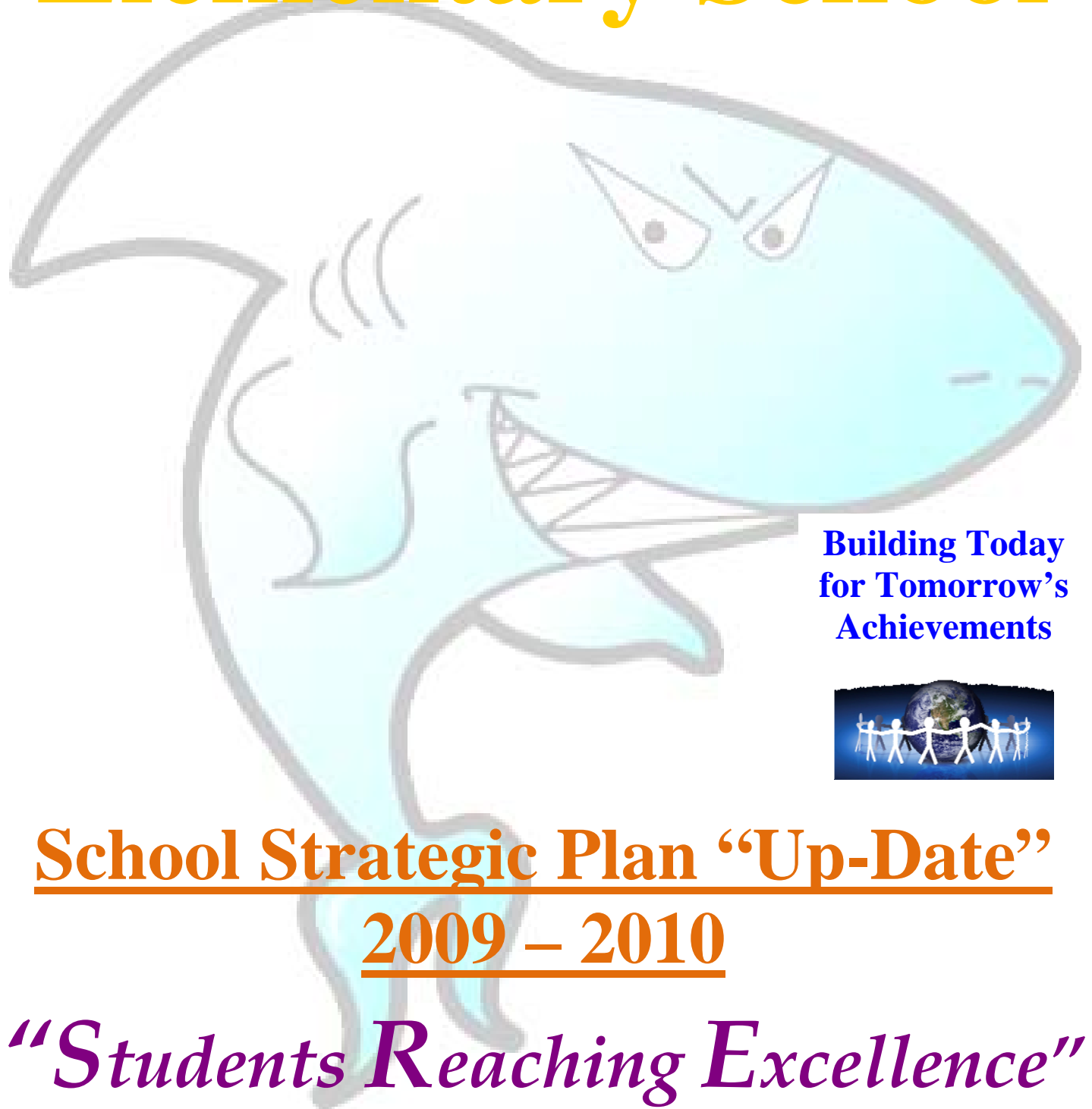


# Sand Ridge Elementary School



**Building Today  
for Tomorrow's  
Achievements**



**School Strategic Plan “Up-Date”**  
**2009 – 2010**

***“Students Reaching Excellence”***



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# Onslow County Schools Education and Technical Support Center

## Onslow County Board of Education

Margaret E. Brown, Chairperson

Ronnie Ross, Vice Chairperson

Jeffery L. Brown

Dr. Fred Holt

Lina Padgett-Parker

Mary Ann Sharpe

Pamela Thomas

## Superintendent

Dr. Kathy T. Spencer

## Assistant Superintendents

Lesley F. Eason  
Instructional Services and  
Continuous Improvement

Dr. Barry D. Collins  
Human Resources and  
Student Services

Steve Myers  
Auxiliary Services

## Chief Financial Officer

Jeffery D. Hollamon



**Administrative Representative**

**Frances Blue, Counselor (Chairperson)**

**Jessica Price, 1<sup>st</sup> Grade Teacher**

**Danielle Landers, SpEd Teacher**

**Amy Hartman, Kindergarten Teacher**

**Michelle Tyndall, Teacher's Assistant**

**Janet Wade, 2<sup>nd</sup> Grade Teacher**

**Diana Seufer, 5<sup>th</sup> Grade Teacher**

**Anne Lewis, 4th Grade Teacher**

**Jill Adkins, 3<sup>rd</sup> Grade Teacher**

**Peggy Voyles, Title-1 Teacher**

**Barbara Shedd, Parent**

**Stacie Friebel, Parent**

**Carol Pegram, Parent**

**Heather Duncan, Parent**

**Leasa Kurek, Parent**

**Lana Theis, Parent**

**Mandy Mowery, Parent**

**Selina Brooks, Parent**

**Colleen Marland, Parent**

**Anne-Marie Wiley, Parent**

**Paula Northcott, Parent**

*Students Reaching Excellence*  
**Building Level School Strategic Plan  
 Regulatory Information and Assurance Statement  
 2007-2010**

School Sand Ridge Elementary School Date Submitted 9/25/2009

1. Number of School Improvement Plan Team Members 22
2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT).  Yes  No
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 9/24/2009
5. A secret ballot vote for staff approval of the plan was conducted. Check one:  Yes  No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one:  Yes  No
7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.) 50%
8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one:  Yes  No
1. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one:  Yes  No
2. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.  Yes  No
3. All required local, State and Federal programs have been addressed in the School Strategic Plan.  Yes  No

Harold J. Jurewicz Sr.

Principal's Signature

Frances E. Blue

Stacie D. Friebe

Signature of Elected Parent Representative

Barbara M. Shedd

Signature of Elected Parent Representative

Note: Eligible voting staff – principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants. **All original signatures are on file in the school office.**

Students Reaching Excellence

## Onslow County Schools

### **Our Vision**

**“Excellence in Education”**

### **Our Mission**

**The Onslow County School Community will prepare students to be globally competitive and responsible citizens in the 21<sup>st</sup> century.**

## Sand Ridge Elementary School

**Students Reaching Excellence**

### **Mission**

**Sand Ridge Elementary School will prepare students to be globally competitive and responsible citizens in the 21<sup>st</sup> century.**

## Onslow County Schools

and

## Sand Ridge Elementary School Goals

- 1. Students will be globally competitive through the mastery of a rigorous and relevant curriculum.**
- 2. Schools and students will be led by creative, passionate, and technologically skilled professionals.**
- 3. Students will learn in a safe environment to be civil, healthy, and productive citizens.**
- 4. Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.**
- 5. The Onslow County Schools will be supported by effective and efficient systems.**

## Values

1. Students not only need to demonstrate their understanding of essential knowledge and skills; they also need to be actively involved in solving problems and producing quality work.
2. Students learn in different ways; therefore, curriculum and instructional practices must incorporate a variety of learning activities.
3. Students learn best when they are actively engaged in the learning process.
4. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
5. A safe and physically comfortable environment promotes student learning.
6. Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.
7. Strong leadership among administrators and staff provides the development of strategies and methods for achieving excellence.

**Sand Ridge Elementary School**  
**ABC Growth Analysis for 2009-10**

**MATHEMATICS**

|               | N          | Y          | TOTAL      | GROWTH%     |
|---------------|------------|------------|------------|-------------|
| <b>670341</b> | <b>103</b> | <b>109</b> | <b>212</b> | <b>51.4</b> |
| <b>3</b>      | <b>37</b>  | <b>35</b>  | <b>72</b>  | <b>48.6</b> |
| <b>4</b>      | <b>27</b>  | <b>52</b>  | <b>79</b>  | <b>65.8</b> |
| <b>5</b>      | <b>39</b>  | <b>22</b>  | <b>61</b>  | <b>36.1</b> |

|               | N          | Y          | TOTAL      | GROWTH%     |
|---------------|------------|------------|------------|-------------|
| <b>670341</b> | <b>103</b> | <b>109</b> | <b>212</b> | <b>51.4</b> |
| <b>3</b>      | <b>37</b>  | <b>35</b>  | <b>72</b>  | <b>48.6</b> |
| <b>F</b>      | <b>20</b>  | <b>15</b>  | <b>35</b>  | <b>42.9</b> |
| <b>M</b>      | <b>17</b>  | <b>20</b>  | <b>37</b>  | <b>54.1</b> |
| <b>4</b>      | <b>27</b>  | <b>52</b>  | <b>79</b>  | <b>65.8</b> |
| <b>F</b>      | <b>15</b>  | <b>28</b>  | <b>43</b>  | <b>65.1</b> |
| <b>M</b>      | <b>12</b>  | <b>24</b>  | <b>36</b>  | <b>66.7</b> |
| <b>5</b>      | <b>39</b>  | <b>22</b>  | <b>61</b>  | <b>36.1</b> |
| <b>F</b>      | <b>20</b>  | <b>11</b>  | <b>31</b>  | <b>35.5</b> |
| <b>M</b>      | <b>19</b>  | <b>11</b>  | <b>30</b>  | <b>36.7</b> |

|               | N          | Y          | TOTAL      | GROWTH%     |
|---------------|------------|------------|------------|-------------|
| <b>670341</b> | <b>103</b> | <b>109</b> | <b>212</b> | <b>51.4</b> |
| <b>3</b>      | <b>37</b>  | <b>35</b>  | <b>72</b>  | <b>48.6</b> |
| <b>BLCK</b>   | <b>N</b>   | <b>N</b>   | <b>N</b>   | <b>50.0</b> |
| <b>HISP</b>   | <b>N</b>   | <b>N</b>   | <b>N</b>   | <b>40.0</b> |
| <b>MULT</b>   | <b>N</b>   | <b>N</b>   | <b>7</b>   | <b>57.1</b> |
| <b>WHITE</b>  | <b>29</b>  | <b>27</b>  | <b>56</b>  | <b>48.2</b> |
| <b>4</b>      | <b>27</b>  | <b>52</b>  | <b>79</b>  | <b>65.8</b> |
| <b>AMIN</b>   | <b>N</b>   | <b>N</b>   | <b>N</b>   | <b>0.0</b>  |
| <b>BLCK</b>   | <b>N</b>   | <b>N</b>   | <b>N</b>   | <b>75.0</b> |
| <b>HISP</b>   | <b>N</b>   | <b>N</b>   | <b>8</b>   | <b>87.5</b> |



