

Students Embracing Success



Strategic Plan

2015-2016



School Executive's Message

Swansboro Elementary School has adopted vision of "Students Embracing Success" that encompasses all aspects of learning. This requires all stakeholders to focus on continuous improvement efforts that are aligned with 21st century expectations. Our school community continues to make adjustments to curriculum planning, classroom environments, teaching strategies, and even assessment and grading methods as we prepare our students for the future.

Swansboro Elementary School's strategic plan embraces strategies and processes that will enable us to meet our desired results for success in the 21st century. Specific measures have been put into place to monitor the overall effectiveness of our strategies and processes. Resources have been identified that will help us to achieve our desired outcomes. A strong emphasis on student achievement and growth is the focus for every decision. The plan is designed to help us differentiate instruction and meet every student's individual needs. The strategies are based on data analysis, assessments, and input from all stakeholders. Our plan not only addresses student achievement, safety, and success, but it also addresses the necessity to generate a supportive and positive environment for our staff. This will enable us to recruit and retain highly qualified staff members that will promote student success. We are also continuing our endeavor to increase parental and community involvement as well as seeking to improve collaboration with our support staff.

Swansboro Elementary School will continue to rise to the challenge to once again excel in the area of student performance and growth. In order to do this, we will concentrate on the processes that promote overall success in our school. We will continually evaluate what we are doing and make adjustments to better meet the needs of our students. Each year is a new beginning at Swansboro Elementary School, and we will continue to improve and enhance our instruction to provide for optimum learning. Through our commitment to "Excellence in Education," our vision of "Students Embracing Success" will be realized.



Vision

Students Embracing Success

Mission

Swansboro Elementary is committed to the academic, physical, social and emotional growth of each child to be globally competitive and become a responsible citizen in the 21st century.

Purpose

To make a positive influence in the lives of our students so they are prepared to become future ready graduates.



Swansboro Elementary School Leadership

Principal: Lisa I. Peele

Assistant Principal: Elizabeth Wilsey

Faculty/Staff

Jolene Leverett-Kindergarten Teacher

Patricia Burke-First Grade Teacher

Jill Riggs-Second Grade Teacher

John Snyder-Third Grade Teacher

Jenny Leach-Fourth Grade Teacher

Rachel Zimmerman/Andrea Lawrence-Fifth Grade Teachers

Mary Brooks/Jill Kidd-EC Teachers

Lindsay Williams-Music Teacher

Tina Smith-Teaching Assistant

Lori Jones- Office Support

Parents

Mary Powell

Holly Bostic

Heather Landry

Amy Armstrong

Diana Morton

Judi Martin

Tiffany Martin

William Underseth



Swansboro Elementary School Profile

EXECUTIVE SUMMARY

Introduction

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

Community Demographic Data

Swansboro Community

Swansboro was once considered a site of an Algonquian Indian Village. It was established in 1783 and is considered a “water-way of life community.” Theophilus Weeks began the port town when he sectioned off a part of his plantation. Swansboro is located on the Intracoastal Waterway and is bordered by the White Oak River. “Not only are the waters around Swansboro a source of income and other forms of recreation and lifestyles, it is a tremendous draw for a variety of festivities and community events such as ‘Arts by the Sea’ and the Mullet Festival.” Swansboro is known as the “Friendly City by the Sea.” It is located in the eastern corner of Onslow County and has one high school, one middle school, one alternative learning center, and three elementary schools.

Population and Ethnicity

The population as reported for the 2010 Census was 2,721 with 1,365 males (50.2%) and 1,357 females (49.8%). The detailed profile indicates that there were 1,152 households and 755 families residing in town. Over the past few years, there has been a dramatic increase in families moving into the Swansboro area. This continues to be an area where families are choosing to relocate because of the friendly, small town environment.

In 2010, based on Census data, 87% of the population was White, Non-Hispanic, 4.5% were Hispanic or Latino, 3.3% of the people were Black, 3% of the population was two or more races, and 1.7% comprised the Asian ethnicity, 0.4% American Indian, and 0.4% reported as other race. The ancestries of Swansboro include Irish (15.2%), English (14.7%), German (12.6%), United States (11.2%), Italian (6.7%), and Scotch-Irish (4.8%). 2.4% of the population were considered foreign born--1.0%, Europe, 0.5%, Asia, 0.5%, Africa, 0.4%, Latin America.



Swansboro Elementary School Profile

School Characteristics

History: Swansboro Elementary is located at 118 School Road in Swansboro North Carolina. The student population of the school is 602 and there are 67 staff members.

The first graded school in Swansboro was a wooden frame building constructed in 1911. This structure served all grades.

In 1931 Swansboro Elementary was built on water-front property at the corner of Main Street Extension and Hwy 24. That building is now Swans Harbor condominiums. Our current building was built in 1970 to house Swansboro Middle. The "middle" school consisted of Grades 4, 5 and 6. Swansboro High included Grades 7-12 and was located at what is now Swansboro Middle School. Eventually, the Annex, at what is now the middle school, accommodated Grades 3- 5 and this campus was used for K - 2. In 1998 - 1999 two additional schools were opened in this area for Grades K - 5. Some of the students from this campus and the Annex were consolidated into what is now the present Swansboro Elementary. As you can tell, Onslow County has always supported recycling!

