

Queens Creek Elementary School

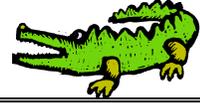
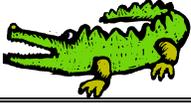


Focusing on Excellence

Strategic Plan

2007-2010

**QUEENS CREEK ELEMENTARY
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**Building Level School Improvement And
Accountability Plan Regulatory Information
And Assurance Statement
2007 – 2010**

- | | | |
|---|-------------|-----------------------|
| 1. Number of School Improvement Plan Team Members | 24 | |
| 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 Improvement Team. | <u>Yes</u> | No |
| 3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting) | 100% | |
| 4. Date of vote | | Sept. 27, 2007 |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | <u>Yes</u> | No |
| 6. Parents on the School Improvement Team were elected by parents of children enrolled in your school. Check one: | <u>Yes</u> | No |
| 7. Percentage of Building Leadership Team who are parents providing 50% input in the development of the plan. (Number of parents divided by members on BLT) | <u>Yes</u> | No |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | <u>Yes</u> | No |
| 9. The dates, times, locations and agenda items for meetings regarding our school improvement plans were publicized so as to abide by the open meetings law. Check one: | <u>Yes</u> | No |
| 10. The State Legislative regulations regarding school improvement were implemented as outlined in GS 115C. | <u>Yes</u> | No |
| 11. All required State and Federal programs have been addressed in the School Improvement Plan. | <u>Yes</u> | No |

Elaine Justice
Principal's Signature

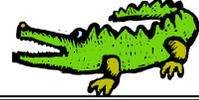
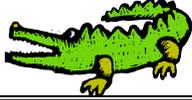
Tracy Duzen
BLT Facilitator/Chairperson

Jane Biggs
Signature of Elected Parent
Representative

Sherry Cooney
Signature of Elected Parent
Representative

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

QUEENS CREEK ELEMENTARY
STRATEGIC PLANNING TEAM



School Representatives

Elaine Justice (Principal)
Joell Curtis (5th Grade)
Shelia Dunlap (Pre-K)
Tracy Duzen (Exceptional Children)
Kristyn Hall (1st Grade)
Shelly Lomax (4th Grade)
Sandi Mull (Teacher Assistant)
Elke Margrit Offutt (2nd Grade)
Maggie Rauschenberg (3rd Grade)
Doris Tursi (Kindergarten)
Phyllis Willis (Art/Enrichment)

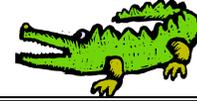
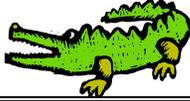
Parent Representatives

Doug Beckley
Jane Biggs
Julie Conrad
Sherry Cooney
Jennifer Gibbs
Niki Grimsley
Natalie Haught
Stephanie Lane
Tammy Parker
Francine Sabish
Lori Smith
Tracy Williams

Additional Administrators

Teah Bulris

QUEENS CREEK ELEMENTARY EXECUTIVE SUMMARY



School Profile

This section of the strategic plan is devoted to providing an overview of student performance data, student, community and teacher demographic data, stakeholder perspectives based on survey data from the 2006-2007 school year, and 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.

Student Performance Data

End-of-grade test results from the 2006-2007 school year indicate that 73.669% of our student population is performing at or above grade level in reading, math, and writing. Reading scores indicate 82.5% of third graders, 82.9% of fourth graders, and 88.7% of fifth graders are proficient in reading. Likewise, scores indicate that 76.8% of third graders, 65.9% of fourth graders, and 54.12% of fifth graders are working at or above grade level in math.

According to No Child Left Behind Guidelines, Queens Creek Elementary School must meet AYP standards in three demographic sub-groups: whole school, white students, and economically disadvantaged. In 2006-2007, AYP was met through the utilization of a confidence interval with the economically disadvantaged subgroup. Through examination of EOG data, the school community recognizes the need for focused intervention with our economically-disadvantaged students.

While fourth grade writing scores are below an acceptable rate of 55.2% proficient, there has been a significant increase over the past three years. The school will continue to address the need for staff development to ensure teachers teach best strategies for the writing process.

In identifying the achievement gap for students not showing adequate growth as measured by the North Carolina End-of Grade tests, we looked at possible sub-populations and found that our economically disadvantaged sub-group reflects the most significant deficits. Reading EOG scores indicated 83.3% of this population is on grade

level or above, while only 58.8% of this group are on grade level or above in math. A focus of our strategic plan will be to individually identify and address these students' needs. Our large white population is another area of concern, with 70.7% proficient in math and 86.9% proficient in reading. It is also important to note that 47% of our population is comprised by the disadvantaged group and that 73% of our population is white.

School and Community Demographic Data

Queens Creek Elementary is located on the outskirts of the town of Swansboro. According to the most recent census data, The greater Swansboro area has a reported population of 8,133, with 94% of the population being white, and 6% of the population being non-white.

Based on data from the current school year, Queens Creek Elementary School has a student population of 73% white and 27% non-white. Of the 580 students served in the 2006-2007 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, Queens Creek Elementary qualifies as a Title 1 school.

The facility at Queens Creek consists of 33 classrooms and 8 temporary buildings. A carpeted multi-purpose room provides a stage area, office for teachers, and a storage area. Teachers have access to a copy room and lounge. In addition to regular classrooms, art, music, physical education, media, and the technology lab are utilized on a daily basis. All classrooms are carpeted, equipped with access to televisions, and have computers available in the classroom for student use. All inside classrooms are wired for Internet services and outside classes are connected through wireless technology. Many classrooms have self-contained bathrooms and additional sink areas. At the present time Queens Creek is undergoing an addition that will add needed classrooms and a restroom area.

In regards to learning beyond school, the Swansboro community offers church-sponsored and commercial childcare centers. The NC State Agricultural Extension Agency, along with area 4-H clubs offers before and after-school care through a program called After-School Adventures. There are various scouting groups and athletic organizations for boys and girls in the area, as well. Our school is supported by community volunteers, White Oak Ecumenical Ministries, the Knights of Columbus, the Woodmen of the World, and area merchants.

School Characteristics

Queens Creek Elementary School is one of three elementary schools in the Swansboro community. The school is now in its tenth year and the student body has grown to its current enrollment of 591 students. Increases in enrollment have necessitated the use of all available areas in the school. To meet the educational needs of the students, the teaching kitchen remains converted to a classroom.

Queens Creek Elementary School employs 48 licensed faculty members: 33 classroom teachers, 1 counselor, 1 assistant principal, and 1 principal. Of these 32% hold masters degrees and 100% hold licenses in the areas in which they currently teach. Faculty members range in age from 22-60+ with the median and average age being 39 and 43 respectively. 96% of the faculty members are Caucasian, and 4% are other ethnicity. At Queens Creek elementary our teaching assistants are a valuable asset. 17% of our teacher assistants hold a college degree, and 17% more are currently enrolled in a degree seeking program. Three of those degrees are for the purpose of teaching and one is in human services.

Stakeholder Perspectives

Queens Creek Elementary used the district-administered Climate Survey to gather the opinions of students, staff members and parents about the quality of the educational experience at our school. Data collected from the school climate survey administered in the spring of 2007 indicated that the majority of our school community believes Queens Creek Elementary is safe. Overall the survey revealed the following findings that are reflected in our strategic plan:

- We believe at Queens Creek that we need to express our high expectations to our students and staff.
- We believe that respect should be used on a daily and continual basis.
- We believe that time in the classroom is critical to excellence in education.
- We believe that 21st Century technology is the vehicle that will carry our students to that same excellence.

In accordance with these beliefs, it is important to mention key characteristics of the Queens Creek Elementary instructional program. IMPACT has been expanded into grades 1-5. AVID Elementary is being implemented in grade 5 for the 2007-08 school year. Grades 4 and 5 participate in student interest clusters on a weekly basis with possible expansion to grade 3 during the last nine week grading period of the 2007-08 school year.

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. Because our beliefs, strategies and processes were generated by our staff, in response to test data, opinion survey and out of their professional knowledge, they necessarily address the perspective of this important group of stakeholders. Above all, we believe that everything that we do at Queens Creek Elementary School should be done in the best interest of the children that we serve each and every day.

QUEENS CREEK ELEMENTARY
Student and Community Demographic Data
2006-2007

Students-School Enrollment	2006-2007
Total Number of Students	580

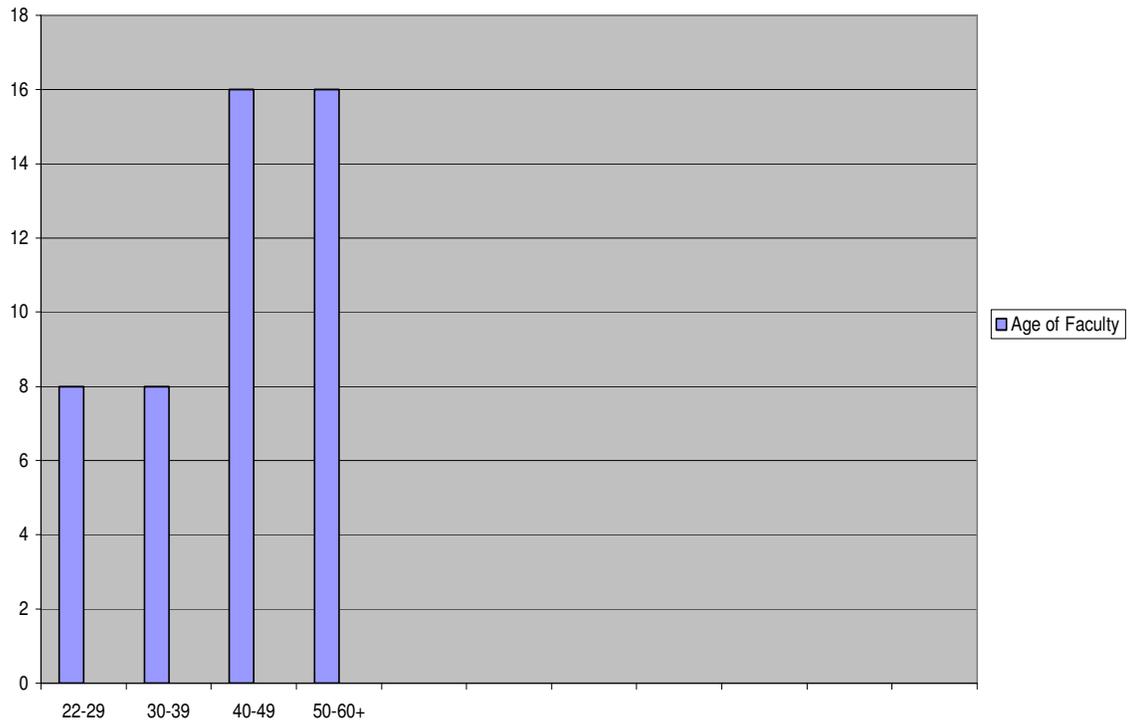
Students – Racial Background	2006-2007
African American	7%
Asian	1%
Caucasian	73%
Hispanic	5%
Multi-Racial	7%
Native American	2%

