

Hunters Creek Elementary School



Strategic Plan 2007-2010

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I. Strategic Planning Team

Administration

Principal	Mary E. Dyer
Assistant Principal	Pam Turner

Teachers

Katie Devenport
Stacey Horne
Kathy Knowlin
Brenda Mercer
Bonnie Krcmar
Ambrosina Guareno
Karen Helms
Kristy Waller
Eddie Hensley

Parents

Colleen Matlock
Teresa Skinner
Gregg Skinner
Patti Young
Stephanie Speight
Bridget Henges
Julie Barnes
Yvonne Walker

II. Principal's Message



Hunters Creek Elementary operates daily in an atmosphere of high expectations for students and staff. Our mission is to develop within our students the abilities to be independent thinkers and productive citizens. Dedication, professionalism, and empowerment are prerequisites to accomplishing this mission. The catalysts for continued improvement in the academic program are teamwork, collaboration, and commitment.

The faculty and staff are prepared to employ the instructional strategies essential to meeting the needs of all learners. The school and system will provide vital staff development activities during the school year to ensure that the teachers have the necessary tools to challenge all students to meet high achievement levels.

One of the most important entities in the education of our students is effective, supportive parent participation. The faculty and staff encourages parents or guardians to be involved in their children's education by participating in parent conferences throughout the year and by attending parent workshops presented by the Title I program. We will provide other opportunities for parents to participate in their child's learning during the school year.

Hunters Creek Elementary collaborates with Morton Elementary, Silverdale Elementary, Carolina Forest Elementary, Hunters Creek Middle, and White Oak High School to plan and maintain an effective instructional program aligned with state and system goals. The collaboration of all schools in the White Oak District creates continuity in the curriculum across grade levels. The School Leadership Teams periodically schedule articulation sessions, meetings, workshops, and planning sessions to provide professional support.

The 2007-2010 Strategic Plan documents the commitment we have at Hunters Creek Elementary. Our goals and strategies indicate a focus on effective instruction and meeting diverse student needs. We will continue improving the instructional program and ensuring that students are safe and enjoy attending school at Hunters Creek. The administration, faculty, and staff are committed to achieving academic excellence and will employ a variety of measures to provide effective instruction and meet state and federal goals. We will prepare our students "to become productive responsible citizens of the world community."

III. Leadership

Onslow County Board of Education

Robert B. Gaskins, Chairperson
Margaret Brown, Vice Chairperson
Lina Padgett-Parker
Brock Ridge
Ronnie Ross
Pam Thomas

E. Alex Erwin, III, Board Attorney

Onslow County Administration

Dr. Kathy Spencer – Superintendent

Dr. Barry Collins – Assistant Superintendent (Human)
Leslie Eason – Assistant Superintendent (Instruction)
Jeff Hudson – Assistant Superintendent (Auxiliary Services)
Jeff Holloman – Chief Finance Officer
R. Earl Taylor, Director of Community Affairs

Hunters Creek Elementary Administration/Office Staff

Mary E. Dyer – Principal
Pam E. Turner – Assistant Principal
Michelle Sinese – Secretary
Carol Crooks – Receptionist
Sonya Jones – Student Information Manager
Kevin Dick – Counselor
Camille Jones – Counselor

Onslow County Schools does not discriminate on the basis of race, color, national origin, sex or disability in its programs or activities. The following person has been designated to handle inquiries regarding Title IX; Title IX Coordinator, Onslow County Schools, 200 Broadhurst Road, Jacksonville, NC 28541, (910) 455-2211.

IV. Executive Summary

School profile data document the demographics that characterize Hunters Creek Elementary School. The profile provides information regarding student performance, stakeholder perceptions, and community demographics. Information from the 2006-2007 school year is used to develop baseline data at the school level to monitor the organizational and instructional effectiveness and success in meeting student needs.

School and Community Demographics

Hunters Creek Elementary School became a viable part of the Onslow County School System during the 1997-1998 school year, housing approximately 680 students. The school district was a formation of students from within the Jacksonville city limits and rural areas in Onslow County near the Swansboro area. HCE is classified by the National Center for Education Statistics as an “Urban Fringe of a midsize city” school. This classification brings with it a mixture of economic and ethnic diversity (figures 2, 3,4).

Located near Marine Corp Base Camp Lejeune, 46% of the students are from military backgrounds (fig. 7), a slight decrease from the 51% during the 2004-2005 school year. This particular characteristic causes the student population to fluctuate throughout the school year. However, the dedication of faculty, staff, and community will support consistent student achievement.

Student Demographics

Our student population continued to grow throughout the ten-year period and currently stands at 871 students in Pre-kindergarten through fifth grade. 58% of our student body is Pre-kindergarten through second grade (figure 1).

Hunters Creek Elementary is a school-wide Title I school. Over 47% of our student population is economically disadvantaged and eligible for free or reduced lunch and breakfast (fig. 8). 51% of students in third, fourth, and fifth grade are free/reduced lunch eligible. Approximately 60% of our students live in non-permanent homes.

The student population is ethnically diverse and continues to experience growth in the ESL population. Currently 82% of our English Language Learners are of Hispanic origin, an increase of 3% from October 2004 (figures 2, 3, and 4).

The student population at Hunters Creek carries a widely diverse range of academic performance. This presents an exciting challenge for the faculty as we design programs and schedules to meet student needs. Currently, we have identified 70 students in these seven areas of exceptionality.

- Developmentally Delayed
- Autistic

- Educably Mentally Disabled
- Learning Disabled
- Other Health Impaired
- Visually Impaired
- Speech/Language Impaired

The largest area of exceptionality is Speech/Language Impaired with 51% of all EC students receiving this classification (figures 5 and 6).

Currently, the faculty and staff required to address the academic needs of our EC students is three resource teachers, one teacher of Speech/Language Impaired and one teacher assistant.

Stakeholder Perspectives

A major part of the continuous improvement process is gathering feedback from students, teachers, and parents regarding the quality of our educational program. Each year, we gather data from our stakeholders in the areas of school climate, discipline, effective instruction, communication and parent/guardian involvement. The Strategic Planning Team uses the survey results to support the decision-making process as we improve the educational process at Hunters Creek Elementary School.

SACS/CASI Accreditation

Hunters Creek Elementary School has consistently maintained accreditation through the Southern Association of Colleges and Schools (SACS) since its inception. The school received its first accreditation in 1997, when it opened and has participated in the School Renewal Process since that time. The standards for accreditation by the Southern Association of Colleges and Schools have been a part of the guiding principles that support the strategic planning process and effective instruction, ensure effective communication, and provide for efficient operational procedures.

The Council on Accreditation and School Improvement of the Southern Association of Colleges and Schools, (SACSCASI) has developed and initiated a district accreditation process. Onslow County Schools completed district accreditation during the 2005-2006 school year, based upon the following list of identified standards.

- | | |
|----------------------------|---|
| A. Beliefs & Mission | F. Resources |
| B. Governance & Leadership | G. Support Services for Student Learning |
| C. Curriculum | H. Stakeholder Communication and Relations |
| D. Instruction | I. Citizenship |
| E. Assessment & Evaluation | J. Continuous Process of School Improvement |

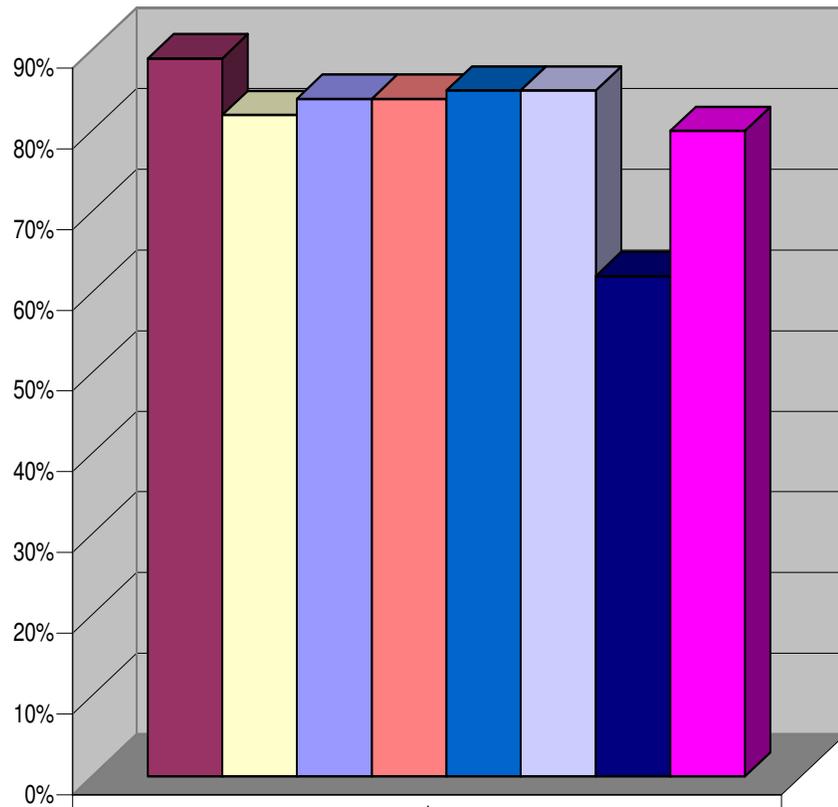
Stakeholder Perspectives

Percentage of Staff, Parents, and Students in Agreement with Stated Concepts

Parent Survey Results 2006-2007

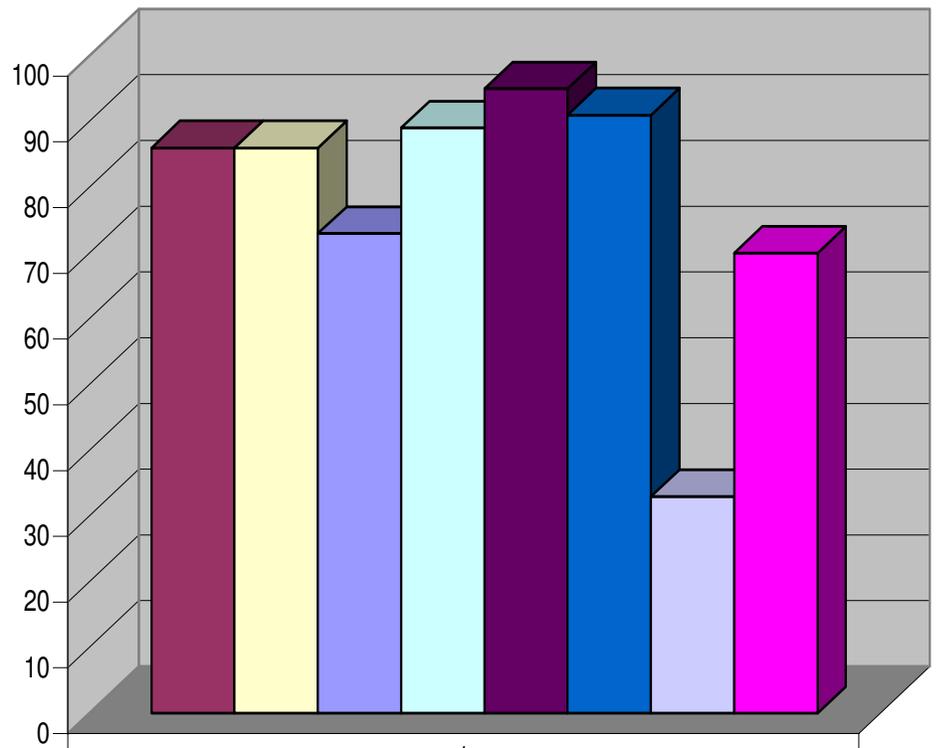
Concept	Parents
HCE is an "A" school	39%
HCE is a "B" school	42%
HCE is a "C" school	12%
HCE is a "D" school	5%
HCE is an "F" school	1%
Students Generally feel safe at this school	87%
The school staff has done a good job making the school safe	87%
The administration is available to listen to and assist students	62%
The staff members are kind and friendly to students	84%
The staff members treat students fairly.	75%
The staff members encourage students to do their best.	92%
The administration is helpful and treats students respectfully.	71%
The teachers are helpful and treat students respectfully.	90%
The teacher assistants are helpful and treat the students respectfully.	84%
My child was taught the rules and expectations for behavior.	97%
I was informed about the rules & expectations for student behavior.	96%
The rules and expectations promote safety and learning.	94%
I prefer that my child stays at this school	85%
When visiting the school, I am welcomed, treated with respect, and encouraged to come back.	80%
I believe the school/staff have done a good job communicating with me.	78%
If I had concerns about my student or about the school, I would feel comfortable discussing the situation with a staff member.	88%
Arts education is an important part of the curriculum	93%

Faculty and Staff Survey Results 2006-2007



	1
■ Staff members encourage students to do their best.	89%
□ Staff members let students know when they do something right.	82%
■ The teachers are helpful and treat students respectfully.	84%
■ Students know the rules and expectations promote safety and learning	84%
■ Classrooms and the media center have computers available for student use.	85%
□ I believe this school has high expectations for students	85%
■ There are enough materials and supplies at this school	62%
■ Students are provided challenging work	80%

Student Survey Results 2006-2007



	1
■ I feel safe in the classroom.	86
■ The teachers are helpful and treat students respectfully.	86
■ The teacher assistants are helpful and treat students with respect.	73
■ the adults at this school encourage students to do their best.	89
■ I have been taught the rules and expectations for classroom & hallways	95
■ Students treat each other respectfully in the cafeteria	91
■ Students treat each other respectfully on the	33

Mission Statement

The mission of Hunters Creek Elementary and the White Oak District Schools is to provide all students with the opportunity to become independent thinkers and to apply skills necessary to become productive responsible citizens of the world community.

