

# Excellence in Education

PARKWOOD ELEMENTARY SCHOOL

Strategic Plan

2011-2012 Results and Next Actions



Parkwood Professional Pandas pursuing Excellence



## Parkwood Elementary School Leadership Team

Jane Dennis	Principal
<i>Claire Pfeiffer</i>	<i>Principal</i>
Tracy Joiner	Assistant Principal
Leilani Caskey	Kindergarten Chair
Kimberly Andrews	1 <sup>st</sup> Grade Chair
Tonya McCauley	2 <sup>nd</sup> Grade Chair
<i>Amy Perry</i>	<i>2<sup>nd</sup> Grade Chair</i>
Kristin Walton	3 <sup>rd</sup> Grade Chair
<i>Danelle Kiser</i>	<i>3<sup>rd</sup> Grade Chair</i>
Rachael Churchill	4 <sup>th</sup> Grade Chair
<i>Linda Lineberger</i>	<i>4<sup>th</sup> Grade Chair</i>
Jill Campbell	5 <sup>th</sup> Grade Chair
<i>Elizabeth McCallister</i>	<i>5<sup>th</sup> Grade Chair</i>
Kristin Lovingood	Exceptional Needs Chair
<i>Wendy Elder</i>	<i>Exceptional Needs Chair</i>
Jessica Howard	Enrichment Chair
Mary Stewart	Teacher Assistant Chair
Aaron Wilson	Custodial Chair
<i>Cecil Fountain</i>	<i>Custodial Chair</i>



Parkwood Elementary School

2010-2012

Jane Dennis, Principal

***Claire Pfeffer, Principal***

Our vision is Excellence in Education

### **School Executive's Message: Hopes, Dreams, Anticipated Accomplishments**

It is our hope and dream at Parkwood Elementary to create a safe and stimulating environment where every child can have an opportunity to reach their fullest potential while developing a love for learning and establishing a respect for the importance of education.

### **Name of School Strengths**

- 100% Highly qualified staff
- Strong team planning and team work spirit
- ***Teachers as Leaders" focus for staff***
- ~~High percentage of veteran teachers who are willing to be leaders~~
- Strong application of technology in the classroom
- Supportive community

### **Name of School Challenges**

- ***Campus layout of "pods" (outdated )***
- Old buildings and ongoing need for maintenance
- Ongoing staff development in formative assessments per SACS/CASI recommendations Standard 3
- Meeting the needs of our Exceptional Needs students
- Challenging our Academically Gifted students
- ~~Challenging our community to become more involved in volunteering~~
- ***Funding resources***

### **Overall Goal(s) of 2010-2012 of School Name Strategic Plan**

- Parkwood Elementary will develop globally competitive students through a relevant and rigorous curriculum
- Parkwood students will be led by creative, passionate and technologically skilled professionals
- Parkwood students will learn in a safe and civil environment to be ethical, healthy and productive citizens
- Leadership will foster innovation at Parkwood Elementary in cooperation with families and community partners
- Parkwood will be supported by effective and efficient processes and systems



# School Profile

## Parkwood Elementary School

Parkwood Elementary School is a small public school nestled in the heart of the Northwoods Park Community in Jacksonville. Since the school opened its doors in August of 1969, and received its initial accreditation in 1974, significant changes have occurred on the twenty-acre campus to meet the continuously changing needs of its students. In October of 2007, Parkwood began construction for additional facilities. Funding for this project and for other schools within the county was procured from a bond referendum that passed with overwhelming support from the taxpayers. In March of 2009, Parkwood opened a multi-purpose building which has an Art, Music and PE department along with three 5<sup>th</sup> grade regular classrooms and one computer lab.

## Faculty and Staff

Parkwood has a strong instructional team of energetic teachers and resourceful administrators who are focused on the task of school improvement. Currently, Parkwood employees ~~73~~ 61 staff members, 44 ~~40~~ of these are licensed and ~~29~~ 21 classified staff. We have a Principal and Assistant Principal, one counselor, one *part time* nurse, one *part time* school social worker, three office support employees, one media specialist; one speech pathologist, one technology facilitator, four exceptional needs teachers, *one part time technical support teacher* and one *fulltime part time* Academically Gifted Teacher. We have ~~29~~ 25 regular education teachers and 3 enrichment teachers. We currently have ~~46~~ 11 Teacher Assistants servicing students. We have 4 custodians and 4 cafeteria workers.

