

Excellence in Education

Queens Creek Elementary Strategic Plan

2010-2011 Results and Next Actions for 2011-2012



Swansboro High School Graduates 2010

Adopted by Onslow County Board of Education 2010



Queens Creek Elementary School
Administration

Elaine Justice- Principal

Paula Contreras- Assistant Principal



Principal's Message Queens Creek Elementary School

Dear Stakeholders,

The development of a new Strategic Plan has afforded the staff of Queens Creek Elementary School the opportunity to analyze the implementation and success of past goals and to identify new challenges and academic initiatives that must be in place if our students are to gain the 21st Century skills. These skills will be necessary for them to meet the challenges of a world beyond the classroom. It is imperative that the staff at Queens Creek Elementary School provide and support a safe and nurturing school environment where our students can achieve academic success and learn social responsibility.

To be productive adults, students will not only need to be competent in the areas of literacy, math and science, but must also be able to access and understand information effectively through the use of technology tools. With this end in mind, the school plan addresses ways to meet these challenges.

Queens Creek Elementary School staff believes that if students are to attain technological literacy, we need to first determine what competencies students must have at each grade level. An assessment is being developed to ascertain what skills our students currently possess. A technology competency curriculum will be developed for each grade level based on the results of the assessment. Through both instructions in the school's technology labs and by using the available

computers in each classroom, students will receive in-depth technology instruction. Beginning with basic keyboarding in kindergarten, it is hoped that by the end of the fifth grade, students will be able to use technological tools to access information, solve problems and think creatively.

Recognizing the need for students to possess the ability to problem solve, think critically and apply knowledge to real-life situations, our school continues to provide a science lab for students in grades 2-5. This material resources center provides many hands-on science experiences for the students at the school. The school is also seeking community partnerships that will provide information and experiences for the students that expose them to possible future vocations.

In an effort to provide more academic information to parents and to encourage students to take more accountability for their learning, the teachers will be working with students to develop data notebooks. These individual student notebooks will be started in third grade and will contain information for students regarding their academic progress in all areas. The information will be used as the school implements a process of student led parent, teacher and student conferences.

If students are to achieve academic success, the home, school and community must all be active participants in the education process. The staff at Queens Creek Elementary believes that the goals of our new Strategic Plan will support this effort.

Elaine Justice

Principal



Queens Creek Elementary School Profile

PROFILE

This section of the strategic plan is devoted to providing an overview of student performance data, student, community, teacher demographic data, stake holder perspectives, and the unique characteristics of Queens Creek Elementary School. Historical data spanning the previous three years will be provided where appropriate, as well as baseline data regarding discipline issues and absences.

Queens Creek Elementary School is located at 159 Queens Creek Road just outside the city proper of Swansboro, North Carolina. The town of Swansboro has a population of 1,962 people. It is located 102 miles from Raleigh, N. C. The county seat, Jacksonville, is 21 miles away on Highway 24 W. Since the 1990's, the town of Swansboro has grown by 22%. This growth has been reflected in the construction of two elementary schools. Queens Creek Elementary School, along with Sand Ridge Elementary, were built to relieve the overcrowding present at Swansboro Elementary School because of the population growth. Swansboro crime statistics reveal that the property crime levels of the city are comparable to the state average. The violent crime statistics of the area are below the state average. The population by gender is evenly divided, with slightly more females. The population by race is 90% White, with Black, Asian and Multi-Racial representing the remaining percentages. The average age of the population is 38 years. Statistics state that the average Swansboro household income is approximately \$38,000 dollars.

Previous enrollment for the last two years has averaged 664 students. During the 2009 – 2010 school year 18% percent of the total school population moved in or out of the school. This compares with the county average of 34%. The enrollment at the end of the twentieth school day for the 2010 – 2011 school year was 652 (706) students. This includes four (three) pre-school classes, five classes of kindergarten students, five classes of first grade students, five classes of second grade students, four classes of third grade students, four (five) classes of fourth grade students, and four classes of fifth grade students. The school has one (zero) separate setting classroom for students who are identified as Intellectually Deficient. This class currently has six (zero) students. The school also hosts a K-2 Autistic class with a population of seven (eight) students. The K-5 student population consists of 2 (3) American Indian males, 3 (2) Asian males, 3 (0) Asian females, 22 (38) Hispanic males, 13 (26) Hispanic females, 31 (24) black males, 17 (17) black females, 242 (259) white males, 240 (230) white females, and 23 (22) multi-racial males, 25 (25) multi-Racial females. Three hundred of our students have parents who work in a federally connected facility.