Present: Swansboro Elementary School is a school wide Title I School. 38% of our students qualify for free/reduced lunch. Currently, the school has 602 students. Our racial composition consists of 75.5% White, 7.6% Multiracial, 4.8% Black, 10.6% Hispanic, 1% American Indian and 1% Asian. The male population is 45% (271), and the female population is 54.9% (331). Here are the numbers in each grade level, 1st grade being at an all time high:

GRADE	POPULATION
KINDERGARTEN	89
FIRST GRADE	115
SECOND GRADE	97
THIRD GRADE	102
FOURTH GRADE	93
FIFTH GRADE	106

Budget: Swansboro Elementary School is funded through school level, state, and federal budget monies. We have school sponsored fund raisers, an active Parent Teacher Organization, and contributions from local non-profit organizations that supply our school level budget. Our state allotments supply the monies to purchase instructional, human, and technology resources. As we began our 2015-2016 school year, our federal budget has been allotted due to being a Title 1 School. This money is also used for instructional, human, and technology resources for our targeted at-risk population.

Funding Source	Budgeted Amount
School Level	\$15,000.00
State	\$50,000.00
Federal	\$86,000.00



Swansboro Elementary School Profile

Staff: Swansboro Elementary School's staff has the distinction of being 100% highly qualified. There are 67 staff members on this campus, 38 of whom are certified teachers, 17 of whom hold advanced degrees, and 0 Nationally Board Certified Teachers.

Student Performance Data

National Measures:

Swansboro Elementary School is expected to meet Annual Measurable Objectives according to the procedures prescribed by the Federal Government. The possible subgroups within each school or district are the School/District as a whole, White, Black, Hispanic, Native American, Asian, Multiracial, Limited English Proficient, Students with Disabilities, and Socio-Economically Disadvantaged students. During the 2014-2015 school year, Swansboro Elementary School met 20 out of 21 of the Annual Measurable Objectives. The target group that did not meet annual expected growth were all white students in reading.

Swansboro Elementary School's teachers, administrators, and support staff continue working to exceed standards and educate students at the highest level. Likewise, parents and our community continue to provide tremendous support to help in meeting our goals. We believe that using all data sources, and disaggregating that data for determining strengths and areas of improvement is essential to continuous improvement.

State Measures:

Statewide assessments of student learning in reading, writing, mathematics, and science were utilized during the 2014-2015 school year. All students in grades 3 through 5, including all Exceptional Children, participate in end-of-grade reading and mathematics assessments during the last month of school. Fifth grade students participate in end-of-grade science assessments also. Students must meet state and local standards in order to be considered for promotion. During the 2014-2015 school year, NCDPI still does not allow for student retest administrations. For the 2014-2015 school year, Swansboro Elementary School's overall reading composite proficiency rate was 65% and for mathematics is 67%. Fifth Grade Science composite is 79%, thus making our overall composite 70%. This overall composite reflects an increase in from the previous year..

The state assessments measure student performance on the North Carolina Standard Course of Study. District and school leaders are investigating ways to enhance the learning of students in all areas. Ongoing disaggregation of data by subgroup populations and goals/objectives will assist in determining areas for process improvements. The system has done extensive work with EVAAS (Education Value Added Assessment System) and formative assessments.

For several years, Onslow County Schools' teachers, administrators and district-level staff have disaggregated data to design better strategies that will help close the gaps between subpopulations. Through improved staff knowledge of valuable instructional techniques, our school strives to decrease the areas of disparity within our subgroups.

In grades K-2, the state assessments are used to document progress in reading, writing and math. While a large number of our K-2 students performed at a Level III or higher on the K-2 Literacy Assessments, the data still show that we still have some work to do to ensure students are reading prior to entering second grade.

The end of year data for 2014-2015 (K-2 assessment data for Swansboro Elementary):



Swansboro Elementary School Profile

Kindergarten: Reading (96.2% reached proficiency)
Math (89% reached proficiency)
Writing (91% reached proficiency)

Grade 1: Reading (82.1% reached proficiency)
Math (89% reached proficiency)
Writing (75.6% reached proficiency)

Grade 2: Reading (85.1% reached proficiency)
Math (73% reached proficiency)
Writing (66.7% reached proficiency)

District Measures:

Our district has afforded us the opportunity to utilize the USA Test Prep online assessment program to conduct pre-assessments, nine week, mid/end of year assessments in the areas of English/language arts, mathematics, and science for third, fourth, and fifth grade students. District created pacing guides and “Big Idea” unit plans are created and can be assessed via Rubicon Atlas online for our teachers to align with and assist with the implementation of these assessments. Feedback from these assessments helps teachers to develop a better understanding of students’ weaknesses on course curriculum goals. Assessment reports provided to teachers and principals include an item analysis by subject for each student as well as classroom mastery reports. These resources, along with all other forms of assessments, aid in identifying strengths and areas of needed improvement in student performance. School staffs also utilize a variety of formative assessments to inform individualized instruction plans/delivery. In addition to the assessment data, school and district level administrators provide opportunities for all stakeholders to have a voice in the instructional decision-making process. Grade-level planning, professional learning communities and vertical articulation meetings provide for sharing of successful teaching methods and instructional delivery.

