

# **Onslow County Learning Center**

## **Strategic Plan**

**2007-2010**  
**(2008-2009 Update)**



*Soaring Beyond Expectations*

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**Building Level School Strategic Plan  
Regulatory Information and Assurance Statement  
2007-2010**

School Onslow County Learning Center Date Submitted September 25, 2009

1. Number of School Improvement Plan Team Members 6
2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). X Yes  No
3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.) 100%
4. Date of vote 09/22/2009
5. A secret ballot vote for staff approval of the plan was conducted. Check one: X Yes  No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one:  Yes X No
7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.) 33%
8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: X Yes  No
9. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one: X Yes  No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. X Yes  No
11. All required local, State and Federal programs have been addressed in the School Strategic Plan. X Yes  No

Judy Yeager  
Principal's Signature  
(electronically signed)  
Sarah Sharpless  
Signature of Elected Parent Representative  
(electronically signed)

Lizzette Gautier  
Signature, SSPT Facilitator/Chairperson  
(electronically signed)  
Michael Bitner  
Signature of Elected Parent Representative  
(electronically signed)

## Strategic Planning Team

Sarah Sharpless – Parent

Michael Bitner - Parent

Lizzette Gautier – EC Teacher, SSPT Facilitator/Chairperson

Brad Griggs - Teacher

Jayne Miller - Counselor

William Scull - Teacher

Highlighted = New Member

# Vision



Remove, **Redirect**, Return

# Mission

The mission of the Onslow County Learning Center is to provide a positive, meaningful learning experience for students who have not been successful in traditional school settings. We are committed to providing a learning experience that is student centered, conducive to safe and supportive learning, academically comprehensive, educationally sensitive to the varied learning styles of all students, and emotionally and socially nurturing to all participants in the learning process. We strive to create an environment where students are empowered to take ownership in the process of attaining their educational and behavioral goals so that return to a traditional school setting can be achieved.

# School Profile

## Demographics:

During the 2008-2009 school year, OCLC reached a daily enrollment of 86. Over the course of the school year, the Onslow County Learning Center had a total enrollment of 161 students. Of those 161 students, 21 were graduating seniors who completed coursework and were able to receive a diploma. 79% of enrolled students were male and 21% were female. The racial background of those 170 students <1% were Asian/PAC, 42% were African American, 2% were Hispanic, 9% were Multi-racial, and 47% were Caucasian. 14% of the students were identified as EC and 86% were regular education students. Based on students qualifying for free or reduced lunch, the student population was 65% Economically Disadvantaged. In addition this year we tracked our homeless rate. 26% of our students were designated as homeless. While homeless numbers were not reported in the past, we do know that the numbers increased significantly this school year. The majority of students identified as homeless had significant attendance issues which ultimately effected academic achievement. Once again, males in the 8<sup>th</sup> and 9<sup>th</sup> grade comprise the largest gender and grade memberships.

The Onslow County Learning Center employed 16 certified faculty members (11 regular education classroom teachers, 1 special education classroom teachers, 1 guidance counselor, and 1 Director) in addition there were 7 support staff members during the 2008-2009 school year. Five staff members held 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. The retention rate dropped significantly from 86% to 59% due to a variety of reasons (military relocation, retirement, resignations, reduction in force, and non-renewal: incomplete course work by deadline/ non-rehire of retired employees).

## Articulation:

The Onslow County Learning Center partnered with five elementary schools to provide a hands-on learning experience for at-risk, targeted elementary school students. The Classroom Without Walls (CWW) experience was made possible through a Learn & Serve America grant. Title I students from Queens Creek Elementary, Morton Elementary, and Silverdale Elementary, and targeted at-risk from Sandridge Elementary, and 4<sup>th</sup> grade science students from Swansboro Elementary (approximately 500) participated. Schools involved were provided student textbooks and resource materials in the following subject areas: NC indigenous plants, care and feeding of sheep, oyster shell recycling, and fossils. Students read textual materials prior to the visit. In May students participated in field days in which they experienced “hands-on” the activities. Students from OCLC used instructional materials to aid in field day instruction. Elementary students completed surveys at their school to assess textual understanding improvement after the hands-on experience. 98.5% of the visiting students felt that they understood the reading

materials better after seeing, touching, and hearing the concepts they had previously read about. This activity was provided free of charge to participating students.

