

MEADOW VIEW ELEMENTARY SCHOOL STRATEGIC PLAN
2008-2010

2009-2010 UPDATE

(Updates in purple)

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INTRODUCTION

Meadow View Elementary is **one of the largest (square footage) public elementary schools** in Onslow County. The total school enrollment is **686**, which includes kindergarten through fifth grades. Our staff is committed to excellence in education and to a continuous process for improving the overall instruction and learning process. Teamwork is essential to the overall success of the organization. Each staff member is committed and dedicated to providing a quality, meaningful education for all students.

A framework for the strategic planning process has been established by the Onslow County Board of Education. It is based on the Effective Schools Research and is directly aligned with the principles and standards of the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI). The school's plan is aligned with the county's strategic plan. This plan will be reviewed and updated periodically to assess the effectiveness of the strategies and processes as they relate to the overall goals.

Our school's strategic plan is a collaborative effort facilitated by the School Strategic Planning Team (SSPT). The SSPT is comprised of administrators, teachers, classified personnel, support staff and parents. To ensure success of the plan, all stakeholders had a voice in the planning process. There is a shared vision for Meadow View Elementary School. Articulation among grade levels, parents and community members is essential in the development of the strategic plan. This plan will be a living, working document—one that all stakeholders will be committed to carrying out to ensure the overall success of the learning community.

Meadow View Elementary School's strategic plan embraces strategies and processes that will enable us to meet our desired results for success in the 21st century. Specific measures are being put into place to monitor the overall effectiveness of our strategies and processes. Resources have been identified that will help us to achieve our desired outcomes. A strong emphasis on student achievement and growth is the focus for every decision. The plan is designed to help us differentiate instruction and meet every student's individual learning needs. The strategies will be based on data analysis, assessments, and input from all stakeholders. Our plan not only addresses student achievement, safety, transition and success, but it also addresses the necessity to generate a supportive and positive environment for our staff. This will enable us to recruit and retain highly qualified staff members that will promote student success. In the 2008-09 school year, we are encouraging parental and community involvement as well as seeking to improve collaboration with our support staff. **In the 2009-10 school year, we are continuing to encourage parental and community involvement as well as increase student achievement and growth.** In the years to come, we will endeavor to increase involvement from all stakeholders and continue to improve in the area of student achievement.

Meadow View Elementary School will rise to the challenge to excel in the area of student performance and growth. In order to do this, we will concentrate on the processes that promote overall success in our school. We will continually evaluate what we are doing and make adjustments to better meet the needs of our students. Each year will be a new beginning at Meadow View Elementary School, and we will continue to improve and enhance our instruction to provide for optimum learning. Through our commitment to "Excellence in Education," our vision of providing "**M**otivating ad**V**entures for **E**ducational **S**uccess" will be realized.

ONSLOW COUNTY SCHOOLS EDUCATION AND TECHNICAL SUPPORT CENTER

Board Members

Margaret Brown, Chairperson
Ronnie Ross, Vice Chairperson
Jeffrey Brown
Fred Holt
Lina Padgett-Parker
Mary Ann Sharpe
Pam Thomas

Superintendent

Dr. Kathy T. Spencer

Assistant Superintendents

Lesley F. Eason
Instructional Services and
Continuous Improvement

Steve Myers
Auxiliary Services

Dr. Barry D. Collins
Human Resources and
Student Services

Chief Finance Officer

Jeffrey D. Hollamon



Onslow County Schools

Vision

“Excellence in Education”

Mission

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



Goals

OCS-1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

OCS-2: Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.

OCS-3: Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens.

OCS-4: Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.

OCS-5: Onslow County schools will be supported by effective and efficient systems.



Strategic Planning Team

Administration

Principal Vickie Brown
Assistant Principal Michelle Marangi

Faculty/Staff

Tonya Cupp-Kindergarten Teacher
Sharon Smith-First Grade Teacher
Wanna Huffman-Second Grade Teacher
Christy Spain-Third Grade Teacher
Christel Gwynn-Fourth Grade Teacher
Jodie Schmid-Fifth Grade Teacher
Lorraine Messer-EC Teacher
Autumn Correnti-Art Teacher
Susan Arnett-Teaching Assistant

Parents

Donna Padgett
Celeste Walton
William Cupp
Melanie Prince
Christina Baldwin
Tim Foster
Paul Gwynn
Kevin Turner
Tamara Orr
Larry Stevenson
Cinda Kerns

School Strategic Planning Process

Meadow View Elementary School's Strategic Planning Team will be elected by members of the staff at the end of each school year. Since this is Meadow View's first year in existence, the team was elected at the beginning of the 2008-09 school year and reinstated, with a few changes in the 2009-10 school year. Representatives of each group of school personnel are elected to serve on the School Strategic Planning Team (SSPT). Parent representatives also serve on the School Strategic Planning Team. Parents comprise 50% of the strategic planning team members. The focus of the MVSPT is to communicate necessary information to and from the school administrator, as well as provide input in decision-making processes. The strategic planning process involves all school community stakeholders with a voice at each level of communication. Input from the total team is used to design our vision, mission, goals, values, and beliefs. The strategic plan provides our school community with a direction and is the foundation for the organization.

Utilizing input from all stakeholders, the strategic plan is designed and implemented. Data analysis is the basis for the development of the strategies and the evaluation process is based on results. Once the plan is drafted, the task force teams review it and provide input for revisions and/or additions. Directors from the Central Office are utilized during the planning process to ensure compliance with state and local guidelines as well as provide input for the overall plan. The plan is then taken to a Peer Review Committee to receive additional input for finalizing the plan. The plan is reviewed and assessed throughout the year. At the end of the year, data are analyzed, and the process for updating the plan begins. During the summer, the MVSPT meets periodically to begin the planning process. The results from the previous school year's data are calculated and next steps are outlined.

