

# Excellence in Education

Blue Creek Elementary  
Strategic Plan  
2012-2013 Results  
2013-2014 Next Actions



Adopted by Onslow County Board of Education 2012



# Onslow County Schools' Board of Education and Executive Staff

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## School Executive's Message

Blue Creek has been a school in transformation for the last five years. The staff has worked diligently to raise the expectations of our students thus creating an atmosphere of success and achievement. We are so very proud of the work that has been done both to the aesthetics of the facility and to the quality of instruction that is being provided to our students.

Final testing results for the 2011-2012 school year indicated that we surpassed our 79.4% performance composite from 2010-2011 by 1.5%. The 2011-2012 performance composite of 80.9% placed Blue Creek in the **School of Distinction** category by the North Carolina ABC accountability program. We met all 15 of our Annual Measurable Objectives for 2011-2012. With focused intervention and a renewed spirit of success, Blue Creek Elementary was able to achieve a status of **High Growth** for its students.

Blue Creek was granted the first chapter of a National Elementary Honor Society in Onslow County. We have instituted AVID in fourth and fifth grade. Our theme of Scientific Inquiry is permeated throughout our culture and our regularly scheduled K-5 science labs reinforce classroom instruction in the area of science. Blue Creek continues to host the Onslow County Elementary Science fair and sponsors a Community Science Day to showcase local scientific careers and opportunities that are available to students. We are in our second year in Positive Behavior Intervention and Support and we were awarded a five star safe school rating by the department of Safe and Caring Schools of Onslow County. Blue Creek also continues to be a leader in data dissemination to students. Our Data Notebooks are an integrated process on how we do business at Blue Creek and this has brought attention from other elementary schools. WAVE scheduling continues to be our method of choice for program implementation.

With eyes on the future, we look forward to the exciting work ahead of us to further improve instruction at Blue Creek. We will be offering French to students in grades one through five via Rosetta Stone. We are in the process of Project Based Learning staff development in order to train teachers how to best implement the program in their classrooms. We are looking to add the K-3 Beginnings component to elementary AVID. This could open the door to Blue Creek becoming a National Elementary Demonstration Site for AVID. As part of our Scientific Inquiry theme, we are investigating the implementation of the science, technology and mathematics components of STEM. Our fifth grade has already taken the lead in this endeavor and has created STEM clubs on campus. Each of the four fifth grade teachers has taken a component of STEM (4 components) and offers enrichment activities in that area as part of a "club".

Although the Blue Creek community is proud of the accomplishments made by the school this year, we know that this is just the beginning. We look forward to the continued progress of our school and students and will do what we do best as we come together to face challenges as a team with a common vision.



## Blue Creek Profile

### Blue Creek Elementary

Blue Creek Elementary is a suburban and rural elementary school on Highway 53 just outside the city limits of Jacksonville, North Carolina. The school was built in 1956 and has been serving students for 56 years. We receive students who reside in a school district of less than ten miles. We are one of three elementary schools in the Southwest district of Onslow County. A contributing factor in the Blue Creek Elementary community is the Camp Lejeune Marine Corps base and the New River Marine Corps Air Station. Approximately 36% of the student body was federally connected in the 2011-2012 school year. Blue Creek Elementary is one of thirty-seven public schools in Onslow County and is one of nineteen elementary schools. The school's enrollment has remained stable in recent years with an average daily membership of 465 students. Due to the socio-economic levels of the population, Blue Creek Elementary qualifies as a Title I school. The percentage of students receiving free or reduced lunch has also dropped this year to approximately 61% of the student body.

### Faculty and Staff

Blue Creek Elementary has 68 employees that serve children. The school has two administrators; one counselor; one nurse; one school social worker; three office support employees; one media specialist; one family liaison; a half-time AIG specialist, literacy facilitator and IT technician, a part-time ESL facilitator; two Title I reading specialists, one math coach, three resource teachers and one speech pathologist. We have two cross-categorical Exceptional Children teachers, four self-contained classroom: One Mild ID classroom, one Severe and Profound classroom and two Autistic classrooms, We have 22 regular education homerooms: 4 kindergartens, 4 first grades, 4 second grades, 3 - third grades, 4 fourth grades and 3 - fifth grades. We currently have 8 teacher assistants in regular classrooms and 5 Exceptional Children assistants. Of the present certified staff members, 46% have advanced degrees and two are Nationally Board Certified. Of the entire staff, 10% are African American and 90% are white.

### Student Body

The student body is diverse as illustrated by the following breakdown of student gender and ethnicity:

Race	Male	Female	Percentage
African American	51	46	20.8 %
American Indian	2	0	<1%
Asian	1	0	<1%
Hispanic	24	38	13.3%
Multi Racial	26	21	10.1%
Pacific Islander	2	0	<1%
White	129	114	52.3%
EDS	286		61.5%
ESL	12		2.5%
AIG	17		3.7%
EC	62		13.3%

### Student Performance Data

Blue Creek Elementary met AYP for the 2011-2012 school year. The school met all 15 of its Measurable Annual Objectives for this school year. The school received the designation of **School of Distinction** in the North Carolina ABC Accountability Model. Blue Creek's overall performance composite was 80.9%. This is a 1.5% increase in achievement from 2010-2011. Blue Creek Students achieved **High Growth** in the North Carolina ABC Growth Model.



## Blue Creek Profile

Blue Creek Elementary met AYP for the 2012-2013 school year. The school met 7 out of 10 Measurable Annual Objectives last year. Blue Creek Students met Growth Status in accordance with the READY Accountability Model.

### K-2 Data

<u>Kindergarten</u>		<u>2012-2013</u>	<u>2<sup>nd</sup> Grade</u>		<u>2013-2013</u>
Reading	96.4%	Reading	83.25%	Reading	71.8%
Math	96.4%	Math	96.0%	Math	87.2%
Writing	96.4%	Writing		Writing	82.1%
<u>1<sup>st</sup> Grade</u>					
Reading	70.3%	Reading			
Math	84.3%	Math	76.0%		
Writing	85.9%	Writing			

### Articulation and Transition

As part of the Southwest Community, Blue Creek believes in the power of communication and articulation among stakeholders.

#### Pre K- Kindergarten

Blue Creek Elementary hosts annual school visits from area preschools and day cares. We invite parents to come visit the school before its opening. We provide important parent information packets at the time of registration. We have offered a Kindergarten Academy in the summer preceding the child's enrollment at Blue Creek to familiarize the child and family with the school setting and expectations. We have an annual Boo Hoo Brunch for families who are entering their child into kindergarten which provides an opportunity to meet the teachers and other parents. Staggered enrollment also allows a gentle introduction and transition for students into the public school setting.

#### 2<sup>nd</sup>-3<sup>rd</sup>

Blue Creek has focused its attention on the articulation of instructional program to ease transition issues in grades 2 and 3. We will begin a K-3 AVID Beginnings strand at Blue Creek beginning in 2012. We utilize a school-wide math program Envisions to ensure continuity in the delivery of math instruction. Blue Creek benchmark and common formative assessments will be delivered in the same fashion as in grade 2 to provide a familiar platform for students. Students begin using Accelerated Math in 2<sup>nd</sup> grade and implement the program completely by 3<sup>rd</sup>. WAVE scheduling, science lab rotations and a comprehensive character education all contribute to smooth alignment and articulation at Blue Creek.

#### 5<sup>th</sup>-6<sup>th</sup>

AVID has been a powerful avenue for transition of our 5<sup>th</sup> grades students to middle school. We sponsor visiting 6<sup>th</sup> grade AVID students to come talk to our 5<sup>th</sup> graders about middle school life and how AVID is implemented at that level. Our students visit their perspective middle schools in the spring of each year. Blue Creek receives the SWMS newsletter each month and shares with the grade level. SWMS has implemented PBIS as well as Blue Creek and sends students quarterly to Blue Creek as part of their reward program to help out with projects around campus.

## Vision, Mission and Purpose Statement

### Vision:

Equity and Excellence In Education

### Mission:

It is the mission of Blue Creek Elementary to enhance student achievement and foster leadership through inquiry methods of instruction.

### Purpose Statement:

Blue Creek Elementary's purpose is to educate and socialize children.



# Regulatory Information and Assurance Statement 2012-2013

<b>School:</b>	Blue Creek Elementary
<b>Date Submitted:</b>	9/27/2012

1	Number of Plan Team Members	24
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). <b>Check Yes/No</b>	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	9/19/2012
5	A secret ballot vote for staff approval of the plan was conducted. <b>Check Yes/No</b>	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. <b>Check Yes/No</b>	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. <b>Check Yes/No</b>	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. <b>Check Yes/No</b>	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. <b>Check Yes/No</b>	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. <b>Check Yes/No</b>	YES

Signature	<i>Glenn Reed</i>
Signature, SSPT Facilitator/Chairperson	<i>Melissa Queen</i>
Signature, Elected Parent Representative	<i>Joshua Johnson</i>
Signature, Elected Parent Representative	<i>Shelly King</i>



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

**LEA Number:** Onslow County Schools - 670  
**School Name/Number:** Blue Creek Elementary - 308  
**School Address:** 1260 Burgaw Hwy, Jacksonville, NC 28540  
**Plan Year(s):** 2012-2015  
**Date prepared:** 9/28/12

**Principal Signature:** \_\_\_\_\_ Glenn Reed \_\_\_\_\_ 9/28/2012  
Date

**Local Board Approval Date:** \_\_\_\_\_

### School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	Jennifer Cupsta	Parent Representative	Shawna Aughterton
Teacher Representative	Melissa Queen	Parent Representative	Heather Smith
Inst. Support Representative	Susan Pridgen	Parent Representative	Allison Bucklew
Teacher Assistant Representative	Anna Speziale	Parent Representative	Margot Sanderford
Parent Representative	Joshua Johnson	Parent Representative	Linda Arnold
Kindergarten Representative	Shawn Babner	Parent Representative	Shelly King
1st Grade Representative	Elizabeth Otis	Parent Representative	Liberty Cochran
2nd Grade Representative	Nicole Eastmond	Parent Representative	Tracie Gable
3rd Grade Representative	Jennifer Johnson	Parent Representative	Liah Thomas
4th Grade Representative	Brenda Saulnier	Parent Representative	Dawn Lucas
Specialty Area Representative	Debbie Daughtry	Parent Representative	Jen Cunningham
EC/Title Representative	Becky Starzynski	Parent Representative	Cassie Haynes

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

### Goal 1 Needs Assessment

<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.
<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
<b>BCE Goal 1:</b>	Blue Creek Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

#### 1. What does the analysis tell you about your school's strengths?

Blue Creek is making significant gains in student achievement over the past five years. We have increased the school's North Carolina ABC Performance Composite by over 20 points. We finished last year with a 80.9% proficiency rate, thus achieving School of Distinction status for the first tme. Blue Creek made Adequate Yearly Progress last year, meeting targets in 15 Annual Measurable Objectives.

**2. What does the analysis tell you about your school's gaps or opportunities?**

Although 96% of staff felt that global issues and international studies are an important component of our students' education, Blue Creek does not have a school-wide approach to curriculum globalization and language learning.

25% of staff reported that they would like further professional development in student motivation and 14% reported that they would like to learn more strategies for differentiated instruction. Combining both requests, Blue Creek will be exploring Project Based Learning to address both areas of need expressed by staff.

In order to monitor the implementation of the Common Core with fidelity, Blue Creek will need to utilize locally developed benchmark and formative assessments. 27% of staff reported that they could use more professional development on CCES implementation.

**3. What data is missing, and how will you go about collecting this information for future use?**

At this time, Blue Creek has access to all of the data necessary to address priorities for goal one.

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. (The top three priorities become strategies.)**

1. Create and utilize ClassScape pre- and nine week assessments in addition to county required assessments at the middle and end of the year.
2. Provide ongoing training on the development and implementation of Project Based Learning to address a variety of curricular needs.
3. Provide students and staff with the opportunity to learn a second language through Rosetta Stone.

## Goal 1 and Associated Strategies

Plan/Do	<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.		
	<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>BCE Goal 1:</b>	Blue Creek Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>AdvancED Standard 1:</b>	Purpose and Direction		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<hr/>			
	<b>Target: (Desired Result)</b>	Decrease non-proficient student achievement by 10%.		
	<b>Indicator: (Measure)</b>	NC ReadyProficiency Composite, North Carolina End of Grade test results, K-2 assesement data, AIMSWEB data		
	<hr/>			
	<b>Strategy: (Needs Assessment, Question #4)</b>	ClassScape		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Retain services of a math coach who will also serve as a ClassScape administrator.</li> <li>2 Utilize locally developed ClassScape 9 week benchmarks in addition to the two required benchmarks (MOY/EOY).</li> <li>3 Begin assessing students after each goal is taught in grades 3-5.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Project Based Learning		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Provide staff development on PBL implementation on early release days in conjunction with the Department of Academic Innovation.</li> <li>2 Require at least one representative from each grade to become PBL certified through the Buck Institute's PBL University.</li> <li>3 Develop a three year PBL implementation plan in conjunction with CIA plans on Rubicon Atlas.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Rosetta Stone		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Rosetta Stone program in grades 1-5 in French.</li> <li>2 Rosetta Stone program in English for ESL students.</li> <li>3 Rosetta Stone program in Latin for AIG students.</li> <li>4 Rosetta Stone licenses offered to staff interested in language learning.</li> </ol>		
	<hr/>			
	<b>Three-year Proposed Budget:</b>			
	<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$6,500
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$6,500</b>	

	<b>Action Team: (Who is responsible)</b>	All Blue Creek Elementary staff are involved in the implementation and delivery of these action steps.
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	North Carolina ABC Summary Reports, Federal AMO data, ClassScape usage reports, Rosetta Stone usage reports	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Blue Creek Performance Composite will continue to maintain it's high level of proficiency despite an implementation dip of the Common Core. Benchmark and formative assessments will be maintained in student data notebooks and will be referenced throughout the year and shared with parents during student-led conferences. Second language proficiency will increase as students complete each 40 hour Core Lesson.	
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>	
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>	



## Goal 2 Needs Assessment

<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
<b>OCS Goal 2:</b>	Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.
<b>BCE Goal 2:</b>	Blue Creek staff and students will be led by creative, passionate and technologically skilled professionals.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

**1. What does the analysis tell you about your school's strengths?**

86.1% of teachers reported that they felt that they worked in Professional Learning Communities.

Blue Creek received several recognition certificates for Elementary AVID implementation in grades 4 and 5.

Blue Creek consistently receives recognition for 100% of Themed Elementary criteria being met.

**2. What does the analysis tell you about your school's gaps or opportunities?**

Although 86.1% of teachers reported that they worked in PLC's on the Teacher Working Conditions survey, that is slightly below the elementary and state averages. 11% of teachers reported that they could use more training on PLC development.

In order to become a National Elementary AVID Demonstration Site, Blue Creek will need to strengthen its AVID practices and expand the program into grades K-3.

With 81.2% proficiency on the 5th grade Science EOG, Blue Creek is 5.3 percentage points above the state average. However, Blue Creek's proficiency was 2 percentage points below the Onslow County average of 83.4%. As a School of Scientific Inquiry our goal is to exceed the county average for proficiency in this area.

3. What data is missing, and how will you go about collecting this information for future use?

At this time, Blue Creek has access to all of the data necessary to address priorities for goal two.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. Develop PLC protocols at BCE that are aligned with Onslow County protocols.
2. Strengthen AVID program for eligibility to become a National Elementary AVID Demonstration Site.
- 3 Strengthen our Scientific Inquiry theme with STEM methodology and practices.





## Goal 2 and Associated Strategies

Plan/Do	<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	<b>OCS Goal 2:</b>	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	<b>BCE Goal 2:</b>	Blue Creek staff and students will be led by creative, passionate and technologically skilled professionals.		
	<b>AdvancED Standard 2:</b>	Governance and Leadership		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>Target: (Desired Result)</b>	Blue Creek Elementary staff will work in Professional Learning Communities to develop and align instructional practices.		
	<b>Indicator: (Measure)</b>	85% of teachers will report an improvement of instructional practices resulting from PLC involvement and instructional coaching.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Professional Learning Community		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 OCS be PLC protocol training offered during early release professional development.</li> <li>2 Establish BCE PLC protocols.</li> <li>3 Assign administrator to attend PLC meetings.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Elementary AVID		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Strengthen AVID grades 4-5 through a newly created AVID PLC.</li> <li>2 Staff attend Summer Institute in Beginnings strand for K-3 implementation.</li> <li>3 Explore the possibility of becoming a National Demonstration Site for Elementary AVID.</li> <li>4 Introduce AVID's Levels of Questioning earlier in the year to address AVID recommendations from site visits.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	STEM Initiative		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Develop STEM clubs in grade 5 to incorporate PBL.</li> <li>2 Develop partnership with the newly relaunched NC State Science House</li> <li>3 Creative use of technology using 21st century online resources in lieu of textbooks</li> <li>4 Increase student production and use of Prezi's, Voci's, Symbaloo's and Gaggles accounts to address curricular goals</li> </ol>		
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$4,000	AVID SI
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$4,000</b>	



	<b>Action Team: (Who is responsible)</b>	All Blue Creek Elementary staff are involved in the implementation and delivery of these action steps.	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	PLC documentation (agendas/minutes), SMART goal creation, AVID site visit reports, professional development rosters, creation of PBL projects in all grades		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	90% of teachers will report that they work in meaningful Professional Learning Communities on the NC Teacher Working Conditions survey. Students will have participated in at least one PBL activity the first year of implementation--adding one additional project for each subsequent year for three years. Blue Creek will meet all criteria to become an Elementary AVID Demonstration Site when developed by AVID.		
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>		
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>		

### Goal 3 Needs Assessment

<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.
<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<b>BCE Goal 3:</b>	Blue Creek students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<p>Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.</p> <p>Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).</p>	

<b>1. What does the analysis tell you about your school's strengths?</b>
<p>100% of teachers reported that students understand expectations for conduct at BCE on the NC Teacher Working Conditions survey.</p> <p>100% of teachers reported that BCE is a safe learning environment on the NC Teacher Working Conditions survey.</p> <p>100% of teachers reported that school administration supports teachers efforts to maintain classroom discipline on the NC Teacher Working Conditions survey.</p> <p>Blue Creek was recognized as raising the most canned food per student in Onslow County last year for Christmas Cheer.</p>

**2. What does the analysis tell you about your school's gaps or opportunities?**

Hard data on gaps or opportunities for improvement in the areas addressed in Goal 3 is minimal. Sustaining a safe and civil environment in order for students to be ethical, healthy and productive citizens will be the focus of the our efforts in this area. Student reponses in the area of safety varied greatly depending on location of area being surveyed. From 85% of students feeling safe in the library to only 37% reporting safe on the bus. We will work to ensure that positive student response rates to questions about safety improve each consecutive year.

**3. What data is missing, and how will you go about collecting this information for future use?**

Missing data includes information as to how well our service learning projects are implemented and the effectiveness of our healthy living programs. We will consider creating questions on the future ASSIST surveys to address this need.

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. (The top three priorities become strategies.)**

1. Expand the Positive Behavior Intervention Support program school-wide at Blue Creek Elementary.
2. Continue to offer extracurricular activities at Blue Creek to supplment student healthy living efforts during the school day.
3. Create a culture of service learning at Blue Creek which enables participants to volunteer and serve in the community.

### Goal 3 and Associated Strategies

Plan/Do	<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>BCE Goal 3:</b>	Blue Creek students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>Target: (Desired Result)</b>	Increased positive responses on the North Carolina Teacher Working Conditions Survey and the Blue Creek Elementary ASSIST surveys in the areas of school safety and positive environment.		
	<b>Indicator: (Measure)</b>	90% of Blue Creek staff, students and parents will report that Blue Creek is a safe environment that supports learning through the Onslow County Safe and Civil Schools Initiative.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Positive Behavior and Intervention Support		
	<b>Action Steps: (Processes/How)</b>	1 STAR recognition of classroom/individual positive behavior.		
		2 Create a school-wide PBIS Pledge of Conduct.		
		3 Create a PBIS/Safe Schools PLC.		
		4 Utilize elements of the Second Step Counselling Curriculum into character education classes.		
		5 Digital Citizenship lesson through the guidance department.		
		6 School-wide display of behavior goals met by individual class.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Student Healthy Living		
<b>Action Steps: (Processes/How)</b>	1 Offer Toe Tokens as part of the Mileage Club.			
	2 Sponsor a Girls on the Run team at Blue Creek.			
	3 Sponsor a STRIDE team for boys at Blue Creek.			
	4 Integrate healthy living curriculum into SPARK program in grades 3-5.			
<b>Strategy: (Needs Assessment, Question #4)</b>	Service Learning			
<b>Action Steps: (Processes/How)</b>	1 Create a Blue Creek Elementary Relay for Life team to include students.			
	2 Student Leadership Corps to assist with Christmas Cheer.			
	3 Can the Counselor program for food collection.			
	4. Deliberate Acts of Kindness Program			
	5 Kinder Cares program in which our kindergarten classes visit local senior center.			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$300	Incentives
<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$200	Tokens
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$500</b>	

	<b>Action Team: (Who is responsible)</b>	All Blue Creek Elementary staff are involved in the implementation and delivery of these action steps.	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	NC Teacher Working Conditions survey, Blue Creek and Onslow County created ASSIST surveys, discipline data, service learning participation rosters, DAK website, lesson plans.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Quarterly monitoring of school-wide discipline reports by assistant principal through NCWISE.		
	Improved results from Presidential Physical Fitness challenge as administered by the physical education teacher.		
	ASSIST and NCTWC survey results in the areas of safety.		
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>		
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>		

### Goal 4 Needs Assessment

<b>NC Goal 4:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School system in cooperation with families and community partners.
<b>BCE Goal 4:</b>	Leadership will foster innovation at Blue Creek Elementary in cooperation with families and community partners.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

**1. What does the analysis tell you about your school's strengths?**

Science scores continue to rise. 81.2% proficient in 2011-2012. Up from 60% proficient at the beginning of the 2010-2012 Strategic Plan.

4th grade math was 94.1% proficient in 2011-2012.

Overall Performance Composite rose to 80.9% to School of Distinction status.

**2. What does the analysis tell you about your school's gaps or opportunities?**

Significant drop in proficiency in 1st grade reading (82% in 2011 down to 70.3% in 2012).

2nd grade reading proficiency is stagnant at 71.8% in 2012.

Student extra-curricular involvement at Blue Creek Elementary is limited.

3. What data is missing, and how will you go about collecting this information for future use?

An accurate measure of effectiveness and participation of extra-curricular activities. Student achievement and proficiency data is sufficient.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. Investigate and implement Flexible Grouping as a means of differentiating instruction and increase rigor at Blue Creek Elementary.
2. Provide expanded student opportunities for enrichment.
3. Continue to reinforce and evaluate our School of Scientific Inquiry theme.



## Goal 4 and Associated Strategies

Plan/Do	<b>NC Goal 4:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	<b>BCE Goal 4:</b>	Leadership will foster innovation at Blue Creek Elementary in cooperation with families and community partners.		
	<b>AdvancED Standard 1:</b>	Purpose and Direction		
	<b>AdvancED Standard 2:</b>	Governance and Leadership		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>Target: (Desired Result)</b>	Blue Creek Elementary will provide the necessary opportunities and resources to create globally and technologically competitive citizens.		
	<b>Indicator: (Measure)</b>	90% of staff, students and parents will report that Blue Creek Elementary is providing the necessary opportunities and resources to create globally and technologically competitive citizens.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Flexible Grouping		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Based on ClassScape results grades 3-5.</li> <li>2 Based on reading and math assessment data K-2.</li> <li>3 Leveled Literacy Intervention in grades K-3.</li> <li>4 Reading Recovery in grade 1.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Extracurricular Opportunities		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Offer students an opportunity to participate in Odyssey of the Mind and Battle of the Books .</li> <li>2 Creation of 4th grade math club.</li> <li>3 Offer an art club once a week after school.</li> <li>4 Create and maintain BCE Recycling Team, Flag Corps and National Elementary Honor Society.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Scientific Inquiry Theme		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Continued maintenance of Weather Bug broadcasting station.</li> <li>2 Creation of science lab schedule.</li> <li>3 Required science fair projects in grades 3-5 with school-based winners going on to compete at the county level.</li> </ol>		
	<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$5,500 LLI (3rd)	
<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b>	\$300 (OoM, BoB)	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		



		<b>Total initiative funding:</b>	<b>\$5,800</b>
	<b>Action Team: (Who is responsible)</b>	All Blue Creek Elementary staff are involved with the implementation and delivery of these action steps.	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	ClassScape reports, K-2 Assessment data, NC EOG results, 5th grade Science EOG scores, rosters for Odyssey of the Mind, Battle of the Books and Science Fair winners.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Increased proficiency on NC EOG tests and 5th grade Science scores. Increased reading proficiency in reading grades K-2.		
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>		
	<b>Based upon identified results, what action should be taken? (Next steps)</b>		

## Goal 5 Needs Assessment

<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
<b>OCS Goal 5:</b>	The Onslow County Schools will be supported by effective and efficient processes and systems.
<b>BCE Goal 5:</b>	Blue Creek Elementary will be supported by effective and efficient process and systems.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

### 1. What does the analysis tell you about your school's strengths?

100% of teachers reported that the school does a good job of encouraging parent/guardian involvement on the 2012 NC Teacher Working Conditions Survey.

95% of teachers reported that the community is supportive of the school and teachers, contributing to the success of students.

Positive survey results from participants and attendees of our first Community Science Day .

### 2. What does the analysis tell you about your school's gaps or opportunities?

We have opportunities for growth in the documentation of school events and activities.

Communication will continue to be an area of focus for the school community. Survey results varied from 74% to 99% in agreement that the school kept them informed through various methods communication.



3. What data is missing, and how will you go about collecting this information for future use?

Site-based or county developed questions on the ASSIST survey concerning community/parental involvement.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. Develop four Open Community Days in conjunction with events/activities on campus to encourage community involvement and program awareness at Blue Creek Elementary.
2. Increase parental involvement through new and exciting events/activities - led by the Parent Liaison.
3. Make better use of our closest community resource - Southwest High School.



## Goal 5 and Associated Strategies

Plan/Do	<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	<b>OCS Goal 5:</b>	The Onslow County schools will be supported by effective and efficient processes and systems.		
	<b>BCE Goal 5:</b>	Blue Creek Elementary will be supported by effective and efficient process and systems.		
	<b>AdvancED Standard 1:</b>	Purpose and Direction		
	<b>AdvancED Standard 2:</b>	Governance and Leadership		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>Target: (Desired Result)</b>	Blue Creek Elementary will increase parental involvement and community engagement in the school.		
	<b>Indicator: (Measure)</b>	90% of community stakeholders will agree that there are systems in place that encourage and provide opportunities for community involvement at Blue Creek Elementary.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Open Community Days		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Southwest district visitation.</li> <li>2 Expand Blue Creek Elementary Community Science day to include members of the community at large.</li> <li>3 Reconnect military partnerships through the services of the military liaison.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Parental Involvement		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Establish a community Fall Festival</li> <li>2 Family Math Night in conjunction with local business, Family Reading Night at the school.</li> <li>3 Partner with PEERS to offer parenting classes at Blue Creek.</li> <li>4 Student-led conferences at every grade level.</li> </ol>		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Southwest High School Partnerships		
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Sponsor Occupational Prep students from SWHS for hours towards certificate.</li> <li>2 Sponsor Teacher Cadets from teacher preparation program.</li> <li>3 Sponsor Job Ready students for hours and mentors.</li> <li>4 Offer opportunities for SWHS students to provide tutoring, performances and read with elementary aged students.</li> </ol>		
	<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$200	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$200</b>	



	<b>Action Team: (Who is responsible)</b>	All Blue Creek Elementary staff are involved in the implementation and delivery of these action steps.
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	NC Teacher Working Conditions Survey, parent sign-in rosters, community member attendance rosters, event agendas, lesson plans	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Blue Creek will see growth on site-based (ASSIST) created survey issued to staff, parents and students in the areas of community engagement and parental involvement. Event agendas will document implementation of usage of outside agencies and volunteers involvement in the school.	
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>	
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>	

## Safe School Plan

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:	Jennifer Cupsta, Assistant Principal, Safety Officer
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### Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Jennifer Cupsta

Teachers: Elizabeth Otis, Jodi Lopera, LaNell Johnson, Karen McCarten

Teacher Assistants: Anna Speziale, Debra Faires

Other School Staff: Glenn Reed, Julie Shivar, Susan Pridgen, Lindsey Fannin

### Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both. [\[OCS BOE: Policy Code 3430/ SSPN: I. Comprehensive Needs Assessment and Analysis\]](#)

Blue Creek Elementary has an Instructional Intervention Team that serves as a pre-referral committee. The focus of the IIT is helping at-risk students excel within the regular education program. The team has developed and implemented a tiered process for making an IIT referral. This process includes developing individualized interventions and documenting student progress based on the student's specific needs and goals.



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary. [OCS BOE: Policy Code 4302/SSPN: II. Management of Student Behavior]

Students are expected to behave and act in a responsible manner that does not interfere with the teacher's job of teaching and the student's job of learning. We strive to provide an atmosphere of communication and cooperation among students, teachers and parents. Students are expected to obey reasonable rules of conduct in and out of the classroom. These rules are developed and presented by the teacher and the school Positive Behavior Intervention Support team. Teachers make every effort to reward good behavior just as they must stop misbehavior. Most behavioral problems can be handled by the classroom teacher. As the school observes tiered levels of discipline, major infractions, disrespect or violations of Onslow County Education General Rules will result in immediate action by administration. At that time, the administration will determine the consequence. Every effort will be made by the teacher or administrator to inform the parents of disciplinary action and problems. Teachers will provide students and parents with classroom procedures and policies at the beginning of the school year.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program. [Alternative Learning Programs OCS: Social Skills Classes (E/MS), Homebound Instruction (E/MS/HS), Onslow County Learning Center (MS/HS)]

Blue Creek Elementary utilizes its Instructional Intervention Team to assess the needs of students requiring alternative learning programs. The team uses a tiered process for making an IIT referral and provides and coordinates homebound service to students based on individualized student needs.



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.) [\[SSPN: IV. Communication/ V. Emergency Operations Plan\]](#)

**Goal:** Blue Creek staff members will implement and adapt appropriate action from the crisis management plan to address the specific events of a crisis and provide support as necessary.  
**Target:** Provide monthly safety training to staff members on situation-specific procedures.  
**Indicator:** Training agendas and rosters.  
**Milestone Date:** Fall and spring of each consecutive year beginning in 2012.

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs). [\[EOGs/EOCs, School Climate Survey, Title I Program Results\]](#)

**Target:** 90% of Blue Creek staff, students and parents will report that Blue Creek is a safe environment that supports learning through the Onslow County Safe and Civil Schools Initiative.  
**Indicator:** ASSIST surveys, Teacher Working Conditions  
**Milestone Date:** Spring of each consecutive year beginning in 2013.

