

Onslow County Learning Center

Strategic Plan

2007-2010
(2007-2008 Update)



Soaring Beyond Expectations

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Building Level School Improvement and Accountability Plan Regulatory Information and Assurance Statement 2007 - 2010

- | | |
|--|--|
| 1. Number of School Improvement Plan Team Members | 11 |
| 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 Improvement Team. | <input checked="" type="radio"/> Yes No |
| 3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting) | 100% |
| 4. Date of vote | 9/26/08 |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | <input checked="" type="radio"/> Yes No |
| 6. Parents on the School Improvement Team were elected by parents of children enrolled in your school. Check one: | <input checked="" type="radio"/> Yes No |
| 7. Percentage of Building Leadership Team who are parents providing 50% input in the development of the plan. (Number of parents divided by members on BLT) | <input checked="" type="radio"/> Yes No |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | <input checked="" type="radio"/> Yes No |
| 9. The dates, times, locations and agenda items for meetings regarding our school improvement plans were publicized so as to abide by the open meetings law. Check one: | <input checked="" type="radio"/> Yes No |
| 10. The State Legislative regulations regarding school improvement were implemented as outlined in GS 115C. | <input checked="" type="radio"/> Yes No |
| 11. All required State and Federal programs have been addressed in the School Improvement Plan. | <input checked="" type="radio"/> Yes No |

Judy Yeager
Principal's Signature

Alma B. [Signature]
Signature of Elected Parent Representative

Rachel E. Hampton
Chairperson's Signature

Robin Collins
Signature of Elected Parent Representative

Strategic Planning Team

- Joann Vitt – Parent
- Kathleen Bani – CT & E Teacher
- Lizzette Gautier – EC Teacher
- Sara Spencer - Teacher

Highlighted = New Member

School Profile

Demographics:

During the 2007-2008 school year, OCLC reached a daily enrollment of 98. Over the course of the school year, the Onslow County Learning Center had a total enrollment of 170 students. Of those 170 students, 12 were graduating seniors who completed coursework and were able to receive a diploma. 78% of enrolled students were male and 22% were female. The racial background of those 170 students <1% were Asian/PAC, 40% were African American, 9% were Hispanic, 4% were Multi-racial, and 44% were Caucasian. 13% of the students were identified as EC and 87% were regular education students. Based on students qualifying for free or reduced lunch, the student population was 62% Economically Disadvantaged. Almost half of the students were assigned to the alternative learning program due to chronic suspensions. There are several sub-categories within this category. The most prominent referral reasons were chronic suspensions were “disruptive behavior” and “disrespect.” Males in the 8th and 9th grade comprise the largest gender and grade memberships.

The Onslow County Learning Center employed 16 certified faculty members (11 regular education classroom teachers, 3 special education classroom teachers, 1 guidance counselor, and 1 Director) in addition there were 7 support staff members during the 2007-2008 school year. Five staff members hold advanced degrees and 2 others are in the process of pursuing advanced degrees. Staff members included 8 males and 15 females. The racial composition of the staff was 20 Caucasian, 2 African American, and 1 Hispanic. OCLC was able to retain 86% of staff members (two retirements and one to central office position).

Data Analysis:

The data that we have collected reveals that our overall pass rate was 69%, which is down from last year, due in large part to the number of tests varieties and number of student tested. The middle school math proficiency was 66%, which is up 1% from last year. However, the high school English I students had an overall proficiency of 60%, due in large part to attendance issues. CTE overall pass rate was 73% up from 71% last year.

Improving the method of collecting data last year allowed us to better define problem areas and develop interventions. Data revealed just how effective our advisory period bus education program actually worked. Discipline issues relating to transportation dropped to 30 % of total referrals and also identified that most of these bus referrals occurred in the afternoon. Having this information will enable us to put additional interventions in place. The data also identified that “Disrespect Toward an Adult” and “Refusal to Follow an Adult Directive” contributed to 44% of the referrals. Our data identified that most of these referrals occurred during transitions or during the first few minutes of class as students entered the room. Knowing this allowed us to

implement several interventions for the current year: *In Class Engaged (ICE), Static Stop Out, and Sweep*. In addition, through our Safe & Civil schools plan via advisory and administrative initiatives more emphasis will be placed on transitions and “Starting Class,” utilizing the “Sweep” process. The Safe & Civil schools committee will continue work with the bus drivers to clarify bus rider expectations and **CHAMP the bus**.

