

Impacting Students To Impact Our World

Jacksonville High School Strategic Plan 2010-2011

Results and Next Actions for 2011-2012



Jacksonville High School Graduates 2010



Jacksonville High School Administration

Dr. Donna Lynch, Principal

Angela Garland, Assistant Principal

Willie Jarman, Assistant Principal

Smaller Learning Community Directors

Meredith Cole Morton, IMPACT

Melissa Anderson, Freshman Academy

Nadia Lewis, Health Sciences Academy

Amy York, International Studies Academy

Bryant York, Information Technology & Engineering Academy

Christopher Howard, Creative & Performing Arts Academy

Cara Jackson, Service Professionals Academy (2012-13)

Department Chairpersons

Stephanie Kellum, English

Timothy Hood, Social Studies

Debera Allen, Science

Donald Moore, Math

Sandra Dixon, Exceptional Children

Christopher Howard, Fine and Performing Arts

Kemper Whaley, Foreign Language

Bryant York, Career and Technical Education

Seth Antram, Physical Education

Shawna Ricci, Student Services

Bill Davila, Media



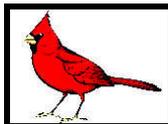
Principal's Message

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 21st 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 three career academies to include 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 2011-12 school year, a team of teacher leaders will plan a new career academy--the Service Professionals Academy. In addition to planning a new academy, the International Studies Academy staff will prepare to convert the ISA from a themed academy to a career academy. Both the new academy and the converted ISA will be fully implemented in 2012-13. 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 many clubs, organizations, special events and athletic activities 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.

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 2010-2012 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. Onslow County's population of nearly 177,772 residents consists of 74% White and 26% minorities of which 56% are male and 44% are female. Jacksonville's population of nearly 69,688 residents consists of 64% White and 36% minorities of which 61% are male and 39% are female.

Jacksonville has a per-capita income of \$14,237; this is \$6,070 below the state per-capita income. 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.

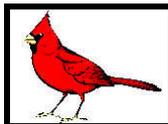
Source: US Census Bureau Quick Facts 2009-2010

<http://quickfacts.census.gov/qfd/states/37/37133.html>

Jacksonville High School Demographics

Jacksonville High School is a suburban, campus style public school encompassing grades 9-12. JHS is the largest school in Onslow County with 1,109 students. The demographic composition at JHS mirrors Jacksonville with 61% white students and 39% minority students. The enrollment by gender is similar to the city's with 51% male and 49% female. Jacksonville High School serves 158 students with special needs. These students make up 14% of the student body. Of the high schools in Onslow County, Jacksonville High School serves the highest percentage of students with special needs.

During the 2011-12 school year, Jacksonville High School employed 75 certified staff members: 63 classroom teachers, 2 counselors, 2 media specialists, 1 social worker, 1 Homebound Specialist, 1 Technology Facilitator, 1 eLearning Registrar, 1 Visually Impaired Specialist and 3 administrators. Of these, 10 have an Associate's degree, 53 have a Bachelor's degree, 26 have a Master's degree, 2 have an Education Specialist degree, and 2 have a Doctorate. 7 have three or more college degrees. Currently, 4 certified staff members



School Profile

are pursuing advanced degrees. We are especially proud of our 9 National Board Certified teachers. We also have 4 NB candidates awaiting scores and 1 who will pursue NBCT renewal during 2011-12. Of the 45 female and 30 male certified staff, there are 70 Caucasian, 1 African American, 1 Asian and 3 Hispanic.

Graduation Requirements

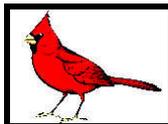
Graduation is based on Carnegie Units. A student entering high school in 2009-10 must obtain 21 credits in the North Carolina 21st Century Future Ready Core. Students who entered high school prior to 2009-10, must obtain a total 20 units within a chosen pathway to graduate. Pathways include: Career Prep, College Tech Prep, and College / University Prep. Requirements for each pathway differ. Students 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 38 clubs/organizations and 26 athletic teams.