Student Family Characteristics	2006-2007
Low-Income	47%
Limited English	1%
Attendance Rate	96%
Single Parent	28%
Non-Parent Guardianship	2%
Active Duty Parent	29%
Family Federally Connected	49%

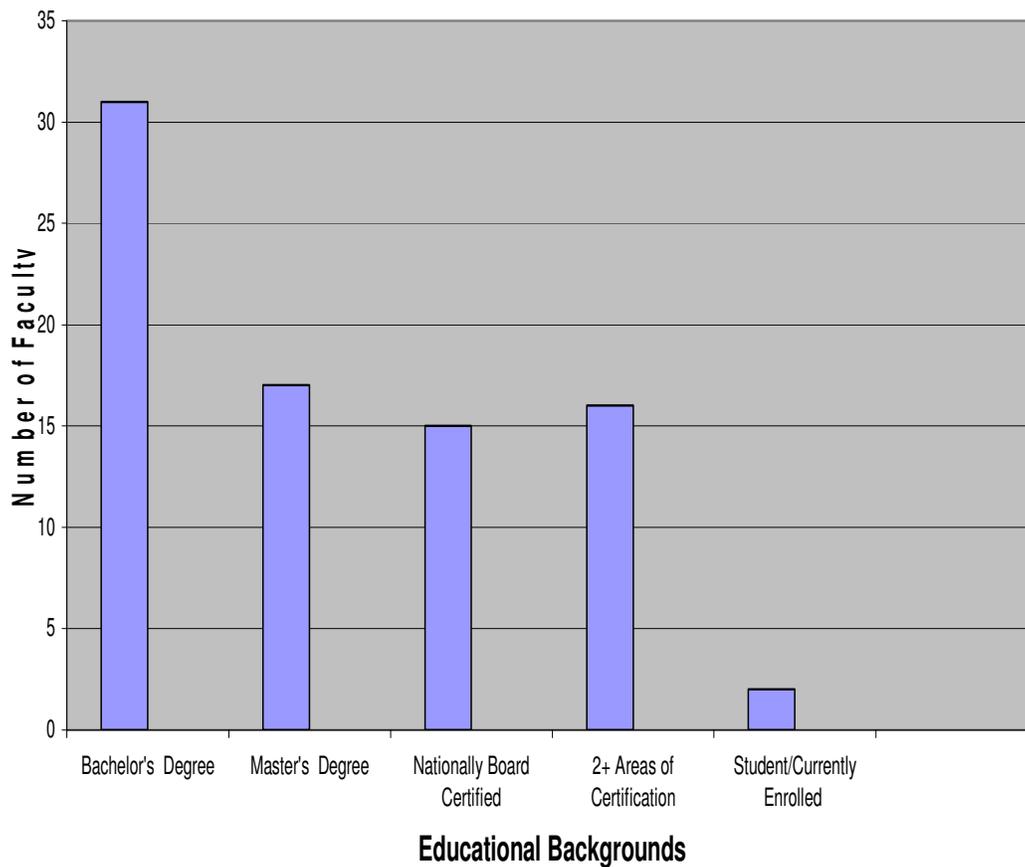
Community – Population	2006-2007
Swansboro & Surrounding Area (zip codes 28584 & 28539)	8,133
Households with Children	26.24%

Community Racial Background	2006-2007
African American	2.62%
Asian	.85%
Caucasian	94%
Hispanic	No data
Other	2%
Native American	.32%

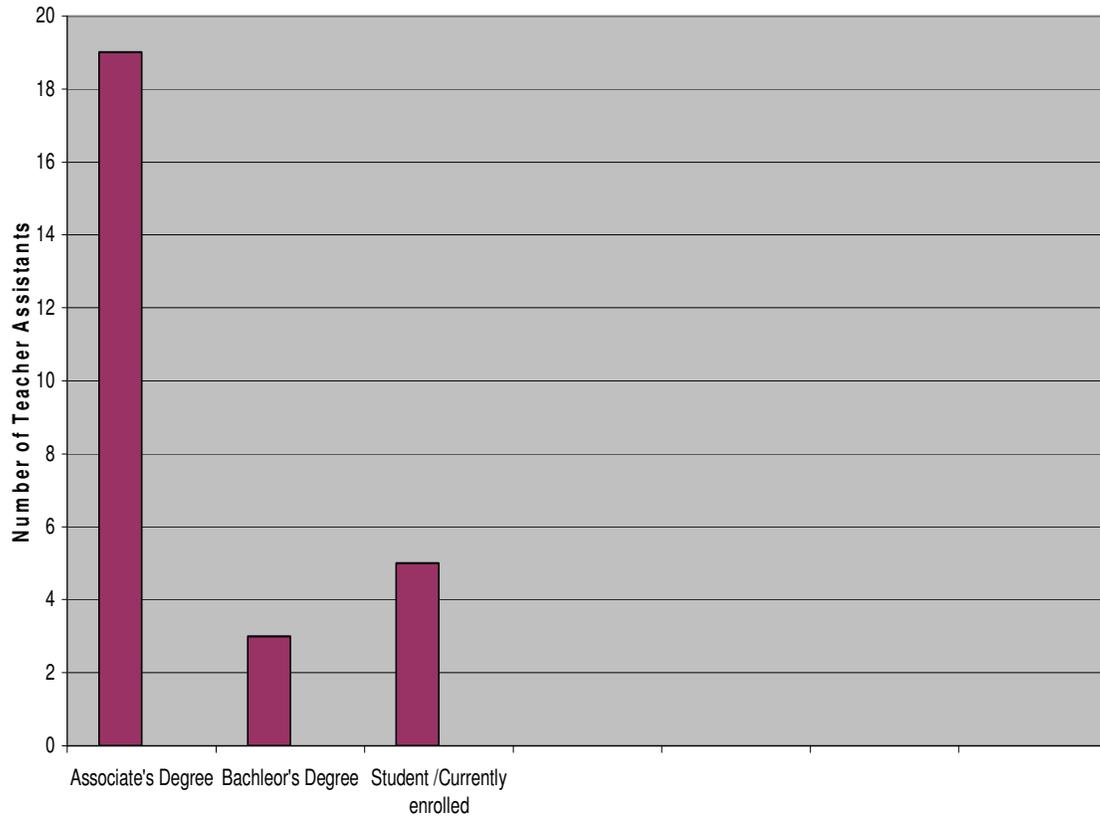
Queens Creek Elementary
Teacher Age 2007-2008



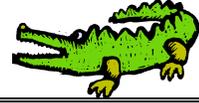
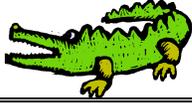
Queens Creek Elementary
Faculty Educational Background
2007/2008



Queens Creek Elementary
Teacher Assistant Educational Background
2007/2008



QUEENS CREEK ELEMENTARY
VISION ~ MISSION ~ BELIEFS



Our Vision:

Focusing on Excellence

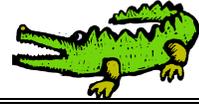
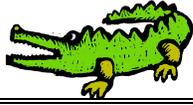
Our Mission:

The Queens Creek Elementary family will chart a course for students to be globally competitive and upstanding citizens.

Our Beliefs:

- Everything we do at Queens Creek Elementary School will be in the best interest of our students.
 - All students can learn and be successful.
- Differentiation in instruction including the use of Twenty-First century technology is essential to meet the unique needs of each child.
- Student learning, safety, and healthy choices are the priorities of our school and daily life.
 - Community involvement in our school is vital to the educational program.
- Students learn best when they connect what they are learning to their daily lives.

QUEENS CREEK ELEMENTARY SCHOOL STRATEGIC PLANNING PROCESS



Queens Creek Elementary School's strategic planning process began meeting in May of 2007 to develop the new three year strategic plan. Through a series of meetings of the QCE Strategic Planning Team, testing and survey results were studied and the previous plan was revisited. Strategies that are in the process of implementation were evaluated as to their effectiveness. Team members explored new strategies to enable Queens Creek students to increase reading and math scores to be reflected on the upcoming year's scores.

Members of the strategic planning team were elected by staff and by parents. The Queens Creek team includes a variety of staff and a total of twelve parent representatives. These staff members represent grade levels, enrichment teachers and paraprofessionals. Throughout the planning process, members of the strategic planning team gathered input from their constituency groups, and acted on their behalf, as decisions were made and strategies were written.

Upon completion, the strategic plan was presented to the entire staff. The plan was thoroughly reviewed, clarified and a vote was taken. With 100% of the staff voting, the plan was approved by 100% of the staff,

Throughout the school year, school-level teams and the strategic planning team will review the strategic plan on a regular basis to assess progress. These teams will summarize the results of implementation in order to make adjustments and modifications as needed.

Queens Creek Elementary
School Strategic Action Plan
2007-2010

- **OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

Strategy: QCE will utilize rigorous differentiated instruction to present challenging curriculum to meet the needs of all students.