OCLC has a specific, clearly defined intake-transition meeting/process; however, we do not have an effective exit transition process. **Minimal exit transitions were held** during the 2007-2008 school year. The goal for the current year is to create and implement a specific, clearly defined exit-transition process that would include representatives from OCLC, the feeder school, and the parent/guardian.

Survey Results:

For the first time, the Onslow County Learning Center participated in the OCS Climate Survey process. Prior to this year, OCLC generated its' own, site level, surveys. Therefore, new results are somewhat different than prior results. While **80% of the parents felt comfortable** discussing issues, concerns, or questions with an OCLC staff member, only **68% of parents report at least two teacher initiated contacts this school year**. Addressing this issue will continue to be a component of our new strategic plan; parent involvement and communication is critical to the intervention and success of at-risk students. Interestingly, even though a different teacher climate survey was administered, the results were exactly the same as the prior year's survey: 91.3% satisfaction rate. The **teacher turnover rate increased from zero in the 2006-2007 school year to 25% in the 2007-2008** school year due to the retirement of two teachers and the transfer of one teacher to a position at the central office.

Highlights for the school climate survey were that **80% of students, parents, and staff felt OCLC utilized technology skills to teach and motivate students**. In addition, all three groups felt that technology was integrated into aspects of the curriculum. All three groups also felt that the OCLC staff demonstrated a passion for teaching and learning. **92% of parents felt that students were informed/taught about the rules and expectations for student behavior** and **82% felt that healthy living was promoted within classes and throughout the school**. Lowlights of the school climate survey were that only **1/3 of parents and students felt that students were involved in a globally competitive education**. In addition, only about **50% of parents and students felt global issues and international studies are an important component of the student's education**. Only **55% of students believed that relevant connections were made to real world situations within instructional activities in the classroom**.

Strategic Action Plan

2008-2009

OCS Goal # 1: Onslow County Schools will produce globally competitive students.

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

Strategy: To ensure students will receive a curriculum that is both academically and emotionally rigorous and relevant to provide them the opportunity to become globally competitive

Desired Results:

1. OCLC classroom instruction and classroom observations indicate an academically and emotionally rigorous, challenging, and globalized curriculum meeting the needs of regular education, AIG, ESL, and EC students.
2. OCLC consistently increases per student technology access.
3. OCLC teachers consistently increase the use of technology as part of the instructional process.
4. OCLC will meet the needs of regular education, AIG, ESL, and EC students related to personal, social, emotional, behavioral, and career development.
5. Writing process is incorporated across curriculum

Measures:

1. Documentation of rigorous, challenging, and globalized instruction:
 - a. Lesson Plans
 - b. Teacher IGP
 - c. Staff Development agendas/sign-in rosters
 - d. Advisory Notebooks
 - e. Student work
2. Documentation of increased technology access:
 - a. Teacher observation/evaluation
 - b. Student assessment via technology
3. Documentation of technology use as part of the instructional process:
 - a. Advisory logs/calendars
 - b. Lesson Plans
4. Documentation of instruction related to personal, social, emotional, behavioral, and career development
 - a. Administrative agendas
 - b. Advisory Lesson Plans
 - c. Advisory (AVID-like) student notebooks
 - d. PI Log data
 - e. Related individual education plans
5. Documentation of implementation of writing across the curriculum by:
 - a. Lesson Plans
 - b. Weekly student portfolio submission
 - c. School wide lexicon (12 power words) should be posted and implemented in every classroom.

