

DIXON HIGH SCHOOL

Strategic Plan 2007-2010

Dixon High School
160 Dixon School Road
Holly Ridge, NC
28445

910 347-2958

Onslow County Schools

Table of Contents

I. Table of contents	page 2
II. Assurance page	page 3
III. School Improvement Team	page 4
IV. Introduction	page 5
V. School profile	page 8
VI. Mission & Vision	page 13
VII. Dixon High School Beliefs	page 14
VIII. Strategic plan	page 15
IX. Projected budget	page 22
X. Glossary	page 24
XI. Waivers	page 25

**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010**

School	Dixon High School	Date Submitted	September 28, 2007
--------	-------------------	----------------	--------------------

- | | | |
|--|----------------|----|
| 1. Number of School Improvement Plan Team Members | 28 | |
| 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). | Yes | No |
| 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 note | Sept. 26, 2007 | |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | Yes | No |
| 6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: | Yes | No |
| 7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.) | 50% | |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | Yes | No |
| 9. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one: | Yes | No |
| 10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. | Yes | No |
| 11. All required local, State and Federal programs have been addressed in the School Strategic Plan. | Yes | No |

Principal's Signature	Signature, SSPT Facilitator/Chairperson
Signature of Elected Parent Representative	Signature of Elected Parent Representative

Dixon High School 2007-2008

School Improvement Team Members

Staff Members

Karen Johnson – Chairperson
John A. Shannon
Faye Hall
Polly Garvey
Jack Brown

Leigh Bizzell
Janis Perozzi
John McIver
Laurie Lanvermeier

Parents

Linda Bumgardner
Leslie Waller
Pam Parker
Karin Sekela
Lisa Meeting
Danny Walker
Wendy Martin

Connie Roberto
Tonya Hall
Karen Fisher
Faye Thompson
Maggie Luna
Jeanne Heckart
Pam Shepard

Students

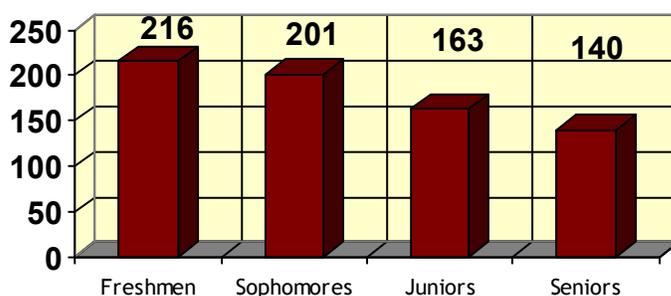
Jessica Pierce
Hunter Bruton
Jessica Heckart

Erin Gray
Meagan Payton

Introduction

Dixon High School is a 1A school located in Holly Ridge, North Carolina. We are one of thirty-four schools in the system and one of seven high schools in the county. Located approximately twelve miles from Topsail Beach, we serve five satellite communities: Holly Ridge, Maple Hill, Sneads Ferry, Verona, and the southern most area of Jacksonville. Currently, we have over 700 students; 47% male and 53% female; 83% Caucasian, 11% Black, 3% Hispanic, and 3% Multi-racial.

Student Body Make up



At Dixon High School, our outstanding staff is committed to excellence in education. We offer over one-hundred courses on a concentrated block schedule. Block scheduling affords a student the opportunity to take thirty-two classes during his/her high school tenure.

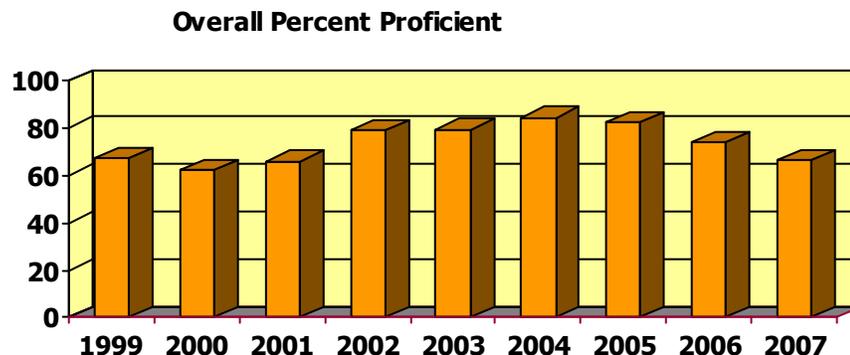
The vision and mission of Dixon High School have just recently been re-examined and refined based on the new state goals and those of Onslow County. At the present time, we are currently using the same belief statements which were devised during the previous school improvement cycle. We will be updating them in the first few months of school. With significant input from students, parents, and staff these documents outline where our stakeholders believe DHS currently is, but with a firm commitment to where it will be headed in the years to come.

Our school improvement plan is developed and implemented every three years. This year our process will cover 2007-2010. As a school, we will mirror the five county goals, which in turn become the basis of our school plan. Through a system of strategic planning and data collection, we are able to produce long-range plans, which direct our curriculum decisions. School improvement also addresses the importance of our parents and community in the planning process. Through a variety of activities, we incorporate the opinions of all DHS stakeholders.