Desired Results:

- All subgroups will achieve on or above grade level on state assessments
- All subgroups will meet projected growth on state assessments
- Pre-K and Primary grade students will be on or above grade level on assessments
- Lessons and classroom presentations will evidence a challenging and differentiated curriculum

Measures:

- Lesson plans
- Classroom observations
- EOG results
- State Writing Assessment
- AYP
- PreK– 2 Assessments
- Pre/Post Head Start Data
- Title 1 Data
- PEPs & Student Products
- IEP

Processes:

- Utilize Essential Questions in lesson plans
- Provide staff development on differentiated instructional strategies (Classroom Instruction That Works)
- Continue development of the EC and AIG cluster models
- Explore expansion of Interest Clusters downward from 5th & 4th grades into 3rd grade classrooms
- Utilize support staff and at-risk tutors to provide services for at-risk students (ex.- economically disadvantaged, ESL & EC) in grades K-5
- Utilize literacy specialist to provide teacher support/training in grades
- Utilize staff meetings to share and highlight research based strategies across the curriculum
- Implement school-wide DEAR time
- Grade level teams will create yearly curricular map of the NCSCOS (emphasis on math)
- Provide staff development in the Number World's process
- Train staff and utilize Impact Model to enhance discovery learning across the curriculum
- Enhance common grade level planning times through professional learning communities
- Train and implement AVID in fifth grade
- Utilize professional learning communities to address Instructional Intervention

- **OCS Goal #1: QCE students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

- Investigate methods to incorporate Writing Across the Curriculum & other writing processes
- Continue first grade Title 1 Reading Initiative and expand instruction throughout first grade
- Implement school-wide Title 1 plan (K-5; pullout & in-class settings)
- Utilize enrichment staff to address integration of 21st Century Goals through art, music and physical activity.

Resources:

- AVID materials
- Number World's materials & support staff
- Instructional Staff
- At-Risk Tutors
- Title 1 Teachers and Assistants
- Video/Audio/CD books on Differentiated Strategies
- K-2 Assessment Data
- EOG Data
- Classroom Observations
- Technology Facilitator Instructor
- Support Staff (Media, Enrichment, Technology)
- Classroom Instruction That Works (Pickering, Pollock & Marzano)
- Mentors
- Monthly staff meetings
- Literacy specialists
- AIG Gifted Specialists
- ESL staff
- Enrichment Staff

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

School Strategic Action Plan
2007-2010

- **OCS Goal # 2: QCE students will be led by creative, passionate, and technologically skilled professionals.**

Strategy: QCE staff will acquire the skills to deliver 21st Century content, context and technology to document and measure student progress and guide instruction.

Desired Results:

- Increase teacher technology skills
- Increase the use of technology in instruction
- Decrease teacher attrition not related to outside influence

Measures:

- Documentation of staff technology training
- Lesson plans
- Computer lab schedules
- Mobile laptop cart schedule
- Technology Surveys
- Climate Survey
- School Survey
- Intent Forms
- Impact documentation

Processes:

- Design a series of technology buffet workshops
- Provide staff development on the use of 21st Century Technology
- Increase the availability of hardware in QCE classrooms
- Utilize Report Card Maker for K-5 report cards
- Utilize appropriate surveys
- Continue utilization and training of staff in the use of public folders
- Provide new teacher training appropriate to individual teacher needs
- Staff will incorporate technology resources into classroom instruction where appropriate

Resources:

- Technology Facilitator
- Technology-Literate Teachers
- Additional technological hardware
- Surveys
- Additional interactive technology

- **OCS Goal # 2: QCE students will be led by creative, passionate, and technologically skilled professionals.**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	Next steps

Queens Creek Elementary School
School Strategic Action Plan
2007-2010

- **OCS Goal # 3: QCE students will learn in a safe environment to be civil, healthy, and productive citizens.**

Strategy: QCE will provide a safe learning environment for students by teaching and modeling how to make responsible decisions and healthy life choices.

Desired Results:

- Continue Safe and Civil Schools process.
- All safety issues identified by stakeholders will be addressed.
- All students will act appropriately in all settings.

Measures:

- School Climate Survey
- Foundations Task Force meeting agendas and notes
- Staff and Student surveys

- *OCS Goal # 3: QCE students will learn in a safe environment to be civil, healthy, and productive citizens.*

- All students will pass the physical fitness assessment.
- QCE will be a safe school.
- All students will demonstrate respect for each other.

- Lesson Plans
- Office Referrals data

Processes:

- Address expectations of House Bill 1151 to fullest extent possible at QCE.
- Implement expectations of behavior for common areas such as bathroom, playground, cafeteria and hallway.
- Increase student awareness of character education traits through instructional approaches.
- Score-board discipline data for faculty and staff.
- Implement Character Café to enhance the Student of the Month recognition program.
- Survey staff, parents, and students on school safety issues.
- Survey staff concerning behavioral situations to develop levels of discipline within the Safe and Civil Schools process.
- Document 150 minutes of structured physical activity in teacher lesson plans.

Resources:

- Lunch schedule for House Bill 1151
- QCE Discipline Database
- Bright Ideas grant for Character Café
- Interest-Based Club activities
- Survey for staff input for levels of behavior
- Foundations Task Force
- Teacher lesson plans
- Climate Survey

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement?
What will you do differently the next

- **OCS Goal # 3: QCE students will learn in a safe environment to be civil, healthy, and productive citizens.**

	time?
	Next steps

Queens Creek Elementary School
 School Strategic Action Plan
 2007-2010

- **OCS Goal #4: Leadership will foster innovation in the Onslow County School System in cooperation with families and communities.**

Strategy: QCE will build parental and community support through activities that invite family and community involvement and increase active participation in the school community.

- **OCS Goal #4: Leadership will foster innovation in the Onslow County School System in cooperation with families and communities.**

Desired Results:

- **QCE will increase parent attendance at school sponsored events.**
- **Grades PreK-5 will each sponsor one parent education night in support of academic development.**
- **Specific grades will schedule one student performance per year on a stated schedule.**
- **All QCE teachers will utilize community resources to enhance student learning.**
- **QCE will increase the number of parents serving on school committees.**
- **QCE will increase the number of parent/community volunteers.**

Measures:

- **Attendance logs**
- **Volunteer logs**
- **Schedule of parent education events**
- **Schedule of student performances**
- **Surveys**
- **Copies of parent/school communications**

Processes:

- **Establish dates for parent education events**
- **Establish dates for student performances**
- **Recruit interested parents and make follow-up contacts**
- **Develop the school/community to encourage more active parent participation**
- **Maintain and enhance school website**
- **Develop volunteer guidelines to bring our school and community families closer**
- **Enlist community and high school resources to assist in school activities**

- **OCS Goal #4: Leadership will foster innovation in the Onslow County School System in cooperation with families and communities.**

Resources:

- **Title 1 parent involvement budget**
- **Volunteer guideline committee**
- **Substitute guideline committee**
- **RIF grant process**
- **Community and school system information**
- **White Oak Ecumenical Ministries**
- **Social worker**
- **Counselor**
- **Swansboro High School students & teacher support**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

**What are the areas for improvement?
What will you do differently the next time?**

2007-2008

Next steps

Queens Creek Elementary School
School Strategic Action Plan
2007-2010

- **OCS Goal #5: Onslow County Schools will be supported by effective and efficient systems.**

Strategy: QCE will maintain the instructional and operational efficiency of the school by providing adequate resources and effectively utilizing the skills and talents of all support staff.

Desired Results:

- All teachers will have a duty free lunch.
- Create and implement professional learning communities.
- All teachers will be provided staff development based on identified areas of need.
- All teachers will maintain procedures that are developed through the Safe and Civil Schools Initiative.
- QCE will source and maintain technology and knowledge appropriate to the globalization of the students' educational opportunities.

Measures:

- Duty free schedule
- Staff assignments
- Staff development sign-in sheets and agendas
- Accident log
- Office referrals

Processes:

- Provide planning time for professional learning communities
- Track incident reports
- Assign staff based on areas of expertise
- Develop and implement Technology Tidbits processes; document participation and use of skills through lesson plans and observation
- Implement procedures for dismissal, cafeteria and playground
- Implement lunch schedule to meet requirements set forth in House Bill 1151 utilizing cafeteria expectations of behavior for students and staff
- Develop substitute guidelines to support and enable substitute teachers
- Investigate interest in a staff wellness program

- OCS Goal #5: Onslow County Schools will be supported by effective and efficient systems.

Resources:

- Teacher Handbook
- Agendas
- Grade level planning minutes
- Grade chairpersons meeting /planning minutes
- Calendar
- Schedules
- Incident Reports
- Staff development sign-in sheets and agendas
- Substitute Guideline Committee
- Greg Gibson, and Craig Clemmons /staff wellness

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

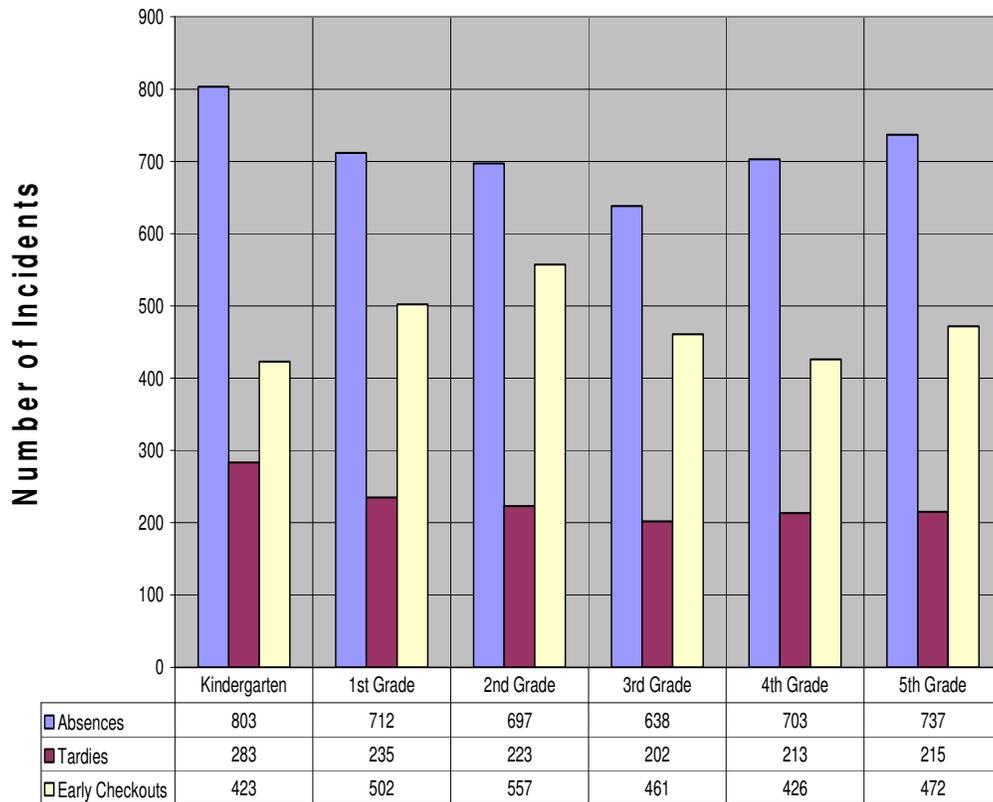
**What are the areas for improvement?
What will you do differently the next time?**

