

# Excellence in Education

## Jacksonville High School Strategic Plan 2012-2015



Adopted by Onslow County Board of Education 2012



# Onslow County Schools' Board of Education and Executive Staff

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Cara Jackson & Jennifer Simmons, Academy of Culinary Arts,  
Education & Sports

Nadia Lewis, Health Sciences Academy

Amy York, International Studies Academy

Kenneth Kellum & Bryant York, Information Technology &  
Engineering Academy

Joli Brooks, Creative & Performing Arts Academy



## School Executive's Message

The Jacksonville High School staff continues to live the vision of *Impacting Students to Impact Our World*. Living the vision daily requires our staff to evaluate instructional programs, delivery of instruction, as well as, the learning environment, in order to meet the needs of our students in an ever changing world. Through evaluation of our school data and strategic planning, the JHS staff has developed a road map to provide a successful high school journey for all students.

As our society has changed, educators have realized the critical role they play in preparing students for the 21<sup>st</sup> century. High schools across the nation are reorganizing to meet the demands of our global society. Jacksonville High School continues to meet the high school reform challenge. We are proud to offer our students wall to wall academies. Jacksonville High School has well established research based Smaller Learning Communities. Our journey with Smaller Learning Communities began in 2002 with the Freshman Academy. After Freshman Academy, students may choose to apply to one of four career academies to include Academy of Culinary Arts, Education & Sports, Health Sciences Academy, Information Technology & Engineering Academy and Creative & Performing Arts Academy, the globally themed International Studies Academy or the International Baccalaureate Diploma Programme. During the 2012-13 school year, a team of teacher leaders will work with district level staff in planning the Construction Tower which will become a cluster of courses within the Information Technology & Engineering Academy. In addition to planning the new Construction Tower, staff will be preparing for re-certification of the Health Sciences Academy through the National Career Academy Coalition. Jacksonville High School's Health Sciences Academy is the only nationally certified academy in the Onslow County School district. The International Studies Academy staff will finalize its work that began in 2011-12 to convert from a themed academy to a career academy. All of JHS's career academies follow the National Career Academy Coalition's ten Standards of Practice for career academies in high schools. Offering students the opportunity to participate in smaller learning communities allows staff to lay a foundation for rigor, relevance and relationships, as well as post secondary preparation.

In addition to classroom instruction, learning at Jacksonville High School goes beyond the classroom. Students are encouraged to become involved in the one of the 35 clubs and organization, as well as special events and athletic activities that is offered. Parents are invited to become engaged in their student's education in a variety of ways. Opportunities are available for parents to serve on academy advisory boards, focus groups, action teams and volunteering at many of our afterschool functions.



## School Executive's Message

Parent and Community Outreach will be a major focus during the 2012- 2013 school year. Staff and administration will share with parents and community members the many instructional programs as well as the extracurricular and athletic successes that occur on a daily basis. Through these Community Outreach events, the JHS staff hopes parents and community members will continue to support our efforts as well as develop a sense of ownership.

At JHS, we are determined to provide an excellent education for all students as high expectations for student success permeate our school's climate and culture. The 2012-2015 JHS Strategic Plan is our daily road map that will guide us as we continue our journey to achieve our vision of *Impacting Students to Impact Our World*.



## School Profile

### *Community*

Jacksonville is located in Onslow County near the Atlantic Coast, approximately 100 miles southeast of Raleigh, North Carolina. Jacksonville's diverse population of nearly 75,100 residents consists of 54% Caucasians and 46% minorities of which 61% are male (due to Camp Lejeune Military Base) and 39% are female.

Jacksonville has a per-capita income of \$20,381, which is \$3,800 below the state average. The two major employers are educational and military facilities. Residents employed in these industries have an annual income that is well above the average per-capita income. Since these industries employ a large percentage of the population, there is a sizeable gap between the upper-middle and lower-middle income groups.

### *Jacksonville High School Demographics*

Jacksonville High School is a suburban, campus style public school encompassing grades 9-12. For the 2012-13 school year, JHS has 1,120 students. Ethnically, JHS closely mirrors the city with 53% white students and 47% minority students. This has been the demographic trend for nearly a decade. The enrollment by gender is 51% male and 49% female. Jacksonville High School serves 161 students with special needs. These students make up 14% of the student body. In addition, 37% of the students receive free or reduced lunch.

For the 2012-13 school year, Jacksonville High School employed 80 certified staff members: 69 classroom teachers, 2 counselors, 2 media specialists, 1 social worker, 1 Technology Facilitator, 1 eLearning registrar, 1 lead teacher and 3 administrators. Of the 49 female and 31 male certified staff, there are 74 Caucasian, 2 African American, 1 Asian and 3 Hispanic.

