

Excellence in Education

Southwest Elementary School Strategic Plan 2011-2012 Results and Next Actions



Adopted by Onslow County Board of Education 2010



Southwest Elementary School Administration

Principal Gail Normanly

Asst. Principal Patricia Smith

Onslow County Board of Education

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Principal's Message

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

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

Southwest Elementary School staff believes that if students are to attain technological literacy, we need to first determine what competencies students must have at each grade level. An assessment is being developed to ascertain what skills our students currently possess. A technology competency curriculum will be developed for each grade level based on the results of the assessment. Through both instruction in the school's technology labs and by using the numerous computers in each classroom, students will receive in-depth technology instruction. Beginning with basic keyboarding in kindergarten, it is hoped that by the end of fifth grade, students will be able to use technological tools to access information, solve problems and think creatively.

Recognizing the need for students to possess the ability to problem solve, think critically and apply knowledge to real life situations, the school is setting up a science lab that will be used by all students in all grade levels. All science materials in the school will be available for use in the lab. This material resource center will enable many hands-on science experiences for the students at the school. The school is also seeking community partnerships that will provide information and experiences for students that expose them to possible future vocations.

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

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

Update

During the 2010- 2011 school year the school has developed technology competencies that students will be expected to master at each grade level. A check off sheet has been created that is tracking the



Principal's Message

mastery level of each student enrolled at the school. A science lab, serving all students in the school, is up and running. All classes visit the science lab weekly. Data notebooks have been created for students in grades 3-5. Last year the administrators at the school met individually with each student to discuss the information in the notebooks and to discuss individual student's future academic goal. This school year an "Academic Expo" is going to be held where students will share the contents of their individual data books with their parents.

Gail Normanly,

Principal



School Profile



Southwest Elementary 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 600 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 two years has averaged 750 students. During the 2009 – 2010 school year, 38% 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 tenth school day for the 2010 – 2011 was 806 students which includes three pre-school classes, six classes of kindergarten students, six classes of first grade students, six classes of second grade students, six classes of third grade students, five classes of fourth grade students, and five classes of fifth grade students. The school has one separate setting classroom for students who are identified as Intellectually Deficient. This class currently has 8 students. The student population(excluding preschool) consists of American Indian 3 males, 2 females, Asian 3 males, 8 females, Hispanic 33 males, 25 females, Black 54 males, 54 females, White 265 males, 247 females, and Multi-racial 36 males, 31 females. 220 of the school's 806 students have parents who are federally connected. The school's major mode of transportation consists of 10 regular buses along with one bus for handicapped students. An average of 500 students are transported daily by bus and approximately 310 students 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 thirty additional students exists).

Due to the socio-economic level of the students population (median household income of \$31,430), Southwest Elementary qualifies as a Title 1 school. Approximately 350 breakfasts and 580 lunches are served daily. 54 % of the students enrolled in the school are identified as economically disadvantaged. Six certified cafeteria workers in addition to a site manager serve hot breakfasts and lunches.

The facility at Southwest Elementary consists of forty-four classrooms and twelve temporary buildings. The instructional staff consists of forty nine certified and thirty nine classified personnel. Twenty four teachers have Master of Arts degrees and all but two of the teacher assistants have five years experience or more. There are five Nationally Board Certified teachers on the staff who provide guidance to less experienced staff members. Both administrators have Advanced Graduate degrees. Southwest Elementary School, like many areas of eastern North Carolina, faces a high rate of teacher turnover each school year. This year the school employed six new teachers (including one first year



School Profile

teacher). Seventy percent of the staff are career teachers. New teachers to Southwest Elementary participate in an orientation program and 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 six 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 secretary, a data manager and a head school secretary/treasurer. Both the school nurse and social worker are shared with other schools.

STUDENT PERFORMANCE DATA

End-of-grade results from the 2009-2010 school year indicate that 80.95% of our population is performing at or above grade level in reading, math and writing. Reading scores indicate that 69.3 % of third graders, 80% of fourth graders and 79.4% of fifth graders are proficient in reading. In math, 84.6 % of third graders, 84.3% of fourth graders, and 84.8% of the fifth graders are proficient. Science scores for the fifth grade students at the school showed that 84.8% of the students were proficient.