### Students Reaching Excellence

|          |           |           |           |      |
|----------|-----------|-----------|-----------|------|
| MULT     | N         | N         | 10        | 40.0 |
| WHITE    | 18        | 38        | 56        | 67.9 |
| <b>5</b> | <b>39</b> | <b>22</b> | <b>61</b> | 36.1 |
| AMIN     | N         | N         | N         | 50.0 |
| BLCK     | N         | N         | 8         | 75.0 |
| HISP     | N         | N         | N         | 25.0 |
| MULT     | N         | N         | 7         | 14.3 |
| WHITE    | 27        | 13        | 40        | 32.5 |

|               | N          | Y          | TOTAL      | GROWTH% |
|---------------|------------|------------|------------|---------|
| <b>670341</b> | <b>103</b> | <b>109</b> | <b>212</b> | 51.4    |
| F             | 55         | 54         | 109        | 49.5    |
| M             | 48         | 55         | 103        | 53.4    |
| <b>670341</b> | <b>103</b> | <b>109</b> | <b>212</b> | 51.4    |
| F             | 55         | 54         | 109        | 49.5    |
| AMIN          | N          | N          | N          | 50.0    |
| BLCK          | N          | N          | 6          | 66.7    |
| HISP          | N          | 9          | 11         | 81.8    |
| MULT          | N          | N          | 14         | 21.4    |
| WHITE         | 39         | 37         | 76         | 48.7    |
| M             | 48         | 55         | 103        | 53.4    |
| AMIN          | N          | N          | N          | 0.0     |
| BLCK          | N          | N          | 10         | 70.0    |
| HISP          | N          | N          | 6          | 16.7    |
| MULT          | N          | N          | 10         | 60.0    |
| WHITE         | 35         | 41         | 76         | 53.9    |

### READING

|               | N         | Y          | TOTAL      | GROWTH% |
|---------------|-----------|------------|------------|---------|
| <b>670341</b> | <b>97</b> | <b>114</b> | <b>211</b> | 54.0    |
| <b>3</b>      | 38        | 33         | 71         | 46.5    |
| <b>4</b>      | 28        | 54         | 82         | 65.9    |
| <b>5</b>      | 31        | 27         | 58         | 46.6    |

## Students Reaching Excellence

|               | <b>N</b>  | <b>Y</b>   | <b>TOTAL</b> | <b>GROWTH%</b> |
|---------------|-----------|------------|--------------|----------------|
| <b>670341</b> | <b>97</b> | <b>114</b> | <b>211</b>   | <b>54.0</b>    |
| <b>3</b>      | <b>38</b> | <b>33</b>  | <b>71</b>    | <b>46.5</b>    |
| <b>F</b>      | <b>19</b> | <b>15</b>  | <b>34</b>    | <b>44.1</b>    |
| <b>M</b>      | <b>19</b> | <b>18</b>  | <b>37</b>    | <b>48.6</b>    |
| <b>4</b>      | <b>28</b> | <b>54</b>  | <b>82</b>    | <b>65.9</b>    |
| <b>F</b>      | <b>17</b> | <b>28</b>  | <b>45</b>    | <b>62.2</b>    |
| <b>M</b>      | <b>11</b> | <b>26</b>  | <b>37</b>    | <b>70.3</b>    |
| <b>5</b>      | <b>31</b> | <b>27</b>  | <b>58</b>    | <b>46.6</b>    |
| <b>F</b>      | <b>14</b> | <b>16</b>  | <b>30</b>    | <b>53.3</b>    |
| <b>M</b>      | <b>17</b> | <b>11</b>  | <b>28</b>    | <b>39.3</b>    |

|               | <b>N</b>  | <b>Y</b>   | <b>TOTAL</b> | <b>GROWTH%</b> |
|---------------|-----------|------------|--------------|----------------|
| <b>670341</b> | <b>97</b> | <b>114</b> | <b>211</b>   | <b>54.0</b>    |
| <b>F</b>      | <b>50</b> | <b>59</b>  | <b>109</b>   | <b>54.1</b>    |
| <b>M</b>      | <b>47</b> | <b>55</b>  | <b>102</b>   | <b>53.9</b>    |

|               | <b>N</b>  | <b>Y</b>   | <b>TOTAL</b> | <b>GROWTH%</b> |
|---------------|-----------|------------|--------------|----------------|
| <b>670341</b> | <b>97</b> | <b>114</b> | <b>211</b>   | <b>54.0</b>    |
| <b>F</b>      | <b>50</b> | <b>59</b>  | <b>109</b>   | <b>54.1</b>    |
| <b>AMIN</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>     | <b>100.0</b>   |
| <b>BLCK</b>   | <b>N</b>  | <b>N</b>   | <b>6</b>     | <b>16.7</b>    |
| <b>HISP</b>   | <b>6</b>  | <b>5</b>   | <b>11</b>    | <b>45.5</b>    |
| <b>MULT</b>   | <b>N</b>  | <b>N</b>   | <b>14</b>    | <b>28.6</b>    |
| <b>WHITE</b>  | <b>29</b> | <b>47</b>  | <b>76</b>    | <b>61.8</b>    |
| <b>M</b>      | <b>47</b> | <b>55</b>  | <b>102</b>   | <b>53.9</b>    |
| <b>AMIN</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>     | <b>100.0</b>   |
| <b>BLCK</b>   | <b>N</b>  | <b>N</b>   | <b>9</b>     | <b>55.6</b>    |
| <b>HISP</b>   | <b>N</b>  | <b>N</b>   | <b>6</b>     | <b>50.0</b>    |
| <b>MULT</b>   | <b>N</b>  | <b>N</b>   | <b>11</b>    | <b>36.4</b>    |
| <b>WHITE</b>  | <b>33</b> | <b>42</b>  | <b>75</b>    | <b>56.0</b>    |

|  | <b>N</b> | <b>Y</b> | <b>TOTAL</b> | <b>GROWTH%</b> |
|--|----------|----------|--------------|----------------|
|--|----------|----------|--------------|----------------|

Students Reaching Excellence

|               |           |            |            |              |
|---------------|-----------|------------|------------|--------------|
| <b>670341</b> | <b>97</b> | <b>114</b> | <b>211</b> | <b>54.0</b>  |
| <b>3</b>      | <b>38</b> | <b>33</b>  | <b>71</b>  | <b>46.5</b>  |
| <b>BLCK</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>50.0</b>  |
| <b>HISP</b>   | <b>N</b>  | <b>N</b>   | <b>5</b>   | <b>20.0</b>  |
| <b>MULT</b>   | <b>N</b>  | <b>N</b>   | <b>7</b>   | <b>57.1</b>  |
| <b>WHTE</b>   | <b>29</b> | <b>26</b>  | <b>55</b>  | <b>47.3</b>  |
| <b>4</b>      | <b>28</b> | <b>54</b>  | <b>82</b>  | <b>65.9</b>  |
| <b>AMIN</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>100.0</b> |
| <b>BLCK</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>50.0</b>  |
| <b>HISP</b>   | <b>N</b>  | <b>N</b>   | <b>8</b>   | <b>62.5</b>  |
| <b>MULT</b>   | <b>N</b>  | <b>N</b>   | <b>11</b>  | <b>18.2</b>  |
| <b>WHTE</b>   | <b>14</b> | <b>44</b>  | <b>58</b>  | <b>75.9</b>  |
| <b>5</b>      | <b>31</b> | <b>27</b>  | <b>58</b>  | <b>46.6</b>  |
| <b>AMIN</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>100.0</b> |
| <b>BLCK</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>28.6</b>  |
| <b>HISP</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>50.0</b>  |
| <b>MULT</b>   | <b>N</b>  | <b>N</b>   | <b>N</b>   | <b>28.6</b>  |
| <b>WHTE</b>   | <b>19</b> | <b>19</b>  | <b>38</b>  | <b>50.0</b>  |

2009 Adequate Yearly Progress (AYP) Results by Subgroup

LEA: 670 Onslow County Schools  
 School: 341 Sand Ridge Elementary  
 Grade Range: 0K-05  
**Reading Grades 3 through 8**

