

Priority Area Effective/Efficient Operations (Leadership will guide innovation in NC public schools.)

Goal: Currently we inform 100% of our parents and staff regarding our School Improvement Team/Parent Teacher Governance Organization and the School Improvement Plan. Our goal is to continue to inform 100% of parents and staff regarding our School Improvement Team/Parent Teacher Governance Organization and the School Improvement Plan by November 2009 as evidenced by school publications and Alert Now phone calls.

Strategies For Improvement	Measure Progress		Resources	
	Tools	Timeline	Materials/Supplies	Professional Development
<p>Develop a School Improvement Plan (SIP) by collaborating with clients to impact student success.</p> <p>a. Select nine parent members and nine staff members to School Improvement Team/PTGO.</p> <p>b. Create PTGO subcommittees to address school needs.</p> <p>c. Collaborate with the University of North Carolina and the Center for Inquiry-Based Learning.</p> <p>d. Host a Minority Summit at Cameron Park Elementary</p>	<p>Orange County School Regulations</p> <p>Cameron Park Student Data</p> <p>Healthy School Report Score</p>	<p>August 2009 - June 2010</p>	<ul style="list-style-type: none"> • PTGO bylaws • 21st Century Learning Model • Newsletters • Alert Now • Media Center • Webpage • OCS Site-Base Management Document • PTGO Minutes and Agendas • Translations • Support Personnel and Parent Talents 	<ul style="list-style-type: none"> • Orange County Schools Site-Based Management Model • PTGO Reception/Overview • 21st Century Learning • Teachers And Scientists Collaborating (TASC) training • Cognitive Guided Instruction/ME training • Math Information Night • Reading Rocks • Grade Level Parent Meetings
<p>Implement our SIP by involving licensed staff in analyzing student</p>	<p>Student data</p>	<p>August 2009-June 2010</p>	<ul style="list-style-type: none"> • PLC Model • PTGO bylaws 	<ul style="list-style-type: none"> • PLC staff training

<p>data and developing one grade level strategy for improving student achievement.</p> <ul style="list-style-type: none"> a. Hold Professional Learning Communities (PLC) b. CP Leadership Team c. Hold PTGO subcommittee meetings 	<p>PLC minutes</p> <p>Leadership Team minutes</p> <p>PTGO subcommittee minutes</p> <p>Pyramid Of Intervention</p> <p>IGP's</p>		<ul style="list-style-type: none"> • 21st Century Learning Model • PTGO subcommittees 	<ul style="list-style-type: none"> • Working Conditions Survey • PTGO Presentation • Staff Training • Curriculum Mapping Training
<p>Implement legislation that mandates daily planning and duty-free lunch for teachers</p> <ul style="list-style-type: none"> a. Professional Learning Communities (PLC) b. Survey 100% of teachers regarding duty free lunch legislation to come up with 1 proposal for implementation; to develop 1 proposal for duty free lunch and daily common planning for classroom teachers in the SIP. c. Utilize support staff to provide planning 	<p>Staff data</p> <p>PLC minutes</p> <p>Leadership Team minutes</p> <p>SIP</p>	<p>August 2009-June 2010</p>	<ul style="list-style-type: none"> • PLC model • Legislation • Staff 	<ul style="list-style-type: none"> • Working Conditions Survey • PLC model • Grade level focus groups • Staff collaboration

and duty free lunch as agreed/outlined				
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Priority Area: Healthy Students in Safe, Orderly and Caring Schools (NC public school students will be healthy and responsible.)

Goal: Currently 100% of Cameron Park students are involved in developing healthy habits through instruction, guidance lessons and nutrition lessons. By May 2010, 100% of Cameron Park students K-5 will acquire knowledge and skills to develop healthy choices, minds and bodies as evidenced by a five question Likert scale survey.