Prior to meetings, agendas are established. The meetings are publicized to all who may choose to attend by posting dates and times in visible areas. Minutes are taken at each meeting, and copies are provided to all stakeholders. Minutes are approved at the beginning of each meeting.

SCHOOL PROFILE

A. Executive Summary

Introduction:

In this section of our school strategic plan, an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education will be provided. A summary of the major sets of data will also be outlined in tables and graphs within the strategic plan.

1. Student Performance Data

State Measures: In grades K-2, the state assessments are used to document progress in reading, writing and math. Based on the assessment data received from students who attended last year, 91.1% of our K students scored Level III or higher in writing, 84.8% of our K students scored Level III or higher in reading, and 94.6% of our K students scored Level III or higher in math. In first grade, 85.8% scored Level III or higher in writing, 62.5% scored Level III or higher in reading, and 82.3% scored Level III or higher in Math. Second grade had 71.5% score Level III or higher in writing, 80.1% score Level III or higher in reading, and 84.5% score Level III or higher in math. While some of the data is favorable, there is still room for improvement in all areas to ensure students are ready to progress to the next grade level.

Statewide assessments for grades 3-5 are used to measure performance in reading and math. Writing is assessed statewide in grade 4. Our 3rd grade was our lowest performing grade level with 50% proficiency in reading and 60.2% proficiency in math. Thirty-four out of 90 students made growth. In 4th grade, 70.4% were proficient in reading, while 77.8% were proficient in math. Forty-seven out of 83 students made growth. This year, the state implemented a new writing assessment program. Our 4th grade writing scores indicate that students, on the average, scored at a Level II. Content, features and conventions are areas for needed improvement. Our 5th grade students performed well in science at 72.2%, which was above the state average, while 72.2% were proficient in reading and 79.6% were proficient in math. Both 4th and 5th grade students met the growth component. While our school did not earn recognition this year, we feel our students and teachers worked very hard and did see growth over time. Some of our students did have data, which when compared to this year's results, we see progress. Please refer to the chart below. Our students came to us from many different areas and we were unable to cluster them based on needs last year, which we believe would have allowed for more effective instruction.

Meadow View	2007-08 Starting Point with Students with Data	2008-09 Data
MA03	53.2	60.2
MA04	57.6	77.8
MA05	71.9	79.6
RD03	20.4	50
RD04	65.1	70.4
RD05	59.8	72.2
Overall	54.4	69.1

While we did not make AYP, we did meet 15 of 17 target goals or 88.2%. We believe there is still much room for improvement in the areas of reading and math. The data reveal our Economically Disadvantaged and Black students still need more differentiated instructional strategies in order to promote greater achievement in reading and math. Even though our Exceptional Children did not allow for a subgroup, we noticed they are still not meeting proficiency or growth. All areas of the curriculum need to be further addressed in an effort to gain greater student achievement. This year, we have been able to generate better cluster groupings within the grade levels. Our students must continue to be engaged in more hands-on, thought-provoking activities to allow them to better grasp concepts and gain a deeper level of understanding of the content presented.

District Measures: Benchmarking and progress monitoring are utilized in all grade levels. Formative assessments are utilized for assessing student progress as well.

2. Student and Community Demographic Data

Meadow View Elementary School was not designated a Title I school in its first year of existence. This year 2009-10, we are a Title I targeted-assistance school. Because of our economically disadvantaged status, we will qualify for a school-wide program next year. Currently, the school has 686 students. Our racial composition consists of 67% White, 11% Multiracial, 14% Black, 7%

Hispanic, <1% American Indian, and 1% Asian. The male population is 55%, and the female population is 45%. The present enrollment of 675 students includes the following:

GRADE	POPULATION
KINDERGARTEN	115
FIRST GRADE	121
SECOND GRADE	108
THIRD GRADE	116
FOURTH GRADE	108
FIFTH GRADE	97
SELF CONTAINED EC (AU & Social Skills)	21

Meadow View Community

The Meadow View community is located in the Southwest District, which is a rural area between Richlands and Jacksonville. Much of the land is farmland and the first Meadowview School was located in this community in the year 1910. In 2005, a bond referendum was passed which provided funding for the current school. The school was built to relieve overcrowding at Southwest Elementary, Blue Creek Elementary, and the schools in Richlands.

3. School Characteristics

Meadow View Elementary School has many diverse characteristics. The facility is the largest, square footage wise, elementary school in the county. The facility currently houses 686 students in one main building. Grades K-5 are served, with three self-contained EC classes. There is one main playground area with playground equipment. However, there is a large playing field where students can engage in physical activity. Within the school building, there is a large multipurpose room, cafeteria, art room, music room, large media center, and a computer lab. The school is located at the intersection of Pony Farm Road and Fire Tower Road. It is about 10 minutes from both Richlands city limits and Jacksonville city limits.