2007-2008

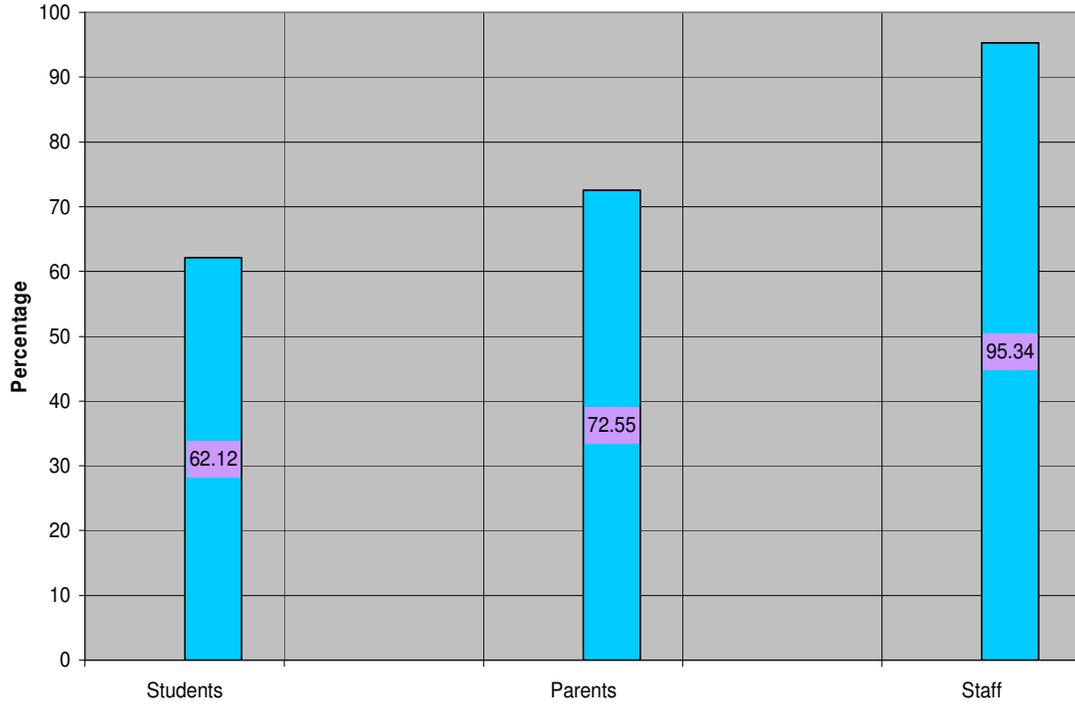
Next steps

QUEENS CREEK ELEMENTARY SCHOOL DATA

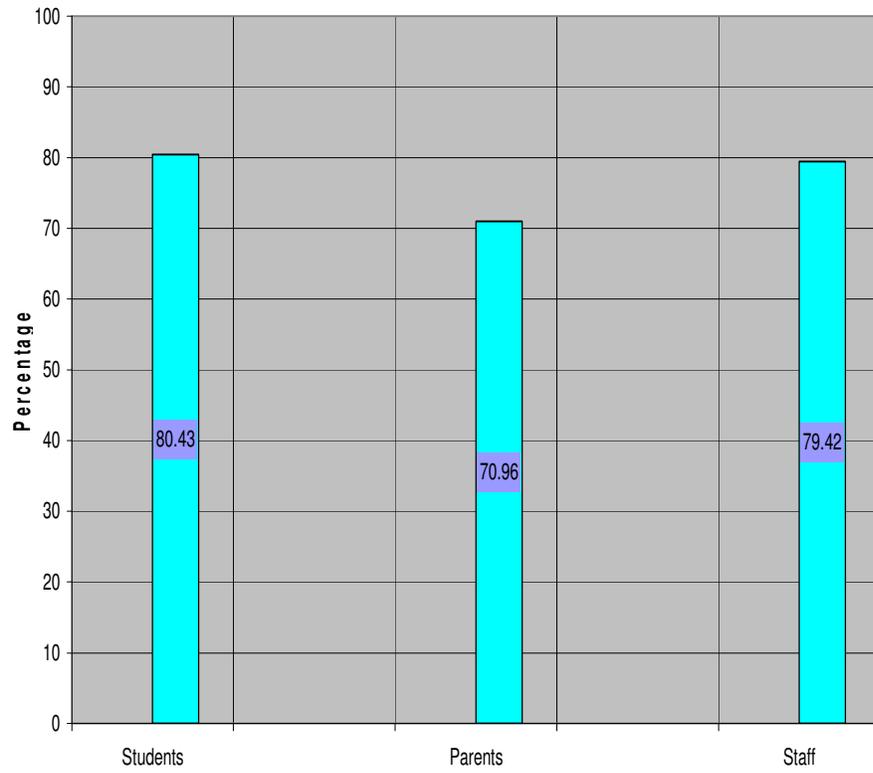
**Queens Creek Elementary 2006-2007
Absences, Tardies, and Early Checkouts**



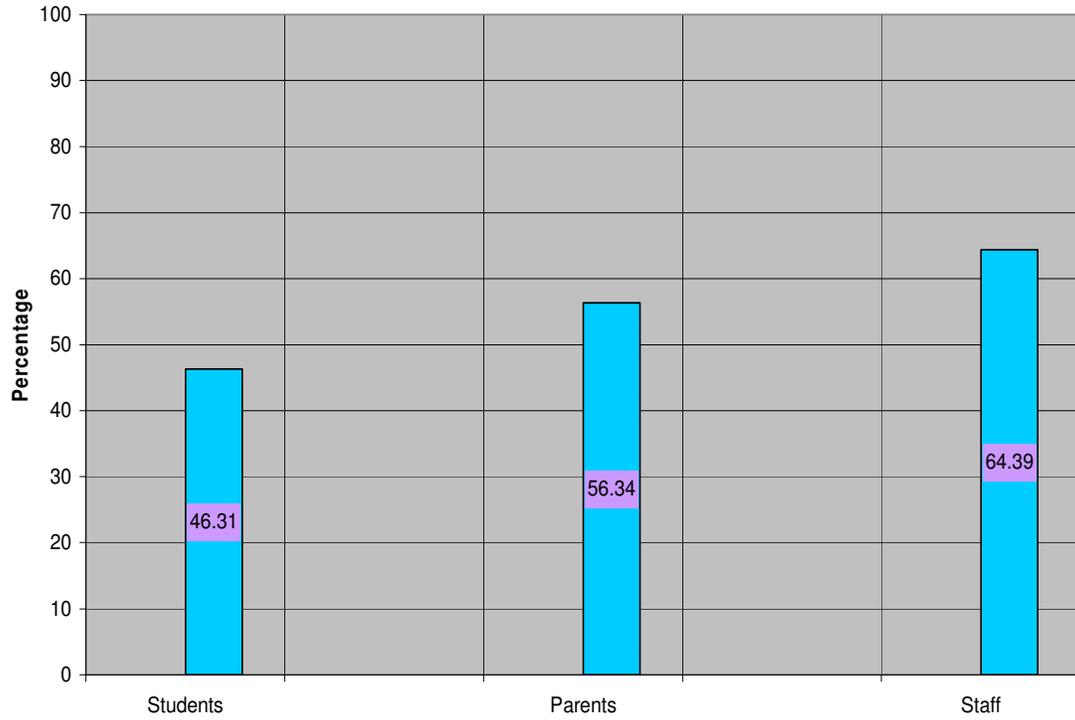
Queens Creek Elementary is a place where high expectations are valued.



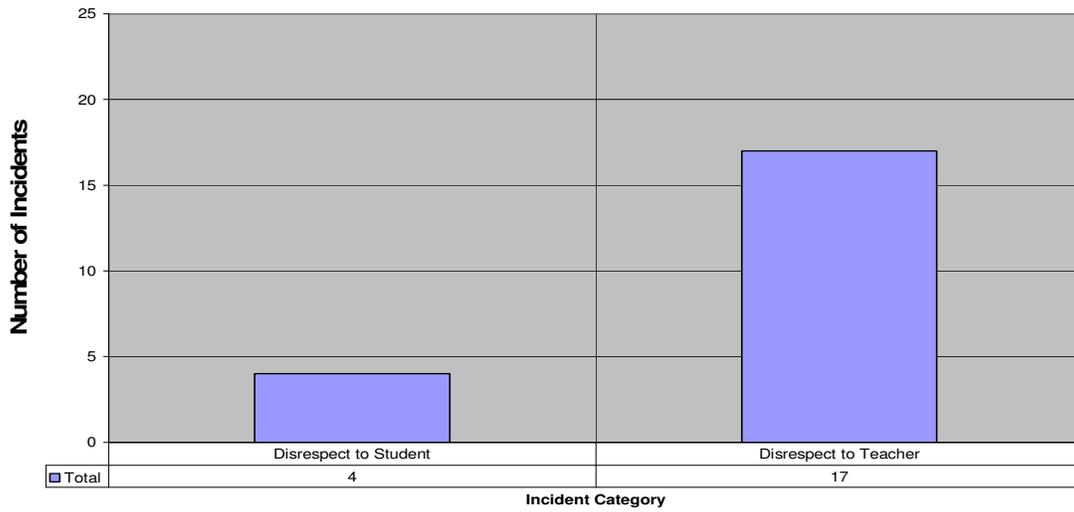
Technology is important to our future.