## Student Performance Data

The state of North Carolina administers an end-of-grade assessment (EOG) in grades three, four and five at the elementary school level. The end-of-grade assessments include testing in math and reading in grades three, four and five .Fifth grade has a Science EOG *as-of last year*. *Fourth Third, fourth and fifth* grade students are administered a state writing *assessment tasks*. Teachers analyze the EOG data for the students in their classroom in order to enhance student achievement or to remediate areas of needed improvement. Parkwood Elementary has consistently scored above state and local means in most areas. During the past two school years, Parkwood has maintained the state’s growth expectations and has been recognized as a School of Distinction. In 2008-2009 Parkwood achieved State recognition by meeting AYP 21 out of 21 subgroup goals with 80.923% Proficient with Growth and we received a **School of Distinction**. In 2009-2010 Parkwood met all 21 AYP sub groups and achieved **School of Distinction** with 82.4% and achieved high growth. *In 2010-2011, Parkwood was again awarded School of Distinction, meeting AYP18 out of 21 subgroup goals with 85.7% Proficient with Growth.*

## Student Demographics

The student body is diverse as illustrated by the following breakdown of students:

Race	Male	Female	Percentage
African American	52 <del>57</del>	45 <del>44</del>	17%
American Indian	2 <del>3</del>	2	.06% <del>.08%</del>
Asian	7 <del>2</del>	3	1. <del>1.6%</del>
Hispanic	17 <del>32</del>	20 <del>32</del>	6.3% <del>10%</del>
Multi Racial	33 <del>12</del>	40 <del>22</del>	12% <del>5.7%</del>
White	183 <del>191</del>	183 <del>188</del>	62% <del>64.3%</del>



## School Profile

The socio-economic background for the Parkwood School District is high compared to the county as a whole. The ~~26.34%~~ 24.19% of our population qualify for free or reduced meals.

### **School Characteristics**

Parkwood Elementary School has implemented an effective volunteer and Parent-Teacher Organization. These two areas assist in bringing the home and school together as partners in education by creating an effective two-way communication system and a greater understanding of educational needs and goals. To assist in this effort, Parkwood holds parent nights to keep the parents abreast of the changing needs of its students and a clear focus on the school's vision for success.

Based on recommendations from SACS/CASI, and in line with our county plan, we are incorporating a focused effort on Staff Development. Our emphasis is to develop a stronger system of formative assessments in order to better meet the needs of our students. This will better prepare us to ensure a consistent measuring of expected performance outcomes and increase student overall achievement. Our staff ~~is~~ *will continue* using NC FALCON a state developed program in our current Professional Development Plan for 2010-2011. We are also incorporating ClassScape which is a program designed to address specific State objectives.

At Parkwood Elementary we follow the "Safe and Civil School" initiative in order to maintain minimal office referrals for discipline. Parkwood Elementary discipline referrals for the 2006-2007 school year totaled 193. Parkwood Elementary discipline referrals for the 2007-2008 school year totaled 202. Discipline referrals for the 2008-2009 school year totaled 153. Discipline referrals for the 2009-2010 school year totaled 174. *Discipline referrals for 2010-2011 school year totaled 177.*

## Vision and Mission Statements for Parkwood Elementary School

**Vision:**

EXCELLENCE IN EDUCATION

**Mission:**

PARKWOOD ELEMENTARY SCHOOL WILL PREPARE STUDENTS TO BE GLOBALLY COMPETITIVE AND RESPONSIBLE CITIZENS IN THE 21ST CENTURY



**ONSLOW COUNTY SCHOOLS STRATEGIC PLAN  
Regulatory Information and Assurance Statement  
2011-2012**

<b>School:</b>	Parkwood Elementary School
<b>Date Submitted:</b>	October 18, 2011

1	Number of Plan Team Members	13
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	10/14/2011
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	<i>Claire F. Pfeffer</i>
Signature, SSPT Facilitator/Chairperson	<i>Jennifer L. Neal</i>
Signature, Elected Parent Representative	<i>Lene Hantz</i>
Signature, Elected Parent Representative	<i>Joy Jones</i>