The Onslow County goals are as follows:

- Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.
- Onslow County schools and students will be led by creative, passionate, and technologically, skilled professionals.
- Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens.
- Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.
- The Onslow County Schools will be supported by effective and efficient systems.

Professional development is also an area of emphasis for the DHS faculty. The school leadership team determines the school's needs on a year-to-year basis. During our last 3-year cycle, we emphasized the purchase of technology for DHS. Currently, we are focused on integrating this technology. Reading and writing across the curriculum continues to be an area of focus as well. With this in mind, teachers develop IGP's (individualized growth plans) based on these goals.



Traditionally, Dixon High School offers the standard course of study through a strong variety of courses for a school our size. As we begin this process, we find ourselves implementing several changes to the DHS program.

Dixon High School will continue to revise and implement our seminar period which meets daily from 11:05 until 11:30. This class period was designed as an adviser/advisee period but has become much more. A curriculum has been designed for each grade level and each day of the week has a specific lesson or goal in mind. Students are given the opportunity to make up missing work during Resource Day or get academic assistance from a peer during Tutorology days. Character education and social issues are addressed on Thursdays with the emphasis on student interaction and a growing level of acceptance and understanding. Due to the fact our Seminar meets for a prescribed number of hours and has a curriculum, the state has allowed students to receive .5 credit per year on a pass/fail basis based on their participation in the class. This is another way we are trying to help students achieve success.

As part of the school renewal and improvement process, the school improvement team has instituted a plan for new departmental connectivity. With a once a month department meeting, the thought is that each group can work as a professional learning community to address areas of need within each department. Each department can focus their talents and resources to identify areas of needed improvement and again, as a team, develop a way to develop a workable plan to overcome these issues in the classroom.

With the views into the future and the emphasis on 21st century readiness, the administration has asked each teacher to keep a weekly log of how they are utilizing technology in their classrooms. This log can be from any day of the week, any period, and for any topic. We want to be able to see what everyone is using and what some or most may not be. In that way, the school leadership can determine where to focus its attention on staff development and teacher growth.

Our career academies are coming into their second full year. With a new focus on the need for apprenticeships and student recruitment, we will be continuing to increase our community connections. The direction of the academies has begun to narrow and become more definite. After speaking to students about expectations and outcomes, we have begun to make more meaningful contacts with local community colleges about off-campus and on-campus classes to help complete licensure or certification processes. We look to continue this refinement over the next several years.

We continue to look at the data from our freshmen transition program. It has just successfully completed its second year. The team will continue to refine its processes. Recognition, Relationships, and Responsibility continue to be focal points for the team. Our hope is that with the use of the Instructional Intervention model and the use of PEPs, even more students will be promoted to the tenth grade. This push should directly affect our drop-out rate, which continues to be an area of concern. In 2004-2005, there were 77 ninth grade students failing at least one course or 36%. In 2005-2006, 27% of the students failed at least 1 class, while only 2% failed all 4 classes. In 2006-2007, 31% failed at least 1 class, while 4.5% failed all 4 classes. This continues to be an area of concern and focus for DHS. With the implementation of a new technology initiative and a new lead teacher position, which will assist in identifying and making parental contacts, we hope to improve our success and see more students being promoted to the tenth grade, on time.

AVID will extend into ninth grade for the 2007-2008 school year. We will have our first AVID trained students coming to us due to the fact that Dixon Middle School had an AVID class last year. With AVID at all four grade levels, we anticipate seeing new growth opportunities for all of the AVID students. We will improve the number and experience of all tutors and move closer to full institutionalization of the AVID methodologies across the entire campus. We plan to expand our AVID elective offerings in the next few years with the aspirations of becoming a demonstration school within the next two years.

This process is a springboard for the next decade for DHS and Onslow County as a whole. This school improvement process has served as a reflective catalyst for our school. We have carefully analyzed what we currently do in terms of curriculum and teaching and realize that these are currently changing drastically. Dixon High School has the tremendous support of a terrific faculty and support staff who are willing to move to the next level. The problems we currently face, are: how do our students learn, how do we currently teach, and how can we bring those two, sometimes very different, things together. We see many areas that we would like to re-visit and some we cannot even begin to dream about yet. We still want and need to create new opportunities for our students.

Over the next five to ten years, curriculum alignment and teaching methodologies will be major points of emphasis. We are taking steps now for new courses, more advanced classes, and a more interdisciplinary approach.

As Dixon High School continues to grow, so must our facilities. The \$90 million bond project has assisted us in some networking areas; however, the bulk of our budget will be used in the construction of a new addition in the front of the school which will house three classrooms. With these in place by the end of this school year, we hope to provide more up-to-date facilities and classroom space for the many new students coming into southern Onslow County.

