

**JACKSONVILLE COMMONS ELEMENTARY  
SCHOOL  
2007-2010 STRATEGIC PLAN**



**LEADERSHIP TEAM  
ADMINISTRATIVE STAFF**

Dwayne Snowden - Principal  
Nicole Osborne - Assistant Principal  
Linda Holland - Secretary/Treasurer  
Michelle Gidrey - SIMS/ Office Support  
Marsha Register - Receptionist  
Helen Howard - Clerical Support

**STRATEGIC IMPROVEMENT TEAM**

Principal - Dwayne Snowden  
Assistant Principal - Nicole Osborne  
Kindergarten Chair – Marianne Waters  
First Grade Chair – Brenda Christian  
Second Grade Chair – Carla Bradshaw  
Third Grade Chair – Danelle Kiser  
Fourth Grade Chair – Mary Lynn Busfield  
Fifth Grade Chair – Beth Fox  
Instructional Support Chair - Carol Beasley  
TA Chair - Dora Hoover  
MAPS Chair - Wendy Craig  
Parent-Joanne Goff  
Parent-Mary Yenser  
Parent-Jennifer Lang  
Parent-Melissa Skourdoulis  
Parent-Freddie Jordan  
Parent-Lakiya Cherry  
Parent-Arisha Foster

**ONslow COUNTY SCHOOLS  
BOARD OF EDUCATION**

Robert Gaskins, Chairman  
Margaret Brown, Vice Chairman  
Lina Padgett-Parker  
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Ronnie Ross  
Mary Sharpe  
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**ONslow COUNTY SCHOOLS CENTRAL OFFICE ADMINISTRATION**

Dr. Kathy T. Spencer - Superintendent  
Mrs. Lesley Eason – Assistant Superintendent Instructional Services  
Dr. Barry Collins - Assistant Superintendent Professional Personnel Services  
Mr. Jeff Hudson - Assistant Superintendent Business and Property Services

**TRANSCRIPT OF PRINCIPAL'S MESSAGE**  
**(Delivered August 17<sup>th</sup>, 2007)**

Recently, I went to a local large hardware store. I am not going to mention the name. This store went through a major renovation moving from one property to another. Since I have been in the newly remodeled version, it's like I can't find anything. The staff has grown. People look busier and there is definitely a lot more merchandise, but I feel that the quality of service has diminished.

In the other location, people were friendlier. They seemed to be less uptight. They were more focused. You could find stuff easily and the staff didn't mind helping you. It was as if the staff was focused on service and customer comfort. When they grew, they hired a bunch of people hurriedly. They had to do massive training. The other day I went into this store looking for a screw for a baking element.

First, I went to the appliance section. As I approached the employee, I had to decide whether or not I had a large mole growing out of the side of my head. Maybe I had some ghastly object stuck between my teeth; because he gave me the sourest look as if he had just drank a vat of lemon soup. He went into contortions and convulsions. He writhed in pain. He grimaced. Finally, he directed me to Aisle 15. The journey continued.

On Aisle 15, they had screws of every kind. The store had big screws, hex screws, and metal screws. Also, they had wood screws, machine screws, and every other kind of screw you could imagine. I was more lost than when I started. The customer sales person on this aisle was busy putting away his stock. Not once in 10 minutes did he look up or ask if I needed help. Finally, I asked for help. I held up a baking element and said that I needed a screw to fit the two holes. The first thing out of his mouth was, "What is that?" (I wondered to myself if this gentleman was from Mars!!!). I must admit he was kind of elderly and maybe growing up they cooked with wood and fire. Uggghhhh. I replied, "It is a baking element". He then went into contortions and convulsions and grimaced and hissed.

I said that I had the matching screw outside. He said go and bring that in and we'll see what we can do. It took me a few minutes and I returned to Aisle 15. He was gone. My trusted helper. The one who was going to solve all of my problems and bring deliverance had abandoned me. I walked up and down the aisle and I finally saw him. He was taking off his uniform. I looked at my watch. It was 5:00. QUITTING TIME. But I did not give up hope. There was a gentleman on duty. I told him my need. He instantly went to a screw matching chart. Found the model number and handed me a bag of screws. It took him all of one minute. My need was met.

This story has relevance for us as educators and human beings as we work with children:

- #1 We must think nothing is beneath us or undignified to do.
- #2 We must not think that our position is better than anyone else's
- #3 If we want to be promoted we must go low.
- #4 Serving changes the world. Ruling does not.
- #5 You can serve right where you are.
- #6 Regard others more highly than yourselves
- #7 Servanthood is acting to meet the simplest needs
- #8 When we have a clear sense of our identity with nothing to prove we can serve freely
- #9 Serving breaks across racial and societal lines.
- #10 Your mark in service will be remembered long after you are gone.
- #11 We must be consistent and contented servants.

## SCHOOL PROFILE

### Executive Summary

#### Introduction:

In this section of our school improvement plan, an overview of student performance data, student and community demographic data, school characteristics and stakeholder perspectives on the quality of education is provided.

#### Student Performance Data

The student performance data collected for the Profile is summarized in tables from 2003 through 2007.

#### National Measures:

Because Jacksonville Commons Elementary School receives Title 1 (federal funding for literacy) as a targeted assistance school, the school reports Adequate Yearly Progress results as part of No Child Left Behind. Since the introduction of this federal program, Jacksonville Commons Elementary School has made AYP six out of seven years.

During the 2006-2007 academic year, JCE hit 12 of 12 targets for 100%.

#### State Measures:

**NC Pretest Grade 3:** The North Carolina Grade 3 Pretests in Reading and Mathematics are multiple-choice tests administered to all students in 3<sup>rd</sup> grade at the beginning (within the first three weeks of school) of Grade 3. The Grade 3 Pretests measure the knowledge and skills specified for Grade 2 from the Reading and Mathematics goals and objectives of the North Carolina Standard Course of Study.