Academics

Jacksonville High School offers 11 advanced placement courses in English III: Language and IV: Literature, Statistics, Calculus, Biology, Chemistry, 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). In 2009-10, JHS began offering International Baccalaureate courses in Theory of Knowledge, Community/Action/Service, IB History of the Americas, IB International History, IB Pre-Calculus, IB Biology, IB Chemistry, and IB English III and IV. In 2011, the first full IB diploma was awarded to JHS graduate. Students also enroll at Coastal Carolina Community College for high school/college transfer credits through dual enrollment.



School Profile

Smaller Learning Communities

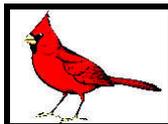
Jacksonville High School is structured in Smaller Learning Communities which include an advisory program called IMPACT, career and themed academies and the International Baccalaureate Diploma Programme. The Freshman Academy started in 2003-04, the Education Training Academy started in 2004-05, Health Sciences Academy started in 2006-07 and 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 is in its first year of implementation. Research is underway in 2011-12 to transform ISA from a themed academy into a career academy. In addition, a new career academy—the Service Professionals Academy will be planned by JHS teacher leaders during 2011-12. The new academy will include career interest areas such as education, marketing and law. As a result, the Education Training Academy will be included in the new academy instead of a separate academy. 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 2010

- 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

College Bound Information for the Class of 2011

- 266 diploma recipient graduates
- 1 certificate recipient graduate
- 115 (43%) attending a public or private college / university
- 124 (47%) attending community, technical, vocational, or junior college
- 15 (5%) going into the military
- 5 (2%) going into the workforce



School Profile

SAT Test Score Data 2009-2010

	Verbal	Math	Writing	Combined
Jacksonville High	486	505	450	1441

SAT Test Score Data 2010-11

	Verbal	Math	Writing	Combined
Jacksonville High	485	501	457	1443

Student Performance

Statewide assessment of student learning is included in 3 courses: English I, Algebra I, and Biology. During the 2010-11 school year, JHS met NC state expected growth and earned recognition as a School of Distinction with an overall proficiency rate of 80%. JHS also met AYP for 15 of 17 subgroups. The overall rate of proficiency under the NC ABC's increased from 71.9% in 2007 to 73% in 2008 to 74.9% in 2009 to 81% in 2010.

Test scores for 2010-11 in the three areas required by NC for graduation that did not meet expected growth included English I, Algebra I and Biology. These areas are addressed in the Update: 2010-2011 Results and Next Actions for 2011-2012.

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



School Profile

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 - 54 students
- 2009-2010 - 43 students
- 2010-2011 – 37 students

Vision and Mission Statements for Jacksonville High School

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.



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	JACKSONVILLE HIGH SCHOOL
Date Submitted:	October 6, 2011

1	Number of Plan Team Members	24
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	98%
4	Date of vote	10/3/2011
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	COPY ON FILE AT SCHOOL WITH SIGNATURES
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): 2010-2012
Date prepared: Fall 2011

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."

Name	Position	Committee Position*
Donna Lynch	Principal	Principal
Angela Garland	Assistant Principal	Chairperson/Assistant Principal Representative
Donald Moore	Teacher	Math Dept
Ed Gittings	Teacher	Science Dept (2010-11)
Erin Bockoras	Teacher	Foreign Language Dept (2010-11)
Esta Blount	Teacher	EC Dept
Joli Brooks	Teacher	Fine & Performing Arts Dept (2010-11)
Judy King	Teacher Assistant	Teacher Assistant
Laura Cox	Counselor	Guidance Dept
Mac Tucker	Teacher	Social Studies Dept (2010-11)
Sara Botelho	Teacher	English Dept
Seth Antram	PE Dept	PE Dept
Angela Lee	Parent	Parent
Barbara Edwards	Parent	Parent (2010-11)
Brent Anderson	Parent	Parent
Cindy Edwards	Parent	Parent
Crystal Hayden	Parent	Parent
Francine Reeves	Parent	Parent
Ginger Tuton	Parent	Parent
Lynn Gaddy	Parent	Parent (2010-11)
Sheila Josilevich	Parent	Parent (2010-11)
Jimmy Johnson	Parent	Parent (2010-11)
Shelly Bishop	Parent	Parent
Valerie Tuton	Parent	Parent (2010-11)
Amy York	Parent	Parent (2011-12)
Bryant York	Parent	Parent (2011-12)
Cathy Wangerin	Parent	Parent (2011-12)
Twinkle Childress	Parent	Parent (2011-12)
Diane Jones	Parent	Parent (2011-12)
Kemper Whaley	Teacher	Foreign Language Dept (2011-12)
Patrick Cook	Teacher	Fine & Performing Arts Dept (2011-12)
Cara Jackson	Teacher	Career & Technical Education Dept (2011-12)
	Teacher	Science Dept (2011-12)