Finally, the Dixon High School community must continue to work towards a rigorous and challenging curriculum. Student learning must continue to be our emphasis for decision-making. In order for our students to be successful and competitive in all areas of life, we must continue to stress advanced studies and curriculum innovations.

The staff of Dixon High School does an outstanding job in the classroom with a diverse group of student learners. These students represent a community that is supportive and proud of our school.

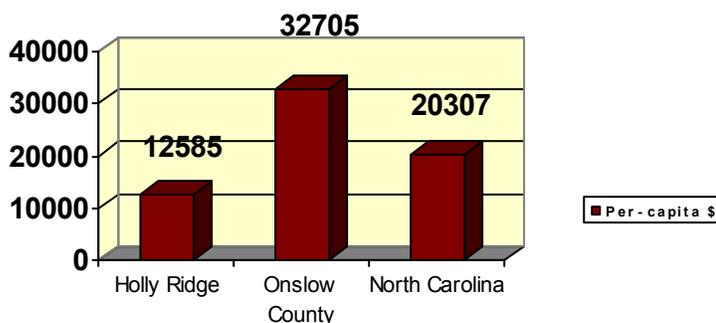
DIXON HIGH SCHOOL PROFILE

Community

Holly Ridge is located in the most southern region of Onslow County near the Atlantic coast, and is approximately 119 miles southeast of Raleigh, North Carolina. Holly Ridge has a population density of 831 residents of which 46% are male and 54% are female. There are 321 households and 226 families. The ethnic makeup of Holly Ridges is 79% Caucasian, 4% Hispanic, 15% African American, 1% Multi-racial and 1% American Indian.

Holly Ridge has a per-capita income of \$12,585, which is \$7,700 below the state average. This is in direct correlation to the median household income also being below the state average. Industries providing employment to Holly Ridge include manufacturing, educational, health, social services, construction, and retail trade.

Per-capita Income

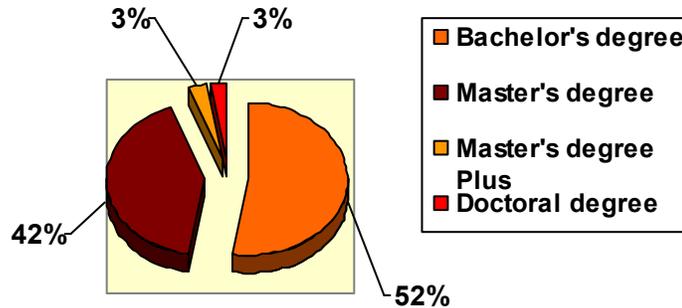


Dixon High School Demographics

Dixon High School is a relatively small rural public school encompassing grades 9-12. DHS has a student population of over 700, which is up fifty plus students from last school year. Dixon is the smallest school in the county and has an ethnic population of 83% Caucasian, 3% Hispanic, 10% African American, 3% Multi-racial and less than 1% each American Indian and Asian. The school community mirrors the surrounding town community.

During the 2007-2008 school year, Dixon High School has employed 45 professional staff members: 40 classroom teachers, 1 Lead Teacher, 2 counselors, 1 media specialist, 1 assistant principal and 1 principal. Of these, 19 have a Bachelor's degree, 15 have a Master's degree, 1 has a Master's Plus, and 1 has a Doctorate. We are proud of our 7 National Board Certified teachers. Of the 14 male and 27 female certified staff, there are 39 Caucasian, 1 Hispanic, 1 African American and 1 American Indian.

Faculty Make-up



Graduation Requirements

Graduation is based on Carnegie Units. A student must obtain a total of 20 units within a chosen pathway to graduate. Pathways include: Career Prep, College Tech Prep, and College/University Prep. Requirements for each pathway differ. Students meet with advisors daily and are advised as to class selection.

Promotion Standards

- Sophomore – 6 credits
- Junior – 13 credits
- Senior – 20 credits

Extra - Curricular Opportunities

- Dixon High School's extra - curricular programs include 22 clubs and 21 athletic teams.