### **Data Analysis:**

The data that we have collected reveals middle school math proficiency was 47%, which is down 19%; middle school reading proficiency was 44% which is also down 9% from last year. High school scores are not recorded due to the fact that in the spring all high school students completed retesting on their regular school campuses and not all scores were in turn reported to OCLC. We do feel that overall our scores were down from previous years.

A review of data revealed that discipline referrals resulting in missed classes or suspensions decreased by 36%. This decrease is attributed to three programs implemented during the 2008-2009 school year. The SWEEP Program (Class Transition Management) cut transition referrals by a 30 % margin as we monitored student movement. The ICE (In Class Engaged) program that incorporates a Static Stop Out (A Teacher/Student intervention process) component allowed the staff to handle 146 behavioral situations with internal interventions elevating excessive referrals. Bus referrals during the afternoon ride from 2008-2009 school year increased 30% or back up to the 2007-2008 school year levels. One of the factors that may have contributed to this was the movement of advisory to 4<sup>th</sup> period, which was an intervention strategy that did not work. Therefore, the advisory class will move back to 1<sup>st</sup> period. The Safe & Civil schools committee will continue work with the bus drivers to clarify bus rider expectations and CHAMP the bus.

### **Survey Results:**

The Onslow County Learning Center participated in the OCS Climate Survey process. 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. Teacher climate survey results indicated that were exactly the same as the prior year's survey: 91.3% satisfaction rate. The teacher turnover rate increased to 29% in the 2008-2009 school year due to retirement, military transfer, non-renewal of retired teachers, and non-renewal for failure to complete ETTP in a timely manner. Only 70% of students and 79% of staff felt that the school had adequate technology tools to meet curriculum needs. While 93% of the staff felt that technology was incorporated into aspects of the curriculum to supplement instructional activities, only 70% of the students believed it was true. 93% of the teachers believed that courses were relevant, rigorous, and challenging, only 60% of the students believed that classes were relevant, rigorous, and challenging. Similar results were noted for globally relevant instruction. In addition, 69% of students felt accessibility and rapport with school counselors, social workers, and other staff was lacking.

Highlights for the school climate survey were that 100% of students and staff understood that attendance impacts student learning. 91% of students and staff believe that the teachers are friendly, passionate and professional. Both students and staff felt that OCLC staff provides a variety of practices to deliver instruction: technology, projects, textbooks, labs, etc. 94% of students and staff felt students had a clear understanding of behavior expectations. 95% of students and staff felt safe at school.

# Strategic Action Plan

2009-2010

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

**OCLC Goal # 1: Onslow County Learning Center 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)
  - o Provide staff development in academically and emotionally rigorous, challenging, and globalized curriculum

- o 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
  - o Increase Advisory class period to an elective course
  - o Develop a curriculum to address issues of personal, social, emotional, behavioral, and career development
  - o Implement JobReady program
- 5. Writing Across the Curriculum (WAC)
  - o Use writing portfolios to manage writing across the curriculum
  - o Teachers will work together to develop a lexicon of common terminology

**Resources:**

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

**End of year Annual Review, Results, Next Steps**

<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>
<p>2008-2009 Results</p> <ol style="list-style-type: none"> <li>1. Instruction           <ol style="list-style-type: none"> <li>a. Global awareness staff development               <ol style="list-style-type: none"> <li>i. Staff attended WorldView in R, NC</li> <li>ii. Staff attended and presented at the NCAAE Conf</li> <li>iii. Staff attended and presented at the National Dropout Prevention Conf.</li> <li>iv. NCCAT</li> </ol> </li> <li>b. 10% Increase staff participation in teaching global lessons and increase</li> </ol> </li> </ol>	<p>Next Steps</p> <ol style="list-style-type: none"> <li>1. Instruction           <ol style="list-style-type: none"> <li>a. Continue to provide Global Awareness staff development at the campus level.               <ol style="list-style-type: none"> <li>i. Include global lesson requirement to be taught in advisory period via art instruction</li> </ol> </li> <li>b. Continue</li> <li>c. Increase use of United Streaming with Tech Facilitator support</li> </ol> </li> </ol>