Strategies For Improvement	Measure Progress			Resources
	Tools	Timeline	Materials/Supplies	Professional Development
<p>To communicate and implement the Cameron Park Code with 100% of students</p> <p>a. Update staff in Control Theory and Restitution.</p> <p>b. Cameron Park Code implemented in classrooms</p>	<p>Student Discipline Handbook</p> <p>Cameron Park Code Visibility in Classrooms</p> <p>CP Website</p> <p>Student Code of Conduct</p> <p>Back-up Room</p> <p>Use Tom Carr-Guidance Counselor</p>	<p>1. October 2009</p> <p>2. December 2009</p>	<ul style="list-style-type: none"> • Guidance Counselor • Newsletters • Cameron Park Code Posters • Guidance Lessons • Character Education Quotes • Morning News • Alert Now • Teacher Newsletters 	<ul style="list-style-type: none"> • Guidance Counselor staff development • Guidance Counselor Intervention sessions • G.R.I.T. program • Parent Coffee Hours • Control Theory and Restitution update • Discipline update • Pyramid of Intervention
<p>To communicate and implement Back-Up room support for 100% of our students and staff.</p> <p>a. Provide space for</p>	<p>Back-up room data</p> <p>Cameron Park Code of Conduct</p>	<p>June 2010</p>	<ul style="list-style-type: none"> • Back-up room data • Back-up room referral forms • Space 	<ul style="list-style-type: none"> • Guidance Counselor will provide staff development • Guidance

<p>Back-up room. b. Set up Back-up room coverage schedule c. Train staff on Back-up room procedures</p>	<p>Back-up room forms Pyramid Of Intervention</p>			<p>Counselor Intervention Sessions</p> <ul style="list-style-type: none"> • G.R.I.T. program • Parent Coffee Hours • Control Theory and Restitution update • Discipline update • Pyramid of Intervention • CP Code
<p>To maintain suspension rate at 10 as evidenced by Fulcrum or NC Wise suspension data a. Tom updates staff in Control Theory and Restitution. b. Cameron Park Code implemented in classrooms c. Use Back-up Room as a time for reflection and fixing a problem d. Collect Fulcrum data to analyze suspension rate</p>	<p>Suspension Data Fulcrum Data</p>	<p>June 2010</p>	<ul style="list-style-type: none"> • Enforced rules and procedures • G.R.I.T • Cameron Park Code • Student Discipline Handbook • Teacher consistency 	<ul style="list-style-type: none"> • Guidance Counselor staff development • Guidance Counselor Intervention Sessions • G.R.I.T. program • Parent Coffee Hours • Control Theory and Restitution update • Discipline update • Pyramid of Intervention

<p>To increase after school club participation by 5%</p> <ul style="list-style-type: none"> a. Offer a variety of clubs throughout 2009-2010 school year b. Recruit staff volunteers c. Advertise clubs to student body 	<ul style="list-style-type: none"> 1. Student roster count 2. Number of clubs 3. Newsletters 	<p>June 2010</p>	<ul style="list-style-type: none"> • Materials related to individual clubs and sports • Staff members as club organizers • Parent volunteers • Wellness subcommittee 	<ul style="list-style-type: none"> • Staff talents • Tom Carr
<p>To provide at least one 30 minute recess and physical well-being activity per day</p> <ul style="list-style-type: none"> a. Schedule physical activity per day in each classroom b. Schedule PE class one time per week for each class 	<p>Ensure all students have recess and physical activity during the day and it is not taken away as punishment</p> <p>Use Teacher Schedules</p>	<p>Ongoing Fall through June 2010</p>	<ul style="list-style-type: none"> • Materials and supplies to support physical activity, playground, recess materials • PE teacher • Fitness minute • Lap program • Early morning laps • Monday Night Live • Hot Shots • Energizers • Afterschool sports clubs 	<ul style="list-style-type: none"> • Russell Westbrook-PE teacher • Staff development related to physical well-being • OCS guidelines

Priority Quality Teachers, Administrators, and Staff (NC public schools will be lead by 21st Century professionals.)

Goal: Currently 100% of staff is involved in continuous staff development activities as evidenced by sign-in sheet. By June 2010 100% of staff will be involved in a minimum of 2 staff development activities as evidenced by sign-in sheets and notebooking artifacts.