**School Did Not Make Adequate Yearly Progress**  
**School Met 12 (or 92.3%) Out of 13 Target Goals**

|                                                          | All Students | American Indian | Asian   | Black      | Hispanic   | Multi-Racial | White | Economically Disadvantaged | Limited English Proficiency | Students With Disabilities |
|----------------------------------------------------------|--------------|-----------------|---------|------------|------------|--------------|-------|----------------------------|-----------------------------|----------------------------|
| Number Of Students                                       | 63           | N               | N       | N          | 7          | 8            | 43    | 30                         | 0                           | N                          |
| Number Of Students Tested                                | 63           | N               | N       | N          | 7          | 8            | 43    | 30                         | 0                           | N                          |
| Percent Tested                                           | 100%         | *               | *       | *          | *          | *            | 100%  | *                          | *                           | *                          |
| Met 95% Target Goal?                                     | Met          | Insuf Data      | No Data | Insuf Data | Insuf Data | Insuf Data   | Met   | Insuf Data                 | No Data                     | Insuf Data                 |
| Number Of Tested Students (Full Academic Year)           | 63           | N               | N       | N          | 7          | 8            | 43    | 30                         | 0                           | N                          |
| Target Goal Percent Proficient (At or Above Grade Level) | 43.2%        | 43.2%           | 43.2%   | 43.2%      | 43.2%      | 43.2%        | 43.2% | 43.2%                      | 43.2%                       | 43.2%                      |
| Percent Proficient (At or Above Grade Level)             | 44.4%        | *               | *       | *          | *          | *            | 53.5% | *                          | *                           | *                          |
| Percent Proficient with Growth                           | 57.1%        | *               | *       | *          | *          | *            | 72.1% | *                          | *                           | *                          |
| Met AYP Proficiency Goal?                                | Met          | Insuf Data      | No Data | Insuf Data | Insuf Data | Insuf Data   | Met   | Insuf Data                 | No Data                     | Insuf Data                 |
| Number of Students Included in Growth                    | 55           | N               | N       | N          | 7          | 7            | 36    | 23                         | 0                           | N                          |
| Percent Met Growth Expectation                           | 41.8%        | *               | *       | *          | *          | *            | *     | *                          | *                           | *                          |
| OAI Attendance%                                          | 96.1%        | *               | *       | *          | *          | *            | 95.7% | *                          | *                           | *                          |
| OAI Attendance Met?                                      | Met          | Insuf Data      | No Data | Insuf Data | Insuf Data | Insuf Data   | Met   | Insuf Data                 | No Data                     | Insuf Data                 |

\* = not calculated due to insufficient data (less than 40 students in the subgroup)

## Students Reaching Excellence

| <b>Mathematics Grades 3 through 8</b>                    | All Students | American Indian | Asian      | Black      | Hispanic   | Multi-Racial | White    | Economically Disadvantaged | Limited English Proficiency | Students With Disabilities |
|----------------------------------------------------------|--------------|-----------------|------------|------------|------------|--------------|----------|----------------------------|-----------------------------|----------------------------|
| Number Of Students                                       | 267          | N               | N          | 20         | 21         | 31           | 190      | 108                        | N                           | 44                         |
| Number Of Students Tested                                | 267          | N               | N          | 20         | 21         | 31           | 190      | 108                        | N                           | 44                         |
| Percent Tested                                           | 100%         | *               | *          | *          | *          | *            | 100%     | 100%                       | *                           | 100%                       |
| Met 95% Target Goal?                                     | Met          | Insuf Data      | Insuf Data | Insuf Data | Insuf Data | Insuf Data   | Met      | Met                        | Insuf Data                  | Met                        |
| Number Of Tested Students (Full Academic Year)           | 237          | N               | N          | 18         | 17         | 27           | 171      | 93                         | N                           | 41                         |
| Target Goal Percent Proficient (At or Above Grade Level) | 77.2%        | 77.2%           | 77.2%      | 77.2%      | 77.2%      | 77.2%        | 77.2%    | 77.2%                      | 77.2%                       | 77.2%                      |
| Percent Proficient (At or Above Grade Level)             | 74.7%        | *               | *          | *          | *          | *            | 74.3%    | 71.0%                      | *                           | 46.3%                      |
| Percent Proficient with Growth                           | 76.8%        | *               | *          | *          | *          | *            | 76.6%    | 73.1%                      | *                           | 48.8%                      |
| Met AYP Proficiency Goal?                                | Met w/SH     | Insuf Data      | Insuf Data | Insuf Data | Insuf Data | Insuf Data   | Met w/CI | Met w/SH                   | Insuf Data                  | Not Met                    |
| Number of Students Included in Growth                    | 212          | N               | N          | 16         | 17         | 24           | 152      | 79                         | N                           | 31                         |
| Percent Met Growth Expectation                           | 48.1%        | *               | *          | *          | *          | *            | 50.0%    | 48.1%                      | *                           | *                          |
| OAI Attendance%                                          | 95.8%        | *               | *          | *          | *          | *            | 95.6%    | 95.3%                      | *                           | 95.2%                      |
| OAI Attendance Met?                                      | Met          | Insuf Data      | Insuf Data | Insuf Data | Insuf Data | Insuf Data   | Met      | Met                        | Insuf Data                  | Met                        |

\* = not calculated due to insufficient data (less than 40 students in the subgroup)

**Attendance**    95.8    Met Target Goal

## 2001-09 COMPARISON OF K-2 END-OF-YEAR ASSESSMENT PROFICIENCY RESULTS

### GRADE: KINDERGARTEN

| % STUDENTS PROFICIENT BY SUBJECT | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| READING                          | 79.7%   | 77.2%   | 81.0%   | 80.7    | 84.4    | 85.3    | 90.0    | 99.0%   |
| MATH                             | 88.9%   | 86.7%   | 87.5%   | 83.6    | 87.5    | 88.8    | 91.1    | 100     |
| WRITING                          | 74.7%   | 74.5%   | 74.5%   | 75.4    | 81.7    | 83.4    | 85.0    | 93.2    |

### GRADE: FIRST

| % STUDENTS PROFICIENT BY SUBJECT | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| READING                          | 82.3%   | 83.6%   | 83.2%   | 77.5    | 79.7    | 82.4    | 83.8    | 85.6%   |
| MATH                             | 85.1%   | 84.8%   | 85.8%   | 83.1    | 82.2    | 83.9    | 86.3    | 92.4    |
| WRITING                          | 73.2%   | 75.9%   | 74.5%   | 74.4    | 71.3    | 74.4    | 73.3    | 86.4    |

### GRADE: SECOND

| % STUDENTS PROFICIENT BY SUBJECT | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| READING                          | 82.3%   | 82.6%   | 83.7%   | 82.4    | 86.2    | 85.2    | 86.7    | 88.1%   |
| MATH                             | 84.8%   | 83.8%   | 84.5%   | 81.0    | 82.6    | 81.5    | 83.2    | 77.9    |
| WRITING                          | 67.5%   | 69.0%   | 69.8%   | 67.1    | 70.0    | 70.2    | 68.0    | 69.8    |

**NC Goal # 1: North Carolina public schools will produce globally competitive students.**

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

**SRE Goal # 1: Sand Ridge Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

**Strategy: Implement a unified, balanced, inquiry-based curriculum in order to prepare students to be globally competitive.**

**Desired Results:**

1. Students will achieve on or above grade level in reading and math on the state assessments for grades 3 and 5 and on the K-2 Literacy Assessment. (3<sup>rd</sup> & 5<sup>th</sup> grade reading, 5<sup>th</sup> grade math)
2. All targeted subgroups will achieve on or above grade level and achieve projected growth in reading and math in grades 3-5. (Free & Reduced Lunch)
3. Students in Grade 4 will achieve on or above grade level on the Writing Assessment.
4. Lessons and classroom activities will provide a rigorous and differentiated curriculum emphasizing the use of technology in classroom instruction.
5. Lesson plans will include essential questions, higher order thinking skills activities and/or questioning techniques.
6. All lesson plans will include activities that create global connections a minimum of 1 time a nine-weeks.
7. Increase student based small learning communities.
8. All Staff will submit a Bright Ideas Grant.

**Measures:**

1. K-2 literacy and math assessments
2. Pre-EOG & EOG scores Grades 3 – 5
3. 9-weeks assessment data
4. Extend 1 & 2 results for EC students
5. IEP (for EC students) & PEP (for at-risk students) notations, portfolios
6. Title I Data
7. Computer Generated Reports, specifically Accelerated Math, Accelerated Reading, STAR, K-2 E-Assessments, Orchard logs, PAWS logs.
8. Lesson Plans
9. Classroom Observations
10. Master Schedule
11. Number of Bright Ideas Grants Submitted
12. Number of staff participating in content specific Professional Learning Communities
13. Use of leveled text room by all grade levels

## Students Reaching Excellence

### Processes:

#### Goal-1

1. Apply current "best practice" strategies and essential questions, HOTS or questioning techniques to aid in planning effective classroom instruction and differentiated instruction to include AIG students/Title I students/EC students/"regular" students.
2. Provide professional development in the areas of Balanced Curriculum, Orchard, IMPACT model, best practices, differentiation, and time management.
3. Provide professional development in AVID for grade 4 and 5 instructors.
4. Implement AVID program for 5th grade students and introduce AVID philosophy to Grade 4 teachers for 4<sup>th</sup> grade implementation 2008-09 school year.
5. Teachers will collaborate with the OCS Technology Facilitator and the Media Specialist to create student centered, inquiry based lesson plans in accordance with IMPACT.
6. Continue to utilize the Instructional Intervention Team for at-risk students
7. Evaluate the use of the level text room to determine need for future expansion.
8. Utilize Fontas & Pinnell resources
9. Utilize technology to enhance and individualize instruction of essential skills.
10. Grade levels provide curricular information to EC resource teacher weekly.
11. Establish a common weekly meeting time for the EC department.
12. Schedule a once-a-year vertical articulation meeting between grade levels, including 5<sup>th</sup> to 6<sup>th</sup> grade.
13. Continue to utilize enrichment period for extending or remediation of curriculum and to create small learning community opportunities for students.
14. Continue to utilize highly qualified tutors for at-risk students in math and reading, pull-out and inclusion models
15. STAR test students every 9 weeks to track growth.
16. Continue to implement a "rewards" program for students meeting 100% of their AR goal.
17. Teachers will collaborate with supporting teachers (AIG, Title I, EC Resource) to differentiate instruction to meet the needs of all learners.
18. Increase amount of time in encore classes (Art, P.E., Computers, Music) for all students
19. Involve teachers in staff development establishing a professional learning community using Failure is Not An Option
20. All students will be scheduled in the computer lab each week
21. Initiate a Battle of the Books team
22. Cluster AIG students in class schedules
23. Each grade level will submit a minimum of one Bright Ideas Grant to Jones-Onslow
24. Selected teachers will participate in content specific Professional Learning Communities Staff Development
25. Establish an Academic Derby Team



