

Excellence in Education

Northwoods Elementary Strategic Plan 2012-2015



Adopted by the Onslow County Board of Education 2012



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Deborah Hoffman - Assistant Principal



School Executive's Message

At Northwoods Elementary School our goal is to prepare our students for an ever changing world. It is a world in which technology, the economy, and international relationships have created a truly global society. Our efforts to improve academic achievement center around instructional practices that provide students opportunities to collaborate, utilize technology, and engage in Project Based Learning opportunities that require critical thinking and problem solving skills.

The Northwoods community is excited about the opportunity to become the first year-round school in Onslow County. Beginning the summer of 2013 Northwoods will become a Year-Round Magnet School of Technology and Innovation. With the emphasis on technology Northwoods is looking to become a SMART Showcase School. Classrooms are equipped with a variety of SMART technology resources that include interactive whiteboards, document cameras, interactive tables, and student response Systems. Students will have access to laptops and netbooks on a daily basis, and we have a fully functioning studio that will allow students to make broadcasts.

Together, with parents and community members, we look to encourage our children to become life-long learners through a variety of strategies and processes that promote academic growth and produce future ready students. With the creation of a science lab, students will participate in lessons that provide hands-on learning opportunities that develop critical thinking skills. We will continue efforts to increase Global Awareness using our school-wide International Fair and by providing video-conferencing opportunities.

At Northwoods we are committed to preparing our students for the challenges and opportunities of living in a technology-driven world. We want a learning environment that maximizes student potential and helps students achieve lifelong growth in a diverse world.



School Profile

Introduction

This profile is an overview of student performance-based measures, student performance data, student demographics data, school characteristics, and stakeholder perspectives on the quality of the Northwoods Elementary School environment.

Student Performance-Based Measures

Students are assessed based on their performance in reading, language, writing, word study, mathematics, science, social studies, physical education, health, art, and music. Students in grades 3-5 receive numerical grades; K-2 students receive below, on, or above grade level marks along with satisfactory and unsatisfactory performance indicators.

Student Performance Data

Students at Northwoods Elementary are tested annually in grades 3-5 using the North Carolina READY EOG Tests for reading and math. Kindergarten, first, and second grade students are assessed using the K-2 Assessment Instrument developed by the North Carolina Department of Public Instruction. A summary assessment is conducted on each student in grades K-2 in both reading and mathematics at the end of each school year. Progress monitoring and benchmarking of student progress are instructional practices to be adopted by all certified staff.

Northwoods Elementary was recognized as a *School of Progress* meeting expected growth for the 2011-2012 school year. Fourth grade met expected growth in reading and math and fifth grade math met high growth status. Northwoods met twelve of seventeen Adequate Yearly Progress (AYP) performance targets.

In the Spring of 2012 reading proficiency decreased in third and fourth grade while staying the same in fifth grade. Math proficiency increased in fourth grade, but dropped in third and fifth grade. Overall proficiency in reading decreased and overall proficiency in math increased.

Student Demographic Data

As of October 2012, Northwoods Elementary's enrollment was 337 students. The demographic breakdown of our student population is forty-two percent black, thirty-eight percent, fourteen percent Hispanic, and six percent multi-racial. Approximately seventy-two percent of students received free/reduced lunch.

Student enrollment has steadily declined over the past three years with a current enrollment of just over 300 students. The school has the capacity to house approximately 600 students. In order to increase enrollment Northwoods Elementary will become a Year-round Magnet school, with an emphasis on Technology and Innovation, beginning 2013-2014.



School Profile

School Characteristics

Northwoods Elementary School is a public, inner-city school built in 1955. The school was constructed on 14 ½ acres of land located on Henderson Drive in Onslow County. Presently the school houses twenty-four classrooms, a cafeteria, an administrative office area, a guidance office, a nurse's office, and a library with workrooms conference areas and a computer lab. In addition to the main building, there are six learning cottages. There are 21 regular classrooms, 2 special needs resource classrooms, 1 hearing impaired classroom, 1 speech/language classroom, and 1 self-contained Cross-Categorical classroom. The Multi-purpose building houses an art studio, music room, physical education multi-purpose room, a stage, offices, and two resource classrooms. Northwoods Elementary School remains a community school with less than 3% of the population transported to school by bus.

Vision, Mission and Purpose Statement

Vision:

Our students will be prepared for the challenges and opportunities of the 21st Century.

