

Summersill Elementary
Strategic Plan
2011-2012 Results and Next Actions



Principal's Message

Summersill Elementary School has busy reviewing data and our prior goals to develop our new two year strategic plan. Through input from all stakeholders and staff, we have produced several strategies to improve the teaching and learning at Summersill for many years to come. This plan is based on the premise of continuous improvement and effective implementation and review of the action steps outlined in the plan. We firmly believe in our total school program and its ability to continue to lead Onslow County Schools and our students into the 21st century. Our ultimate goal is to educate each student to the optimum of his/her ability. Summersill Elementary's Vision of "Strive for Excellence in All You Do!" and mission of "Learn Something New Everyday" will help our students soar into excellence!

2011-2012

Summersill Elementary is excited to be a themed elementary school this school year. After having a year of professional development and piloting Habits of Mind, we have embraced habits as a school community. Ninety-six percent of the parents responding to a survey are in support of our theme and our staff is one-hundred percent on board. This year we will be focusing on five of the sixteen habits: Metacognition, Thinking Interdependently, Managing Impulsivity, Listening with Empathy and Understanding and Persistence will be our school-wide focus.

Summersill Elementary School Administration

| | |
|-------------------|---------------------|
| LINDA KOPEC | PRINCIPAL |
| BETTY WILSON | ASSISTANT PRINCIPAL |
| JAMIE BRIGHT | SECRETARY/TREASURER |
| JENNIFER FOUNTAIN | DATA MANAGER |
| DONNA FIELDS | SECRETARY |
| BRENNA JOHNSON | SCHOOL COUNSELOR |

Summersill Elementary School Profile

Introduction:

An overview of student achievement performance data, student and community demographic data, school characteristics and stakeholder perspectives on the quality of education is provided.

Student Performance Data

The state of North Carolina administers an end of grade assessment (EOG) in grades three through five. The end of grade assessments are conducted in reading and math in grades three through five and in science in grade five. Local assessments are conducted in reading, writing and math for kindergarten through second grade and in grade four for reading. With the passage of No Child Left Behind, schools are also held accountable for subgroups of students. Each subgroup must have forty students in order for NCLB to count the subgroup. Subgroups vary from school to school. In 2009-2010, Summersill Elementary met 22 out of 23 target goals. Our black males were the subgroup to not meet the target goal. Efforts to improve in this area are addressed in our strategic plan.

2010-2011 Results: Summersill Elementary met 19 out 19 target goals. We were one of three schools in the entire county to meet AYP.

The 2009 - 2010 school year showed continuing growth for our students. Approximately seventy six percent of our students in grades three through five were proficient in math and reading. The following is breakdown by grade level and subject:

| Grade | Subject | Proficiency Rate | 2010-2011 Results Proficiency Rate |
|-------|---------|------------------|---|
| 3 | Reading | 73% | 75% |
| 3 | Math | 85% | 92% |
| 4 | Reading | 68% | 76% |
| 4 | Math | 78% | 81% |
| 5 | Reading | 67% | 68% |
| 5 | Math | 82% | 83% |
| 5 | Science | 78% | 90% |

Our school met expected growth for the 2009 - 2010 school year. Our fourth grade students did not meet expected growth in math; our fifth grade did not in reading. Our fifth grade students met high growth for math. Overall, Summersill Elementary met expected growth and is designated as a School of Progress.

2010-2011

Our school did not meet expected growth for the 2010-2011 school year. Areas of concern that we did not meet growth standards were in: 4th grade Math and 5th grade Reading. Overall proficiency rose to 81%.

K - 2 Assessment Data

2009 - 2010 School Year

2010-2011 School Year

| Grade | Reading | Math | Writing | <i>Reading</i> | <i>Math</i> | <i>Writing</i> |
|-------|---------|------|---------|----------------|-------------|----------------|
| K | 98.8 | 98.8 | 97.6 | 98 | 96 | 87 |
| 1 | 89.3 | 93.6 | 90.4 | 79 | 96 | 82 |
| 2 | 72.2 | 80.5 | 77.9 | 78 | 82 | 67 |

Our kindergarten students were above county averages in all three areas. Our first grade students were above county averages in reading, math and writing. Our second grade students were below county averages in reading and math and above average in writing.