## Students Reaching Excellence

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| Resources: Goal-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. Leveled text room</li> <li>2. Fountas &amp; Pinnell Resources</li> <li>3. AVID binders and staff development</li> <li>4. K-2 Literacy benchmarks and rubrics</li> <li>5. Professional development in the areas of Balanced Curriculum, Orchard, IMPACT model, AVID for 5th grade teachers, best practices, differentiation, and time management.</li> <li>6. Providing reading and math tutors</li> <li>7. Time for vertical articulation meetings.</li> <li>8. Funding for leveled text, computer lab monitor</li> <li>9. Literacy Facilitator</li> <li>10. Title-1 teachers and tutors</li> <li>11. Technology Facilitator</li> <li>12. Media Specialist</li> <li>13. <u>Failure is Not An Option</u> book</li> </ol>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| End of Year Annual Review, Results, Next Steps (Goal-1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Summarize your results. Show trends. Were improvements made?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What are the areas for improvement? What will you do differently the next time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. <u>Kindergarten</u>: 94% of students were on or above grade level in reading. 92% of students were on or above grade level in writing. 95% of students were on or above grade level in math.</li> <li>2. <u>Grade 1</u>: 90% of students were on or above grade level in reading. 76% of students were on or above grade level in writing. 89% of students were on or above grade level in math.</li> <li>3. <u>Grade 2</u>: 90% of students were on or above grade level in reading. 76% of students were on or above grade level in writing. 81% of students were on or above grade level in math.</li> <li>4. Grade 3: 70% of students scored on or above level on the math EOG.</li> <li>5. Grade 4: 75% of students scored on or above level on the math EOG.</li> <li>6. Grade 5: 69% of students scored on or above level on the math EOG.</li> <li>7. Targeted subgroup results are as follows: SRE met growth in all tested areas grades 3-5 (math, writing). SRE met high growth overall and in math grades 4 and 5. Reading rate tested= 100% Grades 3-5 all students met</li> </ol> | <p><u>Next Steps 2008-2009</u></p> <ol style="list-style-type: none"> <li>1. Provide professional development as needed in all curriculum areas and related programs to include AVID in 4<sup>th</sup> and 5<sup>th</sup> grade.</li> <li>2. Enhance our collaboration between teachers, OCS Technology Facilitator and the Media Specialist to create student centered inquiry based lesson plans in accordance with IMPACT.</li> <li>3. Align II-Team process to conform to county wide expectations.</li> <li>4. Provide enhanced technological training to compliment instructional practices.</li> <li>5. Plan and coordinate vertical articulation meeting between 5<sup>th</sup> and 6<sup>th</sup> grade teachers.</li> <li>6. Evaluate the time provided to encore classes.</li> <li>7. Create a "Battle of the Books" team.</li> <li>8. Evaluate the impact of AIG clusters on AIG students' learning.</li> <li>9. Selected teachers will participate in content specific Professional Learning Communities.</li> <li>10. Implement a "Global Studies Classroom".</li> <li>11. Evaluate the benefits of a Summer reading program.</li> </ol> <p><u>NEXT STEPS 2009-2010</u></p> <ol style="list-style-type: none"> <li>1. All grade levels will review the 2008-2009 testing</li> </ol> |

## Students Reaching Excellence

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| <p>AYP proficiency goal. White students met AYP proficiency goal.</p> <ol style="list-style-type: none"> <li>8. 68% of students scored proficient on the Grade 4 NC state writing test. This is an increase of 11%.</li> <li>9. All teachers are required to document technology instruction into their lesson plans weekly.</li> <li>10. All teachers include essential questions in their lesson plans</li> <li>11. All teachers are required to document activities that create global connections in their lesson plans every 9 weeks.</li> <li>12. Student based small learning communities have not been increased.</li> <li>13. All staff members submitted Bright Ideas Grants by grade level. 5 grants were issued.</li> <li>14. AVID has been implemented in the 5<sup>th</sup> grade</li> <li>15. Each grade level classroom has the materials and teachers are utilizing the Fountas and Pinnell resources as needed.</li> <li>16. During the 2007-08 school year, some collaboration between the “regular” education teacher and the “EC” resource teacher did occur.</li> <li>17. A common weekly meeting time for the EC department has been established and will continue next school year.</li> <li>18. Vertical articulation did not take place between 5<sup>th</sup> and 6<sup>th</sup> grade teachers.</li> <li>19. All staff completed “Failure Is Not an Option” for their PLC.</li> <li>20. All students receive weekly sessions in the computer lab.</li> <li>21. “Battle of the Books” was not established.</li> </ol> <p><b><u>2008-2009</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Testing Results: Kindergarten Reading: 92.2% of students showed proficiency on the K-2 Literacy Assessment. Math: 92.6% of students showed proficiency on the K math assessment. First Grade Reading: 78.6% of students showed proficiency on the K-2 Literacy Assessment. Math: 85.6% of students showed proficiency on the Grade 1 math</b></li> </ol> | <p><b>data. Trends will be analyzed. Lesson plans will address the areas of need through instructional opportunities, differentiation of activities and use of technology to aid in improving weak areas. In addition to classroom instruction, EC students will receive instruction from an EC teacher in the area(s) of need, math. Teachers will use manipulative materials for modeling concepts when applicable. Teachers will be utilizing the “e-tools” from this year’s math text book to strengthen instruction of the math strands. The 5<sup>th</sup> grade students are kicking off the year with a graphing/data analysis unit. They will be gathering information to graph and interpret each week this year. All 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade teachers will utilize the instructional resources aligned with their reading materials to attend to the weak reading strands. They will provide extra opportunities such as using reader’s theater, news-casting, presenting the story to a buddy class or using Story maker/PowerPoint as learning tools. Reading tutors will be directed to instruct students in weak reading strands as well. Grade levels will continue to meet, discuss and plan to address the weak strands of our school.</b></p> <ol style="list-style-type: none"> <li>2. <b>Collaboration for improving the instructional experiences and testing preparation for identified subgroups in need will occur between classroom teachers, EC teachers and the II team.</b></li> <li>3. <b>Staff will plan in conjunction with the NCSCOS. Plans will be reviewed by administration.</b></li> <li>4. <b>The Global Connections Lab will continue to be utilized to present distance-learning opportunities and unique cultural experiences for the students at SRE.</b></li> <li>5. <b>Teachers and the Media Specialist will continue to provide a minimum of one global learning activity each 9 week session.</b></li> <li>6. <b>In the classrooms, students will participate in student based learning communities. (Novel studies, project presentations)</b></li> <li>7. <b>Each grade level will submit Jones-Onslow Bright Ideas Grants.</b></li> <li>8. <b>AIG teacher will serve as a resource for classroom teachers who have AIG clusters.</b></li> <li>9. <b>Utilize materials that teach EOG test taking skills in 2<sup>nd</sup> grade. (Coach, Buckle Down, Ladders to Success, etc.)</b></li> <li>10. <b>Conduct EOG information session to familiarize parent with EOG testing so parents are of differences between K-2 assessment and EOG test.</b></li> <li>11. <b>Title I will continue family nights. Title I will serve students in grades 3-5 who were not proficient on</b></li> </ol> |
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## Students Reaching Excellence

- assessment. Grade 2 Reading: 83.4% of students showed proficiency on the K-2 Literacy Assessment. Math: 81.8% of students showed proficiency on the Grade 2 math assessment. Grade 3 Reading: 63.4% of students showed proficiency on the EOG. Math: 75.6% of students showed proficiency on the EOG. Grade 4 Reading: 76% of students showed proficiency on the EOG. Math: 81% of students showed proficiency on the EOG. Grade 5 Reading: 60% of students showed proficiency on the EOG. Math: 69.4% of students showed proficiency on the EOG.
2. All targeted subgroups did not achieve on or above proficiency level on the state assessments. Teachers will be reviewing the data gleaned from the end-of-the-year assessments to identify weak instructional areas. Lesson planning and individualized instructional opportunities will be designed to address those weaknesses.
  3. The 4<sup>th</sup> grade writing assessment was changed at the state level for the 2008 – 2009 school year. It was a pilot year for the new assessment.
  4. Teachers who are not career status, turn in detailed weekly lesson plans which include essential questions, higher order thinking skills, character education lessons along with all curriculum plans.
  5. All teachers have global connections included in their weekly lesson plans.
  6. With the implementation of a global studies lab at Sand Ridge, teachers at Sand Ridge have a wonderful opportunity to participate in distance learning. During the 2008 – 2009 school year, which was our “completion” year for the lab, each grade level participated in at least one distance learning activity. All classrooms have internet connections and many have MIMES, Smart Boards or Promethean Boards.
  7. All certified staff members as well as some classified personnel drafted and submitted Jones- Onslow Bright Ideas Grants. One grant was received by staff members at Sand Ridge Elementary.
  8. Professional Development opportunities
- the EOG.
  12. Sand Ridge Elementary School has transitioned to a “School-Wide” Title-1 school.
  13. Investigate the possibility of becoming a “Themed” school, looking at our World View partnership and Globalization.
  14. Continue the use of “Renaissance Place™ Real Time” in areas of Mathematics, Reading and Reading assessment.
  15. Implement “SOAR” Student Online Achievement Resource to assist students who are “at-risk”.
  16. Career status teachers turn in snapshot lesson plans to guide curriculum instruction in their classrooms.

were provided to SRE staff via the Onslow County Schools Professional Development Catalog (Fall, Spring). Staff members chose to attend sessions which directly impacted their instructional position. In addition, SRE's technology facilitator provided "Technology Buffet". All certified staff participated in a variety of sessions relating to improving the use of technology in the classroom. The sessions included Microsoft Office, Using SMART Board/Promethean Board, MIMEO, NCWISE training, Gaggle/Blogging. SRE's technology facilitator & Media Coordinator were available for assisting in implementing the IMPACT model at SRE.