4. Stakeholder Perspectives on the Quality of Education

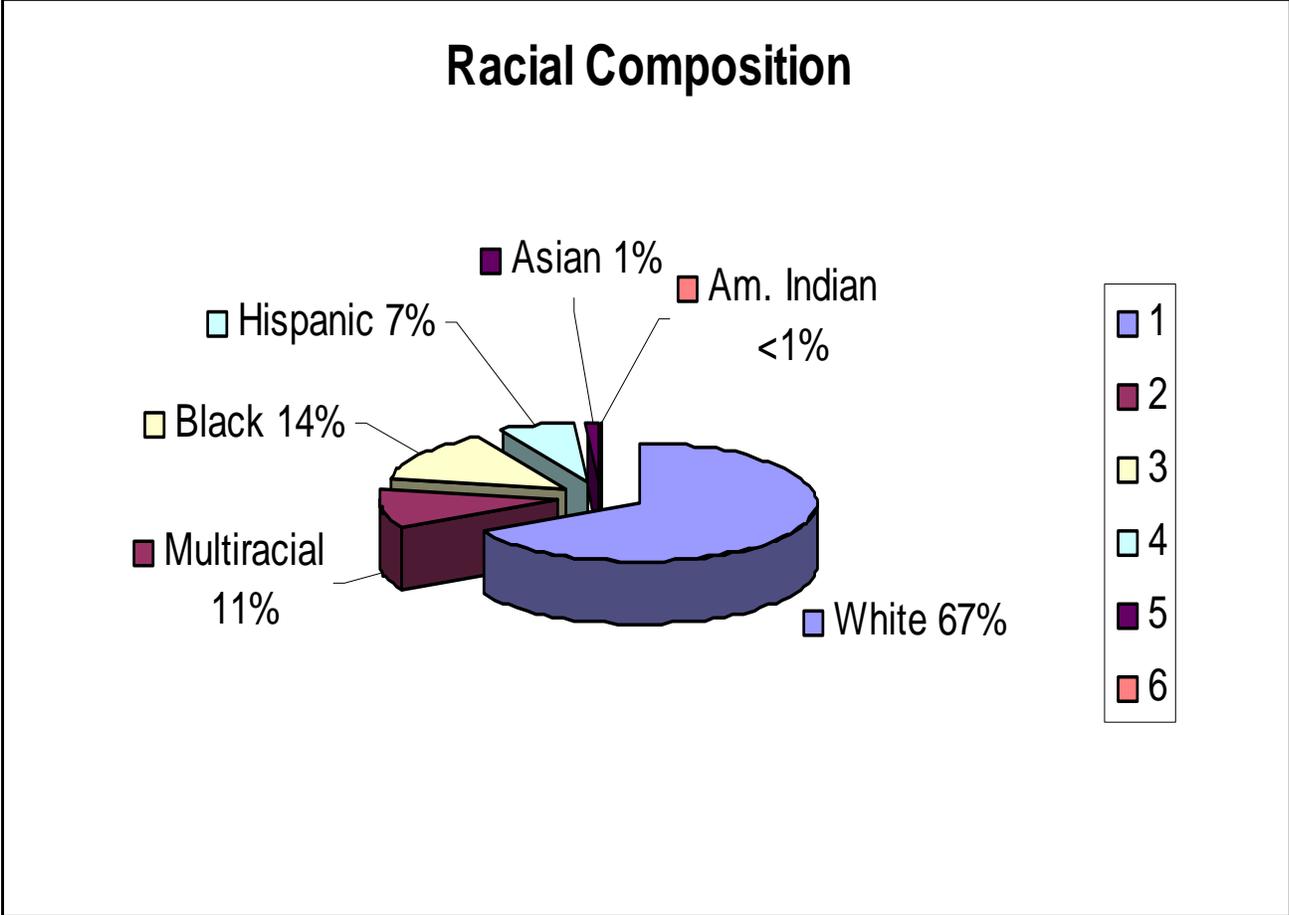
Our parents and community members are active in the school. However, not as involved as we would like. Several parent volunteer orientation sessions are being offered and many parents, grandparents, retired educators, and community members have been fingerprinted and are actively working in the school. Parents serve on the School Strategic Planning Team and will be coming together to improve our Parent/Teacher Organization.

There are currently 90 staff members with the majority of those being females and several of those itinerant. We do have three male teachers and three male custodians. Well over 90% of the staff members are Caucasian. Of the remaining personnel, less than 1% is Asian and approximately 9% are African American. Even though the staff is not very ethnically diverse, they are from many different states -- from North Carolina to New York and from many different schools within our county. The years of service range from less than two years to over 25. Many of the teachers are currently pursuing coursework to add certification areas to their licenses. There are non-certified staff members consisting of teacher assistants, custodians, cafeteria workers and office personnel.

The certified staff members are interested in professional growth. We have some National Board Certified teachers on staff. The staff, including our classified members, is seeking out opportunities for professional growth. Many are working on advanced degrees as well as participating in professional learning communities.

Staff development is a focus for all staff. The county's professional development survey will be used to address the stated needs for training opportunities. All staff members are required to be trained in the Effective Teachers Training and Blood Borne Pathogens. In addition to the central office professional development events, Coastal Carolina Community College offers numerous opportunities for professional development in the areas of technology.

STUDENTS IDENTIFIED BY ETHNIC GROUP



Meadow View Elementary School

MISSION-*Meadow View Elementary School is committed to empowering students to become critical thinkers and efficient problem solvers in a technological world in order to be globally competitive in the 21st century.*

VISION

***Motivating adVentures for
Educational Success***



GOALS

Students will be provided a rigorous and relevant curriculum.

Students will be globally competitive.

Students will be responsible citizens.

Students will learn in a safe and civil environment.

Meadow View Elementary School will recruit, select and retain highly qualified personnel that are creative, passionate and technologically skilled.

All support services will effectively and efficiently contribute to the successful operation of the school.

Parent and community involvement will provide support and innovation to the teaching/learning process.