### *Graduation Requirements*

Graduation is based on Carnegie Units. A student entering high school in 2009-10 must obtain 21 credits in the North Carolina 21<sup>st</sup> Century Future Ready Core. Students entering high school in 2012-13 for the first time must obtain 22 credits in the North Carolina 21<sup>st</sup> Century



## School Profile

Future Ready Core. The additional credit represents a two part American History course that has replaced the previous one credit United State History course. Students are advised for class selections through their IMPACT advisor, the Student Services counselors and certified staff.

### *Extracurricular Opportunities*

Jacksonville High School's extra-curricular programs include 35 clubs/organizations and 28 athletic teams.

### *Academics*

Jacksonville High School offers 9 advanced placement courses in English III and IV, Statistics, Calculus, US History, Spanish, World History, Earth/Environmental Science, and Music Theory. Honors courses are offered in all academic areas, as well as the opportunity for students to enroll in advanced placement courses through North Carolina Virtual Public School (NCVPS). As an International Baccalaureate World School, JHS offers the following IB courses, Theory of Knowledge, IB History of the Americas, IB International History, IB Biology, IB Chemistry, IB Physics, IB Information Technology in a Global Society and IB English III and IV, as well as a non credit component Community/Action/Service. In 2012-13, JHS continued to reduce Advanced Placement courses that were duplicated through opportunities in the International Baccalaureate Programme of Study. Students also enroll at Coastal Carolina Community College for high school/college transfer credits through dual enrollment and for higher level math courses required for graduation.

### *Smaller Learning Communities*

Jacksonville High School is structured in Smaller Learning Communities which include an advisory program called IMPACT, career academies and the International Baccalaureate Diploma Programme. The Freshman Academy started in 2003-04, Health Sciences Academy started in 2006-07, the International Studies Academy started in 2007-08. In 2008-09, JHS implemented the International Baccalaureate Diploma Programme after receiving authorization in December 2007 from the International Baccalaureate Organization (IBO). The Information Technology and Engineering Academy (ITEA) was implemented in 2009-10. In 2010-11, the Creative and Performing Arts Academy was implemented and in 2012-13, the Academy of



## School Profile

Culinary Arts, Education and Sports inducted its first members. All of our career academies utilize the ten National Standards of Practice established by National Career Academy Coalition as the foundation of the academy.

### *College Bound Information for the Class of 2011*

- 307 graduates
- 149 (48.5%) attending a public or private college / university
- 138 (45.3%) attending community, technical, vocational, or junior college
- 7 (.2%) going into the military
- 16 (.5%) going into the workforce

### *SAT Test Score Data 2010-2011*

	<b>Verbal</b>	<b>Math</b>	<b>Writing</b>	<b>Combined</b>
<b>Jacksonville High</b>	<b>486</b>	<b>505</b>	<b>450</b>	<b>1441</b>

### *College Bound Information for the Class of 2012*

- 238 graduates
- 108 (45%) attending a public or private college / university
- 92 (39%) attending community, technical, vocational, or junior college
- 16 (7%) going into the military
- 19 (8%) going into the workforce

### *SAT Test Score Data 2011-2012*

	<b>Verbal</b>	<b>Math</b>	<b>Writing</b>	<b>Combined</b>
<b>Jacksonville High</b>	<b>484</b>	<b>504</b>	<b>454</b>	<b>1442</b>



## School Profile

### *Student Performance*

Statewide assessment of student learning is in 3 courses required for graduation. READY EOC's are administered in English II, Biology and Algebra I. Other courses are assessed using Measures of Student Learning (NC Common Assessments) in the following areas: English I, III and IV; Algebra II, Advanced Functions and Modeling, Geometry, and Pre-Calculus; Earth and Environmental Science, Chemistry and Physics; US History (2012-13), American History I and American History II (2013-14), Civics & Economics, and World History. In 2011-12, AMO results were 16 of 20 goals met (80%). The AMOs not met: Math all students, Math all black, Math all white, Math all EDS.. In 2011-12, 78.7% of students were on grade level.

### *Overall Performance Composite*

- 2008-2009 – 75.0
- 2009-2010 – 81.1
- 2010-2011 – 80.0
- 2011-2012 – 78.7

### *Performance Composite: Algebra I, English I and Biology*

- 2008-2009 – 74.9
- 2009-2010 – 80.7
- 2010-2011 – 77.5
- 2011-2012 – 79.2

Test scores for 2011-12 for Algebra I did not meet expected growth; Biology and English I did meet expected growth. Algebra I, Biology and English II are addressed in the 2012-2015 Strategic Plan.



## School Profile

### *Dropout Rate*

The statewide problem of student dropouts continues to be an area of focus for JHS.

Strategies include a mentoring program for ninth graders (Cardinal Companions); academy joining activities for grades 9-12 to increase student interest and satisfaction in school; increased opportunities for students to earn certification in Career and Technical Education areas prior to graduation resulting in postsecondary workforce readiness; and a schoolwide advisory program for grades 9-12 that provides an adult advocate/advisor for every JHS student.

