

Onslow County Learning Center

Strategic Plan

2007-2010



Soaring Beyond Expectations

Table of Contents

Assurance Page

Strategic Planning Team

Executive Summary

OCLC Vision, Mission, and Goals

Goal Matrix: Onslow County Schools Goals, North Carolina Future-Ready 21st Century Goals,
North Carolina Alternative Learning Programs and Schools Goals

Profile

Charts & Graphs

Demographic

Economically Disadvantaged Students

Students by Ethnicity

Students by Exceptional and Non-identified Children

Staff by Ethnicity

Staff by Gender

Staff by Education Level

Testing

Middle School Math

Middle School Reading

High School English I

Overall Proficiency EOGs & EOCs

VOCATS

Strategic Action Plan

Budget

Glossary

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

- | | | |
|--|-----|----|
| 1. Number of School Improvement Plan Team Members | | |
| 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. | Yes | No |
| 3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting) | | |
| 4. Date of vote | | |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | Yes | No |
| 6. Parents on the School Improvement Team were elected by parents of children enrolled in your school. Check one: | 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) | Yes | No |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | 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: | Yes | No |
| 10. The State Legislative regulations regarding school improvement were implemented as outlined in GS 115C. | Yes | No |
| 11. All required State and Federal programs have been addressed in the School Improvement Plan. | Yes | No |

Principal's Signature

Chairperson's Signature

Signature of Elected Parent Representative

Signature of Elected Parent Representative

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

Onslow County Schools

Board of Education

Robert Gaskins, Chairperson
Margaret Brown, Vice Chairperson
Lina Padgett-Parker
Brock Ridge
Ronnie Ross
Mary Ann Sharpe
Pam Thomas

Superintendent

Dr. Kathy T. Spencer

Assistant Superintendents

Lesley F. Eason
Instructional Services and
Continuous Improvement

Jeffrey Hudson
Auxiliary Services

Dr. Barry D. Collins
Human Resources and
Student Services

Chief Finance Officer

Jeffrey D. Hollamon

Director of Community Affairs

R. Earl Taylor

Director of Career and Technical Education

Joan McGinnis

Strategic Planning Team

Rachel Hampton – Teacher, Chairperson

Robin Collier – Parent

Lynn Mendes – Parent

Carla Hass – Support Staff

Dr. Jayne Miller – Counselor

William Scull – Teacher

Loren Spencer – Teacher

Judy Yeager – Director

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.

Goals

The Onslow County Learning Center is provided as an option for students whose behavior management or academic performance needs cannot be met in a traditional educational setting. The program is based on the following four goals as established by the Onslow County Schools Board of Education.

1. To intervene and address problems that prevent a student from experiencing success in the traditional educational setting,
2. To reduce the risk of dropping out by directing resources to help the student resolve issues affecting performance at school,
3. To return the student to the traditional educational setting as soon as is practical with the skills necessary to succeed in that environment, and
4. To preserve a safe, orderly and inviting learning environment at the regular educational setting. *(Policy Code: 3470/4305)*

Goal Matrix:

Onslow County Schools Goals,

North Carolina Future-Ready 21st
Century Goals,

And

North Carolina Alternative Learning
Programs and Schools Goals

| Onslow County Schools | North Carolina Alternative Learning Programs/Schools | NC Future Ready Goals |
|--|--|---|
| OCS-1 Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum | 1 ALP/S has established program's mission, goals and expected outcomes | NC public schools will produce globally competitive students |
| | 26 ALP/S use the North Carolina Standard Course of Study as the primary framework for instruction | |
| | 27 ALP/S has flexibility in implementing strategies and methods that positively impact the delivery of curriculum and instruction, and student growth and development | |
| | 28 ALP/S supplements the curriculum and instruction with life skills, character education, conflict management, and career preparation | |
| OCS-2 Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals | 8 ALP/S has described the curricular, instructional day, and courses to be offered | NC public schools will be led by 21st Century professionals |
| | 9 ALP/S has highly qualified and effective faculty and staff | |
| | 20 ALP/S has sufficient faculty and staff to carry out the mission of the program | |
| | 31 ALP/S has access to continuous growth and development opportunities for faculty and staff | |
| OCS 3 Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens | 9 ALP/S has safe, orderly, caring, and inviting learning environments | NC public school students will be healthy and responsible |
| | 21 ALP/S has a small student to teacher ratio, 10:1 or smaller, but not more than 15:1 | |
| | 22 ALP/S will have percent of exceptional children at a rate not higher than that for the district | |
| | 23 ALP/S will ensure that special education and related services for students with disabilities are provided according to the student's individualized education program | |
| | 25 ALP/S has teacher assistants assigned to all courses that have EOGs/EOCs, or other competency-based tests that are required by the State for promotion or graduation | |
| OCS 4 Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners | 5 ALP/S provides the steps in the appeals process to parents | Leadership will guide innovation in NC public schools |
| | 11 ALP/S provide for active parent/guardian participation in the assignment decision | |