Mission:

Using technology and innovation, we will educate students who are prepared to participate in a technology-driven world.

Purpose Statement:

To provide students with a safe and technologically-advanced learning environment that fosters academic excellence that extends beyond the content, maximizes student potential and essential skills, and helps students achieve lifelong growth in a diverse world.



Regulatory Information and Assurance Statement 2012-2013

School:	Northwoods Elementary
Date Submitted:	9/28/2012

1	Number of Plan Team Members	14
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100
4	Date of vote	9/27/2012
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Check Yes/No	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Check Yes/No	YES

Principal's Signature	Elbert Garvey
Signature, SSPT Facilitator/ Chairperson	Erika Watson
Signature, Elected Parent Representative	Mahonney Kebe
Signature, Elected Parent Representative	Bryant York

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

LEA Number: Onslow County Schools - 670
School Name/Number: Northwoods Elementary / 332
School Address: 617 Henderson Drive, Jacksonville NC 28540
Plan Year(s): 2012-2015
Date prepared: Sept. 28, 2012
 Elbert Garvey

Sept. 28, 2012

Principal Signature:

Date

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Local Board Approval Date: _____

School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	
Assistant Principal Representative	Deborah Hoffman	Principal	Elbert Garvey
Teacher Representative	Erika Watson	Teacher Representative	Diane Kulbis
Inst. Support Representative	Shelley Newsome	Teacher Representative	Opal Amos
Teacher Assistant Representative	Shirley Bynes	Parent Representative	Bryant York
Parent Representative	Briana Schaudi	Parent Representative	Billy Morrow
Parent Representative	Adrien Morrow	Parent Representative	Mandy Hailslip
Parent Representative	Mataya Jones	Parent Representative	Mahonney Kebe'

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

Goal 1 Needs Assessment

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

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

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

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

93% of teachers feel they have time available to collaborate with colleagues. 97% of teachers feel that school leadership facilitates using data to improve student learning. 97% of teachers use assessment data to inform their instruction. 93% of teachers work in PLC's to develop and align instructional practices. 4th grade math met expected growth. 5th grade math met high growth. Overall math met high growth. 4th grade reading met growth. Overall NWE met expected growth and was .006 from meeting high growth status.

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

Overall proficiency on EOG's is 64%. There continues to be a gap between 2nd and 3rd grade. We must continue to improve subgroup proficiency on EOG's.

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

Correlation between 2nd with the K-2 assessment and 3rd grade with EOG's. We will utilize Renaissance programs, Reading 3D, and SuccessMaker for data to address the 2nd grade to 3rd grade transition.

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

Overall proficiency of students on EOG's in reading and math for grades 3-5. Continue to increase the number of students meeting growth. Increase student proficiency in grade 2.



Goal 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	School Goal 1:	Northwoods Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	Decrease non-proficient student achievement by 10% annually.		
	Indicator: (Measure)	Grades 3-5 Reading and Math READY EOG Test Results and AMO results, K-2 Assessments.		
	Strategy: (Needs Assessment, Question #4)	Implement instructional practices and delivery that increase collaboration, critical thinking, and problem solving.		
	Action Steps: (Processes/How)	1. Utilize Revised Blooms and Blooms Digital taxonomy.		
		2. Implement IMPACT/PBL lessons for grades K-5.		
		3. Provide differentiated learning opportunities, enrichment, and interventions for all students to include AIG, ESL, EC, and Title I.		
		4. Utilize AVID strategies in grades 3-5.		
	Strategy: (Needs Assessment, Question #4)	Increase student achievement.		
	Action Steps: (Processes/How)	1. Upgrade Renaissance programs.		
		2. Utilize SuccessMaker for grades 2-5.		
		3. Utilize Instructional Coach, kindergarten tutor, Reading Recovery, and Reading specialists to provide additional support for at-risk students.		
4. Teachers and students will maintain student data notebooks.				
Strategy: (Needs Assessment, Question #4)	Implement Project Based Learning			
Action Steps: (Processes/How)	1. Invite community professionals to consult on PBL activities.			
	2. Grades K-5 will participate in modified VIF Passport model that will culminate with a school-wide International Fair.			
	3. Utilize websites and videoconferencing to enhance classroom instruction and student exposure to global lessons.			
	4. Utilize production room resources for PBL activities.			
Three-year Proposed Budget:				
Funding source 1:	Federal funds - Title I	Funding amount:	90,00.00	
Funding source 2:	State funds for at-risk students	Funding amount:	\$5,000	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	95,00.00	