Processes:

1. Instruction
 - o Tie classroom instruction to teacher growth plans (have teachers develop an individual plan for increase in globally focused lessons)

- Provide staff development in academically and emotionally rigorous, challenging, and globalized curriculum
 - Require student advisory notebooks (goal sheets, daily point sheets, samples of advisory curriculum student work)
2. Increase computers, technology, and software programs (Promethean boards, iPods, etc)
 3. Integrate technology into classroom instruction in all subject areas
 4. Student Needs
 - Increase Advisory class period to an elective course
 - Develop a curriculum to address issues of personal, social, emotional, behavioral, and career development
 - Implement JobReady program
 5. Writing Across the Curriculum (WAC)
 - Use writing portfolios to manage writing across the curriculum
 - Teachers will work together to develop a lexicon of common terminology

Resources:

1. Instruction
 - IGPs
 - Staff Development funds
 - Advisory resource materials (curriculum, notebooks, teacher resources)
 - AIG specialists
 - ESL tutors
2. Technology
 - Bond funds for additional technology(infrastructure, hardware, software, on-line memberships)
 - Technology Facilitator
 - Staff development
3. Teacher resource materials
4. Student Needs
 - Notebooks
 - Additional classroom supplies
 - Teacher resources
 - Career Development Facilitator
 - Staff development
 - AIG specialists
 - ESL tutors
5. WAC
 - Notebooks
 - Teacher resource materials
 - Staff development

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <ol style="list-style-type: none"> 1. Instruction <ol style="list-style-type: none"> a. Global connections connected to teacher IGP b. 80% of instructional staff taught an average of 24 lessons with global connections. c. Global map was incorporated into main hallway. 	<p>Next Steps</p> <ol style="list-style-type: none"> 1. Instruction <ol style="list-style-type: none"> a. Provide Global awareness staff development b. Increase staff participation in teaching global lessons and increase lessons taught.

<p>d. United Streaming had a total of 138 logins resulting in a 33% download average</p> <p>2. Technology</p> <ul style="list-style-type: none"> a. Added an additional computer lab to increase availability and access. b. Added Tier I laptop for all instructional staff via bond funds c. Added Tier II LCD projectors for all instructional staff d. Purchased 5 camcorders and software <p>3. Teacher Resource Materials</p> <ul style="list-style-type: none"> a. 80% of staff used technology as part of instruction an average of 47 different times. b. Funds were allocated to purchase several video cameras for classroom use. c. OCLC received two promethean boards for classroom use. <p>4. Student Needs</p> <ul style="list-style-type: none"> a. Did not have qualifying students for JobReady <p>5. Writing Across the Curriculum</p> <ul style="list-style-type: none"> a. WAC program was incorporated school-wide once a week in every subject. Portfolios were not used to fully. b. The school-wide lexicon of terminology was used on a very limited basis. c. WAC team organized a school-wide field trip focusing on writing about legacy. d. All staff received resources and training in WAC formats. e. WAC committee participated in writing staff development via 2008 Model Schools Conference 	<ul style="list-style-type: none"> c. Teachers will use map to illustrate locations and distances. d. Teachers will increase use of United Streaming. <p>2. Technology</p> <ul style="list-style-type: none"> a. Set up a calendar schedule for teachers to sign up for lab use. b. Ensure laptops for new instructional staff c. Purchase additional camcorders, digital cameras, and software for all instructional staff <p>3. Teacher Resource Materials</p> <ul style="list-style-type: none"> a. Teachers will increase overall use of technology as part of instruction. b. Staff development will be provided to assist teachers in the use of video cameras in the classroom. c. Promethean boards will be properly installed and functional for teacher use. <p>4. Student Needs</p> <ul style="list-style-type: none"> a. Implement JobReady if applicable <p>5. Writing Across the Curriculum</p> <ul style="list-style-type: none"> a. WAC writings will be collected in student portfolios for evaluation, growth, and accomplishment. b. WAC terminology will be standardized school-wide. c. More school-wide events will be scheduled with an increased focus on reflective writing. d. Staff will receive additional training via the <i>DPI Writing Assessment</i> online. Training will be tied to IGPs. e. Continue providing additional WAC staff development to non-committee members
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OCS Goal # 2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

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

Strategy: Create and foster a workplace that attracts and retains creative, passionate and technologically skilled professionals in a climate of high expectations for employee performance

Desired Results:

1. OCLC staff will have the technological skills consummate with job requirements to support student learning.
2. OCLC teachers and administrators will use an assessment system to inform instruction and measure NCSOS knowledge, skills, performance, and dispositions.
3. OCLC education professionals will receive staff development to improve knowledge and skills related to the interconnectedness of the world to create an improved level of global awareness.
4. Increase staff capacity through the use of research based strategies appropriate to instructional objectives and student behavior skill development.
5. All OCLC employee evaluations will be conducted according to state and federal guidelines.