Our Vision

The vision of Hunters Creek Elementary School is to:

- ❖ Create a community in which every individual is valued.
- ❖ Foster high expectations, caring, cooperation, and independence.
- ❖ Empower individuals to make decisions impacting the quality of their lives.
- ❖ Enable individuals to become globally competitive in the 21st Century.

Guiding Principles

1. All decisions made will be in the best interest of the child.
2. Every child is important and has a right to an environment that promotes learning.
3. Every individual will be treated with dignity and worth.
4. Home, school, and community teamwork is vital for the continued learning and growth of all its members.
5. All children will develop the competencies to think critically and apply problem-solving skills.
6. Technology will be used as a tool for teaching and learning.
7. Children will be taught processes that will help them become independent learners.
8. Children will be given the opportunity to use presentation skills to communicate their learning to others.

School Motto

“Young Minds, Big Dreams, Bright Futures”

School Mascot

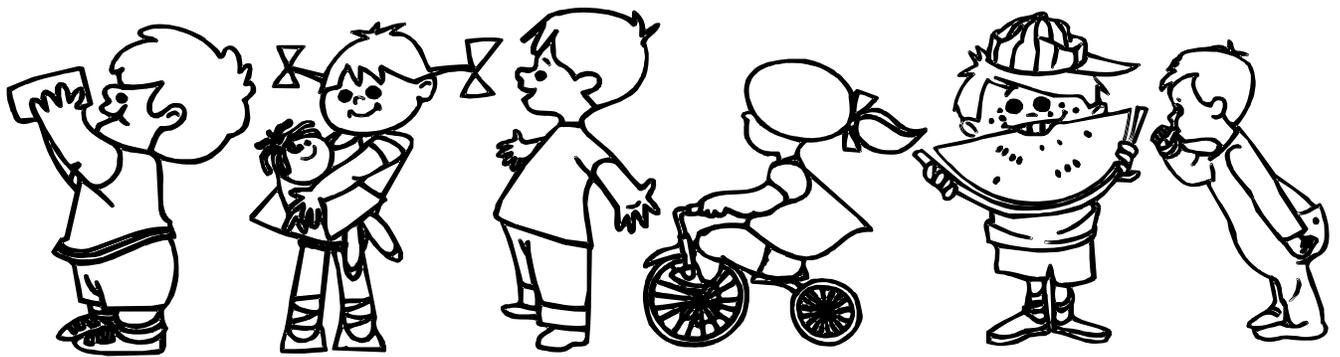
‘Gators

School Colors

Purple and Gold



Student Demographic and Performance Data



Enrollment Summary

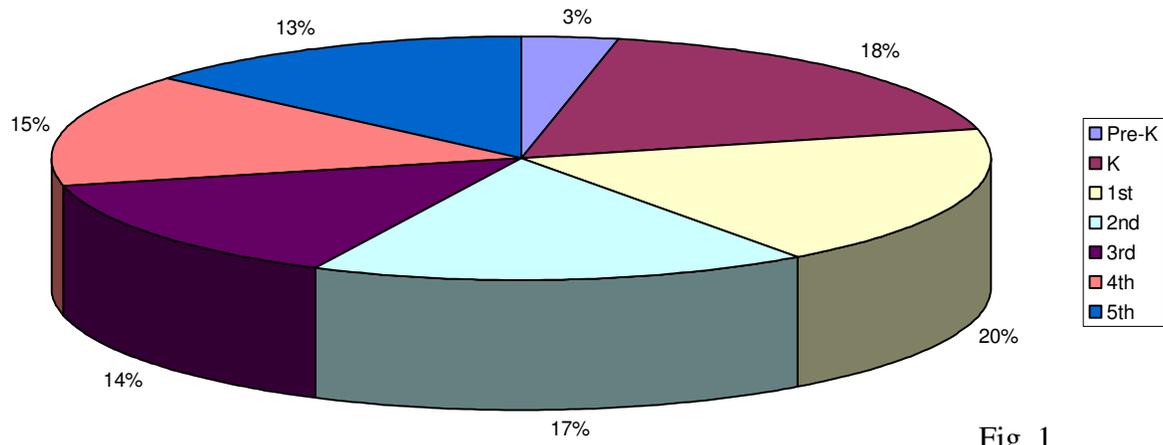


Fig. 1

Ethnic Diversity

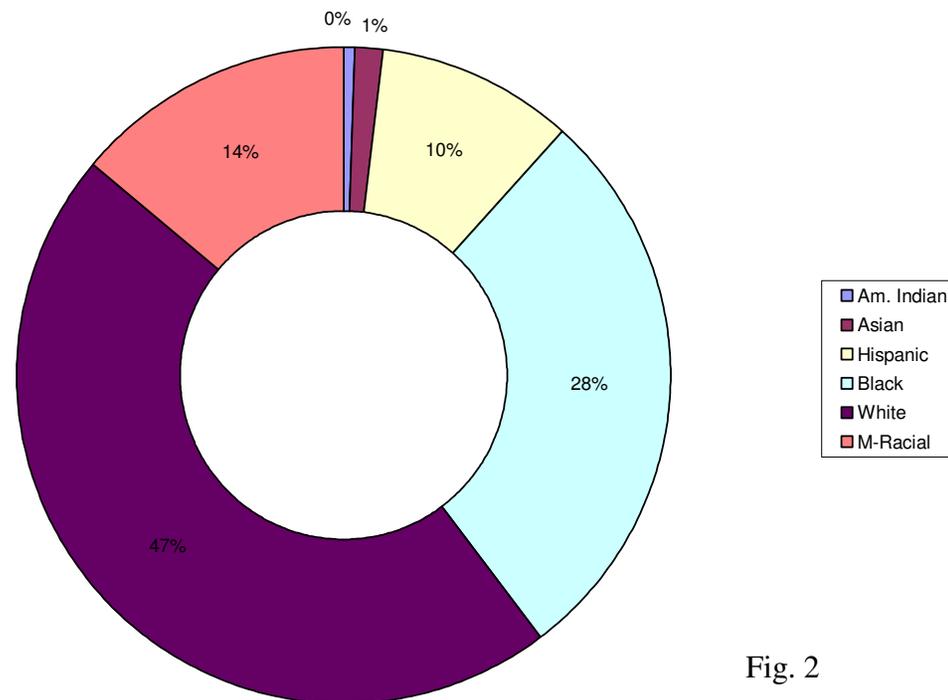


Fig. 2

English Language Learners

Fig. 3

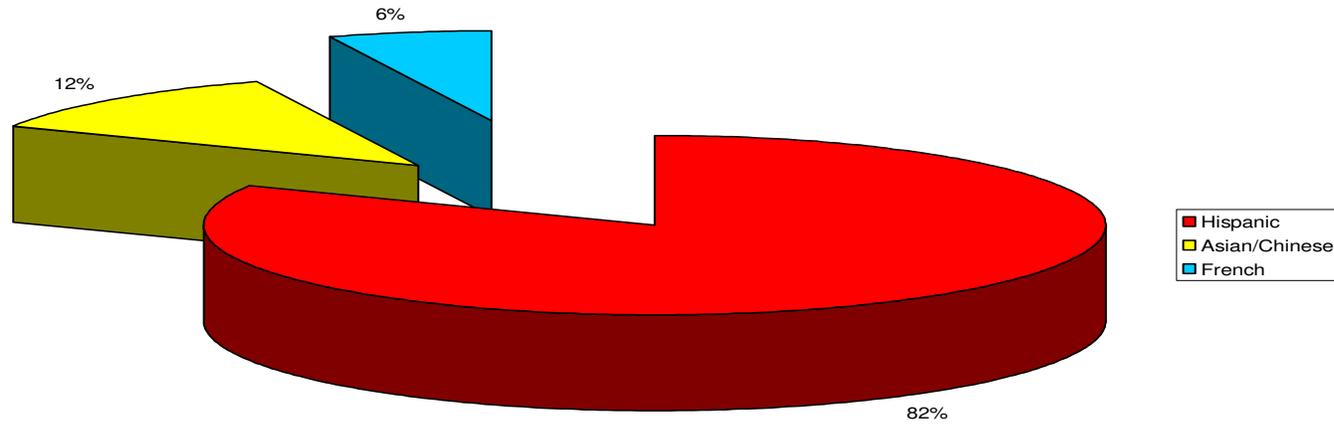
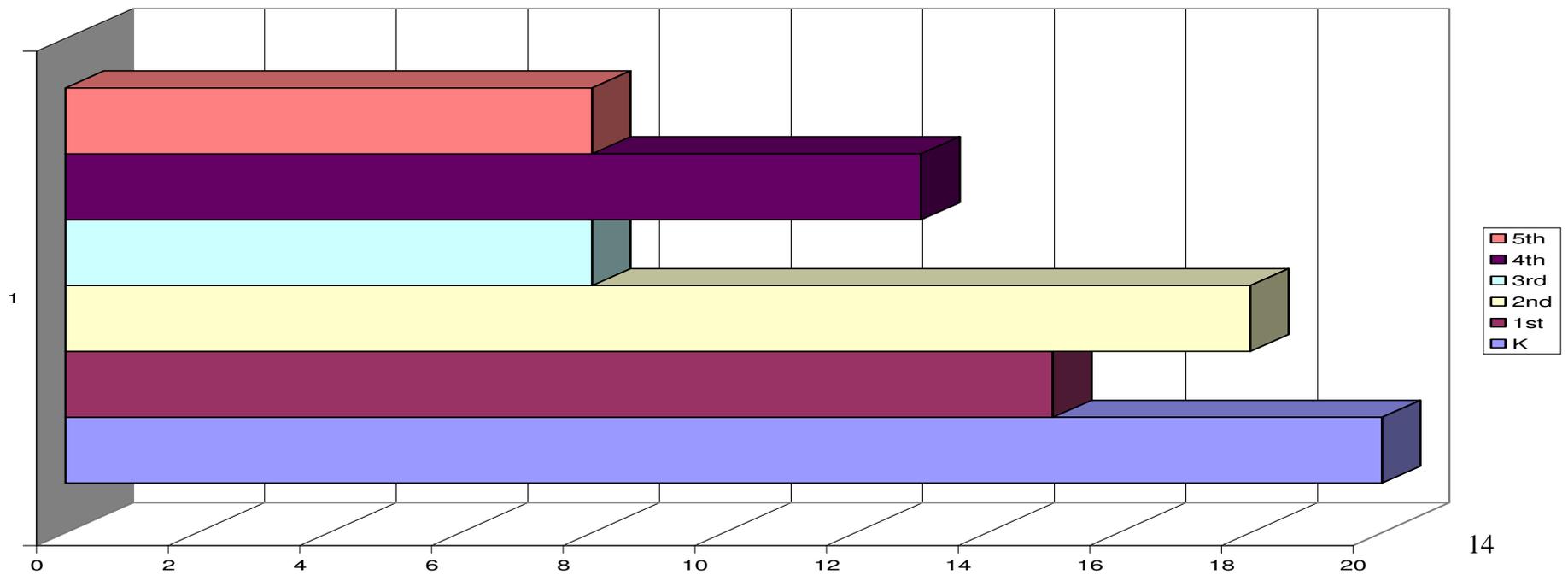