	Action Team: (Who is responsible)	School staff	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Quarterly benchmark data K-5, student data notebooks, ClassScape, SuccessMaker, Renaissance data will be used use to monitor student growth and progress throughout the year.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Student growth and mastery of subject matter throughout the year.		
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
Act	Based upon identified results, what action should be taken? (Next steps)		



Goal 2 Needs Assessment

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

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

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

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

93% of teachers feel they are encouraged to participate in leadership roles. 97% of teachers use data to make instructional decisions. 93% of teachers participate in PLC's to align instructional practices. 93% of teachers feel they are encouraged to try new things to improve instruction.

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

81% of teachers feel they have access to instructional technology, computers, printers, and software. 67% of teachers feel they have sufficient training to fully utilize instructional technology. 48% of teachers feel PD is differentiated to meet individual teacher needs.

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



Teacher feedback on specific technology / access and PD needs. We will use surveys and Tricider and Wallwisher to solicit teacher feedback.

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

Instructional technology professional development and training, differentiating PD to meet specific needs, adequate access to instructional technology

Goal 2 and Associated Strategies				
Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	School Goal 2:	Northwoods Elementary will be led by creative, passionate, and technologically skilled professionals.		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)			
		Increase opportunities for staff PD and collaboration by 10%.		
	Indicator: (Measure)			
		Rosters and sign-in sheets from PD session, certificates of completion, survey responses, planning team minutes.		
	Strategy: (Needs Assessment, Question #4)			
		Increase opportunities for collaboration among teachers.		
	Action Steps: (Processes/How)			
		1. Integrate IMPACT/PBL's planning in grade level PLC's.		
	2. Utilize school Symbaloo to share web based resources.			
	3. Share best practices during staff meetings.			
	4. Teachers participate in PLC's for the purpose of analyzing student data, developing lesson plans for Common Core and Essential Standards, and updating CIA plans on Rubicon Atlas.			
Strategy: (Needs Assessment, Question #4)				
	Increase opportunities and resources for professional development in the area of instructional technology.			
Action Steps: (Processes/How)				
	1. Increase the number of teachers applying and becoming SMART Exemplary Educators.			
	2. Participate in NC module Professional Development.			
	3. School members will attend ISTE / Magnet Schools Conferences.			
	4. Utilize Instructional Technology Facilitator to provide Professional Development on how to effectively use instructional technology.			
Strategy: (Needs Assessment, Question #4)				
Action Steps: (Processes/How)				
	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$2,500	
Funding source 2:	School general funds	Funding amount:	\$1,000	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$3,500	

	Action Team: (Who is responsible)	School Staff	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Teacher participation and completion of PD opportunities, Assist Survey responses		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Classroom Walkthrough/observation data to determine classroom implementation,		
Act	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
	Based upon identified results, what action should be taken? (Next steps)		

Goal 3 Needs Assessment

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

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

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

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

100% of teachers feel safe at school, 88% of students feel safe, 94% of students feel they receive help from their teachers, 95% of teachers feel welcomed and respected by administration and front office.

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

Students feel less safe in common areas such as the playground and the restrooms.

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

Data that addresses student perceptions about health education and activities. Questions will be included on the Assist Surveys.

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

Improve rapport between staff and students, increase opportunities for students to participate in activities that promote healthy lifestyles, increase opportunities to promote character education traits.



Goal 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	School Goal 3:	Northwoods Elementary students will learn in a safe and civil environment to be ethical, healthy, and productive citizens		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	Create a safe, healthy, and supportive learning environment as evidenced by the Assist survey.		
	Indicator: (Measure)	Surveys, discipline data		
	Strategy: (Needs Assessment, Question #4)	Provide an environment that builds teacher/student rapport.		
	Action Steps: (Processes/How)	1. Implement Positive Behavior Interventions and Support program.		
		2. Provide follow-up Ruby Payne/Understanding Poverty.		
		3. Utilize year-round intersessions for student remediation and enrichment.		
		4. Diversify morning Jump Start Activities.		
	Strategy: (Needs Assessment, Question #4)	Research and implement instructional practices that promote positive behavior and citizenship.		
Action Steps: (Processes/How)	1. Increase participation in the Inside Out program.			
	2. Increase student recognition for Principal's List, Honor Roll, BUG, Accelerated Reading and Math.			
	3. Counselor teaches classes to grades K-3 that focus on Character Ed, citizenship, and digital citizenship.			
	4. Utilize weekly Monday Morning Assemblies to promote positive behavior, citizenship, digital citizenship, and community.			
Strategy: (Needs Assessment, Question #4)	Promote programs and activities that increase good decision making, healthy choices, and self-esteem.			
Action Steps: (Processes/How)	1. Increase grades 3-5 participation in STRIDE and Girls on the Run.			
	2. K-2 students participate in Step Ahead Gymnastics.			
	3. Utilize resources found at PECentral.org			
	4. Physical Education classes participate in the Presidential Fitness Challenge.			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$1,200	
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:	\$1,200	