Measures:

1. Technology Skills
 - a. Completed IGPs for all instructional staff
 - b. Locally developed technology skills survey (Pre/post)
2. Assessment
 - a. SIMS test data, state mandated test results, PLATO data, and ALPS Roster data
3. Staff Development
 - a. Meeting agendas and rosters
 - b. Staff Development evaluations
 - c. Staff Development reflections
 - d. Locally developed global awareness survey (Pre/post)
4. Staff Capacity
 - a. Samples/examples of research based strategies provided to increase staff capacity
 - b. School climate survey
5. Required evaluation data

Processes:

1. Technology Skills
 - o Instructional staff will develop an IGP focused on improved technology skills
 - o Complete a Staff Development technology pre/post survey
 - o Create Professional Learning Communities to support IGP technology goals
2. Assessment
 - o Administration provides necessary data to appropriate staff
 - o Instructional staff utilize assessment data to direct instruction

- Staff utilize ALPS data to direct program assessment and improvement
- 3. Global Awareness
 - Educational professionals will develop yearly IGP goals related to an increased knowledge and understanding of the interconnectedness of the world and global awareness that transposes into classroom instruction
 - Complete a Staff Development global awareness pre/post survey
- 4. Staff Capacity
 - Provide regular, consistent, and on-going research based strategies appropriate to instructional objectives and student behavior skill development via *Master Teacher*
- 5. Evaluation
 - Complete employee evaluations (FODA, FODI, Teacher Observation Report, Classified Evaluation, and Licensed and Classified Summative Reports) as required by state and federal guidelines.

Resources:

1. Technology Skills
 - IGPs
 - Technology Facilitator
 - Staff Development funds
2. Assessment
 - Data dissemination to staff
3. Global Awareness
 - IGPs
 - Teacher resource materials
 - Staff Development funds
4. Staff Capacity
 - *Master Teacher*
5. Evaluation
 - Appropriate forms

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

1. Technology Skills
 - a. IGP's were connected to technology skills improvement; 25 % attended the OCS Technology Institute.
 - b. 100% of instructional staff completed Pre/Post Technology Survey; technological knowledge skills increased 35% as revealed on a pre and post technology survey. Software knowledge increased 51%.
2. Assessment
 - a. Instructional staff used the assessment tools available to inform instruction.

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

Next Steps

1. Technology Skills
 - a. Provide additional staff development to educate the staff on new technology equipment such as, docking stations, lab tops, digital and video cameras, and LCD projectors.
 - b. Repeat Pre/Post Technology Survey
2. Assessment
 - a. In addition to formal assessment tools, staff will meet weekly to assess instructional intervention related to targeted students.

<p>3. Global Awareness</p> <p>a. Staff development related to the interconnectedness of the world to create an improved level of global awareness occurred on an individual basis as noted on IGP. A team of teachers attended the Worldview conference and a team of teachers also attended the 2008 Model Schools conference.</p> <p>4. Staff Capacity</p> <p>a. The Teacher Working Conditions survey revealed that 45% of staff do not believe they have knowledge or skills to teach effectively. They listed the areas of concern as follows: special education, addressing the needs of gifted and talented, and closing the achievement gap.</p> <p>5. Evaluation</p> <p>a. The results of the OCLC employee evaluations according to state and federal guidelines have been reflected through pre/post surveys, OCS teacher/staff evaluation and observations from Master Teacher, Assisstant Director, and Director.</p>	<p>3. Global Awareness</p> <p>a. A Professional Learning Community (PLC) will meet monthly to discuss Best Practices in global awareness instruction. In addition, other staff development opportunities will be offered on an individual, as needed basis.</p> <p>4. Staff Capacity</p> <p>a. Month staff in-service will be provided by the EC and II teams. In addition, staff development will be provided to both the EC and II teams to assist in in-service.</p>
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OCS Goal # 3: Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

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

Strategy: Onslow County Learning Center will develop, monitor, and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools’ criteria and healthy child legislation.

Desired Results:

1. Students will feel safe at school.

2. The number of out-of-school suspensions will be reduced and the number of reportable acts related to crime and violence on the OCLC campus will be reduced.