Attendance

The attendance of students affects instructional continuity and student performance. Overall attendance was an area of strength for Summersill students. Ninety-six percent of our students were present throughout the school year. We continue to monitor early check-outs and tardies.

2010-2011 – Attendance rose to 97%.

School Characteristics

Summersill Elementary School is nestled between subdivisions on Summersill School Road. Summersill opened its doors for children on May 18, 1969. Our school was named after Mrs. Estelle Summersill, who taught in Onslow County for twenty-five years.

Over the past forty-one years, Summersill has grown to meet the needs of the children in the Summersill community. Summersill currently serves students Pre-K - 5th grade, as well as three self-contained Exceptional Children classrooms. In the fall of 2009, Summersill lost approximately 200 students to redistricting and the opening of Stateside Elementary. Enrollment is currently at 622 students, an increase of over 30 students from last school year. Approximately fifty percent of our students have a military connection. Over forty-five percent receive free and reduced lunch (an increase of approximately nine percent from last school year). Fifty percent of our students are minorities. Approximately seventeen percent of our students are identified through the Exceptional Children's Program. The staff considers our diverse population when planning to meet all students' needs.

Summersill has a strong instructional team of energetic teachers and staff who are focused on the task of school improvement. Currently, Summersill is home to 86 staff members; 50 certified and 36 classified.

Programs and Services

Summersill provides a variety of programs and services for our students. A list, with a brief description of each if needed, will follow.

AVID -5th grade

Before School Care Program

Before School Tutoring

Boys and Girls Club Afterschool Care

Battle of the Books

Chorus

Pathways to Success (Character Education program)

Empowering Writers (K - 5 Writing Program)

Cultural Correspondents - Students communicate with a college student in another country

Computer-Based Instructional Programs - Study Island, Orchard, First in Math

IMPACT

Student of the Month (PTO Program)

National Elementary Honor Society

Student Leadership Team

Service Learning Projects

Chess Team

Academic Derby

Title 1

Staff Development -

Understanding Assessments, CIA, Habits of Mind

Reading Buddies

For the 2011-2012 school year, Summersill Elementary will be a themed elementary school centered around the Habits of Mind. We are a Mindful School.

Stakeholder Perceptions

All staff, parents and fourth and fifth grade students participate annually in the School Climate Survey process. Our teachers also participate every two years in the NC Teacher Working Conditions Survey. We value the input from all of our publics and review the data to continue to improve our school. Below are key areas from both surveys:

Teacher Working Conditions:

100% of teachers report consistent teacher evaluations

90% report adequate resources for staff development

88% believe there is appropriate time allocated for staff development (a 37% increase)

98% report there is a shared vision and an atmosphere of trust and mutual respect

100% report a clean and well-maintained school environment

Rigorous and relevant curriculum - Certified - 100%, Classified 91%, Parents 85%

Staff demonstrates a Passion for Learning - Certified - 95%, Classified 100%, Parents 85%, Students 88%

Safety at School - Staff - 100%, Parents 91%, Students - 82%

School neat and clean - Staff - 100%, Parents 92%

Major Trends

Population Growth

Military Influence

National Standards for curriculum

Transitory Community

Strengths and Needs

Strengths:

Professional Development Program for Staff

Assessment

Continuous academic growth for students

Focus on the academic, social, and emotional development of all children

Needs:

Focus on black males' achievement

Up to date teacher WebPages/Communication

Increase global connections and connecting instruction with "real world" experiences.

Vision and Mission Statements for Summersill Elementary

Vision:

Strive for excellence in all you do!

Mission:

Learn something new every day.



