

**School Name: Banoak Elementary School**

*Catawba County Schools*

**2009-2012 School Improvement Plan**

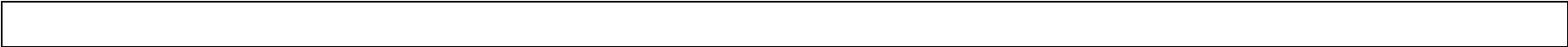
## **Mission Statement**

Banoak Elementary School's mission is to teach, learn and lead for the future.

*Teach, Learn and Lead*

## **Banoak Elementary School's School Core Beliefs**

- Parent, teacher, student communication is key to student success.
- Maintaining positive relationships within the school community is crucial to the success of the school.
- Teamwork-Everyone is important!
- All staff is responsible for all students.
- Stakeholders respect each other and work to create a positive learning environment.
- All community members are a vital part of the school.
- Stakeholder input and involvement are critical in creating a positive learning environment.
- All students can achieve at their highest potential in an enthusiastic and positive environment.
- Differentiated instruction is key to meeting students' abilities and learning styles in allowing for students' success.
- Students become knowledgeable, productive citizens in a global society when instruction of the total curriculum is rigorous and relevant.



# *Catawba County Schools*

## Board of Education

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## Administration

Dr. Timothy Markley .....Superintendent  
Steve Demiter .....Assistant Superintendent Operations  
Pat Hensley ..... Assistant Superintendent Human Resources  
Beth Isenhour .....Assistant Superintendent Curriculum & Instruction

## Building Leadership Team Members

The following individuals constitute Banoak Elementary School's Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
  - Principal
  - Assistant Principal
  - Certified Staff (Instructional Personnel)
  - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
  - Teacher Assistants
  - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
  - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of classified staff)

Total Eligible to Vote: 45

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley:                      Yes 44              No 0

## Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld

## Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Dyanne Sherrill	Principal	06 / 30 / 2012	On File	/ /
None	Assistant Principal	/ /	On File	/ /
Raye Lynn Weaver	BLT Chairperson	06 / 30 / 2012	On File	/ /
Carol Talley	Title I Teacher	06 / 30 / 2013	On File	/ /
Molene Benfield	Teacher (3rd )	06 / 30 / 2013	On File	/ /
Michelle Taylor	Teacher (1 <sup>st</sup> )	06 / 30 / 2012	On File	/ /
Patricia Robinson	Teacher Assistant	06 / 30 / 2012	On File	/ /
Mitzi Davis	Parent	06 / 30 / 2013	On File	/ /
Osama Yousef	Parent	06 / 30 / 2012	On File	/ /

# Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagNIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County.

In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.

# Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>13</u> out of <u>13</u> target goals	<input checked="" type="checkbox"/> High Growth	<input type="checkbox"/> Expected Growth	<input type="checkbox"/> No Recognition
2009-2010	Met <u>13</u> out of <u>13</u> target goals	<input checked="" type="checkbox"/> High Growth	<input type="checkbox"/> Expected Growth	<input type="checkbox"/> No Recognition
2010-2011	Met <input type="checkbox"/> out of <input type="checkbox"/> target goals	<input type="checkbox"/> High Growth	<input type="checkbox"/> Expected Growth	<input type="checkbox"/> No Recognition
2011-2012	Met <input type="checkbox"/> out of <input type="checkbox"/> target goals	<input type="checkbox"/> High Growth	<input type="checkbox"/> Expected Growth	<input type="checkbox"/> No Recognition

## Synthesized Narrative of School

Banoak Elementary School, located in Vale, North Carolina has a student population of 344 students, based on the 8<sup>th</sup> month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and the Quality Assurance Review Team Report.

Identified Strength	Supporting Evidence and Reflection	Data Source
Reading and Math K-2	In 2008-2009, 90% of K-2 students were proficient in reading. The implementation and use of Letterland in Kindergarten and first grades , guided reading in second grade, Scott Foresman Series/Benchmarks, along with Title I support contributed to the success.	K-2 Reading Assessment Data
3 <sup>rd</sup> Grade Math	In 2009-2010, 85.96% of students were proficient in math. Out of the 16 elementary schools, Banoak's third graders ranked 10th in math and tied with the county average. Reformatted Week by Week essentials, use of manipulatives and	K-2 Math Assessment Data

	calculators, Drops in the Bucket program, and the use of the NC Math Essential contributed to the success.	
4 <sup>th</sup> grade reading and math	<p>In 2009-2010, 80.76% of 4th graders were proficient in reading which was above county and state average. Out of the 16 elementary schools, Banoak's fourth graders ranked 2nd in reading. Title I support, Remediation support, the use of the Accelerated Reader program, the Scott Foresman series/benchmarks, Language!, and ClassScapes contributed to the success.</p> <p>% of students in this cohort are identified AIG in reading. This cohort ranked 3<sup>rd</sup> in reading the previous year, and has achieved high growth for the 2009-2010 school year.</p> <p>In 2009-2010, 98.07% of 4th graders were proficient in math which was above county and state average. Out of the 16 elementary schools, Banoak's fourth graders ranked 1st in math. Reformatted Week by Week essentials, use of manipulatives and calculators, multiple intelligence strategies, and the use of the NC Math Essentials contributed to the success.</p> <p>% of students in this cohort are identified AIG in math. This cohort ranked 1st in math the previous year, and has achieved high growth for the 2009-2010 school year.</p>	EOG Data, EVAAS data, and Teacher input

5 <sup>th</sup> grade reading	In 2009-2010, 69.35% of 5th graders were proficient in reading which was above county and state average. Out of the 16 elementary schools, Banoak's fifth graders ranked 7th in reading. Title I support, remediation support, the use of the Accelerated Reader program, the Scott Foresman series/benchmarks, fluency building strategies, and Language! contributed to the success.	EOG Data and EVAAS data
Use of Technology	82.92% of students (up from 75.00%) and 80.71% of parents (up from 72.00%) felt teachers used technology to help students understand what was being taught. However, 62.62% of parents felt teachers had adequate technology to deliver instruction. According to the Quality Assurance Review Team Report there is a need for an assigned instructional staff member to provide technical and instructional support in the computer lab, which was put in place in the 2009-2010 school year. Classrooms were given a scheduled time to visit the computer lab on a weekly basis. Projectors, screens, and airliners were placed in each classroom. Document cameras were purchased and shared 1:2.	District Surveys and Quality Assurance Review Team Report
Highly Qualified Staff	100% of the teachers at Banoak Elementary are highly qualified. We have 16 classroom	School Profile

	teachers K-6 along with Visual Arts, Drama, Music, PE, Technology Instructor, Media Coordinator, Guidance Counselor, Exceptional Children teacher, ESL, Speech, Literacy Specialist, Instructional Coach, and a School Nurse.	
Teacher/Staff Expectations	91.92% of Parents, students and the community feel teachers have high expectations for students. This is an increase from 87.3% in 2008-2009.	District Survey

## Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
3 <sup>rd</sup> grade reading	In 2009-2010, only 66.66% of 3rd graders were proficient in reading which was below county and state average. Out of the 16 elementary schools, Banoak's third graders ranked 11 <sup>th</sup> in reading. Student transitions, change in testing procedures-no state pretest. Title I co-teaching was used instead of pull-out due to high percentage of low performing students.	EOG Data and EVAAS data
5 <sup>th</sup> grade math	In 2009-2010, 83.87% of 5th graders were proficient in math which was below county and state average. Out of the 16 elementary schools, Banoak's fifth graders ranked 12th in math. Only grade level to use Accelerated Math. Used math textbook. ClassScapes and Week by Week essentials were not utilized on a regular basis.	EOG Data, EVAAS data, and conference with the teacher
6 <sup>th</sup> grade reading and math	In 2009-2010, 73.01% of 6th graders were proficient in reading which was below county but above state average. Out of the 16 elementary schools, Banoak's sixth graders ranked 10th in reading. In the 2008-2009 school year only 61.01% of the students were proficient which is an increase of 12.00%. Large class sizes and inadequate	EOG and EVAAS data

	<p>facilities minimized instructional opportunities.</p> <p>In 2009-2010, 77.77% of 6<sup>th</sup> graders were proficient in math which was below county and state averages. Out of the 16 elementary schools, Banoak's 6<sup>th</sup> graders ranked 15<sup>th</sup> in math. In the 2008-2009 school year only 76.27% of the students were proficient which is an increase of 1.50%. Large class sizes and inadequate facilities minimized instructional opportunities.</p>	
5 <sup>th</sup> Grade Science	<p>In 2009-2010, 66.10% of 5th graders were proficient in science which was below county and state average. However this is an increase from 47.45% from 2008-2009. Out of the 16 elementary schools, Banoak's fifth graders ranked 14th in science. Materials used included science kits, United Streaming, science notebooks, and the textbook. Implementation of a science remediation group occurred. ClassScapes was not utilized on a regular basis. There was a need for a weather kit; however one was not available for the 2009-2010 school year.</p>	EOG and EVAAS data
Positive School Culture	<p>Less than 75% of the parents and community felt they had opportunities for input in the school. 72.73% (up from 67%) of the parents felt students receive a high quality education. Teachers felt working with the EC and AIG population needed more attention.</p>	District Survey and Teacher Working Conditions Survey

	<p>83.55%, (up from less than 75%) of students felt teachers treat students with respect. Only 40.51% of the students felt students treat each other with respect, however 34.81% were neutral.</p> <p>74.75% of parents felt teachers treat students with respect.</p>	
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# Summarization of SMART Goals for Banoak Elementary School

SMART Goal One: By June 2012, increase student achievement in reading, math and science from 76.35% to 91% as measured by the North Carolina End of Grade Tests in grades 3-6.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Two: By June 2012, increase from <75% to 90% the percentage of respondents who indicate on district surveys that Banoak has a positive school environment .

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Three: By June 2012, increase from <75% to 90% the percentage of respondents who indicate on the Teacher Working Conditions Survey that Banoak has adequate technology.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

# SMART Goal #1 2009-2010

**Overall SMART Goal:** Overall proficiency of student achievement will increase from 76.35% to 91% as measured by the North Carolina End of Grade Tests , based on reading, math, and science in grades 3-6.

**Target SMART Goal/Measure:** By June 2010, overall proficiency of student achievement will increase from 76.35% to 81% as measured by the North Carolina End of Grade Tests in grades 3-6.

**Target SMART Goal/Measure:** By June 2011, overall proficiency of student achievement will increase from 81% to 86%as measured by the North Carolina End of Grade Tests in grades 3-6.