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
OCS Policy Review	Completed				
Situation-Specific Procedure Training	Planned				
PBIS Training	Planned				
PEP Training	Planned				
CPI Certification	Planned				
First Aid / CPR Training	Planned				

## Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

**Schoolwide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>	✓	✓	✓	✓
		<b>Strategy 2</b>	✓		✓	✓
		<b>Strategy 3</b>	✓		✓	✓

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

<p>School-wide Balanced Literacy program which includes Leveled Literacy Intervention for at-risk students.</p> <p>Reading Recovery for at-risk first graders.</p> <p>Title I teachers work collaboratively with classroom teachers through inclusion delivery model.</p>	<p>Programs: STAR reading, STAR math, Accelerated Reader, Accelerated Math, SuccessMaker, AVID, PBIS, Thinking Maps, Orchard, Schools Attuned, Rosetta Stone, ClassScape</p> <p>Benchmarks and formative assessments (Reading 3 D, Dibels, Fontas &amp; Pinnel Benchmark System)</p> <p>Professional tutors in grades 3-5</p>
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**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>	✓	✓		
		<b>Strategy 2</b>		✓		

	<b>Strategy 3</b>			
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Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

- 100% Highly Qualified staff (19) Staff members with advanced degrees
- Beginning Teacher coordinator with monthly meetings
- (2) Nationally Board Certified teachers
- (3) Candidates for National Board Certification

**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>		✓		
		<b>Strategy 2</b>	✓	✓		
		<b>Strategy 3</b>	✓			

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Teachers and paraprofessionals are afforded opportunities for professional development on an individual as well as group basis to increase student achievement. ERPD days provide extra opportunities for school-wide professional development.

Vertical as well as horizontal planning to include Title I, EC, AIG , media coordinator, technology facilitator and literacy facilitator.

Aligned with professional development surveys with a focus on differentiated instruction.

Professional Development Plans

**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	✓	✓		
	<b>Strategy 2</b>		✓		
	<b>Strategy 3</b>				

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Promote positive work environment	Teacher job fair
Orientation for beginning teachers	PDS school for teacher interns through UNCW
Mentors assigned to beginning teachers	
Monthly professional development meetings through the Beginning Teacher Coordinator.	

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>				✓
	<b>Strategy 2</b>			✓	✓
	<b>Strategy 3</b>	✓	✓		

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Regularly scheduled conferences	Minimum of 4 parent meetings/workshops through Title I
Student-led conferences	Parent Liaison Updated website
School-parent contracts	Parent Involvement Plan Teacher websites

BCE Parental Involvement Agreement

Parent newsletter

Open Community Days

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>
	<b>Strategy 1</b>	✓		✓	✓
	<b>Strategy 2</b>		✓		
	<b>Strategy 3</b>			✓	

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Orientation for students and parent visitation from area daycares and Pre-K sites

Informational packets are provided during registration

Summer Kindergarten Academy

Staggered enrollment for kindergarten students

Assessments for all grade levels provide baseline data to guide instruction.

Positive Behavior Intervention Support

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	✓		✓	
	<b>Strategy 2</b>	✓	✓		
	<b>Strategy 3</b>	✓			

	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:
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Assessment data is utilized throughout the year: K-2 assessment (Reading 3D), STAR reading, STAR math, Accelerated Reader, Accelerated Math, Successmaker, Fountas and Pinnell Benchmark assessments, ClassScape, EVAAS

Assessment data is housed in student data notebooks and is reviewed twice a year by administration. These notebooks are the basis for student-led conferences.

Grade level PLCs review and analyze data led by administration.

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:**

The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>
		<b>Strategy 1</b>	✓		✓	✓
		<b>Strategy 2</b>	✓	✓		
		<b>Strategy 3</b>			✓	✓

	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:
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Title I teachers focus on at-risk readers	Leveled Literacy Intervention
Exceptional Children services	Reading Recovery
ESL services to include Rosetta Stone in English	Personalized Education Plans
BCE sponsored after-school tutoring	Community members tutoring, volunteering, mentoring

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>	✓		✓	
		<b>Strategy 2</b>	✓	✓		
		<b>Strategy 3</b>	✓	✓	✓	
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:					

The school's Strategic Plan is utilized to integrate/ prioritize services and programs.

Priority goals are identified using Needs Assessments embedded in the Strategic Planning process.



## School Strategic Plan Glossary

Term	Description
ABC	NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.
Academic Rigor	A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.
Accommodation Plan under Section 504	A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.
Achievement Levels	Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.
Action Steps	Processes/how.
Action Team	A group organized as needed to conduct a continued improvement cycle.
AdvancED (Advancing Education in Excellence Worldwide)	An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE.
AIG (Academically Intellectually Gifted)	Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program.
Aligned System	A logical order of ideas, structure, or curriculum which progresses from one level to another.
AMOs (Annual Measurable Objectives)	A set of proficiency targets, differentiated by subgroup, developed by the NC Department of Public Instructions in the new Differentiated Accountability System approved as part of ESEA Flexibility.
Annual Capital Program of Work	A plan of work created pursuant to the Board's adoption of an annual capital budget.
AP Courses (Advanced Placement courses)	Nationally-developed courses offered in secondary schools for college credit (based on test results).
AVID-A K-16	College Readiness System that utilizes AVID Elementary, AVID Elective, AVID Schoolwide, and AVID Postsecondary strategies to empower students with academic skills, individual determination, and social adaptability as they prepare for career readiness and college graduation.
AYP (Adequate Yearly Progress)	An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals.
B.A.S.E.S. (Businesses Assisting Schools in Educating Students)	A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students.
Baldrige Criteria	A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and analysis, human resources development and management, process management and performance results.



Benchmarking	An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.
BOE	Board of Education.
CIA	Curriculum, Instruction and Assessment.
ClassScape	ClassScape is an assessment tool that was created to be used only by North Carolina public and charter schools.
Common Core	The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.
Consensus	The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.
Core Values	An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual).
Culture	Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church).
Deployment	The systematic process of introducing an activity or process in all applicable areas of an organization.
Differentiated Instruction	A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students.
DPI (Department of Public Instruction)	The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education.
EC Program (Exceptional Children Program)	Designed to meet the needs of students with handicapping conditions.
Elements	An instructional management and assessment process used by Career Technical Education.
Enduring Understanding	States what we want student to know, understand, and be able to apply years from now, even after they have forgotten the details
EOC (End-of-Course tests)	State tests in designated subject areas in grades 9-12.
EOG (End-of-Grade tests)	State tests in designated subject areas in grades 3-8.
ESL (English as a Second Language)	Refers to a program serving students whose primary language is not English.
Essential Standards	The essential standard are those skills, understandings and learning experiences that a student must master at each grade level to move to the next grade level. Essential standards are the "must have" goals of the curriculum and help teachers focus on the higher-order knowledge and skills that all students should master.

ESEA Flexibility (Waivers)	A waiver package designed by the US Department of Education designed to provide states, districts, and schools with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.
ETSC (Education and Technical Support Center)	The complex that houses the Support Staff for the Onslow County School System.
EVAAS (Education Value-Added Assessment System)	SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement.
External	Those things or people from outside an organization which affect the operations of that organization.
Facilitator	A person who leads a group through a meeting or process by making the task easier.
Fidelity	In the field of program evaluation, the term fidelity denotes how closely a set of procedures were implemented as they were supposed to have been. For example, it's difficult to draw conclusions from a study about formative assessment in school classrooms if the teachers are not able or willing to follow the procedures they received in training.
Formative Assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance. It is commonly contrasted with summative assessment, which seeks to monitor educational outcomes, often for purposes of external accountability.
G. S. (General Statute)	A state mandate or law.
Goal	The end toward which effort is directed.
Honor Schools of Excellence	A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards.
Human Resource System	Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder.
IEP (Individual Education Plan)	A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.
IHE (Institutions of Higher Education)	Refers to community colleges, colleges, and universities.
Indicator	Measure. Sample: Student attendance rate.
Internal	Those things or people within an organization which affect the operations of that organization.
JobReady	A program which focuses on preparing students for the workforce.
LEP (Limited English Proficiency)	Refers to students whose primary language is not English.
Linkage	A factor that causes two or more ideas to relate to one another.
Literacy	Achievement which shows that the subject has been sufficiently mastered at a level commonly expected.

Low Performing and Priority Schools	Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program.
LRFNA (Long-Range Facility Needs Assessment)	The adopted long-range facility planning tool of the school system.
Mastery	Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred.
Mission	The purpose and focus of an organization.
MSL (Measures of Student Learning)	Common assessments to be given in all non-EOG/EOC grades and content areas in order to measure student growth and proficiency.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
NSSE (National Study of School Evaluation)	A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation.
OCLC (Onslow County Learning Center)	An alternative school for students who require special services for behavior modification.
Percentile	A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him.
Performance Assessment	Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processs involved.
Process Management System	The system of processes that is designed and delivered to support the quality system.
Processes	A series of actions that support a specified strategy in order to reach a defined goal.
Proficiency	A level of achievement that assures attainment of fully adequate knowledge and skills.
Purpose Statement	A purpose statement captures succinctly why the organization exists and what it does. It should be memorable enough so that everyone connected to the organization can remember it and use it.
Reading 3D	A reading assessment tool for K-5. It is currently used to assess text and reading comprehension at K-2 and is being piloted 3-5 at select sites.
Rubicon Atlas	An online repository for posting CIA unit plans.
Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
S.A.T., Inc. (Sponsors for Academic Talent, Inc.)	A nonprofit organization that provides scholarship for students who meet performance and volunteer standards.
SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement)	A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs.

SAT (Scholastic Achievement Test)	A national test required for entrance into many colleges and universities.
SBE (State Board of Education)	The governing body of the public schools of North Carolina.
School-based	Usually refers to decisions that are made at the school level and by those persons most affected by the decisions.
Schools of Distinction	Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
Schools of Excellence	Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
SDD	Standards Division Document.
Stakeholder Focus	Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven.
Stakeholders	Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization.
Standard Course of Study	A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools.
Strategy	A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable.
Subgroup	Under AYP, subgroups will be changing from 40 students to 30 students beginning with the 2012-13 school year.
Summative Assessment	The assessment of learning and summarizing the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.
Target	Desired result. Sample: Increase student attendance by 10%.
Testing Code of Ethics	Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.
Title I Schoolwide	The use of Title I funds by an eligible school to upgrade the school's overall instructional program.
TLC	Teacher Leadership Council.
TQM/TQE (Total Quality Management/Total Quality Education)	A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement.
Unpacking	The process of studying the Common Core and Essential Standards for the purposes of understanding the new standards, planning, and articulation.
Vision	A clear, positive, forceful statement expressed in simple, specific terms.