Values

Meadow View Elementary School's values are congruent to the Core Values and Concepts upon which the Baldrige Criteria are built. These values are essential for achieving high performance and overall success.

Visionary Leadership
Learning-Centered Education
Organizational and Personal Learning
Valuing Faculty, Staff and Partners
Systems Perspective
Managing for Innovation
Management by Fact
Focus on the Future
Public Responsibility and Citizenship
Agility
Focus on Results and Creating Value

Beliefs

- ❖ We believe that learning is the top priority for our school and through the mastery of a rigorous and relevant curriculum all children will learn.
- ❖ We believe that our endeavors are guided by our county's vision, our vision, and that all decisions are made based on the best interest of the students.
- ❖ We believe that students learn in different ways and at different rates and should be provided differentiated instruction to facilitate and support their learning styles/needs.
- ❖ We believe all stakeholders are valued individuals with unique ideas and needs and those ideas and needs should be supported.
- ❖ We believe in maintaining a safe, orderly, civil and caring environment to promote a positive learning atmosphere.
- ❖ We believe that students should possess basic knowledge and skills, but that more critical thinking and problem-solving experiences should be interwoven into their daily learning experiences.
- ❖ We believe in a commitment to continuous improvement that will allow our students to become confident, self-directed and globally competitive learners in 21st century.
- ❖ We believe in a dedication to continuous improvement that will allow our professionals to passionately deliver instruction and to advance in their technological skills, knowledge and creativity.

**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2008-2010**

School Meadow View Elementary School

Date Submitted September 25, 2009

1. Number of School Improvement Plan Team Members 22
2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). X Yes No
3. Percentage of school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.) 100%
4. Date of vote September 25, 2009
5. A secret ballot vote for staff approval was conducted. Check one: X Yes No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. X Yes No
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 one: X Yes No
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 one: X Yes No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. X Yes No
11. All required local, State, and Federal programs have been addressed in the School Strategic Plan. X Yes No

Vickie M. Brown

Principal's Signature

Jodie Schmid

Signature, SSPT Facilitator/Chairperson

Celeste Walton

Signature of Elected Parent Representative

Tim Foster

Signature of Elected Parent Representative

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

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

Strategy: Ensure a consistent school-wide focus that enables all students to increase global awareness, advance technologically and achieve at high levels through a rigorous and relevant curriculum.

Desired Results:

1. All students in grades 3-5 will achieve at or above grade level on state-mandated assessments.
2. All students in grades 3-5 will demonstrate expected growth on state-mandated assessments.
3. K-2 students will perform at or above grade level on K-2 assessments.
4. Students will be reading on grade level by the end of 2nd grade.
5. Lessons and observations will promote a rigorous, challenging and globalized curriculum.
6. Technology usage will be initiated in all grade levels.
7. Technology equipment will be increased within the school setting.
8. EC and ESL students will demonstrate proficiency in all tested subjects.
9. AIG students will show growth in reading, writing and math.
10. All at-risk monies will be utilized to purchase needed resources.
11. All grant monies received will be used to purchase materials to enhance learning.

Measures:

1. K-5 assessment data
2. Pre-EOG, EOG, and writing data for grades 3-5
3. Teacher-generated assessment data
4. Lesson plans
5. Observation information
6. Computer-generated assessment data (Accelerated Reader, Accelerated Math, STAR, etc.)
7. ESL education plan, IEP, and PEP documentation
8. Student work portfolios/samples
10. Technology work products
11. Purchase orders and technology inventory
12. Team planning notebooks
13. Report cards & interim reports
14. Staff development rosters
15. JOEMC Bright Ideas Application

Processes:

1. Structure classrooms that promote critical thinking experiences.
2. Utilize EC/AIG clustering model.
3. Encourage globalization projects within classrooms.
4. Analyze all available data and utilize for planning instruction.
5. Provide differentiated instruction to meet students' needs.
6. Utilize benchmarking and progress monitoring to ensure students are reading on grade level.
7. Utilize the NC Future Ready Goals and the NCSCOS to ensure implementation of a rigorous, challenging and globalized curriculum.
8. Utilize school personnel and volunteers to increase understanding of foreign languages.
9. Monitor student progress on local, state, and teacher-generated assessments.
10. Utilize the Instructional Technology Facilitator to integrate technology throughout the curriculum.
11. Utilize the technology goals and objectives to plan for instruction in the regular classroom.
12. Encourage participation in in-depth professional development activities to increase content knowledge.
13. Participate in ENVISIONS.
14. Generate articulation among grade levels and with district schools.
15. Explore "AVID-like" strategies for 5th graders.
16. Build leveled texts library.
17. Utilize guided reading groups to promote fluency, comprehension, and vocabulary development.
18. Promote professional learning communities to better facilitate the Instructional Intervention process.
19. Utilize the JOEMC Bright Ideas grant program as well as explore other grant opportunities.
20. Promote instruction in study skills, test-taking skills, and organizational skills.
21. Utilize the IMPACT model.
22. Organize a PTO and seek assistance with purchasing materials.
23. Develop an Instructional Intervention Team.
24. Organize a before/after school strings' class for 5th grade students with Joey Walker.