Priority 1 and Associated Strategies				
Plan/Do	NC Goal 1:	North Carolina Public Schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	JHS Goal 1:	Jacksonville High School students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	JHS will increase student achievement, growth and proficiency in all areas of the curriculum. The desired annual result will be a 10% decrease in overall non-proficiency in all EOC areas.		
	Indicator: (Measure)	Overall School ABC Growth Target, Percent of AYP Goals Met, EOC Composite Score, SAT Ratio of JHS to LEA and state Average Score, Cohort Graduation Rate, School AP/IB Participation, Percent of AIG Students, School VoCATS Performance Composite, Promotion Percentages.		
	Strategy: (Needs Assessment, Question #4)	Increase student performance in state tested courses with an emphasis on courses required for graduation		
	Action Steps: (Processes/How)	1. Utilize assessment data to inform instruction for individual students		
		2. Utilize USA Test Prep, EVAAS, ClassScape as tools for informing instruction		
		3. Utilize CIA to address and deliver new and changing curricula		
	Strategy:	Provide after school tutorial opportunities for core subject areas		
	Action Steps:	1. Restructure Math Lab and PRIME TimeTutorials		
		2. Implement departmental planning for afterschool tutorials		
		3. Implement Writing Lab		
	Strategy:	Provide instructional support for Occupational Prep students in regular education classes with an emphasis on EOC courses		
	Action Steps:	1. Increase inclusion classes in content area courses		
2. Implement Read to Achieve and Corrective Reading programs through Curriculum Assistance classes				
3. Increase Strategic Reading program components in content area courses				
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$2,000 *SLC grant	
Funding source 2:	Other	Funding amount:	\$10,000 *Instructional	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$12,000	
Review frequency:	Semi-annually	*Instructional Supplies, EOC and Academy Materials, Technology		
Action Team: (Who is responsible)	Administration, SLC Directors, Department Chairs			

Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>We will determine the fidelity by monitoring classroom instruction via teacher observations and lesson plans, reviewing and observing lessons for Strategic Reading/Read to Achieve/Corrective Reading, the frequency of use of USA TEST PREP, PEP audits, use of data from EVAAS and ClassScape and enrollment and proficiency for students in NCVPS.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Through the use of data from ClassScape, EVAAS, USA TEST PREP and EOC's, we will be able to assess the progress made toward the target goal.</p>
	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>2010-11 state test results for English I: 84.9% (2009-10 89%; -4.1%); Biology: 81.1% (2009-10 79.8%; +1.3%); Algebra I: 66.3% (2009-10 73%; -6.7%) did not meet the goal of decreasing non-proficiency by 10%. PRIME Time teachers used a structured approach to tutoring in small groups or one on one during after school tutorials in the core content areas, with additional focused intervention utilized in SOAR (Students Obtaining Academic Results) for English I and Algebra I. Instructional support for Occupational Prep students in regular education classes with an emphasis on EOC courses included: 6 inclusion classes in English I, US History, World History and Algebra I in the Fall 2010; and 6 inclusion classes in English I, US History, World History, Earth Science and Algebra I in the Spring 2011. Read to Achieve and Corrective Reading were implemented in Curriculum Assistance classes. Both reading programs address below grade level readers with an emphasis on comprehension in the content areas. Overall proficiency/passing rates for NCVPS increased in 2010-11: 77% (+7%, 2009-10: 70%).</p>
Act	<p>Based upon identified results, what action should be taken? (Next Actions)</p> <p>In 2011-12, Algebra I, English I and Biology teachers will participate in Professional Learning Communities to assess data from EVAAS and to share effective instructional practices. Algebra I and English I teachers are working with teachers from two other Onslow County high schools and began their work in July 2011. Algebra I teachers will also incorporate the use of Problem Sets utilizing student Netbooks provided by OCS to all Algebra I students. Data from ClassScape, the Netbooks and EVAAS predicted scores will drive instruction. Plans are being developed to expand the Biology PLC to include teachers from other Onslow County high schools and will follow the protocols of the Algebra I and English I PLC. PRIME Time tutorials will continue in 2011-12 with transportation provided two days a week for students attending PRIME Time tutoring. The English department will continue to provide a Writing Lab two days a week. All four core content areas establish a semester schedule that is published in the classroom and on the school's website for PRIME Time tutoring. Teachers in the content areas used ClassScape with 1,088 assessments administered in 2010-11 and a 81.3% completion rate. Increased use of ClassScape with a higher percentage of completion is planned for 2011-12. While overall proficiency/passing rates increased for students taking NCVPS courses, proficiency/passing rates among students taking NCVPS courses during the summer was considerably lower compared to fall and semester courses despite an increase in 2010-11: 50% (+12%, 2009-10: 38%). As a result, a process will be developed to guide summer registration for NCVPS to determine student</p>