	Action Team: (Who is responsible) School Staff
Check	What data will be used to determine whether the strategies were deployed with fidelity? Monitor student progress of students participating in the Inside/Out Program, Quarterly participation on Principal's List, Honor Roll, Accelerated Reading and math, and BUG, Girls on the Run and STRIDE.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Increase in participation in the various programs and improvements on interim and nine week progress reports.
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Act	Based upon identified results, what action should be taken? (Next steps)

Goal 4 Needs Assessment

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

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

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

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

The number of volunteer hours increased to 1401 hours, community donations has increased, teachers provide parents with useful information about student learning and encouraging parent involvement.

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

38% of teachers feel parents support teachers, contributing to their success with students, 55% of teachers feel the community is supportive of the school, 54% of teachers feel parents know what is going on in the school.

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

Parent survey response was not valid due to low participation. Utilize computer labs during school events to make taking the surveys convenient.

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

Increasing parent support for teachers, Increasing parental involvement, increasing community support, keeping parents informed on what is going on in the school



Goal 4 and Associated Strategies				
Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	School Goal 4:	Northwoods Elementary will foster innovation in cooperation with families and community partners.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result) Northwoods Elementary will increase community involvement and outreach by 10%.			
	Indicator: (Measure) BASES Reports, Ident-a-kid reports, Assist Surveys, parent liaison documents.			
	Strategy: (Needs Assessment, Question #4) Build community partnerships that encourage and foster active participation in the education process.			
	Action Steps: (Processes/How)			
	1. Expand the master list of community resources available for staff.			
	2. Grades 3-5 will participate in Adopt-A-Trail.			
	3. Increase community interactions through guest speakers and volunteers.			
4. Grades K-2 will participate in Step Ahead Gymnastics program.				
Strategy: (Needs Assessment, Question #4) Increase rapport between community, staff, and students.				
Action Steps: (Processes/How)				
1. Increase morning Jump Start Programs to increase staff/student interaction.				
2. Increase parent participation in the PTO.				
3. Host four Community Engagement events, one of which will be in combination with all Jacksonville District Schools.				
4. Survey parents to determine information they would find useful on teacher webpages and school website.				
Strategy: (Needs Assessment, Question #4) Participate in a year of study and planning in preparation for becoming a year-round magnet school.				
Action Steps: (Processes/How)				
1. Develop Innovation team to include parents.				
2. Develop Action Team to include members of the community.				
3. Partner with SMART Technologies				
4				
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$2,667	
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:	\$2,667	

	Action Team: (Who is responsible)	School Staff	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Monthly BASES reports for volunteers and business donations, Ident-A-Kid reports with monthly volunteer and guest speaker reports, parent surveys		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Monitor data monthly and quarterly throughout the year.		
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
Act	Based upon identified results, what action should be taken? (Next steps)		

Goal 5 Needs Assessment

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

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

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

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

100% of classrooms are Tier II. 67% of classrooms are Tier III. 95% of teachers feel technology resources are used to support creative teaching and learning.

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

67% of teachers feel they receive sufficient training to fully utilize instructional technology. 81% of teachers feel they have access to instructional technology. 74% of teachers feel the physical environment supports teaching and learning. 84% of teachers feel the reliability and speed of internet connections are sufficient to support instructional practices.



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

Parent survey response was not valid due to low participation. Utilize computer labs during school events to make taking the surveys convenient.

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

Provide resources and support to effectively utilize instructional technology, plan and implement the transition to a Year-round magnet school, communicate to stakeholders information concerning transition to year-round magnet.