9. Sand Ridge is an AVID school site. Three of four 5<sup>th</sup> grade teachers are trained in AVID. One 5<sup>th</sup> grade teacher will receive training this fall. One 4th grade teacher has received AVID training.
10. AIG student clusters have been placed in Grades 2 – 5.
11. Staff who conducted the Summer Reading Program found that participants showed growth over the four-week program. This was determined through the use of the OCS spelling inventory and writing samples. 100% of student families attended a celebration at the end of the summer reading program.

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| <p><b>NC Goal # 2: NC public schools will be led by 21<sup>st</sup> century professionals.</b></p> <p><b>OCS Goal #2: Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.</b></p> <p><b>SRE Goal #2: Sand Ridge Elementary students will be led by creative, passionate, and technologically skilled professionals.</b></p>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Strategy: Create and foster a workplace that attracts and maintains high quality professionals; communicate and foster a climate of high expectations for employee performance and strengthens technological skills.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Desired Results:</b></p> <ol style="list-style-type: none"> <li>1. Increase number of trained mentors</li> <li>2. Maintain a low employee attrition rate</li> <li>3. Maintain a diverse and high quality workforce</li> <li>4. Increase technology skills in all staff</li> <li>5. Decrease staff absenteeism</li> <li>6. All staff use Report Card Maker and Grade Book</li> <li>7. Increase percentage of teachers participating in staff development</li> <li>8. Increase number of opportunities for grade level collaboration and development of professional learning communities</li> </ol>                                                                                        | <p><b>Measures:</b></p> <ol style="list-style-type: none"> <li>1. Orientation and mentor rosters</li> <li>2. Monthly attrition report</li> <li>3. Number of trained mentors</li> <li>4. Turnover rate</li> <li>5. Absenteeism of Staff</li> <li>6. Teacher working conditions survey</li> <li>7. Lesson Plans, Staff Development</li> <li>8. Technology Training Log</li> <li>9. Master Schedule</li> </ol> |
| <p><b>Processes:</b></p> <ol style="list-style-type: none"> <li>1. Continue with our Beginning Teacher/Mentor program</li> <li>2. Recognize teacher perfect attendance monthly</li> <li>3. Provide staff development on Report Card Maker, Smart Boards/Promethean</li> <li>4. Increase wellness by offering optional extra-curricular activities to staff</li> <li>5. Institute Workable Wellness Program</li> <li>6. Technology training by IT Facilitator</li> <li>7. A schedule for duty-free lunch for teachers</li> <li>8. Increase amount of common planning time for each grade level</li> <li>9. Transition back to school with informational meetings for all grade levels</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>o PTO involved for staff monthly recognition</li> <li>o On-site staff development</li> <li>o Teacher led wellness “workshops”</li> <li>o NC Cooperative Extension Agency – Workable Wellness Program</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>End of Year Annual Review, Results, Next Steps (Goal-2)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Summarize your results. Show trends. Were improvements made?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>What are the areas for improvement? What will you do differently the next time?</b></p>                                                                                                                                                                                                                                                                                                               |



## Students Reaching Excellence

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| <p>2007-2008</p> <ol style="list-style-type: none"> <li>1. For the 2008-2009 school year, we increased the number of trained mentors to 17.</li> <li>2. In the 2007-2008 school year, our attrition rate was 13%.</li> <li>3. We have maintained a diverse and high quality workforce.</li> <li>4. Staff members participated (19) in the summer Technology Institute. “2” persons attended “Schools Attuned”.</li> <li>5. Staff absences were as follows for the 2007-2008 school year.<br/>All absences <i>except</i> for staff development:<br/>Certified staff – 333.5 days<br/>Support staff – 34 days<br/>Teacher Assistants – 280 days<br/>Absences for staff development:<br/>Certified staff – 148.5 days<br/>Support staff - .03 days<br/>Teacher Assistants – 24 days</li> <li>6. All K-5 teachers used Report Card Maker and some 5 grade teachers use Grade Book.</li> <li>7. Baseline data for teachers participating in all other staff development 2007-2008 unavailable.</li> <li>8. All certified staff had 50 minutes of common planning time at least 4 days per week. All certified staff completed 40 hours of FINAO.</li> </ol> <p><b><u>2008-2009</u></b></p> <ol style="list-style-type: none"> <li>1. During the 2008-2009 school year, we refined the BT program at SRE by increasing the total trained mentors to 13.</li> <li>2. The Onslow County Schools’ job fair was not utilized due to budget constraints and cancellation of the event. The Onslow County Schools employment website and out-of-state recruitments were used to hire two teachers. The attrition rate was 5%.</li> <li>3. The SPT collected data on all staff members that have enrolled in advanced degree programs and that are receiving certification in additional areas. Three were enrolled</li> </ol> | <p>Next Steps</p> <ol style="list-style-type: none"> <li>1. Refine the BT mentoring program at Sand Ridge.</li> <li>2. Utilize Onslow County Schools’ job fair and other recruiting opportunities to provide a diverse highly qualified staff for Sand Ridge Elementary School.</li> <li>3. Collect data on staff members enrolled in advanced degree programs and receiving certification in additional curriculum areas.</li> <li>4. Provide opportunities for grade level meetings</li> <li>5. Investigate refinements in “Grade Book” and possible use in the future.</li> <li>6. Recognize staff member attendance.</li> <li>7. Promote wellness at Sand Ridge.</li> <li>8. Compile baseline data for teachers participating in PLC’s and other staff development.</li> <li>9. Institute a Teacher Café.</li> </ol> <p><b><u>NEXT STEPS 2009-2010</u></b></p> <ol style="list-style-type: none"> <li>1. Utilize an online grading system for 3-5 to calculate grades.</li> <li>2. Administration will continue to recognize staff attendance and its importance at faculty meetings, using gift certificates and other incentives as available and appropriate.</li> <li>3. Continue Biggest Loser to encourage staff members to live a healthier lifestyle and provide support.</li> <li>4. Continue to compile a baseline data for teachers participating in PLC’s and other staff developments for the 2009-2010 school year.</li> <li>5. Continue to implement a duty-free lunch for teachers daily. TA’s will cover classes once a week for lunch duty.</li> <li>6. SRE will be implementing BRIDGES for math.</li> </ol> |
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- in a BA program, 8 were enrolled in a MA program, and 3 were enrolled in the National Board process.
4. SRE staff provided opportunities for grade level meetings to provide pertinent information to students. Each grade level met weekly to discuss curriculum, upcoming events, assessments, students with PEPs/IEPs, etc.
  5. Report card maker is currently implemented and used by all K-5 teachers.
  6. Staff attendance was consistently recognized at staff meetings once a month. Two teachers who have perfect attendance are chosen to receive a gift certificate to an area establishment. All absences except for staff development: Certified staff: 404.5 days, Support staff: 52 days, & Teacher Assistants: 262 days. Absences for staff development: Certified staff: 127.5 days, Support staff: 2 days, Teacher Assistants: 37.5 days.
  7. Wellness was promoted at Sand Ridge for all staff. Staff members participated in “The Biggest Loser” on a voluntary basis.
  8. The staff compiled a baseline data for teachers participating in PLC’s and other staff developments for the 2008-09 school year.
    - 41 teachers participated in the Technology PLC
    - Fall 2008, 15 teachers participated in 20 workshops/trainings
    - Spring 2009, 10 teachers participated in 8 workshops/trainings
    - Spring 2009 5 TAs participated in 13 workshops/trainings
  9. Teacher Cafe’ was established to support teachers and their duty-free lunch period.
  10. Eight staff members were trained with the Envisions science grant.
  11. SRE continued to foster positive staff morale with Teachers Cafe’, Staff Cook-Out, monthly breakfasts and positive recognition for staff attendance and achievement.