Strategies For Improvement (Professional Development)	Measure Progress	
	Observable and Measurable	Timeline
<p>To provide 100% of K-5 instructional staff with staff development in balanced literacy (word identification, vocabulary instruction and guided reading instruction) that targets all students' strengths and needs.</p> <ol style="list-style-type: none"> a. Review best practices from literacy training in PLCs. b. Refine vocabulary lists of key concepts in literacy c. Sustain and refine implementation of Lucy Calkins' writing program elements. d. Complete writing training courses for targeted staff e. Observe model lessons f. Collaborate with the Literacy Coach g. Use common assessments h. Implement the Comprehension Toolkit i. Sustain High Yield Strategy Training via PLC discussions j. Curriculum Mapping k. Staff development for specialist in their subject areas with literacy integration 	<ul style="list-style-type: none"> • DRA and EOG scores will reflect a year's growth for all students K-5 • Implementation of vocabulary instruction in each teacher's classroom • PLC minutes • Grade levels will articulate and develop how they are going to implement vocabulary instruction • Classroom Observations • Literacy Coach's schedule of teacher collaborations • Marzano's New Taxonomy (i.e. Knowledge Utilization) 	<p>August 2009-June 2010</p>

<p>To provide 100% of K-5 instructional licensed staff development in mathematics.</p> <ul style="list-style-type: none"> a. Meet as PLCs to share best practice b. Read text and train staff members in Cognitively Guided Instruction and Math Expressions c. Provide staff with support materials (Van De Walle Math Solution Publications) d. Invite staff to participate in Math Nerd support group e. Provide a Math Informational Night f. Integrate cultural arts and PE into mathematics instruction g. Use common assessments h. Sustain High Yield Strategy Training via PLC discussions i. Curriculum Mapping j. Staff development for specialist in their subject area with math integration 	<ul style="list-style-type: none"> • Grade level assessments and EOG scores will reflect a year's growth for all students K-5. • Implementation of Cognitively Guided Instruction in each teacher's classroom • PLC minutes • Grade levels will articulate and develop how they are going to implement Cognitively Guided Instruction • PLC minutes • Math Information Night • Artifacts • Dr. Friel, Kay Ringer, Bruce Middleton • TASC Training 	<p>August 2009-June 2010</p>
<p>To provide 100% of instructional licensed staff with staff development in Writer's Workshop</p> <ul style="list-style-type: none"> a. Provide staff with an update session on Units of Study b. Meet as PLCs to share best practice 	<ul style="list-style-type: none"> • K-5 proficiency rates will increase to 85% using OCS writing rubric and criteria • Writing Training Courses • Classroom observations • Graphic organizers, journals, notebooking, and authentic audiences 	<p>August 2009-June 2010</p>
<p>To provide an update on Non-Violent Intervention Training for 100% of staff</p> <ul style="list-style-type: none"> a. In staff meeting review Non-Violent Intervention training b. Staff completes assessment update 	<ul style="list-style-type: none"> • Participation rates • Proficiency test rates 	<p>August 2009-March 2010</p>

<p>To sustain training in 21st Century Skills and Systems</p> <ul style="list-style-type: none"> a. Sustain training in Teacher Evaluation System b. Sustain training in 21st Century Skills/Support c. Sustain PLC training 	<ul style="list-style-type: none"> • Training rates • Self-Assessments • Conferences • Evaluations 	<p>August 2009 to June 1010</p>
<p>To provide inquiry training in science</p> <ul style="list-style-type: none"> a. Integrate inquiry in other subjects b. PLC collaboration 	<ul style="list-style-type: none"> • Center for Inquiry-Base Learning • Peer Coaching 	<p>August 2009-June 2010</p>

Priority Area High Student Performance (NC public schools will produce globally competitive students.)

Goal: Currently in mathematics, we are 87.9% proficient in grades 3-5 (EOG) and 87.8% proficient in grades K-2 (K-2 Assessments.)

Currently in reading, we are 77.2% proficient in grades 3-5 (EOG) and 87.2% proficient in grades K-2 (K-2 Assessments).

1. By June, 2010, 95% of students in grades K-2 will be proficient in math and reading as evidenced by K-2 assessments.
2. By June, 2010, 88% of students in grades 3-5 will be proficient in math and reading as evidenced by 3-5 EOGs.

