

North Forest Pines Mission Statement

The North Forest Pines community will focus on student learning by collaboratively meeting students' individual needs to ensure successful and responsible citizens.

North Forest Pines Values Statements

At North Forest Pines Elementary School we value children. To this end, we will:

1. Develop an ongoing partnership with the parents of our students and the community.
2. Meet the needs of all students, by using assessment data to differentiate instruction.
3. Actively participate in Professional Learning Communities (PLC's) to challenge each other professionally for the benefit of all students.
4. Collaborate to provide research based best practices for all students.
5. Offer a positive, risk-free learning environment ensuring active, rather than, passive learners.
6. Incorporate technology to expand students' knowledge.
7. Promote good citizenship for staff and students through Positive Behavior Support (PBS), SOAR, and the WCPSS character traits.
8. Recognize and celebrate student success.

North Forest Pines Vision Statement

At North Forest Pines we envision a diverse student body that is prepared to succeed in the 21st Century. We believe our children should be offered a safe and nurturing school environment that is dynamic, enthusiastic, and respectful of individual differences.

We see the North Forest Pines Staff:

- Providing the students with a community that offers social, emotional, and academic support to ensure success
- Differentiating instruction
- Using research-based best practices
- Having high standards in all content areas
- Creating positive partnerships between home, school, and community
- Engaging in professional learning communities
- Be good role models and an intricate part of the social and emotional development of the students

We see the North Forest Pines Students:

- Showing self control
- Operating safely
- Acting responsibly
- Respecting themselves and others
- Actively engaged in learning
- Achieving high standards
- Using technology as a learning tool

We see the North Forest Pines Community:

- Visible within our school building
- Engaged in supporting the efforts of our school
- Fostering business partnerships with our school
- Collaborating with the Forest Pines Community

North Forest Pines 2009-2011 SIP

The entire SIP plan is monitored by the SIP co-chairs, Daisy Miranda and Ron Gerdes.

Goal #1: North Forest Pines performance composite will rise 3% each year from 2009-2011 and the school will obtain high student growth, as measured by the NC EOG tests.

Goal Manager: IRT / Tina Gidley

1. Key Process: Strengthen implementation of Writer's Workshop K-5

Action Step: Provide school-wide training in the use of Lucy Caulkins Units of Study

Action Step: Provide time for teachers to engage in scoring student writing samples across grade levels.

Action Step: Develop a student publishing center in the media center with a laptop with book publishing software, book making materials and art supplies

Action Step: Display and group books by grade level in the media center that effectively demonstrate the six traits of writing (ideas, sentence fluency, organization, word choice, voice and conventions).

Action Step: Provide an opportunity for vertical communication about writer's workshop

Action Step: Provide a writer in residence for both 3rd and 4th grades

Action Step: Utilize writing buddies between 3rd and 4th graders

Process Check: Analyze assessment results (Data Capture Forms and quarterly student writing assessments) to determine appropriateness / effectiveness of instruction on a quarterly basis to ensure adequate progress.

Resources: PTA volunteers to maintain publishing center, student council, writing buddies, publishing software, books to support writer's workshop, Early Release Days, grants, utilize fund transfers allowed by DPI

Restrainers: Time for vertical collaboration, money, class schedules

Key Process Manager: Literacy Committee Member / Pam Reaume

2. Key Process: Strengthen implementation of a balanced literacy program K-5

Action Step: Grade level PLT's will update and analyze data wall quarterly using running record data

Action Step: Expand literacy coaching model

Action Step: Provide staff development on Reader's Workshop with a focus on independent and guided reading instruction

Action Step: Establish a common literacy instructional block within all grade levels

Action Step: All teachers will notify parents when their child is not reading at grade level through report cards, conferences and the retention committee process

Action Step: All students will be administered a universal screening 3 times per year to identify those students at risk in the area of reading

Action Step: PLT's will discuss students below grade level in reading and implement interventions to assist students

Action Step: Data wall displaying students' reading running record levels will be updated regularly and used to modify instructional practices to meet the needs of all students

Process Check: Analyze assessment results to determine appropriateness / effectiveness of instruction on a quarterly basis to ensure all students are making adequate progress based on running record level data as displayed on the data walls.

Resources: Early Release Days, Visit/share days within NFP classrooms, Project Achieve materials, Flexible use of positions through conversions, best practices presentations at staff meetings, literacy coach, ESL, AG, or personnel within the school for professional growth, Leveled Book Room, Houghton-Mifflin Program Resources, utilize fund transfers allowed by DPI

Restrainers: Time within school day, money/budget resources, year-round calendar, scheduling between grade levels/departments within the school day

Key Process Manager: Literacy Committee Member / Katie Collins

3. Key Process: Strategically utilize formative and summative assessment data

Action Step: Develop and maintain K-5 assessment walls

Action Step: All PLT's as well as the data team will regularly analyze formative and summative student assessment data to adjust instructional practices

Action Step: Establish quarterly SMART goals in all curricular areas

Action Step: Establish a K-5 Essential Learning Outcome Map

Action Step: Maintain on-going Data Team meetings

Action Step: Share EOG and Data Capture analysis with all stakeholders

Action Step: Data Team will gather and share quarterly K-5 SMART goal achievement rates

Action Step: Collect, analyze and share school-wide walk through data

Process Check: Track quarterly K-5 SMART goal achievement rates using a spreadsheet

Resources: Early Release Days, Vertical PLT time, Weekly PLT time, Benchmark Assessment Kits, Blue Diamond, IRT, scored student writing samples, EOG Data, Data Capture data, Walk through data

Restrainers: Time and year-round calendar

Key Process Manager: AG Teacher / Kristen Argent

4. Key Process: Enhance the implementation of the math, science and technology curricula

Action Step: Increase the use of science notebooks and math journals K-5

Action Step: Integrate available technology resources more frequently

Action Step: Utilize available technology resources

Action Step: Monitor current Technology Plan

Action Step: Expand school-wide technology resources

Action Step: Designate one-half of quarterly celebrations as a math celebration and a science celebration

Process Checks: Track technology resources, collect data about science and math celebrations and collect data about the use of science notebooks and math journals

Resources: In-house staff development on Early Release Days, tech tips at staff meetings, Survey Monkey, science kits, flexible use of positions through conversions, technology equipment, math resources, Destiny for equipment use.

Restrainers: Money

Process Manager: Technology Teacher / Danielle Koster

5. Key Process: Strengthen differentiation across all curricular areas

Action Step: Explore possibility of hiring an additional literacy teacher/coach

Action Step: Strengthen Intervention Programs (Falcon Academy and ALP, etc)

Action Step: Utilize resource teachers to support all grade levels

Action Step: Utilize Team time 1st-5th to provide targeted enrichment and remediation instruction to all students based on current student assessment data

Action Step: Establish a common math instructional block within all grade levels

Action Step: Develop school-wide remediation and enrichment pyramids of interventions

Action Step: Create a “Teacher Page” that lists various websites to help teachers with differentiating in the classroom in the content area of reading.

Action Step: Provide monthly differentiated (rotate enrichment and remediation) tip during staff meetings

Process Check: Analyze assessment results to determine appropriateness / effectiveness of instruction on a quarterly basis to ensure adequate progress.

Resources: Kids into Thinking Kits, master schedule, flexible use of positions through conversions, SST, PLT’s

Restrainers: Scheduling, money

Process Manager: Differentiation Committee Member / Kristen Argent

Goal #2: By 2011 North Forest Pines parent population will indicate at least 90% satisfaction rate as measured by parent surveys.

Goal Manager: Climate Committee Chair / Laura Tait

1. Key Process: North Forest Pines will increase parent volunteers by 5% each year

Action Step: Determine our current percentage of parent volunteers for each school year

Action Step: Train process manager in running reports in Ident-a-Kid program

Action Step: Hold annual volunteer recognition event

Action Step: Implement volunteer orientation once a year

Action Step: Create a compact with list of events/activities for parents to make a pledge to volunteer at school and/or home

Action Step: Make computers available in the media center and computer lab for volunteers to register

Action Step: Train parent volunteers to conference with children in Literacy

Action Step: Develop school wide parent satisfaction survey to be given each year

Process Check: The process manager will track the number of volunteers monthly using the Ident-a-Kid reports. The climate committee will look at the data each quarter to determine the change in percentage.

Resources: Volunteers, PTA, volunteer sign in at front office

Restrainers: Time to analyze reports, scheduling, process manager learning Ident-a-Kid, determining how to identify at home volunteers as well as keeping track of those who volunteered

Process Manager: Climate Committee Member / Rachel Macholl

2. Key Process: Increase attendance at school functions 5% each year.

Action Step: Establish a relationship with vendor/businesses that will offer incentives for attendees.

Action Step: Showcase student work and performances during academic nights and PTA meetings

Action Step: Provide Spanish translator and parent headphones for school/ PTA events

Process Checks: Quarterly Ident-a-Kid reports analyzed and attendance at volunteer recognition events

Resources: Volunteers, community resources, PTA, PEPI, elderly housing recreation planners, local high school students, YMCA

Restrainers: Contacting the above groups, setting times the volunteers can come to “how to” sessions, contacting organizations and agencies

Process Manager: Media Specialist / Stephanie Fiedler

3. Key Process: Expand community engagement activities, student support services and visibility

Action Step: Increase student performances and display of student work within the community

Action Step: Increase community philanthropic projects (food drive, angel tree, fundraisers to support various organizations, etc.)

Action Step: All teachers will provide a class website that is updated regularly

Action Step: Provide Early Arrival program

Action Step: Provide optional remediation and / or enrichment track out resources for all students K-5

Action Step: Hold parent curricular events (math night, literacy night, science fair, career day, etc.)

Action Step: Work closely with the PTA and student council to facilitate programs/events

Action Step: Look into community resources to expand volunteers in the building (PEPI, faith based organizations, high school students, etc)

Action Step: Look for ways to expand celebrating student success

Process Check: Scheduled functions with attendance, news articles

Resources: Volunteers, PTA, staff, Forest Pines, central office, Wake Weekly newspaper, Pieces of Gold, Falcon Flyer PTA newsletter, Teacher websites, current contacts within community, Arts in the community, Guidance Counselor, Social Worker

Restrainers: Time, Money, available volunteers to be contact person, management, translators

Process Manager: Music Teacher / Kim Demery

Goal #3: By 2011 North Forest Pines staff will indicate at least 90% satisfaction rate, as measured by school-wide surveys.

Goal Manager: Assistant Principal / Syreeta Smith

1. Key Process: Expand and strengthen Positive Behavior Support (PBS) implementation

Action Step: Provide ongoing staff development to increase understanding and consistent implementation

Action Step: Identify at-risk students that repeat undesired behaviors

Action Step: Implement a mentor program to assist at-risk students

Action Step: Review SWIS data regularly to guide implementation

Action Step: Support teachers with students needing secondary and tertiary level interventions through PLT discussions

Action Step: Enforce school-wide silent zones in all hallways, bathrooms and stairwells

Action Step: Maintain school-wide procedures for dealing with discipline referrals (both minor and major)

Process Checks: PBS presentations on staff meeting agendas, SWIS data analyzed quarterly, establishment of mentor program, decreased number of at-risk students

Resources: Staff input from grade level meetings and PLT's, strong PBS team, PBS Coach, SWIS Data, staff and community volunteers as mentors, TWC Survey

Restrainers: Consistency among staff members working in the cafeteria and other areas in the school where PBS is being implemented, creating a mentor program for students with multiple risk factors, time

Process Manager: PBS Team Member / Amy Stucker

2. **Key Process:** Maintain high functioning PLT's

Action Step: Arrange for TA coverage during lunch time to provide duty free lunch for teachers.

Action Step: Create common planning time for all grade levels through master scheduling process

Action Step: Provide monthly vertical PLT time

Action Step: Be sure all staff are engaged in weekly and effective PLT meetings

Action Step: All PLT's maintain a focus on the 4 essential guiding questions: What do we want the students to learn? How will we know when they have learned it? What do we do when they do not learn it? And What do we do when they already know it?

Process Check: Master and lunch schedule reviewed at least each spring

Resources: Scheduling committee, Early Release Days, master schedule, TWC Survey, Early Dismissal Wednesdays

Restrainers: Scheduling with an increase of staff and student population, staffing

Process Manager: Assistant Principal / Syreeta Smith

3. **Key Process:** Strengthen Beginning Teacher (BT) support program

Action Step: Encourage staff to attend mentor training classes to become mentor certified

Action Step: Provide dates for mentor training classes to all staff

Action Step: Maintain a 1:1 mentor to mentee ratio

Action Step: Establish an orientation session for all staff new to North Forest Pines

Action Step: Provide additional money in the classroom supply yearly budget for all first year teachers

Action Step: Provide classroom coverage for all BT's to observe other teachers inside and outside of the school

Action Step: Develop yearly effectiveness survey to be given to all BT's and new teachers to North Forest Pines

Process Checks: Annual check on mentor/mentee ratio, monthly mentor support meeting agendas, analyze results from effectiveness survey

Resources: Mentor Coordinator, Wake County mentor training program, mentors, TWC Survey

Restrainers: Time to meet with mentee weekly and time to attend monthly support meetings, money

Process Manager: Mentor Coordinator / Ruth Coltrane

4. **Key Process:** Create and maintain a safe environment

Action Step: Maintain an updated school-wide crisis plan

Action Step: Conduct at least 2 code red drills each school year

Action Step: Maintain an active student safety patrol program on campus

Process Checks: Attendance at Safety Patrol meetings, Results from Code Red drill analysis, Yearly Crisis Plan review

Resources: Student safety Patrol Coordinator, Crisis Team, PBS Team

Restrainers: Keeping staff information current, coordinating code red drills with Forest Pines Elementary, finding a staff member to coordinate student safety patrol

Process Manager: Crisis Plan Coordinator / Gregg Graves

Professional Development Plan

1. CGI math training
2. Lucy Calkins Units of Study
3. Training on integrating available technology resources into the classroom
4. Provide classroom coverage for teachers to observe colleagues implementing research based best practices
5. Professional Learning Communities
6. Training on Marzano's Research Based Best Practices through a book study and/or use of a consultant
7. Walk Through Training
8. Math Expressions Training
9. Dibels Training
10. Training on Secondary Interventions
11. Training in Classroom Management
12. Great Leaps

Waiver Requested

1. Class size at grades 4th and 5th