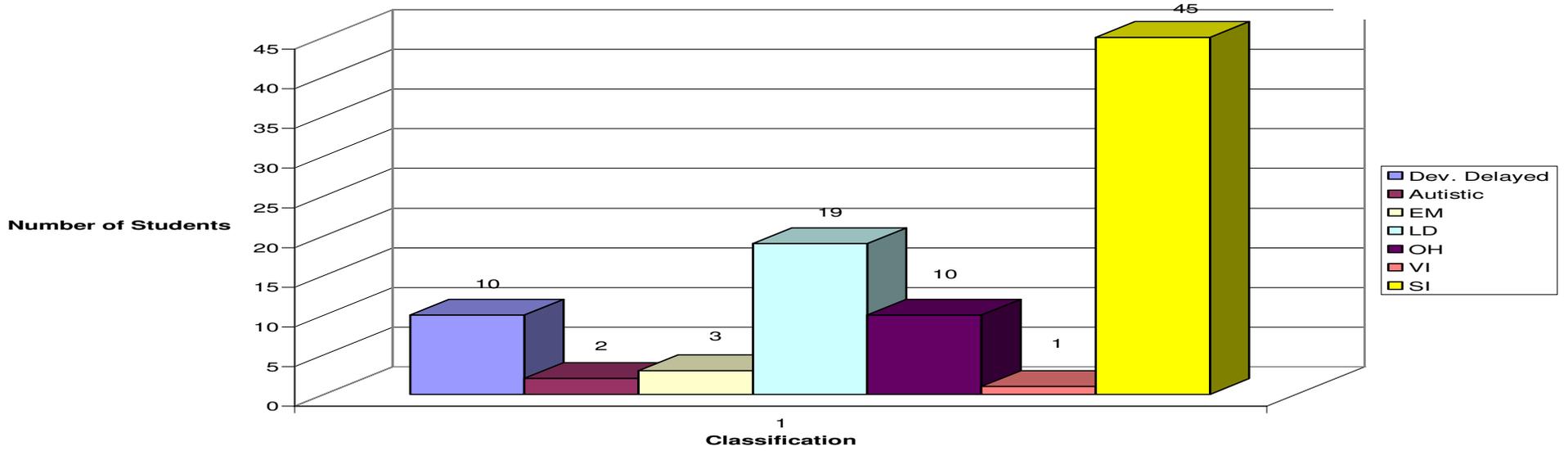
Fig. 4

Hispanic Headcount



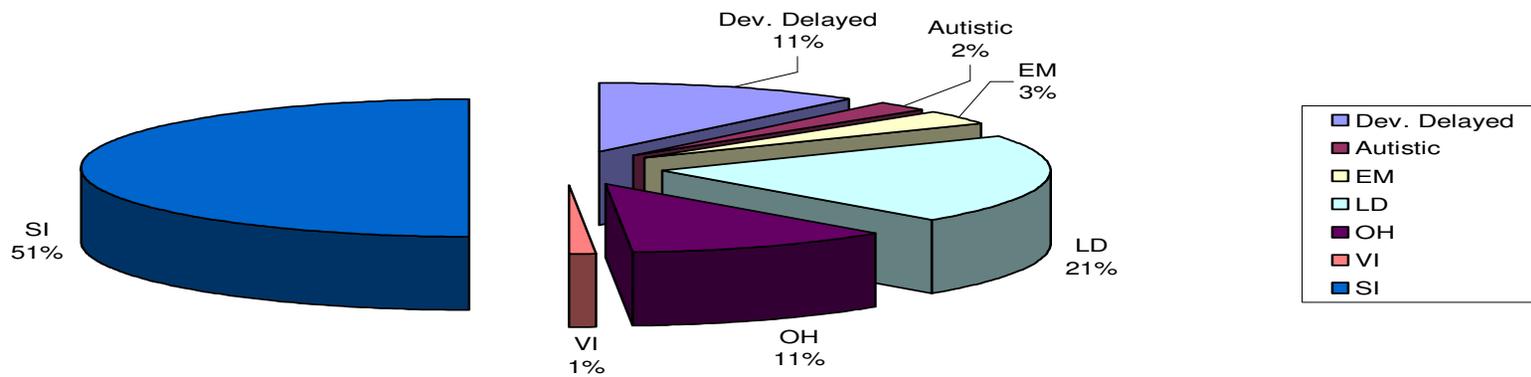
Exceptional Children Headcount

Fig. 5



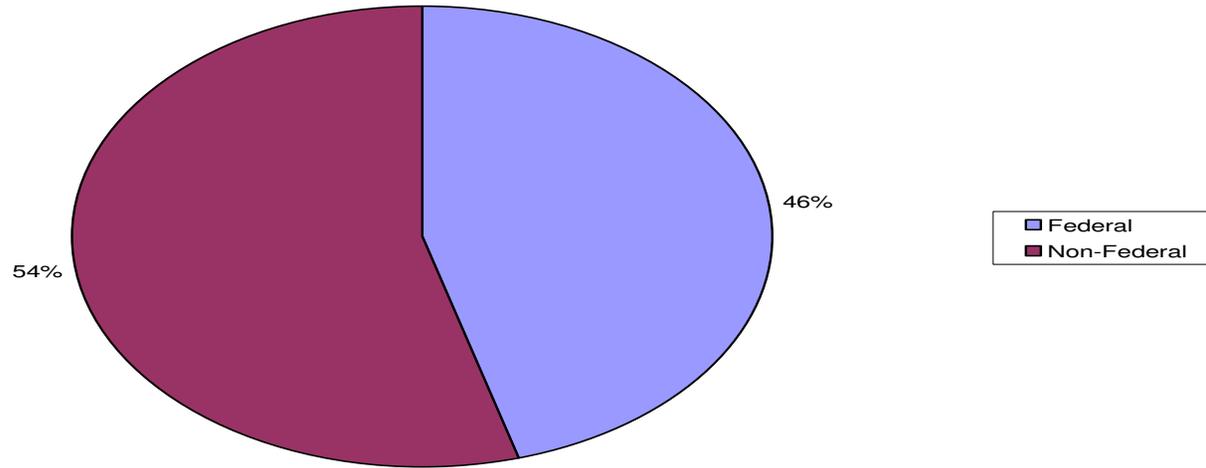
Exceptional Children

Fig. 6



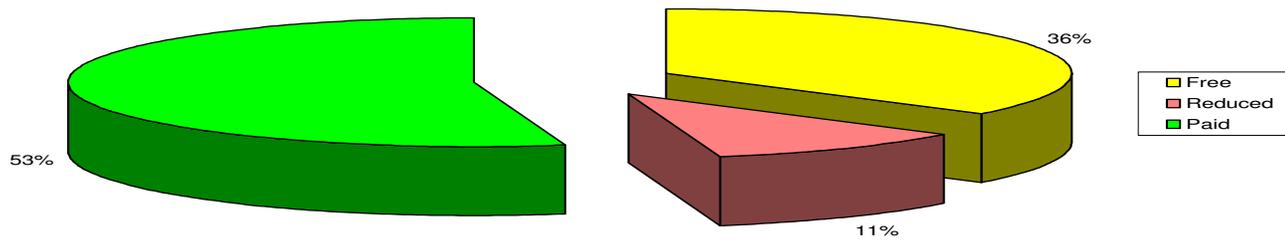
**Federal Card Count
2006-2007
School Summary**

Fig. 7



**Economic Data
Whole School**

Fig. 8



Student Performance Data

Data gathered from various assessments conducted during the 2006-2007 school year was used to support the strategic planning process. The data displayed represents a summary of student performance on the North Carolina End-of-Grade tests in reading, and math for grades 3-5. The North Carolina Writing Assessment for 4th grade and the Local Option Writing Assessments provided information to support decisions in that subject matter.

Assessment data for students in kindergarten through second grade was gathered from the E-Assessment process in reading and math and writing formative assessments.

Adequate Yearly Progress

Hunters Creek Elementary School is expected to meet Adequate Yearly Progress (AYP) according to the procedures prescribed by No Child Left Behind. During the 2006-2007 school year, the subgroups identified for HCE are

- The School as a Whole
- White
- Black
- Multi-Racial
- Free/Reduced Lunch

Hunters Creek Elementary met 92% of its Adequate Yearly progress target goals and did not, for the first time, meet AYP. The two subgroups that did not meet the established proficiency goals were black students in reading and math and economically disadvantaged students in math. While this indicates that some improvements are necessary, it does not mean the school is failing, as there are other subgroups that exceeded the established goals (fig. 24). This process provides the data that will support us in continuous efforts to improve the education of all children. We will continue to seek alternative ways for all students to achieve success and demonstrate growth each academic year.