readiness for online instruction.

Priority 2 and Associated Strategies				
Plan/Do	NC Goal 2:	North Carolina Public Schools will be led by 21st century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	JHS Goal 2:	Jacksonville High School and students will be led by creative, passionate, and technologically skilled professionals.		
	Target: (Desired Result)			
		JHS will retain 100% highly qualified, skilled professionals.		
	Indicator: (Measure)			
		Annual teacher retention and attrition report, NCTWC Survey, School level data, School level professional development data, EOC results, School developed surveys		
	Strategy: (Needs Assessment, Question #4)			
		Promote a positive and informed working environment for all employees		
	Action Steps: (Processes/How)			
		1. Develop and implement Friday Focus to provide weekly communication for all staff		
		2. Allocate time for SLC, department, and whole faculty articulation and planning		
		3. Utilize communication processes and procedures in all areas to support instruction (EC updates)		
	Strategy:			
		Provide professional development in effective strategies for accelerating and differentiating instruction		
Action Steps:				
	1. Facilitate professional development for DI, CIA and NC FALCON			
	2. Explore the new NC Common Core Standards for increased understanding and instructional implementation			
	3. Participate in International Baccalaureate Level I and Level II training for administration and IB teachers			
Strategy:				
	Provide ongoing professional development aligned with OCS priorities for 21st century tools and skills			
Action Steps:				
	1. Increase use of technology driven instruction			
	2. Utilize online training modules for NC FALCON			
	3. Update and maintain teacher web pages			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$10,000 *SLC grant	
Funding source 2:	Other	Funding amount:	\$5,000 *SLC grant	
Funding source 3:	Other	Funding amount:	\$15,000 *SLC grant	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$30,000	
Review frequency:	Semi-annually	*IB training, National Career Academy Coalition, SLC Directors' Stipends		
Action Team: (Who is responsible)				
	Administration, SLC Directors, Tech Facilitator, Department Chairs, Teachers			

Check

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

We will determine the fidelity of the strategies by using the NC Teacher Working Conditions Survey, teacher observations to assess implementation of differentiated instruction and Curriculum, Instruction and Assessment (CIA), professional development participation, NC FALCON certification, exceptional children's updates regarding needs and services, Friday Focus, meeting agendas and professional development agendas.

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

Through the use of data from the annual teacher retention and attrition report, NCTWC Survey, school level data, school level professional development data, EOC results, school developed surveys, we will be able to assess the progress made toward the target goal.