3. OCLC will reflect a culture of learning that empowers and prepares students to be lifelong learners.

Measures:

1. Student safety
 - a. Climate Survey Data
 - b. Results from the district “Safe and Civil Schools” audits/visits

2. Out-of-School
 - a. OCLC discipline data
 - b. Safe and Civil Schools Notebook

3. Culture of Learning
 - a. Climate surveys
 - b. Teacher Working Condition survey
 - c. Stakeholder feedback

Processes:

1. Student Safety
 - o Advisory increased to an elective period (focus on Team Building, Character Education, Study Skills, Dropout prevention, Financial Management)
 - o Positive Behavior Intervention (PI) classroom
 - o OCLC positive Bus Behavior management manual.

2. Out-of-School suspensions
 - o Daily point sheets
 - o Advisory period
 - o PI
 - o Phase in “Safe and Civil Schools” program
 1. Common areas/transitions/hallways
 2. Buses
 3. Cafeteria

3. Culture of Learning
 - o Tie student advisory participation into exit goals
 - o Teach making healthy choices in advisory period

<ul style="list-style-type: none"> ○ Present career choices/options in advisory period ○ Increase student awareness of post high school options ○ Encourage staff to participate in "College Fridays" 	
Resources: <ol style="list-style-type: none"> 1. Student Safety <ul style="list-style-type: none"> ○ Advisory resources ○ PI classroom 2. OSS <ul style="list-style-type: none"> ○ Safe and Civil Schools manual ○ PI classroom ○ Signage 3. Culture <ul style="list-style-type: none"> ○ Advisory resources ○ Counselor ○ Classroom signage supplies 	
End of year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008 <ol style="list-style-type: none"> 1. Student Safety <ol style="list-style-type: none"> a. Advisory class increased to an elective period b. The advisory program instructional staff averaged 20 lessons on topics such as: team building, character education, study skills, educational goals, conflict resolution, and financial management. c. Discipline data revealed that significant percent of referrals came during transitions and at the start of class. d. During advisory students were taught appropriate bus behavior. e. Initial Bus Safety DVD was created. f. A Positive Intervention classroom (Harvard) was established. A average of 56 students per week utilized the classroom for one or more periods. 50 % of those students self-selected the intervention process. 2. Out-of-School Suspensions <ol style="list-style-type: none"> a. In the first year of participation in the <i>Safe and Civil Schools</i> program, results indicate that OCLC is on track with the first steps of implementation and audit visit resulted in an <i>outstanding rating</i>. b. A base line figure was established 	Next Steps <ol style="list-style-type: none"> 1. Student Safety <ol style="list-style-type: none"> a. Move advisory to 4th period b. Teachers will increase overall use of these (team building, character education, study skills, educational goals, conflict resolution, and financial management) topics in advisory lessons. c. Design and implement ICE (In Class, Engaged) Program, including implementation of the SWEEP Program and design and implement <i>Static Stop Out</i> program d. Refine and distribute Bus Safety DVD e. Improve data collection procedures for PI 2. Out-of-School Suspensions <ol style="list-style-type: none"> a. Review areas that were cited as needed improvement from audit and implement classes as indicated; Part 11 phase-in of <i>Safe and Civil Schools</i>; Update and revise the <i>Safe and Civil Schools</i> notebook

<p>for discipline data. Results indicated that 25% of all incidents documented occurred on the PM bus ride. 60% of the remaining 75% of all discipline referrals occurred after lunch. A baseline Safe and Civil Schools manual was developed.</p> <p>c. The utilization of the Positive Intervention classroom helped reduce overall suspensions.</p> <p>3. Culture of Learning</p> <p>a. Advisory participation was tied to the student's Exit Goals and is a mandatory requirement to return to home school.</p> <p>b. The advisory period was expanded to a 90 minute elective period and all Exit Goals were tied to participation. During this period, students received instruction in making healthy choices and career choice options.</p> <p>i. As a means of presenting career choices/options a <i>Learn & Serve ("Classroom Without Walls")</i> grant was obtained and managed through the advisory period. Students focused on job tasks in various career fields and then provided a hands-on-learning experience for 500 elementary school students.</p> <p>c. During advisory, teachers also presented various post high school options. Each teacher focused their classroom on a college of their choice. 82% of staff participated in "College Fridays."</p>	<p>b. Utilize ICE, SWEEP, and Static Stop Out to reduce afternoon referrals; reduce the number of discipline referrals, focusing on school and bus PM time frame</p> <p>c. Install new security system</p> <p>3. Culture of Learning</p> <p>a. In addition to advisory participation, weekly staff meetings to discuss individual student issues</p> <p>b. Designate computer in counselor's office for college, job, career, etc. searches</p> <p>i. Continue with <i>Learn & Serve</i> grant, expand to include Title I students county-wide.</p> <p>c. Increase globally enriched curriculum into advisory materials</p>
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OCS Goal # 4: Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