Stakeholder Perspectives on the Quality of Education

Our parents and community members are active in the school. Several parent volunteer orientation sessions have been held on September 5th and 20th with two more scheduled for October 9th and 30th. After this dates, orientation sessions will be scheduled on an as needed basis. Many parents, grandparents, retired educators, and community members have been fingerprinted and are actively working in the school. Parents serve on the School Strategic Planning Team and Parent/Teacher Organization. This year, new officers were elected for the PTO, and their meetings and activities have gotten off to a great start.

There are currently 67 staff members with the majority of those being females. Even though our staff is not very ethnically diverse, they are from many different states -- from North Carolina to New York. The years of service range from less than two years to over 30. There are 24 non-certified staff members consisting of teacher assistants, custodians, cafeteria workers and office personnel. Several itinerant personnel also serve the students and support the staff.

Assigned to our school are several other staff members. A school psychologist serves the Swansboro area schools and is home based at our school. A school social worker’s office is housed in our building, and she serves 3 additional schools. Our speech pathologist serves our school full time. Our nurse serves two schools. Both are based at our school. We have one share a AIG specialist and a Literacy Facilitator.

The certified staff members are interested in professional growth. The staff, including our classified members, is constantly seeking out opportunities for professional growth.



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Staff development is an ongoing need for all staff at Swansboro Elementary School. Surveys are conducted to assess needs for training opportunities. All staff members are trained in the Effective Teachers Training and Blood-borne Pathogens. In addition to the central office professional development events, Coastal Carolina Community College offers numerous opportunities for professional development in the areas of technology. The University of North Carolina at Wilmington (UNC-W) has provided numerous opportunities that have been attended by our staff. Swansboro Elementary School has a partnership with UNC-W. Student interns are assigned to our school. Many students from UNC-W, East Carolina University (ECU) and Coastal Carolina Community College (CCCC) complete field experience in our classrooms.

As part of our continuous improvement process, Swansboro Elementary School utilizes a locally developed survey to gather feedback from students, staff members, and parents regarding their perception of our school as it relates to our school goals. All certified staff, classified staff, and students grades 3 through 5 were provided the opportunity to participate in the Continuous Improvement Feedback survey.

The following are some examples of the 2014-2015 results from the survey:

Students:

93.9% believe that their teacher makes them think. 80.68% believe that their family likes to come to school. 87.8% believe they know what to do every day in school. 100% believe that their teacher wants them to do their best.

Staff:

76.6.% strongly agree/ 23.4% agree that we have a clear and focused purpose statement

63.83% strongly agree/ 36.17 agree that the school leaders support and innovative and collaborative culture.

74.4% strongly agree/ 21.28% agree that school leaders hold themselves accountable for student learning.

Parents:

39.82% strongly agree/ 49.56 agree that the school has high expectations for students in all classes

30.09% strongly agree/ 47.79% agree that the school provides opportunities for stakeholders to be involved in the school.

33.64% strongly agree/ 52.73% agree the their child gets challenged at school

Regulatory Information and Assurance Statement 2015-2016

School:	Swansboro Elementary
Date Submitted:	10/20/2016

1	Number of Plan Team Members	20
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). Mark Yes/No	Yes
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/14/2016
5	A secret ballot vote for staff approval of the plan was conducted. Mark Yes/No	Yes
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Mark 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 number of members on the team.)	57%
8	The required staff development reports have been disseminated to the appropriate persons or departments Mark 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. Mark Yes/No	Yes
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Mark Yes/No	Yes
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Mark Yes/No	Yes

Principal's Signature	<i>Lisa Ireland Peele</i>
Signature, SSPT Facilitator/Chairperson	<i>Lisa Ireland Peele</i>
Signature, Elected Parent Representative	<i>William Underseth</i>
Signature, Elected Parent Representative	<i>Mary Powell</i>

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

Swansboro Elementary School

Strategic Plan 2015-2018

Swansboro Elementary School
Onslow County Schools

Mrs. Lisa I Peele, Principal
118 School Rd
Swansboro, NC 28584-9642

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Overview

Plan Name

Swansboro Elementary School Strategic Plan 2015-2018

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student at Swansboro Elementary School is healthy, safe and responsible.	Objectives: 4 Strategies: 6 Activities: 10	Organizational	\$2000
2	Every student at Swansboro Elementary School has a personalized education and graduates from high school prepared for work, further education and citizenship.	Objectives: 5 Strategies: 5 Activities: 6	Academic	\$115000
3	Every student at Swansboro Elementary School has excellent educators, every day.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$35000
4	Swansboro Elementary School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.	Objectives: 3 Strategies: 3 Activities: 14	Organizational	\$13000

Goal 1: Every student at Swansboro Elementary School is healthy, safe and responsible.

Measurable Objective 1:

demonstrate a behavior of safety by promoting school leadership among the students, faculty, and staff by 06/07/2016 as measured by data collected from student, parent and teacher surveys.