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| <p><b>NC Goal # 3: NC public school students will be healthy and responsible citizens.</b></p> <p><b>OCS Goal # 3: Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens.</b></p> <p><b>SRE Goal #3: Sand Ridge Elementary students will learn in a safe environment to be civil, healthy, and productive citizens.</b></p>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Strategy: Develop, Monitor and implement processes that emphasize school wide behavior management plans, safe schools criteria, and healthy child legislation.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Desired Results:</p> <ol style="list-style-type: none"> <li>1. Increase student and staff awareness of healthy active life styles</li> <li>2. All students will pass the physical fitness assessment</li> <li>3. Decrease the number of tardies and early checkouts.</li> <li>4. Increase the awareness of drugs, alcohol, and tobacco.</li> <li>5. Increase awareness of safety in grades K-5.</li> <li>6. Decrease the # of playground injuries.</li> <li>7. Decrease # of bus infractions.</li> <li>8. Increase parent/guardian awareness of classroom management plans/expectations.</li> <li>9. All staff will promote online safety and “netiquette”</li> <li>10. Increase character education awareness school-wide</li> </ol> | <p>Measures:</p> <ol style="list-style-type: none"> <li>1. Attendance Logs</li> <li>2. Number of tardies and early checkouts</li> <li>3. Climate survey</li> <li>4. Number of injury reports</li> <li>5. Number of bus incidents</li> <li>6. Number of school discipline incidents</li> <li>7. Schedule of safety awareness or training sessions</li> <li>8. Number of security cameras</li> <li>9. Use of Alert Now System</li> <li>10. Attendance at Character Education Meetings</li> <li>11. Number of Lesson Plans containing Character Education content</li> </ol> |



## Students Reaching Excellence

### Processes: Goal-3

1. All grade levels will participate in a minimum of 150 minutes/week of physical activity
2. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade will participate in 50 minutes of dance one time per week.
3. 5<sup>th</sup> grade participates in “Walk Across America” each school day.
4. Workable Wellness will be implemented.
5. Establish an attendance recognition program
6. Officer Friendly in grades K-4, and DARE in grade 5
7. Promote Red Ribbon Week
8. Create a Safe and Civil School Page on the School Website
9. Institute the 5<sup>th</sup> grade safety patrol
10. Update Emergency guidelines
11. Implement and Evaluate Common Area Polices
12. Create safety videos for playground, cafeteria and other areas
13. Classroom management plans required and communicated to parents
14. Continue the Safe & Civil School Committee
15. Provide a monthly newsletter to families, Firm, Fair and Consistent
16. Teachers will provide instruction K-5 Food for Thought curriculum
17. Staff will send positive behavior referrals to administration
18. Purchase new 2-way radios for all grade chairs, custodians and other identified staff
19. Media Specialist will train the staff and students in online safety and “netiquette”
20. Increase the number of security cameras
21. Utilize “Alert Now” to support crisis/incident management
22. Form Character Education Committee
23. Continue Safety Patrol Program
24. 5<sup>TH</sup> Family night to support transition to the middle school

### Resources:

1. Safe and Civil Staff Training
2. Safety Patrol Materials
3. Workable Wellness Facilitators and Program – NC Cooperative Extension Office
4. Walk Across America Materials
5. Red Ribbon Week Materials
6. DARE Officer
7. Officer Friendly Officer
8. School Website
9. Firm, Fair and Consistent Newsletter
10. Notes Home and Positive Behavior Treats
11. Video Equipment and Tape
12. Security Cameras
13. Alert Now Program
14. Box Tops for Education
15. Character Education Manual
16. PTO

## Students Reaching Excellence

| End of Year Annual Review, Results, Next Steps (Goal-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Summarize your results. Show trends. Were improvements made?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What are the areas for improvement? What will you do differently the next time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>2007-2008</b></p> <ol style="list-style-type: none"> <li>1. 4th and 5<sup>th</sup> grade students participated in 50 minutes of “dance” at least one time each week</li> <li>2. Posted within each SRE bathroom on campus, are the expectations for maintaining a safe and clean environment</li> <li>3. With the support of outside agencies, SRE recognizes student attendance with various rewards (ie: Sonic, Texas Steakhouse, etc)</li> <li>4. Scheduled “Officer Friendly” presentations for grades K-4, and continue implementing DARE in 5<sup>th</sup> grade</li> <li>5. Each grade level chairperson has been provided a Character Education notebook, from which lesson plans are created and implemented within the classroom</li> <li>6. SRE celebrates “Red Ribbon Week” with various activities involving the whole school</li> <li>7. Continued implementation of 5<sup>th</sup> grade “Safety Patrol” including training and guidelines for students participating</li> <li>8. Yearly update to the emergency guidelines has been completed and placed in a visible and easily accessible location, in each classroom</li> <li>9. Lesson plans indicate that each grade level is implementing and evaluating the “common area policies”</li> <li>10. Lesson plans created by each grade level to teach safety on the bus.</li> <li>11. Parents sign a transportation form stating that they know the policies and procedures for bus safety</li> <li>12. Classroom management plans are posted as well as communicated to parents via a monthly newsletter.</li> <li>13. Tardies and early check-outs “base line data”:<br/>Early Dismissals=3050<br/>Tardies=2337.</li> </ol> <p><b>2008-2009</b></p> <ol style="list-style-type: none"> <li>1. Information was gathered and distributed to classroom teachers</li> </ol> | <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the “Walk Across America” program for grades K-5.</li> <li>2. Workable Wellness program needs to be developed at SRE.</li> <li>3. Creation and maintenance of a “Safe and Civil School” webpage linked to the SRE website is needed.</li> <li>4. Re-vitalization of “K-5 Food For Thought” program to include development of lesson plans.</li> <li>5. Staff and students need training in online safety or “netiquette (spring 2009, Safe and Civil Committee will develop lesson plans).</li> <li>6. Submit a “Super Safe Schools” notebook by October 31, 2008.</li> <li>7. A DVD is in the process of being completed to show playground safety as well as the rules for the common areas.</li> <li>8. Positive behavior referrals are being addressed through implementation of a new “Blue Ribbon Kid” bulletin board in the main area of the school.</li> <li>9. Communicate with parents about educational impact of tardiness and early check outs.</li> </ol> <p><b>Next Steps 2009-2010</b></p> <ol style="list-style-type: none"> <li>1. Continue the “Walk Across America program in grades 4 and 5 to increase student physical fitness.</li> <li>2. Continue the “Biggest Loser” program for staff on a voluntary basis. The school nurse will provide participants with literature and information regarding nutrition and good health.</li> <li>3. Link “Safe and Civil School” website to the new SRE website. The “Safe and Civil School” committee will continue to maintain the link.</li> <li>4. Train SRE staff on online safety/”netiquette” (by the school media specialist). Student training on online safety/netiquette will continue by classroom teachers via Safe and Civil Schools lesson plans.</li> <li>5. Institute a 5<sup>th</sup> grade AVID family night to help students successfully transition to middle school.</li> <li>6. Utilize character education lessons through the use of Project Wisdom website and materials in the professional development section of the library.</li> </ol> |

## Students Reaching Excellence

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| <p>concerning “Walk Across America” program. After reviewing requirements of the program, 4<sup>th</sup> and 5<sup>th</sup> grades decided to implement the program during physical activity time for the 2009-2010 school year.</p> <p>2. Although Workable Wellness was not implemented at SRE, the Biggest Loser was initiated on a voluntary basis for all staff during the 2<sup>nd</sup> semester of the 2008-2009 school year. Health and nutrition tips were provided on a weekly basis for those participating in Biggest Loser, facilitated by our school nurse.</p> <p>3. A “Safe and Civil School” website was created and linked to our old SRE website.</p> <p>4. “K-5 Food for Thought” program was reviewed and presented to grade level representatives. 2<sup>nd</sup> grade and 5<sup>th</sup> grade have implemented the curriculum in their lesson plans.</p> <p>5. Safe and Civil School Committee created lesson plans to train students on online safety. SRE hosted an Internet safety seminar in the spring of 2009 for community members.</p> <p>6. SRE submitted a “Super Safe Schools” notebook October 31, 2008, resulting in our designation as a “Super Safe School”.</p> <p>7. Although a DVD was not completed to show playground safety and rules of common areas, staff continues to teach and model these behaviors through lesson plans created by Safe and Civil Schools Committee. Behaviors are taught and modeled at the beginning of the school year, and lesson plans are used in January by each classroom teacher.</p> <p>8. Although the “Blue Ribbon Kid” bulletin board was not implemented, classroom teachers recognized positive behavior by distributing good citizen awards each grading period, and communication home regarding positive behavior.</p> <p>9. SRE communicated with parents about the educational impact of tardies and early checkouts via signs</p> | <p>7. Increase the number of students passing the physical fitness test at SRE by 20% in grades 3-5.</p> <p>8. Continue to utilize SRE Safety Patrol to monitor hallways and bathrooms in the mornings and afternoons.</p> <p>9. SRE will consider implementing a “Bus Rider of the Week” program at SRE to decrease bus infractions.</p> <p>10. SRE will continue to inform parents about the importance of coming to school on time and not checking out early. Information will be sent via the quarterly school newsletter and school website.</p> <p>11. Title I has gone to a school wide program.</p> <p>12. EC Students will continue to be served through an inclusion and pullout models as appropriate to their individual needs; EC students will be assessed using AIMS Web. Information derived will be utilized to better serve students.</p> <p>13. Additional surveillance cameras will be added to the new addition.</p> |
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| <p>posted in the building and notices home. Parents also received new information regarding attendance policies.</p> <p>10. In the 2008-2009 school year, 6.1% of 3<sup>rd</sup> grade students passed the physical fitness test; 16% of 4<sup>th</sup> grade students passed the physical fitness test; and 15% of 5<sup>th</sup> grade students passed the physical fitness test. Students voluntarily participated in Jump Rope for Heart and all staff and students participated in ACES.</p> <p>11. Character education has been enforced using the daily Project Wisdom thought shared on the morning announcements. Character education resources are also available in the professional development section of the library for staff check-out.</p> <p>12. The number of early checkouts and dismissals has increased minimally to: 3109 early checkouts &amp; 2092 tardies.</p> <p>13. The number of bus infractions was 110 infractions 2007-2008; 109 infractions 2008-2009.</p> |  |
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**NC Goal # 4: Leadership will guide innovation in NC public schools.**

**OCS Goal # 4: Leadership will foster innovation in the OCS System in cooperation with families and community partners.**

**SRE Goal # 4: Leadership will foster innovation with the cooperation of SRE Staff, families, and community partners.**

**Strategy: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.**

**Desired Results:**

1. Achieve an attendance rate of 95% or greater
2. Increase students' global and multicultural awareness
3. Increase parent/guardian contacts
4. Increase PTO membership
5. Increase volunteerism at the school
6. School staff will indicate satisfaction with the level of support provided by administration
7. Increase the number of business/community/ organizations working with the school
8. Foster positive relationships with military and civilian families
9. Increase the use of technology to communicate with parents
10. Increase involvement of families as partners in the decisions that affect their children
11. Sand Ridge Families and students experience successful transitions.