The school's major mode of transportation consists of fourteen regular buses along with two buses for handicapped students. There is an average of 448 (470) students are transported by bus and approximately 210 (215) students are transported by private vehicle daily. A bus coordinator serves the Queens Creek area schools and assists administrators in securing bus drivers for regular routes and scheduling field trips. Before School and After School Adventures is a program sponsored by the North Carolina Cooperative Extension Service with the support of the Onslow County Schools to provide child care services for students. Parents pay a small fee for this service. There are presently 40 students enrolled in the afternoon program and 29 enrolled in the morning program.

Due to the socio-economic level of the student population, Queen Creek Elementary qualifies as a Title 1 school. Approximately 250 (260) breakfasts and 440 (437) lunches are served daily. 51 % (49%) of the



Queens Creek Elementary School Profile

students enrolled in the school are identified as economically disadvantaged (326 students). Five certified cafeteria workers, in addition to a site manager, serve hot breakfasts and lunches.

The facility at Queens Creek Elementary consists of forty classrooms. The instructional staff consists of 43 (45) certified and 20 classified personnel. Thirteen teachers have Master of Arts degrees and seven teacher assistants have college degrees. There are ten Nationally Board Certified teachers on the staff who provide guidance to less experienced staff members. Both administrators have advance degrees and one administrator is currently enrolled in a doctoral program. Queens Creek Elementary School has a teacher turnover that necessitates the hiring of new personnel each year. This year the school employed five new teachers. Seventy-two percent of the staff are career teachers. New teachers to Queens Creek Elementary participate in an orientation program and are paired with a career teacher who supports the new employee throughout the school year. Regularly scheduled meetings are coordinated by the school's Beginning Teacher Coordinator. The purpose of these meetings is to discuss current trends in discipline, classroom management, curriculum and school, local, and state policies. North Carolina teacher standards the steps upon which these meetings are grounded upon. Queens Elementary strategic planning team has written a duty free lunch plan that has been presented and approved by the faculty.

A team of five custodians maintain the facilities and the school grounds. These individuals are responsible for keeping the school clean and safe for the community. They take great pride in the appearance of the school. The office area is staffed by a full time receptionist, a data manager and a head school secretary/treasurer. Both the school nurse and social worker are shared with other schools.

STUDENT PERFORMANCE DATA

End-of-grade results from the 2009-2010 (2010-2011) school year indicated that 78.03% (76.58%) of our population is performing at or above grade level in reading and math. Reading scores indicate that 71.6 % (56.73%) of third graders, 81.4% (69.9%) of fourth graders and 80.0% (77.66%) of fifth graders are proficient in reading. In math, 76.8 % (76.9%) of third graders, 79.4% (87.37%) of fourth graders, and 82.6% (81.91%) of the fifth graders are proficient. Science scores for the fifth grade students at the school showed that 81.9% (87.23%) of the students were proficient. According to No Child Left Behind guidelines, Queens Creek Elementary School met AYP standards with safe harbor for the past three years.

End-of-grade results from the 2010-2011 school year indicated that 76.58% of our population is performing at or above grade level in reading and math. Reading scores indicate that 56.73% of third graders, 69.90% of fourth graders and 77.66% of fifth graders are proficient in reading. In math, 76.92% of third graders, 87.37% of fourth graders, and 81.91% of the fifth graders are proficient. Science scores for the fifth grade students at the school showed that 87.23% of the students were proficient. According to No Child Left Behind guidelines, Queens Creek Elementary School did not meet AYP standards.



Queens Creek Elementary School Profile

PROGRAMS/PRACTICES

Queens Creek Elementary school has four ([three](#)) at-risk pre-school classes. Each class is staffed by one certified teacher and a full time assistant. A fourth teacher assistant ([transferred to Thompson](#)) rotates among the classes. Students placed in these classes are identified through a county developed pre-screening test. Students attend school for a full day of activities developed in accordance with a state developed curriculum.

