Excellence in Education

Jacksonville Commons Middle School
Strategic Plan
2012-2015

Adopted by Onslow County Board of Education 2012

Onslow County Board of Education

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B.B. Cole, Assistant Principal

The staff at Jacksonville Commons Middle School is committed to providing a positive, challenging, and academically oriented learning environment for all students. Language Arts, Math, Science, and Social Studies classes use the Common Core and Essential Standards which focus on students' demonstrating mastery of the curriculum. Our goal is to provide learning activities which require high levels of critical thinking and problem solving, accompanied by application of learning to real-world situations which will prepare our students for the 21st century. Additionally, teachers focus on specific skills in each of the content areas that based on achievement data, need improvement. An emphasis on reading and writing skills is evident in all content areas. Along with a strong academic program there are many opportunities for our students to learn about chorus, music, technology, art, foreign language, and health and wellness. Our teachers are experienced and dedicated professionals who are committed to helping all students reach their full potential.

At the beginning of each school year, assemblies are held to assist the students' transition to a new school year. We talk about high expectations, and challenge all students to do what it takes to be successful. We introduce the staff and answer all questions and concerns the students may have.

Success is achieved through planning and organization. Jacksonville Commons Middle School is committed to high quality education and we know that it takes the efforts of all (parents, students, teachers, and the community) to achieve our goal of Excellence in Education. Parents, you can support your child during middle school by checking to make sure that assignments are completed and staying in contact with teachers via email or telephone. The consistent support and encouragement of parents result in greater success for all students.

As the principal of Jacksonville Commons Middle School, it is an honor and privilege working with such outstanding students, parents, teachers, and staff.

Sincerely,

Gail Pylant

Principal

Jacksonville Commons Middle School Profile

School Demographics

Jacksonville Commons Middle School is located in the Commons Community, which is also home to a preschool, two elementary schools, and a high school. It is one of 36 learning sites which is a part of the Onslow County School System. The school opened its doors in August 1997. Currently, Jacksonville Commons Middle School's enrollment consists of 852 students, 277 students in sixth grade, 303 students in seventh grade, and 272 students in eighth grade. Our students come from 8 feeder schools which consist of Clyde Erwin, Carolina Forest Elementary, Hunters Creek Elementary, Jacksonville Commons Elementary, Northwoods Park Elementary, Parkwood Elementary, Stateside Elementary, and Summersill Elementary.

Jacksonville Commons Middle School serves a student population that is very diverse. Fifty-one percent of our student body is female and 49% is male. The Ethnic composition breakdowns are 44% White, 39% African American, 8% Multi-Racial, 6% Hispanic, and 3% Asian. Our exceptional children population represents 27% of our student body, 13% is identified as academically gifted and 15% is identified as learning disabled. Approximately, 55% of the students receive free or reduced lunch. It is estimated that 14% of the students move into or out of the school throughout the school year. The transient student population is largely due to the large military community served by the system. Three hundred and thirty-five students enrolled at Jacksonville Commons Middle School have military connections.

There are 48 certified teachers employed at Jacksonville Commons Middle School. Nine of these teachers are initially licensed and 100% of our teachers are Highly Qualified. The principal has 17 years experience in administration and holds a Master's Degree in Elementary Education, an Educational Specialist Degree, and a Doctorate Degree in Educational Leadership. The assistant principal has 8 years of teaching experience and holds a Bachelor's Degree in Elementary Education and a Master's in School Administration. All teacher assistants on staff have met the requirements for No Child Left Behind.

Jacksonville Commons Middle School is a modern building that consists of 41 classrooms, a gym, an open media center, three CTE labs, two teacher workrooms/lounges, a life skills room, a nurse's station, and a modern office area. Classrooms are equipped with televisions, internet access, and computers. Many of our classrooms are 21st Century classrooms, which include a teacher laptop, an LCD projector, a document camera and an interactive whiteboard. We have a large separate computer lab and a small computer lab in the media center. We also have a small computer lab on the sixth grade hallway.

Performance Results

Jacksonville Commons Middle School achieved School of Progress identification through the North Carolina ABC accountability model with 72% of our students scoring proficient in reading and 76% of our students scoring proficient in math. Expected growth was met and high growth was met in seventh grade reading, eighth grade math, and Algebra I. Eighty-three percent of all target goals under the Adequate Yearly Progress growth model were achieved (24 out of 29 while maintaining an attendance rate of 96%). Seventh grade reading proficiency increased from 65.8% to 71.7%. Eighth grade reading proficiency increased from 66.2% to 76.1%. Seventh grade math proficiency increased from 70.6% to 75.3%. Eighth grade math proficiency increased from 82.5% to 88.8%.