<p>lessons taught in advisory period</p> <ul style="list-style-type: none"> <li>c. 50% of Math staff used map to illustrate locations and distances.</li> <li>d. Use of United Streaming decreased slightly</li> </ul> <p>2. Technology</p> <ul style="list-style-type: none"> <li>a. A calendar schedule for teachers to sign up for lab use was created and managed.</li> <li>b. All instructional staff received a Tier I laptop</li> <li>c. Additional camcorders, digital cameras, and the IT department provided software instruction for instructional staff</li> </ul> <p>3. Teacher Resource Materials</p> <ul style="list-style-type: none"> <li>a. Teachers indicated an increase in overall use of technology as part of instruction. (students did not agree)</li> <li>b. Staff development will be provided to assist teachers in the use of video cameras in the classroom by the OCS IT department.</li> <li>c. Two Promethean boards were placed in classrooms. Two Mimeo's were also secured for classroom use. Docking stations were purchased for all classroom teachers.</li> </ul> <p>4. Student Needs</p> <ul style="list-style-type: none"> <li>a. Attempted to implement JobReady; no students participated</li> </ul> <p>5. Writing Across the Curriculum</p> <ul style="list-style-type: none"> <li>a. Partial collection of WAC writings in student portfolios for evaluation, growth, and accomplishment was completed.</li> <li>b. WAC terminology was standardized school-wide.</li> <li>c. One additional school-wide event was scheduled with an increased focus on reflective writing (CWW).</li> <li>d. All instructional staff, licensed and certified, were trained via the DPI <i>Writing Assessment</i> online. Training was tied to IGPs.</li> </ul>	<ul style="list-style-type: none"> <li>2. Technology <ul style="list-style-type: none"> <li>a. Continue</li> <li>b. Increase use of IT facilitator for staff training on available software and efficient use of Tier I and Tier II hardware provided</li> <li>c. Add a required technology terminology component to advisory instruction</li> </ul> </li> <li>3. Teacher Resource Materials <ul style="list-style-type: none"> <li>a. Continue use of technology as part of instruction. Increase IT support.</li> <li>b. Continue staff development for instructional staff to assist teachers in the use of video cameras in the classroom by the OCS IT department.</li> <li>c. Provide training for new instructional staff on use of Promethean boards and Mimeos.</li> </ul> </li> <li>4. Student Needs <ul style="list-style-type: none"> <li>a. Continue addressing student JobReady needs</li> </ul> </li> <li>5. Writing Across the Curriculum <ul style="list-style-type: none"> <li>a. Continue WAC and student portfolios.</li> <li>b. Include WAC terminology in student portfolio. Complete a pre and post survey of student terminology understanding.</li> <li>c. Continue school-wide writing events with an increased focus on reflective writing (CWW).</li> <li>d. Provide training via the DPI <i>Writing Assessment</i> online for all new instructional staff.</li> <li>e. Provide writing staff development as it relates to <i>Framework for Understanding Poverty</i></li> </ul> </li> </ul>
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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

- o Staff utilize ALPS data to direct program assessment and improvement
- 3. Global Awareness
  - o 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
  - o Complete a Staff Development global awareness pre/post survey
- 4. Staff Capacity
  - o Provide regular, consistent, and on-going research based strategies appropriate to instructional objectives and student behavior skill development via *Master Teacher*
- 5. Evaluation
  - o 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
  - o IGPs
  - o Technology Facilitator
  - o Staff Development funds
2. Assessment
  - o Data dissemination to staff
3. Global Awareness
  - o IGPs
  - o Teacher resource materials
  - o Staff Development funds
4. Staff Capacity
  - o *Master Teacher*
5. Evaluation
  - o Appropriate 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?
<p>2008-2009</p> <ol style="list-style-type: none"> <li>1. Technology Skills               <ol style="list-style-type: none"> <li>a. Staff development was provided by the OCS IT department on a regular basis to educate the staff on new technology equipment such as, docking stations, lab tops, digital and video cameras, and LCD projectors. Laptops, digital and video cameras, and required software was purchased for each classroom. Tier I Laptops and docking stations were purchased for classroom teachers (partial bond funds).</li> <li>b. Pre/Post Technology Surveys were completed. Significant improvement was noted.</li> </ol> </li> <li>2. Assessment</li> </ol>	<p>Next Steps</p> <ol style="list-style-type: none"> <li>1. Technology Skills               <ol style="list-style-type: none"> <li>b. Continue staff development by the OCS IT department on a regular basis to educate the staff on new technology equipment such as, docking stations, lab tops, digital and video cameras, and LCD projectors. Purchase new table-top computers to replace out of date computers.</li> <li>c. Complete Pre/Post Technology Surveys with new staff.</li> </ol> </li> <li>2. Assessment               <ol style="list-style-type: none"> <li>a. Meetings for Instructional Intervention will be moved to</li> </ol> </li> </ol>