**NC End of Grade Tests (Grades 3-5):** The end of grade tests are multiple choice tests (Reading Comprehension and Mathematics) that measure the achievement of curricular objectives described in the North Carolina Standard Course of Study. End of grade tests are administered to all eligible students in grades 3-5 within the final three weeks of school.

**NC End of Grade Tests-Reading Comprehension:** This test assesses reading and knowledge of vocabulary by having students read selections and then answer questions directly related to the selection. The selections on the tests are reading materials chosen to reflect the variety of actual reading done by students in and out of the classroom. Selections include both literary and informational texts. Literary texts include fiction, poetry, drama, and literary non-fiction such as biographies, letters, journals, and essays. Informational texts include content areas (art, science, mathematics, social studies, etc.) and consumer/practical selections (pamphlets, recipes, how-to, etc.).

**NC End of Grade Tests-Mathematics:** This test assesses students' achievement in the four strands of the mathematics curriculum: number sense, numeration and numerical; spatial sense, measurement and geometry; statistics, probability, and discrete mathematics; and patterns, relationships, and functions. The test contains two parts: calculator active and calculator inactive. Students may use a ruler, protractor, and calculator for the applications section only.

**NC Writing Assessment (Grade 4):** The North Carolina Writing Assessment measures written expression (composing) skills, such as main idea, supportive details,

organization, coherence, and the application of grammatical conventions. Students in Grade 4 write a narrative essay that may be personal or imaginative. This assessment which consists of one writing prompt at each grade is administered statewide on one NCDPI established date. Onslow County Schools provides the opportunity for students to participate in Local Option testing in writing in Grades 3 and 5.

**Field Tests Grades 3-5:** The purpose of the field test is to collect data for future test development. Results from the field-testing will provide information regarding: the overall quality of test questions; the development of scoring and reporting systems; and the test questions as reviewed by teachers across the state. The successful administration of these field tests is essential to the continuing development and psychometric soundness of the North Carolina State tests.

**K-2 Assessments:** The purpose of the K-2 Assessments are (1) to provide information about the progress of each student for instructional adaptations and early interventions, (2) to provide next year teachers with information about the status of each of their incoming students, (3) to inform parents about the status of their children relative to grade level standards at the end of the year, and (4) to provide the school and school district information about the achievement status and progress of groups of students in K, 1, and 2. In the fall of 2004, Onslow County teachers and administrators received E-assessment training, palm pilots, and Rigby E-assessment kits to expedite these respective processes. In the summer of 2007, the system was studying progress monitoring and benchmarking tools to better assess needs of students in grades K-5.

### **Student and Community Demographics**

During the 2003-04 academic year, the student population at Jacksonville Commons Elementary School surpassed the 1,000 mark with several students housed in 13 temporary units. A new school, Carolina Forest Elementary, opened in August 2004 and redistricting of over 300 students alleviated overcrowded conditions and changed the demographics of the school.

The total enrollment at JCE entering 2007-2008 school year is approximately 750 students. Ethnic composition breakdowns are 38.5% White, 38.3% Black, and 23.2% Multi-Racial, Asian, Hispanic, and American Indian.

Onslow County is located in the coastal region of North Carolina and according to the 2000 U.S. Census Bureau has a population of 150,355. The county was formed in 1734 as Onslow Precinct of Bath County from northeastern New Hanover Precinct. It was named after Arthur Onslow, Speaker of the British House of Commons from 1728 to 1761. With the abolition of Bath County in 1739, all of its constituent precincts became counties.

The racial composition of the community:

White	72.06
Black	18.48
Pacific Islander	1.68
Native American	0.74
Others	7.04

### **School Characteristics**

Opened in 1996 with 680 students on property donated by the City of Jacksonville and financed through bond referendums, the school has seen the population reach as high as 1,002 students in 2004. Jacksonville Commons Elementary

School serves as a true “community” base that not only meets educational needs, but also houses recreational and community activities and events.

**The Faculty**

Jacksonville Commons Elementary School has a caring, compassionate team of educators and support team members who seek to make the instructional day a pleasant experience for each child. Approximately 96% of our teachers have state initial and continuing licenses compared with 92% at the district level and 90% at the state level. Eighteen percent of the school’s teachers have completed advanced college degrees including master’s and doctoral degrees and five have received National Board certification.

Balance is observed in the levels of teaching experience with 24% at 0-3 years of experience, 35% with 4-10 years of experience, and 41% with 10+ years of experience. Our teacher turnover rate is 19% compared with 23% at the district level and 20% at the state level. Approximately, 98% have reached “highly qualified” status as determined by NCLB standards.

**Stakeholders’ Perspectives**

	Percentage in Agreement
(Staff) Overall grade	97%
(Parent) Overall grade	95%
(Student) Overall grade	87%
(Staff) Staff works to ensure cafeteria safety	100%
(Parent) Safety is encouraged in the cafeteria	98%
(Student) I feel safe in the cafeteria	97%
(Staff) Staff works to ensure hallway safety	100%
(Parent) Safety is encouraged in the hallways	97%
(Student) I feel safe in the hallways	91%
(Staff) Staff works to ensure playground safety	97%
(Parent) Safety is encouraged on the playground	88%
(Student) I feel safe on the playground	90%
(Staff) Staff works to ensure restroom safety	99%
(Parent) Safety is encouraged in restrooms	89%
(Student) I feel safe in the restrooms	87%
(Staff) The administration listens to students	97%
(Parent) The administration is available to help students	87%
(Student) The administration listens to students	85%
(Staff) The adults at this school encourage students to do their best	87%
(Parent) The adults encourage students to do their best	91%
(Student) The adults at this school encourage students to do	96%