**Measures:**

1. Principal's monthly reports, attendance logs, tardy and early release logs/AYP Cohort data, social work monthly statistics
2. Lesson plans for classroom activities, installing world time clocks around the school, and painting a world map on playground blacktop.
3. Parent contact logs
4. PTO membership logs
5. Attendance at training and volunteer logs
6. Teacher Climate Surveys
7. BASES reports, volunteer logs
8. Parent Climate Surveys
9. Parental email data base and visits to school website and electronic newsletters
10. Academic contracts, PEPs, parent conferences, and classroom volunteer opportunities
11. Number of "Alert Now" Notices
12. Number of parents and students attending various programs designed to enhance the transition of students from: home/Pre-school/Daycare to Kindergarten, 2<sup>nd</sup> to 3<sup>rd</sup> grade, and 5<sup>th</sup> to 6<sup>th</sup> grade.

**Processes:**

**Goal-4**

1. Encourage parent and student understanding of the student attendance policy
  - a. Teachers will review and emphasize the importance of the attendance policy to students during the first week of classes.
  - b. Attach a copy of the attendance policy to all students' planners along with a form requiring a parental signature indicating that the parent has read and received a copy of the Student Related Board of Education policies that includes the attendance policy.
  - c. Use Alert Now system to reiterate the importance of adhering to the school attendance policy.
2. Inform students and parents of current tardies and early dismissals
3. Increase the number of Family Night opportunities for students and their families to include Title I in a Multicultural Family Night, Technology Night, Book Fair, Bedtime Stories and Dr. Seuss' Birthday Celebration Night.
4. Invite parents from other countries to visit classrooms and share their culture.
5. Use the cooking kitchen to cook foods from other countries.
6. Increase awareness of foods from other countries served by the cafeteria.
7. Implement Buddy Class activities school wide.
8. Evaluate PTO goals and responsibilities.
9. Recognize and reward exemplary parent and community volunteers.
10. Provide meetings between the administration and staff on a regular basis via team meetings and open door policy.
11. Educate staff regarding resources available in the community and strategies for utilizing them.
12. Communicate educational information through electronic technology.
13. Paint world map on playground blacktop
14. Install a world map and world time clocks
15. Collect baseline data for PTO membership
16. Provide a training session for volunteers
17. Initiate a minimum of two personal teacher contacts with the parents/guardians of their students
18. Staff will utilize Failure Is Not an Option as a Professional Learning Community
19. Continued support of SRE Night at area businesses such as CiCi's Pizza, Wendy's and Carolina Pizza and Subs
20. Grade Levels will provide an information night once per year
21. Utilize "Alert Now" for notification of school-wide events
22. Provide Parent/Volunteer Training
23. EC transitions from preschool to kindergarten and 5<sup>th</sup> grade to 6<sup>th</sup> grade.
24. Fliers produced and distributed for students transitioning to school (K).
25. Township meeting for all grades.
26. Collaboration with SBMS for 5<sup>th</sup> to 6<sup>th</sup> grade transition
27. AVID family night for 5<sup>th</sup> graders.



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| <b>Resources:</b><br><b>Goal-4</b><br>1. <u>Failure is Not An Option</u><br>2. PTO<br>3. Area Businesses<br>4. World Map<br>5. Clocks<br>6. Title I Parent Involvement Budget<br>7. Refreshments for family night events<br>8. Alert Now<br>9. Attendance Report<br>10. BASES Report Form<br>11. <del>Meet with</del> Staff members from Marine Corps Family Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>End of Year Annual Review, Results, Next Steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Summarize your results. Show trends. Were improvements made?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>What are the areas for improvement? What will you do differently the next time?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>2007-2008</b><br>1. Attendance rate of 95.2% for students was attained.<br>2. World time clocks were installed and a world map was painted on the blacktop by the students.<br>3. Teachers submitted global and multicultural lesson plans.<br>4. Teachers utilized the cooking kitchen to create foods from other countries.<br>5. Cafeteria staff serves dishes from other countries and decorated the line with symbols from those countries.<br>6. Parents were invited to PTO, Title I, Media Center, Technology, and musical performance events in addition to conferences.<br>7. PTO membership totaled 64 members.<br>8. PTO provided numerous items to our facility during 2007-08, these included: 5 welcome mats for entranceways, shirts for all new staff members, “announcer” sign for the front of the school, snack machine for faculty use, various equipment for numerous classrooms, monies for staff development and rewards for our reading incentive program.<br>9. Volunteer hours totaled 2081.05.<br>10. Teacher survey results showed a 3.69 out of 5 level of satisfaction with the level of support provided by administration. | <b>Next Steps</b><br>1. Art teacher and students will refresh the world map on the blacktop.<br>2. Encourage all grade levels to utilize the cooking kitchen throughout the year.<br>3. Recognize the cultural meals served in the cafeteria and make students aware of the country of origin<br>4. Create a readily available list of speakers from other countries who would be willing to share their culture with the students.<br>5. Add AVID family night.<br>6. Encourage staff members to join PTO.<br>7. Promote volunteerism.<br>8. Recognize volunteers throughout the year.<br>9. Incorporate more business support into our BASES population.<br>10. Each class will create a webpage on the school website and keep it up to date.<br>11. Use the alert now system for notification of upcoming events at the school.<br>12. Provide opportunities for parents on various leadership teams throughout the school.<br><br><u><b>NEXT STEPS 2009-2010</b></u> |

## Students Reaching Excellence

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| <p>11. BASES report support:<br/> a. Financial = \$10,295.20<br/> b. Equipment= \$ 970.50<br/> c. Other Items= \$ 3,309.98</p> <p>12. CiCi's, Wendy's and Carolina Pizza continued to support our family nights, donating a percentage of monies earned to the school.</p> <p>13. 86% of parents gave the school a grade of "B" or better (parent climate survey).</p> <p>14. School web page provided educational information and each teacher's email address.</p> <p>15. Parental email database has been established for those parents and guardians with internet access.</p> <p>16. Parents were invited to join our leadership teams at the school.</p> <p>17. Parents of at-risk students were provided opportunities for input while developing PEPs.</p> <p><b>2008-2009</b></p> <p>1. Attendance rate of 95.8% for students was attained.</p> <p>2. An indoor world map was installed in the lobby area outside the newly opened Global Studies lab.</p> <p>3. Beginning Teachers submitted weekly lesson plans.</p> <p>4. Classes did not effectively utilize the cooking kitchen.</p> <p>5. PTO membership increased from 64 to 135.</p> <p>6. PTO provides a butterfly habitat, Weekly reader subscription, play-ground equipment bags, CD's for dance, recorders, a rolling cart, PA equipment, and desk organizer for the media center.</p> <p>7. 88.73% of staff members are indicated satisfaction with the level of support provided by school administration.</p> <p>8. BASES report support:<br/> a. Financial= \$11,547.31<br/> b. Equipment= \$14,740.12<br/> c. Other Items= \$8,803.00<br/> This was a vast increase from last year's values<br/> d. Volunteer hours= 1670 hrs.</p> <p>9. CiCi's family night continued and Chili's, Dairy Queen and Barnes and Noble</p> | <p>1. AVID family night will occur during the 2009-2010 school year.</p> <p>2. The alert now system will be used for Emergencies</p> <p>3. Parent involvement will be highly encouraged on the Strategic Planning Teams and PTO.</p> <p>4. Involvement in the Swansboro area Seaside Arts Council</p> <p>5. Continue to foster positive relations with parents.</p> <p>6. Share process with parents on how to become a volunteer. Keep a current listing of parent volunteers in a central location.</p> <p>7. Assistant principals continue to refine the manuals for volunteers and substitutes in the district schools.</p> <p>8. Utilize Military Dependant Counselor Liaison to promote positive interactions with our military membership.</p> <p>9. Career teachers will submit a snapshot of their lesson plans to administration weekly.</p> <p>10. Continue to emphasize cooking kitchen utilization.</p> |
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- family nights were added.
- 10. School webpage is updated to regularly.
- 11. Email database continues to be updated to reflect student registration.
- 12. Continue to stress the importance of parental involvement in Strategic Planning and PTO.
- 13. Continue to stress the importance of parental involvement in the development of PEP's for at-risk students.
- 14. Information regarding activities on base was disseminated to parents and community member via: email, school fliers, and teacher newsletters.
- 15. 84.52% of parents rated the school with a grade of "B" or better.
- 16. Participated in "Classroom without Walls" in partnership with OCLC.
- 17. Swansboro area assistant principals collaborated in the development of substitute teacher manual, volunteer manual for our area schools.
- 18. Swansboro District collaborated on bus safety and student expectations while on the bus and at bus stops.

## Students Reaching Excellence

**NC Goal # 5: NC public schools will be governed & supported by 21<sup>st</sup> Century systems**

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

**SRE Goal #5: Sand Ridge Elementary students will be supported by effective & efficient systems**

**Strategy: Maximize use of resources and technology to meet instructional and operational needs of Sand Ridge Elementary School.**

**Desired Results:**

1. Every teacher in grades K-5 will utilize Report Card Maker to generate student progress reports each nine weeks.
2. All instructional staff will participate in on-site technology training on how to use peripheral equipment and 21<sup>st</sup> Century web-based technologies.
3. All instructional staff will include in their academic curriculums the incorporation of 21<sup>st</sup> Century tools, technology, and learning strategies including Impact to equip students to become more globally competent.
4. The acquisition of 21<sup>st</sup> Century technology and related resources that contribute to the success of globally competent learners.
5. All teachers will participate in a duty-free lunch
6. Increase staff communication via radios
7. Increase use of new classroom space.