**Target SMART Goal/Measure:** By June 2012, verall proficiency of student achievement will increase from 86% to 91%as measured by the North Carolina End of Grade Tests in grades 3-6.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>		<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
	Data Analysis: (SWOT) analysis  SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? <b>Strengths- (Reading) 3rd and 4<sup>th</sup> grade reading is above county and state average. Basal reader is consistent in grades K-5. Letterland is utilized in EC and K-1. 90% of K-2 students are on or above grade level</b>	<b>Strengths- (Reading) 3rd and 4th grade reading is above county and state average. Basal reader is consistent in grades K-5. Letterland is utilized in EC and K-1. 90% of K-2 students are on or above grade level based on the K-2 reading assessment. (Math) 3rd and 4th grade math is above state</b>	<b>Strengths</b>	<b>Strengths-</b>

		<p>based on the K-2 reading assessment. (Math) 3<sup>rd</sup> and 4<sup>th</sup> grade math is above state and county average. Teachers consistently utilize week by week essentials. 82% of K-2 students are on or above grade level in math. Weaknesses- EOG testing data does not give specific areas of weakness for individual students. There is not a consistent math program being used. 5<sup>th</sup> and 6<sup>th</sup> grade below county average in reading and math. 5<sup>th</sup> grade below state and county average in science with proficiency being 47.4%. Science equipment is limited and somewhat</p>	<p>and county average. Teachers consistently utilize week by week essentials. 82% of K-2 students are on or above grade level in math. Weaknesses- EOG testing data does not give specific areas of weakness for individual students. There is not a consistent math program being used. 5<sup>th</sup> and 6<sup>th</sup> grade below county average in reading and math. 5<sup>th</sup> grade below state and county average in science with proficiency being 47.4%. Science equipment is limited and somewhat outdated. Opportunities- There is opportunity for growth in all tested</p>		
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		<p>outdated.  <b>Opportunities-</b>  <b>There is opportunity for growth in all tested areas especially in the area of science. Change the schedule to allow for adequate time to teach science. In grades 3-6, one teacher per grade level is responsible for teaching all students one core subject allowing them to concentrate on specific subjects instead of the whole curriculum for the grade level.</b></p>	<p><b>areas especially in the area of science. Change the schedule to allow for adequate time to teach science. In grades 3-6, one teacher per grade level is responsible for teaching all students one core subject allowing them to concentrate on specific subjects instead of the whole curriculum for the grade level.</b></p>		
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# SMART Goal #1 2009-2010

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Principal, Instructional Coach BLT</b>	<b>Principal, Instructional Coach BLT</b>	<b>Principal, Instructional Coach BLT Staff</b>	<b>Principal, Instructional Coach BLT Staff</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)		<b>-\$300.00 per grade level from school funds to purchase science materials-supplies. -Provide lunch for staff workshops</b>	<b>\$7,000.00 allotted from state and local remediation for school remediation plan. -\$6,000.00 allocated to purchase items needed for reading and math.</b>	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>-Curriculum Specialist for ClassScapes Training, 1 hour -Others based on Needs Assessment</b>	<b>-Curriculum specialist provide training in: 1. Guided Reading 2. Guided Math 3. HOTS- Higher Order Thinking Skills</b>	<b>-Curriculum specialist provide training in: 1. Make it take it Guided Reading centers 2. Math Expressions 3. HOTS- Higher Order</b>	<b>-Curriculum specialist provide training in: 1. Formative Assessments 2. Book study: Classroom Instruction that Works by Robert Marzano -Chapter 8: Setting</b>

			Thinking Skills	Objectives and Providing Feedback -Chapter 5: Homework and Practice
Parent & Community Involvement during each quarter	<ul style="list-style-type: none"> <li>-Insure students read to meet reading goal.</li> <li>-Attend parent meetings.</li> <li>-Provide incentives for meeting goals.- Sign planners nightly and work folders weekly</li> <li>- Read newsletters</li> <li>-Using monthly calendar make plans to be involved</li> </ul>	<ul style="list-style-type: none"> <li>Insure students read to meet reading goal.</li> <li>-Attend parent meetings.</li> <li>-Attend math workshop</li> <li>-Provide incentives for meeting goals.- Sign planners nightly and work folders weekly</li> <li>- Read newsletters</li> <li>-Using monthly calendar make plans to be involved</li> <li>- Volunteers to provide refreshments at parent workshops</li> </ul>	<ul style="list-style-type: none"> <li>Insure students read to meet reading goal.</li> <li>-Attend parent meetings.</li> <li>-Attend math workshop</li> <li>-Provide incentives for meeting goals.- Sign planners nightly and work folders weekly</li> <li>- Read newsletters</li> <li>-Using monthly calendar make plans to be involved</li> <li>- Volunteers to provide refreshments at parent workshops</li> <li>-Provide snacks for remediation and supervision</li> </ul>	<ul style="list-style-type: none"> <li>EOG night for grades 3-6</li> <li>Partners in Print night for K-2</li> <li>K-6 book exchange</li> </ul>
How is technology an integral part of the strategy's deployment?	<ul style="list-style-type: none"> <li>-Document cameras used for instruction</li> <li>-Projectors</li> </ul>	<ul style="list-style-type: none"> <li>-Document cameras used for instruction</li> <li>-Projectors</li> </ul>	<ul style="list-style-type: none"> <li>Laptop cart used for instruction</li> <li>-Document cameras,</li> </ul>	<ul style="list-style-type: none"> <li>Laptop cart used for instruction</li> <li>-Document cameras,</li> </ul>

	<ul style="list-style-type: none"> <li>-Computer software</li> <li>-Use of ClassScapes and Star Reader program</li> <li>-Use of United Streaming Program</li> <li>-Teacher will use computers to access online surveys</li> </ul>	<ul style="list-style-type: none"> <li>-Computer software</li> <li>-Use of ClassScapes and Star Reader program</li> <li>-Use of United Streaming Program</li> <li>-Teacher will use computers to access online surveys</li> </ul>	<ul style="list-style-type: none"> <li>flip cameras, and airliners used for instruction</li> <li>-Projectors</li> <li>-Computer software including Pixie</li> <li>-Use of ClassScapes and Star Reader program</li> <li>-Use of Discovery Education Program</li> <li>-Teacher will use computers to access online surveys</li> </ul>	<ul style="list-style-type: none"> <li>flip cameras, and airliners used for instruction</li> <li>-Projectors</li> <li>-Computer software including Pixie</li> <li>-Use of ClassScapes and Star Reader program</li> <li>-Use of Discovery Education Program</li> <li>-Teacher will use computers to access online surveys</li> </ul>
Set up deployment plan.	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>

# SMART Goal #1 2009-2010

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>A. -Survey data</b> <b>-Workshop sign in sheets</b> <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b> <b>-Date of parent meeting with copy of agenda.</b> <b>C.-Star reader assessments</b> <b>-Star Math</b> <b>-ClassScapes</b> <b>-Benchmarks</b>	<b>A. -Survey data</b> <b>-Workshop sign in sheets</b> <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b> <b>-Date of parent meeting with copy of agenda.</b> <b>C.-Star reader assessments</b> <b>-Star Math</b> <b>-ClassScapes</b> <b>-Benchmarks</b>	<b>A. -Survey data</b> <b>-Workshop sign in sheets</b> <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b> <b>-Date of parent meeting with copy of agenda.</b> <b>C.-Star reader assessments</b> <b>-Star Math</b> <b>-ClassScapes</b> <b>-Benchmarks</b>	<b>A. &amp; B.-Sign in sheets from parent nights</b> <b>-Workshop sign in sheets</b> <b>-Alertnow call log</b> <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b> <b>-Date of parent meeting with copy of agenda.</b> <b>C.-Star reader assessments</b> <b>-Star Math</b> <b>-ClassScapes</b> <b>-Benchmarks</b> <b>-EOG</b> <b>-K-2 Assessment</b>

# SMART Goal #1 2009-2010

**Action Step/Strategy: Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2009-2010

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Conduct Needs Assessment of Staff Development	Instructional Coach, Principal	Survey data	09 / 18 / 2009
2.	Assess current knowledge of literacy and provide staff development.	Instructional Coach, Principal	Sign in Sheets	12 / 18 / 2009
3.	Develop Supplementary Reading Guidelines and Expectations	BLT	Reading Guidelines document	09 / 30 / 2009
4.	Share Goal Summary Sheets with 2 <sup>nd</sup> -6 <sup>th</sup> grade teachers	Principal	Notes for meeting with grade level	09 / 18 / 2009
5.	Share K-2 Reading Assessment with K-2 teachers.	Principal	Notes for meeting with grade level	09 / 18 / 2009
6.	Provide Guided Reading Training to K-6 teachers.	Curriculum Specialist	Notes for meeting with grade level	12 / 30 / 2009
7.	Inform parents of schoolwide reading program.	Literacy Specialist	Copy of information sent to parents	09 / 11 / 2009
8.	Create a textbook committee to make a recommendation for the math adoption.	Principal	Minutes from meeting	09 / 11 / 2009
9.	Inventory math manipulatives and math materials	Instructional Coach K-6 Teachers	Inventory list	
10.	Provide math Week by Week Training	Principal	Sign in sheet	10 / 30 / 2009
11.	Create a science team of teachers grades 3-6	Principal	Minutes from meeting	09 / 11 / 2009
12.	Inventory science equipment	Science Team 2-6 Teachers	Inventory list	09 / 30 / 2009
13.	Check lesson plans for alignment with NCSOC	Principal	Checklist	09 / 30 / 2009
14.	2 <sup>nd</sup> -6 <sup>th</sup> Students create a science vocabulary notebook	BLT 2-6 Teachers Students	Sample notebook	09 / 30 / 2009

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to provide literacy staff development, including guided reading and HOTS	Principal and Staff Development Committee	Sign in sheet	1 / 22 / 2010
2.	Revise Supplementary Reading Guidelines and Expectations.	BLT	Reading Guidelines document	1 / 22 / 2010
3.	Provide Guided Math training	Principal and Staff Development Committee and Alycen Wilson	Sign in sheet	11 / 10 / 2009
4.	Provide math Week by Week Essentials Training	Principal and Staff Development Committee	Sign in sheet	1 / 22 / 2010
5.	Offer parents a Math Night	Principal and Classroom Teachers	Sign in sheet	11 / 20 / 2009
6.	Grade levels order science materials	Principal and Classroom Teachers	Purchase Orders	11 / 6 / 2009
7.	Purchase library books matching science curriculum for grades K-4.	Media Specialist and Classroom Teachers	Purchase Orders	12 / 18 / 09
8.	Use LDP test data to guide retesting	Principal , Instructional Coach	Data Analysis Forms	01/22/09
9.	Observe in schools that are already using guided reading to fidelity	Designated staff	Documentation from school visit	01/22/09

# SMART Goal #1 2009-2010

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science .