- 2006-2007 - 77 students
- 2007-2008 - 52 students
- 2008-2009 - 48 students
- 2009-2010 - 43 students
- 2010-2011 – 37 students
- 2011-2012 – 29 students

## Vision, Mission and Purpose Statement

### Vision:

Impacting Students to Impact Our World

### Mission:

Jacksonville High School will prepare students to be globally competitive leaders and responsible citizens in the 21st Century.

### Purpose Statement:

Learning and Leadership for the 21st Century!



## Regulatory Information and Assurance Statement 2012-2013

<b>School:</b>	JACKSONVILLE HIGH SCHOOL
<b>Date Submitted:</b>	28-Sep-12

1	Number of Plan Team Members	22
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). <b>Check Yes/No</b>	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	SEPT. 27, 2012
5	A secret ballot vote for staff approval of the plan was conducted. <b>Check Yes/No</b>	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. <b>Check Yes/No</b>	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	45%
8	The required staff development reports have been disseminated to the appropriate persons or departments. <b>Check Yes/No</b>	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. <b>Check Yes/No</b>	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. <b>Check Yes/No</b>	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. <b>Check Yes/No</b>	YES

Principal's Signature	Dr. Donna Lynch
Signature, SSPT Facilitator/Chairperson	
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

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 HIGH SCHOOL/324  
**School Address:** 1021 HENDERSON DRIVE JACKSONVILLE, NC 28540  
**Plan Year(s):** 2012-2015  
**Date prepared:** Sept. 10, 2012

**Principal Signature:** \_\_\_\_\_ Signed Electronically Donna Lynch \_\_\_\_\_ Sept. 28, 2012

Date

8-Oct-12

**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	ANGELA GARLAND, CHAIR	Principal	DONNA LYNCH
Teacher Representative	CARA JACKSON	Teacher Representative	DONALD MOORE
Inst. Support Representative	LAURA COX	Teacher Representative	SANDRA DIXON
Teacher Assistant Representative	JUDY KING	Teacher Representative	KEMPER WHALEY
Parent Representative	AMY YORK	Teacher Representative	KRYSTAL DUDLEY
Parent Representative	BRENT ANDERSON	Teacher Representative	MEREDITH COLE MORTON
Parent Representative	CATHY WANGERIN	Teacher Representative	PATRICK COOK
Parent Representative	DIANE JONES	Teacher Representative	SETH ANTRAM
Parent Representative	FRANCINE REEVES	Secretary (does not vote)	NANCY DRAIME
Parent Representative	JOHN SHANNON		
Parent Representative	LYNN GADDY		
Parent Representative	PRINCESA HURD		
Parent Representative	SHELLY BISHOP		
Parent Representative	TASHA GODLOCK		

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

## Goal 1 Needs Assessment

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

Continued expansion of academies toward wall to wall; increase number of students in rigorous courses to include honors, AP and IB; opportunities for certification program participation (such as Certified Nurses Assistant) National Career Academy Coalition certified academy; increased participation Cardinal SOAR (Students Obtaining Academic Results) for English I, Biology and Algebra I; USA Test Prep; increased teacher usage of ClassScape, continued Cross Curricular teaming (English and World History)

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

Need to continue to focus on EOC scores (Algebra I, Biology) EOC DATA: 2011-12 Algebra I: 60.3%; Biology: 81.3%; and English I: 85.7%; Achievement gap exists between EDS and nonEDS students in all three areas: Algebra I: 13.4%; Biology: 13.8% and English I: 17%; Achievement gap exists between black and white students in all three areas: Algebra I: 8.9%; Biology: 27.6% and English I: 12.1%; need to address structure of PRIME Time to correlate with student learning gaps in preparation for English II, Algebra I and Biology; providing more opportunities for JHS students to earn certification for post-secondary workforce while in high school; IB enrollment is increasing which requires the need to address the scheduling of IB classes to minimize conflicts and enhance access to courses for IB Diploma Candidates; will need to address academic support for Occupational Prep students in regular education classes and in online courses (to be implemented in 2012-13); PLAN results indicate students did not meet benchmarks in two areas (2011-12 Science Benchmark= 21, JHS result=18.4; Math Benchmark=19, JHS result=17.9); PLAN results indicate students met benchmarks in two areas (2011-12 English Benchmark= 15, JHS result=16.2; Reading Benchmark=17, JHS result=17.5); 2011-12 AMO results: 16 of 20 goals met (80%); AMOs not met: Math all students, Math all black, Math all white, Math all EDS.78.7% of students on grade level; JHS did not meet expected or high growth;

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

No data is 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.)**

Increase EOC results as scores have leveled off and are showing no significant growth; Biology (2011-12: minimal growth at .0013) and English I (2011-12: minimal growth at -.0002); continue use of Math Lab/PRIME Time/Writing Lab and expand support for Occupational Prep students in regular education classes with an emphasis on EOC courses;