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

Resources:

1. Other district elementary schools trained in AVID
2. Instructional staff
3. Technology goals and objectives
4. K-2 Assessment Materials
5. 3-5 Benchmarking Resources
6. Instructional Technology Facilitator
7. Professional resources on differentiated instruction
8. Improving Reading text
9. Units of Study for Primary Writing and for Teaching Writing, Grades 3-5
10. Phonics Lessons and Word Study Lessons
11. Leveled texts
12. Onslow County professional development opportunities
13. Funding
14. Time
15. Resources from the Bond Referendum
16. Computers, iPods, Promethean Boards, and other technologies
17. Central Office personnel/directors
18. JOEMC
19. PTO
20. IMPACT materials

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends.	What are the areas for improvement? What will you do differently the next time?
<p style="text-align: center;">2008-2009</p> <p>91.1% K student proficiency in writing 84.8% K student proficiency in reading 94.6% K student proficiency in math 85.8% 1st grade student proficiency in writing 62.5% 1st grade student proficiency in reading 82.3% 1st grade student proficiency in math 71.5% 2nd grade student proficiency in writing 80.1% 2nd grade student proficiency in reading 84.5% 2nd grade student proficiency in math 50% 3rd grade student proficiency in reading 60.2% 3rd grade student proficiency in math 70.4% 4th grade student proficiency in reading 77.8% 4th grade student proficiency in math 72.2% 5th grade student proficiency in reading 80.% 5th grade student proficiency in math 72.2% 5th grade student proficiency in science >50% EC students did not meet proficiency or growth Met growth in 4th grade math Met growth in 5th grade math Above state average in 5th grade science Near state average in 5th grade math</p>	<p style="text-align: center;">Next steps</p> <p><u>Areas of Needed Improvement</u> Reading in K-5 Writing in 1st-4th grades Math in 1st, 2nd, & 3rd Continued growth in writing and math in K Continued growth in math in 4th & 5th grades Continued growth in science in 5th grade AYP subgroups of Economically Disadvantaged & Black students EC, ESL, & AIG students' growth Staff absences during instructional time</p> <p><u>Next Steps</u> Utilize Title 1 funds to hire tutors in grades K-5 Utilize tutors to aid in 2nd grade reading proficiency Use Title 1 funds to secure resources to assist in 2nd grade reading proficiency Utilize Literacy Facilitator to assist students/teachers in K-5 Incorporate HOTS for at-risk 5th grade students Increase IMPACT planning to provide more rigorous and challenging instruction Participate in BRIDGES Math Initiative</p>

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

Near state average in 4th grade reading
 Near state average in 5th grade math
 Overall performance composite 69.1%
 Percentage increases in all grades (compared to 2007-08 starting point with students who had performance data)
 Lesson plans provide rigorous and challenging curriculum
 Technology incorporated in all grade levels
 Increase in technology equipment from opening date
 Jones-Onslow Grant of \$964.00 obtained for 4th grade science
 At-risk monies spent on EOG prep resources
 5th grade teachers (2) & principal attended AVID Summer Institute
 Established baseline data for staff absences

Train 2 more 5th grade teachers in AVID
 Participate in AVID for 5th grade
 Continue progress monitoring and benchmarking
 Train EC teachers in Number Worlds & AIMS Web to assist in EC instruction
 Seek out more research-based resources for EC teachers
 Provide primary grade AIG nurturing program
 Increased collaboration between regular education & AIG/EC/ESL
 Continue to build leveled texts
 Utilize EVAAS more effectively
 Academic clustering of students more effectively using all available data including teacher input to better differentiate
 Develop 9-week plans based on the "Big Ideas" (Curriculum Mapping)
 Develop more appropriate PEP's to address all areas of need
 Improve Instructional Intervention Team
 Utilize the new II Team Manual
 Provide PEP training, EC Referral training, and II Team training
 Participate in Instructional Planning, Differentiated Instruction, and Technology PLC's (Professional Development)
 Explore & incorporate Revised Bloom's
 Participate in Odyssey of the Mind
 Utilize 3rd grade pretest & incorporate pre, mid, and post writing assessment
 Analyze and utilize data for informing instruction
 Utilize more formative assessments
 Continue to increase technology use & purchases
 Offer incentives for increased staff attendance

OCS Goal # 2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

Strategy: Create and foster a work environment that promotes positive communication, high expectations and generates a favorable climate to aid in the attraction and retention of highly qualified, passionate, and skilled professionals.

Desired Results:

1. Employee evaluations will be conducted in accordance with local, state and federal guidelines.
2. Mentor/BT meetings will be held on a monthly basis.
3. Employee attrition rate will decrease.
4. Increase the number of mentors
5. Staff absences will decrease on student days.
6. Teachers will continue to receive support in gaining National Board Certification and advanced degrees.
7. Positive/Favorable responses on the climate survey will be noted.
8. A diverse and high quality workforce for the school will be maintained.
9. Teachers will seek out more globalized and technological professional development opportunities.
10. Professional Learning Communities will be established.
11. A 30-minute duty free lunch will be provided for all staff.
12. An hour of instructional planning will be provided daily for teachers.

Measures:

1. Meeting agendas and rosters
2. Evaluations
3. Comparison of attrition rate
4. Attendance records
5. Roster of teachers who are NBCT and those with advanced degrees and/or pursuing
6. Climate Survey/NC Teacher Working Condition Survey results/data
7. Professional development/Renewal credit reports
8. IGP's
9. Surveys
10. Mentor logs
11. Schedules
12. Lesson plans

Processes:

1. Establish Professional Learning Communities.
2. Establish Mentor/BT monthly meetings, retreats, and release time.
3. Generate schedules to incorporate duty free lunch and 1 hour planning.
4. Promote a positive, collaborative and caring work environment.
5. Increase on-site technology professional development opportunities.
6. Integrate technology within the classrooms.
7. Generate IGP's that incorporate globalization and technological advances.
8. Align BT with Mentor's grade level or discipline as feasible.
9. Utilize trained BT Coordinators.
10. Purchase and utilize PD 360.