their best

(Staff) The administration is helpful and treats students with respect	98%
(Parent) The administration is helpful and treats students with respect	90%
(Students) The administration is helpful and treats students respectfully	90%
(Staff) Teachers are helpful and treat students with respect	98%
(Parent)	
(Student) The teachers are helpful and treat students respectfully	92%
(Staff) If students have a problem, adults are available to help	98%
(Parent) If students have a problem there is an adult to help	86%
(Student) If I have a problem I can't resolve, I can go to an adult for help	96%
(Staff) The rules at my school promote safety and learning	96%
(Parent) The rules at my school promote safety and learning	96%
(Student) The rules at my school promote safety and learning	92%
(Staff) My school is neat and clean	98%
(Parent) My school is neat and clean	97%
(Student) My school is neat and clean	86%

**2006-2007 JACKSONVILLE COMMONS ELEMENTARY SCHOOL ABC DATA**

End of Grade Performance	PERCENT PROFICIENT		PERCENT PROFICIENT
3 <sup>RD</sup> GRADE MATH	70.6	3 <sup>RD</sup> GRADE READING	84.8
4 <sup>TH</sup> GRADE MATH	54.2	4 <sup>TH</sup> GRADE READING	85.0
5 <sup>TH</sup> GRADE MATH	75.2	5 <sup>TH</sup> GRADE READING	89.5

**2006-2007 JACKSONVILLE COMMONS ELEMENTARY SCHOOL AYP DATA**

TESTING	NUMBER TESTED	PERCENT TESTED	TARGET GOAL
ELIGIBLE STUDENTS	333	100%	95%
BLACK STUDENTS	131	100%	95%
MULTI-RACIAL STUDENTS	41	100%	95%
WHITE STUDENTS	118	100%	95%
FREE/REDUCED LUNCH	139	100%	95%

<b>READING</b>	<b>NUMBER TESTED</b>	<b>PERCENT PROFICIENT</b>	<b>TARGET GOAL</b>
ELIGIBLE STUDENTS	333	86.6%	76.7%
BLACK STUDENTS	131	84.8%	76.7%
MULTI-RACIAL STUDENTS	41	*	76.7%
WHITE STUDENTS	118	88.7%	76.7%
FREE/REDUCED LUNCH	139	80.6%	76.7%

**MET MATH AYP GOAL WAS MET WITH CONFIDENCE INTERVAL**

**JACKSONVILLE COMMONS ELEMENTARY SCHOOL 2005-0007 K-2  
ASSESSMENT COMPARATIVE DATA**

	<b>2005-2006</b>	<b>2006-2007</b>
Kindergarten Writing	73.2	78.6
Kindergarten Reading	81.2	87.2
Kindergarten Math	78.3	84.6
First Grade Writing	63.8	74.2
First Grade Math	79.2	72.3
First Grade Reading	73.2	73.3
Second Grade Writing	54.1	55.0
Second Grade Reading	82.1	70.5
Second Grade Math	74.0	64.8

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
MATHEMATICS 2005-2006**

	<b>STATE</b>	<b>ONSLow</b>	<b>JCE</b>
ALL STUDENTS	63.4	64.9	66.9
AMERICAN INDIAN	49.3	51.5	*
ASIAN	82.6	81.3	83.3
BLACK	43.0	47.8	55.3
HISPANIC	54.0	60.5	57.1
MULTI-RACIAL	65.2	66.3	70.5
WHITE	75.9	71.5	78.1
STUDENTS WITH DISABILITIES	38.7	36.1	52.2
ACADEMICALLY GIFTED	>95.0	>95.0	>95.0
FREE AND REDUCED LUNCH	48.8	54.2	59.0

NON FREE AND REDUCED LUNCH	77.0	73.3	72.4
FEMALE STUDENTS	64.6	65.3	66.7
MALE STUDENTS	63.6	65.6	67.1
INDIAN FEMALE	49.8	50.9	*
ASIAN FEMALE	83.2	81.0	83.3
BLACK FEMALE	45.0	50.8	55.9
HISPANIC FEMALE	53.9	60.7	64.3

MULTI-RACIAL FEMALE	64.9	68.1	73.1
WHITE FEMALE	75.9	70.4	75.4
INDIAN MALE	48.9	52.3	*
ASIAN MALE	82.0	81.5	83.3
BLACK MALE	41.0	44.6	54.7
HISPANIC MALE	54.1	60.4	50.0
MULTI-RACIAL MALE	65.5	64.3	66.7
WHITE MALE	75.8	72.5	81.0
LIMITED ENGLISH PROFICIENCY	41.3	48.4	57.1
NON-LIMITED ENGLISH PROFICIENCY	65.2	65.6	67.1
TARGETED ASSISTANCE TITLE 1	36.8	37.0	32.1

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
MATHEMATICS 2004-2005**

	<b>STATE</b>	<b>ONSLOW</b>	<b>JCE</b>
ALL STUDENTS	87.3	90.2	89.7
AMERICAN INDIAN	83.1	89.4	*
ASIAN	94.4	>95.0	>95.0
BLACK	77.5	83.5	82.4
HISPANIC	81.9	89.6	>95.0
MULTI-RACIAL	89.3	91.5	91.3
WHITE	93.0	92.5	93.8
STUDENTS WITH DISABILITIES	63.9	66.5	44.0
ACADEMICALLY GIFTED	>95.0	>95.0	>95.0
FREE AND REDUCED LUNCH	81.4	85.4	82.8
NON FREE AND REDUCED LUNCH	94.5	93.7	93.9
FEMALE STUDENTS	88.9	91.9	90.1
MALE STUDENTS	85.9	88.6	89.1

