

# *Southwest Elementary School*



*Strategic Plan*  
*2007- 2010*  
*(2009-2010 Annual Review)*

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

School Southwest Elementary School Date Submitted 9/23/09

1. Number of School Improvement Plan Team Members 11
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 Sept. 23, 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
9. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one:  Yes  No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.  Yes  No
11. All required local, State and Federal programs have been addressed in the School Strategic Plan.  Yes  No

**Gail Normanly (submitted electronically)**  
Principal's Signature

**Sheryl Crockett (submitted electronically)**  
Signature, SSPT Facilitator/Chairperson

**Maria Blackburn (submitted electronically)**

Signature of Elected Parent Representative

**Beth Long (submitted electronically)**

Signature of Elected Parent Representative

# Southwest Elementary School Leadership Team

## School Representatives

**Gail Normanly (Principal)**  
**Teresa Alphin (Asst. Principal)**  
**Sheryl Crockett (Media Specialist)**  
**Lisha Hardy (Kindergarten)**  
**Carrie Bryant (1<sup>st</sup> Grade)**  
**Michele Starling (2<sup>nd</sup> Grade)**  
**Walt Krasa (3<sup>rd</sup> Grade)**  
**Kathy Morgan (4<sup>th</sup> Grade)**  
**Adam Fantone (5<sup>th</sup> Grade)**  
**Penny Gentry (Title 1)**  
**Gwen Monnserrate (Teacher Asst)**

## Parent Representatives

**Maria Blackburn**  
**Jessica Charters**  
**Nicole Hopkins**  
**Belinda Lawrence**  
**Beth Long**  
**Tiffany Robinson**

# Southwest Elementary School

## Vision

**Our vision is excellence in education.**

## Mission

**Southwest Elementary School will engage students through a rigorous and relevant curriculum in order to prepare them to be responsible 21st Century citizens.**

## Belief Statements

- 1. Home, school and community must share with students the responsibility for success.**
- 2. All students have the ability to be successful learners.**
- 3. A safe and enriching environment is essential.**
- 4. Learning is life-long.**

## Motto

**“Building a Better World, One Student at a Time”**

# Southwest Elementary School

## 2009 –2010 Staff

---

### ADMINISTRATION

Principal Gail Normanly  
Asst. Principal Teresa Alphin

### OFFICE SUPPORT

Bookkeeper Jewel Bean  
SIMS Malinda Barbee  
Administrative Support Kelly Shepard

### PRE-KINDERGARTEN TEAM

Theresa Hunt  
Brandy Lammonds  
Kimberly Widinski  
Gwen Monserrate (TA)  
Meta Jackson (TA)  
Jennifer Abbot (TA)  
Lois Henry (TA)

### GRADE 3 TEAM

Phyllis Maccalupo  
Krystal Rochelle  
Bonnie Johnson 3/4  
Ron Wilkerson (TA)  
Melissa Hill  
Walt Krasa  
Mandy Autry (TA)

### KINDERGARTEN TEAM

Marlou Cahoon  
Erin Butler  
Stacy Pierce  
Sharon Albright (TA)  
Bobbie Jo DiPietro  
Lisha Hardy  
Diane Lanier (TA)  
Ivy White (TA)

### GRADE 1 TEAM

Carrie Bryant  
Cynthia Johnson  
Tammy Parker  
Amy Lynch  
Lisa Shivar (TA)  
Leslie Conway  
Anna Prindle  
Shannon Jones

### GRADE 2 TEAM

Tara Crooms  
Michele Starling  
Michelle Ellison  
Peggy Walton (TA)  
Karen Shepard (TA)  
Katie Tallman  
Andrew Lynch  
Adrienne Davis 2/3  
Jackie Ervin (TA)

### GRADE 4 TEAM

Katryn Rangel  
Kathy Morgan  
Deborah Parker (TA)  
Matt Scheuering  
Lisa Ingram  
James Tootle (TA)

### GRADE 5 TEAM

Adam Fantone  
Erica Holland  
Tina Miller (TA)  
Lisa Ingram  
Paul Starling

**EXCEPTIONAL CHILDREN'S TEAM**

Dawn Pelletier (AIG)	Stacy Headrick (Speech)
Leesa Blalock (CC)	Kelly James (Speech)
Robbin Huffman (ID)	Kim Nelson (Soc. Worker)
Amie Griffith (CC)	Meredith Cox (Psych.)
Sandra Mahoney (CC)	Jackie Brooks (TA)

**CUSTODIAL STAFF**

Kathy Swinson (Head Custodian)	
Dale Cole	Bill Cruse
Lula Williams	Mitchell Hayes

**CAFETERIA STAFF**

Bonnie Banks (Interim Manager)	
Brenda Lanier	Betty Hobbs
Gloria Pearson	Ellen Willaford
Hope Simmons	

**TITLE 1 TEAM**

Penny Gentry	Bena Bryant (TA)
Cyndi Hewitt (TA)	Pam Gaines (TA)

**ENRICHMENT**

**AND SUPPORT SERVICES TEAM**

Media Center	Sheryl Crockett Mindy Rusch (TA)
Art	Kelly Ottaway
Music	Becky Ellen
Physical Education	Kory Whitacre David Lynch (TA)
Guidance	Melissa Dedmond
Technology	Cindy Colasanti
Nurse	Susan Bien



# Southwest Elementary Executive Summary

The mission statement for Southwest Elementary was written and accepted when the school opened its doors in August of 1994. A school motto was added later that year. Each school year, the mission statement and motto is discussed with the staff, students, and parents. The school motto also appears on school stationary and other school printed materials.

During the summer of 2007, it became very obvious that the school needed to revisit the mission and belief statements for their appropriateness. As an outcome of this need, the School Leadership Team met and with input from all stakeholders, determined that the school vision of excellence in education was still appropriate. The school mission, however, has been rewritten and now states: “Southwest Elementary School will engage students through a rigorous and relevant curriculum in order to prepare them to be responsible 21<sup>st</sup> century citizens”. The belief statements were rewritten to support the school’s mission statement and give a total picture about the work of the school. It was recommended that the motto remain the same.

The information that follows will provide an overview of Southwest Elementary School and it’s community, including students performance data, demographic data, stakeholders perspectives and unique characteristics of the school.

## **SCHOOL PROFILE**

Southwest Elementary School is a rural elementary school located on Highway 53 just outside the city limits of Jacksonville. The school has been opened since 1994, when there was a student body of 700 students. The school was built to relieve the overcrowding at Dixon Elementary in the Sneads Ferry area and Blue Creek Elementary school located only two miles from Southwest. Previous enrollment for the last three years has averaged 800 students. During the 2008 – 2009 school year, 36% percent of the total school population moved in or out of the school. This compares with the county average of 34%. The enrollment at the end of the twentieth school day for the 2009 – 2010 was 798 which includes three pre-school classes, five classes of kindergarten students, seven classes of first grade students, five classes of second grade students, four classes of third grade students, four classes of fourth grade students, and four classes of fifth grade students. In addition, there is a second/third combination class and a third/fourth grade combination class. The student population consists of Native American (6 males 4 females), Asian (4 males 6 females), Hispanic (29 males, 26 females), African American (47 males, 50 females), White (281 males, 263 females), and Multiracial (43 males, 39 females). During the 2008-2009 school year, 238 of the school’s students had parents who were federally connected.

The school’s major mode of transportation consists of 13 regular buses along with one bus for handicapped students and 1 preschool bus. All students are transported daily by bus or are transported by private vehicle. A bus coordinator serves the Southwest area schools and assists administrators in securing bus drivers for regular routes and scheduling field trips. *Afterschool Adventure* is a program sponsored by the North Carolina Cooperative Extension Service with the support of the Onslow County Schools to provide after school services for students. Parents pay a small fee for this service. There are presently 45 students enrolled in the program (a waiting list of additional students exists).

Due to the socio-economic level of the students population (median household income of \$29,869), Southwest Elementary qualifies as a Title 1 school. Approximately 300 breakfasts and 520 lunches are served daily. 52% of the students enrolled in the school are identified as economically disadvantaged. Five certified cafeteria workers in addition to a site manager serve hot breakfasts and lunches.

## **SCHOOL PERSONNEL**

The faculty at Southwest Elementary consists of thirty one classrooms and twelve temporary buildings. The instructional staff consists of forty six certified and forty one classified personnel. Fourteen teachers have Master of Arts degrees and more than three fourths of the teacher assistants have five years experience or more. There are six Nationally Board Certified teachers on the staff who provide guidance to less experienced staff members. Both administrators have Advanced Graduate degrees. There are currently two staff members who have completed their administrative degrees while working at the school. No new teachers were employed for the 2009-2010 school year. Sixty percent of the staff are career teachers.

Non-tenured teachers at Southwest Elementary are paired with master teachers who lend their support throughout the year. Regularly scheduled meetings are coordinated by the school's Beginning Teacher Coordinator. The purpose of these meetings is to discuss current trends in discipline, classroom management, journal articles as well as school, local, and state policies. Much time throughout the year is devoted to the ten standards from the Interstate New Teacher Assessment and Support Consortium.

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

## **STUDENT PERFORMANCE DATA**

End-of-grade results from the 2008-2009 school year indicate that 79.3% of our population is performing at or above grade level in reading and math. Reading scores indicate that 72.65% of third graders, 69.81% of fourth graders and 77.77% of fifth graders are proficient in reading. In math, 83.76% of third graders, 77.35% of fourth graders, and 93.33% of the fifth graders are proficient.

According to No Child Left Behind Guidelines, Southwest Elementary School must meet AYP standards in seventeen subgroups. For the 2008-2009 school year, AYP standards were met in all seventeen subgroups.

## **PROGRAMS/PRACTICES**

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

The Exceptional Children's Team at SWE is composed of four teachers and one teacher assistant. There is one self contained ID classroom. The remainder of identified special needs students are assigned to regular classrooms where teachers provide modifications to meet each student's individual needs. In addition, the exceptional needs teachers meet the students' needs using both the inclusion model and the

resource setting. The school also has a tutoring program in place to meet the varied needs of the increasing English as a Second Language population.

Southwest Elementary School implemented the IMPACT model with all kindergarten through fifth grade students during the 2006-2007 school year. IMPACT is a program that enables students to work on curricular, resource-based projects in the media center or computer lab. The Media Specialist and technology facilitators maintain a flexible schedule in order to collaborate with teachers in the development and implementation of cross-curricular instructional units. It is the belief of the staff that through this model and the use of other technology, such as the interactive whiteboards that are being added to classrooms, our students will be globally competitive in the future.

The school has established a *Safety Patrol* to help students develop leadership skills. A committee of staff members and administrators selects these fourth and fifth grade students. The school provides funds to purchase badges, belts, and identification cards. Safety Patrols are inducted into a program with a ceremony led by the Onslow County Sherriff, Ed Brown. Parents and students are included in the ceremony held at the beginning of each school year. Some of the duties of the Safety Patrol include assisting with the arrival/departure of buses, monitoring the hallways, and acting as guides for school functions.

## **STAKEHOLDER PERSPECTIVES**

Southwest Elementary School uses the district-administered Climate Survey to gather the opinions of students, staff members and parents about the education and safety provided at Southwest Elementary School. Ninety six percent of our parents responded to the survey. Favorable responses received from respondents related to students being treated fairly, students being respectful to one another and staff, and high expectations for academics and behavior. Parents indicate they share the school's concerns relative to tardies and early checkouts. Student survey respondents believe that the adults in the school encourage them to do their best, that the teachers are helpful and treat students respectfully, and that they have been taught rules and expectations at the school. Students expressed the need for more use of technology in the classrooms. Staff respondents feel overwhelmingly that our school environment is very safe for our students, but we need to do more to encourage parent volunteers in the school.

These survey results are being used by our Safe and Civil Schools committee and our School Leadership Team as we continue to assess policies and procedures.

**OCS Goal # 1:**

Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

**Strategy:**

Southwest Elementary will ensure that the diverse needs of students are met through challenging and differentiated instruction.

**Desired Results:**

- Lessons and classroom presentations will indicate a rigorous and differentiated curriculum.
- All subgroups will be proficient in reading, writing and math in grades 3 – 5.
- All subgroups will meet projected growth standard in reading and math in grades 3 – 5.
- Preschool and primary students will meet their goals and will be on or above grade-level on grade appropriate assessments.

**Measures:**

- Lesson plans and classroom observations
- EOG results
- State Writing Assessment
- AYP
- K – 2 Assessments
- Pre-Post Preschool Data
- Title I Data
- PEPs
- IEPs
- 3-5 Benchmark Assessments

**Processes:**

- Utilize Essential Questions in lesson plans
- Analyze and utilize K-2, 3-5 EOG Assessment Data to plan instruction
- Provide staff development on differentiated instruction using *Failure is Not an Option*
- Utilize differentiated instructional strategies to address students' learning needs
- Implement AVID in fifth grade
- Provide opportunities for technology integration across the curriculum
- Employ a teacher who will focus on meeting the needs of at-risk students
- Assign at-risk students to small group instruction that will be provided by a designated teacher
- Incorporate data analysis as a component of professional growth
- Expand math pilot programs in primary grades
- Train new staff in the use of *Write...From the Beginning* and Thinking Maps
- Involve teachers in staff development relating to working with children of poverty
- Utilize professional learning communities to address instructional intervention
- Use inclusion model to meet the needs of AIG students
- Provide ESL tutoring support to identified students.
- Articulate with receiving middle schools concerning curriculum related issues
- Provide Latin instruction to identified AIG students.
- Provide staff development in the use of “Touch Math”, “Letterland” and “AIMSWEB” (to better meet the learning needs of students with disabilities)

**OCS Goal # 1:**

Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

**Resources:**

- At-Risk Teacher
- Title I Teachers and Assistants
- Technology Facilitator and Instructor
- AVID materials
- Real Math
- Number Worlds
- K-2 Assessment Data
- E-Assessment Data
- 3-5 Fountas & Pinnell Benchmark Assessment System
- EOG Data
- Mentors
- *Failure is Not an Option* book and materials
- Purchase of additional hardware (i.e. wireless computer cart, ACTIVBoard)
- Flexible scheduled computer labs
- IGPs
- PEP Data
- IEPs
- *Write... From the Beginning*
- Thinking Maps
- *Children of Poverty*

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

**2007-2008**

- Essential questions were included in lesson plans.
- Teachers completed staff development in differentiated instruction using *Failure is Not an Option* in an effort to better meet the needs of students with disabilities.
- The AVID program was successfully implemented in Grade 5.
- Primary grades piloted math program but found it did not correlate closely with SCOS.
- A 5<sup>th</sup> grade teacher was employed to reduce class size and provide more focused instruction for at-risk students resulting in high growth status in math.
- The purchase of additional hardware, coupled with related staff development, provided increased opportunities for technology integration.

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

**Next steps****2008- 2009**

- Essential questions will be used as a focus during classroom instruction.
- The PLC model will be used to facilitate the study of the book *What Great Teachers Do Differently*.
- The AVID program, used with 5<sup>th</sup> grade students, will focus on the use of Cornell notes.
- Additional staff development will be provided for staff in the use of the SMART Board, Activboard and the Mimio.
- Further use of disaggregated data will be used to guide instruction.
- Staff development will be provided in the use of the "Math Partners" program.
- One 2<sup>nd</sup> grade teacher will implement a math "Investigations" program.
- "Touch Math" will be used to increase the math competency levels of SWE's

**OCS Goal # 1:**

**Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

- Increased use of data analysis has guided teachers in planning instruction.
- SWE implemented PLC model.
- AIG teacher provided focused instruction through the use of the inclusion model.
- All AIG students received Latin instruction.

**Results:**

- Grades 3-5 met expected growth in Math.
- Grade 5 met high growth in Math.
- Student subgroup, students with disabilities, did not meet growth or proficiency in Math.
- School's percent proficient in Math (71.4%) did meet the state AYP goal with Safe Harbor. (Subgroups also meeting goal with Safe Harbor include Economically Disadvantaged and Black students.
- While the school proficiency rate did not rise, there was an increase in the number of students scoring Level IV on the NC Writing Assessment
- The percent of K-2 students being proficient in Math increased.
  - Kindergarten (83.8% to 88.0%)
  - First (69.3% to 79.0%)
  - Second (84.3% to 90.3%)
- The percent of K-2 students being proficient in Writing increased.
  - Kindergarten (74.7% to 85.5%)
  - First (60.7% to 66.1%)
  - Second (79.5% to 81.3%)
- Reading proficiency increased in grades K & 1, with a slight decline in grade 2.
  - Kindergarten (70.1% to 85.5%)
  - First (79.3% to 82.7%)
  - Second (92.9% to 87.3%)

**2008-2009**

- Posted essential questions were a focus during classroom instruction.
- Teachers participated in a PLC model to study *What Great Teachers Do Differently*.
- Cornell notes became an integral part of the 5<sup>th</sup> grade curriculum.
- Ongoing training has been provided to staff in the use of SmartBoard, ActivBoard and Mimio.
- Teachers were provided with

exceptional needs population.

- Daily basic math fact activities (Mad Minute) will be used at the beginning of each math class.
- "Letterland", interactive visual approach used to teach beginning phonics and letter knowledge, will be implemented in K- 2<sup>nd</sup> grade with exceptional needs students.
- The 1<sup>st</sup> grade will implement an "extension center" program where every student can experience a "gifted quality" education.
- DEAR (Drop Everything and Read) will occur daily for all students and staff.
- SUCCESSMAKER will be updated for use in the lab.

**Next steps  
2009-2010**

- Staff will participate in grade-level PLC meetings that focus on *Strategies That Work and Test Talk*
- Individual training will be provided to fully integrate technology into the classroom.
- Math staff development will be provided through Math Partners/BRIDGES program.
- enVisionsMATH/Investigations will be implemented school-wide.
- Extension program will be expanded to all first grade
- Additional teacher resources will be provided for SUCCESSMAKER
- Staff will utilize curriculum planning using "The Big Idea" as an outgrowth of training provided by Central Office staff
- Schedule a "moving up" day to coincide with the middle school orientation day in the spring. At this time, students will spend the morning visiting a classroom in the grade-level to which they will be assigned next year.

**OCS Goal # 1:**

**Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

disaggregated data to facilitate small group instruction.

- Two teachers participated in “Math Partners” initiative, but have not yet provided staff development.
- One teacher successfully implemented the Math Investigations program
- Touch math was used in all EC resource settings.
- Daily basic math fact activities (Mad Minute) were used at the beginning of each math class.
- K-3 EC students and 1<sup>st</sup> grade students were taught using Letterland.
- A 1<sup>st</sup> grade extension center program was implemented with 4 classes.
- DEAR (Drop Everything and Read) occurred daily
- Successmaker was updated and incorporated into daily instruction at all levels.

**Results**

- Grades 3-5 met expected growth in math
- Grades 3 & 5 met high growth in math
- Students with disabilities were proficient in math
- The percentage of 3-5 students proficient in math increased (71.4% to 84.3 %). The school met AYP (Subgroup students with disability met goal with CI)
- Grade 3-5 met expected growth in reading
- Grade 3-5 met high growth in reading
- School proficiency rate went from 60.8% to 70.3%.
- 5<sup>th</sup> grade science proficiency rate was 83.3%, an increase from 78% the previous year.
- Math proficiency increased in Kindergarten. However, there was a decline in the proficiency rate in first and second grades.
  - Kindergarten (88.0% to 90.2%)
  - First (79.0% to 77.6%)
  - Second (90.3% to 83%)

**OCS Goal # 1:**

**Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

- The percentage of K-1 students proficient in Writing increased with a decrease in 2<sup>nd</sup> grade proficiency.
  - Kindergarten (85.5% to 86.8%)
  - First (66.1% to 66.4%)
  - Second (81.3% to 72.3%)
- Reading proficiency increased in grades K & 2, with a decline in grade 1.
  - Kindergarten (85.5% to 89.6%)
  - First (82.7% - 66.4%)
  - Second (87.3% to 88.4%)

**OCS Goal # 2:**

**Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.**

**Strategy:**

**Southwest Elementary will create a school climate that nurtures creative and innovative instructional leaders while promoting and strengthening technological competencies.**

**Desired Results:**

- The attrition rate, not related to retirement or family relocation will decrease.
- The use of technology in the classroom will increase.
- The technology competency levels of teachers will increase.

**Measures:**

- Technology Survey
- Climate Survey
- Beginning Teacher Survey
- Computer Lab schedules
- Wireless computer cart schedules
- Employment Data
- Lesson Plans

**Processes:**

- Improve established procedures to address the Beginning Teacher Mentoring Program
- Provide a school-based Technology Buffet series of workshops
- Increase the availability of hardware
- Train staff to utilize public folders to disseminate information
- Plan a retreat for Beginning Teachers
- Design and administer appropriate surveys
- Utilize Report Card Maker for K-5 report cards

**Resources:**

- Additional hardware
- *The First Year Teacher's Survival Guide*
- Technology Facilitator
- Technology Teacher
- Surveys

**OCS Goal # 2:**

**Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.**

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

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

**2007-2008**

- Technology staff development was provided to all staff
- Additional hardware purchased for classroom use, including 4 SMARTBoards, 7 Mimios, 6 Elmo document cameras.
- Tier I laptops were provided to 24 teachers.
- A move was made toward paperless
- communication through the use of public folders, electronic communication (lesson plans, Report Card Maker, inner school communication).
- Retreats were held for Beginning Teachers and all Teacher Assistants.
- Evaluations/surveys were used for future planning.

**Results:**

- 12 teaching positions were lost due to redistricting
- 1 teacher returned to home state due to family responsibilities.
- 1 teacher was moved into an assistant principal's position
- 1 teacher took a year's leave of absence to attend graduate school.
- Four additional teachers received mentor training.

**2008-2009**

- All classrooms were equipped with an interactive whiteboard.
- Additional technology staff development was provided to certified staff in areas of identified need.
- Incorporated global studies through "Exploring the World on the CAMP Express" (computers, art, music, PE) with 4<sup>th</sup> & 5<sup>th</sup> graders during enrichment period funded by Bright Ideas grant.
- One teacher participated in Worldview interactive study program.
- There were no primary teachers trained as mentors.

**Next steps**

- **Purchase hardware to equip all classrooms with some type of interactive whiteboard.**
- **Provide additional technology staff development to both certified and classified staff in areas of identified need.**
- **Incorporate global studies through**
- **"Exploring the World on the CAMP Express" (computers, art, music, PE) with 4<sup>th</sup> & 5<sup>th</sup> graders during enrichment period.**
- **Explore opportunities to communicate with other students globally.**
- **Increase the number of primary teachers trained as mentors.**
- **Increase use of public folders and paperless communication.**
- **Plan additional retreats for staff that focus on additional literacy activities.**

**Next steps:  
2009-2010**

- Elmo training will be provided to all staff.
- Each classroom will be equipped with an Elmo document camera and a ceiling mounted projector.
- Technology training will be provided to classified staff.
- There will be an increase in the number of primary teachers trained as mentors.
- The school will continue to investigate the possibility of a global partnership with another country.
- The 4th grade will participate in a global initiative project about sea turtle conservation.

**OCS Goal # 2:**

**Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.**

- There was an increased use of public folders and paperless communication.
- Retreats were held for beginning teachers and teacher assistants.

**Results:**

- 5 teaching positions were lost as a result of state budget cuts.
- Teachers incorporated a minimum of 2 interactive lessons per week into classroom instruction.

**OCS Goal # 3:**

**Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.**

**Strategy:**

**Southwest Elementary will develop and maintain roles, procedures, and responsibilities needed to maintain a safe and orderly learning environment and a healthy and physically fit lifestyle.**

**Desired Results:**

- All students will pass the physical fitness assessment
- All students will demonstrate respect for each other throughout the school
- All safety issues identified by staff, parents and students will be addressed
- Southwest Elementary School will be a safe school
- All students will act appropriately in all settings

**Measures:**

- The number of office referrals
- Number of students passing physical fitness test
- Climate survey results
- Incidents Report data

**Processes:**

- Document 150 minutes of structured physical activity in lesson plans
- Employ additional staff to increase the amount of time students receive physical education
- Train staff on and implement CHAMPS program
- Survey parents, students and staff on school safety issues
- Increase student awareness of monthly character education traits through instructional approaches
- Continue to establish and implement policies and procedures for common areas in accordance with the Safe and Civil Schools Plan
- Apply for recognition as a Triple S School
- Provide regularly scheduled health instruction through the physical education program

**Resources:**

- Safe and Civil Schools Committee
- Additional physical education staff
- CHAMPS materials
- Climate Survey

**OCS Goal # 3:**

**Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.**

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

**2007-2008**

- All students received 150 minutes of structured physical activity per week as evidenced in lesson plans.
- All staff received training on the implementation of the CHAMPS program.
- SWE began the application process to receive the recognition as a Triple S School.
- Safe & Civil Schools/CHAMPS trainings have resulted in a decrease in injuries occurring on campus.

Results:

- SWE had no Reportable Acts of violence.
- 95.6% of parents state their children feel safe at school.
- Over 90% of students feel safe in classroom and cafeteria.
- 93% of the staff agree that SWE works to ensure students feel safe at school.

**2008-2009**

- Additional CHAMPS training was provided for all staff members.
- The school submitted the application for Triple S School recognition but was not selected for this designation.
- An ISS program was implemented in an effort to decrease the number of discipline incidents.
- NC Teacher Working Conditions survey was reviewed, and identified areas of strength and needs for improvement were addressed.
- A PLC was created to assist the staff in gaining a better understanding of the questions being asked on the working conditions survey.

Results:

- SWE had no Reportable Acts of violence.
- 96.3% (an increase) of parents state their children feel safe at school.

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

Next steps

- Offer additional CHAMPS training to interested staff.
- Submit application for Triple S School recognition.
- Implement an ISS program to decrease the number of discipline incidents.
- Review NC Teacher Working Conditions survey and identify areas of strength and needs for improvement.
- Help staff gain a better understanding of the questions being asked on the working conditions survey.

**Next steps:**

**2009-2010**

- Increase instruction time for PE by a certified PE instructor.
- Implement "Girls on the Run" physical fitness initiative.
- Provide Life Savers (physical fitness activities) training for teacher assistants
- Reapply for Triple S recognition
- Include character ed. activities based on best practices into curriculum

**OCS Goal # 3:**

**Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.**

- Over 96.2% of students feel safe in classroom.
- 96% of the staff agree that SWE works to ensure students feel safe at school.
- The number of out-of-school suspensions decreased from 55 to 33.

**OCS Goal # 4:**

**Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.**

**Strategy:**

**Southwest Elementary will build community support through programs that invite parental involvement and encourage active participation in the educational process.**

**Desired Results:**

- Parental attendance at parent education events will increase.
- Grades K – 5 will each schedule one parent education session.
- Grades K-2 will each schedule one student performance program.
- The number of parents serving on school committees will increase.
- The number of parent/community volunteers will increase.

**Measures:**

- Attendance logs
- Volunteer log
- Schedule of parent education and performance events

**Processes:**

- Develop volunteer guidelines to make parents feel welcome at the school
- Establish dates for parent education events
- Establish dates for student performances
- Recruit interested parents during orientation and make follow up contacts
- Develop a school/community committee to encourage more active parent participation at the school.
- Facilitate the development of a formal parent organization (PTA)
- Implement activities to better facilitate students' transitions from both pre-kindergarten/home to kindergarten and from 5<sup>th</sup> grade to 6<sup>th</sup> grade.

**Resources:**

- *Failure is Not an Option*
- School calendar
- Volunteer guideline committee
- Title I Parent Involvement Budget

**OCS Goal # 4:**

**Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.**

**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**

- Regularly scheduled parent education events were held. (Writing Night, Reading Around the Campfire, etc.)
- SWE PTA was formed and met on a regular basis.
- There was increased parent participation in Title I and School Improvement Team.
- SWE began a schoolwide recycling program.
- MTAC (Media and Technology Advisory Committee) now includes parent representation and meets bi-monthly.

**2008-2009**

- The school initiated a parent conference/report card pick-up at a scheduled time for 1<sup>st</sup> and 3<sup>rd</sup> nine-week grading period (fall 92% participation, spring 84%).
- Parents were surveyed to determine interest and/or needs for future parent education activities.
- A volunteer committee comprised of SWE staff was established to promote more volunteerism in the school resulting in minimal increase in parent participation.
- SWE staff sought out partnerships for Adopt-a-School program, but were unable to get a commitment.
- The community military liaison was consulted for appropriate activities that can be used to provide support for SWE's military dependents.
- The 4th grade continued the recycling program.
- Incoming kindergarten students and their parents were invited to visit kindergarten classes during the last month of school (60 parents participated).

**Next steps**

- Initiate parent conference/report card pick-up at a scheduled time for 1<sup>st</sup> and 3<sup>rd</sup> nine-week grading period.
- Survey parents to determine interest and/or needs for future parent education activities.
- Establish a volunteer committee comprised of SWE staff to promote more volunteerism in the school.
- Seek out partnerships for Adopt-a-School program.
- Consult with community military liaison for appropriate activities that can be used to provide support for SWE's military dependents.
- Increase awareness of SWE's recycling program.
- Invite incoming kindergarten students and their parents to visit kindergarten classes during the last month of school.
- Provide parents of incoming kindergarten students with welcome packets (books, parent/child school readiness activities, kindergarten expectations information)
- Collaborate with middle schools to plan a mid-year information session for 5<sup>th</sup> grade students and their parents to assist the 5<sup>th</sup> to 6<sup>th</sup> grade transition.

**Next steps**

**2009-2010**

- Establish training for parent volunteers to work with students
- Continue to seek out community organizations willing to participate in school activities

**OCS Goal # 4:**

**Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.**

- Parents of all incoming students were provided with a book or welcome packet (books, parent/child school readiness activities, kindergarten expectations information).
- Preschoolers attended an orientation at the school where they would attend kindergarten.
- Incoming kindergarteners were invited to attend a summer program. Selection was based on the results of informal assessments.
- An attempt was made to collaborate with middle schools to plan a mid-year information session for 5<sup>th</sup> grade students but, due to scheduling conflicts, the session could not be scheduled.

**OCS Goal # 5:**

**Onslow County schools will be supported by effective and efficient systems.**

**Strategy:**

**Southwest Elementary will maintain the instructional and operational efficiency of the school by providing adequate resources and effectively utilizing the skills and talents of all support staff.**

**Desired Results:**

- All teachers will have a duty free lunch.
- Professional learning communities will be created and implemented.
- All teachers will be provided staff development based on identified areas of need.
- All teachers will maintain procedures that are developed through the Safe and Civil Schools Initiative.

**Measures:**

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

**Processes:**

- Develop and implement a duty free lunch schedule by grade level
- Provide planning time for professional learning communities
- Track incident reports
- Assign staff based on areas of expertise
- Develop and implement procedures for dismissal, cafeteria and playground

**Resources:**

- Teacher Handbook
- Calendar
- Schedule
- Incident reports
- Staff development sign-in sheets and agendas

**OCS Goal # 5:**

**Onslow County schools will be supported by effective and efficient systems.**

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

**2007-2008**

- A duty free lunch period was implemented to comply with House Bill 1151.
- Extended planning time provided more opportunities for Professional Learning Communities.
- The improved scheduling and procedures for dismissal, playground time, and the cafeteria have resulted in fewer accidents in the school's common areas.

**2008-2009**

- Staff were assigned to positions based on identified areas of strength and expertise.

School-wide PLCs were established to meet the identified school needs (Curriculum, Volunteer, Climate, Events, School/Community Service, Staff Development, Strategic Leadership)

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

**Next steps**

- Assign staff to positions based on identified areas of strength and expertise.
- Establish school-wide PLC/committees to meet the identified school needs (Curriculum, Volunteer, Climate, Events, School/Community Service, Staff Development, Strategic Leadership)

**Next steps**

**2009-2010**

- Implement an extended planning time for each grade level (once every 6<sup>th</sup> day)
- Implement a daily enrichment/intervention period in 5<sup>th</sup> grade
- Establish 2-teacher teams to provide instruction to 3<sup>rd</sup> graders



## 2009 - 2010 Projected Budget

Southwest Elementary  
School

Strategic Plan  
2009 - 2010 Budget

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

*A: Southwest Elementary School will ensure that the diverse needs of students are met through challenging and differentiated instruction.*

<b>Items for Purchase</b>	<b>Budgeted Amount</b>	<b>Source of Funding</b>	<b>Purpose</b>
Technology Hardware	\$10,000.00	Title 1	To meet additional instructional needs of students.
Tutoring Services	\$8,000.00	Disadvantaged Students Supplement Allotment (024)	To meet additional instructional needs of students.
Instructional materials	\$5,000.00	Instructional (061)	To provide necessary materials to meet students needs
Books for Media Center	\$6,000.00	Title 1	To meet the differentiate learning needs of students

Southwest Elementary School  
School Strategic Action Plan  
2007-2010

*C: Insert strategy*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose

**Goal 2: Creative, passionate, and technologically skilled professionals**

*A: Southwest Elementary School will create a school climate that nurtures creative and innovative instructional leaders while promoting and strengthening technological competencies.*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
10 Elmos	\$5,000.00	Instructional (061)	To increase access to technology for more students

**Goal 3: Civil, healthy, and productive citizens**

*A: Southwest Elementary School will develop and maintain roles, procedures and responsibilities needed to maintain safe and orderly learning environments and a physically fit lifestyle*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Drug Awareness materials	750.00	Local School Money	To provide materials for Red Ribbon Week

**Goal 4: Leadership will foster innovation**

*A: Southwest Elementary School will build community support through programs that invite parental involvement and encourage active participation in the educational process.*

Southwest Elementary School  
 School Strategic Action Plan  
 2007-2010

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Meals, leveled books, instructional supplies	\$2,100.00	Title 1	To feed and provide educational materials to students who attend evening instructional sessions. To provide instructional materials for parent "make and take" projects on parent education nights

**Goal 5: Effective and efficient systems**

*Maintain the instructional efficiency of the school by providing adequate resources and effectively utilizing the skills and talents of all support staff.*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Materials (books, manuals) for staff development	\$1500.00	Title 1	To provide materials for staff development
Staff development related expenses	\$2400.00	Title 1	To cover the cost of expenses associated with staff development activities