OCS Goal # 2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

Resources:

1. Incentives/Instructional materials
2. Time
3. Funding
4. Teaching Assistants/Volunteers
5. Instructional Technological Facilitator
6. IGP's
7. Evaluation Forms
8. Generated Surveys
9. 21st century technologies
10. Secretary/Treasurer

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends.	What are the areas for improvement? What will you do differently the next time?
<p style="text-align: center;">2008-2009</p> <p>All evaluations completed according to mandates BT meetings held on a regular basis 1 teacher earned advanced degree 80% on staff climate survey state technology was utilized in instruction >85% on staff climate survey feel school leadership provides support In-house survey completed with >90% satisfaction PLC's began 30-minute duty free lunch established 1+ hours of instructional planning provided Positive work environment/climate established IGP's incorporated technology & global initiatives BT's & Mentors matched grade appropriate 4 teachers left for various reasons (new baby, military deployment, retired rehire, health) 1 teacher completed administrative add-on program Hosted a Teacher Assistant Retreat in conjunction with other Southwest area elementary schools (Blue Creek, Southwest Elem.) 6 TA's attended the TA Conference Attended World View Conference at Jacksonville High School in summer of 2008 100% certified staff (including administration) completed the online writing moodle</p>	<p style="text-align: center;">Next steps</p> <p><u>Areas of Needed Improvement</u> PLC understanding and participation Technology professional development Integration of technology in classrooms</p> <p><u>Next Steps</u> Increase PLC understanding & participation Continue to complete evaluations as mandated Incorporate more informal observations Participate in technology PLC Increase IMPACT training Provide time for IMPACT training at least once per 9 weeks (with media specialist & instructional technology facilitator) Continue to incorporate technology usage in IGP's Continue to maintain positive work environment Continue BT/Mentor meetings & appropriate matching Decrease copy allotment to allow for more innovative and hand-on teaching/learning Continue to seek out global initiatives Utilize Public Folders & Teacher Share Folders 3 additional teachers seeking Masters in Elementary Ed. 1 teacher seeking administrative add-on 1 teacher enrolled in Masters in Administration cohort Provide New Teacher Evaluation Training Train 3 teacher interns from ECU</p>

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 project to encourage positive behavior, promote good character and provide a safe environment, as well as promote the state's healthy child legislation.

Desired Results:

1. MVES will meet safe schools criteria.
2. Students and staff will feel safe at school.
3. The number of out of school suspensions will decrease.
4. The number of reportable acts related to crime and violence will be at zero.
5. Students will pass a physical fitness test.
6. The attendance rate will be at 95% or higher.
7. Early checkouts and tardies will decrease.
8. Playground injuries and discipline incidences will decrease.
9. Bus discipline incidents will decrease.
10. Kids' Voting (when available) will be utilized to help students understand the political process.
11. 150 minutes of structured physical activity per week will promote healthier lifestyles.
12. A Safe and Civil Schools' Project will be developed and implemented.
13. Students will display appropriate character traits in all school settings.

Measures:

1. School climate survey
2. Discipline data
3. Physical Fitness test data
4. Attendance data (absences, early checkouts, and tardies)
5. Incident reports
6. Kids' Voting data
7. Lesson plans
8. Safe and Civil Schools data/reports
9. Crisis plan
10. Counselor plans/sign up sheets

Processes:

1. Address areas of identified needs based on Climate Survey.
2. Initiate methods of positive communication with and among all segments of the school community.
3. Provide a safe, disciplined learning and working environment.
4. Implement innovative approaches to positive classroom management.
5. Establish baseline discipline data.
6. Establish baseline data for bus incidents.
7. Establish baseline data for early checkouts and tardies.
8. Establish baseline data for playground injuries.
9. Establish and recite "Guidelines for Success."
10. Implement Officer Friendly and DARE.
11. Participate in "Red Ribbon" Week.
12. Observe common areas and generate plans for improvement.
13. Create a Safe and Civil Schools team.
14. Utilize the CHAMPS approach for classroom management.
15. Develop "levels of behavior."
16. Participate in Kids' Voting when offered.
17. Document 150 minutes of structured physical activity weekly.
18. Conduct practice drills.

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

Resources:

1. Safe and Civil Schools materials, including CHAMPS manual
2. All staff
3. Crisis Plan and Fire drill folders
4. Kids' Voting materials
5. Onslow County Sheriff's Dept.
6. Climate Survey
7. "Red Ribbon" materials
8. Funding
9. "Guidelines for Success" posters

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends.

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

2008-2009

Received successful safe schools audit
 Positive results on climate survey for students/staff safety at school
 Zero reportable acts related to crime and violence
 Attendance rate 95.2%
 Established baseline data for attendance, early checkouts & late arrivals
 Established baseline discipline data, bus discipline, & playground injuries
 Established "Guidelines for Success"
 Implemented Officer Friendly & DARE
 Participated in "Red Ribbon" week
 Developed a Safe & Civil Schools Team
 Participated in Kids' Voting
 Conducted practice drills for fire & tornado
 Provided 150 minutes of structured physical activity per week
 Developed levels of behavior
 Provided lessons for character education
 Incorporated character trait of the month in morning announcements
 Recognized good character traits and students of the month both on the bus and in the classrooms

Next steps

Areas for Needed Improvement

Discipline referrals
 Common area observations & plans for improvement
 Early checkouts & late arrivals
 Bus Incidents
 Playground Incidents
 Reciting "Guidelines for Success"

Next Steps

Continue all safety measures to earn successful safe schools audit
 Improve parent pickup system
 Continue to receive zero reportable acts related to crime and violence
 Increase attendance rates through student incentives (including early checkouts & late arrivals)
 Decrease discipline referrals & bus discipline
 Train staff in CHAMPS approach for classroom management
 Continue Safe & Civil Schools Team
 Observe Common Areas & implement plans for improvement
 Incorporate "Guidelines for Success" in a.m. announcements
 Utilize DARE and evidence-based drug/violence prevention program
 Train counselor in PEER Mediation
 Conduct character education lessons and provide incentives for exhibiting good character

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

Strategy: Generate a school culture that promotes continuous improvement, innovation and promotes collaboration with all stakeholders.