INDIAN FEMALE	85.0	88.2	*
ASIAN FEMALE	94.7	>95.0	*
BLACK FEMALE	80.4	87.6	83.8
HISPANIC FEMALE	82.9	90.5	>95.0

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
MATHEMATICS 2004-2005 CONTINUED**

	<b>STATE</b>	<b>ON SLOW</b>	<b>JCE</b>
MULTI-RACIAL FEMALE	90.5	93.8	93.3
WHITE FEMALE	93.9	93.4	93.0
INDIAN MALE	81.3	90.7	*
ASIAN MALE	94.1	>95.0	>95.0
BLACK MALE	74.6	79.3	80.6
HISPANIC MALE	81.0	88.9	>95.0
MULTI-RACIAL MALE	88.0	89.0	87.5
WHITE MALE	92.1	91.5	94.9
LIMITED ENGLISH PROFICIENCY	71.7	85.6	>95.0
NON-LIMITED ENGLISH PROFICIENCY	88.0	90.3	89.4

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
MATHEMATICS 2003-2004**

	<b>STATE</b>	<b>ON SLOW</b>	<b>JCE</b>
ALL STUDENTS	88.5	91.9	>95.0
AMERICAN INDIAN	84.8	94.9	*
ASIAN	94.8	>95.0	92.3
BLACK	79.3	86.1	91.0
HISPANIC	83.1	94.1	89.3
MULTI-RACIAL	91.1	92.6	>95.0
WHITE	93.6	93.6	>95.0
STUDENTS WITH DISABILITIES	63.9	67.7	68.4
ACADEMICALLY GIFTED	>95.0	>95.0	>95.0
FREE AND REDUCED LUNCH	81.4	87.6	91.4
NON FREE AND REDUCED LUNCH	94.5	>95.0	>95.0
FEMALE STUDENTS	89.9	92.9	>95.0
MALE STUDENTS	87.2	90.9	>95.0
INDIAN FEMALE	86.5	92.3	*

ASIAN FEMALE	>95.0	94.7	*
BLACK FEMALE	82.2	87.5	92.8
HISPANIC FEMALE	84.2	>95.0	>95.0

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
MATHEMATICS 2003-2004 CONTINUED**

	<b>STATE</b>	<b>ONSLow</b>	<b>JCE</b>
MULTI-RACIAL FEMALE	91.9	>95.0	92.0
WHITE FEMALE	94.5	94.5	>95.0
INDIAN MALE	83.1	>95.0	*
ASIAN MALE	94.5	>95.0	>95.0
BLACK MALE	76.6	84.6	89.2
HISPANIC MALE	82.1	93.4	84.2
MULTI-RACIAL MALE	90.2	89.5	>95.0
WHITE MALE	92.9	92.9	>95.0
LIMITED ENGLISH PROFICIENCY	75.8	86.0	*
NON-LIMITED ENGLISH PROFICIENCY	89.0	92.0	>95.0

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
READING 2005-2006**

	<b>STATE</b>	<b>ONSLow</b>	<b>JCE</b>
ALL STUDENTS	84.9	88.6	90.2
AMERICAN INDIAN	79.0	81.3	*
ASIAN	92.0	>95.0	91.7
BLACK	77.5	83.9	84.1
HISPANIC	76.8	87.6	>95.0
MULTI-RACIAL	89.3	90.5	>95.0
WHITE	92.7	92.0	93.0
STUDENTS WITH DISABILITIES	66.5	67.4	65.2
ACADEMICALLY GIFTED	>95.0	>95.0	>95.0
FREE AND REDUCED LUNCH	78.8	85.4	87.5
NON FREE AND REDUCED LUNCH	93.4	92.9	92.1
FEMALE STUDENTS	88.0	91.7	91.7
MALE STUDENTS	82.0	85.6	88.6
INDIAN FEMALE	82.7	83.0	*
ASIAN FEMALE	94.1	>95.0	>95.0

BLACK FEMALE	82.0	87.7	86.8
HISPANIC FEMALE	79.5	91.5	>95.0

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5 READING 2005-2006 CONTINUED**

	STATE	ONSLow	JCE
MULTI-RACIAL FEMALE	91.6	92.8	92.3
WHITE FEMALE	94.3	94.1	93.8
INDIAN MALE	75.4	79.1	*
ASIAN MALE	89.9	93.8	83.3
BLACK MALE	73.0	79.8	81.3
HISPANIC MALE	74.1	83.9	92.9
MULTI-RACIAL MALE	87.1	87.8	>95.0
WHITE MALE	91.2	89.9	92.1
LIMITED ENGLISH PROFICIENCY	64.3	71.8	85.7
NON-LIMITED ENGLISH PROFICIENCY	87.8	90.1	91.4
TARGETED ASSISTANCE TITLE 1	67.0	66.9	78.6

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
READING 2004-2005**

	STATE	ONSLow	JCE
ALL STUDENTS	84.6	87.8	86.2
AMERICAN INDIAN	78.6	86.2	*
ASIAN	90.3	>95.0	>95.0
BLACK	75.8	83.4	77.9
HISPANIC	76.1	87.4	92.0
MULTI-RACIAL	87.9	89.6	89.1
WHITE	92.0	90.7	91.5
STUDENTS WITH DISABILITIES	55.3	55.7	48.0
ACADEMICALLY GIFTED	>95.0	>95.0	>95.0
FREE AND REDUCED LUNCH	76.0	83.0	80.0
NON FREE AND REDUCED LUNCH	93.0	92.0	91.0
FEMALE STUDENTS	87.7	91.0	88.5
MALE STUDENTS	81.8	84.7	83.3
INDIAN FEMALE	82.5	86.3	*
ASIAN FEMALE	92.5	>95.0	*

