

**ONslow COUNTY SCHOOL SYSTEM**



# **STRATEGIC PLAN**

## **2016-2022**

**EXCELLENCE IN EDUCATION**



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# SUPERINTENDENT'S MESSAGE

Dear OCS Stakeholders,

The 2016-2022 District Strategic Plan represents the vision, goals, and objectives for the system as a whole and serves as an umbrella of expectation for each of our thirty-seven schools. The plan is the result of months of work involving students, parents, teachers, staff, administrators, local business leaders, and other community stakeholders. As the superintendent of Onslow County Schools, I truly appreciate the collaborative work between school and community that has created a strategic plan to guide our work over the next six years.

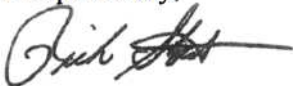
A strategic plan is like a compass. It is the instrument that keeps us aligned with our true north, which is our vision of achieving Excellence in Education. Our strategic plan will inform new initiatives, resource allocations, teaching and learning strategies, school safety plans, approaches to increased parent and community involvement, customer-friendly services, teacher recruitment, district-wide efficiency efforts, and more. As the compass, the plan will ensure that we stay on the course that our educators and community have designed – a course that will lead us towards Excellence in Education.

Essential concepts that will be emphasized throughout this plan include a focus on personalized instruction, global initiatives, and blended learning that will lead to improved student outcomes. Measures are built into the plan, allowing for ongoing assessment of our progress and tracking of our continuous improvement efforts.

Finally, we created the Strategic Plan with the belief that the education of children is the concern of the entire community and that there is a role for every member of our community to play in supporting student success. I encourage you to review this plan and determine how you may use your talents and time to support Onslow County students. Please feel free to contact district personnel if you have questions or additional input to share.

I am privileged to work with a supportive community, a strategic Board of Education, and talented employees. I am honored to lead the Onslow County School System and once again, I appreciate your interest in our district. Thank you for allowing me to be your superintendent.

Respectfully,



Rick Stout, OCS Superintendent

## **OCS BOARD OF EDUCATION**

Pam Thomas, Board Chairman

Brock Ridge, Board Vice-Chair

Rev. Joel Churchwell

Jonathan Merritt

Earl Taylor

Paul Wiggins

Bob Williams

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Rick Stout, Superintendent

Dr. Beth Folger, Deputy Superintendent


Dr. Lesley Eason, Associate Superintendent

Dr. Barry Collins, Associate Superintendent

Steve Myers, Chief of Operations

Jeffery Hollamon, Chief Financial Officer

# ONSLOW COUNTY SCHOOL SYSTEM AT-A-GLANCE



**FAST FACTS & FIGURES**

1st School District in North Carolina to receive AdvancEd District Accreditation

**12TH LARGEST DISTRICT IN NC**

## SCHOOLS

GRADE LEVEL	QUANTITY
Elementary	20
Middle	8
High	7
Centers— TECC & OCLC	2

## STAFF

TOTAL	3,333
Classified	1,440
Licensed	1,893

### STAFF DEMOGRAPHICS

Male	21.1%
Female	78.9%
American Indian	.24%
Asian	.73%
Hispanic	2.7%
African American	13.6%
Pacific Islander	.12%
White	81.9%
Two or more	.67%

**2015-16 STUDENT  
MEMBERSHIP:  
25,839**

### STUDENT DEMOGRAPHICS

Male	51%
Female	49%
American Indian	0.5%
Asian	1.3%
Hispanic	13.4%
African American	19.2%
Pacific Islander	0.4%
White	57.5%
Two or more	7.8%
Academically Gifted	11.6%
Exceptional Children	14.0%
Limited English Proficient	1.3%
Active duty connected	25.7%
Civilian work on fed prop	12.2%
Economically disadvantaged (free/reduced lunch)	44.9%

**Limited English Proficient population  
(~380 students):  
28 languages represented**

## AVG SCHOOL SIZE

	K-5	6-8	9-12
District	636	709	989
State	490	659	848

## AVG CLASS SIZE

Grade	District	State
K	21	19
1	20	19
2	21	19
3	21	19
4	21	20
5	21	20
6	25	22
7	24	22
8	24	22
English II	21	19
Math I	22	20
Biology	20	18

## ATTENDANCE RATE

Grade	District	State
K-5	95%	95%
6-8	95%	95%
9-12	96%	95%

### Classroom Teachers:

#### Fully licensed

	K-5	6-8	9-12
District	99%	96%	94%
State	98%	93%	90%

#### 4+ Years of teaching experience

	K-5	6-8	9-12
District	67%	67%	71%
State	77%	76%	78%

#### Highly qualified

	K-5	6-8	9-12
District	99%	92%	91%
State	98%	94%	92%

**Onslow County Schools**  
Education and Technical  
Support Center  
200 Broadhurst Road  
Jacksonville, North Carolina 28540  
[www.onslow.k12.nc.us](http://www.onslow.k12.nc.us)  
Contact:  
Main office: 910-989-2021

# ONSLOW COUNTY SCHOOL SYSTEM AT-A-GLANCE

## FINANCIAL SUPPORT

2014-15 Sources of funds  
(Amount per student)

	Local	State	Federal
District	\$2112	\$5250	\$773
State	\$2138	\$5621	\$979

Scholarships Reported:

2012-13	2013-14	2014-15
\$6,385,300.99	\$9,642,758.75	\$13,176,784.00

### DISTRICT WIDE ACADEMIC ENRICHMENT ACTIVITIES

Academic Derby  
All County Band, Chorus and Visual Art Symposium  
Author's Showcase  
AVID Elementary Showcase  
AVID Night(s)  
AVID Secondary Showcase  
Battle of the Books—Elem, Middle and High  
Chess  
Close-Up  
College Showcase  
CTE Career Expo  
CTE Showcase  
Elementary Science Olympiad  
Geography Bee—Elementary and Middle  
Global Innovation Showcase  
Governor's School Meet and Greet  
MATHCOUNTS—Elementary and Middle  
Middle School Debate  
Multiplication Bee—Elementary  
Musicals  
Odyssey of the Mind  
Regional Science Fair  
SAT Banquet  
Science and Engineering Fair  
Splash! Spelling Bee  
Speech Contest  
Spelling Bee—Elementary and Middle  
Young and Emerging Authors

Multiple Extra-Curricular Activities Available On School  
Campuses

Themed Elementary Schools

Freshman Academies

Career & Technical Education Towers

Magnet Schools—two elementary and one middle

## ACADEMIC PERFORMANCE

2014-15	English II	Math I	Biology
District	56.2%	55.4%	61.3%
State	59.6%	59.8%	53.7%

2014-15	ELA	Math	Science
District	55.2%	45.3%	73.1%
State	56.3%	52.2%	68.8%

2014-15	ACT	ACT WorkKeys
District	57.6%	77.6%
State	59.7%	72.1%

CGR	2012-13	2013-14	2014-15
District	87.2%	89.2%	89.2%
State	82.5%	83.9%	85.6%

What is CGR? CGR stands for cohort graduation rate. The chart above reflects the percentage of ninth graders (their cohort) who graduated from high school in four years.