Desired Results:

1. Community partnerships and volunteer participation will be increased.
2. Technology will be utilized for communication.
3. Staff morale will be high as measured on NC Teachers' Working Conditions Survey.
4. Staff members will support the PTO.
5. Support for community outreach projects (Women's Shelter, Soup Kitchen, Relay for Life, American Heart Association, United Way, etc.).
6. Teachers will communicate with parents at least twice monthly through newsletters.
7. Teachers will conduct at least two conferences of which PEP conferences may count.
8. Articulation among Southwest district schools will be increased.
9. Parent support of instruction will be increased.
10. Students will experience successful transitions.

Measures:

1. BASES report/Volunteer sign in sheets/School Express distribution list
2. Email distribution list and webpage counter
3. Interest surveys
4. Climate survey
5. PTO Sign in sheets
6. Pictures, flyers and articles
7. Newsletters
8. PEP information/conference documentation
9. Meeting documentation/emails
10. Agendas
11. Parent University sign-in sheets
12. Transition memos/data
13. Volunteer log
14. Schedule of parent education performance events

Processes:

1. Explore parent interest in receiving information via email.
2. Utilize AlertNow for communicating with all stakeholders.
3. Keep the school's webpage updated and encourage "visits" to the webpage.
4. Continue to seek assistance from the community with "community service projects."
5. Continue volunteer training and information sessions.
6. Organize parent involvement activities.
7. Conduct parent conferences and generate newsletters.
8. Continue to work closely with Southwest district schools.
9. Educate staff regarding resources available in the community and strategies for utilizing them.
10. Increase involvement of families as partners in the decisions that affect their students and school.
11. Increase parent volunteers within the school setting.
12. Utilize "Parent Universities" to share with parents the impact of absences, tardies, and early checkouts as well as how to help at home with instructional activities and promoting character education.
13. Utilize a Volunteer Coordinator to organize our volunteer program.
14. Organize transition visits for rising 5th graders and incoming kindergartners.
15. Provide release time for 5th grade teachers to meet with 6th grade teachers and kindergarten teachers with Pre-K teachers.
16. Organize in-house transitions between all grade levels.
17. Consult with community military liaison for appropriate activities that may be used to support military dependents.

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

Resources:

1. BASES report
2. Technology
3. Incentives
4. Funding
5. PTO
6. Community Support
7. AlertNow
8. Email distribution lists
9. School website and webmaster
10. District schools
11. School Express
12. Parents
13. Volunteer Coordinator
14. Military Liaison

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends.

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

2008-2009

Utilized electronic correspondence for parent communication
 Developed a school webpage
 Utilized community agencies such as Chuck E. Cheese, Sheriff's Dept., Fire Dept., etc. for community involvement
 Wrote & received a JOEMC grant
 Organized a PTO
 Conducted volunteer training sessions
 Held at least 2 parent conferences for students in K-5
 Utilized community volunteers for reading to students
 Raised monies for American Heart Association, Relay for Life & United Way
 Held food drive for various community outreaches
 Participated in the Salvation Army Kettle Drive as bell ringers
 Held a Barnes & Noble Book Fair Night
 Held an Arbor Day celebration in conjunction with the Jacksonville Beautification Committee
 Collaborated with Southwest District Schools (planning, Spring Fling, etc.)
 Organized "family" events such as Valentine's Dance, Movie Night, etc.
 Participated in successful transition visits for rising 6th graders & incoming kindergarten students
 Consulted with military liaison for appropriate activities & ideas for military dependents

Next steps

Areas of Needed Improvement

PTO involvement
 Community involvement
 Volunteer program
 Transition programs

Next Steps

Develop teacher webpages linked to school website
 Continue to seek community partners & involvement
 Improve PTO participation by linking to other events such as performances, Book Fairs, etc.
 Increase BASES participants
 Seek additional grants to include JOEMC
 Continue parent newsletters and conferences
 Improve transition programs within the school
 Continue collaboration & articulation with area schools
 Continue offering family events
 Continue collaboration with military liaison
 Participate in recycling program

OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.

Strategy: Maximize all resources to support the instructional, operational, and technological needs of the organization.

Desired Results:

1. Instructional and operational environments that contribute to the successful operation of the school will be created.
2. Emerging technological tools that maximize student achievement and increase staff's technological awareness will be obtained.
3. ReportCard Maker will be utilized for interim reports and progress reports.
4. Materials purchased will relate to student and school needs.
5. System security will be maintained to protect both students, staff and school property.