**Measures:**

1. Computer generated progress reports accessible in student cumulative folders and available for immediate retrieval in on-site electronic files.
2. Utilization of technological programs, software, and hardware in developing a unified integrated curriculum.
3. The successful completion of student products and projects, and attainment of goals as prescribed in the North Carolina Standard Course of Study.
4. Computer labs and classrooms equipped with 21<sup>st</sup> Century technological equipment and web-based technologies to provide a technology-rich environment
5. Schedule of Duty-Free Lunch
6. Number of radios.

**Processes:**

**Goal-5**

1. Staff training by OCS qualified instructors as to the use and implementation of Report Card Maker.
2. Survey of staff to determine appropriate technology staff development needs
3. The development and implementation of integrated lesson plans in collaboration with the media specialist and instructional technologist.
4. The establishment of a technology task force consisting of school staff, parents, & community leaders to investigate available 21<sup>st</sup> century technology & determine financial feasibility of incurred costs.
5. A schedule for duty-free lunch for teachers
6. Move into new classroom spaces upon completion of construction
7. Purchase new 2-way radios for all grade chairs, custodians and other identified staff

**Resources:**

1. Report Card Maker software, computers, OCS qualified instructor, funding for software
2. Surveys, OCS Technology Facilitator and on-site trained staff, technology funds
3. Computer labs & classrooms equipped with 21<sup>st</sup> Century equipment, peripherals & software, lesson plans, OCS Technology Facilitators, media coordinator, and SCOS computer checklists
4. Data on available technology, staff & community members, funding for new technology

**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**

**1. All teachers in grades K-5 utilized Report Card Maker to generate interim reports and progress reports for students**

**2. Staff survey was administered in November of 2007 to determine appropriate technology staff development needs. On-site technology training was provided for new instructional staff. On-going technology training was provided for all staff members based on their needs and job descriptions.**

**3. K-5 lesson plans included integration of subject matter and collaboration between classroom instructor, media specialist, computer lab facilitator, and Onslow County Schools instructional technologist that reflected planning and implementation of Impact studies in conjunction with NCSCOS.**

**Next Steps**

- 1. Train new staff members on the implementation of "Report Card Maker".**
- 2. On-going technology training as determined by individual need and the acquisition of new technology at the school site.**
- 3. Track the incorporation of technology in the curriculum through lesson plans.**
- 4. Develop a database of staff members able to provide assistance to their peers in use of current technologies employed at Sand Ridge.**
- 5. Maintain radios in working order and replace radios as needed.**

**NEXT STEPS 2009-2010**

- 1. Continue training new K-5 certified staff on the implementation of "Report Card Maker" and updated training to all K-5 certified staff.**
- 2. Provide on-going technology training as**

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| <p>4. Administration continuously assessed needs of SRES and purchased twenty-first century technological equipment and resources as needed and funds became available. A Literacy/Technology Task Force has been established and will become operable during the 2008-09 school year to work collaboratively with staff and administration to determine literacy &amp; related technological resources that contribute to the success of twenty-first century globally competent learners.</p> <p>5. A duty free lunch schedule was established and put into place to provide certified teachers a daily duty-free lunch period.</p> <p>6. 23 two-way radios were distributed to grade chairs, special needs staff, front office personnel, all custodial staff, assistant principal, and principal to provide a source of immediate communication inside school facilities and outside on school grounds.</p> <p>7. The addition of a new classroom wing at SRES was immediately occupied by third, fourth, and fifth grades upon completion of construction and approval of occupancy.</p> <p><u>2008-2009</u></p> <p>1. New K-5 certified staff was trained on the use of "Report Card Maker." All teachers in grade K-5 continued utilize RCM to generate interim reports and progress reports for students.</p> <p>2. Updated technology training was provided by SRE OCS district IT facilitator, and members of SRE Literacy Council Technology Team based on individual needs and the acquisition of new technology at the school site.</p> <p>3. Samples from K-5 lesson plans were collected and categorized according to the 21<sup>st</sup> century technology tools and learning strategies that were</p> | <p>determined by individual needs and as deemed necessary through the acquisition of new and updated technology at the school site.</p> <p>3. Continue to collect K-5 lesson plans that incorporate the utilization of twenty-first century technologies that reflect a globally competent curriculum based on the NC-SCOS.</p> <p>4. Update database of staff members who are knowledgeable in the use of current technology. Staff members will be notified and the database will continue to be available online at SRES Teacher Share.</p> <p>5. Provide an up-dated duty-free lunch schedule for the 2009-2010 school year to continue to provide teaching staff a duty-free lunch period.</p> <p>6. Continue to maintain radios in working order and replace inoperable radios as needed. Distribute radios per the established plan and provide additional radios to staff members as needs arise.</p> <p>7. Utilize classrooms in the new wing for instructional purposes to serve grades 3-5, to provide SRES on-site IT technician with a personal office space and to occupy any additional space as deemed necessary.</p> |
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| <p>implemented during the 2008-09 school year.</p> <ol style="list-style-type: none"> <li>4. A database of on-site staff members who were knowledgeable in the use of current technologies was developed and made available online at the SRES "Teacher Share" site to provide a resource for staff members who may need assistance in utilizing the various technologies at SRE.</li> <li>5. A duty-free lunch schedule was updated to continue to provide teachers with a daily duty free lunch period.</li> <li>6. Existing radios were repaired, maintained, and distributed to grade chairs, and other staff members. This allowed for two way communication with the office. The number of radios distributed to grade levels 3-5 in the new wing was increased to two per grade level. New radios were purchased as needed.</li> <li>7. Classroom space in the new wing was occupied by teachers in grades 3-5 for instructional purposes. In addition, one classroom was utilized by a second grade teacher. An additional office space was occupied by the IT technician.</li> <li>8. Increased space for tutors who serve the Title I population.</li> </ol> |  |
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**Building Level School Improvement and Accountability Plan**

**Waiver Requests remain unchanged**

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|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|  | <p>2008 - 2009 Projected Budget<br/>Sand Ridge Elementary School</p> |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|

**Goal #: 1 Sand Ridge Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum**

*A. Implement a unified, balanced, inquiry-based curriculum in order to prepare students to be globally competitive.*

## Students Reaching Excellence

| Items for Purchase                 | Budgeted Amount | Source of Funding              | Purpose                                                                                                                                             |
|------------------------------------|-----------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Staff Development                  | 00.00           | Staff Development, PTO Support | Balanced Curriculum, Orchard, IMPACT Model, AVID for 5 <sup>th</sup> grade teachers, best practices, differentiation, and Failure is not an option. |
| Additional Instructional materials | 5800.00         | Instructional Supply           | Update Media Center Circulation, AR books                                                                                                           |
| Tutors                             | 23,000.00       | Title I (as available)         | At-Risk, Title-1 Students                                                                                                                           |
| Tech Support & license upgrades    | 6000.00         | Instructional Supply           | Orchard, Star, Renaissance Place                                                                                                                    |
|                                    |                 |                                |                                                                                                                                                     |

### **Goal #: 2 Sand Ridge Elementary students will be led by creative, passionate, and technologically**

*A. Create and Foster a workplace that attracts and maintains high quality professionals; communicate and foster a climate of high expectations for employee performance and strengthens technological skills.*

| Items for Purchase        | Budgeted Amount | Source of Funding | Purpose       |
|---------------------------|-----------------|-------------------|---------------|
| Title-1 Staff Development | 5700.00         | Title-1           | AVID Training |

### **Goal #: 3 Sand Ridge Elementary students will learn in a safe environment to be civil, healthy, and productive students.**

*A. Create and Foster a workplace that attracts and maintains high quality professionals; communicate and foster a climate of high expectations for employee performance and strengthens technological skills.*

| Items for Purchase                                                               | Budgeted Amount | Source of Funding                 | Purpose                                                                                       |
|----------------------------------------------------------------------------------|-----------------|-----------------------------------|-----------------------------------------------------------------------------------------------|
| Red Ribbon Week supplies, attendance recognition awards, Safety Patrol supplies, | 1500.00         | Instructional Supply, PTO support | Institute Safety Patrol program, Red Ribbon Week, Safe school materials, videos and equipment |

### **Goal #: 4 Leadership will foster innovation with the cooperation of SRE staff, families, and community partners.**

*A. Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.*

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|--------------------|-----------------|-------------------|---------|
|--------------------|-----------------|-------------------|---------|

## Students Reaching Excellence

|                                                                                                                                      |         |                                                             |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Family nights, Multicultural Family night, Technology Night, Bed Time stories and Dr. Seuss's Birthday<br>Failure is not an Option   | 1600.00 | Instructional Supplies, Recognition Funds Staff Development | Increase family and community support with staff and students<br>Increase teacher initiative               |
| Title I family involvement<br>Family nights, Multicultural Family night, Technology Night, Bed Time stories and Dr. Seuss's Birthday | 1500.00 | Title I Instructional Supplies, Recognition Funds           | Increase parent and community involvement<br>Increase family and community support with staff and students |
|                                                                                                                                      |         |                                                             |                                                                                                            |
|                                                                                                                                      |         |                                                             |                                                                                                            |

### Goal #: 5

*A. Maximize use of resources and technology to meet instructional and operational needs of Sand Ridge Elementary*

| Items for Purchase                               | Budgeted Amount | Source of Funding                | Purpose                                                       |
|--------------------------------------------------|-----------------|----------------------------------|---------------------------------------------------------------|
| Computers, Projectors, Smart Boards and software | 4000.00         | Instructional supply Bond Monies | Improve and upgrade computer lab and computers for classrooms |
| Title Instructional support material             | 7500.00         | Title-1                          | Support at-risk, Title-1 students                             |