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-12

| | |
|------------------------|-----------------------|
| School: | Summersill Elementary |
| Date Submitted: | |

| | | |
|----|--|-----------|
| 1 | Number of Plan Team Members | 10 |
| 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 | 9/30/2011 |
| 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.) | 50% |
| 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 |

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| Principal's Signature | Linda Kopec |
| Signature, SSPT Facilitator/Chairperson | Ann Stutler/Brenda Hensley |
| Signature, Elected Parent Representative | Tara VanWormer |
| Signature, Elected Parent Representative | Rebecca Hooper |

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

LEA Number: Onslow County Schools - 670
School Name/Number: Summersill Elementary - 346
School Address: 250 Summersill School Road, Jacksonville NC 28540
Plan Year(s): 2010 - 2012
Date prepared: Fall 2011

Principal Signature: _____ Linda Kopec _____
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 |
|------------------------------------|---------------------------------|---------------------|------|
| Assistant Principal Representative | Betty Wilson | | |
| Teacher Representative | Brenda Hensley - Co-Chairperson | | |
| Inst. Support Representative | Ann Stutler -Co- Chairperson | | |
| Teacher Assistant Representative | Karen Carlos | | |
| Parent Representative | Tara VanWormer | | |
| Teacher Representative | Nancy Lee | | |
| Parent Representative | Tammie Styer | | |
| Parent Representative | Gina Mahal | | |
| Parent Representative | Julie Richards | | |
| Parent Representative | Rebecca Hooper | | |
| | | | |
| 2011-2012 | | | |
| Remove T. Styer and add | Marie Weaver | | |
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* Add to list as needed. Each group may have more than one representative.

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| 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. | | |
| | SSE Goal 1: | SSE Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum. | | |
| | Target: (Desired Result) | Increase proficiency on state required assessments for students in K - 5 utilizing the district goal formula (10%) | | |
| | Indicator: (Measure) | K - 5 Assessments, 9 week Assessments, Math Profile, Pre/Post Assessments, Staff Development | | |
| | Strategy: (Needs Assessment, Question #4) | Improve student achievement by utilizing a variety of research based programs | | |
| | Action Steps: (Processes/How) | 1 Implement AVID (5th grade) | | |
| | | 2 Implement Habits of Mind | | |
| | | 3 Emphasize reading skills in all areas of the curriculum (K - 5) | | |
| | | 4 Explore and integrate technology as a valuable and necessary learning tool (Ipods, Nooks, Netbooks) | | |
| | Strategy: | Create a comprehensive assessment system that focuses on improved student achievement | | |
| | Action Steps: | 1 Implement and utilize ClassScape (grades 3 - 5) | | |
| | | 2 Complete NC Falcon Training to enhance understanding of assessments through grade level PLCs | | |
| | | 3 Increase availability of on-site common assessments | | |
| | | 4 Create CIA plans for all areas of the curriculum | | |
| Strategy: | Enhance growth for identified subgroups by providing specialized instruction and remediation at appropriate levels | | | |
| Action Steps: | 1 Tutors/Title 1/ESL for groups at risk in reading | | | |
| | 2 Staff development on culturally relevant teaching | | | |
| | 3 Inclusion with AIG/Title 1 and EC students | | | |
| | 4 Battle of the Books and Book Club for Boys | | | |
| How will we fund these strategies? | | | | |
| Funding source 1: | State funds for at-risk students | Funding amount: | \$9,180 | |
| Funding source 2: | Federal funds - Title I | Funding amount: | \$141,570 | |
| Funding source 3: | School general funds | Funding amount: | \$5,000 | |
| Funding source 4: | Other | Funding amount: | \$3,000 | |
| Funding source 5: | | Funding amount: | | |
| | | Total initiative funding: | \$158,750 | |
| Review frequency: | Quarterly | | | |
| Action Team: (Who is responsible) | K- 5 teachers and assistants, Administrators, Support Staff | | | |
| What data will be used to determine whether the strategies were deployed with fidelity? | | | | |
| NC EOG tests, K - 2 assessment data, benchmark data, ClassScape results, staff development rosters, CIA Plans | | | | |