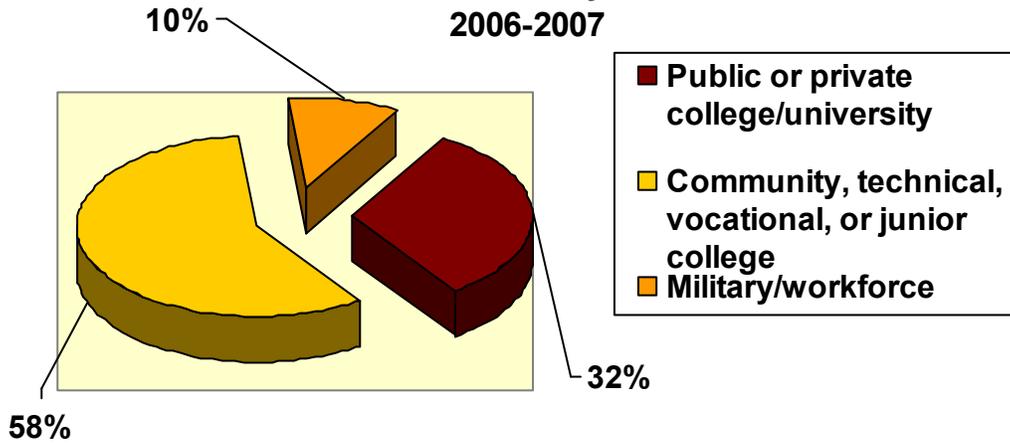
Academics

Dixon High School offers advance placement courses in English, Statistics, Calculus, Earth / Environmental Science, Biology, World History, and US History (Earth/Environmental Science and World History are offered online). Honors courses are offered in Earth / Environmental Science, Biology, Physical Science, Chemistry, English I, English II, English III, English IV, World History, Civics, US History, Algebra I, Geometry, and Algebra II.

College Bound Information for the Class of 2006-2007

- 32% attending a public or private college/ university
- 58% attending community, technical, vocational, or junior college
- 10% going into military / workforce

Post-Secondary Plans 2006-2007



SAT Test Score Data 2006-2007

- 60% of class took the SAT
- 500 - Average Math Score
- 478 - Average Critical Reading Score
- 480 - Average Writing Score
- 1458- Average Combined Score

ACT Test

- 2% of DHS students take this test on a regular basis.

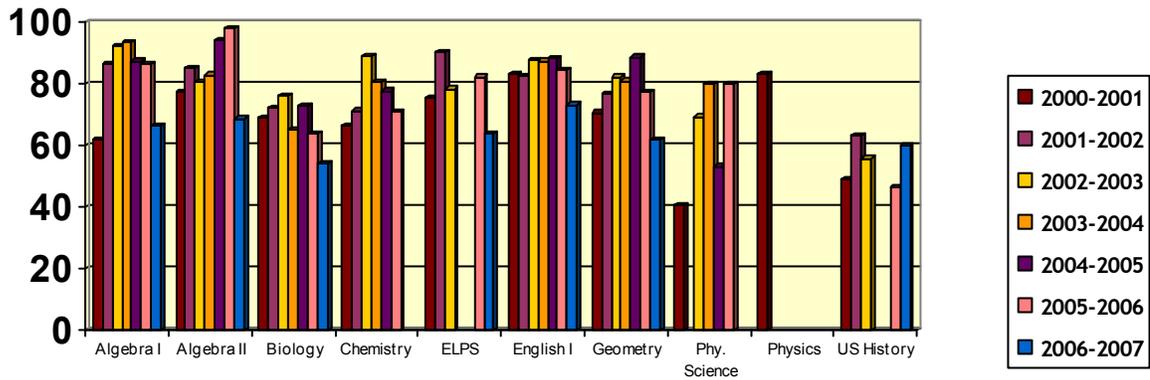
Student Performance

Statewide assessment of student learning is included in 11 courses within four main disciplines: English, Math, History, and Science. Over the past three years the performance composite (the percent of all students at or above level III) has fluctuated from 84.2% in 2003-2004 to 82.2 % in 2004-2005 to 73.63% in 2005-2006 to 66.1% in 2006 -2007. The data indicates a decline in the performance composite. Dixon High School has addressed this issue in our 2007-2010 Strategic Plan.

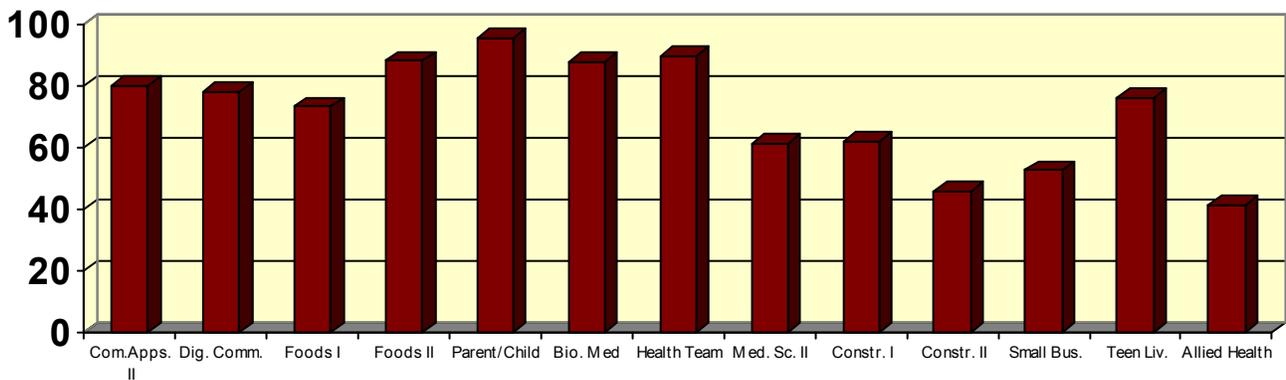
AYP and ABC Status

Dixon High School has recently received the AYP and ABC results for the 2006-2007 school year. Dixon has 13 AYP indicators and has successfully reached all 13 of these. Additionally, Dixon High School has met the ABC benchmarks for 2006-2007 and has seen overall school-wide expected growth for the 2006-2007 school year.