AP 2014-15	PASS RATE*	PARTICIPATION
District	24%	10%
State	51%	16%

\*Advanced Placement Exam pass rate—achieved a score of 3 or higher

### CTE TECHNICAL ATTAINMENT:

2014-15: 95.3% of graduates (CTE concentrator)/state 94%  
And third in NC for student earned industry recognized  
credentials (3,821)

Specialized Enrollment	AP/IB	CTE
District	18%	78%
State	17%	76%

For more information about our district and/or individual  
schools, utilize the QR code below to access our website:



# STRATEGIC PLAN DEVELOPMENT

System-wide strategic planning began in the Onslow County School System in the mid-1980's with the district office and all schools receiving accreditation through the Southern Association of Colleges and Schools (SACS). Accreditation, now through AdvancED, remains an integral part of the strategic planning and continuous improvement process within the Onslow County School System. The AdvancED standards represent a foundational basis for the district strategic plan:

- Purpose and Direction
- Governance and Leadership
- Teaching and Assessing for Learning
- Resources and Support Systems
- Using Results for Continuous Improvement.

The Baldrige criteria were added in the 2001-2004 plan to serve as an evaluative construct to restructure processes to build a more aligned management system for decision-making and goal setting. A greater emphasis has been placed upon this research-based set of criteria through the district adoption of the core values (2005-2010).

- Visionary leadership
- Learning-centered education
- Organizational and personal learning
- Valuing workforce members and partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Societal responsibility
- Focus on results and creating value
- Systems perspective

In the Fall of 2013, the Onslow County School System added a third research base to the strategic planning and continuous improvement process through the training and usage of Stephen Covey's Seven Habits of Highly Effective People, 5 Choices to Extraordinary Productivity and Great Leaders, Great Teams and Great Results. District processes now include a heightened focus on The Four Disciplines of Execution which include goal-setting, scoreboarding, monitoring and developing teams.

Finally, the Onslow County School System's District Strategic Plan represents the leadership theory of work. While a district vision and approach are shared through a variety of perspectives, school leaders and staff are empowered to honor the district perspective as it best defines the needs of their constituents.

# STRATEGIC PLAN FRAMEWORK

## PURPOSE

To educate students for a successful future.

## VISION

Excellence in Education

## MISSION

The Onslow County Schools community will prepare students to be globally competitive leaders and responsible citizens.

## GOALS

**OCS GOAL 1:** Every student in the Onslow County School System has a personalized education and graduates from high school prepared for work, further education and citizenship.

**OCS GOAL 2:** Every student in the Onslow County School System has excellent educators, every day.

**OCS GOAL 3:** The Onslow County School System has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.

**OCS GOAL 4:** Every student in the Onslow County School System is healthy, safe, and responsible.



# SIX YEAR IMPLEMENTATION PLAN

## Goal 1

Every student in the Onslow County School System has a personalized education and graduates from high school prepared for work, further education and citizenship.



STRATEGIES	ACTIVITIES
<p><b>1.1:</b> Use new and existing programs and partnerships to foster career and college readiness</p>	<ul style="list-style-type: none"> <li>a. Re-visit graduation project requirements to include career options as topics for the project.</li> <li>b. Enhance student internship courses for students who are not Career and Technical Education (CTE) concentrators</li> <li>c. Establish service learning opportunities for students.</li> <li>d. Utilize flexible time in school schedules to focus on college readiness and accessibility to Career and College Promise.</li> <li>e. Re-establish high quality freshman and other major transitional programs.</li> <li>f. Ensure that every high school campus has credential opportunities, certification opportunities and certified career academies.</li> <li>g. Provide additional student support systems for Work Keys and American College Testing (ACT) preparation.</li> <li>h. Continue to pursue necessary resources to open a Career Center.</li> <li>i. Re-focus the middle schools on the middle school concept.</li> <li>j. Enhance themed elementary efforts to connect students with career and college awareness.</li> </ul>
<p><b>1.2:</b> Implement Multi-tier System of Support (MTSS) to provide differentiated academic and behavior instruction</p>	<ul style="list-style-type: none"> <li>a. Provide professional development for all teachers focused on differentiated instruction.</li> <li>b. Ensure that specialized Tier I, II &amp; III services are enhanced by Academically/Intellectually Gifted (AIG), Exceptional Children (EC), Title I, English as a Second Language (ESL), etc. and are clearly focused on providing services to achieve differentiated instruction.</li> <li>c. Require that every school have a research-based, uniform behavior support and behavior modification plan.</li> <li>d. Identify and utilize Tier II and III resources to best identify interventions for individual student's behavioral and academic needs and for the creation of necessary Student Success Transition Plans.</li> <li>e. Identify and utilize universal screeners to assist with meeting the individual needs of all students for all content areas.</li> <li>f. Create alternatives to suspension.</li> <li>g. Coordinate and strengthen core instruction through the usage of implementation rubrics in the areas of Science, Technology, Engineering and Math (STEM), Global, AdvancEd Advancement Via Individual Determination (AVID), etc.</li> </ul>