<p>a. Staff attempted to meet weekly to assess instructional intervention related to targeted students; however, meetings were not consistent enough to be considered successful.</p> <p>3. Global Awareness</p> <p>a. A Professional Learning Community (PLC) failed to meet on a monthly basis to discuss Best Practices in global awareness instruction. Staff development opportunities were offered on an individual, as needed basis. OCS provided subject specific PLC opportunities for all staff.</p> <p>4. Staff Capacity</p> <p>a. Staff in-service was provided; however, it did not occur on a monthly basis. Staff development was provided to both the EC and II teams.</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, Assistant Director, and Director.</p>	<p>an as needed basis. Instructional staff will be trained/refreshed on the PEP Process.</p> <p>3. Global Awareness</p> <p>a. Staff will re-assess need for an on campus PLC since often covered in OCS district wide PLCs. Additional staff development opportunities offered on an individual, as needed basis. PLC meetings have been placed on the school calendar and are included in IGP.</p> <p>4. Staff Capacity</p> <p>a. Staff in-service will be provided in conjunction with the PEP and <i>Framework for Understanding Poverty</i> training. Staff development will be provided to all staff. In addition, provide staff development to improve Rigor and Relevance in classroom instruction (include as a budget item).</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, Assistant Director, and Director.</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"> <li>○ Present career choices/options in advisory period</li> <li>○ Increase student awareness of post high school options</li> <li>○ Encourage staff to participate in “College Fridays”</li> </ul>	
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. Student Safety <ul style="list-style-type: none"> <li>○ Advisory resources</li> <li>○ PI classroom</li> </ul> </li> <li>2. OSS <ul style="list-style-type: none"> <li>○ Safe and Civil Schools manual</li> <li>○ PI classroom</li> <li>○ Signage</li> </ul> </li> <li>3. Culture <ul style="list-style-type: none"> <li>○ Advisory resources</li> <li>○ Counselor</li> <li>○ Classroom signage supplies</li> </ul> </li> </ol>	
<b>End of year Annual Review, Results, Next Steps</b>	
<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>
2008-2009  1. Student Safety <ol style="list-style-type: none"> <li>a. Advisory was moved to 4<sup>th</sup> period; however, results were mixed, overall results indicate move was not positive.</li> <li>b. Teachers increased use of the following topics in advisory: team building, character education, study skills, educational goals, conflict resolution, and financial management; however, all topics were not covered equally—some topics were over emphasized and others were only addressed briefly.</li> <li>c. The ICE (In Class, Engaged)/Static Stop Out Programs resulted in 146 behavioral issues being deal with at the classroom level, keeping students in class and engaged for greater periods of time.</li> <li>d. Bus rules were refined and placed in student handbook. Bus Safety DVD was found not to be effective.</li> <li>e. Data collection was shifted to a single person responsibility. As a result, accurate records were kept and placed in a data base.</li> </ol>	Next Steps  1. Student Safety <ol style="list-style-type: none"> <li>a. Return advisory to 1<sup>st</sup> period <ol style="list-style-type: none"> <li>a. Include scheduled advisory time for the school counselor and social worker. Include other staff in advisory reward activities to improve rapport.</li> </ol> </li> <li>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. Topics will be specifically assigned to days of the week to ensure every topic is covered every week.</li> <li>c. Continue the use of ICE/Static Stop Out program, including training for new staff.</li> <li>d. Secure current, published Bus Safety instructional materials to be used for student instruction. <ol style="list-style-type: none"> <li>i. Refine current bus rules</li> <li>ii. Create driver student management instructions/ processes</li> </ol> </li> </ol>