According to No Child Left Behind Guidelines, Southwest Elementary School must meet AYP standards in twenty of its' twenty one subgroups. Of the twenty one goals set for the school, growth was met in twenty two or 95.2% of the goals.

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 teacher 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 two teacher assistants. There is one self contained class for students identified as intellectually deficient. 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. Media specialist maintains a flexible schedule in order to collaborate with teachers in the development and implementation of cross-curricular instructional units. It is the belief of the staff that through this model and the use of other



School Profile

technology, such as the interactive boards that are in all classrooms, our students will be globally competitive in the future.

The school has also identified **Safety Patrols** to develop leadership roles for students. 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 Sheriff, 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.

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. Favorable responses were 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 would like to see more current information posted regularly on teachers' websites relating to homework reminders and due dates and instructional tips. They also feel the school's website should be more useful and informative. In addition, parents would like to see more opportunities for their children to build rapport with the school counselor, social worker and other school support staff. 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.

Update:

Enrollment on the 20th day of the 2011-12 school year was 872 students, 54 of which are preschool students (an increase of 62 students from the 20th day of the 2010-2011 school year). During the 2010-11 school year, 42% of the student population moved in or out of the school, as compared to the county average of 34%. One additional Kindergarten teacher has been allotted to the school for the school year. An Autistic class has also been added. A full-time substitute is now employed at the school. There was a decrease of one resource special needs position, 5 teacher assistant positions, one worker in the cafeteria and one custodian (unable to work due to a recent medical diagnosis).

End-of-grade results for 2010-2011 indicate that 77.93% of our students were proficient in reading, 87.70% were proficient in math and 84.17% were proficient in science. These scores indicate an increase in proficiency in math and reading and a .7% decrease in science. The school met 95% of its' AYP goals for the 2010-2011 school year.

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



ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Southwest Elementary
Date Submitted:	Sept. 30, 2011

1	Number of Plan Team Members	18
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	Sept. 28, 2011
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Gail Normanly (electronic signature)
Signature, SSPT Facilitator/ Chairperson	Sheryl Crockett (electronic signature)
Signature, Elected Parent Representative	Laurie Farmer (electronic signature)
Signature, Elected Parent Representative	Nateshia Mattocks (electronic signature)

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

LEA Number: Onslow County Schools - 670
School Name/Number: Southwest Elementary / 343
School Address: 2601 Burgaw Hwy., Jacksonville, NC 28540
Plan Year(s): 2010-2012
Date prepared: Fall 2011

Principal Signature: _____ _____ Date

Local Board Approval Date: _____ _____ Date

School Strategic Planning Team

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal Representative	Gail Normanly	Teacher	Lisha Hardy Bobbie Jo Dipietro
Assistant Principal Representative	Patricia Smith	Teacher	Shannon Jones
Teacher Representative	Sheryl Crockett	Teacher	Michele Starling
Inst. Support Representative	Lisa Thompson	Teacher	Walt Krasa Anna Prindle
Teacher Assistant Representative	Gwen Monserrete Meta Jackson	Teacher	Kathy Morgan Kati Rangel
Parent Representative	Maria Blackburn Paige Carper	Teacher	Jaime Marks
Parent Representative	Angel Royer Nateshia Mattocks	Teacher	Amie Griffith
Parent Representative	Susanne Sanders Michelle Capps		
Parent Representative	Allison Tutherow		
Parent Representative	Laurel Whiting Andrea Thompson		
Parent Representative	Laurie Farmer		