Strategy 1:

Safe Learning Environment - Faculty will provide a safe, disciplined learning environment through positive classroom management

Research Cited: Classroom management techniques

Activity - Assist Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor classroom management techniques through walk-through and discipline reports	Community Engagement, Parent Involvement, Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Staff, administration, parents, students

Activity - Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the classroom management through walk through, referrals, and teacher documentation	Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Other	Administration, teachers, staff

Measurable Objective 2:

demonstrate a behavior of school safety by conducting and updating practices of drills/procedures by 06/07/2016 as measured by data collected from drills .

Strategy 1:

Safety Drills - The announced and unannounced drills will be implemented as required by state, local and federal mandates. Safety inspections will be conducted yearly or as mandated by county and state officials.

Research Cited: Local and State safety reports

Activity - Review Safety Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read, internalize, and implement data from the safety reports	Policy and Process	09/17/2015	06/07/2016	\$0	Other	Teachers, staff, administration

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Strategy 2:

Lookout Scouts - A group of selected students are placed strategically to assist other students and help maintain safety throughout the campus in the morning. They are stationed at the carpool lines, bus lines, cafeteria, and walkways.

Research Cited: Peer mentors

Activity - Safety Duties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students report to designated staff to help in monitoring other students for safety, following school rules and procedures during the morning transition. They also complete monthly training with the school counselor.	Extra Curricular, Behavioral Support Program	09/17/2015	06/07/2016	\$0	Other	Staff members, school counselor, teachers

Measurable Objective 3:

demonstrate a behavior by following all local, state, and federal health guidelines by 06/07/2016 as measured by medical reports, evaluations, attendance, and observations of student body.

Strategy 1:

Review of Medical Data - The school nurse and administration will review and monitor medical histories of the students and staff

Research Cited: Local, state and federal mandates

Activity - Medical Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School nurse reviews and monitors the medical histories of the students and staff including shot records, vision screenings, allergies, medications and outbreaks of contagious illnesses.	Policy and Process	09/17/2015	06/07/2016	\$0	Other	Nurse, administration, staff

Strategy 2:

Medical and Welfare Observations - Other support staff will be involved in monitoring and assessing welfare of students

Research Cited: Local, state, and federal mandates

Activity - Hearing assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Speech pathologist and audiologist will conduct hearing assessments as requested or required for student well-being.	Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Other	Speech pathologist, Audiologist, teachers, staff, administration

Activity - Student Psychological Welfare	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Counselor, school psychologist, and other staff will observe, monitor, and follow-up as needed to insure the psychological health of the students	Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Other	Counselor, school psychologist, teachers, staff, administration
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Measurable Objective 4:

collaborate to offer a variety of leadership and enrichment opportunities through school-wide club programs, special interest groups and a school-wide counseling program by 06/07/2016 as measured by developing clubs and leadership programs to accommodate interest of the school community.

Strategy 1:

Developing clubs and leadership programs - The staff will collaborate to place students in clubs that are of interest to them and to promote leadership by selecting students who are exceptional in leadership skills to model behavior for their peers

Research Cited: Peer mentoring, interest-based surveys

Activity - Club Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 2-5 will choose a club to participate in based on their interest in that area. They will meet for 30 minutes each week.	Extra Curricular, Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Other	Teachers, staff

Activity - Special Interest Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are chosen by their leadership and academic ability to mentor and represent their peers. Some of the programs include Academic Derby, Science Olympiad, Lookout Scouts and Battle of the Books.	Extra Curricular, Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Other	Teachers, staff, administrators

Activity - School-Wide Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor is in charge of integrating character education for all the classrooms as well as individual student counseling. He also offers a positive reward program (Super Kids Club) that recognizes outstanding student behavior and accomplishments on a weekly basis. Other programs are also integrated based on the need of the school population such as back pack buddies, holiday assistance, drug free/red ribbon week, military support groups, social skills groups, etc.	Parent Involvement, Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$2000	General Fund	Teachers, staff, administrators, counselor

Goal 2: Every student at Swansboro Elementary School has a personalized education and graduates from high school prepared for work, further education and citizenship.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency that indicates at least a year of growth in Mathematics by 06/10/2016 as measured by K-2 District Benchmarks, Schoolnet, AC Math, 3-5 NC Ready Data, USA Test Prep Data.

Strategy 1:

Math Instruction - Analyze data and use data analysis to plan for and implement differentiated instruction, including intervention based instruction for students to master the common core math objectives. Strategies will include progress monitoring of math interventions: MTSS/3 Tiers; small group tutoring in grades 3-5; and pre-post testing/benchmarking strategies, math learning centers.

Research Cited: Differentiated and Intervention Based Instruction

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor data on an ongoing and consistent basis in grade level Professional Learning Communities.	Professional Learning	09/17/2015	06/07/2016	\$5000	State Funds	All K-5 teachers, administrative team, instructional support staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency that indicates at least a year of growth in Reading by 06/07/2016 as measured by MCLASS (K-3); K-2 District Benchmarks; Read to Achieve (3rd); Fountas & Pinnell assessments; STAR Assessments; Accelerated Reader; USA Test Prep Data; and Ready EOGs (3rd-5th), Accelerated Reader, Reading A-Z, Leveled guided reading groups.