# SIX YEAR IMPLEMENTATION PLAN

<p><b>1.3:</b> Based upon research driven innovations, use an individualized approach in blended, personalized, and standards based instruction.</p>	<ol style="list-style-type: none"> <li>a. Create a virtual learning academy for the Onslow County School System.</li> <li>b. Utilize a variety of resources such as OnslowView, North Carolina Virtual Public Schools (NCVPS), and others to provide students additional opportunities for blended learning.</li> <li>c. Enhance 1:1 instructional integration and a consistent technology platform.</li> <li>d. Create transition plans for students who are at-risk of academic failure to prepare for major transitions (example- Pre-Kindergarten to kindergarten, 5th grade to 6th grade, etc.)</li> <li>e. Focus on global integration opportunities to ensure that students' content is relevant &amp; culturally diverse.</li> <li>f. Begin the migration to standards based instructional assessment report cards.</li> <li>g. Research and implement improved grading policies throughout the district.</li> <li>h. Utilize new and/or all existing learning plans to ensure every child has documented annual goals.</li> <li>i. Strengthen instructional transition from elementary to middle and middle school to high school.</li> <li>j. Introduce a comprehensive elementary computer science and coding curriculum.</li> </ol>
<p><b>1.4:</b> Expand student opportunities through a variety of academic initiatives targeted at improved student achievement</p>	<ol style="list-style-type: none"> <li>a. Develop formalized instructional review procedures for Advanced Placement (AP)/ International Baccalaureate (IB) course approval, instruction and testing.</li> <li>b. Increase the number and/or access to Advanced Placement (AP)/ International Baccalaureate (IB) courses offered.</li> <li>c. Create a middle school content recovery program.</li> <li>d. Explore multi-age classroom placement based upon student aptitude and ability.</li> <li>e. Complete the local AP/IB submission process and the honors portfolio process with fidelity.</li> <li>f. Sponsor additional co-curricular offerings based upon student interest.</li> <li>g. Increase opportunities to promote acceleration.</li> <li>h. Develop and implement a research-based balanced literacy framework, aligned to the District's Ten Pillars of Effective Instruction at every school.</li> </ol>
<p><b>1.5:</b> Consider student voice, aspirations and the power of hope when preparing students for work, further education and citizenship.</p>	<ol style="list-style-type: none"> <li>a. Enhance student profiles.</li> <li>b. Utilize student choice in a variety of curricular decisions.</li> <li>c. Create a six-year and beyond plans for all 7th graders in the Onslow County School System.</li> <li>d. Connect students with potential Career and Technical Education (CTE) Pathway options.</li> <li>e. Structure, design and administer learning style inventories for all students in grades 3-12.</li> <li>f. Create opportunities for students to participate in learning activities related to their learning style, interests and potential career interests.</li> <li>g. Communicate and expand opportunities for public school choice based on student interest.</li> <li>h. Develop a student advisory council for each grade and to guide/inform district decisions.</li> <li>i. Share best practices focused on student choice and building positive learning relationships.</li> </ol>

# SIX YEAR IMPLEMENTATION PLAN

## Goal 2

Every day in the Onslow County School System, every student has excellent educators.



<p><b>2.1:</b> Implement and/or revise programs and incentives to reduce teacher turnover rate not related to military transfers or in-district promotions.</p>	<ul style="list-style-type: none"> <li>a. Offer beginning teachers specific professional development throughout the year.</li> <li>b. Explore master scheduling and calendar options that allow time for teacher planning and collaboration.</li> <li>c. Investigate extended employment opportunities.</li> <li>d. Encourage Covey-based leadership training for teachers, teacher leaders, and Instructional Support Team members.</li> <li>e. Explore local options to provide incentives for teachers in hard to staff positions and explore options to increase local supplement by 2%.</li> </ul>
<p><b>2.2:</b> Enhance professional development offerings to ensure high quality professional development aligned with the personal and professional needs of teachers and staff.</p>	<ul style="list-style-type: none"> <li>a. Explore possibilities for expanding the number of Early Release Professional Development (ERPD) days offered during the school year.</li> <li>b. Revise the professional development survey process to be administered at the conclusion of each professional development activity that will result in renewal credit.</li> <li>c. Provide schools with model schedules and guidance for ensuring structured time for ongoing professional development.</li> <li>d. Investigate opportunities for extended employment to support planning and professional development.</li> <li>e. Provide flexible options to allow teachers to participate in personalized, job-embedded professional development.</li> <li>f. Provide professional development on developmentally appropriate practices related to curriculum, instruction, and assessment, including grading practices.</li> <li>g. Expand opportunities for teachers and support staff to earn badges and micro-credentials.</li> </ul>
<p><b>2.3:</b> Enhance and maintain relevant and effective resources aligned with the North Carolina Standard Course of Study and locally developed Standards Division Documents to support Tier I, Tier II, and Tier III instruction.</p>	<ul style="list-style-type: none"> <li>a. Provide professional development and training on the use and implementation of Learning Management System (LMS) assessments, reports, and resources.</li> <li>b. Maintain a single website and/or digital storage location for all Standards Division Documents.</li> <li>c. Establish and maintain a resource submission, vetting, and sharing process for all Standards Division Documents.</li> </ul>
<p><b>2.4:</b> Enhance teacher recruitment efforts to ensure high quality educators in all classrooms.</p>	<ul style="list-style-type: none"> <li>a. Increase the number of Teacher Cadet Programs.</li> <li>b. Establish an educational job shadowing program for students.</li> <li>c. Provide encouragement for Onslow County Schools' graduates who choose to come back to Onslow County Schools to teach.</li> <li>d. Encourage participation of teaching candidates seeking lateral entry or other alternative licensure programs for hard to staff positions.</li> </ul>

# SIX YEAR IMPLEMENTATION PLAN

## Goal 3

The Onslow County School System has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.