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

Priority 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	SWE Goal 1:	Southwest Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum		
	Target: (Desired Result)	Southwest Elementary School will decrease the number of students not meeting proficiency on state-mandated assessments by 10%. The annual results will be calculated utilizing the K-2nd grade assessment data and 3rd-5th grade EOG and the 5th grade Science tests scores		
	Indicator: (Measure)	AYP data, K-2 Assessment, 3-5 EOG composite scores, 5th grade science scores, AIMSWEB data, school designed technology benchmark checklist		
	Strategy: (Needs Assessment, Question #4)	Implement academic initiatives that challenge and provide differentiated opportunities for all students. (including AIG, at-risk, & students with disabilities)		
	Action Steps: (Processes/How)	1 Identify students who did not make AYP		
		2 Increase learning opportunities in the area of science and math through the creation of a science lab		
		3 Implement First in Math, Expert Space, and CIA (through the use of the "Big Idea")		
		4. Expand AVID to the fourth grade stressing both organizational skills and study skills		
	Strategy:	Utilize a variety of assessment tools both formative and summative to guide instruction and monitor progress striving for on-grade-level performance by the end of 2nd grade and at the conclusion of each grade thereafter.		
	Action Steps:	1 Implement data notebooks to provide student ownership of assessment information		
		2 Train EC Teachers in the use of AIMSWEB and the Sonday reading program		
		3 Train teachers in the use of the new K-2 Assessment (Reading 3D)		
	Strategy:	Design learning experiences that incorporate appropriate technology skills for students at all grade levels		
Action Steps:	1 Assess each student's technology competency			
	2 Develop technology competency benchmarks for students at each grade level			
	3 Provide instruction and ongoing opportunities that allow students to utilize acquired skills			
	4			
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$2,000	
Funding source 2:	State funds for at-risk students	Funding amount:	\$1,000	
Funding source 3:	School general funds	Funding amount:	\$5,000	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$8,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Certified School Personnel			
What data will be used to determine whether the strategies were deployed with fidelity?				
Training rosters, Lesson plans, Results recorded on assessment instruments (to include AIMSWEB, Sonday, Reading 3D, Classscape, First in Math)				

Check

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

Periodic progress monitoring by administrator, Interim and report card information, EOG test data, PEP information, Data Notebook information, AIMSWEB and Sunday reading programs data, Reading 3D assessment information, Classscape data, Expert Space usage information, technology benchmark checklist and First in Math reports.

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

Data shows that all strategies were successfully implemented. "First in Math" was implemented at the school in October of 2010. End of year results from "First in Math" indicated a 58% increase in the number of students proficient in addition, and a 30% increase in the the other basic math operations. The teachers' use of science resources available through ExpertSpace supported the continued high percentage of students proficient on the 5th grade Science EOG (84%). AYP data from 2010-11 school year indicate that the school achieved 20 of 21 goals. The math goal was not met by EDS subgroup of students. In addition, subgroups that met the AYP target with Safe Harbor were Black students (math), student with disabilities (math), all students (math), Blacks students (reading) and students with disabilities (reading). The school earned "School of Distinction" recognition (above 80% proficiency). AIMSWEB data indicated that of the 67 identified EC students assessed, 40 students met or exceeded their predetermined goals. Classscape assessments were used to monitor progress in the areas of reading and math and the results were used to guide future instruction. School-based technology competencies for each grade level have been developed. K-2 Assessment data indicates that by the end of 2nd grade, at least 90% of the students show proficiency in reading (90% ME, 92% E), 92%



Act

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

Although Southwest Elementary met the desired target, the focus for the 2011-12 school year will be on both black students and students with disabilities in the area of reading and all students in the area of math. A part-time math coach will be employed to support teachers in the area of math instruction. The pilot programs for both Waterford (grade K-2) and Successmaker (grades 3-5) computer-based programs will afford further opportunities for differentiated instruction. The more frequent use of Classscape throughout the year will provide teachers with additional data to guide instruction. The recently developed technology competency goals will be implemented throughout the school on a regular basis. The format of the data notebooks will be evaluated and adjusted to meet the needs of our students.



Priority 1 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	SWE Goal 2:	Southwest Elementary students will be led by creative, passionate, and technologically skilled professionals.		
	Target: (Desired Result)	100% of Southwest Elementary teachers will gain additional competencies with formative assessment and technology use in the classroom.		
	Indicator: (Measure)	Surveys, Completed classroom activities, Certificates of completion of training, Assessment reports		
	Strategy: (Needs Assessment, Question #4)	Teachers will avail themselves of technology based professional learning community opportunities		
	Action Steps: (Processes/How)	1 Task selected teachers to attend district level technology PLCs		
		2 Select teachers who will provide staff development at the school in the use of the technology		
		3 Establish an electronic warehouse of interactive whiteboard instructional activities to be used by all teachers		
		4 Require all teachers to involve their students in a minimum of two interactive lessons weekly		
	Strategy:	Teachers will become more competent in the use of formative and summative assessment		
	Action Steps:	1 Complete NC Falcon training		
		2 Implement the Reading 3D assessment program with K-2nd grade students		
		3 Monitor (by Literacy Facilitators) ongoing benchmark assessments for all "at risk" students in K-5th grade		
		4 Train teachers in the use of ClassScape		
Strategy:				
Action Steps:	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$1,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Certified School Personnel			
What data will be used to determine whether the strategies were deployed with fidelity?				