## Goal 1 and Associated Strategies

<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.
<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
<b>School Goal 1:</b>	Jacksonville High School students will be globally competitive through the mastery of a relevant and rigorous curriculum.
<b>AdvancED Standard 1:</b>	Purpose and Direction
<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning
<b>AdvancED Standard 4:</b>	Resources and Support Systems
<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement
<b>Target: (Desired Result)</b>	JHS will increase student achievement, growth and proficiency in all areas of the curriculum. The desired result will be a 10% increase in overall proficiency in all READY EOC areas.
<b>Indicator: (Measure)</b>	Percent of AMO Goals Met, READY EOC Composite Score, VoCats and WorkKeys, ClassScape usage data, PLAN and ACT data
<b>Strategy: (Needs Assessment, Question #4)</b>	Increase student performance in state tested courses with an emphasis on courses required for graduation
<b>Action Steps: (Processes/How)</b>	1 Utilize benchmark assessment data to inform instruction
	2 Utilize USA Test Prep, EVAAS, ClassScape, PLAN and ACT as tools for informing instruction
	3 Utilize OCS Standard Division Documents for CIA to address and deliver cross curricular connections to support instruction in tested areas
<b>Strategy: (Needs Assessment, Question #4)</b>	Provide programs to address 21st century post secondary preparation
<b>Action Steps: (Processes/How)</b>	1 Implement Advancement Via Individual Determination for students at risk of not pursuing post secondary education
	2 Expand career certification programs through academies and the Construction Tower (Certified Nurse Assistant, Pharmacy Technician, WorkKeys, )
	3 Expand International Baccalaureate course offerings to include career courses (Information Technology in a Global Society)
	4 Expand course offerings with global focus (VIF Current Issues course)
	5 Expand higher level STEM course offerings including PLTW Engineering Design & Development; Calculus BC and Project Management II-Global
	6 Expand use of Gaggle for instruction beyond student email
<b>Strategy: (Needs Assessment, Question #4)</b>	Increase the use of authentic learning activities to promote student success and achievement
<b>Action Steps: (Processes/How)</b>	1 Implement and expand the use of Project Based Learning (PBL) across the curriculum
	2 Utilize Discovery Education as a teaching tool for cross curricular instruction
	3 Revitalize Model United Nations program
	4 Increase participation in IB service projects supported by OCS and IBO

Plan/Do



<b>Three-year Proposed Budget:</b>			
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$7,000 *SLC grant
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$10,000 *Instructional
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$17,000</b>
*2012-13 is the final year for SLC Grant funding			
<b>Action Team: (Who is responsible)</b>		Administration, Department Chairs, SLC directors	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	We will determine the fidelity by monitoring classroom instruction via teacher observations and lesson plans, the frequency of use of USA TEST PREP, use of data from EVAAS and ClassScape, PLAN data, ACT data, AVID data, and WorkKeys data.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Through the use of data from ClassScape, EVAAS, USA TEST PREP and READY EOC's, we will be able to assess the progress made toward the target goal.		
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>		
	Based upon identified results, what action should be taken? (Next steps)		

## Goal 2 Needs Assessment

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

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

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

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

100% of teachers participate in professional development annually; increasing use of technology in the classroom; Use of teacher webpages; Continuing to train IB staff; began training for implementation of AVID (2013-14), implemented ACES with students in grades 10-12; continue to revisit academy structures and research ways to revise SLC's for optimum opportunities for students and staff; providing annual professional development on site that is aligned with the strategic plan; SLC directors have input on curriculum and scheduling; departmental collaboration; 2011-12 Instructional Visits: 138 visits provided data in three areas: teaching strategies, teaming and differentiated instruction; 127 visits provided data in two areas: AVID methodologies and technology; 17% of visits indicated lecture as the primary teaching strategy; 69% of the visits reported use of student teams primarily in groups of 3-4; 51% of the visits reported use of DI for choices in Approach/Process; the use of technology was documented 200 times during 127 classroom visits and the use of AVID methodologies was documented 90 times during 127 classroom visits.

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

Need to address consistent updates to teacher webpages; expand departmental/whole faculty collaboration; exploring a variety of professional development opportunities; expand professional development to include AVID Summer Institute participation by a core group of faculty members that will become the JHS site team; implemented ACES; increase use of data to inform instruction; need to train additional staff for IB due to expansion of program and transient nature of teaching staff

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

One gap in the data continues to indicate a need to identify ways to correlate the effectiveness of professional development to instruction and student achievement. To address this gap, data will be collected through Instructional Visits conducted by teachers and by the outside evaluators for the SLC grant.