Strategy 1:

Reading Instruction - Strategies to address growth include: literacy tutor intervention in K, reading intervention in k-2, small group tutoring in grades 3-5, and pre-post testing/benchmarking strategies in all grade levels.

Research Cited: Intervention based instruction; use of level text; review of EVAAS results and growth

Activity - Reading instruction; small group tutoring, balanced literacy, flexible grouping, AVID, pre and post assessments, formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in focused lessons that address their individual reading strengths, and needs to foster literacy growth in reading, writing, listening, and speaking.	Academic Support Program	09/17/2015	06/07/2016	\$5000	State Funds	Certified teachers; teacher assistants; literacy specialists; instructional coaches
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Measurable Objective 3:

100% of Fifth grade students will demonstrate a proficiency as a learner in Science by 06/07/2016 as measured by USA Test Prep Data and the 5th grade Science Ready EOG.

Strategy 1:

Science instruction - Strategies to address growth include whole group lessons; small group tutoring; hands on science labs/ lessons; and pre-post testing/benchmarking assessments.

Research Cited: Differentiated Strategies; Review of existing data

Activity - Science instruction; small group tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instruction	Academic Support Program	09/17/2015	06/07/2016	\$0	Other	5th grade teachers; 5th grade tutors; teacher assistants

Measurable Objective 4:

100% of Fifth grade students will complete a portfolio or performance with technology skills in order to be prepared for work and further education in Practical Living by 06/07/2016 as measured by usage of the 1:1 initiative effectively within the classroom.

Strategy 1:

1:1 Initiative - Fifth grade students will utilize individually assigned laptops during classroom instruction and learning activities in order to enhance their educational growth across curriculum and technology skills as 21st century learners.

Research Cited: Technology research

Activity - Individual student laptop assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have daily access to individual laptops to research; take notes; document and participate in learning activities across academic areas. Labs, field trips, guest speakers, web learning activities, AVID	Technology	09/17/2015	06/07/2016	\$100000	State Funds	All fifth grade certified staff; technology facilitator; technology support staff

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Measurable Objective 5:

100% of All Students will collaborate to increase and enhance their problem solving and global awareness skills in Practical Living by 06/07/2016 as measured by Design Thinking challenge reflection responses, prototype creations, and global projects and assignments..

Strategy 1:

Design Thinking - Students participate in quarterly, grade level Design Thinking challenges. Professional Development opportunities also focus on Design Thinking implementation strategies.

Research Cited: Henry Ford Institute Design Thinking Training and research

Activity - Design Thinking Challenges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in globally aware lessons and activities that enhance their problem solving skills in order to prepare them for utilizing real life application skills.	Other - Problem solving activities	09/17/2015	06/07/2016	\$0	Other	All certified staff; teacher assistants; administrative staff; support staff

Activity - Global Awareness Projects/Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in global clubs, complete global projects and assignments to build an understanding and global awareness.	Other - Global Awareness	09/17/2015	06/07/2016	\$5000	State Funds	All certified staff, teacher assistants, administrative staff, parent volunteers, community members, community agencies, other support staff

Goal 3: Every student at Swansboro Elementary School has excellent educators, every day.

Measurable Objective 1:

demonstrate a behavior of having 100% of Swansboro Elementary School staff feel that they have adequate support and instructional materials to support teaching and learning by 06/07/2016 as measured by PDP's, pacing guides, PLC rosters, professional development/renewal credit reports, district survey results.

Strategy 1:

Provide a climate to aid and retain highly qualified, passionate and skilled professionals. - Best practices will be shared and used, PLCs/participants will address curriculum, instruction, assessment and technology. Develop PDP's that will address teacher-specific areas of need. Training in AVID and Design Thinking.

Technology developed products, data containing usage of various technology programs.

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Activity - Professional Development improving proficiency through guided reading, written response to reading comprehension and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish professional learning communities (PLCs) to address curriculum, instruction, common assessment, tierd intervention, and technology across grade levels and with other schools.	Academic Support Program, Professional Learning	09/17/2015	06/07/2016	\$5000	State Funds	All certified staff

Activity - Work environment that promotes positive communication and high expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities to specifically target literacy, math, critical thinking/higher order thinking (Design Thinking Training) and math.	Technology, Academic Support Program, Professional Learning	09/14/2015	06/07/2016	\$5000	General Fund	All certified staff

Activity - Curriculum, instruction and assessment planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning through the use of assessment data to expand level mastery across grade levels	Direct Instruction	09/17/2015	06/07/2016	\$5000	State Funds	All certified staff

Activity - Duty free lunch, vertical and lateral planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff have a duty free lunch period and the master schedule is built to allow for common planning. Addition times are built in for vertical collaboration and planning.	Policy and Process, Professional Learning	09/17/2015	06/07/2016	\$0	No Funding Required	All faculty and staff, administration

Strategy 2:

Work Environment - Create and foster a work environment that promotes positive communication and high expectations