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

**LEA Number:** Onslow County Schools - 670  
**School Name/Number:** Parkwood Elementary 338  
**School Address:** 2900 Northwoods Drive  
**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	Jane Dennis <span style="color: red;">Claire Pfeffer</span>		
Assistant Principal Representative	Tracy Joiner		
Teacher Representative	Jennifer Kapp	Teacher Representative	Jennifer Neal
Inst. Support Representative	Robin Spring	Teacher Representative	Mary Letson
Teacher Assistant Representative	Kristin Mack	Parent Representative	Jacqueline Hill
Parent Representative	Princesa Hurd	Parent Representative	Curtis Ehmann
Parent Representative	Molly West <span style="color: red;">Gene Flanagan</span>	Parent Representative	Jan Liquori
Parent Representative	Joy Jones	Parent Representative	Jennifer Jones



### Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.		
	<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>PWES Goal 1:</b>	Parkwood Elementary will develop globally competitive students through a relevant and rigorous curriculum		
	<b>Target: (Desired Result)</b>	<b>Increase student proficiency by 10% in Reading and Math</b>		
	<b>Indicator: (Measure)</b>	EOG and K-2 Assessment results; Class Scape data; Accelerated Reading and Math assessments		
	<b>Strategy: (Needs Assessment, Question #4)</b>	<b>Provide student opportunities for learning through a variety of academic initiatives and programs specifically targeted at improved student achievement.</b>		
	<b>Action Steps: (Processes/How)</b>	1 Establish enrichment time structure for all grades to meet the needs of diverse learners		
		2 Direct students to set educational goals for themselves using PEP's, IEP's and individual goal record sheets.		
		3 Implement AVID strategies in the 5th grade		
		4 Emphasize curriculum and instructional initiatives such as the Odyssey of the Mind, Academic Derby, Chess Challenge and the new writing instruction system.		
	<b>Strategy:</b>	<b>Provide opportunities for teachers to focus on the needs of their students to improve student achievement</b>		
	<b>Action Steps:</b>	1 Develop Teacher instruction using Big Ideas and the CIA approach.		
		2 Analyze student data and develop academic plans to address growth needs for their students in grade level PLC's		
		3 Teachers will adapt AVID strategies		
		4 Implement Professional Development with NC Falcon and Class Scape for formative assessments		
<b>Strategy:</b>	<b>Utilize a comprehensive assessment plan focused on improved student achievement with a focus on ESL, AIG and Exceptional students</b>			
<b>Action Steps:</b>	1 Implement a data spreadsheet which tracks goals for K-2			
	2 Incorporate the new K-2 assessments with a focus on reading improvement			
	3 Develop target plans to address the needs of At Risk students- Exceptional Needs, ESL and AIG in k-5 through data analysis in PLC's			
	4 Initiate a tutoring program using AT Risk funding for targeted At Risk students (black males, EC, ESL and AIG)			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$10,000 #069	
<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b>	\$1,000	
<b>Funding source 3:</b>	Other	<b>Funding amount:</b>	\$10,907 #061	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$21,907</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	All Parkwook staff, students and parents will be part of achieving this goal.			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
K-2 Assessment data, 3-5 EOG data, Class Scape data, promotion and retention data, AVID goal monitoring, tutors SCOS goal reports, IEP goal sheets				

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

Comparing EOG and K-2 Assessment data from 2009-2010 with 2010-2011 to show growth in Reading and Math. Tracking in the teachers data notebooks on individual student progress by using Class Scape, AC Math and AC Reading will be an ongoing strategy to track student progress. At Risk student plans developed by grade level PLC's based on student data will be used as an ongoing tracking system for progress on student growth. Monthly evaluations will be done by the grade PLC's using 9 week assessments and Class Scape data to access student progress. Monthly monitoring of IEP will be done by the administrations, EC staff and TST representative.

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

2010-11 state EOG overall proficiency 83.718% (2009-10 82.118%, +1.6), Overall Math 86.90% (2009-10 86.11%, +.79%)-did not meet goal of 10% increase, Overall Reading 80.192% (2009-10 78.3%, +1.89)-did not meet goal of 10% increase, Overall Science 84.685% (2009-10 81.5%, +3.185), 3rd Grade EOG Reading 75.758% (2009-10 76%, -.242), 3rd Grade EOG Math 83.838% (2009-10 84%, -.162), 4th Grade EOG Reading 82.524 (2009-10 78.4%, +4.124 4th Grade EOG Math 88.35% (2009-10 86%, +2.35%), 5th Grade EOG Reading 81.98% (2009-10 80%, +1.98), 5th Grade EOG Math 88.28% (2009-10 81.5%, +6.78). 2010-11 K-2 Assessments Kindergarten: Reading 95% (2009-10 99%, -4), Math 98% (2009-10 100%, -2), Writing 67% (2009-10 93%, -26); 1st Grade Reading 75% (2009-10 88%, -13), Math 90% (2009-10 95%, -5), Writing 80% (2009-10 88%, -8); 2nd Grade Reading 93% (2009-10 93%), Math 91% (2009-10 93%, -2), Writing 75% (2009-10 88%, -13)-did not meet goal of a 10% increase in Reading or Math