BLACK FEMALE	80.4	87.8	86.3
HISPANIC FEMALE	79.1	89.2	92.3

MULTI-RACIAL FEMALE	90.4	93.0	>95.0
WHITE FEMALE	93.8	92.9	88.6
INDIAN MALE	74.8	86.0	*
ASIAN MALE	88.3	>95.0	100.0
BLACK MALE	71.2	78.8	71.7
HISPANIC MALE	73.2	85.7	91.7
MULTI-RACIAL MALE	85.4	85.8	81.3
WHITE MALE	90.2	88.5	94.9
LIMITED ENGLISH PROFICIENCY	58.9	68.2	87.5
NON-LIMITED ENGLISH PROFICIENCY	86.7	89.0	86.2

**THREE-YEAR TREND DATA COMPARING JACKSONVILLE COMMONS  
ELEMENTARY SCHOOL WITH STATE AND DISTRICT AVERAGES ON STATE  
TESTING FOR SUB-GROUPS GRADES 3-5  
READING 2003-2004**

	<b>STATE</b>	<b>ON SLOW</b>	<b>JCE</b>
ALL STUDENTS	84.3	89.2	91.1
AMERICAN INDIAN	78.3	87.9	*
ASIAN	90.0	>95.0	>95.0
BLACK	74.9	85.0	83.6
HISPANIC	75.4	89.7	85.7
MULTI-RACIAL	88.4	91.7	87.2
WHITE	91.0	91.6	>95.0
STUDENTS WITH DISABILITIES	58.8	63.5	60.5
ACADEMICALLY GIFTED	>95.0	>95.0	>95.0
FREE AND REDUCED LUNCH	76.0	85.1	82.9
NON FREE AND REDUCED LUNCH	93.0	90.0	>95.0
FEMALE STUDENTS	87.5	91.8	92.9
MALE STUDENTS	81.4	86.7	89.3
INDIAN FEMALE	82.6	90.4	*
ASIAN FEMALE	92.3	>95.0	*
BLACK FEMALE	79.8	89.3	87.0
HISPANIC FEMALE	78.7	90.0	88.9

MULTI-RACIAL FEMALE	91.4	93.9	88.0
WHITE FEMALE	93.5	93.4	>95.0
INDIAN MALE	74.3	95.1	*

ASIAN MALE	87.8	>95.0	>95.0
BLACK MALE	70.0	80.2	80.0
HISPANIC MALE	72.3	90.6	84.2
MULTI-RACIAL MALE	85.4	89.3	86.4
WHITE MALE	89.8	89.8	94.4
LIMITED ENGLISH PROFICIENCY	58.0	76.0	*
NON-LIMITED ENGLISH PROFICIENCY	85.3	89.3	91.1

**ONSLow COUNTY SCHOOLS  
GOALS, VISION, AND MISSION**

**Onslow County Schools Vision**

Excellence in education.

**Mission Statement**

The Onslow County School Community will prepare students to be globally competitive and responsible citizens in the 21<sup>st</sup> century.

**Goals**

Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.

Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens.

Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.

Onslow County schools will be supported by effective and efficient systems.

**JCE CUB PLEDGE**

I am a JCE student. I am respectful, responsible, and proud. Today, I will devote myself to learning and to the development of my character to being the very best person I can be.

**JCE GUIDELINES FOR SUCCESS**

J – Just listen and follow directions

C – Care for others

E – Enjoy learning

C – Come to school with a positive attitude

U – Uplift yourself and others

B – Be responsible

S - Show respect

**JCE MISSION STATEMENT**

Excellence with children-We will be an advocate for each child and teach to the whole child

Excellence with parents/community-We will communicate openly and honestly with parents and the community while building bridges with those we serve

Excellence with one another-We will respect our differences maturely and professionally, while encouraging and inspiring each other to greatness

**SCHOOL STRATEGIC PLANNING PROCESS INCLUDING LINKAGE TO  
SACS/CASI, PROCEDURES FOR CONDUCTING MEETINGS, SELECTION OF THE  
STRATEGIC PLANNING TEAM AND METHODS FOR GAINING INPUT FROM ALL  
CONSTITUENCY GROUPS**

The JCE School Strategic Plan is a working document and is fueled by staff mandatory staff development in quarterly subcommittees. Each subcommittee develops an action plan aligned with the school's strategic plan and lists yearly accomplishments as well as future objectives (SEE APPENDIX).

Their end of year reports and results are included in the strategic planning document. In preparation for the new three-year plan focused on the state's 21<sup>st</sup> century goals, Lisa McBride, the School Strategic Chairperson, Carol Jones, Counselor, and Dwayne Snowden, Principal, participated in the county-wide strategic planning initiative on July 16<sup>th</sup> at the Swansboro Convention Center and July 17<sup>th</sup> at Jacksonville Commons Elementary School. The group injected the final results from the sub-committee reports in the initial draft of the new plan.

On August 17<sup>th</sup>, Mr. Snowden met with all school level groups and conducted a 21<sup>st</sup> Century Overview presentation that included provision for working with students at-risk, a review of our Safe School plan, and discussion of the Duty Free Lunch legislation. The "Maintaining Our Perspective" activity was conducted as well as a review of the new state and district goals.

The following data was reviewed by the constituency groups: K-2 assessment data, 3-5 ABC/AYP, Climate surveys and suspensions. Next, each group conducted action plans on how we would meet the new goals over the next three years.

In preparation for the Commons area peer review session on September 11<sup>th</sup>, the JCE Strategic Plan team conducted a peer review session on September 6<sup>th</sup> to ensure that all components of the plan were in place.