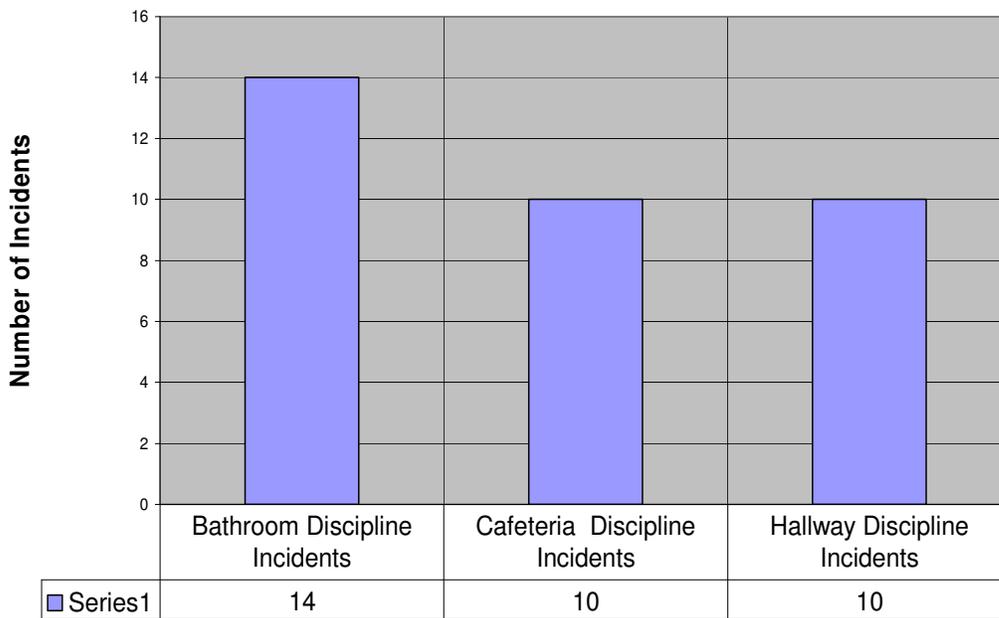
Queens Creek Elementary is a place where respect is highly used.



**Queens Creek Elementary School 2006-2007
Discipline Data Related to Disrespect**



**QCE 2006-07 Discipline Data
Related To Bathroom, Cafeteria, and Hallway Locations**



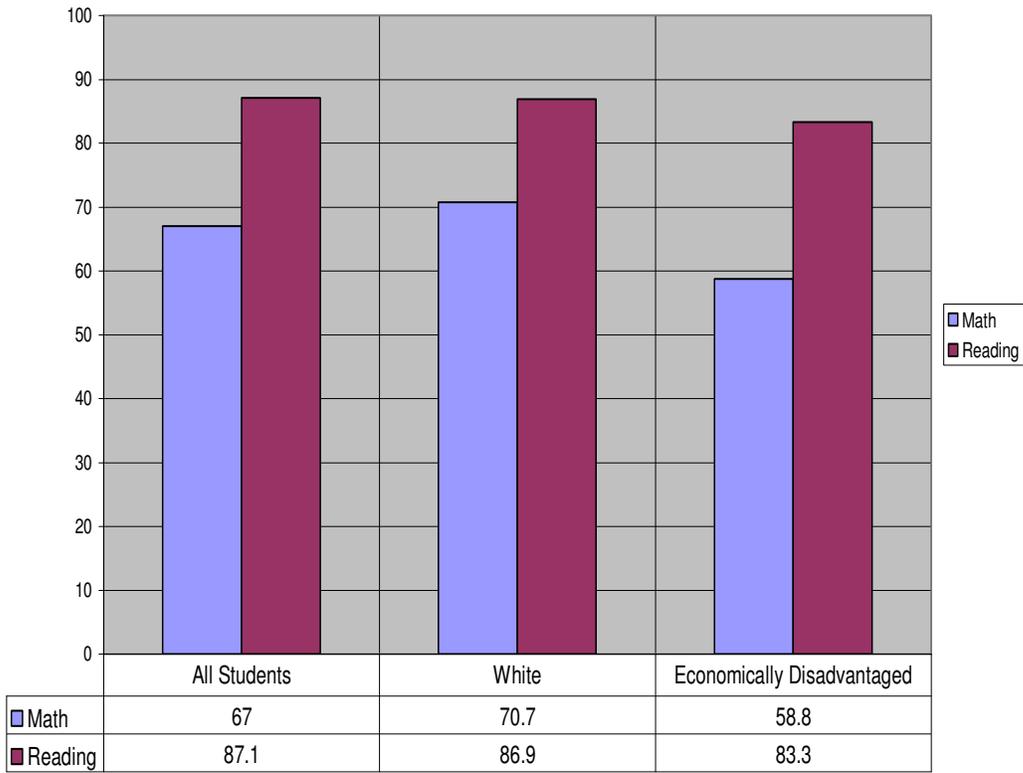
**Student Performance Data
Queens Creek Elementary School
K-2 End-of-Year Assessment Proficiency Results**

	2004-2005			2005-2006			2006-2007		
	K Grade	1st Grade	2nd Grade	K Grade	1st Grade	2nd Grade	K Grade	1st Grade	2nd Grade
Reading	83.7	78.9	79.8	95.4	79.4	84.8	88	91	88
Math	88.4	79.6	75.3	89.8	83.3	73.5	86	90	89
Writing	72.1	73.7	62.8	85.1	72.6	71.4	82	85	76

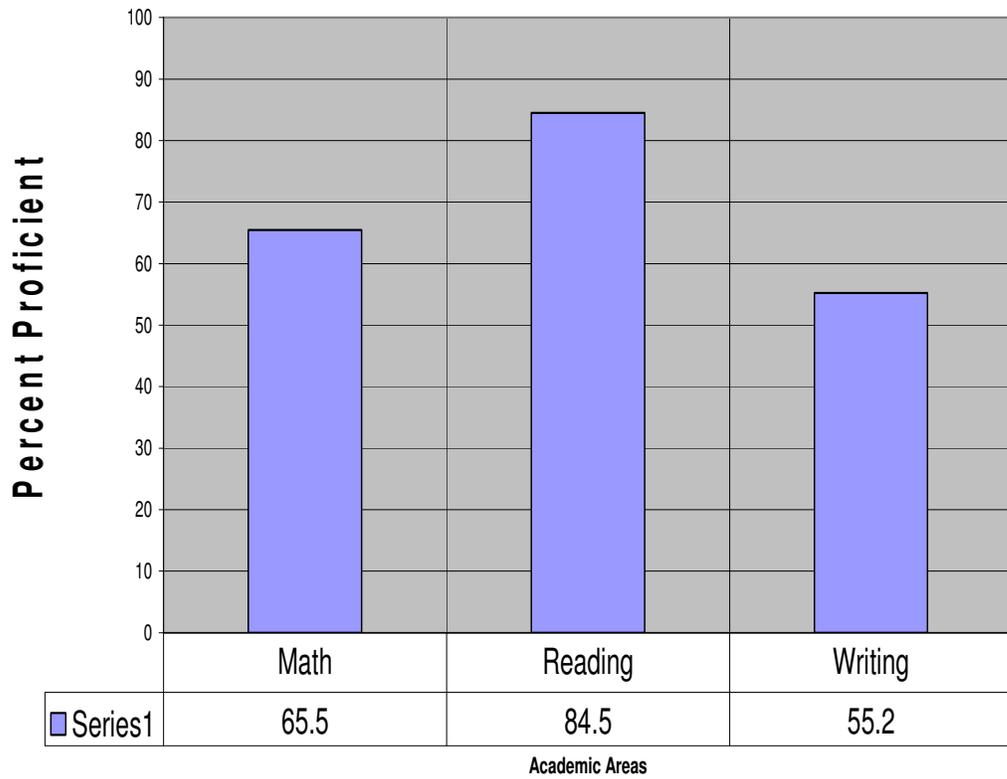
Student Performance Data
Queens Creek Elementary School
Grades 3, 4, and 5

	2004-2005			2005=2006			2006-2007		
	3 rd Grade	4 th Grade	5 th Grade	3 rd Grade	4 th Grade	5 th Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	83.7	86.8	91.9	84.9	83.3	86.1	82.4	82.9	88.07
Math	88.8	94.5	89.9	70.4	93.2	61.1	76.8	65.9	54.12
Writing		39.5			33.3			55.2	