<p><b>3.1:</b> Expand access to innovative digital resources and support on all campuses.</p>	<ul style="list-style-type: none"> <li>a. Allocate funding to sustain 1:1 Learning Advantage Initiative.</li> <li>b. Increase access to emerging future ready technology resources.</li> <li>c. Evaluate and support the Digital Learning and Teaching Platform.</li> <li>d. Design procedures and training program for student tech support teams.</li> <li>e. Evaluate technology support needs on campuses.</li> <li>f. Create a standardization of technology hardware on campuses.</li> <li>g. Equip activity buses with Wi-Fi connectivity.</li> </ul>
<p><b>3.2:</b> Expand business efficiencies at all facilities</p>	<ul style="list-style-type: none"> <li>a. Establish and maintain behavioral energy management strategies.</li> <li>b. Reinvest energy cost savings into upgraded energy management systems.</li> <li>c. Transition print requests to the most cost effective methods.</li> <li>d. Continue to evaluate and implement improvements in regards to the use of facilities and transportation of students.</li> <li>e. Formalize process of identifying grants available, applied for, and received.</li> </ul>
<p><b>3.3:</b> Engage parents and community members in improving educational opportunities for students</p>	<ul style="list-style-type: none"> <li>a. Provide a suite of tools and resources that will maximize communication efficiency, i.e. templates, newsletters, brochures.</li> <li>b. Establish an incident response and communication protocol.</li> <li>c. Administer annual public perception surveys to internal and external customers and create a district communications plan based on the results.</li> <li>d. Create customer service standards and provide appropriate training for implementation.</li> <li>e. Develop a Superintendent’s student advisory council that provides feedback on educational opportunities of students.</li> <li>f. Develop and implement a parent university that focuses on involving parents in the education of Onslow County School students.</li> <li>g. Initiate a faith-based partnerships with faith-based organizations to support academic and nonacademic student needs.</li> <li>h. Encourage local businesses to provide an incentive for employees to volunteer in schools.</li> </ul>

# SIX YEAR IMPLEMENTATION PLAN

## Goal 4

Every student in the Onslow County School System is healthy, safe, and responsible.



**4.1:** Implement programs and activities to enhance safe and respectful school environments.

- a. Promote participation in professional development activities related to national service learning standards.
- b. Increase the number of schools implementing a research-based behavioral program.
- c. Expand professional development opportunities for schools implementing Safe and Civil Schools.
- d. Expand professional development opportunities for schools implementing Positive Behavior Intervention Supports (PBIS).
- e. Utilize the Institutional Review Board process to vet strategies and interventions under Multi-Tiered System of Support (MTSS) Tier 2 and Tier 3.
- f. Build school-based Multi-Tiered System of Support (MTSS) teams comprised of administration, staff and Instructional Support Team (IST) members.
- g. Build a Multi-Tiered System of Support (MTSS) implementation infrastructure from the district to the school level.
- h. Continue Social Emotional Foundations for Early Learning (SEFEL) initiative that directly bridges into the MTSS initiative in K-12.
- i. Standardize an online district-wide process for students to identify an adult advocate at the elementary, middle and high school levels – utilize pictures of actual school staff, instead of clip art, for ease of identification in lower grades.
- j. Utilize student advocacy survey information and process for identifying advocates for students who don't feel that they currently have one.
- k. Create a team to investigate research-based improvements to the physical learning environment. [4.1.4 and 4.1.5]

**4.2:** Promote healthy, active lifestyles for students.

- a. Offer professional development on scheduling and movement in the classroom setting.
- b. Explore school scheduling models that promote healthy, active lifestyles.
- c. Revitalize the Student Health Action Council (SHAC).
- d. Focus on the environment, engagement and scheduling through the Multi-Tiered System of Support (MTSS) process.

# SIX YEAR IMPLEMENTATION PLAN

	<ul style="list-style-type: none"> <li>e. Utilize Instructional Support Teams (ISTs) to provide support for development of instructional schedules and MTSS problem solving/Team Initiated Problem Solving (TIPS) teams.</li> <li>f. Assist schools in developing modified scheduling to include brain-based physical activities which have been proven to promote student engagement.</li> <li>g. Communicate healthy active lifestyles information through school and district level websites, school and district social media accounts and throughout the schools themselves.</li> </ul>
<p><b>4.3:</b> Implement processes and procedures to reduce the number of students who are chronically absent, drop out or are suspended out of school.</p>	<ul style="list-style-type: none"> <li>a. Assist schools in developing alternatives to out of school suspensions and incorporating replacement behaviors.</li> <li>b. Investigate opportunities for career literacy along the K-12 spectrum.</li> <li>c. Offer ongoing, research-based professional development built around the ideas and concepts found in “How to Support Struggling Students,” by Robyn R. Jackson, and a “Framework for Understanding Poverty,” by Ruby Payne.</li> <li>d. Establish strong transition plans throughout the K-12 continuum to solidify college and career readiness.</li> <li>e. Scoreboard student and staff attendance and communicate the information to stakeholders.</li> <li>f. Integration of remediation and enrichment based on such research-based models as Renzulli and mastery learning.</li> <li>g. Train appropriate school staff in intervention strategies with the aim of decreasing absences, dropouts and suspensions.</li> <li>h. Assist students with academic goal setting and taking responsibility for grades/academic performance.</li> <li>i. Ensure that schools are embedding civility, citizenship and ethics in programming and instruction.</li> </ul>
<p><b>4.4:</b> Implement programs to decrease school violence and crime in schools.</p>	<ul style="list-style-type: none"> <li>a. Increase Recognized American School Counselor Association (ASCA) Mode Program (RAMP) certification among the system’s school counselors.</li> <li>b. Expand offerings of Crisis Prevention Intervention (CPI) training for staff district-wide.</li> <li>c. Develop stronger alliances between the Onslow County School System, community agencies and faith-based organizations to provide greater student support.</li> <li>d. Investigate the feasibility of accessing mental health resources to support students during the academic day.</li> <li>e. Continue funding of School Resource Officers (SROs) in middle and high schools.</li> <li>f. Advocate for a full-time Drug Abuse Resistance Education (DARE) officer to work in our elementary schools.</li> <li>g. Ensure support for all campuses with installation of front door security systems.</li> </ul>

# STRATEGIC PLAN SCOREBOARD

**Goal One:** Every student in the Onslow County School System has a personalized education and graduates from high school prepared for work, further education and citizenship.