JCE staff met with articulation team members from Thompson Early Childhood Center, Jacksonville Commons Middle School and Northside High School prior to working on revisions and preparing for final staff vote on September 21<sup>st</sup>. Our plan was submitted to Early School Director, Carla Ross on September 28<sup>th</sup> and Commons Area representatives work on revisions and prepare for the final staff vote prior to submitting final school strategic plan to Elementary School Director, Carla Ross, on September 28<sup>th</sup>.

**JACKSONVILLE COMMONS ELEMENTARY SCHOOL ACTION PLAN  
2007-2010**

**OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum**

**Strategy: JCE student achievement will be measured and the results used to drive instruction.**

**Desired Results:**

- \*JCE will meet expected growth on state mandated tests and meet AYP targets
- \*AIG students will achieve above grade level performance in reading, math and writing
- \*All students will meet appropriate levels of academic progress in all core subject areas K-5

**Measures:**

- \*EOG test data
- \*K-2 assessment data
- \*County benchmarks and progress monitoring K-5 graphs/data
- \*K-5 writing data
- \*Progress reports
- \*Report cards
- \*Independent reading level monitoring
- \*e\*assessment data
- \*AR data
- \*Title 1 data
- \*Exceptional needs data
- \*HOTS data
- \*Pre test and post test data from at-risk students
- \*Attendance data
- \*After-school tutoring pre and post score data
- \*At-risk tutoring pre and post score data
- \*Study island reports
- \*PEPs
- \*IEPs

**Processes:**

- \*Facilitate quarterly articulation meetings between grade levels
- \*Provide after-school and at-risk tutoring opportunities for remedial students
- \*Develop strong instructional plan that protects time, eliminate excessive pullouts and assists with differentiation
- \*Monitor ongoing assessment for students at all academic levels
- \*Ensure progress monitoring and benchmarking training and implementation
- \*Supply information about adequate teacher involvement in county, state and regional training students to strengthen classroom practice and instructional delivery
- \*Purchase quality 21<sup>st</sup> Century tools to produce competitive 21<sup>st</sup> Century students

**Resources:**

- \*Staff development expense
- \*State instructional funding
- \*Title I funding
- \*Low wealth funding
- \*Accountability funding
- \*DSSF funding
- \*At-Risk funding

**Summarize your results. Show trends. Were improvements made?**

**OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum**

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<b>OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum</b>	
<b>OCS Goal # 2: Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals</b>	
<b>Strategy: JCE will create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for employee performance.</b>	
<b>Desired Results:</b> *Maintain low employee attrition rate *Ongoing staff development in the newest educational technology trends *Staff utilizes data to shift instructional delivery	<b>Measures:</b> *Climate surveys *Teacher Working Condition Survey results *Annual attrition results
<b>Processes:</b> *Continue ILT retreats and nurturing of mentoring relationships *Maintain a vision of shared leadership that values and seeks out staff opinions *Provide a committee based approach in recruiting new staff *Promote a positive and informed working environment for all employees *Develop and include a professional development plan aligned with identified continuous improvement strategies *Ensure that all teachers are highly qualified and motivated *Utilize workdays for small group, hands-on training in all academic support areas *Provide enough 21 <sup>st</sup> century tools for every staff member *Observe other teachers to spark creativity and professional growth *Provide a website for teachers such as TeacherWeb	
<b>Resources:</b> *Staff development expense *State instructional funding *Title I funding *Low wealth funding *Accountability funding *DSSF funding *At-Risk funding	
<b>End of year Annual Review, Results, Next Steps</b>	
<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>

**OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum**

**2007-2008**

**Next steps**

**OCS Goal #3: Onslow County Students will learn in a safe environment to be civil, healthy and productive citizens**

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

**Desired Results:**

- \*Greater levels of students feeling more safe at school in hallways and bathrooms
- \*Number of in-school and out of school suspensions decrease
- \*JCE students will pass the state required physical fitness assessment

**Measures:**

- \*Climate survey data
- \*School discipline data
- \*NC Annual Report on School Crime and Violence Report
- \*NC Annual Report on Suspension and Expulsions
- \*Student attendance data
- \*Number of field trips

**Processes:**

- \*Teach appropriate behaviors in common areas, review Guidelines for Success and teach appropriate social interaction
- \*Conduct periodic common area observations
- \*Review and enforce building safety
- \*Install security cameras and monitors and phone activated alarm system
- \*Develop plan for effective traffic flow at arrival and dismissal
- \*Continue to support school rules and procedures
- \*Character Education curriculum and recognition
- \*Continue development of school wide discipline policy
- \*Periodic review of procedures for lock down
- \*Staff development on working with others in a civil way both staff to staff and staff to student communication
- \*MAPS teachers recognize monthly character education
- \*More integration of character education and character building activities and assemblies
- \*Cafeteria monitoring issue resolved
- \*Observe playground monitoring and share data with staff
- \*Hold competition between classes during lunch for good behavior
- \*Develop lesson plans/guidelines for assemblies
- \*Provide civility awards to students monthly or bi-monthly
- \*Review problem areas with students in assemblies or via closed circuit television
- \*Utilize CHAMPS trainer to provide staff development
- \*Provide more curriculum based field trips in the Spring to alleviate boredom and difficulties due to fewer of school days
- \*Allow for Character Education recognition, AR goals, School wide Study Island, monthly awards for bus behavior winners, Circle lunch program extra effort
- \*Examine pilot of AVID in 5<sup>th</sup> grade
- \*Develop Social Awareness clubs, Reading clubs, Personnel Development with volunteer sponsorship from teachers and high school students

**OCS Goal #3: Onslow County Students will learn in a safe environment to be civil, healthy and productive citizens**

Resources:  
 Safe and Drug Free School funding  
 Capital budget

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

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

**2007-2008**

**Next steps**

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

**Strategy:JCE will provide parent assistance in understanding state academic content standards and student academic achievement standards**