Instructional Programs

Jacksonville Commons Middle is a school led by instructional leaders. The teachers work closely with each other and the administration to implement research based programs for the student body. Each grade level and encore department is assigned a chairperson who is responsible for conducting planning sessions to ensure the curriculum is being implemented.

The curriculum at Jacksonville Commons Middle School aligns with the Common Core and Essential Standards. Reviewing the data of the students' enrolled sets the standards for the kinds of programs implemented. Professional Development is continuously evaluated and the most effective strategies are implemented in the instructional programs so all students' needs can be met. At the present time, we are focusing on Curriculum Instruction, Assessments, and Intervention Strategies at all grade levels. Teachers also collaborate with the Instructional Technology Facilitator and Media Coordinator to integrate Information and Technology Essential Standards into the core subject areas; allowing for a flexible media center. Also, higher order and critical thinking skills are stressed in the math and science curriculum focusing on the inquiry method for learning.

Jacksonville Commons Middle School offers a variety of programs to meet the needs of its diverse student population. There are three cross-categorical resource teachers that serve students identified in the areas of Learning Disabled (LD), Emotional Disabled (ED), and Educable Mentally Disabled (EMD). The teachers also serve students by the Inclusion Model. We have two exceptional teachers who serve developmentally delayed and severe and profound students in a self-contained classroom, one self-contained social skills class.

There are several programs implemented at Jacksonville Commons Middle School to meet the needs of all of the students. We have the Accelerated Reader Program, which promotes the enjoyment of reading and comprehension. Accelerated Math to remediate and accelerate student learning in math. ClassScape is used as a formative assessment program to provide

data for the teachers; allowing analysis of student progress. Tutoring is provided during and after-school.

We have two certified counselors on staff that go into the classroom and teach on a regular basis. The counselors' schedules are organized to meet privately with any students who may need to talk about personal issues. Focused group sessions are provided in the area of study skills, death in a family, deployment, bullying, etc. The school social worker works closely with the counselor to help parents and/or students that have issues with health, nutrition, safety, attendance, and transportation.

Elective classes (art, band, chorus, physical education, computers, Spanish, and music appreciation) are taught throughout the school year. All the teachers are certified in their specialty area.

Climate and Discipline

Jacksonville Commons Middle School provides and maintains a safe and orderly environment that allows students many opportunities to develop and demonstrate leadership, responsibility, independence and decision-making skills. Some of the activities that have been implemented within the school to help develop these skills are student council, student advisory council, Battle of the Books,, National Junior Honor Society, AVID, Gentlemen of Quality, Peer Remediation, Math Counts, and Academic Derby. The conduct guidelines are clearly outlined for the students, parents, and staff. A Crisis Plan has also been developed and implemented to ensure that the staff, students, parents, and community know how to react when a crisis situation occurs.

Jacksonville Commons Middle School has implemented its SPT to provide opportunities for all stakeholders to contribute to the development of the school strategic plan. The plan is an active continuous working process that guides the vision of the school, identifies the actions needed to improve student learning, and documents the accomplishments.

Vision, Mission and Purpose Statement

Vision:

Excellence in Education

Mission:

The Jacksonville Commons Middle School community will equip adolescents with the skills and knowledge to be successful as productive leaders in the 21st century.

Purpose Statement:

Our purpose is to foster 21st century leaders who effectively interact in a global community.

Regulatory Information and Assurance Statement 2012-2013

School:	Jacksonville Commons Middle School
Date Submitted:	27-Sep-12

1	Number of Plan Team Members	18
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). **Check Yes/No**	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	9/19/2012
5	A secret ballot vote for staff approval of the plan was conducted. **Check Yes/No**	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. **Check Yes/No**	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. **Check Yes/No**	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. **Check Yes/No**	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. **Check Yes/No**	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. **Check Yes/No**	YES

Principal's Signature	*Gail Pylant*
Signature, SSPT Facilitator/ Chairperson	*Adam Law*
Signature, Elected Parent Representative	*Rechelle McIntyre*
Signature, Elected Parent Representative	*Tracy Gilchrist*

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

LEA Number: Onslow County Schools - 670
School Name/Number: Jacksonville Commons Middle School - 325
School Address: 315 Commons Dr. South, Jacksonville, NC 28546
Plan Year(s):   2012-2015
Date prepared: Fall 2012