Current Performance	Strategies For Improvement	Measure Progress		Resources	
		Tools	Timeline	Materials/Supplies	Professional Development
We are 87.9% proficient in grades 3-5 in reading and 87.8% in K-2 in reading	<p>To provide 100% of K-5 students with balanced, differentiated, assessment driven literacy instruction.</p> <ol style="list-style-type: none"> a. All classrooms will implement a balanced literacy program b. Use individualized, formative, diagnostic literacy assessments with 100% of our student at least three times a year c. Use of best practices and collaboration with PLCs information and dialogue. d. Provide Parent Information Nights e. Ensure that all 2nd graders are reading on 	<ul style="list-style-type: none"> • DRA • Running Records • Informal Reading Inventories • Anecdotal Records • EOG Pre/Post Test • Proficiency rates • Pyramid of Interventions • Literacy Coach • Reading Teacher 	June 2010	<ul style="list-style-type: none"> • Literacy Library • Leveled Readers • DRA Kits • Rigby Assessments • Informal Reading Inventory • Fountas and Pinnell publications • Lucy Calkins Units of Study • Interactive Read Alouds • Study Island • EVAAS/Net-trekkers 	<ul style="list-style-type: none"> • PLC collaboration • Literacy Coach led staff development • Parent Information Nights • K-2 and 3-5 Take Home Instructional CDs for parents regarding literacy • Diversity Training • Minority Summit • Whole To

	<p>grade level by the end of the year</p> <p>f. Whole To Part Reading Intervention</p>			<ul style="list-style-type: none"> • Parent Resource Guides detailing SCOS • Dr. Karen Erickson 	<p>Part Reading Instruction Training</p>
<p>We are 87.9% proficient in mathematics in grades 3-5 and 87.8% proficient in grades K-2</p>	<p>To provide 100% of K-5 students with differentiated, cognitively guided, assessment driven math instruction.</p> <ul style="list-style-type: none"> a. Implement cognitively guided problem based math instruction in all classrooms b. Use individualized, formative, diagnostic math assessments with 100% of our student at least four times a year c. Use of best practices and collaboration with PLC's. d. Provide more problem-solving activities in math e. Provide Math Information Night for Parents f. Use common assessment g. Implement <u>Math</u> 	<ul style="list-style-type: none"> • Common Assessments • EOG Pre/Post Test • Proficiency rates • Pyramid of Intervention Level 1 	<p>August 2009 to June 2010</p>	<ul style="list-style-type: none"> • CGI • Van de Walle books • <u>Homework that Counts</u> • Math Journals • Math Solutions Publications • DPI Publications (Week by Week Essentials, Strategies, Indicators) • Mini Lessons for Math Practice • <u>Good Questions for Math Teaching</u> • Study Island • EVAAS • <u>Foundations</u> 	<ul style="list-style-type: none"> • CGI • PLC collaboration • In house staff development

	<u>Expressions</u>			<u>for Success</u>	
<p>We are 70% proficient in reading and in math for African American students. We are 52.7% proficient in reading and 70.3% in math in EDS students. Our gap analysis is 15% in math and 20% in reading between our African American and White students using EOG data</p>	<p>To provide additional support for non-proficient students.</p> <ol style="list-style-type: none"> a. Develop Student Success Plans b. Implement small group math and reading intervention based on assessments. c. Conduct PLC/SAT collaborative meetings d. Provide Front-Load Tutoring e. Whole to Part Reading Intervention 	<ul style="list-style-type: none"> • Pyramid of Interventions • Personal Education Plans • Common Assessments • EOG Pre/Post Test • Proficiency rates • Whole to Part Reading Inventory 	<p>August 2009 to June 2010</p>	<ul style="list-style-type: none"> • <u>Math Expressions</u> • Resource Teachers • Exceptional Children Teachers • Parent Volunteers • Whole to Part Reading Tutors • RSVP tutors • ClassScape 	<ul style="list-style-type: none"> • Sustained Ruby Payne training • High Yield Strategies • Parent Workshops • Whole to Part Reading Intervention Staff Development • Minority Summit
<p>We are 70.3% proficeint at 4th grade in writing using the State assessment data. At grades K-3</p>	<p>To improve instructional strategies and common assessments.</p> <ol style="list-style-type: none"> a. Sustain Writer's Workshop and Instruction b. Sustain Units of Study 	<ul style="list-style-type: none"> • Common Assessments • Proficiency rates • NC Writing Rubrics • Pyramid of Intervention 	<p>August 2009 to June 2010</p>	<ul style="list-style-type: none"> • Units of Study • Leveled Science and Social Study texts • Literacy Coach 	<ul style="list-style-type: none"> • NC Writing Training • Sustained local writing training • Training with Literacy Coach

<p>and 5, writing proficiency was 74.7% using local writing assessment data. In 2009 we were 69.1% proficient on the 5th Grade Science End of Grade Test</p>	<p>c. Sustain Empowering Writer's Strategies To integrate writing into math, science and social studies through notebooking at the K-5 level.</p> <p>a. Science and Social Studies texts and kits used to promote cross-curricular writing</p> <p>b. Participate in Writing Training Courses with Moodle</p> <p>c. Math notebooking</p>	<p>Level 1</p>			<ul style="list-style-type: none"> • Sustained Empowering Writers training
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Priority Area Strong Family, Business and Community Support (NC public schools will be governed and supported by 21st Century systems.)