Enrichment times were established for each grade level so that students receiving special services were primarily pulled from classes at the same times. AVID strategies were implemented for fifth grade, teacher data notebooks were also put into place as well as at risk plans for students. These were tracked and discussed during grade PLC's. ClassScape was introduced in third, fourth and fifth grades. Fourth and Fifth grades developed bench marks for one grading period using ClassScape, while third grade primarily used it for formative assessments for individual teachers. All grades utilized district level Nine Week Assessments. A K-2 Assessment spreadsheet was created in order to track individual student mastery and progression. A tutoring program was implemented based on teacher recommendations for at risk students and student data. Each grade level completed a CIA plan and posted it to Rubicon Atlas. All teachers participated in the online version of NC FALCON.

Act

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

AVID strategies will be incorporated in the fourth grade and continue to be used in the fifth grade. Fourth grade teachers will enroll in the AVID training process. ClassScape will be utilized for benchmarking assessments each nine weeks for third, fourth and fifth grades. All grade level PLC's will meet to discuss disaggregated data and share teaching strategies, in order to determine and meet the needs of students. All teachers and teacher assistants will participate in a book study based on The Book Whisperer, to investigate and implement reading strategies to improve reading scores across all grade levels. On line resources will be provided to teachers. Study Island has been added for Kindergarten through first grade and First in Math has been added for Kindergarten as well. Another strategy to address the student data was to restructure all classes, splitting special populations such as AIG, EC, males and females, in order to create heterogeneous learning environments. In addition, some teaching and mentor assignments were changed. The tutoring program is being revisited.



## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	<b>OCS Goal 2:</b>	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	<b>PWES Goal 2:</b>	Parkwood students will be led by creative, passionate and technologically skilled professional.		
	<b>Target: (Desired Result)</b>	<b>100% of Parkwood educators will be highly qualified professionals who communicate and foster a climate of respect and high expectations with exemplary performance.</b>		
	<b>Indicator: (Measure)</b>	Highly qualified status, teacher turn over rate, technology pre and post surveys, teacher evaluation process, 360 Survey		
	<b>Strategy: (Needs Assessment, Question #4)</b>	<b>Assess and address the staffs needs for technology training and implementation</b>		
	<b>Action Steps: (Processes/How)</b>	1 Survey staff pre and post to assess technology needs and classroom instruction usage.		
		2 Implement Best Practices at staff meetings to demonstrate instruction for staff professional development.		
		3 Provide available resources and learning opportunities for educators to become and remain technologically skilled		
		4 Increase teacher involvement during IMPACT as a facilitator.		
	<b>Strategy:</b>	<b>Promote a positive and informed working environment for all employees.</b>		
	<b>Action Steps:</b>	1 Establish a 30 minute duty free lunch		
		2 Recognize outstanding achievements in the field of education.		
		3 Generate an environment in the grade PLC's of sharing teaching strategies and high expectations for instruction		
		4 Implement the teach the teacher model for staff to share instructional strategies		
<b>Strategy:</b>	<b>Recruit, hire, retain and mentor educators who will pursue continuous improvement and ongoing adult learning opportunities.</b>			
<b>Action Steps:</b>	1 Empower teachers in leadership roles			
	2 Implement the Teacher Evaluation Process			
	3 Establish and maintain Professional Learning Communities			
	4 Provide Professional Development for ongoing improvement			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$12,000 #061	
<b>Funding source 2:</b>	Other	<b>Funding amount:</b>	\$3,000 copier	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$15,000</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	All Parkwood staff will be responsible to contributing to the implementation of this goal.			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
<ul style="list-style-type: none"> <li>o Staff meeting agendas</li> <li>o PLC documentation</li> <li>o 360 survey data and NCTWC Survey</li> <li>o Teacher evaluation instrument</li> </ul>				