Dr. Gail Pylant

Sept. 28, 2012

Principal Signature: _____
                                                       Date

Local Board Approval Date: _____

School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	B.B. Cole	Teacher Representative	Guillermo Martinez
Teacher Representative	Gregory Law	Teacher Representative	Adam Lawson
Inst. Support Representative	Ashley Rhodes	Teacher Representative	Karissa Lawson
Teacher Assistant Representative	Brenda Shelton	Teacher Representative	Lecia Mattocks
Parent Representative	Vicki Childress	Parent Representative	Rechelle McIntyre
Parent Representative	Philip Morton	Parent Representative	Tracy Gilchrist
Parent Representative	Heather Litchefield	Parent Representative	Nancy King
Principal	Gail Pylant	Parent Representative	Lisa Freeman
Parent Representative	Shannon Williams	Parent Representative	Summer Rivera

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

Goal 1 Needs Assessment	
NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
School Goal 1:	Jacksonville Commons Middle School students will be globally competitive through the mastery of a relevant and rigorous curriculum.

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

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

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

Algebra I students met growth and high growth with 93.5% proficiency, 8th grade math students met growth and high growth with 87% proficiency, and 7th grade reading students met growth and high growth with 70.5% proficiency. 8th grade reading students met growth with 74.9% proficiency. 7th grade math students increased proficiency by 3% going from 70.6% to 73.6%. The VoCats scores increased from 64.9% to 72.4%.

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

6th and 7th grade math students did not meet growth. 6th grade reading students did not meet growth. Subgroups that did not meet growth include in math BLCK, EDS, TOT, and WHITE. Subgroups that did not meet growth in reading include WHITE.

3. What data is missing, and how will you go about collecting this information for future use?
No data was missing.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**
Jacksonville Commons Middle School needs to increase the use of differentiation, critical thinking skills, and application skills in all classrooms to help increase proficiency in all state tested areas. AVID strategies need to be implemented school-wide and student comprehension skills need to be improved. These priorities are based on the data from the NCEOG tests for the 2011-2012 school year.

Goal 1 and Associated Strategies

NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.	
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.	
School Goal 1:	Jacksonville Commons Middle School students will be globally competitive through the mastery of a relevant and rigorous curriculum.	
AdvancED Standard 1:	Purpose and Direction	
AdvancED Standard 3:	Teaching and Assessing for Learning	
AdvancED Standard 4:	Resources and Support Systems	
AdvancED Standard 5:	Using Results for Continuous Improvement	
AdvancED Standard 3:	Teaching and Assessing for Learning	
Target: (Desired Result)	Jacksonville Commons Middle School students will have a 10% decrease in non-proficiency year to year in all state assessed areas for the life of the plan.	
Indicator: (Measure)	Ready EOGs, MSL Proficiency, AMOs, CTE State Assessments	
Strategy: (Needs Assessment, Question #4)	Increase the use of differentiation, critical thinking skills, and application skills in all classrooms to meet all students' needs (EC, AIG, At-Risk, and ESL).	
Action Steps: (Processes/How)	Use common formative assessment data to differentiate instruction.	
	Give students a "choice" in types of work products, assessments, etc. based on ability levels.	
	Scaffold student interaction strategies in the classroom.	
	Provide project based learning activities.	
	Collaborate between teacher to teacher, teacher to parent, and teacher to student to ensure student success.	
Strategy: (Needs Assessment, Question #4)	Implement AVID strategies school-wide.	
Action Steps: (Processes/How)	All teachers will be provided with training in AVID strategies.	
	AVID tutorials will be implemented school-wide during advisory a minimum of twice weekly.	
	In their lesson plans, teachers will include two AVID strategies used in their classroom monthly.	
	Teachers who teach AVID students will submit lesson plans that reflect the use of AIG strategies.	
	AVID site team will observe teachers and provide feedback.	
Strategy: (Needs Assessment, Question #4)	Improve student comprehension.	
Action Steps: (Processes/How)	Utilize study skills in all core areas.	
	"Teach" reading strategies in all core areas.	
	Increase knowledge of higher order vocabulary.	
	Incorporate writing strategies in all core content areas and encore classes.	
	Language Arts teachers will provide rubric for content/encore teachers to set standards for students to write one content specific paper per month.	