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

In 2010-11, the administration initiated a weekly Friday Focus to increase timely communication with all staff members. Responses on the Spring 2011 360⁰ Survey indicated an overall 85.8% positive staff response to communication (email, handbooks, newsletters, School Messenger and webpage). To increase time for meaningful departmental collaboration as requested during department meetings prior to beginning the 2010-11 school year, time was allotted during PD/ER for articulation and planning as aligned with the school's PD goals for CIA and DI. Feedback was consistently positive (via Plus/Delta feedback at the end of each session) from staff when departmental collaboration was incorporated during professional development. Professional Development for DI, CIA and NC FALCON occurred on Early Release days. In 2010-11, 100% of the licensed staff participated in professional development with the following completion rates (completion=eligible for Continuing Education Credit). 94% of licensed staff members completed all five NC FALCON online modules; 91% of licensed staff members completed on site training for CIA and DI. During the summer 2010, the principal attended IB Level I training and a team of eight teachers attended IB Level II training (math, social studies, Theory of Knowledge, IB coordinator, English, chemistry and art). EC lab teachers communicated with regular ed teachers for assignments, feedback and support throughout the school year and utilized email as one of their primary tools for communication. Technology increased in the classroom in 2010-11. The use of technology for instruction continued to increase in classrooms. ECU outside evaluators noted a high level of technology use to support and enhance instruction (Feb. 2011) after conducting classroom visits as a component of their evaluation for the federal Smaller Learning Communities grant. Teachers websites were monitored for up to date information by the Tech Facilitator and administration.

Act

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

In 2011-12, on site professional development will continue to explore differentiated instruction and effective development of CIA unit plans. Observations using the NC TEP and feedback from teachers indicated the need for continued professional development in DI and global awareness as well as CIA. (PD Survey results from licensed staff indicated: 29% need PD on globalization; 26% need PD on the Common Core: and 26% need PD on DI). All are being addressed on PD Early Release days in 2011-12. Teacher leaders from each of the content areas (math, science, social studies and English) will also participate in the district's Unpacking Thursdays (Understanding the Common Core). They will lead PD in the spring 2012 within their departments on the Common Core. Additional technology for instructional use is being explored in order to create a computer lab in the Freshman Academy building. The lab will have tablets for use in the lab and will be available for use in classrooms, as well.

Priority 3 and Associated Strategies				
Plan/Do	NC Goal 3:	North Carolina Public Schools students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	JHS Goal 3:	Jacksonville High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	JHS will promote a Safe and Civil Schools initiative to improve teaching and learning. The desired annual result will be a 5% increase in positive responses on district and school surveys on questions pertaining to a safe and civil learning environment.		
	Indicator: (Measure)	Attendance data, survey results, drop out data, program evaluation data, discipline data		
	Strategy: (Needs Assessment, Question #4)	Create a safe environment that will support teaching and learning		
	Action Steps: (Processes/How)	1. Develop and communicate lunch zones to students and staff to maximize supervision during each lunch		
		2. Develop and implement a schoolwide schedule to promote orderly traffic patterns		
		3. Increase staff involvement in Super Safe Supervision procedural guidelines		
	Strategy:	Promote and support activities to create a civil learning environment		
	Action Steps:	1. Provide informational presentations for students, staff and community (Rachel's Challenge and 18 and Now What)		
		2. Expand Student 2 Student program to include components of Rachel's Challenge		
	Strategy:	Encourage students to healthy and productive citizens		
	Action Steps:	1. Utilize Choice Bus for 9th graders to promote the importance of education and making good choices		
		2. Expand course opportunities for physical education by acquiring additional weightroom equipment		
3. Increase emphasis on nutrition and lifetime fitness through health classes				
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$8,000 *SLC Grant	
Funding source 2:	Select a funding source	Funding amount:	\$1,000 *SLC Grant	
Funding source 3:	Select a funding source	Funding amount:	\$10,000 *SLC Grant	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$19,000	
Review frequency:	Semi-annually	*Summer stipends for curriculum development, extracurricular trips, student recognition trips		
Action Team: (Who is responsible)	Administration, Safe and Civil Schools Committee, SPT and teachers			

Check

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

We will determine the fidelity of the strategies by using 360^o Feedback, school and bus discipline data, Student 2 Student data, and enrollment in weightlifting classes.

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

Through the use of data from attendance data, survey results, drop out data, program evaluation data, and discipline data, we will be able to assess the progress made toward the target goal.