OCLC Goal # 4: Leadership will foster innovation at the Onslow County Learning Center with the cooperation of families and community partners.

Strategy: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives that facilitates the timely and efficient redirection and return of students to the traditional school setting

Desired Results:

1. OCLC annual strategic plan shows alignment among data, established goals, and strategies.
2. Stakeholders participate in Intake meetings
3. Parents/Guardians of OCLC students will be contacted by OCLC staff a minimum of three times per grading period.
4. Stakeholders participate in exit Transition

Measures:

1. Strategic Plan Parent/Staff approval form
2. Attendance at Intake meetings (Signature on Goal and Exit form)
3. Parent Contact
 - a. Advisor Introduction letter
 - b. Advisor phone log of parental contact
 - c. Daily Behavior Point sheets sent to parent/guardian
 - d. *Parent Institute* pamphlet sent home with 6 week letters
 - e. Parent DVDs
 - f. Parent conference and meeting sign-in sheets and logs
 - g. School Climate Survey
4. Transitional participation by stakeholders (attendance signatures)

Processes:

1. Plan and hold meetings
2. Document stakeholder participation
3. Contact parents
 - o Create Parental Involvement Team
 - a. Monitor/document parental contacts by advisors
 - b. Monitor/document parental contacts by other school personnel
 - o Schedule teacher/parent conferences
 - o Intake meetings
 - o Tri-weekly hardcopy parent contacts (progress reports and *Parent QuickTips pamphlets*)
 - o Create individualized DVD for parent contact
4. Document exit transitional meeting participation

Resources:

1. Strategic Plan
 - o Meeting organizational material
 - o School personnel
2. Intake meetings
 - o Appropriate Forms
3. Parent Contact
 - o Team members
 - o Advisors and documentation forms

- o Counselor
 - o *Parent Institute* pamphlets
 - o DVD production supplies
4. Exit Transition Plan/Forms

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

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

2007-2008

Next Steps

1. Strategic Plan
 - a. Forms accurately completed

2. Intake (Transition) Meeting
 - a. 93% attendance in intake meetings

3. Parent/Guardian Contact
 - a. 70 introductory letters
 - b. 91 phone contacts
 - c. 99.5% of parent received a point sheet on a daily basis
 - d. *Parent Institute* pamphlets were sent out 8 times during the school year
 - e. No parent DVDs were completed
 - f. Parent conference and meeting sign-in sheets and logs
 - g. Parent response on climate survey

4. Exit Transition
 - a. Minimal exit transition meetings were held

2. Intake (Transition) Meeting
 - a. Increase stakeholder participation in intake meetings
 - b. Document non-attendance

3. Parent/Guardian Contact
 - a. Increase number of introductory letters
 - b. Increase the number of phone contacts
 - c. Increase the percentage of daily point sheets sent home
 - d. Complete parent DVD quarterly

4. Exit Transition
 - a. Develop a specific exit transition meeting plan
 - b. Document attendance of exit transition meetings