*(Left vertical label: **Plan/Do**)*

Three-year Proposed Budget:				
Funding source 1:	Local district funds	**Funding amount:**		$2,200
Funding source 2:	School general funds	**Funding amount:**		$1,200
Funding source 3:	Select a funding source	**Funding amount:**		
Funding source 4:	Select a funding source	**Funding amount:**		
Funding source 5:	Select a funding source	**Funding amount:**		
		Total initiative funding:		**$3,400**

Action Team: (Who is responsible) — Administration, Certified and Classified Staff, Media Specialist, and Instructional Technology Facilitator

Check

What data will be used to determine whether the strategies were deployed with fidelity?

All state test results, ClassScape data, pre and post assessments, teacher made tests, AVID Observation feedback sheet, writing rubric

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Increased student proficiency on all state tested areas, student data analyzed during PLCs, student content specific papers

What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)

Act

Based upon identified results, what action should be taken? (Next steps)

Goal 2 Needs Assessment	
NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
OCS Goal 2:	Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.
School Goal 2:	Jacksonville Commons Middle School will be led by creative, passionate, and technologically skilled professionals.

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

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

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

The staff at Jacksonville Commons Middle School utilized technology skills to teach and motivate the students as indicated on the 360 student survey data. All staff members were provided professional development when needed in technology provided by the Instructional Technology Facilitator. Teachers provided reading and math remediation to the "at-risk" students.

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

We need to implement PLCs focusing on student data. A variety of professional development opportunities need to be provided for the teachers. Global education needs to be a priority for our students.

3. What data is missing, and how will you go about collecting this information for future use?
No missing data at this time.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**
Based on state testing results, PLCs need to be implemented focusing on student achievement. Action plans need to be designed that focuses on differentiated instruction. Training needs to be provided on how to implement effective PLCs. Due to the change in how students will demonstrate mastery of the new curriculum on the state tests, teachers need professional development in the area of Project Based Learning. Jacksonville Commons Middle School needs to continue to make global education a priority.

Goal 2 and Associated Strategies	
NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.
School Goal 2:	Jacksonville Commons Middle School students will be led by creative, passionate, and technologically skilled professionals.
AdvancED Standard 2:	Governance and Leadership
AdvancED Standard 3:	Teaching and Assessing for Learning
AdvancED Standard 4:	Resources and Support Systems
AdvancED Standard 5:	Using Results for Continuous Improvement
Target: (Desired Result)	100% of Jacksonville Commons Middle School educators will continuously improve their skills to address educational trends.
Indicator: (Measure)	Teacher Evaluation
Strategy:	Implement effective Professional Learning Communities focusing on data analyses for all students.
Action Steps: (Processes/How)	Identify lead teachers to facilitate across grade level meetings after school in content areas and encore areas.
	During PLC time analyze student data using a specific format and develop a plan to increase student achievement based on data.
	Identify lead grade level content teachers to continue data analyses during weekly planning time to be used while planning instruction.
	Grade level lead teachers will monitor CIA plans and ensure they are posted on Rubicon Atlas.
	Develop system to track student mastery of common core and essential standards to be shared with students.
	Lead teachers will meet monthly with administration to discuss data analyses.
	Exceptional Needs teachers will continue to use ClassScape and AimsWeb to assess students.
Strategy:	Jacksonville Commons Middle School will promote academic growth through a variety of curriculum initiatives and programs.
	Math and Science teachers will participate in the TRAAC grant focusing on how to implement technology in the classroom.
	Teachers will participate in the Project Based Learning grant.
	Implement online shared electronic PEPs.
	Provide training on how to conduct effective Professional Learning Communities.
	Physical Education teachers will continue professional development and implementation of the Life Skills curriculum which promotes students making healthy choices.
Strategy:	Jacksonville Commons Middle School will make global education a priority.
Action Steps: (Processes/How)	Expand Belize partnership to include an exchange program.
	Work with Commons District to apply for grant to help support Belize partnership.
	Provide opportunities for students to participate in cultural activities.
	Have Social Studies teachers participate in the Global Connections professional development.
	Explore ways to increase the number of students who receive high school credit for Spanish.

The left side of the table is labeled vertically: **Plan/Do**

How will we fund these strategies?			
Funding source 1:	School general funds	**Funding amount:**	$10,000
Funding source 2:	Select a funding source	**Funding amount:**	
Funding source 3:	Select a funding source	**Funding amount:**	
Funding source 4:	Select a funding source	**Funding amount:**	
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative funding:	**$10,000**

Action Team: (Who is responsible) | Administration, Certified and Classified Staff, Counselors, Media Specialist, Instructional Technology Facilitator

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Teacher evaluations, all state test data, tracking system for analyzing student performance data, completion of professional development, feedback on success of Belize exchange between teachers

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Teacher ratings on evaluations, student growth on state testing, pre and post assessment data, feedback survey on Belize partnership

What does data show regarding the results of the implemented strategies?   (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)

Act

Based upon identified results, what action should be taken? (Next steps)

Goal 3 Needs Assessment	
NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.
OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
School Goal 3:	Jacksonville Commons Middle School students will learn in a safe and civil environment to be ethical, healthy, and productive citizens.