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

In 2010-11, initiatives were implemented to create a safe environment that supports teaching and learning. Lunch Zones were created that clearly identified areas open to students during each lunch (all buildings and areas surrounding buildings are in No Lunch Zones to minimize disruptions to instruction). The boundaries are marked with orange cones and maps of the Lunch Zones are in each classroom. The JHS Super Safe Supervision schedule was revised to coincide with supervision within the lunch zones and supervision was increased to maximize supervision during lunch. Student responses on safety questions on the 360^o Survey indicated the following: 95% feel safe at school; 90% feel safe in classrooms; 87% feel safe in the hallways; 86% feel safe outdoors; 83% feel safe in the cafeteria; and 81% feel safe in the bathrooms. Parents responses to safety questions about their child on campus indicated the following: 88% feel safe in classrooms; 95% feel safe in the hallways; 95% feel safe outdoors; 90% feel safe in the cafeteria; and 89% feel safe in the bathrooms. To maximize instructional time, a Tardy Sweep was implemented, as well. The Sweep began in building 6 and expanded across the campus by the end of the 2010-11 school year. Tardies decreased from an average of 24 students tardy to one or more classes during the first two weeks of implementing the Tardy Sweep, to an average of 4 students tardy to one or more classes by the end of the 2010-11 school year. Rachel's Challenge took place in October 2010 with the message of starting a Chain Reaction of kindness. Students pledged to start a Chain Reaction and their acts of kindness were documented on a paper chain extending through three buildings. The Student 2 Student Leadership team continued their work with new students and additional training was conducted in the summer 2011. In November 2010, ninth graders in all PE and English classes participated in the interactive Choice Bus classroom that promotes high school graduation and making positive choices in high school. Ninth grade PE classes also participated in the Reading Buddies program with feeder elementary schools. To encourage students to be healthy citizens, an additional weight room was created and the number of weightlifting classes was expanded. To promote lifetime fitness, the ninth grade PE classes began teaching badminton, ping pong and horse shoes.

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

In 2011-12, the Lunch Zones and Tardy Sweep will continue as strategies to support teaching and learning. Both procedures were included in the 2011-12 Student Handbook as approved by the school's Strategic Planning Team and in FAQ's mailed home to parents with a Welcome Back to School letter in August 2011. Super Safe Supervision schedules were created based on last year's supervision schedules and provided to all staff members. IMPACT classes will use advisory time to discuss safety on campus to identify student concerns. Ninth graders will again participate in the interactive Choice Bus classroom and they

Act

will continue the Reading Buddies program (freshmen are reading buddies for elementary students at Parkwood, Northwoods and Clyde Erwin Elementary Schools). Both programs promote education, making good choices and building relationships at school. In 2011-12, the Reading Buddies (freshmen in World History and Earth Science classes each semester) will travel to the elementary schools once a month with a culminating activity at JHS in the spring for all ninth graders and elementary students who participated in Reading Buddies. In 2011-12, the Student 2 Student Leadership team will have two new student celebrations (one per semester). Cardinal Ambassadors, also trained in Student 2 Student, will provide campus support for five foreign exchange students to assist them in their transition to Jacksonville High School.



Priority 4 and Associated Strategies

Plan/Do	NC Goal 4:	Leadership will guide innovation in North Carolina Public Schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	JHS Goal 4:	Leadership will foster innovation at Jacksonville High School in cooperation with families and community partners.		
	Target: (Desired Result)	JHS will increase the cohort graduation rate. The desired annual result will be a 3% increase in the cohort graduation rate.		
	Indicator: (Measure)	SLC joining activities, graduation data, drop out data, promotion percentages		
	Strategy: (Needs Assessment, Question #4)	Enhance graduation and post secondary support for all students		
	Action Steps: (Processes/How)	1. Increase student membership and involvement in academies		
		2. Increase family and community involvement in academy programs and extracurricular activities		
		3. Educate staff regarding community resources and the utilization of resources to assist students		
	Strategy:	Implement instructional strategies to promote student success		
	Action Steps:	1. Provide resources and professional development in differentiated instruction		
		2. Provide resources and professional development in instructional technology		
		3. Increase student use of technology in the classroom (netbooks, Sentio response units, etc.)		
		4. Continue to develop a comprehensive approach to the IB, AP and Honors curriculum		
	Strategy:	Increase communication and collaboration with all stakeholders		
Action Steps:	1. Utilize SLC newsletters to communicate with families			
	2. Increase communication methods (teacher websites, Friday Focus, EC newsletters, Senior newsletter, School Messenger, Counselor Forums, Cards on Camera news broadcast, etc.)			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$6,000 *Instructional	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$6,000	
Review frequency:	Semi-annually	*Printing materials, marketing and mailing and Graduation Project Materials		
Action Team: (Who is responsible)	Administration, SLC Directors, Counselors, SPT, Professional Development Facilitators			

Check

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

We will determine the fidelity of the strategies by using SLC grant data, parent and community involvement in programs, participation and successful completion of professional development and enrollment in and successful completion of AP/IB courses.

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

Through the use of data from SLC joining activities, program participation, graduation data, drop out data, and promotion percentages, we will be able to assess the progress made toward the target goal.

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

In 2010-11, the graduation cohort rate was 82.8% (a 2.7% increase from 2009-10 rate of 80.1%). Career and themed academy membership increased 27% to 397 students. All academies provided family joining activities during 2010-11 with an average of 4 events per academy. Families were also invited to attend a FAFSA night in February 2011 and evening events to meet College Admissions officers from four North Carolina universities. Scholarship opportunities were promoted and advertised on the school's website. A Saturday SAT preparation workshop was held in the fall 2010 at no charge to students. During CFNC Week, counselors set up computers in the guidance office to assist students in applying for college after the school's CDF assisted students in creating CFNC accounts. On site professional development focused on differentiated instruction and CIA. An on site workshop was also provided by the technology facilitator that focused on using online resources to enhance instruction. The technology facilitator also worked with classroom teachers one on one to demonstrate technology use (Smartboards, Student Response Systems, and Elmo's). He also worked with Algebra I teachers to use the Problem Sets on the students' Netbooks. Data indicates that Problem Sets were not fully utilized with students in 2010-11. All SLC's published three newsletters during 2010-11. One was mailed home and the other two went home with report cards. Newsletters were also posted in the SLCs' displays by the front office. Increasing communication in 2010-11 included keeping teacher websites updated, a weekly Friday Focus sent to all staff members, a new Senior Newsletter sent to seniors three times a year, and bi-monthly use of School Messenger to convey information to parents. Overall staff response to questions pertaining to Communication on the 360^o Survey was 85.8% positive. IB enrollment continued to increase which has resulted in an increase in the number of certificates and/or diplomas awarded after IB assessments. In 2009-10: 14 certificates were awarded to nine senior IB students. In 2010-11, 36 certificates were awarded and the first full IB diploma was awarded. 52 juniors and seniors completed IB classes in 2010-11.

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

During the summer 2011, every senior's transcript was reviewed by a team that included two teachers and a counselor to ensure course registration was accurate and requirements for graduation would be met with course selections. The senior class counselor will hold a minimum of two meetings with the senior class to review graduation requirements, college opportunities and scholarship notices. In addition, through IMPACT classes, seniors will have the opportunity to meet with college representatives from two and four year schools, military recruiters and local business owners based upon their post-secondary plans. These meetings will take place toward the end of the first semester. In 2011-12, other activities related to post-secondary endeavors that were implemented in 2010-11 will continue. These include FAFSA Night, meetings with College Admissions officers, assistance during CFNC Week through

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guidance and Saturday SAT preparation. Assessment of the use of differentiated instruction and technology in the classrooms will be a focus during administrative walkthroughs and formal evaluations. In addition, DI and technology will be included in the classroom visits conducted by the outside evaluators from ECU toward the end of the first semester. Algebra I teachers have increased their use of Problem Sets on the Netbooks and this is one of the topics being addressed at the Algebra I PLC that began during the summer 2011. SLC's will publish a minimum of three newsletters this year and communication will continue via the Friday Focus, Senior Newsletter, and School Messenger. The journalism program will explore Cards on Camera, a news broadcast for the students and staff. Pilot broadcasts were completed last year, but full implementation did not occur.