The Exceptional Children's Team at Queens Creek is composed of four teachers and three ([five](#)) teacher assistants. There are two self contained classes for students whose least restrictive needs indicate a self-contained classroom. The remainder of the identified special needs students are assigned to regular classrooms where teachers provide modifications to meet each student's individual needs. The students' needs are met utilizing both the inclusion model and the resource setting.

Queens Creek Elementary School implemented the IMPACT model with all first through fifth grade students during the 2007-2008 school year. IMPACT is a program that enables students to work on curricular, resource-based projects in the media center or computer lab. Media specialist maintains a flexible schedule in order to collaborate with teachers in the development and implementation of cross-curricular instructional units. It is the belief of the staff that through this model and the use of other technology, such as the interactive boards that are in all classrooms, our students will be globally competitive in the future.

Queens Creek Elementary School has hosted our Summer Academy for the third ([fourth](#)) time during the summer of 2010 ([2011](#)). Approximately eighty ([one hundred](#)) students from all grade levels are invited for a fun experience, reading, writing and doing mathematics connected to our coastal history and environment. For two ([three](#)) of the three ([four](#)) summers our prekindergarten students have been invited to attend. This is directly connected to the growth of our Gator Tots program which is held [monthly during the school year in our Media Center. Another very strong program which is entering its third\(fourth\) year of existence is Queens](#) Creek's Science Lab classroom. Our Science Lab serves students in all grade levels. We see our Science Lab as a hands-on link connecting science to math and literacy. We believe all areas of curriculum will benefit because of this connection. Since its inception the 5th grade Science scores have rises from 56% to ([87.23%](#)). QCE's Safe & Civil Committee is very active within the faculty and the student population. There is a faculty book club which meets monthly to discuss selected texts. Our grade levels construct lesson plans specific to identified discipline and character needs. Our 4th & 5th grade Drama Cluster writes and produces a character education themed drama production each year that is presented to the QCE parent and student community. Queens Creek has compiled and presented a notebook to the state for the past three ([four](#)) years documenting our activities and data. We are very proud that we have been recognized by the state as a safe school. [In addition, during the 2010-2011 school year, Queen's Creek's Safe and Civil notebook was one of three schools across the county to receive a score of 100%.](#)

Queen's Creek Elementary School uses the district-administered Climate Survey to gather the opinions of students, staff, and parents about the education and safety provided at our school. Favorable



Queens Creek Elementary School Profile

responses were received from students related to technology in the classrooms, global issues, and that the classrooms are neat and clean. Parents would like to see more current information posted regularly on the teachers' websites as an instructional resource. Parents also indicate that they believe our international studies should be expanded. However our parents do perceive our school as safe and as promoting healthy living. Student survey respondents believe that the adults in the school encourage them to do their best, that the teachers are helpful and treat students respectfully, and that they have been taught rules and expectations at the school. 2010-2011 student survey indicated that nearly 100% perceive the school to be clean and feel very safe in the cafeteria, classroom, media center, playground, and office area. Areas of improvement include busses and to a lesser degree our restrooms. Staff members believe they are well-trained in emergency situations and our school is neat and clean. 96% of staff believes our students are being prepared for the next level of education, our school is safe, and that the school is neat and clean.

Vision and Mission Statements for Queens Creek Elementary

Vision:

Excellence in Education

Mission:

Queens Creek Elementary School community will prepare students to be globally competitive leaders and responsible citizens in the 21st Century.



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Queens Creek Elementary School
Date Submitted:	

1	Number of Plan Team Members	22
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	5-Oct-11
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	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	Elaine Justice
Signature, SSPT Facilitator/ Chairperson	Crystal Howard
Signature, Elected Parent Representative	Jeannie Guthrie
Signature, Elected Parent Representative	Maria Conklin

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

LEA Number: Onslow County Schools - 670
 School Name/Number:
 School Address:
 Plan Year(s):
 Date prepared:

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	Elaine Justice	Parent Representative	Maria Conklin
AP Representative	Paula Contreras	Parent Representative	Christine Thompson
Teacher Representative	Crystal Howard/Chair (Title I)	Parent Representative	Jane Biggs
Teacher Representative	Christina Barnes(PreK)	Parent Representative	Nicole Castle
Teacher Representative	Doris Tursi (Kindergarten)	Parent Representative	Gregoria Beraud
Teacher Representative	Kristyn Hall (1st Grade)	Parent Representative	Linda Genao
Teacher Representative	Carol Hall (2nd Grade)	Parent Representative	Jeannie Guthrie
Teacher Representative	Meredith Kelly (3rd Grade)	Parent Representative	Sherri Bailey
Teacher Representative	Debber Jackson (4th Grade)	Parent Representative	Laura Ross
Teacher Representative	Ron Ramsey (5th Grade)	Parent Representative	Lisa Yates
Teacher Representative	Phyllis Willis (Art / Enrichment)	Parent Representative	Kelly Hardison
Teacher Representative	Jill Warren (EC)	Parent Representative	Vicki Seely
T. Assistant Representative	Sandi Ballew (TA)		

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

Priority 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	QCE Goal 1:	Queens Creek students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	QCE will increase student achievement through growth and proficiency using the district goal formula (10%).		
	Indicator: (Measure)	Disaggregation of EOG test data		
	Strategy: (Needs Assessment, Question #4)	Implement academic initiatives that challenge and provide differentiation for all students.		
	Action Steps: (Processes/How)	1. Identify students who did not make AYP for specific interventions (ex. AIG students who did not make growth).		
		2. Increase opportunities for learning through our science lab and math initiatives (STEM, Bridges, Envisions, Math).		
		3. Implement & expand First in Math, Expert Space and Success Maker.		
		4. Implement AVID strategies in fourth grade to support academic growth.		
	Strategy:	Utilize a variety of assessment tools to monitor individual student growth.		
	Action Steps:	1. Develop and implement student data notebooks in student led conferences.		
		2. Train appropriate teachers on AIMS and Souday Reading.		
		3. Train 3-5 teachers in the use of 3D Reading Assessment.		
		4. Implement ClassScape as a diagnostic teaching tool in grades 3-5.		
Strategy:	Map curriculum in kindergarten through fifth grade to support increased student achievement.			
Action Steps:	1. Staff will participate in a professional learning community focused on curriculum development and mapping.			
	2. Create curriculum maps with vertical and horizontal alignment through Big Ideas.			
	3. Post curriculum maps on the international website Atlas Rubicon.			
	4. Investigate wave planning to facilitate the implementation of CIA, STEM connections and Envisions math. initiatives.			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$6,000	Math Camp, 1st in Math
Funding source 2:	Federal funds - Title I	Funding amount:	\$6,000	AVID Supplies
Funding source 3:	School general funds	Funding amount:	\$500	Data Notebooks
Funding source 4:	School general funds	Funding amount:	\$1,000	Expert Space
Funding source 5:	School general funds	Funding amount:	\$1,500	Brain Pop
		Total initiative funding:	\$14,500	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Queens Creek Elementary faculty.			
What data will be used to determine whether the strategies were deployed with fidelity?				
1. Documentation supplied by individual teachers such as; PEP's, EOG disaggregation, lesson plans, AVID observations, grade level PLC agendas. 2. Student data notebooks, AIMS Web, and Souday Reading records, K-2 Assessment data and results, ClassScape documentation, and lesson plans developed as a result of student data. 3. Curriculum integration and assessment initiative; lesson plans, curriculum mapping document posted on websites, vertical alignment of curriculum through teacher collaboration.				



Check

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

The academic growth of fourth and fifth grade students through End of Grade test results will determine the effectiveness of the AVID program. Individual student data notebooks will be utilized to profile assessment data and growth of students. The K-2 Assessment will document intervention strategies in grades kindergarten, first and second. The use ClassScape will assist in the development of formative assessments to support the differentiation of instruction in individual classrooms. Teachers in grades 3-5 will administer Fountas & Pinnell Assessments and utilize data in designing lessons.