Research Cited: AdvanEDSurvey data, school survey data

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and generate end-of-year surveys for all stakeholders and use results of the surveys to improve communication and high expectations	Recruitment and Retention	09/17/2015	06/07/2016	\$5000	State Funds	All certified staff

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a variety of incentives for boosting and maintaining staff morale.	Recruitment and Retention	09/17/2015	06/07/2016	\$5000	General Fund	All certified staff

Activity - Work Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Promote a positive, collaborative and caring work environment	Recruitment and Retention	09/17/2015	06/07/2016	\$0	General Fund	All certified staff
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Strategy 3:

Integrate Technology - Provide access to technology in order to integrate technology into their daily lessons and classroom instruction

Activity - Implement technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use common technology facilities/media labs to implement technology usage	Technology	09/17/2015	06/07/2016	\$0	General Fund	All certified staff

Activity - Professional Development for Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development and support to enhance knowledge of technology integration	Technology, Professional Learning	09/17/2015	06/07/2016	\$0	General Fund	All certified staff

Activity - Technology Purchases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase technology purchases throughout the school environment	Technology	09/17/2015	06/07/2016	\$10000	State Funds	All certified staff

Goal 4: Swansboro Elementary School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.

Measurable Objective 1:

collaborate to provide up-to-date financial, business, and technology systems to serve our students, parents, and educators well by 06/07/2016 as measured by 100% consistent wireless connectivity in 100% of classrooms and administrative offices, 100% of teachers and 30% of students provided with devices, and 100% of teachers provided with technology best practices instruction.

Strategy 1:

Provides the infrastructures needed to support digital learning. - Provide all classrooms and administrative offices the infrastructures needed to support digital learning

Research Cited: U.S. Department of Education, Office of Educational Technology, Future Ready Schools: Building Technology Infrastructure for Learning, Washington, D.C., 2014.

Activity - Wireless Connectivity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide each classroom and administrative office with consistent wireless connectivity	Technology	09/17/2015	06/07/2016	\$0	Career and Technical Education Funds	Principal, Tech Support
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Activity - Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide 15% of students (100% of 5th graders) and 100% of teachers with updated devices (either provided by OCS or BYOD) to facilitate instruction as well as 1 media lab for use with laptops/wireless tablets.	Technology, Academic Support Program	09/17/2015	06/07/2016	\$0	Career and Technical Education Funds	Principal, Tech Support, Teachers

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with training and ongoing support on best practices for use of technology for delivery of instruction.	Technology, Professional Learning	09/17/2015	06/07/2016	\$0	District Funding	Principal, Teachers, Tech Support

Activity - Technology Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of students, 100% certified staff, 85% of parents will utilize technology to increase student learning by incorporating technology projects and lessons into instruction, to increase student/staff application of technology into everyday learning, 100% of certified staff established website and teacher pages, and use technology based programs to better assess, collect data, and report on student growth and progress	Technology, Parent Involvement, Tutoring, Direct Instruction	09/17/2015	06/07/2016	\$0	State Funds	Principal, teachers, tech support

Activity - Digital Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of certified staff and students will utilize various assessment resources to improve teaching and learning through the use of School Net, USA Test Prep, MobyMax, Renaissance Learning, RAZ-kids, NCWiseOwl, Illuminations, Gynzy, LearnZillion, EdModo, DiscoveryEd, and other web-based learning sites	Technology, Tutoring, Academic Support Program	09/17/2015	06/07/2016	\$13000	State Funds, Title I School Improvement (ISI)	Certified Staff

Measurable Objective 2:

collaborate to maximize use of funds to align with annual budget, reduce spending by 10%, improve bookkeeping to include internal and external audits by 06/07/2016 as measured by the effectiveness of the annual budget, reduction of spending, and the results of internal and external audits.

Strategy 1:

Efficient and effective use of funds - Ensure efficient and effective use of funds to align with the District Improvement Plan

Research Cited: U.S. Department of Education, Office of Educational Technology, Future Ready Schools: Building Technology Infrastructure for Learning, Washington, D.C., 2014.

Activity - Annual Budget	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop annual budget in manner which maximizes use of funds in all fiscal areas.	Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Assistant Principal, Bookkeeper, Teachers and Staff
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Activity - Spending	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reduce and eliminate spending which does not contribute to achieving OCS Goals.	Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Assistant Principal, Teachers and Staff

Activity - Audits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct internal and external audits.	Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Bookkeeper, Auditors

Activity - Bookkeeping Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuously improve bookkeeping and other procedures involving collection and management of revenues.	Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Bookkeeper

Measurable Objective 3:

collaborate to maintain and improve facilities by 06/07/2016 as measured by implementation of improvements and proper utilization of facilities.

Strategy 1:

Facilities Improvements - Strategically maintain and improve facilities through continuous long-range planning.

Research Cited: U.S. Department of Education, Office of Educational Technology, Future Ready Schools: Building Technology Infrastructure for Learning, Washington, D.C., 2014.