Priority 5 and Associated Strategies

Plan/Do	NC Goal 5:	North Carolina Public Schools will be governed and supported by 21st century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	JHS Goal 5:	Jacksonville High School will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	JHS will maximize and manage all resources to meet the instructional and operational needs of the school. The desired annual result will be a 5% increase in positive responses on district and school surveys on questions pertaining to access to technology and a clean learning environment.		
	Indicator: (Measure)	Reports, audits, surveys, work orders, participation rates, STNA responses, school level work order data		
	Strategy: (Needs Assessment, Question #4)	Increase the available technology for student and staff use		
	Action Steps: (Processes/How)	<ol style="list-style-type: none"> 1. Provide access to technology to meet the needs of students and staff through flexible scheduling in the Media Center and CTE business classrooms 2. Increase technology tools for the classroom 3. Provide training by the Technology Facilitator for students and staff to effectively use technology for teaching and 		
	Strategy:	Provide a clean campus		
	Action Steps:	<ol style="list-style-type: none"> 1. Implement a flexible custodial schedule 2. Initiate a club/organization "Adopt Your School" campus cleanup program 3. Develop and implement school level work orders to efficiently and effectively address campus repairs and 4. Implement a weekly Cardinal Check Up for staff to communicate custodial needs and concerns 		
	How will we fund these strategies?			
	Funding source 1:	Other	Funding amount:	\$5,000 *SLC Grant
Funding source 2:	Other	Funding amount:	\$4,000 *Instructional	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$9,000	
Review frequency:	Semi-annually	*PRIME Time transportation, Online databases		
Action Team: (Who is responsible)	Administration, Safe & Civil Schools Committee, JHS Clubs & Organizations, Custodial Staff			

Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>We will determine the fidelity of the strategies by assessing the results of the 360° Feedback data, school level work order submission/completion data, and results from STNA report for technology.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</p> <p>Through the use of data from reports, audits, surveys, work orders, participation rates, STNA responses, school level work order data, we will be able to assess the progress made toward the target goal.</p>
	<p>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</p> <p>Data from the 360° Survey in 2010-11 indicated the following on questions pertaining to Technology Resources: Staff-94% positive responses (-4% from 2009-10 Climate Survey); Students-88% positive responses (0% increase from 2009-10 Climate Survey); Parents-97% positive responses (+10% from 2009-10 Climate Survey). Parent responses reflect the increased amount of technology available for instructional use. This includes Smartboards, Promethean Boards, Student Response Systems, Elmo's and Netbooks. The media center computer labs and CTE computer labs were used consistently throughout the year for USA Test Prep, ClassScape and other computer based instructional and/or assessment activities. Teachers were able to schedule computer lab use with the Media Specialists and with the CTE teachers or CDF. Data from the 360° Survey in 2010-11 indicated the following on questions pertaining to School Cleanliness: Staff-98% positive responses (+4% from 2009-10 Climate Survey); Students-67% positive responses (20% increase from 2009-10 Climate Survey); Parents-73% positive responses (-3% from 2009-10 Climate Survey). Overall perception that the school is neat/clean increased among staff and students.</p>
Act	<p>Based upon identified results, what action should be taken? (Next actions)</p> <p>Flexible scheduling in the computer labs will continue in 2011-12 to include the labs in the media center and in the CTE classrooms. Teachers will schedule lab use in the same ways as 2010-11. All Algebra I students will have Netbooks and the use of Problem Sets on a consistent basis will be monitored as well as discussed at the Algebra I PLC meetings. Students from the Algebra I/Geometry cohort will be assigned tablets for instructional use in Algebra II. The Technology Facilitator will offer an on site workshop in the spring 2012. The focus of the workshop will be using technology to increase global connections in the classroom. This focus is aligned with the NC TEP observations conducted in 2010-11 and teacher feedback regarding professional development needs on the district's PD survey. The JHS Custodial Staff will follow the flexible schedule established in 2010-11 that ensures that custodians are on campus from 6:30 am to 9:30 pm each day school level work orders were developed and implemented in 2010-11 and will be used in 2011-12 to address and track maintenance needs that can be addressed by the custodial staff. All JHS work orders are returned to the JHS administration upon completion. The items addressed on the school level work orders are generated from the Weekly Check Up's that are distributed weekly with the Friday Focus and returned to the administration based upon issues that need maintenance or custodial attention on campus. The "Adopt Your School" program will be developed in 2011-12 and prepared for implementation by fall 2012.</p>