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

Our EC subgroup did not make AYP. As a result of this information our EC team will utilize assessment data to guide instruction to ensure differentiation of student learning. Our Science EOG scores indicated that 87.2% of our fifth graders were proficient. Implementation of the Science Lab at our school continues to be an available resource for our fifth grade students. Our fourth grade students continued to show high growth with 87.3% of students proficient. Bridges, STEM, and Envisions continue to be professional development. We continue to work towards improving reading growth in grades 3-5 through the use of Reading 3D, Successmaker, Leveled Literacy Intervention, and ClassScape. Our reading scores were as follows: Kindergarten: 91%, first grade 99%, second grade 80%, grade three 56.7%, grade four 69.9%, grade five 77.6% proficient. Fifth grade met growth for the year in reading. Grade 5 has made positive growth in reading every year for the last 5 years. Fourth grade also recorded positive growth in all reading goals for the past four years. QCE third grade reading will be a target because of the negative growth during the 2010-2011 school year in all areas. Grade 5 math (goal 3) will be targeted because of the negative growth for three years in that area. Grade four for the first time in five years had positive growth in all math goals. Grade three math instruction was deficient in all five goals during the 2010-2011 school year. AVID has been expanded to include fourth grade. This expansion will provide the students with



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

Our school will continue to disaggregate data to identify students not making expected growth in identified subgroups. The Science Lab is expanding to include second grade and continues to work with students in grades 3-5. The Successmaker program will be used as an enrichment resource for meeting the learning needs of our at-risk students. AVID strategies will be expanded to include third grade. We will continue to use data notebooks, Reading 3D, and ClassScape in grades 3-5. Teachers will continue to develop their CIA plans through collaborative meetings during early release days and PLCs. Curriculum plans will be uploaded to Rubicon Atlas throughout the school year based on district guidelines. Fourth and fifth grade teachers will be implementing "Gator Days" each grading period. This initiative consists of small group instruction based on the assessment data and student progress. This will be used as a resource to ensure individual curriculum needs are met. Math and Reading Camp will be continued this year as a curriculum intervention strategy. This program will be expanded to include reading and math.



Priority 1 and Associated Strategies				
Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	QCE Goal 2:	Queens Creek students will be led by creative, passionate and technologically skilled professionals.		
	Target: (Desired Result)	QCE teachers will gain additional competency with formative assessment and technology.		
	Indicator: (Measure)	This will be measured by an increase of technology and training available to staff members.		
	Strategy: (Needs Assessment, Question #4)	Teachers and school administration will facilitate 21st Century Learning through an increase of technology and cultural studies.		
	Action Steps: (Processes/How)	<ol style="list-style-type: none"> 1. Create multicultural learning opportunities through IMPACT in the media center and classrooms. 2. Continue Technology Staff Development (Smart Board, Mimio, Student Response Systems, Ladybug). 3. Utilize Quantile Framework as a resource for differentiated lesson planning. 4. Increase student use of the Gaggle network. 		
	Strategy:	Teachers will avail themselves of professional learning community opportunities.		
	Action Steps:	<ol style="list-style-type: none"> 1. Select teachers to attend district level technology professional learning communities. 2. Select teachers to serve as QCE's Geek Squad to provide staff development and support in the use of technology . 3. Require all teachers to involve their students in a minimum of two interactive lessons each week. 4. Participate in parental Technology Nights. 		
	Strategy:	Teachers will become competent in the use of technology-based formative and summative assessments.		
	Action Steps:	<ol style="list-style-type: none"> 1. Complete NC Falcon training. 2. Implement the Reading 3D Assessment program with 3-5 grade students. 3. Monitor (by literacy facilitator) ongoing benchmark assessments for all at risk students K-5 grades. 4. Train teachers in the use of ClassScape. 		
	How will we fund these strategies?			
	Funding source 1:	Federal funds - Title I	Funding amount:	\$1,500
	Funding source 2:		Funding amount:	\$5,000
	Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$6,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Queens Creek Elementary faculty			
What data will be used to determine whether the strategies were deployed with fidelity?				
The development and implementation of interactive, technology-based lesson plans will provide evidence of deployment. Teachers will host Technology Nights for parents and staff to share programs, learning strategies and student products. The effective use of computer-based learning programs will be utilized as evidence of teacher and student participation in state and county computer learning programs.				

Check

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

We will determine through lesson plans, agendas, sign in sheets and/or surveys.