EOC Test Data Proficiency Percentages



VoCATS Test Data Proficiency Percentages 2006-2007

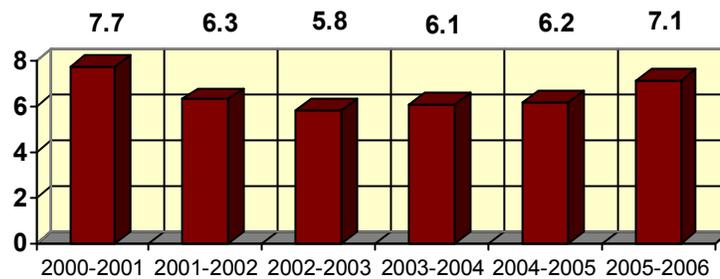


Dropout Rate

The statewide problem of student dropouts has been addressed at DHS. Strategies include: flexible scheduling, work-study, mentoring program for those students who need a helping hand, as well as the addition of an extra counselor. Over the past five years the dropout rate has declined.

- 1999-2000 - 8%
- 2000-2001 - 7.7%
- 2001-2002 - 6.3%
- 2002-2003 - 5.8%
- 2003-2004 - 6.1%
- 2004-2005 - 6.2%
- 2005-2006 - 7.1%

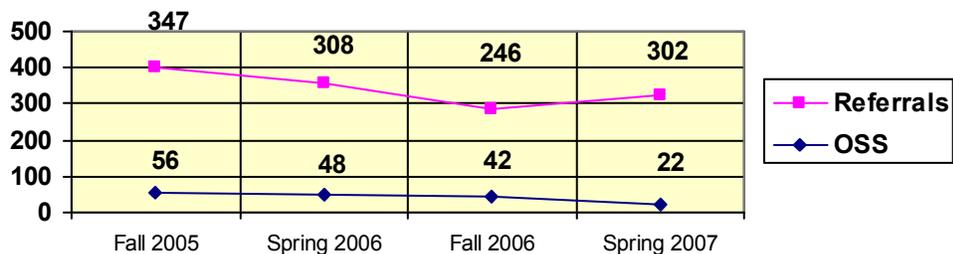
Drop out Rate



Discipline Data

When we look at the discipline data, we see our referrals tended to go down, and Out-of-School offenses declined over the past two years.

Discipline Data



DIXON HIGH SCHOOL

VISION:

Creating empowered and competitive members of a global society

MISSION:

Dynamic and innovative professionals will provide a future-focused curriculum that meets the individual needs of each student in a civil environment

Dixon High School Bulldog Beliefs

We believe that students at DHS will take responsibility for their actions.

We believe that students at DHS are encouraged to do their best and should strive to pass all their classes.

We believe that students at DHS should respect each other and one another's property.

We believe that all students at DHS should be treated fairly by teachers and peers regardless of intellectual ability, gender, ethnic background, or social environment.

We believe that our students can learn effectively only if we have a clean, safe, and orderly environment.

We believe that we must all work together; including administrative staff, teachers, advisors, students, parents, and community leaders to ensure success is achieved.

We believe that we must have consistent communication between our principal, teachers, parents, and students.

We believe our education is essential to pursuing our future careers and goals.

DHS Goal #1: DHS students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school-wide focus that enables all students to achieve at high levels through the support and leadership of school administrators.

Desired Results:

- Lessons and classroom observations indicate a rigorous, challenging, and globalized curriculum.
- Dixon will attain highest level of state recognition.
- Dixon will meet all AYP goals.
- EC students achieve proficiency in reading and math.
- Number of students enrolled in advanced level courses increase.
- CTE students demonstrate proficiency in each state-required assessment.
- Disparity based on race, gender, and socioeconomic status on all academic measures decreases.
- Student participation increased in co-curricular activities.
- Number of students receiving recognition, honors, and awards in all curricular areas increases.
- Student enrollment in Arts and Vocational courses increase.
- Reading and writing across the curriculum continues to be a school-wide focus.
- Technology use in the classroom increases.
- Vertical and horizontal planning improvement.
- Time to meet as a professional learning community is created.
- Departmental goals developed.
- Enrollment in and completion of academies is maximized.