Fig. 9

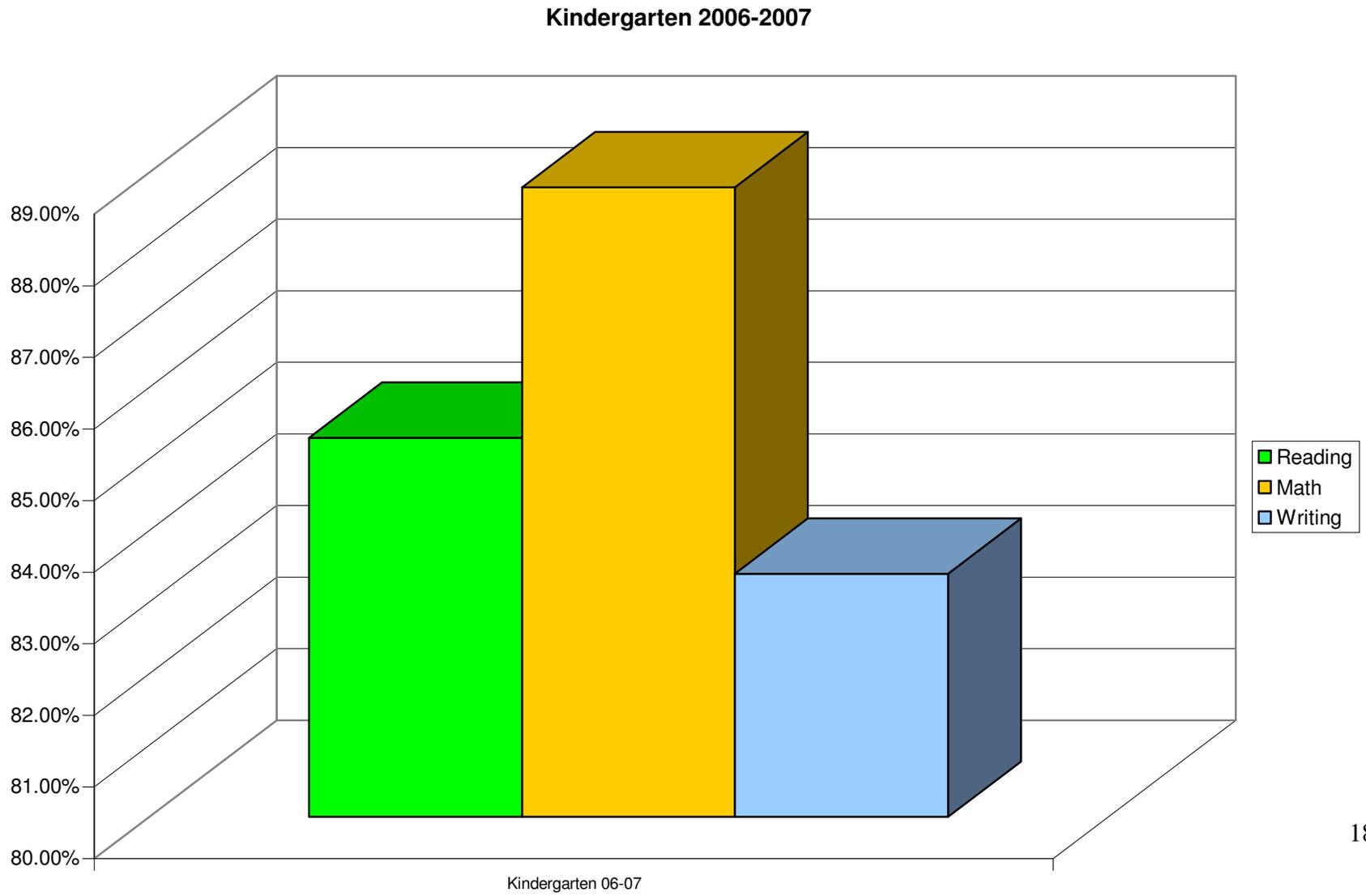


Fig. 10

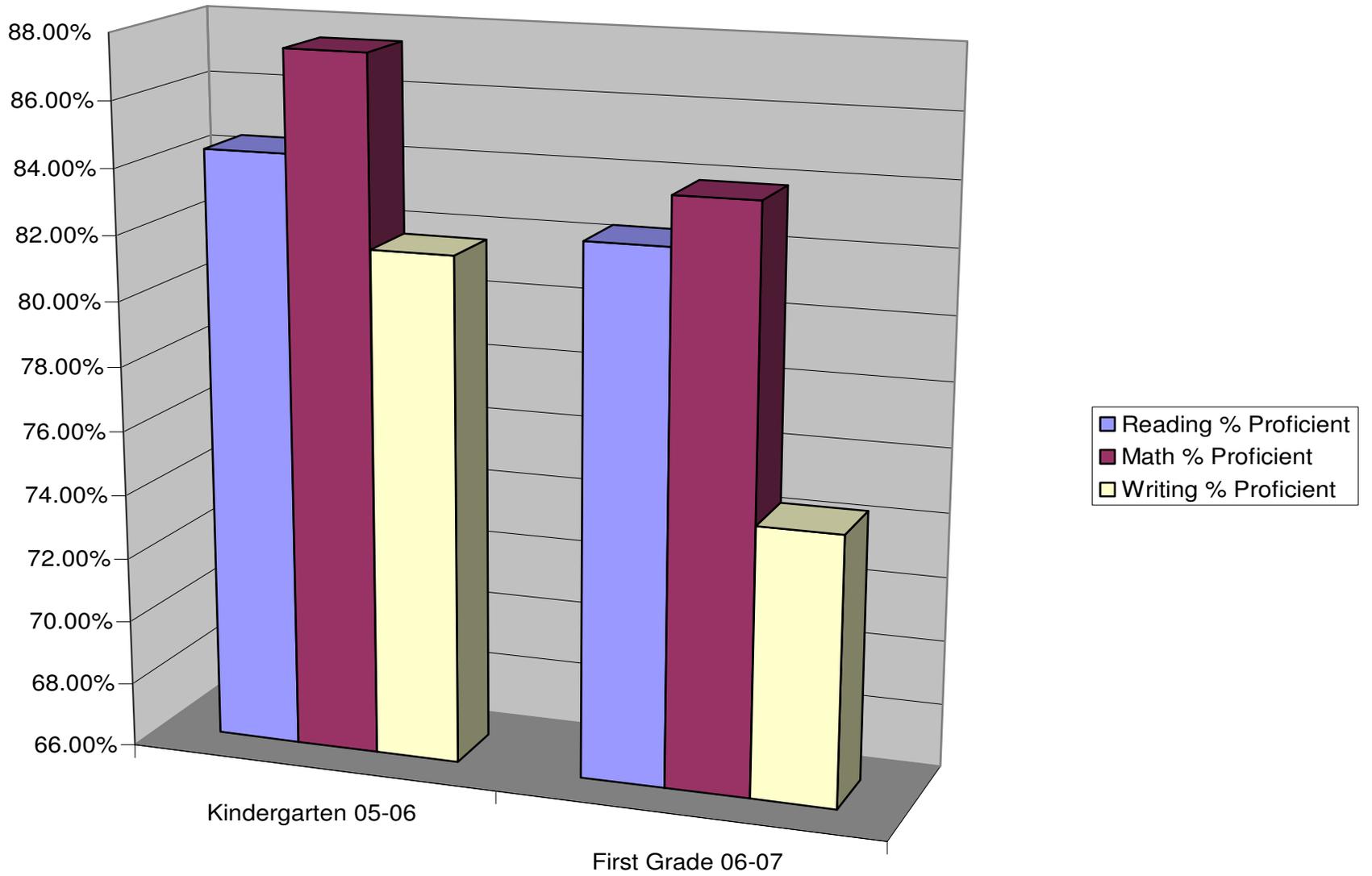


Fig. 11

K-2 Historical Cohort

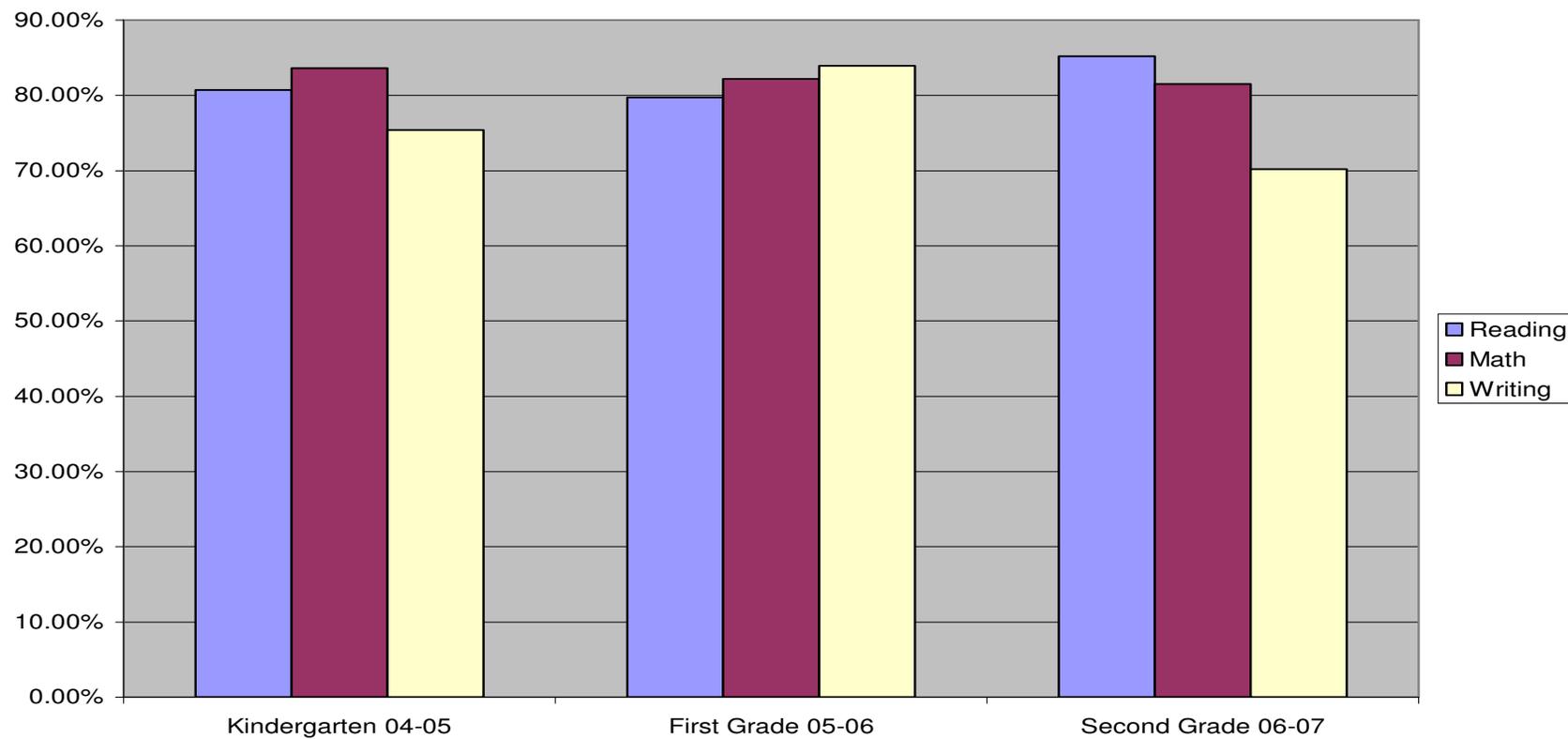


Fig. 12

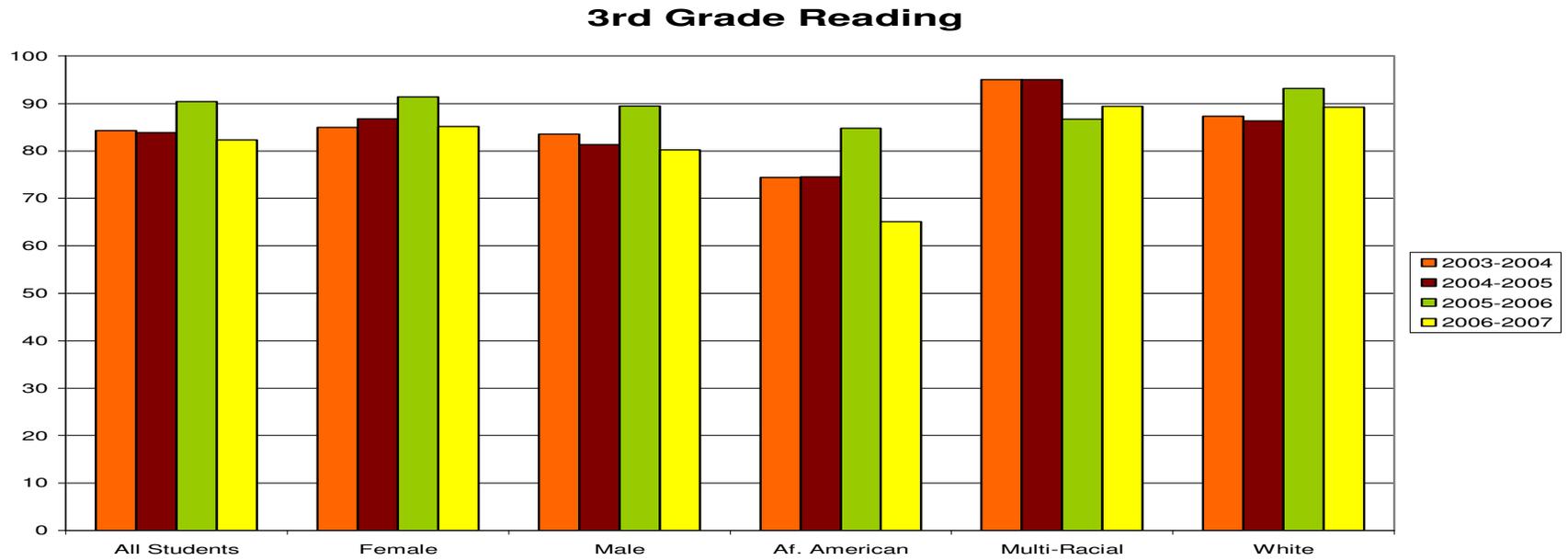
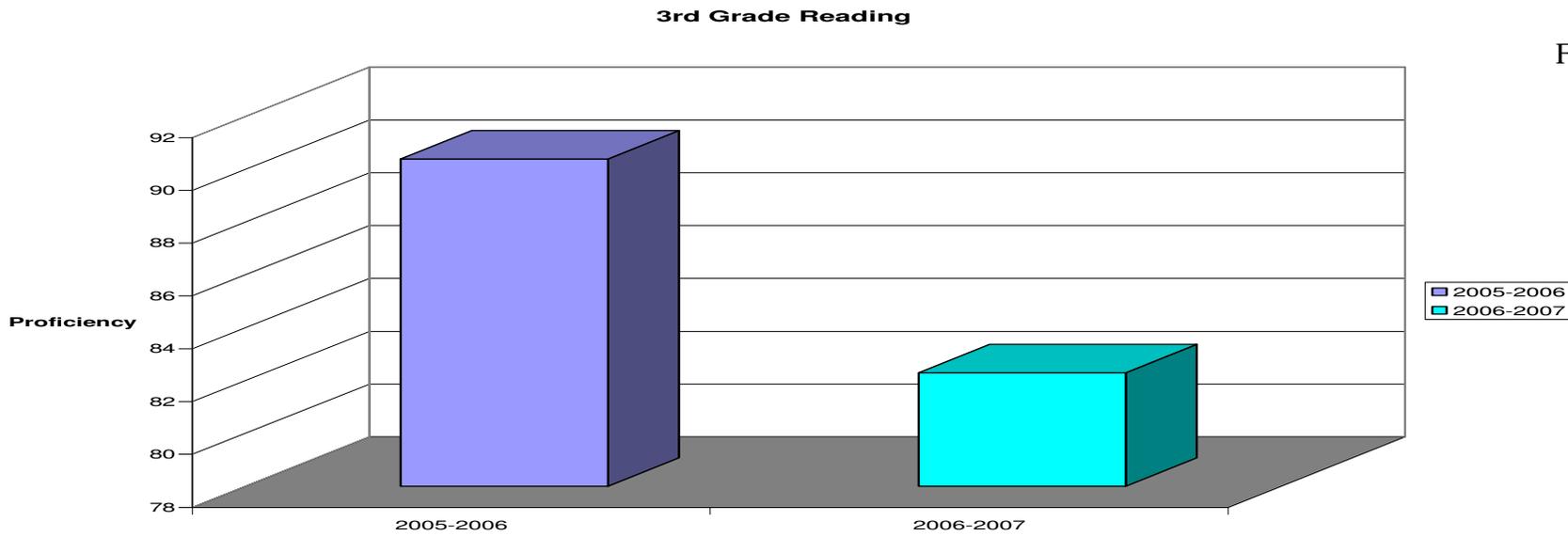
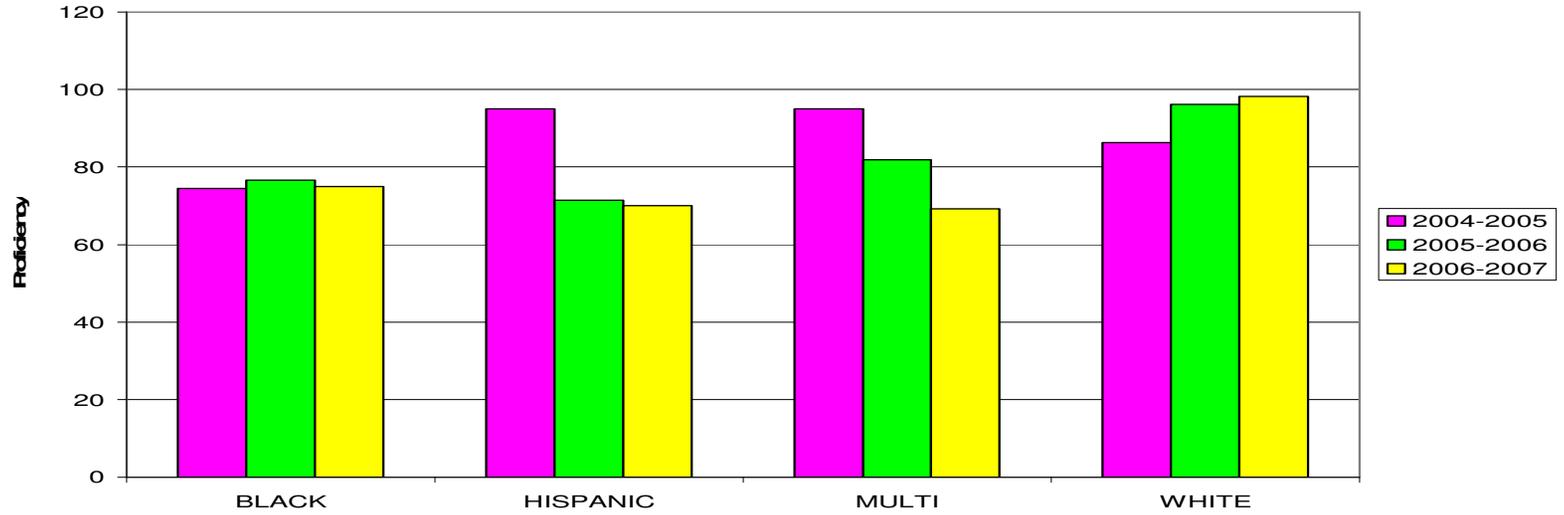


Fig. 13



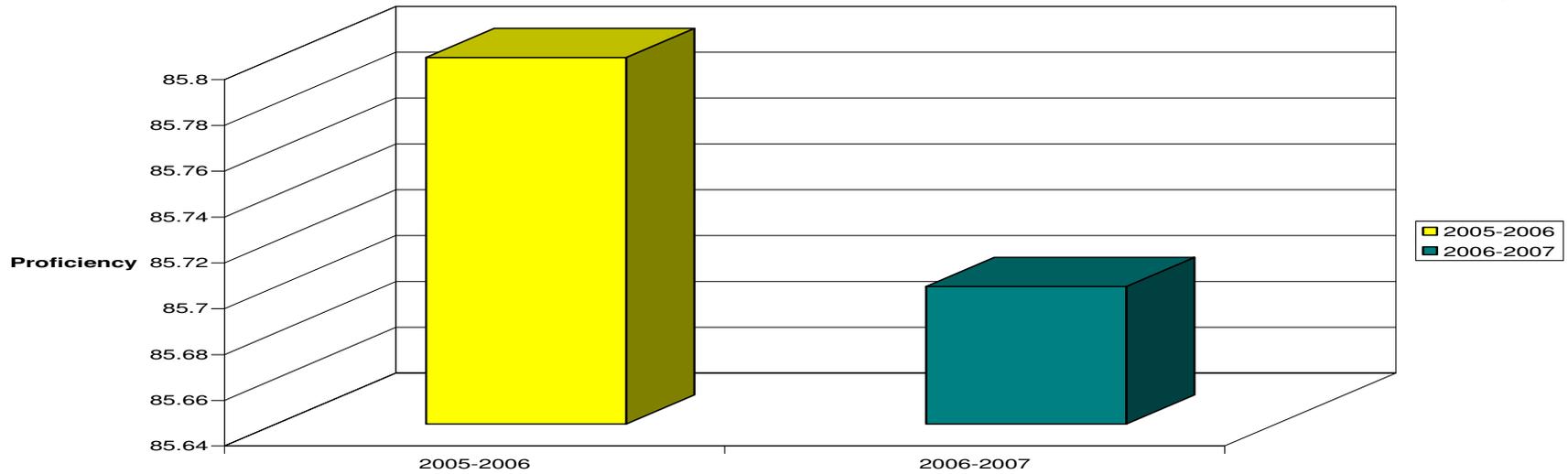
**4TH GRADE READING
Historical Data**

Fig. 14



**4th Grade Reading
All Students**

Fig. 15



5TH GRADE READING

Fig. 16

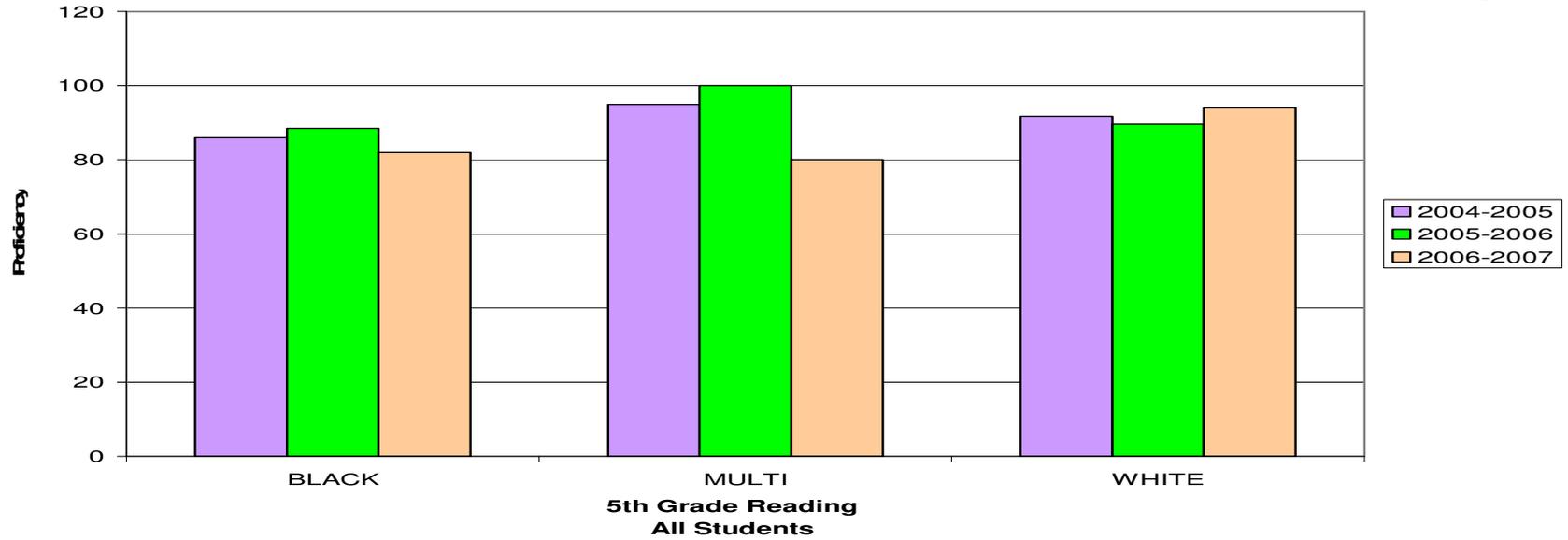
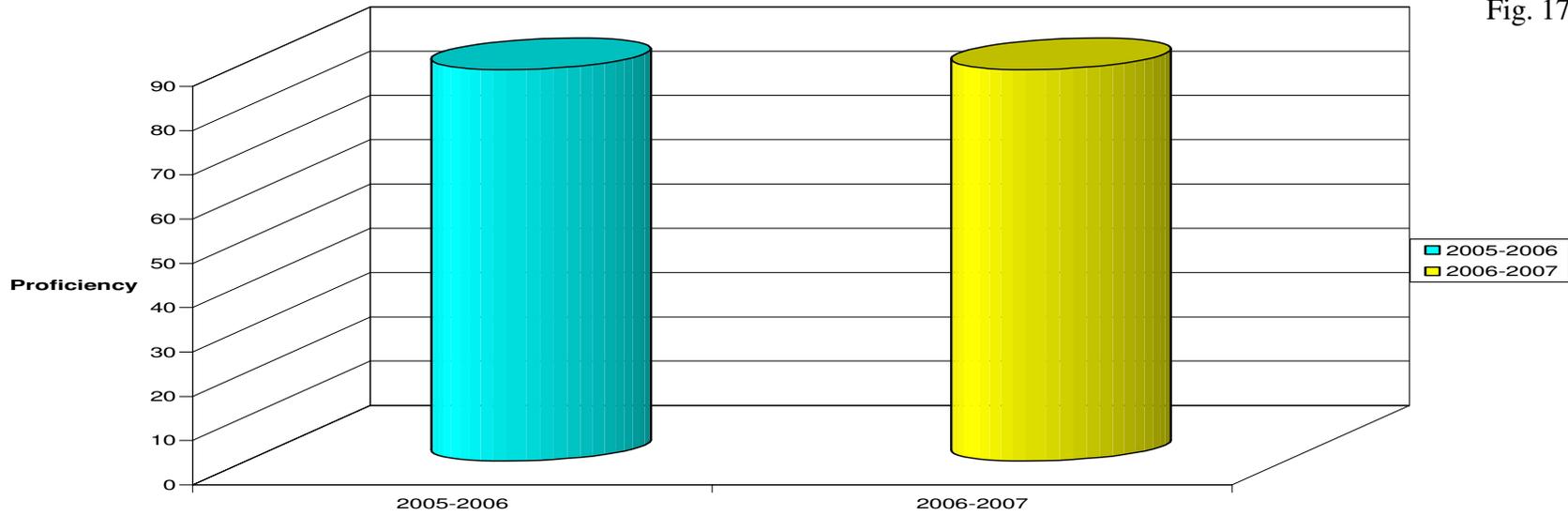
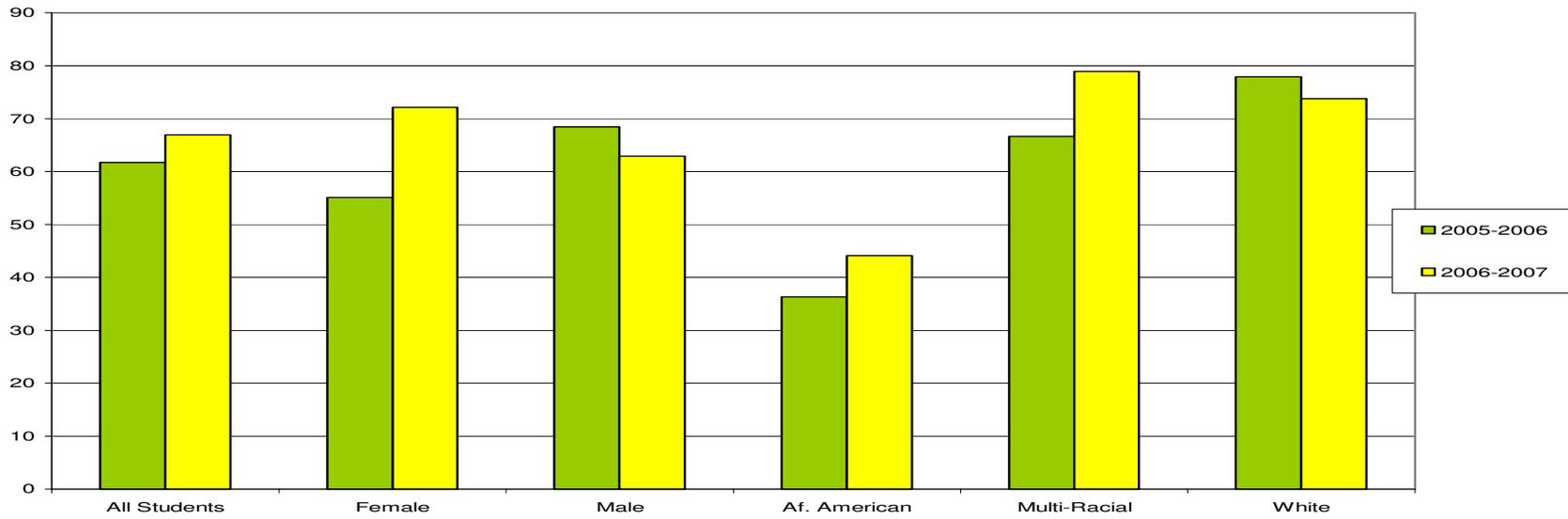


Fig. 17



3rd Grade Math

Fig. 18



**3rd Math
All Students**

Fig. 19

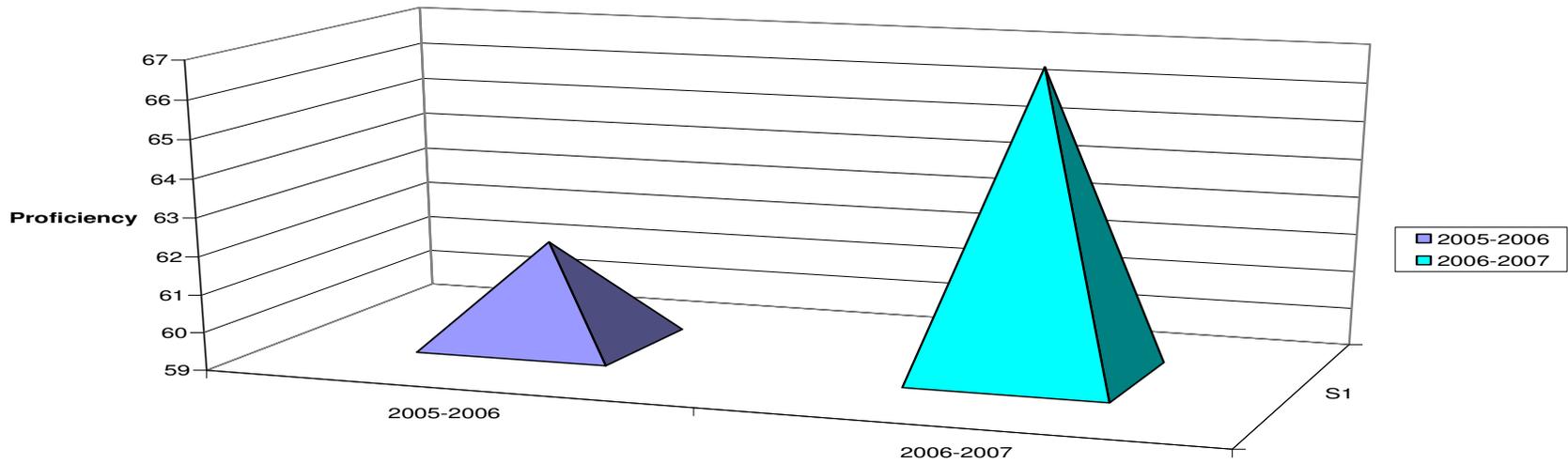


Fig. 20

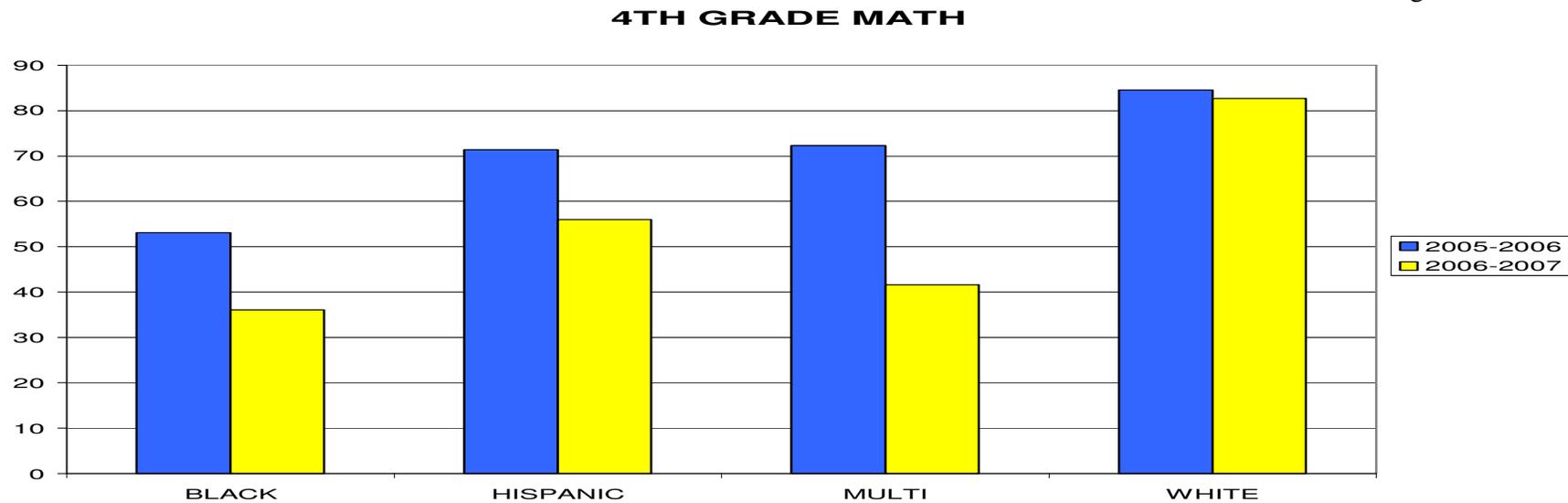


Fig. 21

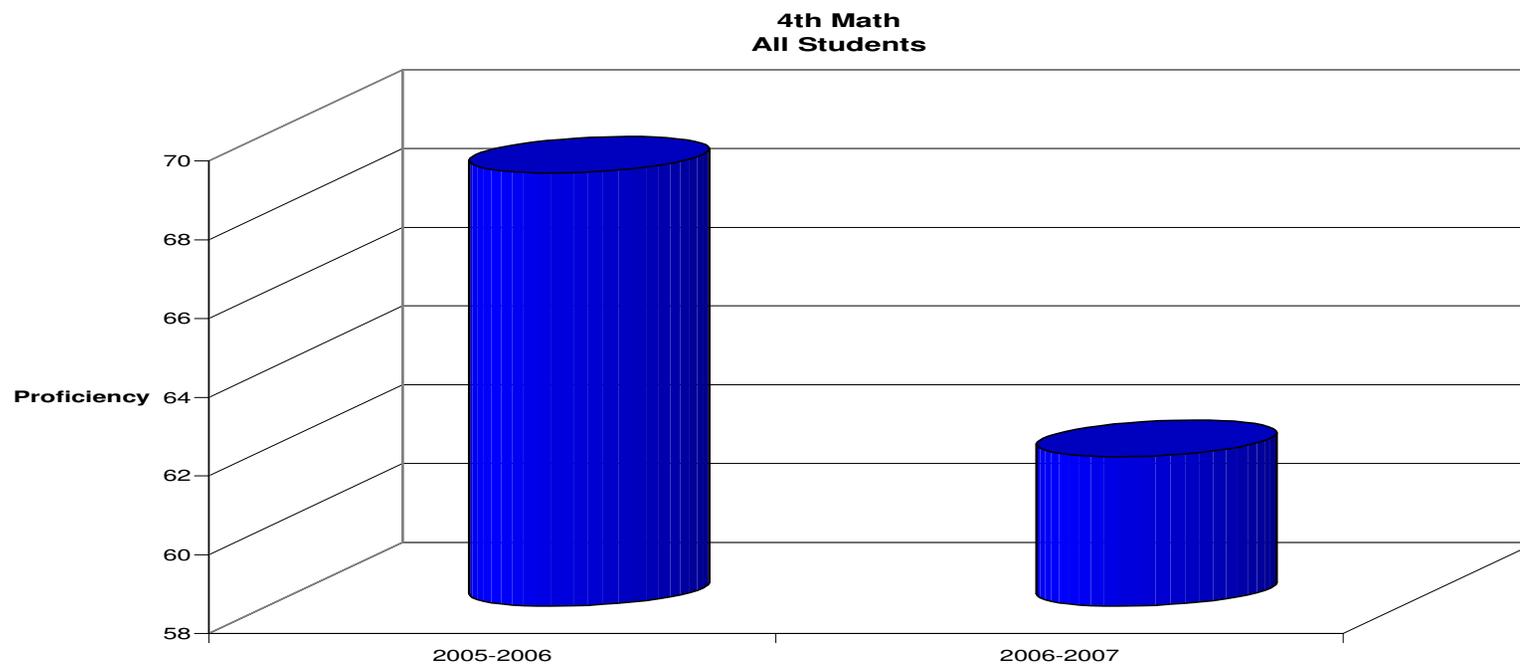


Fig. 22

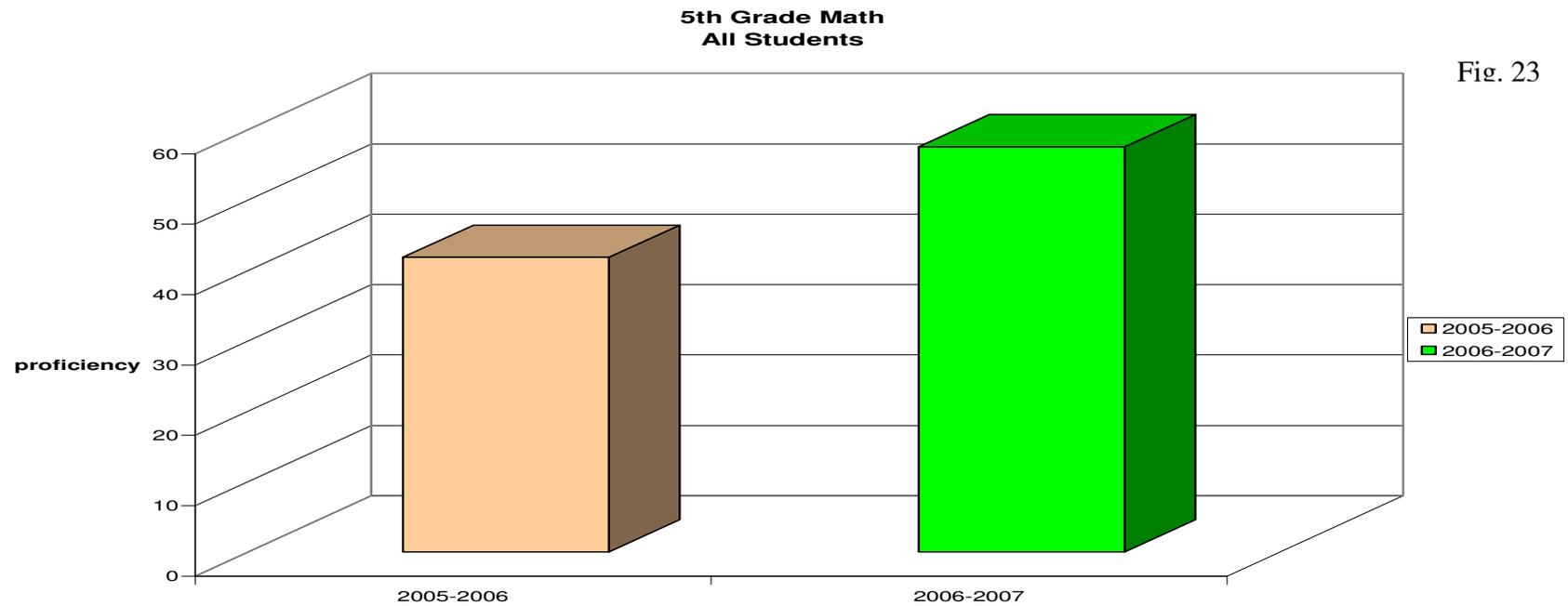
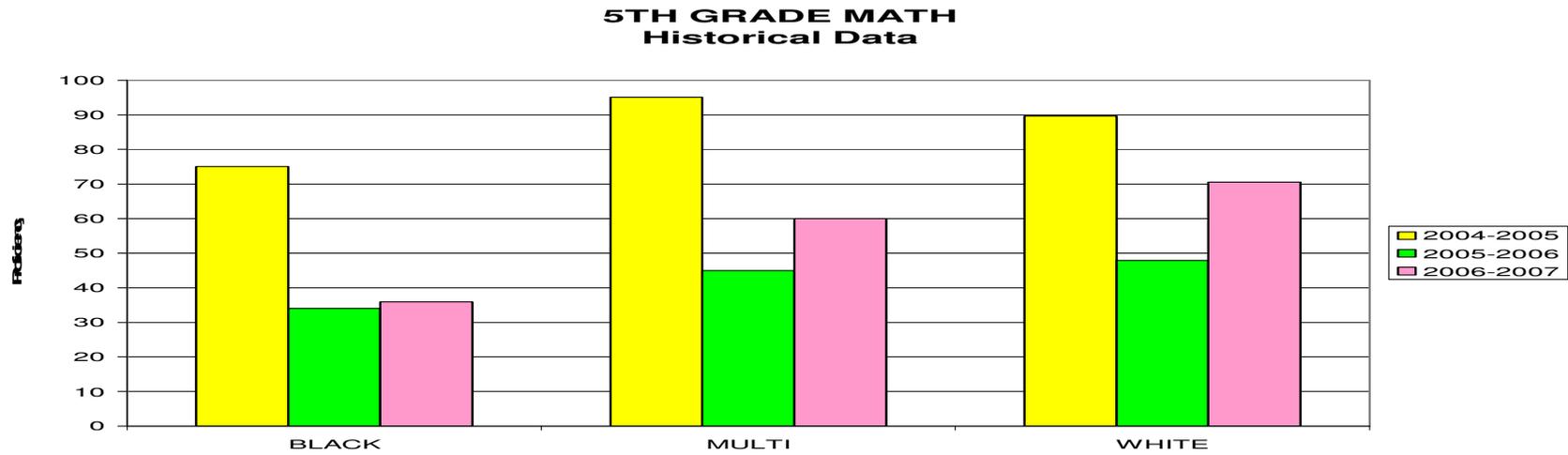
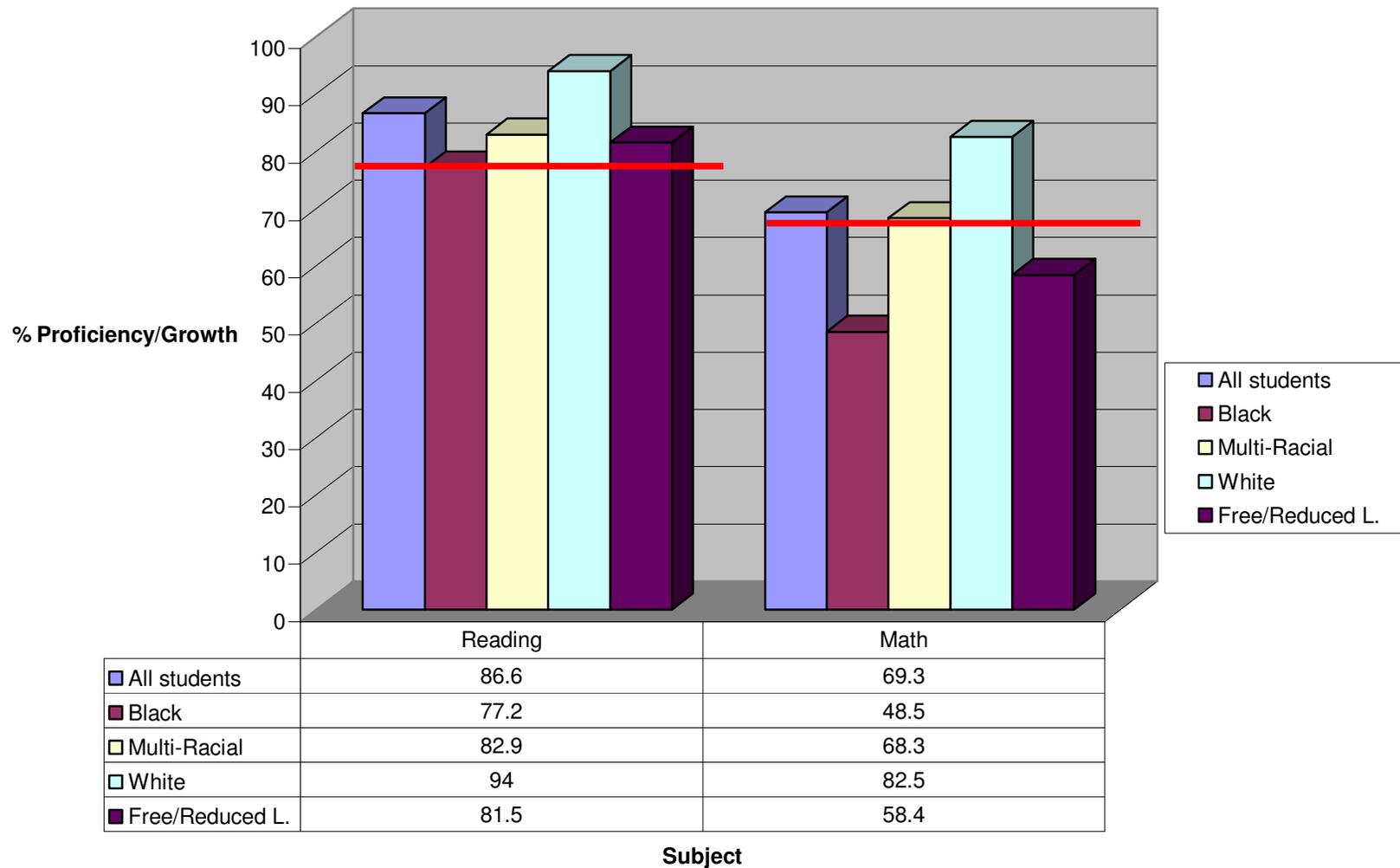