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

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

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

Student survey data indicated that students feeling safe at school increased in all but one area see table 1. Teachers implemented KUP and the Life Skills curriculum.
Table 1:   STUDENT SURVEY DATA
I feel safe in the following areas:

School Year 2010-2011		**School Year 2011-2012**	
Cafeteria	88%	Cafeteria	93%
Classroom	91%	Classroom	94%
Hallway	82%	Hallway	89%
Outdoors	80%	Outdoors	88%
Restroom	79%	Restroom	80%
Gym/Locker room	79%	Gym/Locker room	79%

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

Student survey data indicated that 79% of the students still do feel safe the gym/locker room. There was an increase in student discipline referrals.

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

Discipline data on students being bullied at school. We will collect student feelings about being bullied by developing a pre and post survey.

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

Jacksonville Commons Middle School needs to provide more support for our diverse student population. A new behavioral system needs to be implemented. A bullying program needs to be implemented.

Goal 3 and Associated Strategies

NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.	
OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.	
School Goal 3:	Jacksonville Commons Middle School students will learn in a safe and civil environment to be ethical, healthy, and productive citizens.	
AdvancED Standard 4:	Resources and Support Systems	
AdvancED Standard 5:	Using Results for Continuous Improvement	

<table>
<tr><td rowspan="25">Plan/Do</td></tr>
<tr><td>Target: (Desired Result)</td><td colspan="3">Decrease discipline referrals to office by 1 and 1/2% yearly. Reduce number of students bullied. Increase the number of students feeling safe in the gym/locker room from 79% to 100%.</td></tr>
<tr><td>Indicator: (Measure)</td><td colspan="3">Discipline referrals, pre and post bullying survey, and surveys.</td></tr>
<tr><td>Strategy: (Needs Assessment, Question #4)</td><td colspan="3">Utilize advisory curriculum/enrichment period to provide support services to diverse student population.</td></tr>
<tr><td rowspan="4">Action Steps: (Processes/How)</td><td colspan="3">Develop and implement a star student program that focuses on character education.</td></tr>
<tr><td colspan="3">Utilize the Student to Student group to implement the dakbands initiative.</td></tr>
<tr><td colspan="3">Train National Junior Honor Society students and Encore teachers to be tutors for the AVID classes.</td></tr>
<tr><td colspan="3">Implement Digital Citizenship during AA time.</td></tr>
<tr><td>Strategy: (Needs Assessment, Question #4)</td><td colspan="3">Establish a safe and orderly environment in all classrooms and across the school.</td></tr>
<tr><td rowspan="5">Action Steps: (Processes/How)</td><td colspan="3">Develop and implement PBIS school-wide.</td></tr>
<tr><td colspan="3">Create and implement a school-wide behavior matrix for common areas.</td></tr>
<tr><td colspan="3">Create and implement positive rewards for student behavior.</td></tr>
<tr><td colspan="3">PE teachers will establish procedures to be present in the gym/locker rooms 100% of the time.</td></tr>
<tr><td colspan="3">Establish transitional assistance such as Summer Academy Day for rising 6 grade students.</td></tr>
<tr><td>Strategy: (Needs Assessment, Question #4)</td><td colspan="3">Have Student to Student leaders create and implement a school-wide Bullying Program.</td></tr>
<tr><td rowspan="4">Action Steps: (Processes/How)</td><td colspan="3">Have students research bullying and cyberbullying.</td></tr>
<tr><td colspan="3">Students will design a program for awareness and prevention.</td></tr>
<tr><td colspan="3">Students will provide bullying awareness and prevention training to whole school.</td></tr>
<tr><td colspan="3">A survey will be developed to measure before and after effectiveness of the program.</td></tr>
<tr><td colspan="4">How will we fund these strategies?</td></tr>
<tr><td>Funding source 1:</td><td>School general funds</td><td>Funding amount:</td><td>$10,000</td></tr>
<tr><td>Funding source 2:</td><td>Select a funding source</td><td>Funding amount:</td><td></td></tr>
<tr><td>Funding source 3:</td><td>Select a funding source</td><td>Funding amount:</td><td></td></tr>
<tr><td>Funding source 4:</td><td>Select a funding source</td><td>Funding amount:</td><td></td></tr>
<tr><td>Funding source 5:</td><td>Select a funding source</td><td>Funding amount:</td><td></td></tr>
<tr><td></td><td></td><td>Total initiative funding:</td><td>$10,000</td></tr>
</table>

	Action Team: (Who is responsible)	Administration, Certified and Classified staff, Counselors, Resource Officer, Student Groups

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	Dakband data from website, discipline data, increase achievement in AVID classes, electronic sign-in sign-out tracking system, survey data
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Track student discipline data monthly and compare to last years' data, talk with student groups and conduct surveys to determine program effectiveness, increase in state testing requirements
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Act	**Based upon identified results, what action should be taken? (Next steps)**

Goal 4 Needs Assessment	
NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.
OCS Goal 4:	Leadership will foster innovation in the Onslow County School system in cooperation with families and community partners.
School Goal 4:	Leadership will foster innovation in the Jacksonville Commons Middle School in cooperation with families and community partners.

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

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

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

Teacher websites were utilized by the stakeholders with 90% of the students indicating on the 360 survey data that they used the teacher websites. 87% of the students felt that teachers provided a positive school climate for learning. 96% of the staff felt they were kept informed through the use of email and webpage.

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

We need more parent involvement in all areas. Teacher websites need to be more informative to include behavioral and academic expectations.

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

Parent survey data. We will provide more opportunities for parents to take either the district survey or design a school survey.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**
We need to provide more opportunities for parents to participate in school activities. Jacksonville Commons Middle School needs to implement a PTO. Teacher websites need to be more informative.

Goal 4 and Associated Strategies

NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.	
OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.	
School Goal 4:	Leadership will foster innovation at Jacksonville Commons Middle School in cooperation with families and community partners.	
AdvancED Standard 1:	Purpose and Direction	
AdvancED Standard 2:	Governance and Leadership	
AdvancED Standard 3:	Teaching and Assessing for Learning	
AdvancED Standard 4:	Resources and Support Systems	
AdvancED Standard 5:	Using Results for Continuous Improvement	

Target: (Desired Result)	Increase Parent and Community Engagement by 25% from year to year for the life of the plan.	
Indicator: (Measure)	Number of community members participating as speakers and Adopt-A-Department program, Establishment of PTO, newsletters, and teacher websites.	

Plan/Do

Strategy:	Foster a positive school climate through community involvement and partnership.	
Action Steps: (Processes/How)	Implement Commons District Community Engagement Events.	
	Invite community members in to be career speakers.	
	Establish an Adopt-A-Department program.	
Strategy:	Establish a PTO.	
Action Steps: (Processes/How)	Create a mission/vision and bylaws for the PTO.	
	Elect PTO officers.	
	Hold monthly meetings with the PTO.	
Strategy:	Increase communication between home and school.	
Action Steps: (Processes/How)	Make weekly School Messenger Announcements to inform parents of school information.	
	Develop interactive and informative teacher websites to facilitate communication and support instruction.	
	100% of the teacher websites will include homework, classroom policies and procedures, important class information and expectations.	
	Provide professional development on how to create a teacher website as needed.	

How will we fund these strategies?				
Funding source 1:	School general funds	**Funding amount:**	$5,000	
Funding source 2:	Select a funding source	**Funding amount:**		
Funding source 3:	Select a funding source	**Funding amount:**		
Funding source 4:	Select a funding source	**Funding amount:**		
Funding source 5:	Select a funding source	**Funding amount:**		
		Total initiative funding:	**$5,000**	

		Action Team: (Who is responsible)	Commons District Administration, Commons District Certified and Classified staff and Counselors, Instructional Technology Facilitator, Parents

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	Community and career participants, Adopt-A-Department partners, PTO officers, newsletters, and informative teacher websites
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Number of participants in community engagement event, number of volunteers participating as career speaker, number of Adopt-A-Department partners, newsletters going out weekly, and how many stakeholders visit the teacher websites
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Act	**Based upon identified results, what action should be taken? (Next steps)**

Goal 5 Needs Assessment	
NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
OCS Goal 5:	The Onslow County Schools will be supported by effective and efficient processes and systems.
School Goal 5:	Jacksonville Commons Middle School will be supported by effective and efficient processes and systems.

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

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

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

94% of the staff believed that students are prepared for the next level of education and 86% of the teachers believed that global issues and international studies are an important component of our students' education. 98% of the staff used technology to support creative teaching and learning. The student survey data indicated that 89% of the teachers used technology to support creative teaching and learning. At least two positive parent contacts were made by the teachers.

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

Jacksonville Commons Middle School needs to provide more opportunities for students to be exposed to 21st Century learning. Technology use needs to be increased amongst stakeholders. Students need to begin to take tests online.

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

No missing data at this time.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**
More opportunities need to be provided for students to participate in 21st Century learning. We need to increase the use of technology as a tool to communicate. We need to start the process of online testing for the state tests.

Goal 5 and Associated Strategies

	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.
	School Goal 5:	Jacksonville Commons Middle School will be supported by effective and efficient processes and systems.
	AdvancED Standard 1:	Purpose and Direction
	AdvancED Standard 2:	Governance and Leadership
	AdvancED Standard 3:	Teaching and Assessing for Learning
	AdvancED Standard 4:	Resources and Support Systems
	AdvancED Standard 5:	Using Results for Continuous Improvement
	Target: (Desired Result)	Jacksonville Commons Middle School will have a 10% increase year to year in resource utilization to best meet the instructional and operational needs of the organization. Increase the use of staff weekly electronic newsletters.
	Indicator: (Measure)	Students participating in online testing, technology resources used, student opportunities, and surveys.
Plan/Do	**Strategy:** (Needs Assessment, Question #4)	Accelerate instruction using 21st Century tools to prepare students to be globally competitive.
	Action Steps: (Processes/How)	Provide opportunities for student to participate in National Geography Bee, Battle of the Books, Math Counts, Science Fair.
		Investigate participating in Science Olympiad.
		Provide school opportunities for students to compete in Quiz Bowls in academic areas.
		Promote global awareness through problem-based learning.
	Strategy: (Needs Assessment, Question #4)	Effectively utilize technology resources to facilitate communication amongst stakeholders.
	Action Steps: (Processes/How)	Ensure staff members have access to public folders to view administrative information.
		Teachers will utilize the Teachershare folder to both post and view best practices.
		Provide weekly electronic newsletters to staff members to share pertinent information.
		Conduct weekly online staff surveys to monitor needs.
		Implement the use of electronic sign-in for visitors, and late check-ins, and early check-outs for students.
		Research and implement a plan to send out mass emails to parents.
		Implement weekly newsletter to parents by email facilitated by the Instructional Technology Facilitator.
	Strategy: (Needs Assessment, Question #4)	Support online testing.
	Action Steps: (Processes/How)	Ensure all students are familiar with taking ClassScape assessments.
		Prior to testing have Informational Technology Assistant Technician and teachers check computers.
		Assign technology to classes as needed to take tests.
		Have ITAT available to help if problems occur during testing.

How will we fund these strategies?				
Funding source 1:	School general funds	**Funding amount:**		$2,000
Funding source 2:	School general funds	**Funding amount:**		$30,000
Funding source 3:	Select a funding source	**Funding amount:**		
Funding source 4:	Select a funding source	**Funding amount:**		
Funding source 5:	Select a funding source	**Funding amount:**		
		Total initiative funding:		**$32,000**

Action Team: (Who is responsible)

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	Online testing data, technology used documented in lesson plans, activities offered, survey data, and electronic data
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	100% of the students testing online in required content areas, number of students participating in activities offered, positive feedback on surveys, increased participation of parents as a result of weekly newsletters going home, availability of check-in and check-out technology
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Act	**Based upon identified results, what action should be taken? (Next steps)**

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

Name and role of person(s) responsible for implementing this plan:	B.B. Cole, Marilyn Anding, Michael Bowen, Michelle Staley, Sonja Williams, Gina Smith Safe School Committee

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

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

Assistant Principal(s):   B. B. Cole
Teachers: Michelle Staley
Teacher Assistants: Gina Smith
Other School Staff: Alicia Dipzinski

Services for At-risk Students

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

All students who are at-risk of failure for any reason will have a Personalized Education Plan. As soon as any staff member determines that a student is at-risk due to grades, testing, behavior, or attendance patterns, a PEP will be developed by the student's PEP Team. Teachers will consistently monitor, document, and evaluate student achievement throughout the semester. Administration and support personnel will train and remind faculty that the PEP process is mandated for students. EVAAS, Classcape and NCWISE data will also be used to monitor potential at-risk students, to ensure that PEPs have been created. PEP teams consist of an at-risk student's current semester teachers. The team may also include EC teachers, administration, or other school staff as warranted. The PEP documents will be placed online for easy access. Through the use of on online "Google Doc," teachers may see and communicate with the other members of that student's team.