<p>2. Out-of-School Suspensions</p> <ul style="list-style-type: none"> <li>a. Triple S notebook completed; campus did not receive recognition; recognition is reserved for school status only.</li> <li>b. Utilize ICE, SWEEP, and Static Stop Out to reduce afternoon referrals; reduce the number of discipline referrals by 146, focusing on school and bus PM time frame</li> <li>c. New security system installation was begun but not completed.</li> </ul> <p>3. Culture of Learning</p> <ul style="list-style-type: none"> <li>a. Meetings occurred intermittently</li> <li>b. A computer in counselor's office was designated for college, job, career, etc. searches. All seniors had the opportunity to seek information. <ul style="list-style-type: none"> <li>i. <i>Learn &amp; Serve</i> grant was expanded to include Title I students from 5 area elementary schools, resulting in over 400 student site visits.</li> </ul> </li> <li>c. Globally enriched curriculum was included in advisory materials; however, implementation was not reflected on the school climate survey.</li> </ul>	<ul style="list-style-type: none"> <li>iii. Meet with drivers on a weekly basis to assess implementation of new student/driver processes</li> </ul> <p>e. Continue current data management system.</p> <p>2. Out-of-School Suspensions</p> <ul style="list-style-type: none"> <li>a. Continue...including updating the school Crisis Plan.</li> <li>b. Continue to utilize ICE, SWEEP, and Static Stop Out to reduce and manage referrals.</li> <li>c. Complete installation of the new security system.</li> </ul> <p>3. Culture of Learning</p> <ul style="list-style-type: none"> <li>a. Continue meetings on an as needed basis to include relevant staff members.</li> <li>b. Continue to keep a designate computer in counselor's office for college, job, career, etc. searches <ul style="list-style-type: none"> <li>i. Continue with <i>Learn &amp; Serve</i> grant activities, focused on Title I students (note: L&amp;S Grant was not obtained for 2009-2010), using available materials. Pursue Bright Ideas Grants to help offset loss of L&amp;S.</li> </ul> </li> <li>c. Increase globally enriched curriculum into advisory materials (item included in budget). In addition, instructional staff will make greater correlations to global connections.</li> </ul>
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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**

<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>
<p>2008-2009</p> <ol style="list-style-type: none"> <li>1. Strategic Plan               <ol style="list-style-type: none"> <li>a. Forms were completed accurately</li> </ol> </li> <li>2. Intake (Transition) Meeting               <ol style="list-style-type: none"> <li>a. 98% stakeholder participation in intake meetings</li> <li>b. Non-attendance was noted but not documented</li> <li>c. Two staff members attended effective transition training staff development</li> </ol> </li> <li>3. Parent/Guardian Contact               <ol style="list-style-type: none"> <li>a. Introductory letters were increased to 100%</li> <li>b. There was no change in the number of phone contacts</li> <li>c. While 98% of daily point sheets were sent home, parents noted that students were disposing of them before the parents saw them. OCLC worked with parent to ensure notification (phone calls, required signatures, court counselor notificaiton, etc.)</li> <li>d. Parent DVD was not completed due to staff development and software issues.</li> </ol> </li> <li>4. Exit Transition               <ol style="list-style-type: none"> <li>a. Exit transition process completed</li> <li>b. Document noted at 93%.</li> </ol> </li> </ol>	<p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. Strategic Plan               <ol style="list-style-type: none"> <li>a. Continue to meet all requirements</li> </ol> </li> <li>2. Continue</li> <li>3. Continue</li> <li>4. Continue</li> </ol>