Measures:

- Locally-developed constructs and climate survey data
- NC Public Schools Assessments
- NC VoCATS and CTE completer data
- System generated data reports
- Focus and plan posted in classroom for classroom visits
- NC Computer Skills Assessment
- SIMS/NCWise enrollment data
- Number of students receiving certificates and awards
- Library books checkouts
- Continued and expanded use of reading and writing strategies in all classrooms.
- Scheduled time for department meetings
- Departmental meeting logs
- Arts and Vocational enrollment will be monitored
- Professional learning communities agendas
- Survey teachers on eleven elements of Effective Adolescent Writing Instruction
- Graduation rates and course enrollment
- Odyssey of the Mind team rosters
- Support development of reading/writing strategies in IGPs.
- Implement SolidWorks modeling software in Geometry
- Monthly faculty agendas

Processes:

- Expand learning opportunities by identifying barriers and implementing a plan to provide assistance and access to a rigorous curriculum for all students.
- Structure classrooms that provide students with opportunities to become critical thinkers.
- Provide differentiated instructional strategies to address students' learning needs.
- Review and revise curriculum guides on an ongoing basis to ensure the implementation of a rigorous, challenging, and globalized curriculum.
- Monitor student progress in all state accountability areas.
- Continue articulation efforts to improve students' transitions across grade levels in all curricular areas.
- Integrate the use of technology at all grade levels in all subjects/courses.
- Maintain and support Arts Education.
- Address new graduation requirements as outlined by the NCSBE.
- Guide students in making elective selections and taking advantage of opportunities to obtain up to two years of college including an associate's degree.
- Provide additional professional development and course development in mathematics.
- Maintain and support the Arts education program across grade levels through participation in Odyssey of the Mind, chorus, theatre, band, and art courses.
- Develop a professional writing plan using PLC.
- Provide on-going, yearlong staff development on areas of need identified by the Writing PLC survey
- Explore for all students second language instruction.

Resources:

- Library books
- Student incentives/awards
- Continued staff development on reading/writing strategies
- Curriculum/departmental alignment training

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

DHS Goal # 2: DHS and its students will be led by creative, passionate and technologically skilled professionals.

Strategy: Create and foster a workplace that attracts and retains highly qualified professionals; communicate and foster a climate of high expectations for employee performance.

Desired Results:

- Evaluations of employees are conducted according to state and federal guidelines.
- A diverse and high quality workforce for the organization is maintained.
- Orientation and mentoring opportunities are accessible.
- Staff development opportunities enable teachers to integrate technology across the curriculum.
- Establish guidelines for Duty-free lunch times.
- Hire a Lead Teacher as BT Coordinator.
- Increase awareness and interest in Biomechanics and Robotics.
- Increase in number of college applications finished
- Satisfaction with work environment improves.

Measures:

- Annual evaluation data and audit reports
- Full time personnel reports and annual No Child Left Behind highly qualified personnel reports
- Orientation and mentoring rosters
- Annual No Child Left Behind lateral entry orientation report
- Teacher Working Condition Survey results
- Teachers' weekly technology logs
- Development of Engineering Club
- Implementation of Biomechanics in classrooms
- College application sign-ins
- Technology/Staff development plan

Processes:

- Provide orientation and mentoring for all employees.
- Develop and include a professional development plan aligned with identified continuous improvement strategies.
- Maintain an evaluation system that supports school improvement and holds all personnel for job effectiveness.
- Train teachers and students in Biomechanics through ITEST grant.
- SLT consensus on maintaining Duty-free lunch times for staff.
- On-line access to CFNC.
- Promote a positive and informed working environment for all employees.

Resources:

- Funding for staff development—technology focused
- Additional technology purchases
- Technology/departmental meeting logs
- Wireless laptops
- BT/Mentor staff development

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

DHS Goal # 3: DHS students will learn in a safe environment to be civil, healthy and productive citizens.

Strategy: Develop, monitor, and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools’ criteria and healthy child legislation.

Desired Results:

- DHS will meet safe schools criteria.
- Students and staff feel safe in schools.
- The number of in-school and out-of-school suspensions is reduced.
- The number of reportable acts related to crime and violence on school campuses is reduced.
- Tiered discipline plan is implemented.
- Students pass a physical fitness assessment.
- Continue to teach our “GO DOGS” Guidelines of Success.
- The student average attendance rate is no less than 95%.
- Increased level of student supervision.
- Increased school-wide participation in recycling.
- Better engaged and healthier students.
- Address character education through Seminar.

Measures:

- Audit Team Scorecard
- Climate Survey Data
- School discipline data
- Uniform System Discipline Data Collection tool used by NCDPI
- Standardized physical fitness test
- NC Annual Report on Suspension and Expulsions
- Student attendance data
- Improved agenda usage
- Bulldog Boot Camp enrollment numbers
- Custodial reports on recycling levels

Processes:

- Address areas of identified needs based upon Safe School Audits.
- Expand and improve the methods of positive communication with and among all segments of the school community.
- Provide a safe, disciplined learning and working environment.
- Implement innovative approaches to positive classroom management.
- Expand community service learning opportunities for students as alternative to school suspensions.
- Implement a system-wide health and wellness program.
- Increased campus awareness in recycling program.
- Initiate and implement the Bulldog Boot Camp for students and community members.
- Strengthen the drug education program at all grade levels.