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.)**

Allocate structured time for Professional Learning Communities within departments and subject areas; provide PD for use of technology in instruction, AVID, data literacy and revised Bloom's Taxonomy; promote a data literate working environment

## Goal 2 and Associated Strategies

Plan/Do	<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.	
	<b>OCS Goal 2:</b>	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.	
	<b>School Goal 2:</b>	Jacksonville High School and students will be led by creative, passionate, and technologically skilled professionals.	
	<b>AdvancED Standard 2:</b>	Governance and Leadership	
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning	
	<b>AdvancED Standard 4:</b>	Resources and Support Systems	
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement	
	<b>Target: (Desired Result)</b>	JHS will retain 100% highly qualified, skilled professionals.	
	<b>Indicator: (Measure)</b>	Participation and completion of professional development, teacher retention rate, school level data (Instructional Visit data, school surveys, PLC agendas & rosters, etc.)	
	<b>Strategy: (Needs Assessment, Question #4)</b>	Provide ongoing professional development aligned with OCS priorities for 21st century tools and skills	
	<b>Action Steps: (Processes/How)</b>	1 Train all certified staff in OCS PLC protocols (Be PLC!)	
		2 Provide Technology Buffet professional development to meet individual needs of classroom teachers (Gaggle, PBL Tools, Discovery Ed)	
		3 Utilize NC Education Modules aligned with 21st century tools and skills	
4 Provide opportunities for professional development in language acquisition (Rosetta Stone)			
<b>Strategy: (Needs Assessment, Question #4)</b>	Promote data literacy among certified staff		
<b>Action Steps: (Processes/How)</b>	1 Allocate time for Professional Learning Communities by departments and subject areas		
	2 Allocate time for SLC, department, and whole faculty articulation and planning		
	3 Utilize communication processes and procedures in all areas to support instruction		
	4 Utilize school and student data to inform instruction		
<b>Strategy: (Needs Assessment, Question #4)</b>	Correlate professional development to instruction and student achievement		
<b>Action Steps: (Processes/How)</b>	1 Utilize Instructional Visits conducted by teachers to identify instructional strategies and frequency of use		
	2 Utilize Instructional Visits conducted by outside evaluators for the SLC grant to identify instructional strategies and frequency of use		
	3 Provide Project Based Learning training for classroom teachers		
	4 Provide opportunities for AVID training through on site Professional Development and AVID Summer Institutes (with online Launch and Boost modules)		



<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$15,000	*SLC grant
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$10,000	*Staff Development
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$25,000</b>	
*2012-13 is the final year for SLC Grant funding				
<b>Action Team: (Who is responsible)</b>		Administration, SLC Directors, Tech Facilitator, Department Chairs, Teachers		
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
We will determine the fidelity of the strategies by using participation data for NC Education modules, PLC's, and Professional Development. We will also use data collected from Instructional Visits conducted by teachers to assess instructional delivery data, as well as AVID implementation.				
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>				
Through the use of data from the annual teacher retention and attrition report, NCTWC Survey, school level data, and school level professional development data, we will be able to assess the progress made toward the target goal.				
<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>				
<b>Based upon identified results, what action should be taken? (Next steps)</b>				

Check

Act

### Goal 3 Needs Assessment

<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.
<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<b>School Goal 3:</b>	Jacksonville High 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).

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

Guidance met with students upon request in a timely manner; In 2011-2012, initiatives were implemented to create and maintain a safe environment that supports teaching and learning. The Super Safe Supervision schedule was successful at preventing common area discipline referrals. Student responses on safety questions from the 360<sup>0</sup> Feedback indicated the following: 94% feel safe in the cafeteria; 96% feel safe in the classrooms; 94% feel safe in the hallways; 94% feel safe outdoors; and 89% feel safe in the restrooms. Parent responses to safety questions about their child on campus indicated the following: 95% feel safe in the cafeteria; 98% feel safe in the classroom; 98% feel safe in the hallways; 99% feel safe outdoors; and 92% feel safe in the restrooms. Discipline data indicated the following: tardies and skipping were the incidents with the highest occurrence; Tardies and Skipping- 36% of total referrals; Disrespect and inappropriate language-18% of total referrals; 61% of the total referrals were from the classroom; and 9th graders have more disciplinary referrals than any other grade level (42%). There was an increase in enrollment in the weightlifting classes that were added to expand the opportunities for physical education and teach the importance of nutrition and lifetime fitness.

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

Increase emphasis on classroom behavior and revisit the JHS Levels of Discipline; revisit lunch duty and Super Safe Supervision guidelines by changing supervision locations to help prevent skipping incidents; explore ways to emphasize character development with 9th grade students.

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

Tardy data for the year broken down by periods, grade level and month is being compiled and a spreadsheet through Google docs will be created to easily access the data as needed throughout the school year. We need to continue to assess discipline data, bus data, as well as school developed surveys related to climate and results from the 360<sup>0</sup> Feedback.