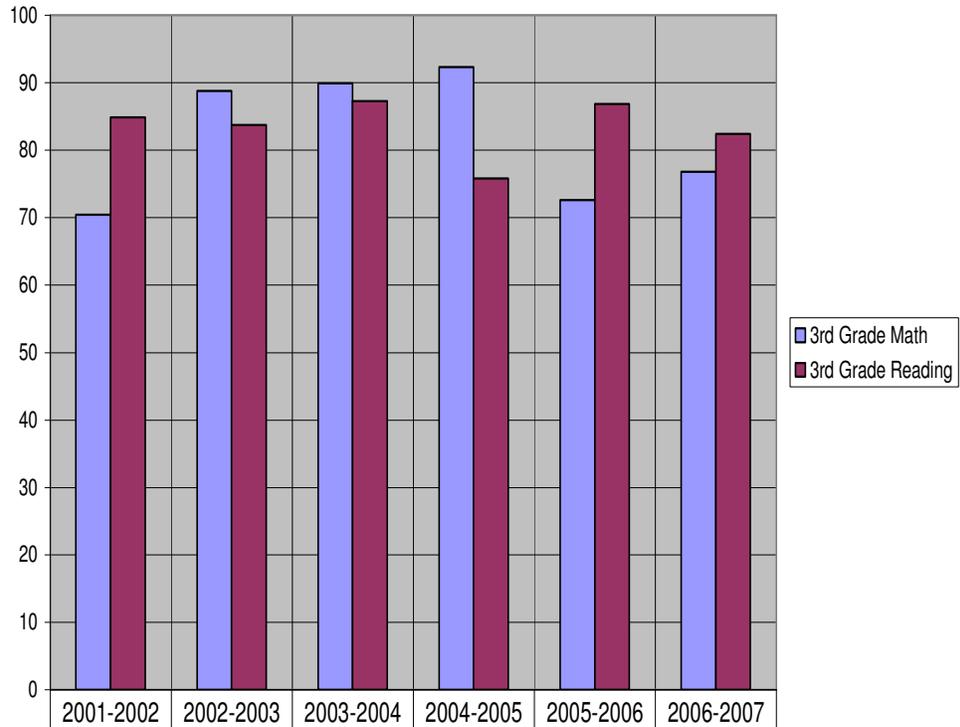
**Queens Creek Elementary School Percent Proficient By Subgroups
2006-2007**



Queens Creek Elementary School
Overall Proficiency by Subject
2006-2007 School Year

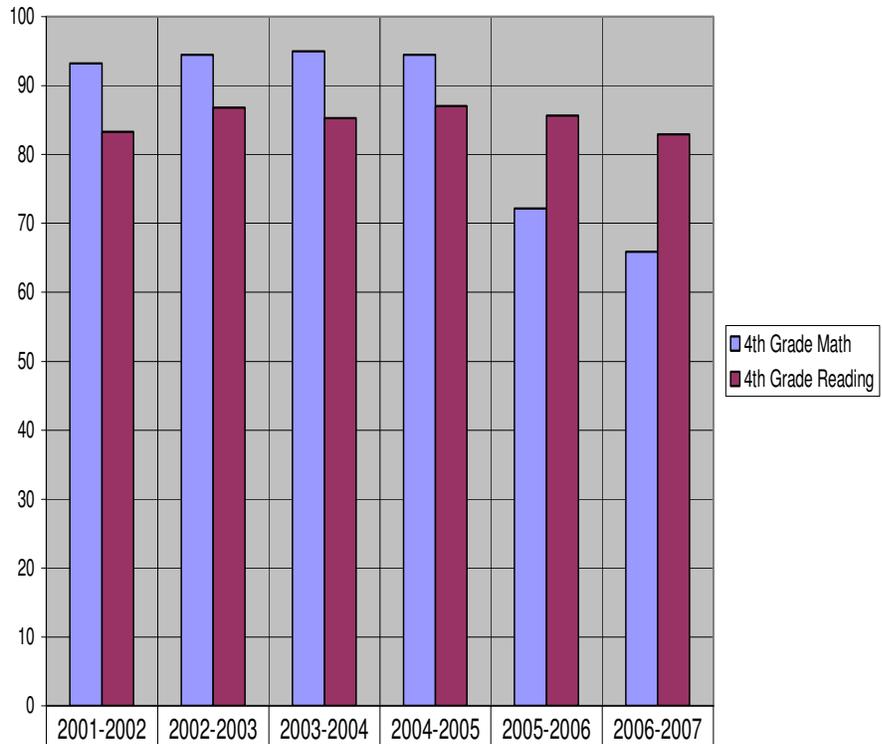


**Queens Creek Elementary
3rd Grade Proficiency
Historical Data from 2002-2007**



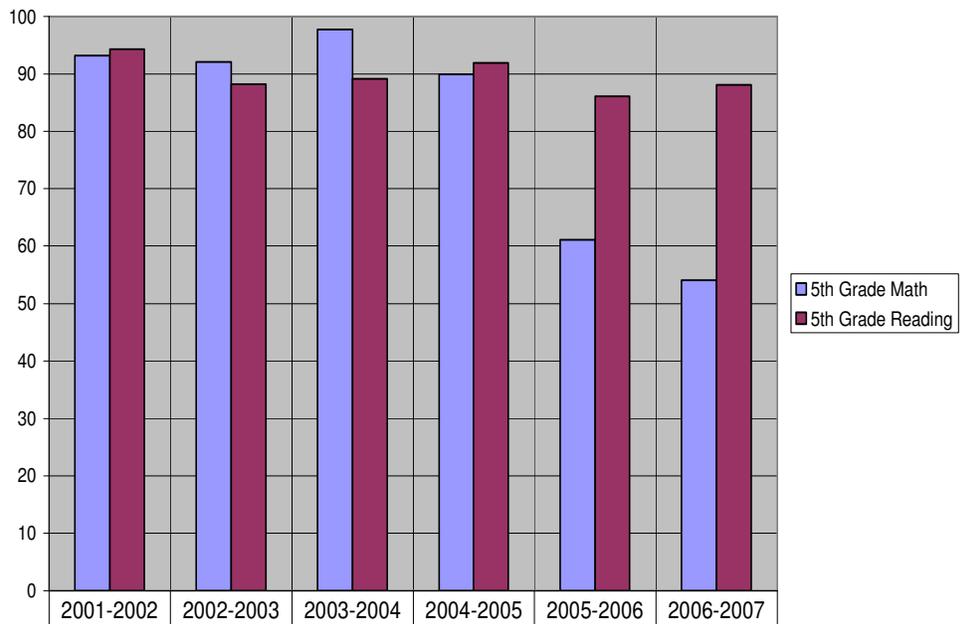
3rd Grade Math	70.4	88.8	89.9	92.3	72.6	76.8
3rd Grade Reading	84.9	83.7	87.3	75.8	86.9	82.4

**Queens Creek Elementary School
4th Grade Proficiency
Historical Data from 2002-2007**



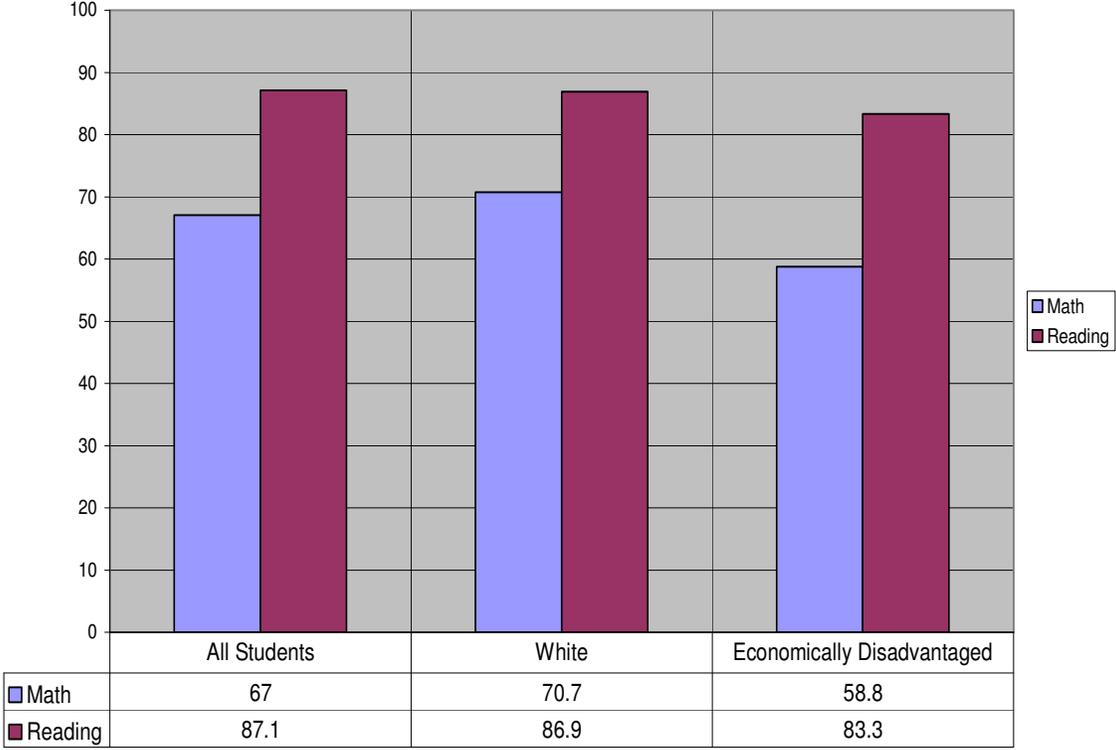
4th Grade Math	93.2	94.5	95	94.5	72.2	65.9
4th Grade Reading	83.3	86.8	85.3	87	85.6	82.9