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

87% of staff feels the school has adequate technology tools. We will continue to implement our IMPACT planning model to support and enhance our teachers' efforts and connections with our English partners and auxiliary staff members. Kindergarten and fourth grade teachers specifically partnered with a variety of staff members. Staff development in all areas of technology was provided throughout the school year. The 360 Survey indicated that 100% of all staff members incorporate technology into their classroom in a variety of ways. A group of technology-proficient teachers offered after-school support and training to staff members in the following areas: Smartboard, ELMO, and the student response system. Use of the Quantile Framework has been utilized as a resource for differentiating instruction in the classroom. Kathi Mouton attended Quantile Framework training and was available to work with third through fifth grade teachers in assessing their students using this program. Fourth grade teachers increased the use of the Gaggle network which helped students become more familiar with email over a secure network. Mrs. Byrd's students corresponded with students in England. All teachers completed the NC Falcon training as part of the NC Education expansion. Teachers in grades 3-5 used the Reading 3D model for benchmark assessments and to guide instruction. Teachers were trained to use the ClassScape program which helped guide small group instruction. It was also used as a reflective tool for students using AVID and

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

The England partnership is being expanded throughout most grade levels and is connecting with our IMPACT team members. We will continue to utilize technology to increase the connection between our global partners. We're also expanding our partnership to include other participating schools in the Swansboro district. As we move forward, there will be an increase in the use of the Gaggle network. There will be a continuation of staff development with technology and benchmark assessments through ClassScape. New teachers will be trained in the use of these programs.

Priority 1 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	QCE Goal 3:	Queens Creek students will learn in a safe & civil environment to be ethical, healthy & productive citizens.		
	Target: (Desired Result)	The Safe and Civil Schools Initiative will ensure an orderly learning environment that results in improved learning and t		
	Indicator: (Measure)	The school staff through diverse initiatives will guide students in the ability to make appropriate behavior and academic		
	Strategy: (Needs Assessment, Question #4)	The school will promote a healthy and physically fit lifestyle for its students.		
	Action Steps: (Processes/How)	<ol style="list-style-type: none"> 1. Use a "fitnessgram" as a tool to assess students' level of fitness in third through fifth grade. 2. Increase the number of students passing the physical fitness assessment in third through fifth grade. 3. Educate students in bullying prevention facilitated through the QCE Bullying Project. 4. Establish a sensory awareness location to provide behavioral interventions and wellness strategies. 		
	Strategy:	The school staff, through diverse initiatives, will guide students in the ability to make appropriate behavior		
	Action Steps:	<ol style="list-style-type: none"> 1 Monitor location and type of bus and school behavioral referrals to determine focus interventions. 2 Provide training in Safe and Civil guidelines and all other safety procedures for new employees. 3. Establish positive behavior intervention strategies for "at-risk students". 4. Implement bus behavior incentive program. 		
	Strategy:	Facilitate student leadership through community commitment learning programs.		
	Action Steps:	<ol style="list-style-type: none"> 1 Train fourth and fifth grade students to be role models for kindergarteners. 2. Continue student choice cluster activities selected by students in grades four and five. 3 Educate bullying prevention by the facilitation of staff led participation in the QCE Bullying Project. 4 Encourage community building opportunities through the QCE Recycling Programs, and Earth Day campus 		
	How will we fund these strategies?			
	Funding source 1:	Select a funding source	Funding amount:	\$2,000
	Funding source 2:	Select a funding source	Funding amount:	
	Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$2,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Queens Creek Elementary faculty			
What data will be used to determine whether the strategies were deployed with fidelity?				
(Goal 3 - 1) Evidence of the establishment of a Safe and Civil library will be provided through the purchase of literature selections and the incorporation of these materials into our media center. The Safe and Civil library will be used to promote safety and behavioral strategies. Discipline data provided through NC Wise will determine the effectiveness of the Bullying Project. The results of the 2009-2010 Student Survey will be used as data in the areas of behavior and school discipline. The monthly				