**Desired Results:**

Parents to receive consistent updates on state academic standards and technology innovation at the local and state levels

**Measures:**

- \*Parent surveys
- \*Climate surveys
- \*BASES Report
- \*Student attendance records

**Processes:**

- \*Increase parent involvement and volunteerism through activities, workshops, performances and professional development opportunities
- \*Offer activities for Title 1 families each nine weeks.
- \*Solicit input regarding the effectiveness of academic programs
- \*Discuss student achievement and academic content standards and add to online website
- \*Develop more opportunities for interaction with high school and middle schools
- \*Develop additional school/business relationships and continue student awards through business sponsorships
- \*Select media liaison to highlight school programs and activities
- \*Participate in Career Day for 4<sup>th</sup>/5<sup>th</sup> graders
- \*Increase community involvement through guest speakers, business support and through school wide events such as Octoberfest
- \*Incorporate military adoption of school
- \*Focus on father/male relative involvement
- \*Grant written to have our articulation group become NASA schools of Science (Grades 4-9)
- \*Provide for more articulation efforts between Thompson Early Childhood Center, Jacksonville Commons Middle School and Northside High School

**Resources:**

- \*Staff development expense
- \*State instructional funding
- \*Title I funding
- \*Low wealth funding
- \*Accountability funding
- \*DSSF funding
- \*At-Risk funding

**End of year Annual Review, Results, Next Steps**

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

**Summarize your results. Show trends. Were improvements made?**

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

**2007-2008**

**Next steps**

**OCS Goal #5: The Onslow County Schools will be supported by effective and efficient systems**

**Strategy: JCE will benefit from cutting edge 21<sup>st</sup> century systems**

**Desired Results:**  
**\*Improve school and community communications processes with updated information**

**Measures:**  
**\*Staff technology survey**

**Processes:**  
\*Provide vertical and horizontal alignment  
\*Continue updating of computer systems  
\*Utilize Public Folders for staff communications  
\*Utilize website to find specific info about CEU credits/staff development  
\*Provide additional Internet access and computers in every classroom  
\*Implement and use CALL PLUS  
\*Communicate needs for resources and adequate supplies  
\*Increase availability of instructional technicians and facilitator for teachers

**Resources:**  
\*Capital budget funding

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

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

## **APPENDICES**

### **STAFF DEVELOPMENT PLAN 2007-2008**

K-2 & 3-5 TEACHERS IMMERSSED IN BENCHMARKING AND PROGRESS MONITORING TRAINING WITH LITERACY FACILITATOR JUDY NELSON

CHAMPS TRAINING TO ASSIST WITH SPECIFIC STUDENT BEHAVIORAL ISSUES AS PART OF YEAR THREE WITH THE SAFE AND CIVIL SCHOOLS PROJECT WILL BE CONDUCTED WITH LINDA KOPEC, CERTIFIED TRAINER AND PRINCIPAL AT SUMMERSILL ELEMENTARY SCHOOL

TRAIN THE TRAINER MODEL OF KEY MATH CONCEPTS PRESENTED AT NCCTM MATH CONFERENCE WITH CHRISSEY CALLAWAY (5<sup>TH</sup> GRADE), ANNE WHITE (4<sup>TH</sup> GRADE) AND MELISSA NORQUIST (3<sup>RD</sup> GRADE) SERVING AS TRAINERS FOR THEIR SPECIFIC GRADE LEVELS.

ENPOWERING WRITERS CONFERENCE PHILOSOPHY, LESSON PLANS AND TRAINING TO BE PROVIDED TO 4<sup>TH</sup> GRADE TEACHERS AS A PILOT BY TRISH BOOTHBY (4<sup>TH</sup> GRADE) TO HER TEAM. SIMILAR TRAINING WAS DONE BY BELL FORK ELEMENTARY SCHOOL IN 2006-2007 AND THEIR WRITING SCORES EXCEEDED 80%. PLAN INCLUDES DOING SIMILAR PILOTS IN 3<sup>RD</sup> AND 5<sup>TH</sup> GRADES IN FORTHCOMING YEARS.

TECHNOLOGY TRAINING ON USAGE OF PROMETHEAN BOARDS, SMART BOARDS, LAPTOPS, MIMEOS, OTHER TECHNOLOGY EQUIPMENT AND APPLICATIONS SUCH AS ELECTRONIC PROGRESS REPORTS, REPORT CARDS AND PEPS TO BE PROVIDED BY TECHNOLOGY FACILITATOR.

OTHER STAFF DEVELOPMENT NEEDS CONSIDERED IN SURVEYS DONE BY STAFF DEVELOPMENT SUBCOMMITTEE DURING THE 2004-2007 STRATEGIC PLAN. THESE NEEDS AND REQUESTS HAVE BEEN FORWARDED TO MICHELE HAILEY, STAFF DEVELOPMENT COORDINATING TEACHER.

**A.) THINKING MAPS**

**B.) BALANCED CURRICULUM**

**C.) STAFF DEVELOPMENT FOR TAs**

**D.) CONTINUED INVOLVEMENT IN ONSLOW COUNTY SUMMER ACADEMIES**

**E.) STAFF WANTS ACCESS TO INFORMATION REGARDING STATE AND LOCAL READING CREDIT OPPORTUNITIES**

**F.) WORKING WITH CHILDREN AND PARENTS OF POVERTY**

**G.) CUSTOMER SERVICE WITH FIRESTAR**

**H.) AVID PILOT WITH 5<sup>TH</sup> GRADE**

**I.) CULTURAL/INTERNATIONAL DIVERSITY/SENSITIVITY WITH WORLDVIEW FROM CHAPEL HILL**

### **DUTY FREE LUNCH PERIOD OR PLAN**

The Strategic Planning Team met on September 6<sup>th</sup> and voted on the duty free lunch plan for teachers. At that time, the initial agreement was that 2<sup>nd</sup> and 3<sup>rd</sup> grade Teacher Assistants would cover classes for those grade level teachers to benefit from

duty free lunch. A core group of parent volunteers along with administrators, TAs and custodial staff would provide coverage for teachers in grades kindergarten, 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup>.