Fig. 23

Adequate Yearly Progress

Subgroup Disaggregations

Fig. 24

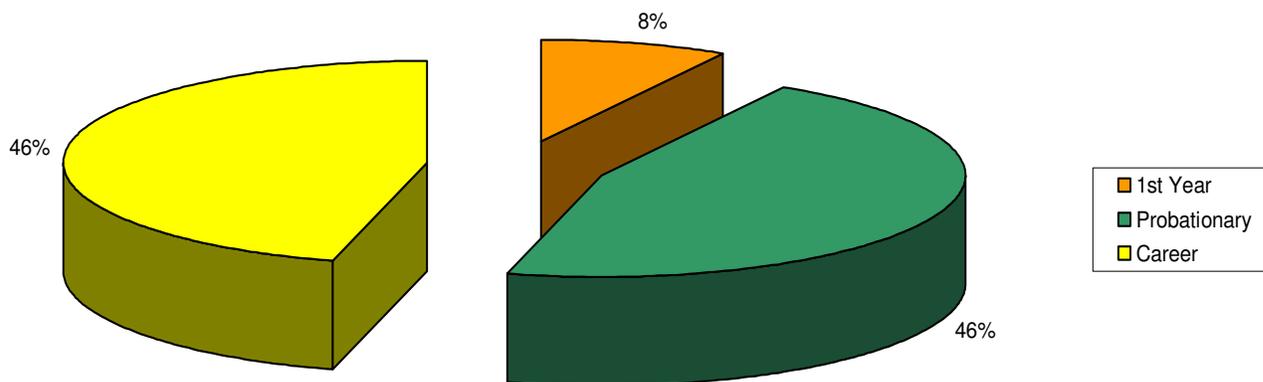


Faculty and Staff

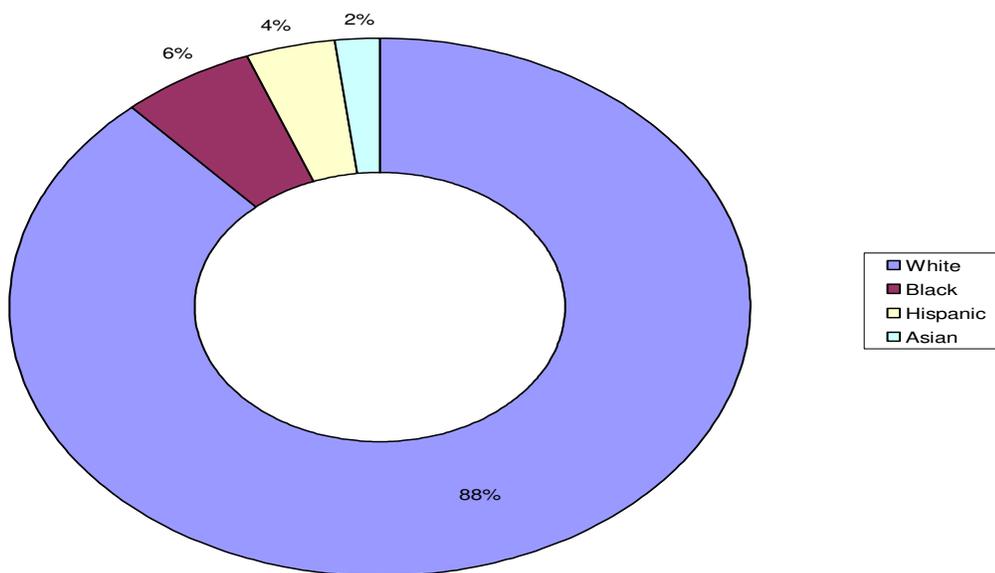
Demographics



Faculty Classifications



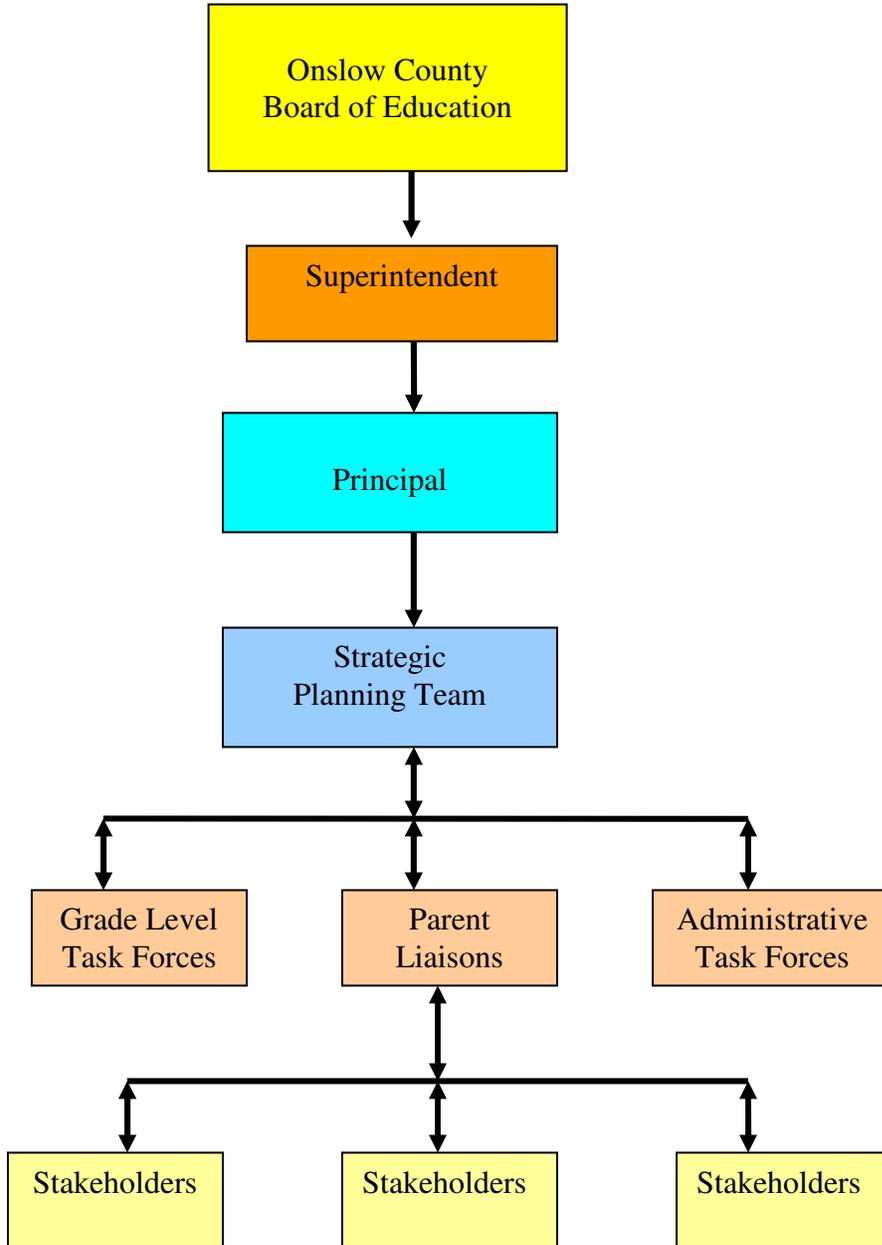
Certified Personnel



2007-2010 Strategic Plan



School Strategic Planning Process Flowchart



V. Action Plan

<p>HCE Goal # <u>1</u> : Hunters Creek Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum.</p>	
<p>Strategy: Maintain a consistent focus on effective instruction that enables all students to achieve at high levels through the support and leadership of the school level administrators, the Instructional Leadership Team and all faculty and staff members.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Effectively meet the needs of all students through varied instructional processes • Utilize technology programs such as United Streaming and Compass Learning Odyssey to support student achievement in reading, math, writing, and science • Lessons and classrooms observations indicate a rigorous and challenging curriculum • HCE receives the highest level of state recognition • AIG students achieve at or above grade level performance in reading, math, and writing • EC students achieve proficiency in reading, math, and writing in grades 3-5 • Disparity on race, gender and SES on all academic measures decreases • Students leave HCE prepared for middle school curriculum that is globally competitive • Students will become aware and appreciative of world cultures • Staff will become more knowledgeable about world cultures 	<p>Measures:</p> <ul style="list-style-type: none"> • K-2 Assessment data • Formative Assessment data at all grade levels • Formative teacher observations • Climate survey data • Instructional schedules • Lesson plans • Staff development attendance rosters • Pre-/Post Head Start Data • Evaluation of student work samples • Title I data • Cohort track of K-2 Assessments • STAR Testing • Compass Learning Odyssey
<p>Processes:</p> <ul style="list-style-type: none"> • Expand learning opportunities by identifying barriers and implementing a plan to provide assistance and access to a rigorous curriculum for all students • Implement Language! instruction for EC students • Conduct staff development on the following topics each year <ul style="list-style-type: none"> ○ Differentiated Instruction ○ Compass Learning Odyssey ○ Instructional Intervention 	

HCE Goal # 1 : Hunters Creek Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum.

- **Effective use of instructional time**
- **Lucy Caulkins Writing**
- **Personalized Education Plans**
- **Fountas and Pinnell Phonics/Word Study**
- **Structure classrooms to provide students with opportunities to become critical thinkers**
- **Provide differentiated instructional strategies to address students' learning needs**
- **Continue articulation efforts to improve students' transitions across grade levels in all curricular areas**
- **Maintain and support Arts Education at HCE**
- **Utilize the NC Standard Course of Study to guide planning and instruction**
- **Monitor student process by using various formative assessments**
- **Participate in grade level articulation**
- **Utilize instructional technology to support teaching and learning, including**
 - **Promethean Active Boards**
 - **Computers**
 - **Laptops**
 - **IPODs**
 - **Leap Frog**
 - **Scholastic Keys Software**
 - **Others emerging technologies as identified by the faculty and Instructional Technology Department**
- **Implement the use of Gaggle.net for selected classes on the following implementation schedule:**
 - **3rd Grade: 2007-2008**
 - **4th and 5th Grade: 2008-2009**
 - **K-2nd Grade: Investigate during 2008-2009 with possible implementation in 2009-2010**
- **Expand Compass Learning Odyssey as follows:**
 - **Increase site licenses for 3rd-5th grades: 2007-2008**
 - **Investigate/implement Odyssey at 2nd grade:2007-2009**
 - **Investigate/implement Odyssey at K-1st grade: 2009-2010**
- **Continue Latin in 4th and 5th Grade**
- **Plan and present the "Culture Fair" biannually**
- **Investigate/implement foreign language instruction for K-3rd grade students**
- **Continue AIG chess program**
- **Recognize academic excellence during quarterly award presentations**
- **Continue implementation of the Title I Plan for at-risk students**
- **Continue to develop effective PEPs for at-risk students with a focus on differentiating instruction**
- **Effectively utilize funding to reduce the student/teacher ratio at grades 3-5**
- **Continue effective implementation of the Instructional Intervention process**
- **Implement AVID Elementary at 4th and 5th grade according to the following schedule:**
 - **5th Grade: 2007-2008**
 - **4th Grade: 2008-2009**
 - **3rd Grade: 2008-2009-investigation to determine if processes are effective at this grade level with possible implementation in 2009-2010**

HCE Goal # 1 : Hunters Creek Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Resources:

- Staff development
 - Funds
 - Materials
 - Substitutes
- Effective time to conduct staff development
- Trainers for Compass Learning Odyssey
- Technology
 - Promethean Active Boards
 - Computers
 - Laptops
 - IPODs
 - Others
- Student materials for AVID
 - Binders
 - Tabs
- Effective monitoring instruments

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

HCE Goal # 2 : Hunters Creek Elementary School and students will be led by creative, passionate and technologically skilled professionals.

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

Desired Results:

- **Effective instruction that meets diverse student needs**
- **A positive and enthusiastic working environment**
- **Evaluation of employees are conducted according to state and federal guidelines**
- **A diverse, high quality workforce for HCE is maintained**
- **A reduction in teacher attrition other than spouse transfer**
- **Accessible orientation and mentoring opportunities**
- **Duty-free lunch**
- **Increased availability of new technology for teacher and student use**
- **Increase in teacher retention**
- **An increase in positive responses on the Climate Survey and Working Conditions Survey**

Measures:

- **Teacher Working Condition Survey results**
- **Teacher attendance data**
- **Orientation and mentoring rosters**
- **Teacher evaluations**
- **Teacher retention data**
- **Teacher Climate Surveys**
- **Attendance rosters for staff development activities**
- **Schedule for Duty-free Lunch**
- **Classroom Master Schedules**
- **Employee observations**
- **Checkout rosters**

Processes:

- **Provide opportunities for teachers to celebrate milestones**
- **Provide opportunities for the maintenance of a positive school climate for employees**
- **Conduct staff development on emerging technologies**
- **Provide orientation and mentoring for required employees**
- **Develop and present professional development plan aligned with identified continuous improvement strategies**
- **Utilize an evaluation system that supports school improvement and holds all personnel accountable for job effectiveness**
- **Explore the use of early release days to provide on-going staff development**
- **Maintain the Sunshine Committee**
- **Schedule time for vertical and horizontal articulation**
- **Develop a “team mentality” within each grade level and within the school**
- **Develop, administer, and analyze staff school survey to measure staff attitudes**
- **Participate in White Oak Area articulation and planning sessions**
- **Additional support for student services and the school administration**
- **Develop appropriate schedules to ensure daily planning time for teachers**

HCE Goal # 2 : Hunters Creek Elementary School and students will be led by creative, passionate and technologically skilled professionals.