<b>Objectives:</b> (See Scoreboard Glossary for More Detailed Descriptions)	<b>School Year:</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>1.1.1:</b> Increase Cohort Graduation Rate 4 year	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.1.2:</b> Increase Cohort Graduation Rate 5 year	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.1.3:</b> Increase Percentage of junior class achieving at least a composite score on the American College Testing (ACT)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.1.4:</b> Increase Percentage of junior class average composite score on the American College Testing (ACT)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.1.5:</b> Increase Percentage of graduates who are Career & Technical Education (CTE) concentrators who earned Silver or better on the American College Testing (ACT) Workkeys assessments	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.1.6:</b> Increase Number of credentials earned by Career & Technical Education (CTE) students who complete industry certification programs	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.1.7:</b> Increase Percentage of graduates receiving a career-ready or a college/career ready endorsement	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.1:</b> Increase Percentage of schools implementing PBIS or other research based behavior interventions	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.2:</b> Decrease in discipline occurrences related Out of School Suspension (OSS), In School Suspension (ISS)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.3:</b> Increase in promotion to next grade level objective	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.4:</b> Increase Percentage of schools meeting/exceeding growth	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.5:</b> Increase differentiated learning opportunities and activities for students (eleot™ Equitable Learning)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.6:</b> Increase differentiated learning opportunities and activities for students (eProve™ Student)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.2.7:</b> Increase differentiated learning opportunities and activities for students (eProve™ Parent)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.3.1:</b> Increase in the percentage of students transition with documented annual goals.	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.3.2:</b> Increase ongoing student opportunities to learn about their own and other's backgrounds/cultures/differences (eleot™ Equitable learning)	<b>Target:</b>						
	<b>Actual:</b>						
<b>1.3.3:</b> Increase number of students successfully completing at least one online course	<b>Target:</b>						
	<b>Actual:</b>						

**Goal One: Every student in the Onslow County School System has a personalized education and graduates from high school prepared for work, further education and citizenship.**

1.3.4: Increase number of students successfully completing at least one International Baccalaureate (IB) or Advanced Placement (AP) course	Target:						
	Actual:						
1.3.5: Increase Percentage of K-12 schools flexible student schedules (late afternoon or evening courses as examples)	Target:						
	Actual:						
1.3.6: Increase Percentage of middle and high schools offering instruction at the pace appropriate for the needs of student using strategies such as credit recovery, credit by demonstrated mastery, and compacted curriculum.	Target:						
	Actual:						
1.3.7: Increase Percentage of schools using standards based report cards	Target:						
	Actual:						
1.4.1: Increase Percentage of student test scores at or above the proficient level on the End of Grade (EOG) and End of Course (EOC) assessments (GLP and CCR)	Target:						
	Actual:						
1.4.2: Increase Percentage of schools meeting/exceeding growth	Target:						
	Actual:						
1.4.3: Increase Percentage of International Baccalaureate (IB) or Advanced Placement (AP) exams in which students score 3 or above	Target:						
	Actual:						
1.4.4: Increase Percentage of high school students who earn college credit	Target:						
	Actual:						
1.4.5: Increase Percentage of middle school students who earn high school credit	Target:						
	Actual:						
1.4.6: Increase Percentage of students participating in at least one co-curricular activity	Target:						
	Actual:						
1.4.7: Increase Percentage of third grade students scoring proficient or higher on the reading beginning of grade, end of grade, portfolio, or alternative assessment	Target:						
	Actual:						
1.5.1: Increase in the percentage of grade 7 students completing a six-year high school and beyond plan for work and/or continued education	Target:						
	Actual:						
1.5.2: Increase Percentage of students reporting they have an adult advocate on their campus (eProve™ student survey)	Target:						
	Actual:						
1.5.3: Increase in the number of favorable responses indicating there are programs and services to help students succeed (eProve™)	Target:						
	Actual:						
1.5.4: Increase in the eleot™ average of students making connections from content to real-life experiences	Target:						
	Actual:						
1.5.5: Decrease the drop-out rate	Target:						
	Actual:						
1.5.6: Percentage of sites receiving Advancement Via Individual Determination (AVID) Excellence Certification.	Target:						
	Actual:						
1.5.7: Increase in the amount of scholarships awarded annually	Target:						
	Actual:						



**GOAL TWO: Every day in the Onslow County School System, every student has excellent educators.**

<b>Objectives: (See Scoreboard Glossary for More Detailed Descriptions)</b>	<b>School Year:</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>2.1.1</b> Maintain local supplement at a minimum of 10% and investigate options to increase to 12%.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.1.2:</b> Increase the number of professional development and instructional support opportunities offered specifically for beginning teachers and teachers new to the Onslow County School System.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.1.3:</b> Decrease teacher turnover rate as indicated by the Onslow County School System teacher turnover rate calculations.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.1.4:</b> Increase teacher satisfaction ratings in areas related to time for planning and collaboration as indicated on the Teacher Working Conditions or other district-administered surveys.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.1.5:</b> Increase teacher satisfaction ratings in the area of teacher leadership as indicated on the Teacher Working Conditions or other district-administered surveys.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.2.1:</b> Increase professional development satisfaction ratings by 6% as indicated on professional development spot surveys by the end of the 2021-22 school year.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.2.2:</b> Increase the percentage of teachers reporting that adequate time is scheduled for professional development on the Teacher Working Conditions Survey or other district administered surveys.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.2.3:</b> Increase the number of teachers and staff who earn badges and micro-credentials for advanced training and specialization.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.2.4:</b> Increase the number of coaches/facilitators providing instructional support and professional development to teachers and other instructional staff.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.3.1:</b> Increase the number of courses with Standards Division Documents that are reviewed and/or updated annually by teacher leaders.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.3.2:</b> Increase the percent of teachers utilizing an online curriculum, instruction, and assessment planning platform that allows and supports teacher collaboration in unit and resource development.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.3.3:</b> Increase the percent of teachers indicating satisfaction with the availability of instructional resources as indicated on the Teacher Working Conditions Survey or other district administered surveys.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.4.1:</b> Increase the number of local high school students who express an interest in pursuing teaching as a career.	<b>Target:</b>						
	<b>Actual:</b>						
<b>2.4.2:</b> Increase the number of schools participating in virtual job fair opportunities.	<b>Target:</b>						
	<b>Actual:</b>						

**GOAL THREE:** The Onslow County School System has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.

<b>Objectives: (See Scoreboard Glossary for More Detailed Descriptions)</b>	<b>School Year:</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>3.1.1:</b> Increase opportunities for real world application of technology resources	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.1.2:</b> Increase percentages of schools with student led tech support teams	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.1.3:</b> Decrease overall repair time for technical support	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.1.4:</b> Increase percentages of activity buses with wi-fi connectivity	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.2.1:</b> Decrease KWH usage per square footage	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.2.2:</b> Increase savings from Managed Print Services	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.2.3:</b> Maintain student populations at instructional facilities between 75% and 110% of operational capacity	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.2.4:</b> Seek additional funding sources	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.3.1:</b> Increase the percentage of employees, parents and community members who indicate that Onslow County Schools keeps them well informed	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.3.2:</b> Improve parent and community perception regarding Onslow County Schools customer service and quality of education	<b>Target:</b>						
	<b>Actual:</b>						
<b>3.3.3:</b> Increase business, government, community, and family partnerships	<b>Target:</b>						
	<b>Actual:</b>						