PLC rosters, Certificates of completion of training, Correctly completed assessment reports.

Check

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

Lesson plans with technology activities highlighted, Technology warehouse usage survey to be completed at the end of the year.

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

Attendance rosters show that 100% of the classroom teachers attended varied technology training opportunities (PLCs, staff development both on and off campus). In addition, teachers completed NC Falcon, Classscape, and Reading 3D training. Weekly lesson plans included a minimum of two interactive lessons incorporating technology. All required assessment reports were completed in a timely manner.

Act

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

Title I funds have allowed for the employment of a part-time technology teacher who will provide staff development for teachers to increase their technology expertise in the classroom. Her responsibilities will include establishing an online technology resource "warehouse", helping staff use the school website to it's fullest potential, and collaborating with teachers as they seek to further their technological expertise. Further staff development will include online modules through the use of NC Falcon, training in the use of Successmaker and Waterford, and other topics as determined by need.



Priority 1 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	SWE Goal 3:	Southwest Elem. students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	The Safe and Civil Schools Initiative will ensure an orderly learning environment that results in improved teaching and learning by increasing the number of students passing physical fitness assessments by 5% and decreasing the number of discipline referrals to administration by 5%.		
	Indicator: (Measure)	Scores from physical fitness assessment, office referrals		
	Strategy: (Needs Assessment, Question #4)	The school will promote a healthy and physically fit life style for its students		
	Action Steps: (Processes/How)	1 Implement the "Girls on the Run" fitness program		
		2 Use the "Fitnessgram" as a tool to assess students' levels of fitness in 3rd-5th grade		
		3 Increase the number of students in 3rd-5th passing the physical fitness assessment and implement a K-2nd grade assessment. (establish baseline data: 2010-2011 school year)		
	Strategy:	The school staff, through various initiatives, will guide students in the ability to make appropriate behavior and academic choices in the learning environment.		
	Action Steps:	1 Begin a mentoring program for students "at risk" for failure due to discipline, attendance, failure to complete homework etc.		
		2 Provide training in CHAMPS and all safety procedures for all new employees		
		3 Monitor bus and office referrals to determine location and type of infraction to determine the need for focused intervention		
	Strategy:			
	Action Steps:	1		
2				
3				
4				
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$1,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Administrators PE staff Certified school personnel Safe and Civil School Committee			



Action Team: <i>(who is responsible)</i>	Administrators, FLE staff, Certified school personnel, Care and Civil School Committee
What data will be used to determine whether the strategies were deployed with fidelity?	
Rosters from training, Level of participation in Girls on the Run and mentoring programs, Data from Fitnessgrams included in data notebooks. Logs of mentoring contacts.	

Check

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

Periodic physical fitness assessments, decrease in discipline referrals to administration.

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

The Girls on the Run program began second semester with 24 participants, with 22 completing the program. Fitnessgram data was included in 3-5 data notebooks. Physical fitness assessment data for 3-5 shows a continuing weakness in students' upper body strength as demonstrated in push-up (42% girls, 54% boys) and curl ups (49% girls, 58% boys). There was also a marked deficit in percentage of students able to run a designated number of laps (28% girls, 35% boys)K-2 baseline data indicates that upper body strength and eye/hand coordination were the weakest areas. During the 2010-11 school year, there were 41 bus suspensions and 18 out of school suspensions. There were 328 office referrals and 127 bus discipline referrals to the administration.

Act

The Girls on the Run program will continue with a goal of increasing participation of both students and adult buddy runners. The Physical Fitness data will serve as a baseline. K-2 physical education classes will focus on activities to improve upper body strength and eye/hand coordination. The school PE program will continue to focus on areas of deficit in the 3-5 fitness program. A new school-wide discipline plan will implemented bringing consistency throughout the school. Bus safety assemblies (ex. Buster the Bus) are scheduled for the 2011-12 school year.



Priority 1 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	SWE Goal 4:	Leadership will foster innovation in the Southwest Elementary School in cooperation with families and community partners.		
	Target: (Desired Result)	Southwest Elementary School will increase (by 2 per year) opportunities for families to interact in partnership with the school community		
	Indicator: (Measure)	Sign in sheets from activities, Results from parent survey		
	Strategy: (Needs Assessment, Question #4)	Educational partnerships will be developed and strengthened.		
	Action Steps: (Processes/How)	1 Investigate an international partnership between Southwest Elementary students and students in a school in another country.		
		2 Implement student led parent conferences using the student's data notebook		
		3 Provide opportunities for parents and students of incoming kindergarteners to transition to the public school setting (Kinder Camp, Kindergarten Orientation/Information Night).		
		4 Seek ways/services to better meet the needs of the increasing population of ESL students at the school		
		5 Involve Southwest High School teacher cadets in elementary classroom activities.		
	Strategy:	The school will actively seek to improve parent involvement in the school.		
	Action Steps:	1 Develop, distribute and analyze parent survey.		
2 Plan and hold parent/family events based on survey results, such as "Fine Arts Showcase"				
3 Increase the number of parent/community volunteers in the school.				
4 Develop a school/community committee to seek additional resources for the school.				
Strategy:				
Action Steps:	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	Quarterly			

Check

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

Attendance numbers at school sponsored events, (programs, student-led conferences involving the use of data notebooks, & report card conferences), Logs from teacher cadet participation in school activities.

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

More than 90% of parents attended at least one parent conference during the 2010-11 school year. Data from the BASES report showed a slight decrease in participation from the previous year. Due to the limited parent response to the 360 survey, results were invalid. Data notebooks were implemented in preparation for student-led conferences to held during the next year. Twice the number of parents of incoming kindergarteners took advantage of Spring classroom visitation/observations in comparison with the previous year. (42 in 2010, 91 in 2011) There was a 50% increase in the number of incoming kindergarteners who participated in summer KinderCamp. Numerous Southwest High School teacher cadets volunteered in the classrooms throughout the year. A "Buddy Reading" program was instituted with 22 adult volunteers from the community who read with students at least once a week throughout the year.

Act

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

A 3rd-5th grade Student Achievement Expo will be held at the end of the 1st semester at which time, students will share data notebook information with their parents. An application for a partnership with another country will be completed and submitted to World View in January. A plan for sharing information with our ESL community (to include parent meetings) is being developed. We will seek input from the community regarding the possibility of Southwest Elementary becoming a center for environmental studies.



Priority 1 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	SWE Goal 5:	Southwest Elementary School will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Satisfaction with day-to-day procedures and use of materials and resources will increase by 10% as evidenced on survey results.		
	Indicator: (Measure)	Survey results		
	Strategy: (Needs Assessment, Question #4)	Develop and implement procedures to increase the productivity of support staff.		
	Action Steps: (Processes/How)	1 Implement and use recycling/compost areas to ease custodians workloads		
		2 Seek ways to assist cafeteria staff in an effort to increase efficiency of operation		
		3 Implement the School Messenger System		
	Strategy:	Establish a science lab.		
	Action Steps:	1 Collect and organize science materials currently housed throughout the school building.		
		2 Determine needs and purchase additional science equipment.		
		3 Research, gather and catalog a collection of lab activities appropriate for each grade level		
4 Train teachers and establish schedule for lab use.				
Strategy:				
Action Steps:	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All school staff			
What data will be used to determine whether the strategies were deployed with fidelity?				

Science lab schedule, Recycling schedule, survey results

Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Monthly documentation of increased use of science materials, survey results.</p>
	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>Target goal was written in response to data from the 2009-10 Working Conditions survey that indicated dissatisfaction with the operation of the school cafeteria. The need for further support for the custodial staff's workload, and the inefficient use of science resources at the school. The following actions have been taken to meet the target goal. The school food services director met periodically with cafeteria staff resulting in more efficiency. The expansion of the school's recycling program has resulted in decreased demands on the custodial staff. A science lab was established to centralize the collection of science equipment and materials. By the end of the school year, all classes were scheduled for a weekly lab.</p>
Act	<p>Based upon identified results, what action should be taken? (Next Actions)</p> <p>The NC Teachers Working Conditions survey will be administered to all stakeholders. Feedback regarding the science lab, from teachers and students will be analyzed to modify lab policies and procedures, resulting in more efficient use.</p>