Activity - Capital Outlay Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annually update prioritized money spent to acquire, maintain, repair, or upgrade capital assets.	Other - Fiscal	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Assistant Principal, Bookkeeper

Activity - Operating Budget	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide operating budget which addresses prioritized capital outlay needs.	Other - Fiscal	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Bookkeeper

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Activity - Needs and Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Keep Board of Education and County Commissioners abreast of needs as well as improvements made.	Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Principal, Board of Education, County Commissioners
Activity - Facilities Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize facilities in ways which best meet plans for curricular and extracurricular activities.	Extra Curricular, Community Engagement, Parent Involvement, Tutoring, Academic Support Program	09/17/2015	06/07/2016	\$0	No Funding Required	SBES Staff and community
Activity - Address Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Address needs in a fair and equitable manner.	Policy and Process	09/17/2015	06/07/2016	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Assessments	100% of certified staff and students will utilize various assessment resources to improve teaching and learning through the use of School Net, USA Test Prep, MobyMax, Renaissance Learning, RAZ-kids, NCWiseOwl, Illuminations, Gynzy, LearnZillion, EdModo, DiscoveryEd, and other web-based learning sites	Technology, Tutoring, Academic Support Program	09/17/2015	06/07/2016	\$8000	Certified Staff
Total					\$8000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Address Needs	Address needs in a fair and equitable manner.	Policy and Process	09/17/2015	06/07/2016	\$0	Principal
Duty free lunch, vertical and lateral planning	All faculty and staff have a duty free lunch period and the master schedule is built to allow for common planning. Addition times are built in for vertical collaboration and planning.	Policy and Process, Professional Learning	09/17/2015	06/07/2016	\$0	All faculty and staff, administration
Annual Budget	Develop annual budget in manner which maximizes use of funds in all fiscal areas.	Policy and Process	09/17/2015	06/07/2016	\$0	Principal, Assistant Principal, Bookkeeper, Teachers and Staff
Operating Budget	Provide operating budget which addresses prioritized capital outlay needs.	Other - Fiscal	09/17/2015	06/07/2016	\$0	Principal, Bookkeeper
Needs and Improvements	Keep Board of Education and County Commissioners abreast of needs as well as improvements made.	Policy and Process	09/17/2015	06/07/2016	\$0	Principal, Board of Education, County Commissioners
Bookkeeping Procedures	Continuously improve bookkeeping and other procedures involving collection and management of revenues.	Policy and Process	09/17/2015	06/07/2016	\$0	Principal, Bookkeeper

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Spending	Reduce and eliminate spending which does not contribute to achieving OCS Goals.	Policy and Process	09/17/2015	06/07/2016	\$0	Principal, Assistant Principal, Teachers and Staff
Capital Outlay Needs	Annually update prioritized money spent to acquire, maintain, repair, or upgrade capital assets.	Other - Fiscal	09/17/2015	06/07/2016	\$0	Principal, Assistant Principal, Bookkeeper
Facilities Usage	Utilize facilities in ways which best meet plans for curricular and extracurricular activities.	Extra Curricular, Community Engagement, Parent Involvement, Tutoring, Academic Support Program	09/17/2015	06/07/2016	\$0	SBES Staff and community
Audits	Conduct internal and external audits.	Policy and Process	09/17/2015	06/07/2016	\$0	Principal, Bookkeeper, Auditors
Assist Survey	Monitor classroom management techniques through walk-through and discipline reports	Community Engagement, Parent Involvement, Policy and Process	09/17/2015	06/07/2016	\$0	Staff, administration, parents, students
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives	Utilize a variety of incentives for boosting and maintaining staff morale.	Recruitment and Retention	09/17/2015	06/07/2016	\$5000	All certified staff
Work environment that promotes positive communication and high expectations	Provide professional development opportunities to specifically target literacy, math, critical thinking/higher order thinking (Design Thinking Training) and math.	Technology, Academic Support Program, Professional Learning	09/14/2015	06/07/2016	\$5000	All certified staff
Implement technology	Use common technology facilities/media labs to implement technology usage	Technology	09/17/2015	06/07/2016	\$0	All certified staff
Professional Development for Technology	Provide professional development and support to enhance knowledge of technology integration	Technology, Professional Learning	09/17/2015	06/07/2016	\$0	All certified staff

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School-Wide Counseling	The school counselor is in charge of integrating character education for all the classrooms as well as individual student counseling. He also offers a positive reward program (Super Kids Club) that recognizes outstanding student behavior and accomplishments on a weekly basis. Other programs are also integrated based on the need of the school population such as back pack buddies, holiday assistance, drug free/red ribbon week, military support groups, social skills groups, etc.	Parent Involvement, Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$2000	Teachers, staff, administrators, counselor
Work Environment	Promote a positive, collaborative and caring work environment	Recruitment and Retention	09/17/2015	06/07/2016	\$0	All certified staff
Total					\$12000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Provide teachers with training and ongoing support on best practices for use of technology for delivery of instruction.	Technology, Professional Learning	09/17/2015	06/07/2016	\$0	Principal, Teachers, Tech Support
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Interest Programs	Students are chosen by their leadership and academic ability to mentor and represent their peers. Some of the programs include Academic Derby, Science Olympiad, Lookout Scouts and Battle of the Books.	Extra Curricular, Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Teachers, staff, administrators
Medical Review	School nurse reviews and monitors the medical histories of the students and staff including shot records, vision screenings, allergies, medications and outbreaks of contagious illnesses.	Policy and Process	09/17/2015	06/07/2016	\$0	Nurse, administration, staff
Design Thinking Challenges	Students participate in globally aware lessons and activities that enhance their problem solving skills in order to prepare them for utilizing real life application skills.	Other - Problem solving activities	09/17/2015	06/07/2016	\$0	All certified staff; teacher assistants; administrative staff; support staff

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Safety Duties	The students report to designated staff to help in monitoring other students for safety, following school rules and procedures during the morning transition. They also complete monthly training with the school counselor.	Extra Curricular, Behavioral Support Program	09/17/2015	06/07/2016	\$0	Staff members, school counselor, teachers
Classroom Management	Monitor the classroom management through walk through, referrals, and teacher documentation	Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Administration , teachers, staff
Club Selection	Students in grades 2-5 will choose a club to participate in based on their interest in that area. They will meet for 30 minutes each week.	Extra Curricular, Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Teachers, staff
Review Safety Documentation	Read, internalize, and implement data from the safety reports	Policy and Process	09/17/2015	06/07/2016	\$0	Teachers, staff, administration
Student Psychological Welfare	Counselor, school psychologist, and other staff will observe, monitor, and follow-up as needed to insure the psychological health of the students	Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Counselor, school psychologist, teachers, staff, administration
Hearing assessment	Speech pathologist and audiologist will conduct hearing assessments as requested or required for student well-being.	Behavioral Support Program, Academic Support Program	09/17/2015	06/07/2016	\$0	Speech pathologist, Audiologist, teachers, staff, administration
Science instruction; small group tutoring	Science instruction	Academic Support Program	09/17/2015	06/07/2016	\$0	5th grade teachers; 5th grade tutors; teacher assistants
Total					\$0	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Devices	Provide 15% of students (100% of 5th graders) and 100% of teachers with updated devices (either provided by OCS or BYOD) to facilitate instruction as well as 1 media lab for use with laptops/wireless tablets.	Technology, Academic Support Program	09/17/2015	06/07/2016	\$0	Principal, Tech Support, Teachers
Wireless Connectivity	Provide each classroom and administrative office with consistent wireless connectivity	Technology	09/17/2015	06/07/2016	\$0	Principal, Tech Support
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Use	100% of students, 100% certified staff, 85% of parents will utilize technology to increase student learning by incorporating technology projects and lessons into instruction, to increase student/staff application of technology into everyday learning, 100% of certified staff established website and teacher pages, and use technology based programs to better assess, collect data, and report on student growth and progress	Technology, Parent Involvement, Tutoring, Direct Instruction	09/17/2015	06/07/2016	\$0	Principal, teachers, tech support
Individual student laptop assignment	Students have daily access to individual laptops to research; take notes; document and participate in learning activities across academic areas. Labs, field trips, guest speakers, web learning activities, AVID	Technology	09/17/2015	06/07/2016	\$100000	All fifth grade certified staff; technology facilitator; technology support staff
Survey	Create and generate end-of-year surveys for all stakeholders and use results of the surveys to improve communication and high expectations	Recruitment and Retention	09/17/2015	06/07/2016	\$5000	All certified staff
Global Awareness Projects/Assignments	Students will participate in global clubs, complete global projects and assignments to build an understanding and global awareness.	Other - Global Awareness	09/17/2015	06/07/2016	\$5000	All certified staff, teacher assistants, administrative staff, parent volunteers, community members, community agencies, other support staff
Technology Purchases	Increase technology purchases throughout the school environment	Technology	09/17/2015	06/07/2016	\$10000	All certified staff
Curriculum, instruction and assessment planning	Planning through the use of assessment data to expand level mastery across grade levels	Direct Instruction	09/17/2015	06/07/2016	\$5000	All certified staff

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Reading instruction; small group tutoring, balanced literacy, flexible grouping, AVID, pre and post assessments, formative assessments	Students will participate in focused lessons that address their individual reading strengths, and needs to foster literacy growth in reading, writing, listening, and speaking.	Academic Support Program	09/17/2015	06/07/2016	\$5000	Certified teachers; teacher assistants; literacy specialists; instructional coaches
Professional Development improving proficiency through guided reading, written response to reading comprehension and math	Establish professional learning communities (PLCs) to address curriculum, instruction, common assessment, tiered intervention, and technology across grade levels and with other schools.	Academic Support Program, Professional Learning	09/17/2015	06/07/2016	\$5000	All certified staff
Digital Assessments	100% of certified staff and students will utilize various assessment resources to improve teaching and learning through the use of School Net, USA Test Prep, MobyMax, Renaissance Learning, RAZ-kids, NCWiseOwl, Illuminations, Gynzy, LearnZillion, EdModo, DiscoveryEd, and other web-based learning sites	Technology, Tutoring, Academic Support Program	09/17/2015	06/07/2016	\$5000	Certified Staff
Analyze Data	Monitor data on an ongoing and consistent basis in grade level Professional Learning Communities.	Professional Learning	09/17/2015	06/07/2016	\$5000	All K-5 teachers, administrative team, instructional support staff
Total					\$145000	