**GOAL FOUR: Every student in the Onslow County School System is healthy, safe, and responsible.**

<b>Objectives: (See Scoreboard Glossary for More Detailed Descriptions)</b>	<b>School Year:</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>4.1.1</b> Increase percentage of schools implementing a Multi-Tiered System of Support.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.1.2</b> Increase percentage of students who agreed or strongly agreed that they have an adult advocate at their school as measured by the eProve™ survey.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.1.3</b> Increase percentage of students who feel safe in school as measured by the eProve™ survey.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.1.4</b> Increase the number of classrooms implementing research-based improvements to the physical learning environment.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.1.5</b> Increase the number of classrooms implementing “student-friendly” furniture (i.e. stand-up desks, 2-piece desks, small tables, etc.).	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.2.1</b> Increase number of professional development opportunities related to transforming student engagement.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.2.2</b> Increase number of school schedules modified to promote student physical activity.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.2.3</b> Increase percentage of schools reporting implementation of each component of the state Healthy Active Children Policy (local health advisory council, physical education, recess/physical activity, and coordinated school health programming).	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.3.1</b> Decrease the percentage of students with 10 or more absences annually.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.3.2</b> Decrease Annual 9-12 dropout rate.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.3.3</b> Decrease percentage of K-12 students suspended out of school short term (10 days or less).	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.4.1</b> Decrease the number of reportable acts of school violence and crime per 1,000 K-12 students.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.4.2</b> Increase number of School Resource Officers (SROs) in schools.	<b>Target:</b>						
	<b>Actual:</b>						
<b>4.4.3</b> Increase the number of schools implementing door security systems.	<b>Target:</b>						
	<b>Actual:</b>						

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OBJECTIVE	DESCRIPTION	SOURCE
1.1.1	The North Carolina Four-Year Cohort Graduation Rate reflects the percentage of ninth graders (their cohort) who graduated from high school four years later	NCDPI Accountability Results
1.1.2	The North Carolina Five-Year Cohort Graduation Rate reflects the percentage of ninth graders (their cohort) who graduated from high school five years later	NCDPI Accountability Results
1.1.3	The ACT consists of four subject tests (English, Reading, Math, and Science) plus an additional Writing component. The four subject tests make up the Composite Score for The ACT. For accountability reporting purposes, a minimum Composite Score of 17	NCDPI Accountability Results
1.1.4	The ACT consists of four subject tests (English, Reading, Math, and Science) plus an additional Writing component. The four subject tests make up the Composite Score for The ACT. For accountability reporting purposes, a minimum Composite Score of 17	NCDPI Accountability Results
1.1.5	For Career and Technical Education concentrators (students who have earned four CTE credits in a career cluster), the percentage of concentrator graduates who were awarded at least a Silver Level Career Readiness Certificate based on ACT WorkKeys assessments.	NCDPI Accountability Results
1.1.6	Industry certification programs – examples: Microsoft Office, SafServ – students participate in an assessment to receive certification	PowerSchool
1.1.7	Tracking students based on a particular area of study	PowerSchool
1.2.1	Schools will implement a research based behavior and interventions programs to ensure all of our students are being provided maximum educational opportunities to learn	OCS Schools
1.2.2	Information on students suspended out of school short-term (10 days or less) as well as in school suspensions will be obtained from the PowerSchool student information management system.	PowerSchool NCDPI Report
1.2.3	Through the implementation of North Carolina Multi-Tiered System of Support teachers and other school staff will utilize multiple data points to maximize growth for all through a variety of instructional activities which in turn should support and increase promotion to the next grade level objective(s)	PowerSchool
1.2.4	Growth is an indication of the rate at which students in the school learned over the past year. The standard is roughly equivalent to a year's worth of growth for a year of instruction. Growth is reported for each school as Exceeded Growth Expectations, Met Growth Expectations, or Did Not Meet Growth Expectations.	NCDPI Accountability Results NCDPI EVAAS
1.2.5	The Effective Learning Environments Observation Tool (Eleot™) is a learner-centric observation tool that measures and quantifies active student engagement by taking a look at classroom expectations, feedback and learning support. Within Equitable Learning one of the items indicates “has differentiated learning opportunities and activities that meet his/her needs”	Eleot™ Equitable Learning Observation Tool
1.2.6	Students at all grade levels participate in eProve™ surveys developed by AdvancED (advance-ed.org). Within the “teaching and assessing for learning” section students will respond to the following question - “My teachers use different activities to help me learn.”	eProve™ Student Survey
1.2.7	All parents/guardians are provided an opportunity to participate in eProve™ surveys developed by AdvancED (advance-ed.org). Within the “teaching and assessing for learning” section parents will respond to the following question - All of my child's teachers use a variety of teaching strategies and learning activities.	eProve™ Parent Survey
1.3.1	School staffs will develop as needed transition plans for students who are deemed academically at-risk for major transitions (ex. 5 <sup>th</sup> to 6 <sup>th</sup> )	OCS Schools