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.)**

Promote safe environment via lunch zones and increase supervision to help prevent skipping incidents; Promote science lab safety; promote civil learning environment with IMPACT, Cardinal Ambassadors and S2S and 18 and Now What? and DAK; Promote community awareness in service learning projects/activities; Emphasize positive character traits and behavior with 9th grade students; Use Common Sense as a resource for promoting responsible and respectful digital citizenship.

Goal 3 and Associated Strategies	
<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.
<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<b>School Goal 3:</b>	Jacksonville High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<b>AdvancED Standard 4:</b>	Resources and Support Systems
<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement
<b>Target: (Desired Result)</b>	JHS will promote Safe and Civil Schools to improve teaching and learning. The desired annual result will be a 10% decrease in discipline referrals related to tardies, skipping, inappropriate language and disrespectful behavior in the classroom.
<b>Indicator: (Measure)</b>	Attendance data, survey results, drop out data, program evaluation data, discipline data, promotion rates
<b>Strategy: (Needs Assessment, Question #4)</b>	Create a safe environment that will support teaching and learning
<b>Action Steps: (Processes/How)</b>	1 Revise and communicate lunch zones to students and staff to maximize supervision during each lunch
	2 Increase emphasis on science safety procedures/guidelines through communication among science teachers
	3 Continue use of Tardy Sweep procedures to support teaching and learning
<b>Strategy: (Needs Assessment, Question #4)</b>	Promote and support activities to create a civil learning environment
<b>Action Steps: (Processes/How)</b>	1 Provide informational presentations for students, staff and community (Choice Bus and 18 and Now What)
	2 Continue to develop and expand Student 2 Student program through Cardinal Ambassadors
	3 Implement Deliberate Acts of Kindness (DAK)
	4 Implement Common Sense and It Can Wait to promote digital citizenship
<b>Strategy: (Needs Assessment, Question #4)</b>	Encourage students to be productive citizens aware of their role in society
<b>Action Steps: (Processes/How)</b>	1 Utilize Choice Bus for 9th graders to promote the importance of education and making good choices
	2 Utilize IMPACT curriculum to promote character education
	3 Increase participation in Relay for Life among students through school Mini Walks
	4 Increase emphasis on nutrition and lifetime fitness through health and physical education classes
	5 Expand course offerings in physical education that promote lifetime fitness (Team Sports)

Plan/Do

<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$8,000 *SLC Grant
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$1,000 *SLC Grant
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$10,000 *SLC Grant
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$19,000</b>
*2012-13 is the final year for SLC Grant funding			
<b>Action Team: (Who is responsible)</b>			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
We will determine the fidelity of the strategies by using ASSIST Survey Feedback, school and bus discipline data, tardy data, Student 2 Student data, participation data for DAK and Relay for Life, and PE data.			
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
Through the use of data from ASSIST Survey Feedback, school and bus discipline data, tardy data, Student 2 Student data, participation data for DAK and Relay for Life, and PE data, we will be able to assess the progress made toward the target goal.			
<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>			
<b>Based upon identified results, what action should be taken? (Next steps)</b>			

Check

Act

### Goal 4 Needs Assessment

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

Continued opportunities for summer camps and training workshops (HSA, Freshman Academy, ISA, Cardinal Ambassadors, and Student 2 Student); Reading Buddies at three elementary schools; expansion of CAPAA to include ninth graders in Freshman Academy/CAPAA IMPACT classes; Increasing use of ClassScape and district benchmarks; teachers seek funding through grant opportunities such as Jones Onslow Bright Ideas; 2011-12: 5 Bright Ideas proposals were funded; effective communication within departments and PLC's; School Messenger was used weekly to communicate events, activities and opportunities throughout the year; Messages went out on Sunday evenings. JHS has continued to partner with UNC W to promote drop out prevention and awareness of high school restructuring.

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

Need to increase the use of technology as instructional and communication tools; improve communication with all stakeholders via parents and community members, across academies and within departments; continue to expand honors, AP and IB course offerings; develop a master schedule that maximizes opportunities for students to participate in honors, AP and IB courses; increase parent and community involvement and awareness of JHS events/activities/programs

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

We need to explore ways to assess the effectiveness of communication models and the level of family and community involvement in the educational programs at JHS.

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.)**

Communication with parents and community to promote opportunities at JHS for students; Understanding instruction, assessment and promotion expectations with FRC 22; post secondary opportunities to include higher education, workforce and military; college admissions testing preparation



Goal 4 and Associated Strategies	
<b>NC Goal 4:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.
<b>School Goal 4:</b>	Leadership will foster innovation at Jacksonville High School in cooperation with families and community partners.
<b>AdvancED Standard 1:</b>	Purpose and Direction
<b>AdvancED Standard 2:</b>	Governance and Leadership
<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning
<b>AdvancED Standard 4:</b>	Resources and Support Systems
<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement
<b>Target: (Desired Result)</b>	
	JHS will address student, parent and community awareness of innovations in its instructional programs by increasing community awareness opportunities by 10%.
<b>Indicator: (Measure)</b>	
	Participation in SLC joining activities, participation by parents and community in outreach activities, SLC membership, SLC advisory board rosters
<b>Strategy: (Needs Assessment, Question #4)</b>	
	Increase communication and collaboration with all stakeholders
<b>Action Steps: (Processes/How)</b>	
	1 Increase student membership and involvement in career academies
	2 Increase family and community involvement in career academies through active advisory boards
	3 Use School Messenger to alert parents about absences in a timely manner
	4 Provide four Community Outreach events (Career Academy Induction, CTE Showcase, Jacksonville District Showcase and Big 5-0 Celebration) to educate community on available programs at JHS
	5 Reconstruct school website to maintain up to date information on all links
<b>Strategy: (Needs Assessment, Question #4)</b>	
	Implement strategies to promote student success
<b>Action Steps: (Processes/How)</b>	
	1 Educate stakeholders on Common Core & Essential Standards, 21st century assessments and Future Ready Core 22 graduation requirements
	2 Provide resources and professional development in instructional technology
	3 Increase student use of technology in the classroom (Netbooks, Centio response units, SmartPhones, Tablets, etc.)
	4 Prepare for the implementation of the OCS Construction Tower on the JHS campus
<b>Strategy: (Needs Assessment, Question #4)</b>	
	Establish partnerships that support the educational programs at JHS
<b>Action Steps: (Processes/How)</b>	
	1 Enhance partnerships with local colleges and schedule campus visits for AVID students
	2 Develop global partnerships with schools in Mexico and Jamaica
	3 Utilize resources at Onslow County Chamber of Commerce to support post secondary preparation
	4 Promote STEM partnerships with feeder schools (Northwoods Park Middle and New Bridge Middle)

Plan/Do

<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$30,000 *Instructional
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$30,000</b>
<b>Action Team: (Who is responsible)</b>		Administration, SLC Directors, Counselors, SPT, Professional Development Facilitators	
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
We will determine the fidelity of the strategies by using SLC grant data, opportunities for parent and community involvement in programs, and partnership data.			
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
Through the use of data from the SLC grant, opportunities for parent and community involvement in programs, graduation data, and partnership data, we will be able to assess the progress made toward the target goal.			
<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>			
<b>Based upon identified results, what action should be taken? (Next steps)</b>			

Check

Act

## Goal 5 Needs Assessment

<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
<b>OCS Goal 5:</b>	The Onslow County Schools will be supported by effective and efficient processes and systems.
<b>School Goal 5:</b>	Jacksonville High 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?

Classrooms are clean; School Messenger is an effective means of communication; picture ID's with bar codes for lunch line efficiency; ClassScape and USA Test Prep are accessible to teachers; utilization of NC WISE to manage all aspects of student data; teachers have a greater understanding of Rubicon Atlas and developing cross curricular CIA units; JHS has two Tier III classrooms with one to one technology.

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

Continue to improve quality of entire campus from cleanliness to instructional technology access; increase access to wireless technology and increase technology tools for instruction; teacher websites provide opportunity to improve efficiency of information dissemination; continue to update CIA plans on Rubicon Atlas



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

Assess input from staff in the weekly Cardinal Check Up to determine if staff needs are being addressed to include custodial needs, repairs and general maintenance

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.)**

Increase lunch line efficiency for students, increase student access to technology, increase positive responses on 360<sup>0</sup> Feedback on questions regarding cleanliness and technology



## Goal 5 and Associated Strategies

Plan/Do	<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.	
	<b>OCS Goal 5:</b>	The Onslow County schools will be supported by effective and efficient processes and systems.	
	<b>School Goal 5:</b>	Jacksonville High School will be supported by effective and efficient processes and systems.	
	<b>AdvancED Standard 1:</b>	Purpose and Direction	
	<b>AdvancED Standard 2:</b>	Governance and Leadership	
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning	
	<b>AdvancED Standard 4:</b>	Resources and Support Systems	
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement	
	<b>Target: (Desired Result)</b>	JHS will maximize and manage all resources to meet the instructional and operational needs of the school to obtain a 10% increase in positive responses to related questions on the ASSIST surveys and Teacher Working Conditions Survey.	
	<b>Indicator: (Measure)</b>	Reports, surveys, work orders, school level work order data	
	<b>Strategy: (Needs Assessment, Question #4)</b>	Use technology to increase process and systems efficiency	
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Utilize ID cards with bar codes for lunch line efficiency</li> <li>2 Increase technology tools for the classroom</li> <li>3 Provide access to wireless technology to meet the needs of students and staff</li> </ol>	
	<b>Strategy: (Needs Assessment, Question #4)</b>	Provide a clean campus	
<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Revise flexible custodial schedule to address exterior campus cleanliness</li> <li>2 Revise school level work orders to efficiently and effectively address campus repairs and maintenance</li> <li>3 Athletic teams adopt practice and play areas to maintain cleanliness</li> </ol>		
<b>Strategy: (Needs Assessment, Question #4)</b>	Apply for funding opportunities through grants to support instructional programs		
<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1 Create a grant writing team</li> <li>2 Research and write grant proposals to support the instructional programs at JHS</li> </ol>		

	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$5,000 *SLC Grant
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
				<b>Total initiative funding:</b> \$5,000
*2012-13 is the final year for SLC Grant funding				
<b>Action Team: (Who is responsible)</b>				
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
	We will determine the fidelity of the strategies by assessing the results of the ASSIST Survey Feedback, school level work order submission/completion data, and results from STNA report for technology.			
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
	Through the use of data from assessing the results of the ASSIST Survey Feedback, school level work order submission/completion data, and results from STNA report for technology, we will be able to assess the progress made toward the target goal.			
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>			
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>			

## Safe School Plan

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

Name and role of person(s) responsible for implementing this plan:	Dr. Donna Lynch, principal
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### Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

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

Assistant Principal(s): Willie Jarman and Angela Garland

Teachers: Sandra Dixon, Dave Miller, Bryant York

Teacher Assistants: Princessa Hurd, Tommy Roach

Other School Staff: Laura Cox, Sue Lynn Whitehurst, Jennifer Colley, Jimmy Bradley, Debbie Rhodes

### 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. [\[OCS BOE: Policy Code 3430/ SSPN: I. Comprehensive Needs Assessment and Analysis\]](#)

Personalized Education Plans, Behavior Intervention Plans, Instructional Intervention Process.

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. Administration meets regularly with students who are at risk after each grading period. EVAAS, ClassScape and NCWISE data will also be used to monitor potential at-risk students. 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 turned in to the grade level



administrators and filed in the records room for teachers to access for future courses. A list of the students with active and inactive PEPs will be created in a spreadsheet and maintained in the records room. Behavior Intervention Plans are generated for students with continuous disruptive and inappropriate behaviors. Teachers implement strategies within the classroom and conference with the students and parents to develop a classroom management plan. If behaviors continue, administrative referrals are made and interventions are made that include; consequences for behavior, counseling with guidance counselors and/or administration, parent conferences with administration, guidance counselors, teachers, and EC teachers or support staff; Formal Behavioral Intervention Plans are developed; referrals to OCLC and Onslow County Youth Services (Students under the age of 16). The Instructional Intervention Process begins with a PEP for the student. Teachers refer students to Prime Time Tutoring, SOAR, and Math Lab which provide additional assistance to the students after school.

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 which consists of teachers of the student, administration, guidance counselor, and EC teachers or EC support staff. Students may also be referred to mentoring programs such as the NC Order of the Knights of Pythagoras. Interventions are developed 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 Self-contained classroom 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. 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



positive, meaningful learning experience for students who have not been successful in traditional school settings. Students are provided learning experience that is 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 in the learning process. 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.) [\[SSPN: IV. Communication/ V. Emergency Operations Plan\]](#)

<b>Goal:</b>	Jacksonville High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<b>Target:</b>	JHS will promote Safe and Civil Schools to improve teaching and learning.
<b>Indicator:</b>	Discipline Data for classroom disruptions
<b>Milestone Date:</b>	10-Jun-13

<b>Goal:</b>	Jacksonville High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
<b>Target:</b>	JHS will promote Safe and Civil Schools to improve teaching and learning.
<b>Indicator:</b>	Discipline Data for lunch time disruptions
<b>Milestone Date:</b>	10-Jun-13

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). [\[EOGs/EOCs, School Climate Survey, Title I Program Results\]](#)

<b>Target:</b>	JHS will provide academic assistance to students who are at risk.
<b>Indicator:</b>	PRIME Time participation and academic success in courses for which tutoring is attended
<b>Milestone Date:</b>	18-Sep-12
<b>Target:</b>	JHS will provide academic assistance to students who are at risk.
<b>Indicator:</b>	SOAR participation and successful completion
<b>Milestone Date:</b>	15-Oct-12

**Target:** JHS will provide academic assistance to students who are at risk.

**Indicator:** Cardinal Math Lab participation and academic success in courses for which tutoring is attended

**Milestone Date:** 15-Oct-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				
Safe and Civil Schools for Staff Awareness	Completed				
Data Literacy	Planned				
Professional Learning Communities	Completed				
AVID	Planned				
The Common Core and Discipline	Planned				
Personal Education Plans	Completed				
CPR and Diabetes Training	Completed				
CPI Training	Planned				
Bloodborne Pathogen Training	Completed				
BIP development	Planned				
Fire Extinguisher Safety	Planned				

## 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.
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