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

All students who are at-risk of failure due to behavior that interferes with classroom learning will have a Personalized Education Plan. As soon as any staff member determines that a student is at-risk due to behavior, a PEP will be developed by the student's PEP team. Student's whose behavior continues to interfere with the learning of others in the classroom, will meet with the school Instructional Intervention Team to redirect negative student behavior into a positive academic direction. Students who continue negative classroom behavior after instructional/behavioral intervention will be directed to the administration for discipline, reassignment, removal (in accordance with the school's policies regarding in-school and out-of-school suspension), a counseling referral, or placement in an alternative learning setting.

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

Students in the Social Skills setting are provided Math, Science, Social Studies, and Language Arts every day. These subjects are grade specific, targeting academic deficits while continually providing positive reinforcement. Through behavior modification, we work on transitioning students back into the general education classroom. We monitor behavior and academics every day in order to determine appropriate goals. Social skills are addressed in order to assist students in interacting appropriately with individuals throughout the school, at home, and out in the world. The Onslow County Learning Center provides a positive, meaningful learning experience for students who have not been successful in traditional school settings. Students are provided learning experiences that are student centered, conducive to safe and supportive learning, academically comprehensive, educationally sensitive to the varied learning styles of all students, and emotionally and socially nurturing to all participants. Students are empowered to take ownership in the process of attaining their educational and behavioral goals so that return to a traditional school setting can be achieved. When a student is enrolled at OCLC, an individualized goal plan is established with input from the student, the parent, the referring school, and a member of the OCLC Administrative Team. In order for the student to return back to their referring school, the student will need to meet these goals. Students with physical or mental conditions that require them to receive homebound instruction are provided a certified teacher to facilitate curriculum from currently enrolled courses. Homebound EC students are also provided opportunities to work towards IEP goals. Homebound students are provided testing and testing accommodations as provided in the school's testing plan.

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

Goal:	Update, define, and clarify roles of school staff in Emergency Operations Plan
Target:	Each area of the school will have a staff member who has attended a training on their responsibilities during an emergency.
Indicator:	Attendance of designated school staff at training session.
Milestone Date:	31-Oct-12
Goal:	Maintain a well-defined line of communication and accountability during lock-down and shelter in place events.
Target:	Train 100% of teachers in proper emergency procedures as defined in the JCMS Emergency Flip Chart.
Indicator:	Attendance of school staff at training session.
Milestone Date:	31-Oct-12

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

Target:	Increase the number of students that feel they receive help in an efficient and timely manner while in the classroom from 65% to 80%
Indicator:	Student survey data
Milestone Date:	7-Jun-12
Target:	Collect and analyze data on effectiveness of PEP program for at-risk students
Indicator:	Student classroom proficiency data, ClassScape, EOG proficiency data
Milestone Date:	7-Jun-12

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

Professional Development	Planned/Completed				
CPR Training	Ongoing				
CPI Training	Ongoing				
Diabetes Training	Completed				
Bloodborne Pathogens Training	Completed				
New Teacher Safe Schools Orientation	Completed				
Roles of Designated School Staff in Emergencies	Ongoing				

School Strategic Plan Glossary

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

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

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

Low Performing and Priority Schools	Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program.
LRFNA (Long-Range Facility Needs Assessment)	The adopted long-range facility planning tool of the school system.
Mastery	Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred.
Mission	The purpose and focus of an organization.
MSL (Measures of Student Learning)	Common assessments to be given in all non-EOG/EOC grades and content areas in order to measure student growth and proficiency.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8.500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
NSSE (National Study of School Evaluation)	A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation.
OCLC (Onslow County Learning Center)	An alternative school for students who require special services for behavior modification.
Percentile	A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him.
Performance Assessment	Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processs involved.
Process Management System	The system of processes that is designed and delivered to support the quality system.
Processes	A series of actions that support a specified strategy in order to reach a defined goal.
Proficiency	A level of achievement that assures attainment of fully adequate knowledge and skills.
Purpose Statement	A purpose statement captures succinctly why the organization exists and what it does. It should be memorable enough so that everyone connected to the organization can remember it and use it.
Reading 3D	A reading assessment tool for K-5. It is currently used to assess text and reading comprehension at K-2 and is being piloted 3-5 at select sites.
Rubicon Atlas	An online repository for posting CIA unit plans.
Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
S.A.T., Inc. (Sponsors for Academic Talent, Inc.)	A nonprofit organization that provides scholarship for students who meet performance and volunteer standards.

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

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