<p>OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.</p> <p>OCLC Goal # 5: Onslow County Learning Center will be supported by effective and efficient systems.</p>	
<p>Strategy: Maximize resources (human, physical, and fiscal) to support the instructional and operational needs of the organization</p>	
<p>Desired Results:</p> <ol style="list-style-type: none"> 1. Instructional and operational environments that contribute to the successful operation of the school system are created. 	<p>Measures:</p> <ol style="list-style-type: none"> 1. Successful Operation <ol style="list-style-type: none"> a. Human resources schedules documenting appropriate work time coverage b. Adequate staff communication c. Completed work orders d. Stakeholder surveys e. Accident log f. Safe Schools visit results g. OCS Custodial Inspection Form
<p>Processes:</p> <ol style="list-style-type: none"> 1. Successful Operation <ul style="list-style-type: none"> o Create and publish support staff work schedules o Utilize various communication tools (email, memos, monthly staff meetings, one-on-one) o Allocate work time to enter appropriate work requests o Survey staff o Safety training for all staff o Monitor and improve campus physical appearance 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. Operations <ul style="list-style-type: none"> o Custodial staff o Secretarial staff o Technology for communication <ol style="list-style-type: none"> a. work order processing b. staff email o Surveys o Logs and reports o Campus beautification supplies 	
<p>End of year Annual Review, Results, Next Steps</p>	
<p>Summarize your results. Show trends. Were improvements made?</p>	<p>What are the areas for improvement? What will you do differently the next time?</p>
<p>2007-2008</p> <ol style="list-style-type: none"> 1. Successful Operations <ol style="list-style-type: none"> a. Human resource schedules documenting appropriate work time coverage were completed. In addition, a "Responsibility Chart" was developed 	<p>Next Steps</p> <ol style="list-style-type: none"> 1. Successful Operations <ol style="list-style-type: none"> f. Complete a Triple S application notebook g. Purchase new cafeteria tables

<p>for all aspects of physical and instructional management</p> <ul style="list-style-type: none">b. Staff instruction in use of Outlook email system; all staff required to utilize email system for communication purposesc. Time allocated in work schedule to enter appropriate work order requestsd. Stakeholder survey were aligned with other district climate surveys; the TWC survey was provided in a hard copy format to staff (a response error was noted)e. An accident log was maintained by the school safety officerf. School received an “Outstanding” on the Safe & Civil Schools visit.g. Campus beautification projects were as follows: students planted trees and flowers, a vegetable garden was created, new outside lunch tables were purchased, a wall size world map was placed on the lobby wall, walking arrow was added in main hallway, and two recycling projects were begun (oyster shell and paper)	
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OCLC 2008 - 2009 Projected Budget

Goal # 1: Globally Competitive

To ensure students will receive a curriculum that is both academically and emotionally rigorous and relevant to provide them the opportunity to become globally competitive.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Staff Development	975.00	1.5310.068.312.299.299	Writing Across the Curriculum

Goal 2: Creative, passionate, and technologically skilled professionals

Create and foster a workplace that attracts and retains creative, passionate and technologically skilled professionals in a climate of high expectations for employee performance.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Staff Development	4695.50	1.5310.068.312.299.299	<ul style="list-style-type: none"> Global Awareness II Team EC PI/Advisory
Technology Hardware Tier I – Laptop for new teachers (bond funds) Tier II – video cameras and digital cameras	1282.28	2.5110.061.462.000.471 (Bond Funds)	<ul style="list-style-type: none"> Increase staff capacity Technology skills
Digital/Video Cameras & Software	3514.84	1.5310.068.418.299.299	Goal 2 <ul style="list-style-type: none"> Technology skills

Goal 3: Civil, healthy, and productive citizens

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

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Advisory teacher resources	5333.93	1.5310.068.413.299.299	Improved student achievement and behavior

Goal 4: Leadership will foster innovation

Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives that facilitates the timely and efficient redirection and return of students to the traditional school setting.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Postage	1500.00	1.5310.068.342.299.299	Parent Contact

Goal 5: Effective and efficient systems

Maximize resources (human, physical, and fiscal) to support the instructional and operational needs of the organization

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Campus beautification: new cafeteria tables	5115.46	1.5310.068.461.299.299	Improve/maintain positive physical campus

Addendum



Onslow County Learning Center



Strategic Plan Talking Points

Goal 1

- Global Focus
 - Improve/increase communication

Goals 1 and 2

- Staff Development
 - Global Awareness
 - II Team
 - WAC
 - Technology
 - Software (DVD Production)
 - Digital & video cameras

Goal 3

- Bus referrals
 - CHAMP bus
 - Bus DVD advisory
- Afternoon referrals
 - Switch advisory period
 - ICE (SSO/Sweep)

Goal 4

- Transitions
 - Exit Transition Plan