- **Develop appropriate schedules to ensure duty-free lunch for all teachers without taxing the teacher assistants**
- **Monthly get-togethers with faculty and staff**

Resources:

- Funding for incentives, celebrations, and staff recognition
- Staff development opportunities
- Additional staff for duty-free lunch
- Onslow County Job Fair
- Onslow County Beginning Teacher Orientation
- Allocation of funds for guest speakers and seminars to help with staff development and teacher motivation
- Training programs for parent/community volunteers
- Parent volunteers

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

HCE Goal # 3 : Hunters Creek 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:

- HCE will meet safe schools criteria
- Students and staff will feel safe at school
- Provide a safe environment to promote effective teaching and learning
- Effective implementation of the aspects of Safe and Civil Schools
- Reduction in out-of-school suspensions
- Reduction in office referrals
- Effective student supervision in all areas
- The student average attendance rate is no less than 95% annually
- Reduction in the percentage of students experiencing bullying
- Compliance with HB 1032

Measures:

- Survey data
- Student attendance data
- School discipline data
- Early checkout data
- Common area observations
- Administration observation data
- North Carolina Annual Report on School Crime and Violence
- Physical fitness test results

Processes:

- Review the ‘Gator Guidelines with all staff
- Conduct periodic common area observations and share results with faculty
- Conduct information sessions with students on bullying and appropriate interactions
- Develop and place posters of the ‘Gator Guidelines
- Plan and present information on drug abuse resistance
- Conduct the annual physical fitness assessment
- Create a bullying prevention task force consisting of faculty, staff, parents, and students
- Implement a school-wide health and wellness program
- Provide health related classes as part of PE to include the following topics:
 - health and wellness
 - exercise
 - diet
 - nutrition
- Develop and present health and wellness videos via the schools closed circuit television system
- Continue the implementation of the Ladies of Honor and Gentlemen of Quality Program
- Continue the “Super Kid Club” Character Education incentive program
- Continue presenting the OCS Character Education Program weekly
- Plan and schedule the annual Career Day at Hunters Creek Elementary
- Review discipline data with faculty and staff

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

Resources:

- Staff development funding
- Funding for posters and drug abuse resistance plan
- Parents
- Community volunteers
- Flipbooks
- Database
- High schools students to assist with producing videos
- Funding for health and wellness related curriculum materials
- Increase number of community mentors
- Funding for Ladies of Honor and Gentlemen of Quality Program
- Incentives for “Super Kid Club” Character Education Program

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

HCE Goal # 4 : Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

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

Desired Results:

- A significant increase in parent volunteers
- The acquisition of more Bright Ideas and other grants
- An increase in the number of community partners supporting the school
- The development and implementation of the “Parent Educator Corps”
- HCE will be adopted by a business/community/military organization
- Parents/guardians will have a minimum of two teacher-initiated contacts annually
- Annual strategic plan shows alignment among data, established goals, and strategies
- SACS/CASI criteria are met annually
- School staff indicates satisfaction with the level of support provided by the Central Office and school leadership

Measures:

- Climate survey data
- Volunteer sign in logs
- Comparison of number of Bright Idea Grants written and received
- Data developed from BASES reports
- AYP and cohort data
- Internal/external audits
- Teacher Working Conditions Survey
- SACS/CASI Annual Reports
- Budget report on funds from outside sources

Processes:

- Continue to implement continuous improvement initiatives aligned with the Baldrige criteria
- Communicated educational information through electronic technology and other media sources
- Continue to implement parenting workshops, family nights
- Encourage and support the development of an active and visible PTO
- Implement career days annually
- Develop and implement the “Parent Educator Corps”
- Conduct parent development sessions for participating parents
- Develop a well-defined parent involvement program
- Conduct planning sessions for Bright Ideas Grants and Donors Choose
- Conduct teacher surveys to determine jobs for parent volunteers
- Conduct effective, timely parent volunteer training sessions
- Collaborate with parents and community partners to develop opportunities for parents to be instructionally supportive at Hunters Creek Elementary School.
-

HCE Goal # 4 : Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

Resources:

- Bright Ideas grant information
- Donors Choose grant information
- Parent Educator Corp process
- Staff and volunteer development funds

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

HCE Goal # 5 : Hunters Creek Elementary School will be supported by effective and efficient systems.	
Strategy: Manage the technology infrastructure and resources to support the instructional and operational needs of the organization.	
Desired Results: <ul style="list-style-type: none"> • Technology infrastructure and devices to create effective and efficient support systems are standardized • System security is maintained to protect both individual and public assets • Utilize technology to develop and implement an effective, efficient inter-organizational communication process • Develop monitoring instruments to ensure effective implementation of all processes 	Measures: <ul style="list-style-type: none"> • Annual review and update of Media and Technology Report • Adoption of long and short range capital planning • Quarterly review of Technology Plan implementation • Data from quarterly review of all processes
Processes: <ul style="list-style-type: none"> • Develop and present technology staff development opportunities • Research emerging technologies that may better support the instructional and operational needs of HCE • Integrate technology into the curriculum • Educate, train, and monitor staff on technology integration • Develop an interrelational database for data-driven decision-making • Conduct staff development on the use of public folders and utilize process to support communication throughout the school 	
Resources: <ul style="list-style-type: none"> • Technology facilitator • Staff development time and funds • Annual operational and capital funding • Funding for tutors, substitute teachers, and assistants • Funds for database development and containment 	
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

Addendum

Budget

Glossary

Parent Submission

Waiver Requests



2007 - 2008 Projected Budget

Hunters Creek Elementary School Strategic Plan 2007 - 2008 Budget

Goal 1: Hunters Creek Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Maintain a consistent focus on effective instruction that enables all students to achieve at high levels through the support and leadership of the school level administrators, the Instructional Leadership Team, and all faculty and staff members.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Promethean Active Boards	10,000.00	State Instructional	Instruction
IPODs	3,000.00	Low Wealth or available budget	Instruction
Computers	\$8,000.00	State Instructional	Title I/Compass Learning
Staff Development	\$5,000.00	State Staff Development, At-Risk Students; Student Accountability	Improvement in instruction and student achievement
Title I faculty and staff	\$93,000.00	Title I	Title I Program-Reading and Math/Summer Academy
Instructional Supplies	\$50,000.00	State Instructional and Textbooks	Instructional program
Tutors	\$22,000.00	DSSF, At-Risk Students, Student Accountability, Title I	Academic support programs

Goal 2: Creative, passionate, and technologically skilled professionals

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

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Staff incentives	\$1,000.00	Local	Motivation/celebration

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

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.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Gator Guidelines posters	\$300.00	Safe Schools budget	School-wide behavior expectations
Drug Free Schools Week	\$1,000.00	Safe Schools budget	Drug Abuse Prevention Program
School Bus Safety Incentives	\$500.00	Safe Schools budget/local account	To reduce bus behavior referrals; increase safety

Goal 4: Leadership will foster innovation at Hunters Creek Elementary School with the cooperation of families and community partners.

Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with families and community leaders to discover innovative initiatives.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Refreshments	\$200.00	Local	Meetings and training sessions
Parent Training Materials	\$300.00	Title I	Materials to assist parents with helping at home and at school

Goal 5: Hunters Creek Elementary School will be supported by effective and efficient systems.

Manage the technology infrastructure and resources to support the instructional and operation needs of the organization.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Laptops, computers, printers	\$12,000.00	Title I, State Instructional	Technology updates



Glossary

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 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

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)

AYP (Adequate Yearly Progress): An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals

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 resource development and management, process management and performance results

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

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.

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

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

ETSC (Education and Technical Support Center): The complex that houses the Support Staff for the Onslow County School System

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

Goal: The end toward which effort is directed

G. S. (General Statute): A state mandate or law

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

IHE (Institutions of Higher Education): Refers to community colleges, colleges, and universities

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.

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

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

NCLB (No Child Left Behind): Federal legislation passed in 2001 to help reform education. The key components are: measurement of student progress, accountability for every school and the district, highly qualified staff in the classrooms, English proficiency for limited English speaking students, increase of parent involvement and safe learning environments for all children.

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 processes involved

Processes: a series of actions that support a specified strategy in order to reach a defined goal

Process Management System: The system of processes that is designed and delivered to support the quality system

Proficiency: A level of achievement that assures attainment of fully adequate knowledge and skills

Quality Council: A group, representing the school community, who oversees the implementation of the strategic plan for the school system

Quality Process Tools: Statistical methods capable of producing data
Root Cause: Underlying reason for an existing condition

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

S.A.T., Inc. (Sponsors for Academic Talent, Inc.): A nonprofit organization that provides scholarship for students who meet performance and volunteer standards

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

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

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

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

Vision: A clear, positive, forceful statement expressed in simple, specific terms

VoCATS (Vocational Competency Achievement Tracking System): An instructional management and assessment process used by Career Technical Education

The Strategic Planning Process

Onslow County Schools and Hunters Creek Elementary School is committed to improving the educational services provided to the community. This strategic plan addendum is part of a Continuing Process of Improvement (CPI) strategy that is aligned with Onslow County School system and the North Carolina Standard Course of Study. The strategies and process are prescriptive for this addendum and include the standards of the Southern Association of Colleges and Schools, Total Quality Education, and the Baldrige process of school improvement planning.

The Representative Body

Goal- Provide a realistic strategy to attain Annual Yearly Performance (AYP) goals and sustained student growth goals.

Methodology

The Strategic planning team conducted analysis of data taken from assessment scores, SIMS, stakeholder surveys, and various quantitative and qualitative evaluations utilized to study the school as a whole.

This analysis was mapped to Onslow County Schools goals and formatted using the prescribed Baldrige process augmented by Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACSCASI) standards, AdvancED Accreditation standards for Quality Schools (SACSASI) effective 2007, and Effective Schools Characteristics. These resources provide the basic planning questions, standards, and performance indicators.

Results of analysis:

The analysis was constrained by the lack of data available, anomalous data, insufficient reporting criteria, and insufficient data resources. The data are not organized in a database, or inter-relational databases, that can be queried. Therefore, there is limited insight that can be gained. This is a constraint to becoming a data driven organization as well as a constraint to conducting a Continuous Process of Improvement (CPI).

The current trend of HCE indicates that it will not meet threshold AYP proficiency goals or growth goals and fall well short of object goals for HCE. This plan presents interdependent strategies to address the current trend and is designed to attain AYP and growth goals.

The constraints in reaching the goals are ___ group & ___ group. Within Onslow County Schools, HCE has a disproportionate distribution of these groupings and is assigned fewer resources, (higher Student/Teacher ratio, less administrators and support staff) to educate a larger and higher demand population.

It appears that in these groupings the curriculum out paces the growth potential of the individual to attain proficiency goals. Additional resources and intervention strategies, beyond the current allocation, could be applied if they were available, identified and applied earlier, and did not affect the proficiency and growth of the rest of the class. More effective educational and teaching strategies are being researched to address this concern within the resource constraints.

Multiple action teams have been formed to meet and report monthly, or more frequently as needed, to assist in the CPI and advance the analysis. The assigned action teams are:

Metrics and reporting: Establish a standard measures and reports to provide insight for analysis, resources distribution and curriculum adjustment. Reports and measures should address student, class, grade level and school portfolios.

System mapping and constraint analysis: Establish a system map with dependent relationships for constraint analysis. This will provide recommendations to focus the schools resources on the constraints with application for the greatest return on investment as it relates to the AYP and growth goals.

At risk educational strategies: This population has been identified as the largest risk to attaining AYP and growth goals. Additional intervention strategies and methods will be researched and presented for inclusion in the curriculum updates.

Database development: Identify current and potential capabilities required to support a CPI with quantitative and qualitative analysis through an inter-relational, query capable database. The database requirements should support the aggregation and disaggregation of; assessment tools, diagnostic tools, student and school profile data.

Community support: There is a strong connection between parental and community involvement in schools and student academic success, attendance, attitude and ability to attain goals. Effective relationships between schools and the community it supports leads to overlapping spheres of influence that reinforce positive attributes essential to the success. This team will research additional methods available to increase the community involvement in HCE to support this strategic plan.

As with any continuous process, this plan is outdated upon its delivery. Additional insight, action, and updates will have occurred since the collection of signatures from the planning team. This is a positive outcome and an expression of the dedication, talent, and resourcefulness of the HCE community.

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

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

Academically or Intellectually Gifted Students (state waiver) - Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

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

Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. *How will the waiver be used?*

To increase service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Promote higher-order thinking skills which would correlate to higher achievement
- Enhance student self-esteem
- Improve SAT scores
- Prepare students for advanced curricula in middle school and high school

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(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)

2. *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.

3. *How will the waiver be used?*
To purchase classroom materials and equipment needed for instructing students.

4. *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

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(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)

2. *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.

3. *How will the waiver be used?*

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

4. *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

Code: 321**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

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

Teacher Assistants (state waiver) - Transfers are allowed only for teachers in grades K-3. Positions must be vacant to transfer. Grade placement cannot be waived. However, a school may place teacher assistants, who are primarily assigned to grades K-3 and provide other services supporting the whole school. The “primary assignment” would be 51%. Policy Code 3430 (G.S. 115C-105.25)

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

Students may be denied a differentiated curriculum, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*

- To hire additional K-3 teachers
- To assign teacher assistants in areas in which primarily K-3 students are served and in which the whole school benefits.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional K-3 teachers
- Assist in efforts to close performance gaps among K-3 students
- Enhance remediation and acceleration efforts
- Provide K-3 students a challenging curriculum
- Differentiate and individualize student assignments

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

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

Field Trips (local waiver) - Flexibility in the number of field trips will be provided for pre-K through 5 classes. Policy Code 3320 (G.S. 115C-47, -288, -307)

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

Students will be denied taking field trips that are related to their instruction.

3. *How will the waiver be used?*

- To allow field trips that enhance student learning and are directly linked to the standard course of study

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide experiential learning that directly relates to teaching within the classroom
- Provide opportunities for students to apply and extend their knowledge beyond the classroom

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(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)

2. *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.

3. *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.

4. *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

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(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 statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

2. *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.

3. *How will the waiver be used?*

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

4. *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

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

1. *(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)

2. *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.

3. *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.

4. *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

Code: 321

**Building Level School Improvement and Accountability Plan
Waiver Request**

Type of Waiver and Explanation

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

Transportation Funds (state waiver) - Funds for transportation can be transferred. Transfers will impact efficiency ratings. Policy Code 3430 (G.S. 115C-105.27)

2. *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.

3. *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.

4. *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