Check

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

- o 100% of the educators will be highly qualified
- o 360 Survey will reflect satisfaction with school environment, administration and overall working conditions
- o Technology usage will show an increase by monitoring based use of the Impact model, teacher lesson plans and observations

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

2010-11 school year 100% of faculty was highly qualified. The attrition rate was 7.3% (two teacher transfers to other schools within the county due to closer driving proximity and a loss of four additional teaching positions) and the teacher retention rate was 92.7%. Technology Survey revealed-all teachers have laptop computers, Elmos and LCD projectors,On campus-4 Promethean Boards, 28 Mimeo's. Over the summer 15 LCD projectors were mounted in various classrooms. Classroom teachers replaced the media specialist as the facilitators for IMPACT. All staff members have a 30 minute duty free lunch. Grade level PLC's were implemented-each group met once a week and turned in minutes to administration for feedback. The NC TEP was implemented and teachers conferenced with administration, providing evidences to demonstrate proficiency within the standards. All teachers on the observation cycle were rated as proficient with none placed on directed professional development plans. 360 Survey reflected satisfaction with the school environment: staff-100%, students-92%, parents-100%; satisfaction with administration: staff-73%, students-80% with approximately 15% reflecting no knowledge, parents-76% with approximately 18% reflecting no knowledge.

Act

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

2011-2012 school year-Best practices will be implemented during staff meetings and curriculum representatives from our school are participating in professional development; we will use the Teach the Teacher model during staff meetings as well. Employee of the Month recognition implemented based on professional character traits. The NC TEP will be entirely on line.



### Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>PWES Goal 3:</b>	Parkwood students will learn in a safe and civil environment to be ethical, healthy and productive citizens		
	<b>Target: (Desired Result)</b>	<b>100% of Parkwood students will transition safely before and after school and receive bullying education on campus</b>		
	<b>Indicator: (Measure)</b>	safety data, 360 surveys, discipline referrals and lesson plans for character education		
	<b>Strategy: (Needs Assessment, Question #4)</b>	<b>Improve the safety of students coming and going to school</b>		
	<b>Action Steps: (Processes/How)</b>	1 Reassess the current dismissal procedure and implement an improved plan for safety during dismissal		
		2 Reassess the Kiss and Drive flow process		
		3 Repaint school zone and safety markings so they are more visible		
		4 Reaccess crossing guard locations		
	<b>Strategy:</b>	<b>Improve the school's community climate through safety and character building practices</b>		
	<b>Action Steps:</b>	1 Evaluate and implement the school safety plan, including a Safe School Plan, Crisis Plan, and Emergency Operations Plan.		
		2 Construct a "Character Contract" that will explain expectations. Student and parents will be required to sign the contract		
		3 Implement Character Awards to be given out to students (no more than 2 per class) in each class to align with Onslow County's Character Monthly Traits. The certificates will be given out weekly to students displaying the attributes of the month's character traits. Their names will be announced the following week.		
		4 Develop a "bully awareness and prevention" program for staff and students		
<b>Strategy:</b>	<b>Provide instructional opportunities focused on healthy lifestyle choices.</b>			
<b>Action Steps:</b>	1 Promote a healthy, active lifestyle.			
	2 Provide instruction in responsible, safe decision making and address the consequences of making unhealthy decisions.			
	3 Implement Positive Behavior Strategies			
	4 Provide opportunities for students to participate in Girls on the Run			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$2,000	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$2,000</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	All Parkwood staff will be responsible to contributing to the implementation of this goal.			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
<ul style="list-style-type: none"> <li>o 360 survey and Counselor's character ed lesson plans</li> <li>o Observation documentation from Kiss n Drive and street crossing</li> <li>o Discipline data</li> <li>o Cafeteria menus and data on food selections</li> </ul>				

<b>Check</b>	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>Assess school discipline data and determine if there is a decrease in bullying incidents. There should be a decrease of incidents related to bullying. Evaluate 360 surveys for parents, students and staff to determine whether behavioral expectations are being clearly communicated and met; evaluate cafeteria data for the level of healthy foods being purchased; interview students on the impact of the character awards.</p>
	<p><b>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</b></p> <p>Improve safety of students transitioning to &amp; from school: Four crossing guards were added to the street and parking lot entrances in addition to the JPD crossing guard. Three additional staff members were added to the Kiss and Drive area in the afternoons. The maintenance department evaluated cost of additional fencing at Kiss and Drive as well as removing roots or cutting down trees in order for students to walk safely. Afternoon bus procedures were changed so that each teacher walks students to the buses as opposed to having holding lines. 360 Survey reflects 42% of students feel safe on the buses with 50% having no knowledge, 56% of parents indicate their children feel safe on the bus with 39% having no knowledge. 2010-2011 total number of Discipline Referrals 177 (2009-10 173, +4); Suspensions 18 (2009-10 24, -6). Crisis Plan was updated to include new procedures and change of personnel. An anti-bullying awareness program was taught to grades three through five by the school's guidance counselor. Two teams were sponsored for Girls on the Run. A competition was held between the staff and members of Girls on the Run for number of miles ran each week. Mileage was tracked and posted on the bulletin board in the cafeteria.</p>
<b>Act</b>	<p><b>Based upon identified results, what action should be taken? (Next Actions)</b></p> <p>Submit work order for safety zones to be repainted at Kiss and Drive. Follow up with the maintenance department in regards to fencing and root/tree removal. Implement new Character Education student recognition program with use of character contracts signed by students and parents. Continue with anti-bullying awareness program with the guidance counselor to include a pre and post survey given to all grade levels. Collect data from the cafeteria in regards to healthy food selections. The Safe and Civil committee will meet to revisit the levels of discipline and the Guidelines for Success.</p>

## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 4:</b>		Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	<b>OCS Goal 4:</b>		Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	<b>PWES GOAL 4:</b>		Leadership will foster innovation at Parkwood Elementary in cooperation with families and community partners.		
	<b>Target: (Desired Result)</b>		Parkwood will increase collaboration with stakeholders to increase academic success in reading and math proficiency by 10% for all students		
	<b>Indicator: (Measure)</b>		360 surveys, volunteer data, PTO membership, membership on School Strategic Teams, BASES report, EOG assessments, K-5 assessments		
	<b>Strategy: (Needs Assessment, Question #4)</b>		Increase student utilization in a variety of 21st Century technology tools and applications to access information, express creativity, and solve problems.		
	<b>Action Steps: (Processes/How)</b>		1 Train staff and students in 21st Century Global technology 2 Enhance student and parent communication through technology 3 Write grants for technology to enhance student's accessibility to technology in the classroom 4 Share technology strategies in PLC's		
	<b>Strategy:</b>		Develop strategies and resources to improve communication among stakeholders		
	<b>Action Steps:</b>		1 Educate staff regarding resources available in the community and strategies for utilizing them. 2 Increase family engagement to positively impact students and schools. 3 Enhance school website and teacher individual sites 4 Implement School Messenger system		
	<b>Strategy:</b>		Incorporate family, business, community and education partners		
	<b>Action Steps:</b>		1 Educate staff regarding resources available in the community 2 Expand job fair for more community representation 3 Investigate initiating a Big Brother Program at Parkwood 4 Enhance articulation between Northwoods Park Middle and Jacksonville High School by incorporating reading buddies and study partners for Parkwood Students		
	<b>How will we fund these strategies?</b>				
	<b>Funding source 1:</b>		Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 2:</b>		Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 3:</b>		Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b>		Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>		Select a funding source	<b>Funding amount:</b>		
			<b>Total initiative funding:</b>	<b>\$0</b>	
<b>Review frequency:</b>		Quarterly			
<b>Action Team: (Who is responsible)</b>		Parkwood staff, administration, and PTO will be needed to achieve this goal			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>					
o 360 survey o BASES report o Professional Training logs o Job Fair plan o Teacher Websites					



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

2010-11-All teachers have websites linked to the PWES website. Bright Ideas Grants and Tier 3 Grants were submitted; two Bright Ideas were awarded and one Tier 3 classroom was awarded. Monthly PTO meetings were held in the multi-purpose room with different grade levels performing and displaying student work and projects for each meeting. PTO membership was 100 parents and teachers combined. School Messenger was utilized at least twice a month to inform parents and the community about upcoming events or changes. 360 Survey indicated that 100% of the parents received notifications in this manner. Career Day was held June 2, 2011 with 16 agencies being represented from within and outside the immediate community. Jacksonville High School's Freshmen Academy partnered with Parkwood's first grade to create a Reading Buddies program. In addition, Parkwood's fifth graders participated in an orientation with Northwoods Park Middle School.