Check	<p>Results of the 2009-2010 Student Survey will be used as data in the areas of behavior and school discipline. The monthly implementation of the Character Cafe will be used to provide positive reinforcement of behavior strategies.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</p> <p>The disaggregation of discipline and safety data from NC Wise will indicate the success of strategies used during this current school year. Agendas from the Safe and Civil meetings will be used to indicate the progress and effectiveness of safety policies throughout the school year.--</p>
	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>88% of students feel that the staff is friendly. 85% feel safe in the cafeteria. 96% have a clear understanding of the rules. Through the "Bullying Project", students at QCE actively participated with teachers, the school counselor, and administration regarding social issues that lead to bullying. This created an environment where students worked cooperatively to prevent bullying behaviors and an increase in student communication regarding bullying concerns was observed. Our Safe and Civil committee continued to develop our Safe and Civil Library through book studies in the area of bullying prevention, safety and working with at-risk students. Behavioral intervention strategies were modeled and taught by our EC team. Staff implementedion of these strategies and positive results were noted throughout the school as a result of these efforts. Weekly monitoring and communication with bus drivers resulted in new behavior incentives and documentation for staff and students. Training for 100% of all staff was provided throughout the school year in the areas of lock down procedures, shelter-in-place, and school safety. This ensured continuity across the school with academic and behavior expectations. Positive behavior incentives were implemented weekly in all grade levels. "Bus Rider of the Week" and "Student of the Month" ice cream socials were used as recognition. We've continued to use Kindergarten helpers with upper grades which has enforced positive behavior and leadership opportunities for our students. Clusters</p>
Act	<p>Based upon identified results, what action should be taken? (Next actions)</p> <p>For the 2011-2012 we're continuing the use of bus incentives. This year we are including the use of Gator Bus Booklets to document students' daily behavior ensuring safety procedures are followed. Parents are made aware of their child's behavior through this weekly communication tool. It is our hope that Gator Bus Booklets will provide a connection with school and family while increasing bus safety. Staff will continue to meet every other month with bus drivers to discuss safety and behavior concerns/prevention strategies. We're working with Dr. Curley on "Eco-Green" which will provide education in the area of environmental studies for students. This program is an addition to our current recycling program and will include educational studies in science and math. Our Safe and Civil committee will continue to participate in our book club in which committee members read chosen literature selections that focus on school safety, working with students of poverty and bullying prevention.</p>

Priority 1 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	QCE Goal 4: Queens Creek will foster innovation in the OCS System in cooperation with families & community partners			
	Target: (Desired Result)	QCE will increase opportunities for families to interact in partnership with the school community.		
	Indicator: (Measure)	Evidence of communication and instructional strategies.		
	Strategy: (Needs Assessment, Question #4)	Educational/Community partnerships will be developed and strengthened.		
	Action Steps: (Processes/How)	1. Implement student led parent conferences utilizing individual student data notebooks.		
		2. Provide a positive host environment to facilitate teacher development for SHS Teacher Cadets and local		
		3. Pursue opportunities for incoming kindergarteners to aid transition to QCE (Summer Academy, kindergarten		
		4. Host Exceptional Children collaborative symposium.		
	Strategy:	The school will actively seek to involve parents/community in the school.		
	Action Steps:	1. Develop, distribute and analyze parent surveys.		
		2. Plan and hold parent family events based on survey results (ex: Technology night).		
		3. Develop a school committee to seek additional resources for the school.		
4. Develop partnership with PreK parents who are not served through an organized school environment.				
Strategy:	An international educational partnership will be developed and established with Rush Green Schools (London,			
Action Steps:	1. Develop a professional relationship between like grade level faculties.			
	2. Develop an action plan that compliments the partnership schools.			
	3. Include instructional time with students from both schools.			
	4. Provide opportunities for QCE students to develop multicultural perspectives through interactions with schools.			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:	\$20,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$20,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Queens Creek Elementary faculty			
What data will be used to determine whether the strategies were deployed with fidelity?				
Student and Parent surveys, minutes from meetings with partnership schools, shared research from Symposium.				

Check

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

Student and Parent surveys

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

91% of the students feel that the staff inform students of school events. 83% of the students feel prepared for the transition to the next grade. 87% of the students feel supported by the staff and have developed a rapport. 37% of students said they participated in student led conferences. QCE successfully hosted the Teacher Cadets, rising Kindergarteners in summer academy, and the EC symposium. We participated in the development and distribution of our parent surveys. The computer lab was made available for parents to complete the survey. School messenger and the website were utilized along with classroom communication to encourage parent participation. Parent nights, such as "Technology Night" and "Cookies and Milk Night" enabled parents to see strategies we use at school with their students and our global partnerships with England. Rain gardens were established on the school grounds based upon the committee's research of available funds from the Coastal Federation along with other environmental groups. As a result of the partnership with Rush Green, QCE has expanded the England partnership to include six additional schools and the inclusion of other Swansboro Area elementary and middle schools.

Act

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

We will increase the number of student-led conferences this year in grades 3-5. Dr. Curley will continue to work with QCE's committee to acquire additional funding, provide educational support for the gardens that are already in place, and the environmental partnerships with our schools in England. We will increase the number of QCE classrooms participating in the global partnership with the England schools to accomodate our new number of partnership teachers in England.

Priority 1 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.			
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.			
	QCE Goal 5:		Queens Creek will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	QCE will increase the efficiency of the school by more effectively utilizing resources, talents, and skills of all support staff.			
	Indicator: (Measure)	Increase in positive responses on STNA and Climate Surveys			
	Strategy: (Needs Assessment, Question #4)	Utilize 21st Century technology as learning tools that support student achievement.			
	Action Steps: (Processes/How)	1. Teacher websites that are updated weekly and provide instructional and grade level information.			
		2. Technology workshops to provide support for teacher initiatives (Technology Tidbits).			
		3. Implement student support networks through links with military liaison.			
		4. Utilize NCWise to monitor and track attendance.			
	Strategy:	Procedures will be developed and implemented to increase the development and productivity of staff.			
	Action Steps:	1. Implement School Messenger system.			
		2. Seek ways to increase efficiency of cafeteria operations.			
		3. Develop Bus Safety incentive plan.			
		4. Develop a behavior management support team consisting of CPI trained staff, and supported by enhanced radio			
Strategy:	Construct Emergency Operations Plan and update the Safe and Civil school procedures.				
Action Steps:	1. Review procedures of common areas (cafeteria, restroom, hallway, etc).				
	2. Safety Committee will complete Emergency Operations notebook and train staff in updated emergency. operation				
	3. Complete Safe and Civil notebook.				
How will we fund these strategies?					
Funding source 1:	Select a funding source	Funding amount:	\$1,000		
Funding source 2:	Select a funding source	Funding amount:			
Funding source 3:	Select a funding source	Funding amount:			
Funding source 4:	Select a funding source	Funding amount:			
Funding source 5:	Select a funding source	Funding amount:			
		Total initiative funding:	\$1,000		
Review frequency:	Quarterly				
Action Team: (Who is responsible)	Queens Creek Elementary staff				
What data will be used to determine whether the strategies were deployed with fidelity?					
Documentations of trainings consisting of agendas, meeting minutes, signatures, Emergency Procedures notebook and Safe and Civil notebook.					

Check

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

Review teacher lesson plans, surveys, and classroom observations throughout the year

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

96% of students feel the school has adequate technology tools. 90% of the students feel the school facilities are adequate to meet their instructional needs. 54% of the students were aware of teacher websites. 69% of students were aware of the school website. 74% of students felt the cafeteria was efficient. 100% of teachers developed a classroom website. This has enabled parents to keep up to date with classroom happenings to include homework, classwork, and other teacher communication. SOAR was provided for students of active-duty service members as an educational tool which was effective as remediation and support at home. NCWise enabled us to actively monitor student attendance which was an important part of their academic growth and achievement. This provided a communication tool for teachers regarding students' academic well-being. School Messenger has helped increase parent participation in school functions while streamlining the paperless invitation communication for teachers. The cafeteria tables were rearranged in an effort to improve traffic flow, to improve time management, and accomodate our growing student population. The "Bus Rider of the Week" program was implemented as a positive incentive for students and helped decrease the number of bus referrals. Classroom radios helped to ensure immediate response to behavior or safety issues. The Safe and Civil committee met with staff to review Lock-Down procedures and Shelter-in-Place. These meetings resulted in updated information regarding

Act

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

Teacher and school websites will continue to be utilized as a weekly communication tool for parents and students. Technology training will be provided for teachers in the areas of Successmaker, Reading 3D, ClassScape, and EVAAS. Our school will continue to use our military liaison as a necessary resource for military families. NCWise will be used as a way to track student attendance. The School Messenger system continues to be our primary link for inviting parents to events at QCE paperlessly. Our Safe and Civil committee will continue to monitor safety concerns and review best practices in the areas of cafeteria, bus, and common areas.