## WAIVERS

LEA: Onslow

Code: 670

School Code: 323

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### Type of Waiver and Explanation

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

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

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

*2. How will the waiver be used?*

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

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

**Textbooks (state waiver)** - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.

Policy Code 3430 (G.S. 115C-105.25)

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

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

*2. How will the waiver be used?*

To purchase classroom materials and equipment needed for instructing students.

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

**Noninstructional Support Personnel (state waiver)** - Transfers are allowed only for teachers (any grade). These

transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff

development. Policy Code 3430 (G.S. 115C-105.25)

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

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

*2. How will the waiver be used?*

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

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

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

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

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

*3. How will the waiver be used?*

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

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

**Field Trips (local waiver)** - Flexibility in the number of field trips will be provided for pre-K through 5 classes. Policy

Code 3320 (G.S. 115C-47, -288, -307)

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

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

*2. How will the waiver be used?*

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

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

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

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

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

*2. How will the waiver be used?*

- Allow flexibility to assign students to classrooms based upon their individual needs.
- Allow for more course options for students.

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

It will help:

- Provide more focused interventions to at-risk students
- Meet the needs of individual students
- Reduce performance gaps among targeted student populations

LEA: Onslow

Code: 670

School Code: 323

**Funds for Instructional Support Personnel (state waiver)** - Funds for instructional support personnel can be

transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

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

Students may be denied focused interventions, reduced class size and assistance in certain areas.

*2. How will the waiver be used?*

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

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

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

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

Students may be denied focused interventions and assistance in certain areas.

*2. How will the waiver be used?*

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

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

It will help:

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

LEA: Onslow

Code: 670

School Code: 323

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

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

Students may be denied focused interventions and assistance in certain areas.

*2. How will the waiver be used?*

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

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

It will help:

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



## Glossary

**ABC:** NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.

**Academic Rigor:** A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.

**Accommodation Plan under Section 504:** A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.

**Achievement Levels:** Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.

**Action Team:** A group organized as needed to conduct a continued improvement cycle

**AdvancED (Advancing Education in Excellence Worldwide):** An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE

**AIG (Academically Intellectually Gifted):** Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program

**Aligned System:** A logical order of ideas, structure, or curriculum which progresses from one level to another

**Annual Capital Program of Work:** A plan of work created pursuant to the Board's adoption of an annual capital budget

**AP Courses (Advanced Placement courses):** Nationally-developed courses offered in secondary schools for college credit (based on test results)

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

**Baldrige Criteria:** A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and analysis, human resource development and management, process management and performance results

**B.A.S.E.S. (Businesses Assisting Schools in Educating Students):** A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students

**Benchmarking:** An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.

**Consensus:** The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.

**Core Values:** An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

**Culture:** Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)

**Deployment:** The systematic process of introducing an activity or process in all applicable areas of an organization

**Differentiated Instruction:** A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students

**DPI (Department of Public Instruction):** The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education

**EC Program (Exceptional Children Program):** Designed to meet the needs of students with handicapping conditions

**EOC (End-of-Course tests):** State tests in designated subject areas in grades 9-12

**EOG (End-of-Grade tests):** State tests in designated subject areas in grades 3-8

**ESL (English as a Second Language):** Refers to a program serving students whose primary language is not English

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

**External:** Those things or people from outside an organization which affect the operations of that organization

**Facilitator:** A person who leads a group through a meeting or process by making the task easier

**Goal:** The end toward which effort is directed

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

**Honor Schools of Excellence:** A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards

**Human Resource System:** Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder

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

**IEP (Individual Education Plan):** A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.

**Internal:** Those things or people within an organization which affect the operations of that organization

**JobReady:** A program which focuses on preparing students for the workforce.

**LEP (Limited English Proficiency):** Refers to students whose primary language is not English

**Linkage:** A factor that causes two or more ideas to relate to one another

**Literacy:** Achievement which shows that the subject has been sufficiently mastered at a level commonly expected

**Low Performing and Priority Schools:** Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program

**LRFNA (Long-Range Facility Needs Assessment):** The adopted long-range facility planning tool of the school system

**Mastery:** Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred

**Mission:** The purpose and focus of an organization

**Multiple-Choice Test:** Tests that require students to select a single answer from a number of choices

**NCA/CASI: (North Central Association Commission on Accreditation and School Improvement):** An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools

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

**NSSE (National Study of School Evaluation):** A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation

**OCLC (Onslow County Learning Center):** An alternative school for students who require special services for behavior modification

**Percentile:** A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him

**Performance Assessment:** Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processes involved

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

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

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

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

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

**SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement):** A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs

**SAT (Scholastic Achievement Test):** A national test required for entrance into many colleges and universities

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

**SBE (State Board of Education):** The governing body of the public schools of North Carolina

**School-based:** Usually refers to decisions that are made at the school level and by those persons most affected by the decisions

**Schools of Distinction:** Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

**Schools of Excellence:** Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

**Stakeholder Focus:** Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven

**Stakeholders:** Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization

**Standard Course of Study:** A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools

**Strategy:** A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable

**Testing Code of Ethics:** Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers

**TQM/TQE (Total Quality Management/Total Quality Education):** A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement

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

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