<p><b>OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.</b></p> <p><b>OCLC Goal # 5: Onslow County Learning Center will be supported by effective and efficient systems.</b></p>	
<p><b>Strategy: Maximize resources (human, physical, and fiscal) to support the instructional and operational needs of the organization</b></p>	
<p><b>Desired Results:</b></p> <ol style="list-style-type: none"> <li>1. Instructional and operational environments that contribute to the successful operation of the school system are created.</li> </ol>	<p><b>Measures:</b></p> <ol style="list-style-type: none"> <li>1. Successful Operation             <ol style="list-style-type: none"> <li>a. Human resources schedules documenting appropriate work time coverage</li> <li>b. Adequate staff communication</li> <li>c. Completed work orders</li> <li>d. Stakeholder surveys</li> <li>e. Accident log</li> <li>f. Safe Schools visit results</li> <li>g. OCS Custodial Inspection Form</li> </ol> </li> </ol>
<p><b>Processes:</b></p> <ol style="list-style-type: none"> <li>1. Successful Operation             <ul style="list-style-type: none"> <li>o Create and publish support staff work schedules</li> <li>o Utilize various communication tools (email, memos, monthly staff meetings, one-on-one)</li> <li>o Allocate work time to enter appropriate work requests</li> <li>o Survey staff</li> <li>o Safety training for all staff</li> <li>o Monitor and improve campus physical appearance</li> </ul> </li> </ol>	
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Operations             <ul style="list-style-type: none"> <li>o Custodial staff</li> <li>o Secretarial staff</li> <li>o Technology for communication                 <ol style="list-style-type: none"> <li>a. work order processing</li> <li>b. staff email</li> </ol> </li> <li>o Surveys</li> <li>o Logs and reports</li> <li>o Campus beautification supplies</li> </ul> </li> </ol>	
<p><b>End of year Annual Review, Results, Next Steps</b></p>	
<p><b>Summarize your results. Show trends. Were improvements made?</b></p>	<p><b>What are the areas for improvement? What will you do differently the next time?</b></p>
<p>2008-2009</p> <ol style="list-style-type: none"> <li>1. Successful Operations             <ol style="list-style-type: none"> <li>a. Human resource schedules documenting appropriate work time coverage were completed. In addition, a "Responsibility Chart" was developed</li> </ol> </li> </ol>	<p>Next Steps</p> <ol style="list-style-type: none"> <li>1. Successful Operations             <ol style="list-style-type: none"> <li>a. Continue with human resource schedules documenting appropriate work time coverage were</li> </ol> </li> </ol>

<p>for all aspects of physical and instructional management</p> <ul style="list-style-type: none"> <li>b. Staff instruction in use of Outlook email system; all staff required to utilize email system for communication purposes</li> <li>c. Time allocated in work schedule to enter appropriate work order requests</li> <li>d. All stakeholder surveys were aligned with OCS climate surveys.</li> <li>e. An accident log was maintained by the school safety officer</li> <li>f. The Triple S application and notebook were created according to the required format. OCLC did not receive any type of designation due to the fact that OCLC is a program and not an actual school site.</li> <li>g. New tables were purchase for the cafeteria, resulting in improved student behavior.</li> </ul>	<p>completed. Continue use of a "Responsibility Chart" for all aspects of physical and instructional management</p> <ul style="list-style-type: none"> <li>b. Continue staff instruction in use of Outlook email system; all staff required to utilize email system for communication purposes</li> <li>c. Allocate time in work schedule to enter appropriate work order requests</li> <li>d. Continue use of OCS climate survey format</li> <li>e. Continue accident log maintained by the school safety officer</li> <li>f. Complete a Triple S type notebook and update the Crisis Plan</li> </ul>
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# OCLC 2009 - 2010 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
Globally Enriched Advisory Curriculum			Improve global awareness thought character education instruction
Globally focused art supplies/ materials			Improve global awareness thought art education instruction

## 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 ( <i>Framework for Understanding Poverty; conferences</i> )			Improved Rigor and Relevance

## 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
Bus Safety Training Materials			Improved driver safety, student behavior, and parental satisfaction

**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.

<b>Items for Purchase</b>	<b>Budgeted Amount</b>	<b>Source of Funding</b>	<b>Purpose</b>
Postage			Parent Contact

**Goal 5: Effective and efficient systems**

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

<b>Items for Purchase</b>	<b>Budgeted Amount</b>	<b>Source of Funding</b>	<b>Purpose</b>