Goal 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	School Goal 5:	Northwoods Elementary will be supported by effective and efficient processes and systems.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	Northwoods Elementary will increase enrollment 40% by becoming a Year-Round Magnet School of Technology and Innovation.		
	Indicator: (Measure)	Classrooms outfitted with SMART Technology, Teacher activity on SMART Exchange, Number of SMART Exemplary Educators, Participation in SMART Professional Development		
	Strategy: (Needs Assessment, Question #4)	Plan and implement the transition to a Year-Round Magnet School.		
	Action Steps: (Processes/How)	1. Utilize the media, G-10, SMART resources and community to market and promote the school.		
		2. Improve campus infrastructure and appearance.		
		3. Research and develop schedules and procedures.		
		4		
	Strategy: (Needs Assessment, Question #4)	Achieve SMART Showcase status		
	Action Steps: (Processes/How)	1. Teachers apply and become SMART Exemplary Educators		
		2. Teachers utilize SMART Exchange Website		
3. Create a SMART user group.				
4. Visit SMART Showcase schools.				
Strategy: (Needs Assessment, Question #4)				
Action Steps: (Processes/How)	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$2,500	
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:	\$2,500
	Action Team: (Who is responsible)	Administration, teachers, county office representatives		
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	Student enrollment through the magnet lottery, Classroom walkthrough/observation data, Assist survey data			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	The number of applications from families from outside our district that apply to attend Northwoods. The number of teachers that achieve Exemplary Educator status and tracking teacher use of the SMART Exchange website.			
Act	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)			
	Based upon identified results, what action should be taken? (Next steps)			

Safe School Plan

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

Name and role of person(s) responsible for implementing this plan:

Elbert Garvey, Principal

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

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

Assistant Principal(s): Leads Safe School Committee, updates Safe and Civil Notebook, leads PBIS training for staff, and handles school discipline

Teachers: Maintain a safe, secure, and orderly classroom and common area environment.

Teacher Assistants: Maintain a safe, secure, and orderly classroom and common area environment.

Other School Staff: Maintain a safe, secure, and orderly common area environment.

Services for At-risk Students

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

Students Referred to the school Instructional Intervention Team, Utilize Functional Behavior Assessment and Behavior Intervention Plan, students participate in after school tutoring which consists of Focused Intervention and Inside/Out, students participate in Girls on the Run, Stride, AVID, Monday Morning Assemblies, Staff participate in PBIS training, parents and students participate in Digital Etiquette training, students maintain their own data notebook, TA with behavior training is available, school's timely response to parent referrals and concerns

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

Instructional Intervention Team, PEP's, Reading Specialists, Instructional Coaches, School Counselor, Social Worker, School Psychologist, School Nurse, County EC Instructional Coach, Cross Categorical classroom to be used as a behavior intervention, Behavior TA, staff mentors, Inside/Out after school mentoring program.

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

Students have an IEP with instruction to match to goals of the IEP, Functional Behavior Assessment and Behavior Intervention Plan in place, teacher that goes to the homebound child's home for instruction,

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

Goal: Implement PBIS

Target: Decrease discipline referrals to the office by 10%.

Indicator: School discipline data

Milestone Date: June 2013

Goal:

Target:

Indicator:

Milestone Date:

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

Target: Decrease non-proficient student achievement by 10% annually.

Indicator: Reading and math READY EOG's grades 3-5, K-2 assessments.

Milestone Date: June 2013

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

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

Professional Development	Planned/Completed				
Diabetes/Blood Borne Pathogen Training	Completed				
Threat Assessment Training	Completed				
CPR Training	Planned				
Student Data Notebook Training	Completed				
Digital Etiquette Training for parents and students	Completed				
Ruby Payne - Understanding Poverty	Planned				
CPI Training	Planned				
PBIS Training	Planned				
Staff handbook/Shelter-in-place, Intruder training	Completed				

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2	x				
	Strategy 3					

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

The WAVE schedule allows teachers the opportunity to meet as a PLC to discuss student data and plan instruction to meet the needs of individual students. We have two reading teachers, a Reading Recovery teacher, and a kindergarten tutor that provide reading support for all grades K-5. An Instructional Coach is available to help teachers with instructional practices. Renaissance Learning has been upgraded and SuccessMaker has been purchased to provide student support and data for teachers to utilize during PLC's.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2	x				
	Strategy 3	x				

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

All teachers are Highly Qualified and teaching in their areas of certification.