**Queens Creek Elementary
5th Grade Proficiency
Historical Data from 2002-2007**

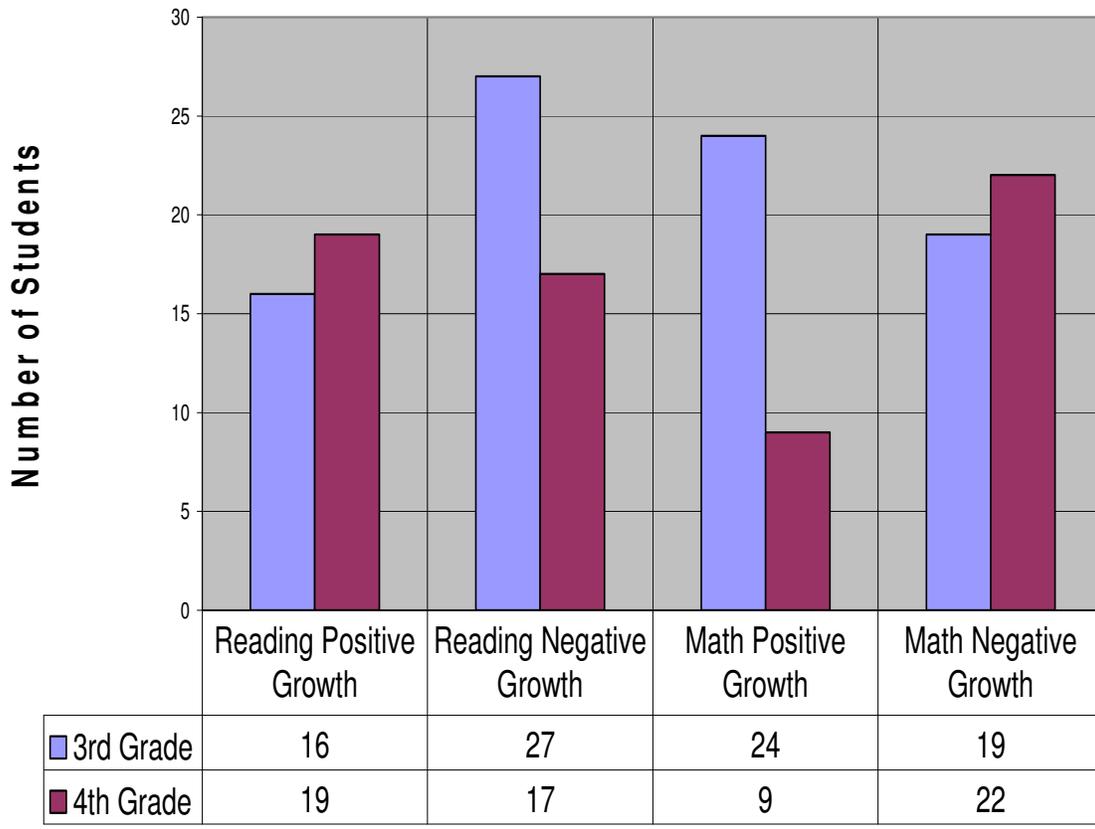


	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
5th Grade Math	93.2	92.1	97.8	89.9	61.1	54.12
5th Grade Reading	94.3	88.2	89.2	91.9	86.1	88.07

**Queens Creek Elementary School Percent Proficient By Subgroups
2006-2007**

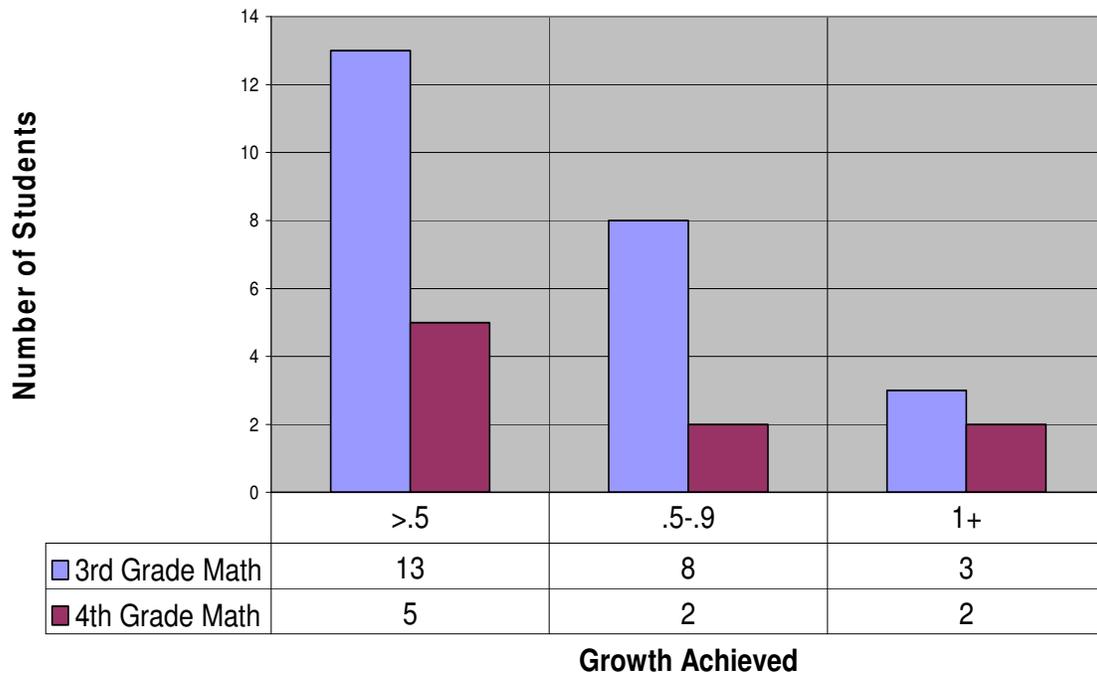


**Queens Creek Elementary Economically Disadvantaged Subgroup
2006-2007**

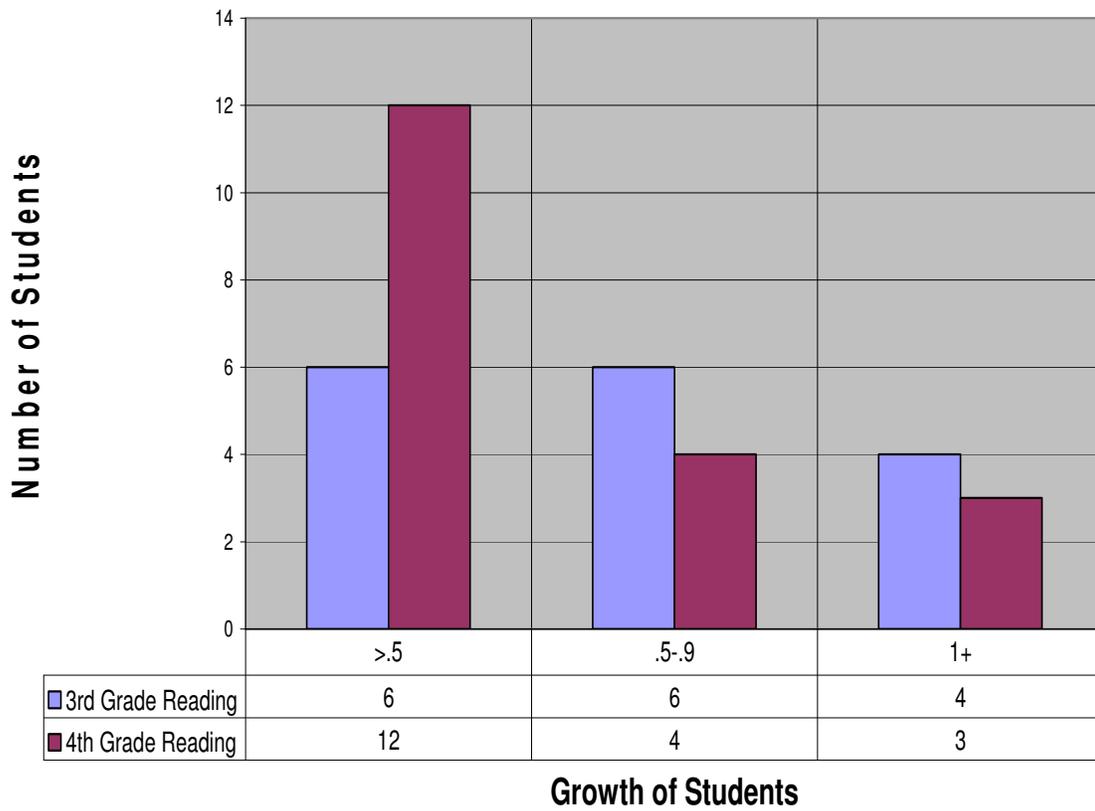


Academic Areas

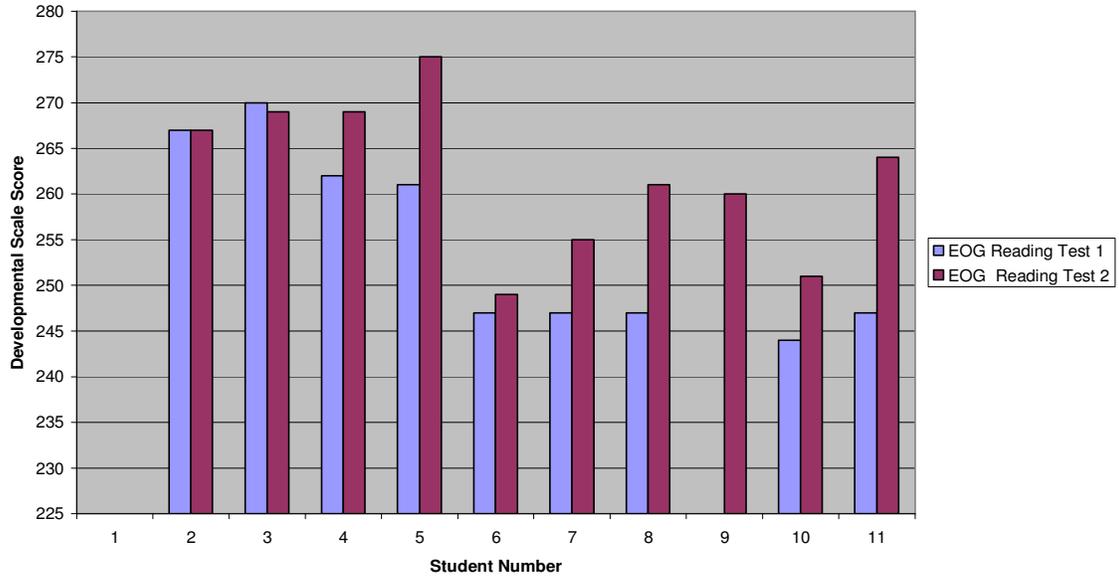
**Queens Creek Elementary Economically Disadvantaged Subgroup
2006-2007
Math Growth**



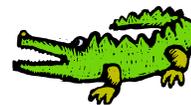
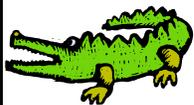
**Queens Creek Elementary Economically Disadvantaged Subgroup
2006-2007
Reading Growth**



Queens Creek Elementary School
AIG Identified Economically Disadvantaged Students
Grades 3, 4, and 5
Reading Growth 2006-07



Glossary of Terms and Acronyms



ABC: (*Accountability, back to Basics, and local Control*) North Carolina State education model, mandated by legislature, which focuses on school accountability, moving back to the basics, and local control.