Measures:

1. NC Teacher Working Conditions Survey
2. Climate Survey
3. Completed work orders
4. Incident reports
5. Custodial Inspection forms
6. Lesson plans
7. Student-generated technology products
8. Surveys
9. Data
10. Report Card Maker reports
11. Purchase orders/Inventory
12. Annual Media and Technology Report
13. Footage from computer/security cameras

Processes:

1. Budget monies for future technological needs.
2. Utilize Instructional Technology Facilitator.
3. Utilize School Dude for reporting maintenance requests.
4. Establish a Media Technology Advisory Committee and utilize effectively.
5. Conduct training as needed for ReportCard Maker.
6. Develop guidelines for efficient use of technology equipment and provide technological support.
7. Utilize information from the central office for professional development needs.
8. Monitor computer screen and video footage for increased security.
9. Utilize Public Folders

OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.

Resources:

1. Funding
2. Technological tools
3. Report Card Maker
4. Instructional Technology Facilitator
5. Michele Halley, Curriculum Coordinating Teacher
6. Media Specialist
7. School Dude
8. Security cameras

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends.

2008-2009

Increased technology by 13 mimios & 1 elmo
 Equipped all certified staff with Tier 1 laptops
 Established a MTAC committee
 Conducted training for ReportCard Maker as needed
 Monitor security cameras & video footage to ensure safety
 Utilized Public Folders offered by CO departments

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

Next steps

Areas for Needed Improvement
 Inspection Forms for playground & custodial staff
 Technology use & student-generated products

Next Steps
 Continue to purchase needed technology
 Utilize improved IMPACT training & planning (with media specialist & instructional technology facilitator)
 Develop & implement inspection forms
 Improve MTAC involvement in schools needs



2009-2010 Projected Budget

*Any format may be used as long as all information is included

Meadow View Elementary School
Strategic Plan
2009-2010 Budget

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

A: Ensure a consistent school-wide focus that enables all students to increase global awareness, advance technologically and achieve at high levels through a rigorous and relevant curriculum.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Postage for globalization projects	\$250	Local school fund	Globalization projects
Materials for AVID materials	\$1000	Instructional supply	AVID initiative
Leveled texts	\$2,000	Instructional supply	Differentiation of reading instruction
Math/Science/Technology materials	\$2000	JOEMC grant	Problem solving/Critical thinking activities
Professional resources/Instructional Resources	\$100,000	Instructional supply/Title 1	Differentiated instruction
Textbooks/Resources	\$10,000	Textbook	Relevant Curriculum
Instructional materials	\$8000	At-risk	Supplement educational program for at-risk students
Technology hardware/equipment	\$10,000	Title 1	Technologically advancement of students and their learning
Instructional materials/resources	Remainder of instructional supply	Instructional supply	Rigorous and relevant curriculum

Goal #2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

A: Create and foster a work environment that promotes positive communication, high expectations and generates a favorable climate to aid in the attraction and retention of highly qualified, passionate, and skilled professionals.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Incentives	\$1000	Local school fund	Boost morale
Professional development activities	\$1000	General School Fund	Increase technology skills of professionals

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

A: Continue to develop, monitor and adhere to the Safe and Civil Schools project to encourage positive behavior, promote good character and provide a safe environment, as well as promote the state's healthy child legislation.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Red ribbon materials	\$1500	Safe Schools/Local school fund	Drug awareness

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

A: Generate a school culture that promotes continuous improvement, innovation and promotes collaboration with all stakeholders.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Copier expenses	\$12,000	Instructional supply	Volunteer packets/Instruction
Instructional materials for Parent University	\$1000	Instructional supply/Local school fund	Increase parental awareness and involvement

Goal #5: Onslow County schools will be supported by effective and efficient systems.

A: Maximize all resources to support the instructional, operational, and technological needs of the organization.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Increase 21 st Century technological equipment	\$15,000	DSSF (if available)	At-risk/ED students 21 st Century goals



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.

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.

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

AVID (Advancement Via Individual Determination): A nationally recognized program stressing rigor and support for students who wish to attend college upon graduation from high school.

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.

BT: Beginning teacher.

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.

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.

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

Globally Competitive: Globally competitive students/citizens have an awareness of the economic, political, industrial, and technological relationships that exist throughout the nation and the world as a whole. They possess the skills, the knowledge, and the social competence to be productive and successful contributors to the advancement of society. To be globally competitive, students must be critical thinkers and effective communicators.

Goal: The end toward which effort is directed.

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

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.

II (Instructional Intervention): The practice of (1) providing high quality instruction/intervention matched to student needs and (2) monitoring progress over time to (3) make important educational decisions.

IIT (Instructional Intervention Team): A school-based team of educators consisting of relevant stakeholders and led by an administrator and/or designee. This team may include any of the following in a variety of combinations depending on the needs of the child: teacher with concern, master teacher, teacher or staff member with knowledge of student needs, reading specialist, behavioral specialist, ESL tutor, social worker, nurse, EC specialist, or counselor.

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

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

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.

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.

NCSCOS: North Carolina Standard Course of Study.

Parent University: Educating parents on every aspect of their child's education as well as involving them in similar learning activities in which the students encounter on a daily basis. This provides parents the resources needed to assist at home.

PDS (Professional Development System): A system in collaboration with UNC-Wilmington's Watson School of Education to assist student interns with their student teaching experience and to work in conjunction with the college professors to generate the best program for students.

PEP: Personalized Education Plan.

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.

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

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.

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

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.

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.

Twenty-first Century Skills: In addition to the mastery of core subjects, 21st century skills incorporate global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

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

3. *How will the waiver be used?*

To purchase classroom materials and equipment needed for instructing students.

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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

Code: 329

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

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

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

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

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

3. *How will the waiver be used?*

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

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

It will help:

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