SMART Goal: Currently 100% of the staff serves on a subcommittee to support the School Improvement Plan. By June 2010 100% of staff and parents will have opportunities to be informed and participate in a minimum of 1 school activity related to 21st century learning as evidenced by sign in sheets, exit surveys, and end of year survey data.

New Opportunities for Improvement	Measure Progress (Measurable/Observable)		Resources	
	Tools	Timeline	Materials/Supplies	Professional Development
<p>100% of staff will collaborate with community organizations.</p> <ul style="list-style-type: none"> • PTGO subcommittee meeting in October to accumulate list of organizations, scientist and other volunteers • Contact community organizations for school community events • Organize informational nights related to math and literacy for parents • Host Principal Coffee Hours • Hold 9 Terrific Kid Ceremonies • Biz-Ed Collaboration • Hillsborough Puppet Parade • Holiday Concert 	<ul style="list-style-type: none"> • Teacher survey • Sign in sheets • Exit surveys • Attendance Sheets • Terrific Kid Documents • Parent Feedback Slips 	<p>August 2009 to June 2010</p>	<ul style="list-style-type: none"> • List of Orange County organizations • PTGO subcommittee • Earth Day Volunteers • Fall Festival Volunteers • Cindy Horne • Terrific Kid Materials • Chamber of Commerce • Patrick Mitchell • Laura Casey • Orange County Art's Council 	<p>PTGO subcommittees</p> <p>Terrific Kid Informational Meeting</p>
<p>To promote public relations: Attendance in Tom Carr's parent coffee hour will increase by 20%.</p>	<ul style="list-style-type: none"> • Parent sign in sheet 	<p>August 2009 to June 2010</p>	<ul style="list-style-type: none"> • Breakfast items • Handouts 	<p>Tom Carr</p>

<ul style="list-style-type: none"> • Advertise in school and class newsletters • Place Alert Now call week of coffee hour • Promote advertising • Update Website with dates 			<ul style="list-style-type: none"> • Newsletters • Alert Now 	
<p>To promote public relations: Traffic on school website will increase by 10%.</p> <ul style="list-style-type: none"> • Update teachers' websites • Update school website by MJ Rosensweet • Post class newsletters by teachers • Install a counter 	<ul style="list-style-type: none"> • Website traffic counter • Websites • Artifacts • Monthly counter/tally • Use baseline 	August 2009 to June 2010	<ul style="list-style-type: none"> • Software • Newsletters 	PLC meetings on how to increase website traffic with MJ Rosensweet
<p>To promote 21st Century Skills of Technology Literacy: Use of computer lab by teachers via the online sign up will increase by 10%. Implement SmartBoards</p> <ul style="list-style-type: none"> • PLC meetings with MJ Rosensweet • Post computer lab schedule online • SmartBoard Training 	<ul style="list-style-type: none"> • Online sign up schedule • MJ Rosensweet • Participation Rates • ClassScape 	August 2009 to June 2010	<ul style="list-style-type: none"> • Website 	MJ Rosensweet
<p>To promote 21st Century Partnerships with the university system, businesses, and community: Sixty (60%) of staff will collaborate with UNC student teachers, Teaching Fellows, RSVP tutors, or other resources.</p> <ul style="list-style-type: none"> • Respond to opportunities by staff 	<ul style="list-style-type: none"> • Teacher survey • Participation Rates • Evaluation Artifacts • Rosters 	August 2009 to June 2010	<ul style="list-style-type: none"> • Teacher survey • Chamber of Commerce • UNC faculty 	<ul style="list-style-type: none"> • Rhonda Wilkerson • Terri Parker • CGI Training • Dr. Karen Erickson • Dr. Friel

<ul style="list-style-type: none">• Participation in events• Biz-Ed• Collaborate with UNC methods course participants and faculty				
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