AIG: (*Academically, Intellectually Gifted*) Refers to students who have met the criteria to be served in an advanced academic enrichment program.

AR: (*Accelerated Reading*): Researched reading program that provides computerized tests for leveled books focusing on measuring growth in reading levels and comprehension ability.

Articulation: Discussion among various groups of people which is geared to address specific agenda; such as school strategic planning, curriculum issues, or safety.

At-risk: Students identified at-risk of failing due to a variety of reasons which could include: attendance, performance on state tests, academic performance, home environment, and disciplinary problems.

AVID: A fourth through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination.

AYP: (*Adequate Yearly Progress*) the standard of yearly progress quantified in No child left behind legislation.

Balanced Curriculum: This guiding document for elementary school focuses on the importance and value of delivering a well-rounded education which includes all areas of the standard course of study.

Baseline Data: A set of critical observations or data used for comparison or as a control.

Beliefs: Principles or qualities that are worthwhile and govern the operation of the school.

BT: (*Beginning Teacher*) Initial licensed professional not yet eligible for tenure status in the state of North Carolina.

Cluster Grouping: Delivery model or grouping strategy that allows for instruction to improve achievement for all types of students by providing greater access to rigorous curriculum.

Creative Curriculum: A developmentally appropriate curriculum used in Onslow County preschool programs.

Differentiated Instruction: A series of instructional and management strategies for designing learning opportunities that are responsive to the unique needs of all students.

Donor Choose: A grant program that provides funding for projects that would not otherwise be covered by school funds. Teachers submit a proposal online and are notified if a donor chooses to fund their projects.

EOG: (*End-of-Grade*) Tests given in grades 3-5 that assess student's proficiency in reading and math, which are measured by demonstration of an understanding of objectives set forth in the North Carolina Standard Course of Study. (NCSCOS)

ESL: (*English as a Second Language*) Refers to students whose primary language is not English.

Goal: The end toward which effort is directed.

IEP: (*Individualized Education Plan*) a written instructional plan mandated by federal law to provide educational support for individual students with identified learning difficulties based upon their academic, social, and adaptive needs.

Impact: A program which enables students to work on curricular, resource-based projects in the media center or computer lab. Media specialists and technology facilitators operate on a flexible schedule in order to collaborate with teachers on cross-curricular instructional units.

INTASC Standards: (*Interstate New Teacher Assessment and Support Consortium Standards*) These ten standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career to be effective and efficient.

Job Ready: A School-to-Work initiative designed to support career choices and job preparation for K-12 students in North Carolina.

Language!: A multi-sensory, phonics based approach to teach reading to at-risk readers.

Mission: The purpose and focus of an organization.

NCDPI: (*North Carolina Department of Public Instruction*) The governing body that interprets federal law and guides local educational agencies in the creation and implementation of curriculum.

NCSCOS: (*North Carolina Standard Course of Study*) a guide outlining the curriculum in all subject areas taught in North Carolina public schools.

PBS: (*Positive Behavior Support*) A research-based strategy to impact the learning environment in the school to support high student achievement and reduce negative behavior.

PE: *Physical Education*

PEP: (*Personalized Education Plan*) The written plan for students not performing on grade level as mandated by legislature in accordance with the North Carolina ABC program.

Percentile: A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him or her.

Proficiency: The level of achievement that assures attainment of adequate knowledge and skills.

PTO: (*Parent-Teacher Organization*) The team of parents and school personnel whose primary functions are to raise funds for school projects, to provide opportunities for parental involvement at school, and to provide parent education sessions on various topics.

RIF: (*Reading Is Fundamental*) The national program designed to give books to children. Three giveaways are conducted each year with involvement from parents and the community. Schools match 25% of book cost.

SADFS: (*Safe and Drug-Free Schools*) Refers to funding provided to help insure that schools are safe and free of drug use.

School-Based: Usually refers to decision that are made at the school level by those persons most affected by the decision.

SPT: (*Strategic Planning Team*) Leadership team at the school level comprised of school personnel and parent representatives who work together to develop the strategic plan for the school.

STAR: (*Standardized Test for Assessment of Reading*) Computerized testing program that provides reading levels for students.

Strategy: a series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable, and measurable.

Strategic Plan: Accepted school plan that drives growth and improvement at the school level.

Vision: A clear, positive, forceful statement expressed in simple, specific terms.

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1. **Academically or Intellectually Gifted Students (state waiver)** - Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. *How will the waiver be used?*
To increase service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. *How will the waiver permit the school to improve student performance?*
It will help:
 - Promote higher-order thinking skills which would correlate to higher achievement
 - Enhance student self-esteem
 - Improve SAT scores
 - Prepare students for advanced curricula in middle school and high school

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1. **Textbooks (state waiver)** - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.
Policy Code 3430 (G.S. 115C-105.25)
2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
Students may be denied adequate classroom materials and equipment needed for instruction.
3. *How will the waiver be used?*
To purchase classroom materials and equipment needed for instructing students.
4. *How will the waiver permit the school to improve student performance?*
It will help:
 - Provide appropriate materials and equipment that meet diverse student needs
 - Assist in efforts to close performance gaps among students
 - Enhance remediation and acceleration efforts
 - Provide students a challenging curriculum

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1.

Non-instructional Support Personnel (state waiver) - Transfers are allowed only for teachers (any grade). These transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff

development. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused instruction
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1. **Teacher Assistants (state waiver)** - Transfers are allowed only for teachers in grades K-3. Positions must be vacant to transfer. Grade placement cannot be waived. However, a school may place teacher assistants, who are primarily assigned to grades K-3 and provide other services supporting the whole school. The “primary assignment” would be 51%. Policy Code 3430 (G.S. 115C-105.25)
2. *Explain what aspect of this law, regulation or policy inhibits the school’s ability to improve student performance.*
Students may be denied a differentiated curriculum, reduced class size and assistance in certain areas.
3. *How will the waiver be used?*
 - To hire additional K-3 teachers
 - To assign teacher assistants in areas in which primarily K-3 students are served and in which the whole school benefits.
4. *How will the waiver permit the school to improve student performance?*
It will help:
 - Provide additional K-3 teachers
 - Assist in efforts to close performance gaps among K-3 students
 - Enhance remediation and acceleration efforts
 - Provide K-3 students a challenging curriculum
 - Differentiate and individualize student assignments

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1. **Field Trips (local waiver)** - Flexibility in the number of field trips will be provided for pre-K through 5 classes. Policy
Code 3320 (G.S. 115C-47, -288, -307)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
Students will be denied taking field trips that are related to their instruction.

3. *How will the waiver be used?*
 - To allow field trips that enhance student learning and are directly linked to the standard course of study

4. *How will the waiver permit the school to improve student performance?*
It will help:
 - Provide experiential learning that directly relates to teaching within the classroom
 - Provide opportunities for students to apply and extend their knowledge beyond the classroom

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1. **Class Size (state waiver)** - Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301.)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

3. *How will the waiver be used?*
 - Allow flexibility to assign students to classrooms based upon their individual needs.
 - Allow for more course options for students.

4. *How will the waiver permit the school to improve student performance?*
It will help:
 - Provide more focused interventions to at-risk students
 - Meet the needs of individual students
 - Reduce performance gaps among targeted student populations

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1.

Funds for Instructional Support Personnel (state waiver) - Funds for instructional support personnel can be transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused interventions
- Meet the needs of students
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

Staff Development Funds (state waiver) - Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. Policy Code 3430 (G.S. 115C-105.27)

1. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
Students may be denied focused interventions and assistance in certain areas.

2. *How will the waiver be used?*
To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

3. *How will the waiver permit the school to improve student performance?*
It will help:
 - Provide additional personnel for focused interventions
 - Provide appropriate materials and equipment that meet diverse student needs
 - Assist in efforts to close performance gaps among students
 - Enhance remediation and acceleration efforts
 - Provide students a challenging curriculum

Code: 335

Building Level School Improvement and Accountability Plan Waiver Request

Type of Waiver and Explanation

1.

Transportation Funds (state waiver) - Funds for transportation can be transferred. Transfers will impact efficiency ratings. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional personnel for focused interventions
- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum



DUTY FREE LUNCH SCHEDULE

2007-2008 (REVISED 06.05.07)

	LUNCH LINE 1	LUNCH LINE 2	
10:45 - 11:15	SALMONS TABLE 1	MOHN TABLE 2	TEACHEY
10:50 - 11:20	TURSI TABLE 3	OAKLEY TABLE 4	HOBBS
10:55 - 11:25	EYL TABLE 5		MULL
11:05 - 11:35	MCGUYER TABLE 6	LEWIS TABLE 7	ESPINOZA
11:10 - 11:40	DANIEL TABLE 8	K. HALL TABLE 9	MATTHIAS
11:15 - 11:45	GILES TABLE 10		BUTIKO
11:20 - 11:50	JACKSON TABLE 1,2	GUSTAFSON TABLE 2,3	WILLIAMS
11:25-11:55	LOMAX TABLE 4,5	PARKER 5,6	PERSON
11:35 - 12:05	4TH NEW?? TABLE 7		
11:45 - 12:15	ROSS TABLE 8,9	KNIGHT TABLE 9,10	WHITE
11:50 - 12:20	FAVOR TABLE 1,2	GRANT TABLE 2,3	TOOTLE
12:00-12:30	GLOVER TABLE 4		MOORE
12:05 - 12:35	C. HALL TABLE 5	LALONDE TABLE 6	MCTAGGART
12:20 - 12:50	OFFUTT TABLE 7	NEFFGEN TABLE 8	WOOD
12:25 - 12:55	MORTON TABLE 9		HUMPHREY
12:30 - 1:00	RAUSCHENBERG TABLE 10	HOLDER TABLE 1	HENDERSON
12:35 - 1:05	YOUST TABLE 2	CAMPOS TABLE 3	BOUNDS
	TEAM 1= PRC 028	TEAM 2=	