High-quality and ongoing professional development: Teachers and other staff in school wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2	x				
	Strategy 3					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

There are seven Early Release Professional Development days that occur throughout the year that focus on best practices and strategies to improve instruction.

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

WAVE Planning Days, Faculty Celebrations, emphasis on technology and becoming a year-round magnet, mentors for beginning teachers, monthly meetings with beginning teachers, Instructional Coaches for academic support.



Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

PTO meetings, Strategic Planning Team meetings, conferences with parents, school website and teacher webpages, Beginning of the year Block Party, technology Fair, evening student performances.

wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2					
	Strategy 3					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Local pre-schools are invited for school visits, kindergarten teachers visit Thompson Early childhood, Kindergarten pre-orientation, IEP transition meetings.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2					
	Strategy 3					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Utilize K-2 Assessment, Reading 3D grades K-3, ClassScape Grades 3-5, SuccessMaker, and Renaissance Learning,

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2	x				
	Strategy 3	x				

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

PEP's, Focused Intervention, Instructional Intervention Team, Accelerated Reading and Math, SuccessMaker, Leveled Literacy Interventions, Reading Recovery, Kindergarten Tutor, Reading Teachers, Instructional Coaches, High School Reading Buddies,

Coordination and integration of Federal, State, and local services and programs: School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2	x				
	Strategy 3					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

State and local services will be used when available to best meet the needs of students.



School Strategic Plan Glossary

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

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

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

LEP (Limited English Proficiency)	Refers to students whose primary language is not English.
Linkage	A factor that causes two or more ideas to relate to one another.
Literacy	Achievement which shows that the subject has been sufficiently mastered at a level commonly expected.
Low Performing and Priority Schools	Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program.
LRFNA (Long-Range Facility Needs Assessment)	The adopted long-range facility planning tool of the school system.
Mastery	Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred.
Mission	The purpose and focus of an organization.
MSL (Measures of Student Learning)	Common assessments to be given in all non-EOG/EOC grades and content areas in order to measure student growth and proficiency.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
NSSE (National Study of School Evaluation)	A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation.
OCLC (Onslow County Learning Center)	An alternative school for students who require special services for behavior modification.
PBIS	Positive Behavior Intervention System
PBL	Project Based Learning
Percentile	A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him.
Performance Assessment	Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processs involved.
Process Management System	The system of processes that is designed and delivered to support the quality system.
Processes	A series of actions that support a specified strategy in order to reach a defined goal.
Proficiency	A level of achievement that assures attainment of fully adequate knowledge and skills.
Purpose Statement	A purpose statement captures succinctly why the organization exists and what it does. It should be memorable enough so that everyone connected to the organization can remember it and use it.
Reading 3D	A reading assessment tool for K-5. It is currently used to assess text and reading comprehension at K-2 and is being piloted 3-5 at select sites.
Renaissance Learning	Technology based programs that provide progress-monitoring technology to enhance core curriculum, support differentiated instruction, and personalized practice in reading, writing, and math.
Rubicon Atlas	An online repository for posting CIA unit plans.

Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
S.A.T., Inc. (Sponsors for Academic Talent, Inc.)	A nonprofit organization that provides scholarship for students who meet performance and volunteer standards.
SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement)	A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs.
SAT (Scholastic Achievement Test)	A national test required for entrance into many colleges and universities.
SBE (State Board of Education)	The governing body of the public schools of North Carolina.
School-based	Usually refers to decisions that are made at the school level and by those persons most affected by the decisions.
Schools of Distinction	Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
Schools of Excellence	Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
SDD	Standards Division Document.
Stakeholder Focus	Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven.
Stakeholders	Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization.
Standard Course of Study	A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools.
Strategy	A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable.
Subgroup	Under AYP, subgroups will be changing from 40 students to 30 students beginning with the 2012-13 school year.
SuccessMaker	Instructional software that provides elementary and middle school learners with adaptive, personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision making.
Summative Assessment	The assessment of learning and summarizing the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.
Target	Desired result. Sample: Increase student attendance by 10%.
Testing Code of Ethics	Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.

Title I Schoolwide	The use of Title I funds by an eligible school to upgrade the school's overall instructional program.
TLC	Teacher Leadership Council.
TQM/TQE (Total Quality Management/Total Quality Education)	A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement.
Unpacking	The process of studying the Common Core and Essential Standards for the purposes of understanding the new standards, planning, and articulation.
Vision	A clear, positive, forceful statement expressed in simple, specific terms.