Resources:

- Staff training on tiered discipline
- Red Ribbon items
- New radios for communication
- Staff training and resources on drug awareness
- Surveys
- Staff development and resources on physical fitness goals

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

What are the areas for improvement? What will you do differently the next time?

Next steps

DHS Goal # 4: Leadership will foster innovation at DHS with the cooperation of families and community partners.

Strategy: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Desired Results:

- DHS will maintain a 95% graduation rate.
- Students have the opportunity to successfully complete a minimum of two college level courses.
- The dropout rate will continue to be an area of focus.
- The percent of student SAT scores at or above national average reflects an annual increase.
- School staffs indicate satisfaction with the level of support provided by school leadership and support staff.
- SACS/CASI criteria are in place.
- Parents/Guardians will have a minimum of two teacher's initiated contacts per semester.
- Teachers will utilize TeacherWeb as an additional means of parental contact.
- Number of school volunteers increases.
- Increased student participation in Futures4Kids
- The number of businesses participating in providing student internships increases to meet student needs.
- The number of businesses providing support to special school programs and B.A.S.E.S. reflects an annual increase.
- Increased student participation in Diversified Co-op
- Increased parental notifications

Measures:

- Graduate Analysis Report
- College-level course enrollment data
- Early graduation data
- AYP Cohort data
- Graduate survey
- Dropout data
- SAT scores
- Climate surveys
- Teacher Working Conditions Survey
- SACS/CASI Annual Reports
- Parent conferences based upon school-level reporting
- B.A.S.E.S.
- Meeting logs and volunteer logs
- Sign-in logs for Futures4Kids website
- Career Development Facilitator logs
- JobReady and Academy Data

Processes:

- Provided an inter-departmental perspective to address the necessity of restructuring high schools to prepare students for post-secondary opportunities.
- Continue to implement continuous improvement initiatives align with the Baldrige criteria.
- Collaborate to ensure that all decisions are aligned with schools strategic plan.
- Continue to educate the staff regarding resources available in the community and strategies for utilizing them.
- Utilize a comprehensive system of communication to disseminate information about DHS and to the general public and to solicit feedback.
- Communicate educational information through electronic technology and other media sources.
- Increase and maintain partnerships with DHS and post-secondary institutions.
- Increase involvement of families as partners in the decisions that affect their students and DHS.
- Recruit and recognize community stakeholders.
- Establish strong business and community relationships in order to provide student opportunities for real-world experiences.
- Academy advisory council awareness and recruitment.
- Use of AlertNow and mailed correspondence to notify parents of campus happenings.
- Make decisions in collaboration with community and civic organizations to impact student success.

Resources

- Postage
- Teacherweb subscriptions
- Mailing supplies
- Staff development in drop-out prevention strategies
- Test data
- Grant writing assistance

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

What are the areas for improvement? What will you do differently the next time?

Next steps

DHS Goal # 5: DHS will be supported by effective and efficient systems.

Strategy: Maximize resource utilization to meet instructional and operational needs of the organization.

Desired Results:

- Proper usage and care for computer labs
- Computer labs usage will be maximized.
- Utilization of media center as an instructional resource.
- Utilization of Career Development Facilitator.
- Establishment of a system to submit a work order request.

Measures:

- Increased use of Promethean board, ActiVote, training, media specialist.
- Computer lab sign up records.
- Utilization of Instructional Technology Facilitator.
- Career Development Facilitator visitor log.
- Work order completion.
- Work conditions survey.
- Surveys of internal customers.

Processes:

- Create forms for work order requests.
- Maintain computer lab logs.
- Develop a staff satisfaction survey.
- Provide training on use of media lab and computer equipment.

Resources:

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

**2007-2008 Projected Budget
Dixon High School**

Goal #1

Strategy: Ensure a consistent school focus that enables all students to achieve at high levels through the support and leadership of school administrators.

Item for Purchase	Budgeted Amount	Funding Source	Purpose
High interest library books	\$500.00	Student Acct.	Updating collection, reading interest
History materials	\$500.00	Instr. Supply	EOC areas of need
Accel. Math materials	\$500.00	At-Risk	Scan cards, paper
Academy materials	\$1500.00	At-Risk	Curriculum enhancement materials
USA Today subscription	\$275.00	Student Acc.	Math depart. instruction
Daily news subscription	\$500.00	Low wealth	Current, daily classroom materials
Library books	\$2000.00	At-Risk	Curriculum enrichment materials
Academy Directors	\$1500.00	Low Wealth	Curriculum development
Library materials	\$2000.00	Low Wealth	Additional curriculum support
Off-campus experiences	\$1000.00	Low Wealth	Campus/workplace visits
Biology materials	\$1000.00	Instr. Supply	Biology instruction

Goal #2

Strategy: Create and foster a workplace that attracts and retains highly qualified professionals; communicate and foster a climate of high expectations for employee performance.