Check

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

Assessment data, staff feedback

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

2010-2011 - **Strategy 1:** AVID was implemented in Grade 5. Teachers met in a PLC with first year implementation teachers from Bell Fork Elementary to insure fidelity of implementation strategies. District participation in School and Administration groups as well as site visits occurred. Habits of Mind was the focus of our Early Release PD for the year. The staff participated in a book study on began training with a representative from the Habits of Mind Institute. Three habits were selected school-wide for implementation: Thinking Interdependently, Listening With Empathy and Understanding, and Persistence. Summersill was selected to participate in the State Reading Initiative pilot and all 3rd grade students and the lowest ten percent of our fourth and fifth grade students were evaluated to determine reading strengths and areas of need. A netbook cart was purchased for use in classrooms. The Media Specialist used Nooks with the Battle of Books students. **Strategy 2:** ClassScape was utilized in grades 3 -5 with a focus on 5th grade Science. NC Falcon training was completed by all licensed staff. CIA training was provided by Ken Reddic during staff and team meetings. Plans were started for each grade level. **Strategy 3:** Groups were served by Title 1, ESL specialists and tutors in reading. Inclusion of EC, AIG, Title 1 students was emphasized in grades three through five.. Our school established a Battle of Books team and hosted the district finals for elementary schools. Test scores results demonstrate a growth in overall proficiency in



Act

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

Continue with State Reading Initiative Pilot in grade 3 -5 targeting 4th and 5th grade students who did not meet growth and/or proficiency on EOGs. Staff Development offered in use of Technology during the 2011-12 school year. Utilize ClassScape assessments and participate in district ClassScape benchmark testing. Develop common grade level assessments. Continue to work on CIA plans on all areas of the curriculum. Title 1 position has been established for fourth and fifth grade Math. Staff Development on Culturally Relevant Teaching will be conducted during staff meetings. Establish a Book Club for Boys. Continue Habits of Mind Institute staff development. Increase school-wide habits to five to include: Metacognition and Managing Impulsivity. Implement cultural lessons during IMPACT times. Each grade level has been assigned an area of focus that is aligned with other district elementary schools (Kindergarten - North America, First - Asia, Second - Australia, Third - Africa, Fourth - Europe, and 5th- South America).

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| 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. | | |
| | SSE Goal 2: | SSE school and students will be led by creative, passionate and technologically skilled professionals. | | |
| | Target: (Desired Result) | Provide professional learning opportunities for 100% of staff | | |
| | Indicator: (Measure) | TWC Survey, 360 Surveys, Teacher Turnover Rates, Staff Development Participation | | |
| | Strategy: (Needs Assessment, Question #4) | Promote a positive and informed working environment | | |
| | Action Steps: (Processes/How) | 1 Establish a staff recognition program | | |
| | | 2 Encourage and support higher education and NBCT | | |
| | | 3 Evaluations of employees will be conducted according to state and local guidelines | | |
| | | 4 Weekly check-ups with staff by administration | | |
| | Strategy: | Make available resources and learning opportunities for staff to become and remain technologically skilled | | |
| | Action Steps: | 1 Use of IPOD and other tools in classroom instruction | | |
| | | 2 Provide training in use of technology to enhance instruction | | |
| | | 3 All staff will have up-to-date,informative webpages | | |
| | Strategy: | Establish a Professional Development Plan and provide quality staff development based on identified areas | | |
| Action Steps: | 1 Conduct CIA Training | | | |
| | 2 Participate in NC Falcon pilot program/PLC | | | |
| | 3 Conduct Habits of Mind Training | | | |
| | 4 Work with staff to meet identified areas of need on individual PDPs | | | |
| How will we fund these strategies? | | | | |
| Funding source 1: | School general funds | Funding amount: | \$5,000 | |
| Funding source 2: | Other | Funding amount: | \$5,000 | |
| 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: | \$10,000 | |
| Review frequency: | Quarterly | | | |
| Action Team: (Who is responsible) | Adminsitration, Staff Development Committee, Sunshine Committee | | | |
| What data will be used to determine whether the strategies were deployed with fidelity? | | | | |
| Completed staff development rosters, Renewal credit earned, lesson plans, staff meeting agendas | | | | |

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| Check | |
| | <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</p> <p>Surveys, credit earned, training evaluations</p> |
| | <p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>2010-2011 Strategy 1: A staff recognition program was implemented monthly by the PTO and will continue this school year. Two teachers completed the requirements for NBCT program. New state teacher evaluation system was implemented. Strategy 2: Elmos were purchased for each classroom. Each classroom either has a Promethean Board or Mimio Wireless system. All classrooms have projectors, IPODs, and laptops. Staff members were trained on the development of school webpages. Strategy 3: CIA training was provided by our school trainers as well as Mr. Snowden and Mr. Reddic. NC Falcon was completed by all licensed personnel and Summersill participated in the district pilot program. All staff participated in Habits of Mind training through a book study and training provided by the Habits of Mind Institute trainer. All staff completed the goals established in the PDPs.</p> |
| Act | <p>Based upon identified results, what action should be taken? (Next actions)</p> <p>Principal is participating in the NBCT Administrators' Pilot program. Provide on-site staff development on utilizing technology. On-line employee evaluations will be implemented this school year. Staff has received training in the new program. Electronic weekly-check ups will be conducted by the principal beginning in October. All staff have active, up-to-date webpages and will be monitored by administration throughout the school year. Participation in the Call for Change on-line program will be the focus on our Early Release PD this school year. Habits of Mind follow-up training will be provided by the Habits of Mind Institute. Consultation with Mr. Reddic will continue in the development of CIA Plans.</p> |
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| 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. | | |
| | SSE Goal 3: | SSE students will learn in a safe and civil environment to be ethical, healthy, and productive citizens. | | |
| | Target: (Desired Result) | SSES will provide a safe and civil learning environment based on the Habits of Mind practices with at least two habits | | |
| | Indicator: (Measure) | An increase in positive responses on surveys and stakeholder feedback | | |
| | Strategy: (Needs Assessment, Question #4) | Promote and support activities for staff and students to create a civil learning environment | | |
| | Action Steps: (Processes/How) | 1. Introduce Habits of Mind to entire staff | | |
| | | 2. Implement Habits of Mind school-wide | | |
| | | 3. Provide staff development and other resources to assist staff in implementing Habits of Mind | | |
| | | 4. Promote a learning environment that is inviting, respectful, supportive, inclusive and flexible for student success | | |
| | Strategy: | Implement, monitor and evaluate programs to promote healthy choices by all students | | |
| | Action Steps: | 1. Develop and implement a school-wide behavior management plan | | |
| | | 2. Provide students and parents with clear behavior and performance standards, expectations and consequences | | |
| | | 3. Provide instruction in responsible, safe decision making and address the consequences of making unhealthy | | |
| | | 4. Promote a healthy, active lifestyle for students and staff | | |
| Strategy: | Create a safe environment that will support teaching and learning | | | |
| Action Steps: | 1. Update school safety, crisis and emergency plans | | | |
| | 2. Enhance articulation efforts to improve students' transitions across grade levels | | | |
| | 3. Focus on developing strong student character based on the NC Character Education standards | | | |
| | 4. Review and update Safe and Civil Schools implementation | | | |
| How will we fund these strategies? | | | | |
| Funding source 1: | School general funds | Funding amount: | \$4,000 | |
| Funding source 2: | State funds for at-risk students | Funding amount: | \$1,000 | |
| Funding source 3: | Other | Funding amount: | \$1,000 | |
| Funding source 4: | Select a funding source | Funding amount: | | |
| Funding source 5: | Select a funding source | Funding amount: | | |
| | | Total initiative funding: | \$6,000 | |
| Review frequency: | Quarterly | | | |
| Action Team: (Who is responsible) | Administration, Safe and Civil Schools Committee, Staff Development Committee, School Leadership Team | | | |
| What data will be used to determine whether the strategies were deployed with fidelity? | | | | |
| Discipline data, Participation in staff development, Attendance, Surveys | | | | |

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| Check | |
| | <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</p> <p>Stakeholder feedback, implementation progress, completion of plans</p> |
| | <p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>2010-2011 Strategy 1: Habits of Mind training was conducted and three habits were introduced school wide: Thinking Interdependently, Listening with Empathy and Understanding, and Flexibility. Attendance rate was 97%. Results of the 360* Survey revealed 80-96% of students felt safe at school, 92-100% of parents feel their students are safe at school, and 100% report student safety. Baseline discipline data for year: 29 Out of School Suspensions Strategy 2: Parents and students were provided school and district expectations for behavior and performance standards and consequences. School Counselor provided classroom guidance lessons on decision making and healthy choices. Strategy 3: School safety, crisis and emergency plans were updated. School Counselor provided monthly character education lessons. The Safe and Civil Schools Committee met throughout the school year to review practices.</p> |
| Act | <p>Based upon identified results, what action should be taken? (Next actions)</p> <p>Establish school-wide behavior management plan. Review safe and civil procedures for school routinely. Establish a Girls on The Run program. Provide healthy and active opportunities for staff. Provide opportunities for cross-grade level articulation. Conduct school crisis team training.</p> |
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| 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. | | |
| | SSE Goal 4: | Leadership will foster innovation at SSE in cooperation with families and community partners | | |
| | Target: (Desired Result) | Increase leadership opportunities and career exploration for students and staff at SSE by 10%. | | |
| | Indicator: (Measure) | An increase in student, staff and parent positive responses to surveys. | | |
| | Strategy: (Needs Assessment, Question #4) | Increase student leadership participation | | |
| | Action Steps: (Processes/How) | 1 Implement National Elementary Honor Society | | |
| | | 2 Increase community participation in Career Day | | |
| | | 3 Develop Buddy Reading/Peer Buddies Programs | | |
| | Strategy: | Develop school-wide procedures to address student success | | |
| | Action Steps: | 1 Establish community partnerships to develop Mentoring Program | | |
| | | 2 Encourage student participation in College Tours | | |
| | | 3 Increase communication efforts through website, planners, School Messenger | | |
| | | 4 Connect with feeder schools for AVID and other programs | | |
| | Strategy: | Develop a global perspective that focuses on instruction and student awareness | | |
| Action Steps: | 1 Participate in World View programs and activities | | | |
| | 2 Explore alternatives to providing foreign language program | | | |
| | 3 Establish grant writing team to pursue funding for programs | | | |
| | 4 Publish CIA Plans | | | |
| How will we fund these strategies? | | | | |
| Funding source 1: | School general funds | Funding amount: | \$1,000 | |
| Funding source 2: | Other | Funding amount: | \$200 | |
| 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: | \$1,200 | |
| Review frequency: | Quarterly | | | |
| Action Team: (Who is responsible) | All staff will be responsible for implementing Goal 4. | | | |
| What data will be used to determine whether the strategies were deployed with fidelity? | | | | |
| Survey data, participation in events, established of NEHS | | | | |

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| Check | |
| | <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</p> <p>Surveys, participation, events</p> |
| | <p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>2010-2011 Strategy 1: Established a National Elementary Honor Society. Career Day was offered K - 5 for all students. Buddy Reading/Peer Buddies were established in special needs classrooms, kindergarten, first, fourth and fifth grades. Strategy 2: School website was updated to include community events. Fifth grade students wrote colleges and universities to ask for information about their campuses. Many responded and sent college information and memorabilia to include school pennants which were displayed in the classrooms. Agenda/Planners were purchased for all students. School Messenger was utilized on an as needed basis. Strategy 3: A fourth grade class incorporated some Spanish instruction in the classroom. A grant writing committee was established. CIA plans were developed and published on Rubicon Atlas.</p> |
| Act | <p>Based upon identified results, what action should be taken? (Next actions)</p> <p>Explore Mentoring program. Select students will visit at least one college/university. Staff will share information with students about colleges and universities to include their personal alma maters. AVID has expanded to fourth grade. PLC will continue with Bell Fork Elementary and will expand to include staff from Northwoods Park Middle School. Participation in district Global initiatives.</p> |
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| 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. | | |
| | SSE Goal 5: | SSE will be supported by effective and efficient processes and systems. | | |
| | Target: (Desired Result) | Maximize the utilization of resources to insure effective and efficient operations as reported in surveys and | | |
| | Indicator: (Measure) | Work orders, utilities reports, Surveys | | |
| | Strategy: (Needs Assessment, Question #4) | Develop and utilize well communicated processes and procedures in all areas to support parents and students | | |
| | Action Steps: (Processes/How) | 1 Teachers routinely update website that communicates class objectives and activities | | |
| | | 2 Teachers will post links to websites, podcasts, etc. for parents to utilize with assisting students at home | | |
| | | 3 Staff will utilize multiple methods to communicate with parents consistently | | |
| | | 4 Provide resource nights through collaboration with Transition Counselors and other support staff | | |
| | Strategy: | Increase awareness of energy/utility conservation and a clean well-maintained campus | | |
| | Action Steps: | 1 Participate in recycling program | | |
| | | 2 Monitor monthly energy and utility consumption and share information with staff | | |
| | | 3 Continue system of reporting concerns/problems through work order systems | | |
| | | 4 Custodial staff will select a classroom of the month | | |
| Strategy: | Develop a monitoring system for the cafeteria and the transportation system at SSE. | | | |
| Action Steps: | 1 Review existing schedules for dismissal and dining in the cafeteria. | | | |
| | 2 Meet quarterly with cafeteria and transportation staff to determine areas of concern | | | |
| | 3 Administration will ride buses and observe the cafeteria on a monthly basis | | | |
| | 4 Develop a student advisory group regarding effective/efficient operations for school | | | |
| How will we fund these strategies? | | | | |
| Funding source 1: | School general funds | Funding amount: | \$500 | |
| 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: | \$500 | |
| Review frequency: | Quarterly | | | |
| Action Team: (Who is responsible) | Administration, Custodial Staff, Classroom Teachers | | | |
| What data will be used to determine whether the strategies were deployed with fidelity? | | | | |
| Review of webpages, Work Orders, Energy reports | | | | |

| | |
|--------------|---|
| Check | |
| | <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</p> <p>Surveys, reports</p> |
| | <p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>2010-2011 Strategy 1: Teachers received training on developing webpages. Staff utilized wikis, webpages, newsletters, agendas, phone calls, texts and emails to communicate with parents. Strategy 2: Participated in recycling program in all classrooms (4.62 tons were recycled by our school last year). Energy and utility information was shared with staff. Custodial staff selected a classroom of the month that was announced during morning announcements. 100% of staff and parents and 94% of our students reported in the 360* survey that our school is neat and clean. Strategy 3: Administration conducted evaluations of the cafeteria and rode school buses throughout the school year. Members of the National Elementary Honor Society served as the student leadership group.</p> |
| Act | <p>Based upon identified results, what action should be taken? (Next actions)</p> <p>Teachers participate in mandatory Webpage training and maintain up-to-date websites. Administrative quarterly meetings with cafeteria, transportation and custodial staff. Provide parent training and resource nights. Consult with outside agencies and district office regarding transportation efficiency.</p> |
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