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Hire teachers and implement remediation program to work with level 1 and level 2 students in reading, math and science.Hire remediation teachers to work with level 1 and level 2 students.	Principal and hired staff	P1 form`	02 / 26 / 2010
2.	New math textbook adoption training for specified staff in order to train other staff.	Math Curriculum Specialist and teachers	Sign in sheet	06 / 10 / 2010
3.	Schedule K-4 reading and writing with motivational speaker.	Media Specialist and teachers	Follow up activities	03 / 31 / 2010
4.	Implement K-2 and 3-6 Math problem of the week/math vocabulary calendar.	Instructional Coach and teachers	Math journals	06 / 10 / 2010
5.	Create pre and post assessments using Class Scapes for reading, math, and science.	Instructional Coach	Class Scape Assessment	06 / 10 / 2010
6.	Provide model lessons in math and reading.	Instructional Coach and teachers	Sign up sheet	06 / 10 / 2010
7.	Provide data analysis training for staff.	Testing Coordinator and teachers	Sign in sheet	06 / 10 / 2010

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue remediation	Principal and hired staff	P1 form`	06 / 30 / 2010
2.	Continue creating pre and post assessments using Class Scapes for reading, math, and science.	Instructional Coach	Class Scape Assessment	06 / 30 / 2010
3.	Continue to provide model lessons in math and reading.	Instructional Coach and teachers	Sign up sheet	06 / 30 / 2010
4.	Continue to provide data analysis training for staff.	Testing Coordinator and	Sign in sheet	06 / 30 / 2010

		teachers		
<b>5.</b>	Conduct an EOG pep rally	All staff	Student participation documentation	06 / 30 / 2010
<b>6.</b>	Conduct EOG target goal conference with students	Teachers	Goal sheet	06 / 30 / 2010
<b>7.</b>	Send EOG target goal information to parents	Teachers	Goal sheet/Parent signature	06 / 30 / 2010

# SMART Goal #2 2009-2010

**Overall SMART Goal:** Based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from <75% to 90% or greater .

**Target SMART Goal/Measure:** By June 2010, based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from <75% to 78% or greater .

**Target SMART Goal/Measure:** By June 2011, based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from 78% to 83% or greater .

**Target SMART Goal/Measure:** By June 2012, based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from 83% to 90% or greater .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? <b>Strengths:</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info shared on-line does not reach families without internet</b>	<b>Strengths:</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info shared on-line does not reach families without internet access which is limited in this end of the county; not sure how</b>	<b>Strengths:</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info shared on-line does not reach families without internet access which is limited in this end of the county; not sure how comfortable</b>	<b>Strengths:</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info shared on-line does not reach families without internet access which is limited in this end of the county; not sure how comfortable</b>

		<p>access which is limited in this end of the county; not sure how comfortable parents are in using technology to have input or gain knowledge of events</p> <p>Opportunities: Use of AlertNow communication system for parents and staff</p>	<p>comfortable parents are in using technology to have input or gain knowledge of events</p> <p>Opportunities: Use of AlertNow communication system for parents and staff to inform them of school events and announcements.</p>	<p>parents are in using technology to have input or gain knowledge of events</p> <p>Opportunities: Use of AlertNow communication system for parents and staff to inform them of school events and announcements.</p>	<p>parents are in using technology to have input or gain knowledge of events</p> <p>Opportunities: Use of AlertNow communication system for parents and staff to inform them of school events and announcements.</p>
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## SMART Goal #2 2009-2010

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Principal BLT Teachers Guidance Counselor</b>	<b>Principal BLT Teachers Guidance Counselor</b>	<b>Principal BLT Staff</b>	<b>Principal BLT Staff</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)		<b>\$500 for materials and meal</b>	<b>None Needed</b>	<b>None Needed</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Parenting Workshops</b>	<b>Parenting Workshops</b>	<b>Parenting Workshops</b>	<b>EOG workshop/K-2 Partners in Print workshop Proctor training Volunteer reception PTO fine arts performance</b>
Parent & Community Involvement during each quarter	<b>Parent Surveys Use calendar Participate in events</b>	<b>Parent Surveys Use calendar Participate in events</b>	<b>Parent Surveys Use calendar Participate in events</b>	<b>Use calendar Participate in events Valley Hills Mall performance Chic-fil-a nights My School's Cool program</b>
How is technology an integral part of the strategy's deployment?	<b>Use of website to disseminate information</b>	<b>-Use of website to disseminate information - Use AlertNow program to keep</b>	<b>Use of website to disseminate information - Use AlertNow program to keep</b>	<b>Use of website to disseminate information - Use AlertNow program to keep</b>

		<b>parents informed of upcoming events</b>	<b>parents informed of upcoming events</b>	<b>parents informed of upcoming events</b>
Set up deployment plan.	<b>Yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: D. What data will you use to determine if the strategy was deployed? E. What data will you use to determine if the strategy was deployed with fidelity? F. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>-Copies of newsletters</b> <b>-Attendance sign in sheets</b> <b>-Zarca Survey data</b>	<b>-Copies of newsletters</b> <b>-Attendance sign in sheets</b>	<b>-Copies of newsletters</b> <b>-Attendance sign in sheets</b>	<b>-Copies of newsletters</b> <b>-Attendance sign in sheets</b> <b>-Copies of calendars</b> <b>-AlertNow log</b> <b>-MSC report</b>

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Quarterly Parent Newsletter with reminder about website	Principal, Guidance Counselor	Copy of Newsletters	06 / 10 / 2010
2.	Designate a consistent day for work folders to be sent home	BLT	Teacher notification	06 / 10 / 2010
3.	Provide school events calendar for parents with School Board dates on the calendar	BLT, PTO	Copy of calendar	06 / 10 / 2010
4.	Recruit parent volunteers to attend School Board meeting	Volunteer Chairperson, PTO, Principal	Sign up sheet	09 / 30 / 2009
5.	Develop system utilizing Student Council to disperse parent messages/flyers envelopes to K-6 teachers.	BLT, Student Council Chair, Office Staff	Teacher notification	09 / 30 / 2009
6.	Use AlertNow system to keep parents informed of events	Office staff	Data from AlertNow System	06 / 10 / 2010
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Quarterly Parent Newsletter with reminder about website	Principal	Copy of Newsletters	06 / 10 / 2010
2.	Continue to update school website	Technology Committee, Webmaster	Website	06 / 10 / 2010
3.	Continue to use the Alert Now System	Principal	Phone Message	06 / 10 / 2010
4.	Provide school events calendar for parents with School Board dates on the calendar	BLT, PTO	Copy of Calendar	06 / 10 / 2010
5.	Schedule various parent/family informational events	Principal and BLT	Sign in sheet	06 / 10 / 2010
6.	Monthly Guidance newsletter	Counselor	Copy of newsletter	06 / 10 / 2010

7.				/ /
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## SMART Goal #2 2009-2010

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Bi-annual Parent Newsletter with reminder about website and teacher weekly newsletter.	Principal and teachers	Copies of newsletter	06 / 10 / 2010
2.	Continue to utilize school marquee with school and community information and recognitions.	Secretary and Data Manager	Marquee	06 / 10 / 2010
3.	Implement hallway monitoring system.	Principal	Copy of expectations	06 / 10 / 2010
4.	Continue to invite parents to honor assemblies, schoolwide events, and grade level meetings.	Principal and staff	Sign in sheets	06 / 10 / 2010
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Provide parent proctor training.	Guidance Counselor	Sign in sheet	06 / 30 / 2010
2.	Volunteer reception.	Volunteer chairperson	Sign in sheet	06 / 30 / 2010
3.	Family EOG night/Partners in Print	All staff	Sign in sheet	06 / 30 / 2010
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #3 2009-2010

**Overall SMART Goal:** Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from <75% to 90% or greater..

**Target SMART Goal/Measure:** By June 2010, Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from <75% to 78% or greater..

**Target SMART Goal/Measure:** By June 2011, ased on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from 78% to 83% or greater.

**Target SMART Goal/Measure:** By June 2012, Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from 83% to 90% or greater.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis:  (SWOT) analysis  SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?  <b>Strengths: updated computer lab with newer computers, removed 30 of oldest computers in classrooms and replaced with lab disbursement so</b>	<b>Strengths:                      Purchased and provided each classroom with a projector and screen.                      -Purchased airliners for grade level use.                      Weakness:                      Providing time for staff to be trained on new equipment                      Opportunities:                      Teachers will be</b>	<b>Strengths:                      -Wrote a grant proposal and received a wireless cart.                      -Purchased flip video cameras                      Weakness:                      Providing time for staff to be trained on new equipment                      -Additional document cameras for each grade level and airliners per</b>	<b>Strengths:                      -Wrote a grant proposal and received a wireless cart.                      -Purchased flip video cameras                      -PTO purchased additional document cameras allowing a 1:2 teacher ratio.                      -PTO purchase a 55 inch television for the cafeteria to</b>

		<p>that each classroom gained one or two more computers; Technology committee has plan in place for adding new technology – in the past year with help from PTO added 4 projectors and 4 document cameras</p> <p><b>Weaknesses:</b> hesitancy of faculty to learn and use new technology; lack of training in use of new technology; resistance of faculty to take classes to lab due to lack of personnel and class size larger than number of computers in lab; very small funding since amount is</p>	<p>able to use technology more frequently in instruction.</p>	<p>classroom are needed.</p> <p><b>Opportunities:</b> Teachers will be able to use technology more frequently in instruction.</p>	<p>make it a multi-purpose room.</p> <p><b>Weakness:</b> Providing time for staff to be trained on new equipment</p> <p><b>Opportunities:</b> Teachers will be able to use technology more frequently in instruction.</p>
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		<b>based on enrollment Opportunities: several faculty members attended Summer Technology conference; Staff Development to provide training in use of new technologies; now have a staffed computer lab</b>			
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## SMART Goal #3 2009-2010

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Principal BLT Teachers</b>	<b>Principal BLT Teachers</b>	<b>Principal BLT Staff</b>	<b>Principal BLT Staff</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>No funds needed until inventory is complete.</b>	<b>Substitute Pay - Technology Depart. -Lunch needed for staff</b>	<b>No funds needed.</b>	<b>No funds needed.</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>SharePoint training 2 hours; ClassScapes training 1 hour</b>	<b>Projectors/Airliners training</b>	<b>Airliner and flip camera training</b>	<b>Follow up staff development with airliners, flip cameras, and document cameras</b>
Parent & Community Involvement during each quarter	<b>-Access website -Provide headset for child to use in the computer lab</b>	<b>Raise funds to purchase additional document cameras and other types of technology</b>	<b>Purchase additional document cameras and airliners.</b>	<b>Purchase additional document cameras and airliners.</b>
How is technology an integral part of the strategy's deployment?	<b>Teachers must have access to a computer for the training</b>	<b>The strategy is comprised of technology and its use to enhance learning.</b>	<b>The strategy is comprised of technology and its use to enhance learning.</b>	<b>The strategy is comprised of technology and its use to enhance learning.</b>
Set up deployment plan.	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: G. What data will you use to determine if the strategy was deployed? H. What data will you use to determine if the strategy was deployed with fidelity? I. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>-Sign in sheets</b> <b>-Copy of Survey</b> <b>-Copy of staff assignment for 2009-20101</b>	<b>-Sign in sheet at staff development</b> <b>-Walkthrough documentation noting if technology is used.</b> <b>-LDP and EOG data</b>	<b>-Sign in sheet at staff development</b> <b>-Walkthrough documentation noting if technology is used.</b> <b>-LDP and EOG data</b>	<b>-Sign in sheet at staff development</b> <b>-Walkthrough documentation noting if technology is used.</b> <b>-K-2/EOG data</b>

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?
Target Goal Met?	<input checked="" type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide a teacher assistant to monitor and assist in the computer lab.	Principal	Staff assignment list	08 / 30 / 2009
2.	Create a schedule	Principal	Computer Schedule	08 / 30 / 2009
3.	Complete Needs Assessment on technology skills	Principal, Staff Development Committee	Survey Data	09 / 30 / 2009
4.	Provide staff development based on need	Staff Development Committee	Sign in sheet	12 / 30 / 2009
5.	Meet with Chief of Technology to complete a schoolwide Technology inventory.	Principal	Technology Inventory	09 / 30 / 2009
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continue to provide staff development based on need for faculty and staff	Staff Development Committee	Sign in sheet	12 / 30 / 2009
2.	Purchase and install classroom projectors and screens	Maintenance and Chief of Technology	Mounted screen and projector	1 / 22 / 2010
3.	Purchase document cameras	PTO	Document Cameras purchase order	1 / 22 / 2010
4.	Purchase the Education City reading and math program	Principal and Designated Staff	Data from program	1 / 22 / 2010
5.	Purchase Web Camera	Media Specialist	Web Camera	1 / 22 / 2010
6.	Purchase School Pads - one per grade level	Principal	School pad purchase order	1 / 22 / 2010
7.				/ /



## SMART Goal #3 2009-2010

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Purchase and implement use of airliners.	Staff	Lesson Plans	06 / 10 / 2010
2.	Purchase flip cameras.	Media Coordinator	Purchase Order/Flip Cameras	03 / 31 / 2010
3.	Submit grant proposal for wireless cart.	Technology Committee	Wireless Cart	03 / 31 / 2010
4.	Continue staff development on use of airliners, flip cameras, document cameras, and projectors.	Instructional Technology Specialists and staff	Sign in sheet	06 / 10 / 2010
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Request PTO to support technology purchases.	Principal PTO	PTO receipts	06 / 30 / 2010
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# Waiver Requests

## School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Banoak Elementary School Code: 312

### Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

# SMART Goal #1 2010-2011

**Overall SMART Goal:**

Overall proficiency of student achievement will increase from 76.35% to 86% as measured by the North Carolina End of Grade Tests , based on reading, math, and science in grades 3-6.

Target SMART Goal/Measure: By June 2010, overall proficiency of student achievement will increase from 76.35% to 81% as measured by the North Carolina End of Grade Tests in grades 3-6.

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Target SMART Goal/Measure: By June 2011, overall proficiency of student achievement will increase from 77.5% to 81% as measured by the North Carolina End of Grade Tests in grades 3-6.

Target SMART Goal/Measure: By June 2012, increase from <75% to 90% the percentage of respondents who indicate on the Teacher Working Conditions Survey that Banoak has adequate technology.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>		1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?			
	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	<b>Strengths-(Reading) Basal reader is consistent in grades K-5.Letterland is utilized in EC and K-1. Grade levels that consistently used ClassScapes had high growth. (Math) Teachers consistently utilize</b>	<b>Strengths-(Reading) Basal reader is consistent in grades K-5.Letterland is utilized in EC and K-1. Starting in January Letterland will be added to second grade. Grade levels that consistently used ClassScapes had high growth. (Math) Teachers consistently utilize week by week</b>	<b>Strengths-(Reading) Basal reader is consistent in grades K-5.Letterland is utilized in EC and K-2. Grade levels that consistently used ClassScapes had high growth. (Math) Teachers consistently utilize week by week essentials. (Science) Although overall science is a weakness,</b>	

		<p><b>week by week essentials.</b>  <b>(Science) Although overall science is a weakness, outstanding growth has occurred. Science materials were purchased and utilized. Remediation in science occurred. We currently have a consistent math program for K-5. Our sixth grade math program matches the middle school math program.</b>  <b>Weaknesses- Our math program is new and it is conceptually based compared to last year's procedurally based program. EOG testing data does not give specific areas of weakness for individual students.</b>  <b>Opportunities-</b></p>	<p><b>essentials.</b>  <b>(Science) Although overall science is a weakness, outstanding growth has occurred. Science materials were purchased and utilized. Remediation in science occurred. We currently have a consistent math program for K-5. Our sixth grade math program matches the middle school math program. Implemented Dedicated Dads program allowing dads to come in and help in the classrooms. Weaknesses- Our computer lab assistant is currently on a leave of absence. Therefore additional help in the computer lab is</b></p>	<p><b>outstanding growth has occurred. Science materials were purchased and utilized. Planning for a science club has occurred. We currently have a consistent math program for K-5. Our sixth grade math program matches the middle school math program. Implemented Dedicated Dads program allowing dads to come in and help in the classrooms. 3-6 reading teachers have been trained in Reading Foundations. 3-6 math teachers have been trained in Math Foundations. K-2 teachers are currently being trained in Math Foundations.</b></p>	
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		<p><b>There is opportunity for growth in all tested areas especially in the area of science. Change the schedule to allow for adequate time to teach science. In grades 3-6, one teacher per grade level is responsible for teaching all students one core subject allowing them to concentrate on specific subjects instead of the whole curriculum for the grade level.</b></p>	<p><b>not available at this time. Our math program is new and it is conceptually based compared to last year's procedurally based program. EOG testing data does not give specific areas of weakness for individual students. Opportunities- There is opportunity for growth in all tested areas especially in the area of science. Change the schedule to allow for adequate time to teach science. In grades 3-6, one teacher per grade level is responsible for teaching all students one core subject allowing them to concentrate on specific subjects instead of the</b></p>	<p><b>Teacher assistants have been trained in Letterland and RTI universal screening procedures. 38 out of 41 Kindergarteners are proficient in early literacy skills. 33 out of 43 first graders are proficient in early literacy skills. 42 out of 51 second graders are proficient in early literacy skills. 34 out of 43 third graders are proficient in early literacy skills. Additional training has been offered for ClassScapes with the focus of analyzing individual student weaknesses. Weaknesses- Our computer lab assistant is currently on a leave</b></p>	
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			<p><b>whole curriculum for the grade level. Our EC teacher is working with the sixth grade teachers in inclusion classes with reading and math.</b></p>	<p><b>of absence. Therefore additional help in the computer lab is not available at this time. Our math program is new and it is conceptually based compared to last year's procedurally based program. EOG testing data does not give specific areas of weakness for individual students. Opportunities- There is opportunity for growth in all tested areas especially in the area of science. Change the schedule to allow for adequate time to teach science. In grades 3-6, one teacher per grade level is responsible for teaching all students one core subject allowing</b></p>	
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				<p><b>them to concentrate on specific subjects instead of the whole curriculum for the grade level. Our EC teacher is working with the sixth grade teachers in inclusion classes with reading and math. Staff is collaborating on planning a science night that focuses on life sciences.</b></p>	
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# SMART Goal #1 2010-2011

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Principal, Instructional Coach BLT</b>	<b>Principal, Instructional Coach BLT</b>	<b>Principal, Instructional Coach BLT</b>	
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>-\$1,000.00 from federal funds to provide substitutes for Reading/Math Foundations training for five teachers.</b>	<b>-\$1,000.00 from federal funds to provide substitutes for Reading/Math Foundations training for five teachers.</b>	<b>-\$1,000.00 from federal funds to provide substitutes for Math Foundations training for nine teachers.</b>	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<ul style="list-style-type: none"> <li><b>-Curriculum Specialist for ClassScapes Training, 1 hour</b></li> <li><b>-Others based on Needs Assessment</b></li> <li><b>-Reading Foundations training for 3-6</b></li> <li><b>-Math Foundations training for 3-6</b></li> <li><b>-Additional implementation of RTI in 3<sup>rd</sup> grade.</b></li> <li><b>-RTI training K-3</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Curriculum Specialist for ClassScapes Training, 1 hour</b></li> <li><b>-Others based on Needs Assessment</b></li> <li><b>-Reading Foundations training for 3-6</b></li> <li><b>-Math Foundations training for 3-6</b></li> <li><b>-Additional implementation of RTI in 3<sup>rd</sup> grade.</b></li> <li><b>-RTI training K-3</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Staff will conduct ClassScapes Training, 1 hour</b></li> <li><b>-Others based on Needs Assessment</b></li> <li><b>-Math Foundations training for 3-6</b></li> <li><b>-Additional implementation of RTI in 3<sup>rd</sup> grade.</b></li> <li><b>-RTI training K-3</b></li> <li><b>-Introduction to RTI training for 4-6 teachers.</b></li> <li><b>-Probing training for</b></li> </ul>	

	<b>-HOTS training</b>	<b>-HOTS training</b>	<b>K-3 reading teachers.</b>	
Parent & Community Involvement during each quarter	<ul style="list-style-type: none"> <li><b>-Insure students read to meet reading goal.</b></li> <li><b>-Attend parent meetings.</b></li> <li><b>-Provide incentives for meeting goals.</b></li> <li><b>-Sign planners nightly and work folders weekly</b></li> <li><b>- Read newsletters</b></li> <li><b>-Using monthly calendar make plans to be involved</b></li> <li><b>-Review and sign schoolwide behavior plan.</b></li> <li><b>-Review and sign homework policy.</b></li> <li><b>-Participate in volunteer programs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Insure students read to meet reading goal.</b></li> <li><b>-Attend parent meetings.</b></li> <li><b>-Provide incentives for meeting goals.</b></li> <li><b>-Sign planners nightly and work folders weekly</b></li> <li><b>- Read newsletters</b></li> <li><b>-Using monthly calendar make plans to be involved</b></li> <li><b>-Review schoolwide behavior plan.</b></li> <li><b>-Review homework policy.</b></li> <li><b>-Participate in volunteer programs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Insure students read to meet reading goal.</b></li> <li><b>-Attend parent meetings.</b></li> <li><b>-Provide incentives for meeting goals.</b></li> <li><b>-Sign planners nightly and work folders weekly</b></li> <li><b>- Read newsletters</b></li> <li><b>-Using monthly calendar make plans to be involved</b></li> <li><b>-Review schoolwide behavior plan.</b></li> <li><b>-Review homework policy.</b></li> <li><b>-Participate in volunteer programs</b></li> </ul>	
How is technology an integral part of the strategy's deployment?	<ul style="list-style-type: none"> <li><b>-Document cameras used for instruction</b></li> <li><b>-Projectors</b></li> <li><b>-Computer software</b></li> <li><b>-Use of ClassScapes and Star Reader program</b></li> <li><b>-Use of United Streaming Program</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Document cameras used for instruction</b></li> <li><b>-Projectors</b></li> <li><b>-Computer software</b></li> <li><b>-Use of ClassScapes and Star Reader program</b></li> <li><b>-Use of United Streaming Program</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Document cameras used for instruction</b></li> <li><b>-Projectors</b></li> <li><b>-Computer software</b></li> <li><b>-Use of ClassScapes and Star Reader program</b></li> <li><b>-Use of United Streaming Program</b></li> </ul>	

	<p><b>-Teacher will use computers to access online surveys</b></p>	<p><b>-Teacher will use computers to access online surveys</b>  <b>-Use of research based websites ex: <a href="http://www.fccr.org">www.fccr.org</a>, <a href="http://www.aimsweb.com">www.aimsweb.com</a>, and <a href="http://www.easycbm.com">www.easycbm.com</a></b></p>	<p><b>-Teacher will use computers to access online surveys</b>  <b>-Use of research based websites ex: <a href="http://www.fccr.org">www.fccr.org</a>, <a href="http://www.aimsweb.com">www.aimsweb.com</a>, and <a href="http://www.easycbm.com">www.easycbm.com</a></b>  <b>-Teacher will use airliners to teach a lesson.</b></p>	
Set up deployment plan.	<b>yes</b>	<b>yes</b>	<b>yes</b>	

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>J. What data will you use to determine if the strategy was deployed?</p> <p>K. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>L. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>A. -Survey data</b>  <b>-Workshop sign in sheets</b>  <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b>  <b>-Date of parent meeting with copy of agenda.</b>  <b>-Student data notebooks</b>  <b>C.-Star reader assessments</b>  <b>-Star Math</b>  <b>-ClassScapes</b>  <b>-Benchmarks</b></p>	<p><b>A. -Survey data</b>  <b>-Workshop sign in sheets</b>  <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b>  <b>-Date of parent meeting with copy of agenda.</b>  <b>-Student data notebooks</b>  <b>C.-Star reader assessments</b>  <b>-Star Math</b>  <b>-ClassScapes</b>  <b>-Benchmarks</b>  <b>-Online lesson plans</b></p>	<p><b>A. -Survey data</b>  <b>-Workshop sign in sheets</b>  <b>-Classroom walkthrough data to see if staff development is being implemented in the classroom</b>  <b>-Date of parent meeting with copy of agenda.</b>  <b>-Student data notebooks</b>  <b>C.-Star reader assessments</b>  <b>-Star Math</b>  <b>-ClassScapes</b>  <b>-Benchmarks</b>  <b>-Online lesson plans</b>  <b>-RTI data</b></p>	

# SMART Goal #1 2010-2011

**Action Step/Strategy: Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.



# SMART Goal #1 2010-2011

**Action Step/Strategy: Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Conduct Needs Assessment of Staff Development	Instructional Coach, Principal	Survey data	06 / 10 / 2011
2.	Assess current knowledge of literacy and provide staff development.	Instructional Coach, Principal	Sign in Sheets	06 / 10 / 2011
3.	Create pre and post assessments using Class Scapes for reading, math, and science.	BLT	Reading Guidelines document	06 / 10 / 2011
4.	Share Goal Summary Sheets with 2 <sup>nd</sup> -6 <sup>th</sup> grade teachers	Principal	Notes for meeting with grade level	06 / 10 / 2011
5.	Share K-2 Reading Assessment with K-2 teachers.	Principal	Notes for meeting with grade level	06 / 10 / 2011
6.	Schedule monthly grade planning with Instructional Coach	Instructional Coach, K-6 Teachers	Notes from meeting	06 / 10 / 2011
7.	Inform parents of schoolwide reading program and homework policy.	Literacy Specialist, K-6 Teachers	Copy of information sent to parents	06 / 10 / 2011
8.	Provide math Week by Week Training	Principal	Sign in sheet	06 / 10 / 2011
9.	Continue science team of teachers grades 3-6	Principal	Minutes from the meeting	06 / 10 / 2011
10.	Check online lesson plans for alignment with NCSOC	Principal	Checklist	06 / 10 / 2011
11.	2 <sup>nd</sup> -6 <sup>th</sup> Students create a science vocabulary notebook	BLT 2-6 Teachers Students	Sample notebook	06 / 10 / 2011

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	504 staff development	Guidance Counselor	Sign in sheet	12 / 17 / 10
2.	Guided Reading staff development follow up	Lora Drum	Sign in sheet	12 / 17 / 10
3.	Think Central staff development	Kelli Glisan	Sign in sheet	12 / 17 / 10
4.	Vertical planning staff development	Kelli Glisan, designated staff	Sign in sheet	12 / 17 / 10
5.	Review ClassScapes data and adjust lesson plans based on results	Teachers	Online lesson plans	06 / 10 / 11

6.	Reading and math foundations training for K-2 teachers	Presenters & Principal	Sign in sheet	06 / 10 / 11
7.	Continue RTI support for K-3	RTI TA, principal, Title I teacher & RTI coach	RTI data	06 / 10 / 11

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Develop Needs Assessment, analyze data, implement programs, and monitor progress for areas of weakness in reading, math, and science.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Vertical planning staff development	Kelli Glisan, designated staff	Sign in sheet	06 / 10 / 11
2.	Review ClassScapes data and adjust lesson plans based on results	Teachers	Online lesson plans	06 / 10 / 11
3.	Math foundations training for K-2 teachers	Presenters & Principal	Sign in sheet	06 / 10 / 11
4.	Continue RTI support for K-3	RTI TA, principal, Title I teacher & RTI coach	RTI data	06 / 10 / 11
5.	Introduce RTI to 4-6 teachers	RTI TA, principal, Title I teacher & RTI coach	RTI data	06 / 10 / 11
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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# SMART Goal #2 2010-2011

**Overall SMART Goal:** Based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from <75% to 90% or greater .

**Target SMART Goal/Measure:** By June 2010, based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from <75% to 78% or greater .

**Target SMART Goal/Measure:** By June 2011, based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from 78% to 83% or greater .

**Target SMART Goal/Measure:** By June 2012, based on District survey results, the percentage of respondents will maintain that Banoak has a positive (strongly agree-agree) school environment and will increase from 83% to 90% or greater .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis: (SWOT) analysis  SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?  <b>Strengths:</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info shared on-line does not reach families without internet</b>	<b>Strengths:</b> <b>A monthly calendar is sent home every month.</b> <b>Alert Now system allows for parents to receive updated messages as needed.</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info</b>	<b>Strengths:</b> <b>A monthly calendar is sent home every month.</b> <b>Alert Now system allows for parents to receive updated messages as needed.</b> <b>SharePoint training from Tech Facilitator is allowing more faculty to reach parents with classroom specific info through website</b> <b>Weakness: Info</b>	

		<p>access which is limited in this end of the county; not sure how comfortable parents are in using technology to have input or gain knowledge of events</p> <p><b>Opportunities: Use of AlertNow communication system for parents and staff</b></p>	<p>shared on-line does not reach families without internet access which is limited in this end of the county; not sure how comfortable parents are in using technology to have input or gain knowledge of events</p> <p><b>Opportunities: Volunteers have opportunities to help in the classrooms. We have implemented the Dedicated Dads program allowing dads to come and help in the classrooms. Use of AlertNow communication system for parents and staff</b></p>	<p>shared on-line does not reach families without internet access which is limited in this end of the county; not sure how comfortable parents are in using technology to have input or gain knowledge of events</p> <p><b>Opportunities: Volunteers have opportunities to help in the classrooms. We have implemented the Dedicated Dads program allowing dads to come and help in the classrooms. Use of AlertNow communication system for parents and staff</b></p>	
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## SMART Goal #2 2010-2011

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Principal BLT Teachers Guidance Counselor</b>	<b>Principal BLT Teachers Guidance Counselor</b>	<b>Principal BLT Teachers Guidance Counselor</b>	
Financial Resources Needed per Quarter (Include \$ figures and funding sources)		\$500.00	\$500.00	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Parenting Workshops</b>	<b>-Math parent night -Parent Advisory meeting</b>	<b>-Math parent night -Reading/EOG night</b>	
Parent & Community Involvement during each quarter	<b>Parent Surveys Use calendar Participate in events Utilize Alert Now messaging system Participate in volunteer programs</b>	<b>Parent Surveys Use calendar Participate in events Utilize Alert Now messaging system Participate in volunteer programs</b>	<b>Parent Surveys Use calendar Participate in events Utilize Alert Now messaging system Participate in volunteer programs</b>	
How is technology an integral part of the strategy's deployment?	<b>Use of website to disseminate information Utilize AlertNow messaging system</b>	<b>Use of website to disseminate information Utilize AlertNow messaging system</b>	<b>Use of website to disseminate information Utilize AlertNow messaging system</b>	

Set up deployment plan.	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	
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## SMART Goal #2 2010-2011

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: M. What data will you use to determine if the strategy was deployed? N. What data will you use to determine if the strategy was deployed with fidelity? O. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>-Copies of newsletters</b> <b>-Attendance sign in sheets</b> <b>-Zarca Survey data</b>	<b>-Attendance sign in sheets</b> <b>-Copies of newsletters</b>	<b>-Attendance sign in sheets</b> <b>-Copies of newsletters</b> <b>-Survey Results</b>	

# SMART Goal #2 2010-2011

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to

	deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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## SMART Goal #2 2010-2011

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Quarterly Parent Newsletter with reminder about website	Principal, Guidance Counselor	Copy of Newsletters	06 / 10 / 2011
2.	Designate a consistent day for work folders to be sent home	BLT	Teacher notification	06 / 10 / 2011
3.	Provide school events calendar for parents with School Board dates on the calendar	BLT, PTO	Copy of calendar	06 / 10 / 2011
4.	Recruit parent volunteers to attend School Board meeting	Volunteer Chairperson, PTO, Principal	Sign up sheet	06 / 10 / 2011
5.	Develop system utilizing Student Council to disperse parent messages/flyers envelopes to K-6 teachers.	BLT, Student Council Chair, Office Staff	Teacher notification	06 / 10 / 2011
6.	Use AlertNow system to keep parents informed of events	Office staff	Data from AlertNow System	06 / 10 / 2011
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Quarterly Parent Newsletter with reminder about website	Principal, Guidance Counselor	Copy of Newsletters	06 / 10 / 2011
2.	Provide school events calendar for parents with School Board dates on the calendar	BLT, PTO	Copy of calendar	06 / 10 / 2011

3.	Recruit parent volunteers to attend School Board meeting	Volunteer Chairperson, PTO, Principal	Sign up sheet	06 / 10 / 2011
4.	Develop system utilizing Student Council to disperse parent messages/flyers envelopes to K-6 teachers.	BLT, Student Council Chair, Office Staff	Teacher notification	06 / 10 / 2011
5.	Use AlertNow system to keep parents informed of events	Office staff	Data from AlertNow System	06 / 10 / 2011
6.	Provide parent workshops on various topics.	Curriculum Committee, Principal, BLT	Sign in sheet	06 / 10 / 11
7.				/ /

## SMART Goal #2 2010-2011

**Action Step/Strategy:** Create procedures for disseminating information to the parents and the community allowing them to have an active positive relationship with the school.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Quarterly Parent Newsletter with reminder about website	Principal, Guidance Counselor	Copy of Newsletters	06 / 10 / 2011
2.	Provide school events calendar for parents with School Board dates on the calendar	BLT, PTO	Copy of calendar	06 / 10 / 2011
3.	Recruit parent volunteers to attend School Board meeting	Volunteer Chairperson, PTO, Principal	Sign up sheet	06 / 10 / 2011
4.	Use AlertNow system to keep parents informed of events	Office staff	Data from AlertNow System	06 / 10 / 2011
5.	Provide parent workshops on topics related to school improvement goals.	Curriculum Committee, Principal, BLT	Sign in sheet	06 / 10 / 11
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
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1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #3 2010-2011

**Overall SMART Goal:** Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from <75% to 90% or greater..

**Target SMART Goal/Measure:** By June 2010, Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from <75% to 78% or greater..

**Target SMART Goal/Measure:** By June 2011, Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase from 82% to 90% or greater..

**Target SMART Goal/Measure:** By June 2012, Based on District surveys , the Teacher Working Conditions Survey, the Quality Assurance Report, the percentage of respondents will maintain that Banoak has adequate technology and uses a variety of technology to increase student achievement will increase to 90% or greater..

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis:  (SWOT) analysis  SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?  <b>Strengths: updated computer lab with newer computers, removed 30 of oldest computers in classrooms and replaced with lab disbursement so</b>	<b>Strengths: Every classroom has a document camera, projector, and airliner. All staff have been trained and are utilizing the above named technology.</b>  <b>Weaknesses: Currently our computer lab TA is on a leave of</b>	<b>Strengths: Every classroom has a document camera, projector, and airliner. All staff have been trained and are utilizing the above named technology. We received a laptop cart from CCS technology department grant.</b>	

		<p>that each classroom gained one or two more computers; Technology committee has plan in place for adding new technology – in the past year with help from PTO added airliners and document cameras to create a 1:1 of airliners and 1:2 of document cameras. CCS installed projectors in every classroom, and provided 9 airliners for classroom use. CCS also provided a Netbook Cart that houses 15 Netbooks. 4 Flip cameras were purchased.</p> <p><b>Weaknesses:</b> Staff needs to use technology to</p>	<p>absence.</p> <p>Continued need of training in use of new technology.</p> <p>Staff awareness of resources.</p> <p><b>Opportunities:</b> Technology committee will write a grant to receive a laptop cart from CCS technology department. Staff Development to provide training in use of new technologies; request for more technology tools from CCS technology department; utilize grant programs for technology funding</p>	<p><b>Weaknesses:</b> Currently our computer lab TA is on a leave of absence.</p> <p>Continued need of training in use of new technology.</p> <p>Staff awareness of resources.</p> <p><b>Opportunities:</b> PTO has allotted \$5,000.00 for staff to utilize for classroom materials. Staff Development to provide training in use of new technologies; request for more technology tools from CCS technology department; utilize grant programs for technology funding</p>	
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		<b>fidelity. Continued need of training in use of new technology; Opportunities: several faculty members attended Summer Technology conference; Staff Development to provide training in use of new technologies; now have a staffed computer lab; request for more technology tools from CCS technology department; utilize grant programs for technology funding</b>			
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## SMART Goal #3 2010-2011

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Principal BLT Teachers</b>	<b>Principal BLT Teachers</b>	<b>Principal BLT Teachers</b>	
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>No funds needed.</b>	<b>No funds needed.</b>	<b>No funds needed.</b>	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>SharePoint training 2 hours; ClassScapes training 1 hour</b>	<b>Grade level meetings are being held to discuss and review current research based websites to drive instruction.</b>	<b>Report card NCWISE training for K-2 teachers. Staff development on A-Z reading program.</b>	
Parent & Community Involvement during each quarter	<b>-Access website -Provide headset for child to use in the computer lab</b>	<b>-Access website -Provide headset for child to use in the computer lab</b>	<b>-Access website</b>	
How is technology an integral part of the strategy's deployment?	<b>Teachers must have access to a computer for the training</b>	<b>Teachers must have access to a computer for the training</b>	<b>Teachers must have access to a computer for the training</b>	

Set up deployment plan.	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	
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## SMART Goal #3 2010-2011

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>P. What data will you use to determine if the strategy was deployed?</p> <p>Q. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>R. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>-Sign in sheets</b>  <b>-Copy of Survey</b>  <b>-Copy of staff assignment for 2010-2011</b></p>	<p><b>-Sign in sheets</b>  <b>-Notes from grade level planning</b></p>	<p><b>-Sign in sheets</b></p>	

# SMART Goal #3 2010-2011

**Action Step/Strategy: Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.



## SMART Goal #3 2010-2011

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Provide a teacher assistant to monitor and assist in the computer lab.	Principal	Staff assignment list	06 / 10 / 2011
2.	Create a schedule	Principal	Computer Schedule	06 / 10 / 2011
3.	Complete Needs Assessment on technology skills	Principal, Staff Development Committee	Survey Data	06 / 10 / 2011
4.	Provide staff development based on need	Staff Development Committee	Sign in sheet	06 / 10 / 2011
5.	Request additional technology needs from the technology department.	Principal	Technology Inventory	06 / 10 / 2011
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Provide staff development based on need	Staff Development Committee	Sign in sheet	06 / 10 / 2011
2.	Request additional technology needs from the technology department.	Principal	Technology Inventory	06 / 10 / 2011

3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #3 2010-2011

**Action Step/Strategy:** Complete an inventory of current technology needs, purchase needed technology, and conduct staff development with teachers on how to implement its usage in the classroom.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide staff development based on need	Staff Development Committee	Sign in sheet	06 / 10 / 2011
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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# SMART Goal #4 2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Study</b>	<p>Data Analysis: (SWOT) analysis</p> <p><b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b></p>	<p>1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p>			

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## SMART Goal #4 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				

Set up deployment plan.				
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## SMART Goal #4 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: S. What data will you use to determine if the strategy was deployed? T. What data will you use to determine if the strategy was deployed with fidelity? U. What data will you use to determine if the strategy impacted the overall goal or target goal?				

# SMART Goal #4 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current

	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.
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# SMART Goal #4 2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #4 2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #5    2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Study</b>	<p>Data Analysis:  (SWOT) analysis</p> <p><b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b></p>	<p>1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p>			

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## SMART Goal #5    2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				

Set up deployment plan.				
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## SMART Goal #5    2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: V. What data will you use to determine if the strategy was deployed? W. What data will you use to determine if the strategy was deployed with fidelity? X. What data will you use to determine if the strategy impacted the overall goal or target goal?				

# SMART Goal #5 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current

	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.
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# SMART Goal #5 2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #5    2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# Waiver Requests

## School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

### Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

# *Appendix*

## Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6% .

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5<sup>th</sup> month of the 2008-2009 school year:

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Percentage of CCS Population</b>
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

## **Banoak Elementary Feeder Area Profile**

The Fred T. Foard High School District lies in southwestern Catawba County. The area has been impacted by significant residential construction and development over the last ten years. According to the most recent census, the population of the Foard feeder area has grown to approximately 23,166 persons in 2004, making it the largest feeder district in the county's school system. The growth of the Fred T. Foard area is 8.3%, which is more than the county growth rate, but it is also less than some of the other feeder districts. Population growth has varied throughout the feeder schools within the Fred T. Foard area. This includes Blackburn Elementary, Banoak Elementary, Mountain View Elementary, and Jacobs Fork Middle School. Since 2000, the feeder school areas have experienced population growth as follows: Banoak – 7.2%, Blackburn – 11.8%, Startown – 6.3%, Mountain View – 7.6%, and Jacob's Fork – 7.1%. Total population growth for the Fred T. Foard is 8.3% from 2000 to 2004.

# **Banoak Elementary School Profile**

**Students:** The total enrollment of Banoak Elementary School in 2010 is 344. In 2006, the school enrollment was 360. In three years, the student population has decreased by 2 %. Although there has been a decrease in enrollment, the population of the ethnic groups represented in the student population has increased. In 2009, 4% of our population is Asian. Three percent is Hispanic and 4 % is African-American. Five percent is multi-racial, and the total percentage of minority students is up from 11.6% to now 16%. Nineteen students are classified as Limited English Proficient which has increased by eleven since 2006. The number of Students With Disabilities in the tested grades has decreased from 41 in 2003-04 to 27 now. This number includes eight students who live in our attendance district but attend the cluster class at Mt. View Elementary. These students are included in the calculation of Adequate Yearly progress for the No Child Left Behind Act and growth calculations for North Carolina's ABC's program, even though they do not attend school at Banoak.

**Community:** The Banoak Elementary district is primarily classified as some form of residential/agricultural zoning. Residential growth in Banoak has been limited in the 1990's by its isolation from the growing urban areas of the county. The 2000 census revealed that Banoak had the lowest population of any of Fred T. Foard High School's elementary district. In the ten-year period from 1990-2000, Banoak's population grew 32.3% in comparison to the Foard district's growth of 29.6% and the increase in households reflects similar growth and comparisons.

Numerous tracts of vacant land exist in the Banoak district; however, the number of lots of less than five (5) acres is rather limited. Only about 800 small vacant lots exist. The district is also limited by few water lines and has virtually no sewer lines. The City of Hickory has provided some extensions into the district and that may positively impact construction in the future.

New residential growth is likely to remain at its current slow pace over the next seven years. The county's two-acre ordinance could have a great impact in this area since a relatively small number of vacant lots remain and it is unlikely that the district will be impacted by annexation. The number of new residential units in the Banoak district is expected to fluctuate between 33 and 47 through 2006, with nearly all of the growth coming as a result of single-family/mobile home development. (Demographic data was pulled from the Catawba County GIS Database, 2001 and the WPCOG Data Center)

## **Banoak Elementary Schoolwide Title I Plan 2010 - 2011**

### **Comprehensive Needs Assessment**

Banoak Elementary School is a Schoolwide Title One school. All children deserve a safe and nurturing environment where they are creatively challenged to reach their potential. As educators with a love for learning and a love for children, we desire to seek more scientifically research-based strategies that will lead to all of our children acquiring new knowledge and knowing that with new skills come mistakes that are part of the learning process. Active classroom management will allow us to catch these mishaps and to build positive reinforcement as our scholars tackle new skills at their ability levels.

We continue to seek to encourage and guide our students as they acquire and hone new enriching skills that will stretch their knowledge base and challenge them to become risk-takers, continuously seeking new realms of knowledge as life-long learners.

In 2010 we made “High Growth.” We also made AYP (Annual Yearly Progress) by meeting 13 of our 13 targeted goals.

In studying the data we received from our Spring 2010 NC End-Of-Grade test scores for grades 3-6, we see that our weak areas in the reading program are in Critical Stance and Connections. In math our overall areas of need in grades 3-6 lie in Number Sense and Measurement. Although our science proficiency grew from 48.8% to 66% we are still below county and state average. There is a continued need to improve our fifth grade state science scores. With a strong emphasis on reading, math, and science skills in K-6, we will be able to raise our student achievement in these areas.

We will include more scientifically research based strategies in our instructional program to improve the performance in our present two subgroups -- 1) free and reduced lunch and 2) our student body -- for this school year and plan staff development in this area.

We have an academically diverse population of young learners, and our highly qualified staff feels strongly that our classroom interactions should reflect these differences. We will use a variety of assessments to monitor our students’ progress and then hone and refine techniques to aid our students in being successful readers and life-long learners.

Banoak’s staff uses the following assessments which were written to be in line with the state assessment guidelines: K-2 Literacy Assessment and the 3-6 (IRI) Literacy Assessment for Catawba County Schools, Local Writing Test, Accelerated Reader Assessments for 3-6, Scott Foresman Reading Program’s weekly and unit assessments, Dolch Word List, Local Diagnostic Pretests, ClassScapes, DIAL Screening for Kindergarteners, North Carolina End-of-Grade Testing for grades 3-6. We are implementing Responsive to Instruction in third grade as a continuing program from K-2. The most at-risk students are identified using multiple assessments.

These assessments provide information needed to identify individual student’s needs as well as grade level areas of concern. Mrs. Sherrill, our principal, monitors the quality of teaching and learning in the program through formal and informal observations. Regular communication between teachers and their peers, or administrator, will provide valuable feedback on the effectiveness of the instructional strategies being used. In addition, teachers utilize feedback from parent communication and conferences concerning the effectiveness of those strategies. Our parent Advisory Board has shared some needs of workshops parents need to help their children. We plan to implement these programs this year, allowing us to share strategies and ideas that

parents can reinforce at home. We are also working with the Parenting Network to provide classes for our parents.

### **Schoolwide Reform Strategies**

Continuous identification of student needs as they grow and acquire new skills *and* a wide variety of interventions from which to select those that best match the situations at hand will be a goal of Banoak School. We shall learn to create, cultivate, and share differentiation activities that will enrich and be congruent with the objectives for our students. We shall refine and share scientifically research-based strategies that are designed to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum that works with our given students, especially those struggling to achieve grade level objectives. Yet at the same time we need to stretch our high achievers in order to keep them challenged and successful with a thirst for more knowledge. By implementing student data notebooks in, 2-6 students will keep track of their achievement and see the relevance between their learning and achievement. We need to meet the needs of all of our students.

Our school system has a Curriculum Specialist in Math and Science and one in Language Arts 6-12. These along with our Language Arts K-5 Specialist and our ESL, Title I and Language Arts Specialist will be available for assistance and staff development. In addition, each Schoolwide Title I School has an instructional coach as a curriculum support to ensure that teachers and students' needs are being met. The instructional coach will also assist in staff development, parent involvement, and research based instruction. We also have a Literacy Specialist and Literacy assistant who work regular with our students who are not currently reading on grade level on an as *needed* basis using flexible grouping.

In addition, we have a system Technology Specialist who serves several schools and provides assistance in integrating technology with the curriculum. Banoak has a part-time Technology Teacher Assistant who works with the classroom teacher in the computer lab. This allows the teacher to blend technology skills with the curriculum that students are learning in the classroom in order to reinforce, remediate, enrich and stretch our young scholars. Our Specialty teachers are also striving to integrate and reinforce grade level curriculum into their lessons as well as provide remediation/enrichment on a regular basis.

We have in place a yearlong, school wide reading program *Ahoy! Mates, Let's Read!* , with incentives/rewards at monthly, quarterly, and yearly intervals for those that meet their grade level goals. We are utilizing AR books (with tests) and other books to learn to read for knowledge as well as pleasure. Our Curriculum and Instruction Committee is always looking for ways to motivate students in areas of literacy.

Our academic strategies will focus on the five areas of reading instruction which are phonemic awareness, phonics, fluency, vocabulary, and text

comprehension using a rich variety of text, both fiction and non-fiction. Students with disabilities and limited English proficiency will grow in phonemic awareness and phonics through the use of Orton-Gillingham Multi-sensory Approach, Souday System, Wilson Reading, LetterLand, and LANGUAGE! , along with a wide reading of many small books and stories both at school and at home. We must teach parents how important reading and rereading is in building fluency and word recognition skills, and encourage them to read to their child regularly and even create their own oral stories -- getting parents on board as active participants in their child's growth of effective reading skills *and* at the same time building a strong bond between parent and child. Parents can do lots of partner reading, choral reading, and even creating their own Reader's Theatre. Parents, older siblings, and teachers need to model fluent reading skills and stop and discuss the events and vocabulary, speculating on what will happen next.

We will aid students in building strong vocabularies through discussions, use of context clues, and opportunities to read books of their own choosing and those of teacher choice. ESL and struggling readers benefit from rich discussions of vocabulary and concept building before reading. Effective strategies that we will emphasize with our EC and small Hispanic subgroups are previewing texts to access prior knowledge and teaching them to use visual imagery to remember what they have read. Tiered assignments and thematic teaching, which is entrenched in our adopted North Carolina Scott Foresman Reading Program, will also aid our students in building strong comprehension skills. Banoak hires tutors to work with our struggling readers during the latter part of the school year, and we use teacher assistants and our Literacy Specialist to work in small groups to build better comprehension and word attack skills throughout the year.

On-going authentic daily assessments, teacher observations, weekly and quarterly assessments, ClassScapes, and LDPs (local diagnostic pretests) will help us evaluate and determine if our scholars' needs are being met.

**Through mini-staff development sessions and regular workshops, we as teachers will become risk takers, incorporating newly acquired research based strategies into our instructions. As we create and share new techniques with each other, we will build a bond with one another. We will become a community of teachers that reinforce and instill self-confidence in each other, and our enthusiasm will in turn spill over into our students as their academic skills begin to soar.**

We shall incorporate these areas of reading across our grade level curriculum into Math, Science, and Social Studies *and* use writing as a tool to deeper understanding of concepts and authors' crafts through word maps, CRISS strategies, thinking maps, varied graphic and semantic organizers, and higher level questioning. Through modeling, we will teach our students to generate their own questions as they converse mentally with the author about what they are reading and deciphering *as well as* why he utilized certain techniques in his writing.

**Instruction by Highly Qualified Professional Staff**

All teachers at Banoak Elementary School are highly qualified as defined by the Federal *No Child Left Behind Act of 2001* and the State of North Carolina. At Banoak Elementary we have 16 classroom teachers K-6 along with Visual Arts, Drama, Music, PE, Technology Instructor, Media Coordinator, Guidance Counselor, Exceptional Children teachers, ESL, Speech, Literacy Specialist, Instructional Coach, and a School Nurse.

**In considering the entire faculty, 100% fully licensed teachers and highly qualified teacher assistants. Many of our teachers have gone above and beyond: nine have their Masters Degree and one is working towards a Masters Degree, three have their National Board Certification and four have AIG (Academically Gifted) Certification with others working toward AIG certification. At Banoak we have three teachers with 0-3 years of experience, thirteen with 4-10 years of experience, and twelve with 10+ years of experience.**

### **Highly Qualified and Ongoing Professional Development**

Professional Development is vital to Banoak Elementary's Schoolwide Title I Program. Emphasis this year is being placed on Reading, Science, and Math. All professional staff at our school will receive training with the use of Title I Funds.

Our school system has Curriculum Specialists; they are assisting in training at the county and school levels. Curriculum Specialists and Instructional Coaches are being trained to come back to their schools and do site training of a variety of scientifically research based techniques to be used in the classrooms to enrich and teach our students a cadre of strategies to become successful learners now and in the future. During parent night activities we often share strategies with parents so they can better assist their child (ren) in the learning process.

The staff development this year at BES (Banoak Elementary School) will center on *Learning Centered Schools* by the Rutherford Learning Group, Inc. and *Scientifically Research Based Strategies* (including Differentiated Instruction, Critical Stance, Bloom's Taxonomy Activities, and others). There will also be workshops on *Technology Integration with the Curriculum*, *Strategies To Improve Parental Involvement*, *Science Workshop* and others.

Accountability and assessment of all professional development will be accomplished through School Link, Inc. with online documentation and feedback.

### **Strategies To Attract Highly Qualified Teachers**

Catawba County Schools continues to attract highly qualified teachers through their Job Fair and working with local colleges in the area. A Beginning Teachers Institute is held each summer to equip teachers who are new to our system or new to teaching; our system also has a Mentoring Program that assists new teachers with support. The system provides staff development opportunities to teachers. Locally written pacing guides in all Standard Courses of Study are provided along with many supplemental materials as well as online resources. We also have bilingual teachers at the system level who are available to provide assistance to non-English speaking students and parents. Catawba County Schools offers an annual 7% supplement in salary, competitive pay, and benefits. Incentives include free checking at banks, free first month's rent with no security deposit at select apartments, and various discounts.

### **Including Teachers in Decisions Regarding the Use of Assessments**

Teachers are involved in decisions regarding the use of assessments with all students. We have chosen the following for assessment purposes: K-2 Literacy Assessment and the 3-6 (IRI) Literacy Assessment for Catawba County Schools, Local Writing Test Prompts, Catawba County Writing Plan, teacher made writing prompts, the fourth grade Writing Assessment, Star Reading to set AR goals for 3-6, Accelerated Reader Assessments for 3-6, Scott Foresman Reading Program's weekly and unit assessments, Dolch Word List, Local Diagnostic Pretests, ClassScapes, DIAL Screening for Kindergarteners, North Carolina End-of-Grade Testing for grades 3-6, and teacher made tests/assessments.

### **Strategies To Increase Parental Involvement**

Parental support is important to the life of Banoak Elementary School. Because we are a small community school we have a high percentage of support from parents as well as grandparents. Prior to the beginning of school, we hold a Meet Your Teacher Night. Within a month, an Open House is held for students to share their classroom with their parents. Teachers are required to have at least two parent conferences; the first has to be held before the first report card. Parents are always welcome to conference as needed and may write or call (using the school's voice mail). When parents, step-parents, and or grandparents are actively involved, over time, in their child's academic life as his or her coach, trainer, and cheerleader, there will be many successful learning adventures. Education is a team process.

During conferences teachers share ideas and model ways to help improve the student's academic progress. Student planners are used as a means of communication as well as weekly classroom or grade level newsletters. Parents are expected to view students' graded papers and activities regularly and reinforce skills through positive discussions. Our guidance counselor sends home a monthly parent newsletter. School Newsletters, calendars, and flyers are sent home periodically.

Parents are selected to serve on our BLT (Building Leadership Team). We have many active parent volunteers that assist with a multitude of tasks and an

active Parent Teacher Organization that is involved with school needs as well as fellowship. We also have parents on our Parent Advisory Board. These parents give ideas on workshops or other activities involving academics. We involve community members and parents in our Safety Fair and Career Day. Parents are invited to assembly programs and special class events *and* welcomed to attend lunch with their child whenever they have an opportunity to do so.

In the past we have held parent nights for K-3 on issues involving literacy; this year we will include also 4-6 in a variety of Parent Nights or Parent Events to enhance our educational goals. We have had Grandparent Week where grandparents were invited to come eat lunch and then share/read a book with their grandchild's class. We have already held our second annual "Night with the Stars" when families came to view solar system exhibits, travel brochures to different planets designed by third graders, K-2 alien art exhibit, Jupiter and our moon through telescopes provided by our local astronomy club members, a detailed sixth grade *Space Exploration* PowerPoint Presentation and other events. We are also planning some reading, math, writing, and technology Parent Nights for this year along with musical and drama performances.

We also offer a bi-weekly summer reading program by partnering with Southwest Branch Librar for students to come and listen to staff members read with their parents or other adults, and then participate in other literacy activities. Literacy activities are encouraged by all teachers, staff, and administrators throughout the year.

### **Preschool Transition Strategies**

During the spring, a kindergarten orientation is held for upcoming students and their parents. Parents meet together at this time with faculty to talk about the upcoming school year while the Kindergarten teachers and assistants assess the preschoolers using the DIAL Screening Program. Parents are also given some ideas to use over the summer in preparation for beginning school, and they are invited to participate in our summer reading program.

In August before school begins, our kindergarten teachers hold a night event for parents to come and meet their child's teacher, teacher assistant, and the other parents in the classroom and to learn more about what to expect in Kindergarten. In order to ease into the routine of coming to school, on each of the first three days of school, a third of the students come to tour the building and get familiar with their new surroundings and routine. On the fourth day all kindergarteners are present. For some, this is a new experience while others have attended day care programs.

### **Activities for Children Experiencing Difficulty**

A variety of strategies are used for students who experience learning difficulties and we will be incorporating more scientifically research-based strategies this year. Teachers use differentiated activities for those who struggle and may pull them into smaller flexible groups for a period of time. Sometimes a peer tutor is assigned to help another student. Some inclusion of EC teachers and/or EC assistants in the regular classroom may be the best intervention to insure more time on task. Depending on the need, the Literacy Specialist or her assistant may be pulled into the classroom for

inclusion lessons; otherwise they work with small groups (K-6) to build needed reading skills on an as needed basis. Older students may assist younger children on certain activities, providing both with opportunities to practice their reading skills in a different setting. The Leveled Readers and ESL Readers in our Scott Foresman Reading Series provide an effective intervention along with differentiated assignments for our strugglers, which help build self-confidence. Teacher assistants work with small groups or individual students on both a regular and as needed basis.

Highly qualified teachers and tutors are hired to work with small groups, grades 3-6, in reading and math the last part of the school year in further preparation of the End-of-Grade Tests. Using hands-on materials in small groups produce good results. The Souday System, Orton Gillingham, Multi-sensory Reading Approach, or Wilson Reading are provided for all students who have trouble in reading. LetterLand for K-2 and LANGUAGE! for 3-6 are being used in our EC program along with other programs; these two are new programs to our school this year.

Classes of different grade levels pair with each other to participate in Buddy Reading; we also have a before school reading program, for part of the year, where older students read with some of our struggling readers twice weekly. The Kurzweil Educational Systems Reading and Writing Program will be used with reading-challenged students this year.

Banoak staff uses the following methods of recording interventions and data for these struggling scholars: RTI is a new program we will be using to monitor the progress of our K-2 students. A PPEP is written for student in grades K-2 who are showing no or slow signs of growth. An IEP (Individual Education Plan) provides goals and objectives geared to the particular needs of our students with disabilities. A PEP (Personal Education Plan) is designed with parents for any student not proficient in math and reading. Our Student Intervention Team, led by our guidance counselor, meets monthly and as needed between scheduled meetings to discuss concerns and methods/ interventions with classroom teachers and support staff within our school and from central office that will help our struggling students to be more successful within the school setting.

### **Coordination and Integration of Federal, State, and Local Services**

School wide programs design and implement a fully integrated curriculum to benefit all the children in the school through the blending of Federal Compensatory Funds, Special Education Funds, and the Technology Funds with State and Local funding. Staff development funds, regardless of the funding source, are used throughout the year as planned and monitored by the needs assessment directly correlating to EOG scores and IGP (Individual Growth Plan) teacher goals.

### **Resources Used in the Programs**

Funds for instruction, staff development, parent involvement, salaries, and benefits will be acquired by coordinating expenditures of local and state funds with resources from Federal Title I Program, staff development funds, Media funds, Technology funds, grants (when available), and local agencies.

#### Other Federal, State, and Local Programs

Federal EC Program

Title III – ESL Program

Federal Breakfast and Lunch Program

#### **How Assessment Results Are Reported to Parents**

Individual parent conferences are required within the first nine weeks of school. Conferences include interpretations of ClassScapes/ Star Reader/ teacher assessment results and K-2 Literacy Assessment results. The 3-6 Literacy Assessments/Informal Reading Inventory results are shared with those parents whose child is reading below grade level and intervention strategies are discussed. K-2 teachers also share quarterly assessments with parents on an as need basis. North Carolina End-of-Grade Tests scores are mailed home in the report card at the end of the school year. Parents know if their child has to take a state Re-test and are asked to be sure to encourage them and send them rested and ready to give their best. Parents of struggling students are kept informed of their child's progress through PEP folder signings, phone calls and notes home, along with quarterly report cards and mid-term reports throughout the year.

#### **PLAN FOR READING PROFICIENCY BY SECOND GRADE**

Banoak Elementary is a Title I school. We are able to have a Curriculum Coach, Literacy Specialist and a Literacy Assistant this year. We are also able to have more flexibility in the way we are serving students eligible for Title I.

Kindergartens through second grade students are assessed within the month of school using the Catawba County K-2 Assessment and Responsiveness to Instruction. These students are assessed on knowledge of the alphabet and their concept of print. In kindergarten, those students receiving teacher recommendations are eligible to attend Title I classes. In kindergarten, Title I classes work on phonological awareness, alphabet recognition/production,

sound/spelling activities, and concept of print including reading books, Dolch words, and language experience.

## Frequently Used Educational Acronyms

<b>ACT-</b>	Adolescents and Children in Treatment Program
<b>ADA-</b>	Americans with Disabilities Act
<b>AESOP-</b>	Substitute Management System
<b>AIG-</b>	Academically/Intellectually Gifted
<b>AM-</b>	Accelerated Math
<b>AP-</b>	Assistant Principal
<b>AP-</b>	Advanced Placement
<b>AR-</b>	Accelerated Reader
<b>ASCA-</b>	American School Counselors' Association
<b>AT-1-</b>	Written Plan for Student Assistance Team Operation
<b>AUP-</b>	Acceptable Use Policy
<b>AVID-</b>	Advancement via Individual Determination

<b>AYP-</b>	Adequate Yearly Progress
<b>BIP-</b>	Behavior Intervention Plan
<b>BLOG-</b>	Abbreviation for “web log”; an online linear commentary forum
<b>BLT-</b>	Building Leadership Team
<b>BT-</b>	Beginning Teacher
<b>BTI-</b>	Beginning Teacher Induction
<b>CAT-</b>	Central Assistance Team
<b>CDC-</b>	Career Development Coordinator
<b>CDSA-</b>	Children’s Developmental Services Agency
<b>CECAS-</b>	Comprehensive Exceptional Children Accountability System
<b>CEU-</b>	Continuing Education Credit
<b>CRISS-</b>	Creating Independence through Student-Owned Strategies
<b>CTE-</b>	Career and Technical Education
<b>CTSO-</b>	Career and Technical Student Organization

<b>CVCC-</b>	Catawba Valley Community College
<b>CVHS-</b>	Catawba Valley High School
<b>DHR-</b>	Department of Human Resources (Public Health, Mental Health, Social Services)
<b>DLT-</b>	District Leadership Team
<b>DOP-</b>	Dropout Prevention
<b>DPI-</b>	Department of Public Instruction
<b>DSS-</b>	Department of Social Services
<b>EAP-</b>	Employee Assistance Program
<b>ED-</b>	Economically Disadvantaged
<b>EEO/AA-</b>	Equal Employment Opportunity/Affirmative Action
<b>ELL-</b>	English Language Learner
<b>EOC's-</b>	End-of-Course Tests (9-12)
<b>EOG's-</b>	End-of-Grade Tests (3-8)
<b>ERATE-</b>	Federal Program for Technology Connectivity Reimbursement

<b>ESL-</b>	English as a Second Language
<b>EVAAS-</b>	Educational Value-Added Assessment System
<b>FAPE-</b>	Free and Appropriate Public Education
<b>FERPA-</b>	Family Education Rights and Privacy Act
<b>FMLA-</b>	Family Medical Leave Act
<b>FRL-</b>	Free and Reduced Lunch
<b>FY-</b>	Fiscal Year
<b>GED-</b>	General Educational Development Program
<b>HQ-</b>	Highly Qualified
<b>HRMS-</b>	Human Resource Management System
<b>NAEP-</b>	National Assessment of Educational Progress
<b>NASW-</b>	National Academy of Social Workers
<b>NBCT-</b>	National Board Certified Teacher
<b>NBPTS-</b>	National Board for Professional Teaching Standards

<b>NCIH-</b>	North Carolina Information Highway
<b>NCLB-</b>	No Child Left Behind
<b>NCSIP-</b>	North Carolina State Improvement Project
<b>NCVPS-</b>	North Carolina Virtual Public School
<b>NCWISE-</b>	North Carolina Window of Information for Student Education
<b>NOM-</b>	National Origin Minority
<b>OCR-</b>	Office of Civil Rights
<b>PAT-</b>	Parent as Teachers
<b>PBS-</b>	Positive Behavior Support
<b>PD-</b>	Professional Development
<b>PEP-</b>	Personalized Educational Plan
<b>PIO-</b>	Public Information Officer
<b>PLC-</b>	Professional Learning Communities
<b>PODCAST-</b>	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet

<b>PSAT-</b>	Pre-Scholastic Assessment Test
<b>RALC-</b>	Regional Alternative Licensing Center
<b>RC-</b>	Reading Counts
<b>RESA-</b>	Regional Educational Service Alliance
<b>RSS-</b>	"Really Simple Syndication" used to subscribe to information through the internet
<b>SACS-CASI-</b>	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
<b>SADFSCA-</b>	Safe and Drug-Free Schools Communities Act
<b>SAT-</b>	Scholastic Aptitude Test
<b>SCOS-</b>	Standard Course of Study
<b>SD-</b>	Staff Development
<b>SD-9A-</b>	Prior Approval Form for Staff Development (aka: the pink sheet)
<b>SEA-</b>	State Education Agency
<b>SHAREPOINT-</b>	CCS web portal that will host district, school, and teacher web pages
<b>SIP-</b>	School Improvement Plan

<b>SIT-</b>	Student Intervention Team
<b>SLD-</b>	Specific Learning Disabled
<b>SLMC-</b>	School Library Media Center
<b>SPC-</b>	Special Populations Coordinator
<b>SRO-</b>	School Resource Officer
<b>SWD-</b>	Student with Disabilities
<b>TA-</b>	Teacher Assistant
<b>TAC-</b>	Teacher's Advisory Council
<b>TPAI-R-</b>	Teacher Performance Appraisal Instrument, Revised
<b>TPAS-R-</b>	Teacher Performance Appraisal System, Revised
<b>TSP-</b>	Technology Service Provider
<b>VIF-</b>	Visiting International Faculty
<b>VOCATS-</b>	Vocational Competency Achievement Tracking System