Item for Purchase	Budgeted Amount	Funding Source	Purpose
iPods (10)	\$2500.00	Student Acc.	Technology initiative
ELMO document readers (7)	\$4900.00	Student Acc.	Technology initiative
ActivBoard (2)	\$2800.00	At-Risk	Technology initiative
Wireless presenters (10)	\$500.00	Student Acc.	Technology initiative
Bluetooth adapters (4)	\$200.00	At-risk	Technology initiative
Substitute pay	\$1100.00	Staff Develop.	Provide for staff development
Various conferences, PATH training, BT retreat, Graduation Project training	\$1100.00	Staff Develop.	Staff development opportunities

**2007-2008 Projected Budget—continued
Dixon High School**

Goal #3

Strategy: Develop, monitor, and adhere to the “Safe & Civil Schools Series: which emphasizes school-wide behavior management plans, all safe schools’ criteria and healthy child legislation.

Item for Purchase	Budgeted Amount	Funding Source	Purpose
Radios	\$900.00	Safe Schools	Campus-wide supervision
Project Graduation	\$500.00	Safe Schools	After graduation celebration
Red Ribbon Week materials	\$500.00	Safe Schools	SADD/SAVE
Student incentives	\$1000.00	At-Risk	t-shirts, spirit items, pins, certificates

Goal #4

Strategy: Create a culture that embraces change, promotes dynamic continuous improvement, and collaboration with stakeholders to discover innovative initiatives.

Item for Purchase	Budgeted Amount	Funding Source	Purpose
Teacherweb account	\$1080.00	At-Risk	Parent communication

Goal #5

Strategy: Maximize resource utilization to meet instructional and operational needs of the school.

Item for Purchase	Budgeted Amount	Funding Source	Purpose
Postage	\$2500.00	At-Risk	Parental correspondence

Glossary:

1. ITEST—Information Technology Examples for Students and Teachers
2. PEP—Personalized Education Program
3. TAG—Transitioning Academically towards Graduation
4. AVID—Advancement Via Individual Determination
5. ETA—Education Training Academy
6. MTA—Marine Technology Academy
7. PSA—Public Safety Academy
8. Project K-Nect—SmartPhone grant
9. IIT—Instructional Intervention Team
10. BT—Beginning Teacher
11. SolidWorks—3D Modeling Software
12. ELMO— Document Reader
13. Bluetooth—Wireless Technology
14. PLC—Professional Learning Community
15. MIMIO—Interactive Whiteboard Appliance
16. CFNC—College Foundation of North Carolina

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)
Classroom materials and instructional supplies/equipment (State Waiver) – Transfers to textbooks are allowed.

Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.
Students may be denied access to sufficient numbers of textbooks.

How will the waiver be used?

To purchase sufficient quantities of textbooks for students.

How will the waiver permit the school to improve student performance?

It will help:

Provide sufficient textbooks for students to complete classroom and homework assignments independently.

Code: 320

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Textbooks (state waiver) - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.
Policy Code 3430 (G.S. 115C-105.25)

Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.

Students may be denied adequate classroom materials and equipment needed for instruction.

How will the waiver be used?

To purchase classroom materials and equipment needed for instructing students.

How will the waiver permit the school to improve student performance?

It will help:

Provide appropriate materials and equipment that meet diverse student needs

Assist in efforts to close performance gaps among students

Enhance remediation and acceleration efforts

Provide students a challenging curriculum

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Noninstructional Support Personnel (state waiver) - Transfers are allowed only for teachers (any grade). These transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff development. Policy Code 3430 (G.S. 115C-105.25)

Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.

Students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

How will the waiver be used?

To hire additional teachers to provide focused instruction based upon diverse student needs.

How will the waiver permit the school to improve student performance?

It will help:

- Provide additional teachers for focused instruction
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Class Size (state waiver) - Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301)

Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.

Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

At the secondary level, students may be denied access to a singleton course if too few students for two classes are registered without the exemption of this waiver.

How will the waiver be used?

Allow flexibility to assign students to classrooms based upon their individual needs.

Allow for more course options for students.

Assign students to classes based upon individual interests.

How will the waiver permit the school to improve student performance?

It will help:

Provide more focused interventions to at-risk students

Meet the needs of individual students

Reduce performance gaps among targeted student populations

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)
Funds for Instructional Support Personnel (state waiver) - Funds for instructional support personnel can be transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the state-wide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.
Students may be denied focused interventions, reduced class size and assistance in certain areas.

How will the waiver be used?

To hire additional teachers to provide focused instruction based upon diverse student needs.

How will the waiver permit the school to improve student performance?

It will help:

- Provide additional teachers for focused interventions
- Meet the needs of students
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Staff Development Funds (state waiver) - Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. Policy Code 3430 (G.S. 115C-105.27)

Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.
Students may be denied focused interventions and assistance in certain areas.

How will the waiver be used?

To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

How will the waiver permit the school to improve student performance?

It will help:

- Provide additional personnel for focused interventions
- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum