructional services are provided to children who are failing or most at risk of failing throughout the majority of our elementary.

Summary of Performance

Analyses of student performance data over time show the percentage of students scoring at or above grade level on the EOG Mathematics Assessments in grades 3 through 5 have increased on an upward trend since the 2007-08 school year (Grade 3 mathematics slightly declined during the 2009-010 school year). With regard to reading in grades 3 through 5, we have increased overall since 2007-08 school year (Grade 5 reading declined during the 2009-10 school year). Significant increase in proficiency of 58.3% to 73.6% was noted in 4th grade reading during the 2009-10 school year.

Analyses of student performance data for grade 5 science indicate progress is not being made instructionally at this grade level. Data indicate a slight decrease in proficiency in grade 5 from 69.9% to 64.0% from 2008-09 to 2009-10 school year.

Trend data indicates that the instructional staff has been successful in making some increases in both proficiency and growth for tested areas. During recent years, significant gains have been



Morton Elementary School Profile

made in terms of: access to technology, access to services for students through the PEP and IIT process, staff development opportunities for teachers and leadership development and opportunities for staff members. Moving forward, the faculty and staff will concentrate efforts on the continued development of a quality instructional program by connecting curriculum, instruction, and assessment through comprehensive, standards-based planning.

Strengths and Needs

Strengths

- Morton Elementary staff has made a commitment to enhance instructional practice and increase student achievement by embracing research-based innovations and strategies.
- Morton Elementary is committed to building strong collaborative partnerships with various community agencies and businesses that help students learn and enhance improvement efforts.
- The administration, faculty, and staff working at Morton Elementary School are committed, dedicated, and focused on meeting the needs of all students.
- Morton Elementary is rich with literacy resources to utilize in preparing rigorous and engaging learning experiences.
- Morton Elementary has sufficient technology in all grade level classes for instructional use.
- Morton Elementary staff promotes collaborative partnership with parents to encourage parents to become more involved with their child's education.

Needs/Challenges

- Technology – maintenance, replacement and training
- Transient population of students
- Responding to the diverse needs of students
- Adapting and efficiently implementing changes the NC Department of Public Instruction is making
- Implementing effective PLC's to improve student learning
- Funding

Vision and Mission Statements for Morton Elementary School

Vision:

Inspiring today's learners with passion, pride, and performance.

Mission:

Morton Elementary School will develop lifelong learners who are caring, self-directed, innovative thinkers, and effective collaborators in the real world.



ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Morton Elementary School
Date Submitted:	7-Oct-11

1	Number of Plan Team Members	10
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.	
4	Date of vote	30-Sep-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.)	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	Signatures on File in Office
Signature, SSPT Facilitator/ Chairperson	
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

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

LEA Number: Onslow County Schools - 670
School Name/Number: Morton Elementary/330
School Address: 485 Old 30 Road, Jacksonville, NC 28540
Plan Year(s): 2010-2011
Date prepared: Fall 2011

Principal Signature: _____ _____ Date

Local Board Approval Date: _____ _____ Date

School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	Name
Principal Representative	Luisa Neumann	Parent Representative	Rochelle Townsend (child promoted to midd
Teacher Representative	Jennifer Miner	Parent Representative	Kim Tamburo
Inst. Support Representative	Penny McGowan	Parent Representative	Sharon Huerena
Teacher Assistant Representative	Lucy Booher (Janet Morton)	Parent Representative	Dean Franklin
Teacher Representative	Ashley Rhodes (Kelley Nagy)	Parent Representative	James Macon
		Parent Representative	Robert Jernigan
Teacher Representative	Jennifer Charles-Craft (Michelle Silence)	Parent Representative	Nalesa Medders (moved)
Teacher Representative	Linda Alexander (Leisha Centeno)	Parent Representative	Alicia Chestnutt
		Parent Representative	Aimee Hays
Teacher Representative	Sandra Jurewicz (Beverly Sandlin)	Parent Representative	Michelle McMellon
Teacher Representative	Judy Stalvey (Barbara Kalnicki)	Parent Representative	Angela Jernigan

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

Priority 1 and Associated Strategies

Plan/Do	NC 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:	Morton Elementary School will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	Morton Elementary School will increase student achievement, growth and proficiency in the areas of Math, Reading and Science by 30%. The annual results will be calculated utilizing the district goal formula.		
	Indicator: (Measure)	K-2 Assessment Data Composite, 3-5 EOG Composite, Overall School ABC Growth Target, AYP Goals Met, Percent of AIG students, Promotion Percentages		
	Strategy: (Needs Assessment, Question #4)	Enhance learning opportunities for students through focused interventions, academic initiatives specifically targeted at improved student achievement.		
	Action Steps: (Processes/How)	1 Incorporate AVID methodology and strategies in 4th and 5th grade classes that fosters problem solving, critical thinking and development of organizational skills. 2 Increase relevant and rigorous learning opportunities in all curricular areas. 3 Provide differentiated learning experiences to include enrichment and interventions based on comprehensive data analysis. 4 Emphasize literacy and reading skills in all areas of the curriculum.		
	Strategy:	Utilize the new CIA format to develop rigorous and relevant lessons with integration opportunities for all students.		
	Action Steps:	1 Provide staff development on CIA (Curriculum, Instruction, and Assessment) model for all teachers. 2 Incorporate valuable learning experiences focused on the common core curriculum and essential standards. 3 Build PLC's to support and increase student achievement through teacher collaboration and support. 4		
	Strategy:	Utilize a variety of assessment models for improving student achievement.		
	Action Steps:	1 Provide staff development through NC FALCON on the use of Formative Assessments to improve student achievement. 2 Utilize ClassScape Assessments in 3rd, 4th and 5th grade for formative assessments and benchmark assessments to provide growth and mastery data. 3 Provide staff development on differentiated instruction models and methods to increase student achievement. 4 Utilize assessment data to increase student achievement through differentiated instruction models and student support.		
	How will we fund these strategies?			
	Funding source 1: Math and Science Resources/Materials	Federal funds - Title I	Funding amount:	\$2,000
	Funding source 2: AVID Posters	Other	Funding amount:	\$300
	Funding source 3: Diff Inst Resources	Federal funds - Title I	Funding amount:	\$300
Funding source 4: Diff Inst Conference	Federal funds - Title I	Funding amount:	\$6,000	
Funding source 5: Professional Development Resources	Federal funds - Title I	Funding amount:	\$3,000	
		Total initiative funding:	\$11,600	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Strategic Leadership Team, Strategic Committee for Goal 1, Administration, Teachers, and Staff			
What data will be used to determine whether the strategies were deployed with fidelity?				
K-2 Assessment Data Composite, 3-5 EOG Composite, Overall School ABC Growth Target, AYP Goals Met, Percent of AIG students, Promotion Percentages, CIA plans, Classroom observations, Lesson Plans, NC Falcon completion certificates, ClassScape usage, surveys				
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)				
Monitor the goals, strategies, and action steps using the data gained from formative, benchmark, and summative data.				
What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)				
Met 13 out of 19 (68.4%) target goals for AYP, identifying the following subgroups as priority needs: Reading – All students, Black, and Economically				



Che

Disadvantaged; Math – All students, Black, Economically Disadvantaged.

- Met Growth in 3rd, 4th, & 5th Grade Math, 3rd, 4th, & 5th Grade Reading and 5th Grade Science.
- Met Hi Growth in the areas of 3rd and 4th Grade Math
- The school purchased EnVisions Math for Kindergarten, 2nd grade and 5th grade for 2011-12 school year.
- The third grade (four teachers) went through a literacy book study; The Daily 5 and The Café Book led by Literacy Facilitator and went to visit Richlands Primary and Richlands Elementary to observe teachers who have implemented the Daily 5 in their classrooms.
- The Literacy Facilitator inventoried all Morton Elementary Literacy resources to establish a current needs assessment
- The Literacy Facilitator conducted a teacher survey of teaching practices and use of resource materials/products for reading instruction at Morton Elementary School to be used in developing a school-wide approach
- Teachers began to dialogue and record on grade level planning forms to include: data/instruction/ curriculum/ and formative assessment during their grade level planning times.
- 100% of K-5 teachers participated in Professional Development on CIA (Curriculum, Instruction, and Assessment); collaboration and development of initial stages of CIA plans
- Establishing Strategic Planning Committees for collaborating, processing information and shared decision making for all staff.
- 100% of 3rd-5th grade teachers attended training on ClassScape
- Teacher began initial implementation of ClassScape in grades 3-5 for formative assessment of students
- 100% of K-5 teachers completed Professional Development on NC Falcon
- Media Specialist applied for and received a \$10,000 grant from the NC State Library to increase the school's library book resources.
- EC teachers utilized a variety of formative assessment systems (Sonday System, Letter Land, Number Worlds, Connecting Math, AIMS Web, Brigance) to assess and monitor student growth and performance.
- Met 70% Mastery on Rubrics related to agenda and planner use for AVID in 4th and 5th grade classes
- Met 70% Mastery on Rubrics related to AVID binders for AVID in 4th and 5th grade classes
- Met 70% Mastery on Rubrics related to Two-column Note-taking in 4th and 5th grade classes
- Greater than 90% Progress Monitoring on Students below Proficient in Reading 3D in Grades K-2



Act	<p>Based upon identified results, what action should be taken? (Next actions)</p> <ul style="list-style-type: none"> • All grade levels K-5 will be utilizing EnVisions Math for Math Instruction • Teachers (K-5) will receive Professional Development in EnVisions Math during the Fall semester • Teachers (K-5) will receive Professional Development in Common Core and Essential Standards • Teachers (K-5) will receive Professional Development in 21st Century Technology Skills • Daily 5 and Café Literacy is being implemented in 3rd, 4th, and 5th Grade. • Professional Development is being offered in Daily 5 and Café by Literacy Facilitator • Fountas and Pinnell Leveled Literacy Intervention (LLI) Training will be provided to K-2 teachers. • Student Data Notebooks will be introduced and implemented with students (K-5) during the fall of 2011 • Teacher Data Notebooks will be introduced and implemented for gathering student and class data to inform instruction during the fall of 2011 • CIA plans will be posted on teacher websites to communicate instructional expectations with parents, students and the community • Teachers will continue to use ClassScape to assess student growth and modify instruction. • Third grade teachers will conduct a pretest with 3rd grade students during the month of September to use as a base-line for monitoring growth and performance. • Class rosters will be developed utilizing data from K-2 assessment, EOG data, teacher input, and additional assessment datas. Cluster groups will be formed and arranged within each class to address academic needs of all students as well as subgroups identified by AYP as Not Met. • Literacy Facilitator is employed full time through Title I funding to provide Professional Development for teachers in the areas of Literacy and Reading Skills. • Title One Math Teacher is employed full time through Title I funding to provide instructional support services to at-risk students in the area of Math.



Priority 1 and Associated Strategies				
Plan/Do	NC 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 Goals:	Morton Elementary School and students will be led by creative, passionate, and technologically skilled professionals.		
	Target: (Desired Result)	Morton Elementary will create and foster a workplace that attracts and retains highly qualified professionals and foster a climate of high expectations for employee performance by increasing positive responses on annual surveys by 1%.		
	Indicator: (Measure)	Climate Survey, Teacher Working Conditions Survey, Professional Development Log, Lesson plans,		
	Strategy: (Needs)	Utilize instructional technology to enhance student learning through engaging and interactive modalities.		
	Action Steps: (Processes/How)	1 Increase technology resources into classroom instruction where appropriate to enhance student learning.		
		2 Increase the percentage of teachers that are utilizing technology in the classroom for increasing student learning.		
		3 Utilize school experts to provide share and take seminars of instructional technology used in the classroom.		
		4 Provide staff development opportunities for using technology as an instructional tool and actively engaging students to promote learning.		
	Strategy:	Utilize the New Teacher Evaluation Tool for developing and growing teachers professionally.		
	Action Steps:	1 Articulate with teachers in the utilization of the new teacher evaluation tools.		
		2 Utilize and incorporate reflective practices through teacher self-evaluation rubric for developing professional development plans.		
		3 Observe and monitor teacher standards for growth and development through the use of a growth rubric.		
	Strategy:	Decrease teacher attrition not related to outside influence.		
Action Steps:	1 Implement staff recognition program.			
	2 Increase activities that enhance family atmosphere.			
	3 Maintain and increase employee retention.			
How will we fund these strategies?				
Funding source 1: Projector Mounts	Federal funds - Title I	Funding amount:	\$7,000	
Funding source 2: Netbooks & desktops	Federal funds - Title I	Funding amount:	\$15,000	
Funding source 3: Incentives	Other	Funding amount:	\$500	
Funding source 4: Active Vote for Prom. Boards	Federal funds - Title I	Funding amount:	\$3,000	
Funding source 5:	Select a funding source	Funding amount:	\$0	
		Total initiative funding:	\$25,500	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Strategic Leadership Team and Strategic Leadership Committee for Goal 2			
What data will be used to determine whether the strategies were deployed with fidelity?				
360 degree Survey, Teacher Working Condition Survey, Professional Development Log, Lesson Plans, Teacher Evaluation Instrument Documentation, Teacher Professional Development Plans, Staff recognition program/incentives				



Check

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

Comparison results of surveys over two year span, positive increase of technology use in classroom instruction, successful implementation of new teacher evaluation instrument and professional development plans according to Department of Public Instruction guidelines. Evidence of decrease in teacher attrition.

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

- 92% of Certified staff and 76% of Classified staff indicated that school leadership builds and sustains relationships that provide support to staff, families, and students (to implement goals and strategies).
- 87% of Certified staff and 82% of Classified staff indicated that school leadership shows support for teachers and demonstrates collaboration among all the stakeholders.
- Dell Netbook computers (32) were purchased for student learning projects.
- Dell desktop computers (20) were purchased for classrooms and computer labs.
- Projector mounts (25) were purchased for classroom projectors to enhance safety and overall instructional technology performance and effectiveness.
- Promethean Interactive Voting Units (3) were purchased to assist in effectiveness of administering ClassScape formative assessments in the classroom.
- Professional development for New Teacher Evaluation Tool was provided during teacher/faculty meetings throughout the year.
- Teacher Evaluation Orientation materials were distributed to 100% of all teachers via email and/or hard copies.
- Teacher attrition for the 2010-11: one teacher retired, one teacher resigned for personal reasons, two teachers resigned due to relocation to another area.

Act

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

- Five teachers will be attending county level Professional Development for 21st Century Technology during the fall semester to train our teachers during Early Release Professional Development days. (Essential Technology for Essential Standards & Pickin A Clicker: Interactive Student Responders)
- Professional development and administrative support for electronic Teacher Evaluation System is being provided through faculty meetings and informal one-on-one meetings with teachers. (on-going)
- Formal evaluations of all teachers will be conducted.
- Secret Pals which is a motivational program is being implemented at Morton to increase staff morale, recognize individual contributions and celebrate friendships.



Priority 1 and Associated Strategies				
Plan/Do	NC 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:	Morton Elementary students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	100% of Morton Elementary students will learn in a safe and civil learning environment through positive teaching and learning experiences.		
	Indicator: (Measure)	Discipline data, attendance data, climate survey, common area observations, program feedback		
	Strategy: (Needs Assessment, Question #4)	Create a safe environment that will support teaching and learning.		
	Action Steps: (Processes/How)	1 Develop and implement a school wide safety plan, crisis flip charts, and crisis response team utilizing FEMA Response guidelines.		
		2 Develop and implement school wide policies for common areas, using the Safe and Civil Schools Series.		
		3 Provide students and parents with clear behavior and performance standards, expectations and consequences.		
		4 Enhance process and steps to improve student transitions across grade levels.		
	Strategy:	Promote and support activities for staff and students that create a civil learning environment.		
	Action Steps:	1 Incorporate Guidance class through the Encore schedule to focus on developing strong character, personal responsibility and community/world involvement.		
		2 Utilize 3:1 Ratio from Safe and Civil School Series to provide an environment in which each child has a positive, nurturing relationship with caring adults.		
		3 Explore and implement a student recognition program.		
	Strategy:	Promote healthy life-style choices by providing guiding and supporting activities, instruction, and modeling.		
Action Steps:	1 Explore the use of a 10-10-10 model during recess to structure a safe a civil environment for physical activity.			
	2 Explore the implementation of Girls on the Run.			
	3 Encourage healthy choice activities for students through modeled classes presented by Physical Education teacher during recess .			
How will we fund these strategies?				
Funding source 1: Incentives	Federal funds - Title I	Funding amount:	\$500	
Funding source 2: Parent Night Activities	Federal funds - Title I	Funding amount:	\$1,000	
Funding source 3: Crisis Flip Charts	Other	Funding amount:	\$150	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,650	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Strategic Leadership Team and Strategic Leadership Committee for Goal 3			
What data will be used to determine whether the strategies were deployed with fidelity?				
Discipline data, attendance data, surveys, common area observation data, teacher working condition survey data, safe schools reports				

Check	
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data) Comparison 360 survey results for two years, reduction of discipline, implementation of Girls on the Run, increase of structured activities during recess,</p>
Check	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <ul style="list-style-type: none"> • Morton Elementary received a 96% rating on the 2010-11 Safe School Rubric • 93% of the students indicated on the annual survey that they felt safe in the classrooms however, only 79% of the students indicated they felt safe in the restrooms or the outdoor areas/playground additionally only 71% of the students indicated they felt safe on the bus. • 69% of the students indicated they felt welcomed and respected in the classrooms. • A school wide crisis response plan utilizing FEMA response guidelines has been created and implemented. FEMA Notebooks were issued to necessary personnel containing full crisis plan implementation – completed in summer of 2011. • Crisis, color-coded cards have been updated and disseminated to all staff along with training on how to utilize during the event of a crisis situation. • Grab and Go bags were made for each teacher/staff member to utilize in the event of a crisis situation. • School wide policies have been developed for common areas using the Safe and Civil School series for the following areas: playground, hallway/sidewalk, cafeteria, restroom, and classrooms. Posters displaying these school-wide policies have been posted in all classrooms and other common areas. • Guidelines have been established for communicating rules, procedures and policies to parents and students through the student handbook and on the school webpage, and school newsletters. • Morton implemented a school-wide Step-up day (transition activities) at the end of the 2010-2011 school year. • Students receive guidance lessons and support on a variety of topics including Character Education by attending a guidance class through the encore schedule rotation. • Student recognition continues to have a high emphasis at Morton Elementary School, during the 2010-11 school year “Star Student” was implemented and “Student Award Celebrations” were moved to every 9-weeks versus the end of the year only. • One coach for Girls on the Run has been trained in the fall of 2011. • The Physical Education teacher provided extra modeling of healthy choice activities each week on a rotating basis during the 2010-2011 school year.
	Act

Priority 1 and Associated Strategies			
NC 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:	Leadership will foster innovation at Morton Elementary in cooperation with families and community partners.		
Target: (Desired Result)	Morton Elementary will increase parent and community involvement by 5% which will promote real-world learning opportunities and engagement of community resources.		
Indicator: (Measure)	PTO Membership, PTO participation, Volunteer Rosters, Parent Contact Logs, School Activity Calendar, Newsletters, Website Hits, Open House Participation, Climate Survey		
Strategy: (Needs Assessment, Question #4)	Maximize opportunities to build partnerships between school and parents.		
Action Steps: (Processes/How)	1 Increase family engagement in school activities to positively impact students and school. 2 Increase the number of parent volunteers in classrooms and school. 3 Provide school informative meeting opportunities for parents. 4 Provide parent nights in support of academic development and sharing.		
Strategy:	Promote positive and collaborative communication between teachers, administrators, parents, and community members.		
Action Steps:	1 Utilize school website as an informational tool for parents, students and community members to access up-to date school information. 2 Create a distribution list of parent/guardians email addresses for sending out school information, newsletters, and updates. 3 Provide monthly grade level newsletters to parents/guardians.		
Strategy:	Increase community partnerships with local businesses to support teaching and learning.		
Action Steps:	1 Promote opportunities for community partners to collaborate and share experiences with student e.g. "Community Reading Day, Career Day, Officer Friendly". 2 Utilize community resources to enhance student learning.		
How will we fund these strategies?			
Funding source 1: Parent Nights	Federal funds - Title I	Funding amount:	\$1,000
Funding source 2: Newsletters	Federal funds - Title I	Funding amount:	\$1,000
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$2,000
Review frequency:	Quarterly		
Action Team: (Who is responsible)	Strategic Leadership Team and Strategic Leadership Committee for goal 4		
What data will be used to determine whether the strategies were deployed with fidelity?			
PTO Membership, PTO participation, Volunteer Rosters, Parent contact logs, School Activity Calendar, Newsletters, Website Hits of pertinent/updated information, Open House Participation, Surveys, BASES Report			

Plan/Do

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

Increase in PTO participation and parent participation in school activities, Increase in website usage (monitor website data), increase in community support/involvement.

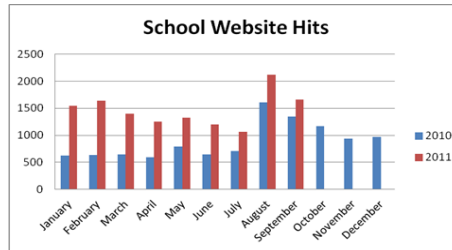
What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

- 92% of the parents on the annual survey indicated that they felt welcomed and respected in the classrooms however only 31% felt welcomed and respected in the administrative offices. (This data is the result of only 26 parents participating in the 2010-11 annual survey)
- 92% of the parents of the annual survey indicated that they received help in an efficient and timely manner while in the classroom however only 31% felt they received help in an efficient and timely manner while in the administrative offices. (This data is the result of only 26 parents participating in the 2010-11 annual survey)
- During the 2010-11 school year, 255 parents attend Student Orientation in August and 265 parents attend Open House in September.
- During the 2010-11 school year, 5 parents actively and consistently volunteered throughout the school year
- PTO membership is not available
- Art and Literacy Night was held to promote collaboration between home and school incorporating art and literacy projects for parents and students.
- Math, Science and Technology Night was held to promote collaboration between home and school incorporating math and science projects for parents and students.
- Administration provided an informal information, question & answer session for parents (Coffee Hour with the Principal)
- Teachers established a timeline for implementing various features of their teacher webpages for communicating essential information to student, parents, and community. (Bio, class newsletter, class schedule, policies/procedures, links, AVID – if applicable, CIA plans)

Website Hits

Month 2010 2011
January 619 1542

February 633 1637
March 648 1395
April 590 1256
May 795 1327
June 649 1203
July 712 1062
August 1609 2119
September 1348 1659
October 1171
November 935
December 968



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

- Teacher planning committee will organize a variety of parent informational nights for the 2011-12 school year to include: AVID Parent Information Night, 3rd Grade Parent Night and EOG preparation Night.
- Title I Teachers and Parent Liaison will organize several parent informational sessions to include: Readings Strategies for Parents, Math Workshop, and Parent Volunteer Training.
- Teachers will consistently update their teacher webpages and provide essential information to students, parents, and community.
- In the process of creating a parent email distribution list to communicate school wide information
- Grade level teams will work on developing grade level monthly newsletters

Check

Act

Priority 1 and Associated Strategies

Plan/Do	NC 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:	Morton Elementary will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Morton Elementary will provide operational/human resources to maximize teaching and learning opportunities as seen by increasing positive responses on annual surveys by 1%.		
	Indicator: (Measure)	Master Schedule, Standard Operating Procedures, Duty Free Schedule, Staff Assignments		
	Strategy: (Needs Assessment, Question #4)	Develop and utilize a master schedule that maximizes instructional time and provides for optimal instructional planning time.		
	Action Steps: (Processes/How)	1 Explore alternate scheduling options to increase learning opportunities and times in all curricular areas. 2 Provide uninterrupted instructional planning to all teachers for approximately 3-5 hours a week. 3 Increase the amount of time for math and science instruction. 4 Revisit duty free lunch options for all teachers.		
	Strategy:	Develop and utilize well communicated processes and procedures in all support areas.		
	Action Steps:	1 Emphasize customer relations in all areas of Morton Elementary School. 2 Use process analysis to improve efficiency and effectiveness of all operation systems. 3 Develop standard operating procedures for operation systems.		
	Strategy:	Reduce the staff to student ratio to maximize individualized instruction for all students.		
	Action Steps:	1 Reduce the number of classroom assignments for teacher assistants to target only one or two classes. 2 Hire tutors for third through fifth grade classes. 3 Utilize volunteers to assist students with academic goals.		
	How will we fund these strategies?			
	Funding source 1:	Select a funding source	Funding amount:	
	Funding source 2: Tutors	Federal funds - Title I	Funding amount:	\$30,000
	Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0	
Funding source 5:	Select a funding source	Funding amount:	\$0	
		Total initiative funding:	\$30,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Strategic Leadership Team and Strategic Leadership Committee for goal 5			
What data will be used to determine whether the strategies were deployed with fidelity?				
Master schedule, Standard operating procedures, duty free lunch schedule, staff assignments,				

Check

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

Implementation of master schedule that provides maximum instructional learning opportunities and common planning time. Flexibility in use of encore teachers to provide enrichment to students while providing additional planning for teachers. Monthly monitoring system to assess up to date information of teacher webpage and school webpage. Contact log indicating distribution of monthly newsletters and email distribution of parent information. Calendar documentation of community participation in school events.

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

- 97% of the staff on annual survey indicated that parents are adequately informed of school events through a variety of venues: emails, newsletters, brochures, school websites.
- 90% of the staff on annual survey indicated the school website was useful and informative.
- 60% of the staff on annual survey indicated the school cafeteria is effective and efficient.
- Varies master schedule options were explored, discussed and revamped to meet the needs of all stakeholders. 100% of the staff voted for the WAVE Double Encore Schedule.
- The implementation of WAVE schedule with double encores provides more instructional time for core areas and less transitions throughout the day for students. The new WAVE Schedule additionally provides for more instructional planning time for teachers to collaborate within their grade level teams.
- Teachers as a whole decided to not use other support staff to monitor student activity during lunches but rather allow teachers to create alternate methods of having duty-free lunch. For example, one grade level may choose to rotate on a weekly basis; (two teachers monitor students while two teachers have duty free lunch).
- Morton's Teacher Planning Team created public folder master school calendar with all school level events, activities and programs for utilization by all staff members.

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

- Parent Liaison will plan a Parent Volunteer Training session in October 2011 to increase the overall effectiveness of the Parent Volunteer program.
- Morton's Teacher Planning Team will create public folder calendars to organize labs (Science & Computer) for teachers to utilize in scheduling instructional time in the labs.
- Administrators will create public folders to organize important files and resource information for teachers and staff to access and utilize.
- Administrators will communicate standard operating procedures to staff via faculty meeting agendas, memos, emails, Monday Motivators, monthly newsletters, grade level team meetings, and SLT meetings.
- Administrators will communicate standard operating procedures to students and parents via monthly newsletters, school webpage, news bulletins, and School Messenger (Friday Report).
- Administrators will explore venues to create a parent advisory board
- Teacher planning team will organize cafeteria procedures and create a map diagram for classrooms to utilize the lunchroom during their designated lunch time.

Act