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

Teacher Websites will include a form of lesson plans or links to access lesson plans. Grants will continue to be submitted. PTO meetings will continue to be held on a monthly basis and will involve the students. School Messenger will also continue to be used. Career Day will also be scheduled. The JHS Freshmen Academy will continue mentoring Parkwood's first grade classes, but will be implemented through science and math. Parkwood's fourth and fifth grade classes will be reading buddies with our lower grade levels.

Act

## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	<b>OCS Goal 5:</b>	The Onslow County schools will be supported by effective and efficient processes and systems.		
	<b>PWE Goal 5:</b>	Parkwood will be supported by effective and efficient processes and systems		
	<b>Target: (Desired Result)</b>	Parkwood will improve stakeholder satisfaction by 10% with communications through efficient and effective systems between school, community and staff		
	<b>Indicator: (Measure)</b>	School survey data from students, staff and parents; 360 survey; NC WISE data; Teacher data notebooks; Summative assessments results		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Use of Alert Now/ School Messenger		
	<b>Action Steps: (Processes/How)</b>	1 Implement the use of NCWISE to call absent and tardy students daily by 11:00 am		
		2 Initiate letter sent to parent after 3 absences		
		3 Review NCWISE data weekly		
		4 Increase School Messenger contact to parents to at least once per month		
	<b>Strategy:</b>	Custodian and office staff will develop a cross training and schedule system		
	<b>Action Steps:</b>	1 Redesign custodians job duties and locations		
		2 Establish a system of direct communication between custodians and staff		
		3 Implement a cross training for office staff to assist with lunch and bus duties		
		4 Develop cross training for office staff for their job responsibilities		
<b>Strategy:</b>	Data notebooks for teachers to track formative and summative information			
<b>Action Steps:</b>	1 Implement data notebooks to individually track student information and progress			
	2 Develop communication between Administration and staff concerning data notebooks			
	3 Establish communication to parents concerning progress on objectives and goals.			
	4 Articulate with previous grades on at risk students based on data			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$200	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$200</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	Entire staff and administration are essential to achieving this goal			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
NCWISE attendance reports; teacher data notebooks; EOG and K-2 assessment data; 360 and in house surveys; documentation between grade levels on articulation				

Check

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

School surveys and 360 survey will result in improved communication. EOG and K-2 assessments scores will reflect growth. Teachers ongoing formative assessments to gauge students current success and ongoing progress.

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

2010-11 Parkwood did not have the capability through NC Wise to call students who were absent. NC Wise reports were created daily to track attendance. School Messenger calls were made at least twice a month. Custodians were assigned specific buildings and teachers contacted their custodian whenever problems arose. Custodians also assisted with fire drills with their buildings. The school secretary was trained as the NC Wise data manager backup. Both the data manager and the secretary were trained as back ups for the receptionist. All teachers used data notebooks. These were used when creating PEPs, IEPs, tracking student discipline and for student retentions. According to a site based survey, 12.9% teachers email parents on a daily basis, 35% on a weekly basis, 16.1% on a monthly basis and 35.5% seldom send emails to parents; 12.5% of teachers phone parents on a daily basis, 43.8% on a weekly basis, 31.3% on a monthly basis and 12.5% seldom; 3.1% sending testing data home daily, 59.4% weekly, 9.4% monthly, and 28.1% seldom; 12.5% send student work folders home daily, 71.9% weekly, 0% monthly and 15.6% seldom; 9.4% updated data notebooks daily, 25% weekly, 43.8% monthly, 21.9% seldom; 32.3% use data notebook data to drive instruction on a weekly basis, 29% monthly, 38.7% seldom. The 360 Survey revealed overall satisfaction with communication through the following means: Staff- 99% via email, 83% via handbook, 93% via newsletters, 94% via School Messenger, 82% via school webpage; Students-90% via agenda/planner, 76% via newsletters, 62% via webpage; parents-96% via agenda/planner, 83% via email, 78% via handbooks, 96% via newsletters, 100% via School Messenger, 78% via webpage.

Act

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

Teachers will send letters home after a student's third absence and the social worker will make contact with parents after the sixth absence. NC Wise reports will continue to be created daily in regards to attendance and tardies and Parkwood will continue to investigate the means to call parents of students absent via NC Wise. NC Wise will be used to generate report cards for third, fourth and fifth grades. Parkwood has two new custodians, one of them replaced last year's head custodian. Custodians will maintain specific building assignments and assist with fire and other evacuation drills. Teachers will continue reporting issues to their assigned custodians. The usefulness of data notebooks is being revisited and monitored by administration.