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1.3.2	The Effective Learning Environments Observation Tool (Eleot™) is a learner-centric observation tool that measures and quantifies active student engagement by taking a look at classroom expectations, feedback and learning support. Within Equitable Learning one of the items indicates “student has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences”	Eleot™ Equitable Learning Observation Tool
1.3.3	In order to meet the learning styles of all students and with the continuation of the 1:1 devices, students will be able to enroll in online courses where applicable and/or participate in a virtual learning academy.	NCVPS; PowerSchool
1.3.4	Information on students will be obtained from the PowerSchool student information management system regarding the enrollment of students in IB and/or AP courses. School staffs will also utilize the data available within NCDPI EVAAS and ACT scores as possible indications of potential students to enroll in courses.	PowerSchool NCDPI EVAAS
1.3.5	Schools will provide copies of master schedules highlighting modifications designed to enhance student engagement and explanations of the reason for, and effectiveness of, the modification.	OCS Schools
1.3.6	Differentiation of instruction based on student needs may encompass a variety of resources, such as OnslowView, NCVPS, and/or Onslow County Schools virtual academy to enhance blended learning opportunities.	OCS Schools
1.3.7	On a <b>standards-based report card</b> , each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each <b>standard</b> .	PowerSchool
1.4.1	GLP: The percentage of students in the school who score at Achievement Levels 1-5. Achievement Level 3 is considered grade-level proficiency and CCR: Achievement Levels 4 and 5 are considered on track to be college and career ready.	NCDPI Accountability Results
1.4.2	This indicator includes all students will successful enrollment days, necessary historical state assessment data – for one year/semester of instruction did students perform at or above the average students in the state	NCDPI Accountability Results
1.4.3	School staffs will also utilize the data available within NCDPI EVAAS and ACT scores as possible indications of potential students to enroll in courses.	College Board Reporting; IB Reports NCDPI EVAAS
1.4.4	With our partnership with the local community college, students are able to participate in classes during their high school career as well as enroll in Advanced Placement Courses and/or IB courses to earn potential college credit.	CCCC Reporting; PowerSchool
1.4.5	School staffs will also utilize the data available within NCDPI EVAAS to obtain potential students to enroll in courses as well as other data indicators.	PowerSchool
1.4.6	<b>Co-curricular</b> refers to <b>activities</b> , programs, and learning experiences that complement, in some way, what students are learning in school	OCS Schools
1.4.7	Ensure that every third grade student is reading at or above grade level by the end of the school year.	NCDPI Accountability Results
1.5.1	Grade 7 students will begin the process of planning for their future as it relates to high school, work, and/or college by developing a six-year plan	OCS Schools
1.5.2	Students at all grade levels participate in eProve™ surveys developed by AdvancED (advance-ed.org). Specific questions are related to the identification and involvement of an adult advocate at each school. Elementary – <i>My teachers care about students.</i> Middle/High – Section E-Teaching and Assessing for Learning – <i>My school makes sure there is at least one adult who knows me well and shows interest in my education and future.</i>	eProve™ Student Survey

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1.5.3	<b>Students at all grade levels participate in eProve™ surveys developed by AdvancED (advance-ed.org). Within the “purpose and direction” section middle and high school students will respond to the following question: “In my school, programs and services are available to help me succeed”.</b>	eProve™ Survey
1.5.4	The Effective Learning Environments Observation Tool (Eleot™) is a learner-centric observation tool that measures and quantifies active student engagement by taking a look at classroom expectations, feedback and learning support. Within Equitable Learning one of the items indicates “makes connections from content to real-life experiences”	eProve™ Student Survey
1.5.5	The annual 9-12 dropout rate is calculated by the NC Department of Public Instruction (NCDPI) through the Safe and Healthy School Support Division. The data are self-reported in PowerSchool by local school districts. <a href="http://www.ncpublicschools.org/dropout/">http://www.ncpublicschools.org/dropout/</a>	NCDPI
1.5.6	In order for a secondary school to receive AVID Certification there eleven essentials measured against a rubric and each essential must be rated at one or above; for an elementary school there are four essentials.	AVID
1.5.7	School and district staffs will continue to communicate potential scholarship opportunities to all students.	OCS School
2.1.1	The Onslow County School System Board of Education and Onslow County Commissioners currently support a 10% local supplement for certified staff in order to assist with retention and recruitment efforts. District local budgets and payroll reports will be utilized as data sources to verify maintenance and/or expansion of the local supplement.	Local budgets Payroll reports
2.1.2	Professional development and support for beginning teachers is offered through a formalized beginning teacher program. Efforts will be made by district level staff to increase professional development and support opportunities specifically designed to support beginning teachers.	PD publication Instructional Services support activities
2.1.3	The North Carolina Teacher Turnover Report includes teachers who leave a teaching position in Onslow County for any reason. The Onslow County Schools Teacher Turnover Rate will utilize state teacher turnover data minus any military related transfers and teachers who are promoted to non-teaching positions within the Onslow County School System.	Local teacher turnover rate
2.1.4	Every two years, teachers at all schools participate in the state administered Teacher Working Conditions (TWC) Survey. Within the “time” section, teachers respond to the following question – “Teachers have time available to collaborate with colleagues.” Data from the 2015-16 TWC Survey will be used as baseline data.	TWC Survey Data
2.1.5	Within the “teacher leadership” section of the TWC Survey, teachers respond to the following question – “Teachers are encouraged to participate in school leadership roles.” Data from the 2015-16 TWC Survey will be used as baseline data.	TWC Survey Data
2.2.1	Professional development survey links are provided for all professional development activities included in the Onslow County Schools Professional Development publications. Professional development facilitators will encourage participants to complete the survey immediately upon completion of professional development activities.	Local PD Evaluation Surveys
2.2.2	Within the “professional development” section of the TWC Survey, teachers respond to the following question – “An appropriate amount of time is provided for professional development.” Data from the 2015-16 TWC Survey will be used as baseline data.	TWC Survey Data

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<b>2.2.3</b>	The Onslow County School System issues digital badges and micro credentials for completion of specific professional development opportunities and/or demonstration of specific instructional skills and knowledge. The number of staff members earning badges and micro-credentials are tracked through an online digital badging system.	Number of staff earning badges and/or micro-credentials
<b>2.2.4</b>	The Onslow County School System employs instructional support personnel to provide teachers and instructional staff with ongoing professional development and support at the school level. Instructional support personnel include literacy coaches, instructional coaches, digital learning and teaching facilitators/coaches, exceptional children coaches, etc.	Number of instructional support personnel providing to support to schools
<b>2.3.1</b>	Standards Division Documents (SDDs) are created to provide teachers and instructional staff with a guide to plan instruction and appropriate pace standards throughout the school year, ensuring time is provided for all standards to be adequately addressed. Standards Division Documents will be expanded to include additional content areas.	Number of SDDs provided for teacher access
<b>2.3.2</b>	All schools have access to a district-wide online system to support curriculum, instruction, and assessment planning. Usage reports and/or analytics will be used to determine system-wide usage.	Usage reports and/or analytics
<b>2.3.3</b>	Within the “facilities and resources” section of the TWC Survey, teachers respond to the following question – “Teachers have sufficient access to appropriate instructional materials.” Data from the 2015-16 TWC Survey will be used as baseline data.	TWC Survey Data
<b>2.4.1</b>	Seniors in the Onslow County School System complete a senior project each year. As part of this process, students indicate a career area of interest. Data from senior projects will be collected to determine the number of students expressing an interest in pursuing teaching as a career.	School-level data from senior projects
<b>2.4.2</b>	In the 2015-16 school year, the Onslow County School System participated in an online, virtual job fair. During this virtual fair, participating district staff and principals were able to interview applicants virtually in real time. As OCS furthers the inclusion of virtual job fairs in its effort to recruit and select the best available teachers, additional school will be encouraged to participate in virtual job fair opportunities.	Number of schools participating in virtual job fairs annually
<b>3.1.1</b>	Emerging and future ready technology resources may include the use of 3D Printers, Coding, Virtual Reality, Robotics, and other evolving digital resources that prepare students for life beyond high school.	Campuses
<b>3.1.2</b>	Student technology repair and support teams will be able to address basic school/classroom technology needs.	Campuses/IT Department
<b>3.1.3</b>	Through a work order tracking system and with a standardization of technology hardware, the IT Department will efficiently and effectively address technology needs.	Campuses/IT Department
<b>3.1.4</b>	Monitored and filtered Wi-Fi connectivity would be accessible only to student issued devices and will be available for students to complete assignments while travelling to and from extra-curricular activities.	Campuses/IT Department
<b>3.2.1</b>	The Operations and Facilities Department will provide strategies for all campuses to become more energy efficient.	Operations & Facilities
<b>3.2.2</b>	Managed Print Services = process in which schools will direct all printing needs to the most cost effective method(networked copiers, print shop, . . .) available.	Campuses
<b>3.2.3</b>	The Onslow County School System will closely monitor student capacities and redistrict as necessary. New construction will be considered when all redistricting efforts have been exhausted.	Campuses

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3.2.4	Grant opportunities will be communicated throughout the schools and managed through a central office representative.	Campuses
3.3.1	Data to be collected through a variety of resources including surveys. Through this data the Onslow County Schools will make improvements to their communication channels.	Campuses
3.3.2	Data to be collected through a variety of resources including surveys. Through this data the Onslow County Schools will make improvements to their customer relations.	Campuses
3.3.3	Maximizing the community engagement to support our students and teachers is essential in creating a positive culture and environment.	Campuses
4.1.1	North Carolina Multi-Tiered System of Support (NC MTSS) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. Onslow County Schools will prepare and support local schools to implement MTSS for total school improvement by providing professional development, coaching and technical assistance, research and evaluation that results in college and career readiness for all students. Every school in Onslow County has incorporated MTSS in their strategic plans with the goal of improving student achievement and ensuring college and career readiness for all students.	School strategic plans; district MTSS plan; Instructional Support Team meeting minutes; PLC meeting minutes; professional development offerings
4.1.2	Students at all grade levels participate in eProve surveys developed by AdvancED (advance-ed.org). Specific questions are related to the identification and involvement of an adult advocate at each school. Elementary – <i>13. My teachers care about students.</i> Middle/High – Section E-Teaching and Assessing for Learning – <i>6. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.</i>	AdvancED – eProve Surveys
4.1.3	Students at all grade levels participate in eProve surveys developed by AdvancED (advance-ed.org). Specific eProve survey questions include (see Objective 4.1.2). Elementary – <i>14. My school is safe and clean.</i> Middle/High School – Section F-Resources and Support Systems – <i>1. In my school, the buildings and grounds are safe, clean and provide a healthy place for learning.</i>	AdvancED – eProve Surveys
4.1.4 4.1.5	Information to support this objective will be gathered through classroom observations, surveys of school administrators and through information from the Onslow County Schools' Purchasing and Distribution centers.	Classroom observations, reports from school administrators and Purchasing and Distribution
4.2.1	The Effective Learning Environments Observation Tool (eleot) is a learner-centric observation tool that measures and quantifies active student engagement by taking a look at classroom expectations, feedback and learning support. Section D. Active Learning Environment – <i>1) Has several opportunities to engage in discussions with teacher and other students. 2) Makes connections from content to real-life experiences. 3) Is actively engaged in the learning activities.</i>	AdvancED – eleot classroom observation results
4.2.2	Schools will provide copies of master schedules highlighting modifications designed to promote student physical activity and explanations of the reason for, and effectiveness of, the modification.	OCS Schools
4.2.3	NC State Board Policy HRS-E-000 – Requires the establishment of a School Health Advisory Council (SHAC) for each local education agency. The SHAC must provide for coordinating the following eight components: 1) safe environment; 2) Physical Education; 3) health education; 4) staff wellness; 5) health services; 6) mental and emotional health; 7) nutrition services; 8) family/community involvement.	State and local policy



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4.3.1	Information on students with 10 or more absences annually will be obtained from the PowerSchool student information management system.	PowerSchool
4.3.2	The annual 9-12 dropout rate is calculated by the NC Department of Public Instruction (NCDPI) through the Safe and Healthy School Support Division. The data are self-reported in PowerSchool by local school districts. <a href="http://www.ncpublicschools.org/dropout/">(http://www.ncpublicschools.org/dropout/)</a>	NCDPI
4.3.3	Information on students suspended out of school short-term (10 days or less) annually will be obtained from the PowerSchool student information management system.	PowerSchool
4.4.1	The annual reportable criminal offenses rate is calculated by the NC Department of Public Instruction (NCDPI) through the Research and Evaluation Division. The data are self-reported in PowerSchool by local school districts. <a href="http://www.dpi.state.nc.us/research/discipline/offenses/">(http://www.dpi.state.nc.us/research/discipline/offenses/)</a>	NCDPI
4.4.2	The School Resource Officer program in Onslow County is a strong partnership between the school system and both the Onslow County Sheriff's Department and the Jacksonville Police Department. Currently, there are SROs in each of our middle and high schools. The number is tracked through our Human Resources and Instructional Services Departments.	Onslow County Schools Human Resources and Instructional Services
4.4.3	Door security systems have been used increasingly throughout the Onslow County School System. Installation and tracking of these systems is done through the Onslow County School System's Operations & Facilities section.	Onslow County Schools Operations & Facilities