| | | |
|---|--|---|
| | 18 ALP/S parents participate in enrollment and transition | |
| | 35 ALP/S has a collaborative and supportive relationship with the community that enhances the success of students/program | |
| | 34 ALP/S cultivates a collaborative and supportive relationship with parents that enhance the success of students/program | |
| OCS-5 Onslow County schools will be supported by effective and efficient systems | 2 ALP/S has identified target populations | NC public schools will be governed and supported by 21st Century systems |
| | 3 ALP/S has a process for assigning and enrolling students into the alternative program | |
| | 4 ALP/S has access to the documentation used to establish the need for the assignment | |
| | 6 ALP/S has identified the documents to be transferred to the alternative program | |
| | 7 ALP/S indicates how students are transported to the program | |
| | 10 ALP/S primarily provides choice in student enrollment | |
| | 12 ALP/S has at least one representative to participate in the assignment decision for enrollment | |
| | 13 ALP/S has access to and utilizes information from the referring entity that identifies previous interventions, strategies, or actions taken | |
| | 14 ALP/S access to student information data prior to student arrival | |
| | 15 ALP/S implements effective preparation and plans to increase positive student outcomes | |
| | 16 ALP/S has effective in-take procedures that address the preparation and plans for the student | |
| | 17 ALP/S has effective transition procedures that address the preparation and plans for the student | |
| | 29 ALP/S has positive and effective whole school systems for student management | |
| | 32 ALP/S provides staff, parents, and students with copies of the handbook, including policies, procedures, and standards of the ALPS | |

| | | |
|--|--|--|
| | 33 ALP/S cultivates a collaborative and supportive relationship with referring agencies and encourages them to maintain a demonstrated investment in the success of the students and the program | |
| | 36 ALP/S evaluates their programs and procedures to ensure the on-going effectiveness of the program and success of the students | |
| | 37 ALP/S evaluate the effectiveness of their programs based on: the mission and goals of the program; school/program improvement plan; school/program safety/crisis plan; needs assessment; parent, student, staff surveys; assessment of student outcomes; assessment of program outcomes; ABCs Accountability Model for Alternative Schools; Other areas of measures | |

School Profile

Demographics:

During the 2006-2007 school year, OCLC reached an enrollment of 105. Over the course of the school year, the Onslow County Learning Center enrolled 175 students. Of those 175 students <1% were Asian/PAC, 39% were African American, 9% were Hispanic, 4% were Multi-racial, and 48% were Caucasian. 39% of the students were identified as EC and 61% were regular education students. Based on students qualifying for free or reduced lunch, the student population was 65% 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 reasons for 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 2006-2007 school year. Four staff members hold advanced degrees and 3 others were 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 96% of staff members (one loss due to family health issues).

Data Analysis:

The data that we have collected reveals that our overall proficiency rate was 75.6%, which is up from the previous year. While our middle school math proficiency was only 65%, we were actually well please with this score considering we were without a Math teacher for the second half of the school term and were forced to rely on a long-term substitute. 100% of the middle school students passed the reading test, which was a significant victory. However, the high school English I students had an overall proficiency of 60%, due in large part to attendance issues. While 75.6% proficiency is considered outstanding by most alternative school/program administrators, the faculty of the Onslow County Learning Center is not satisfied with that level of achievement. CTE students scored at 71% proficient on VoCAT assessments.

Discipline data collected shows at issues relating to transportation were the most significant area of incidence at 52%, followed by aggressive/inappropriate behavior at 33%. The other 15% was divided among physical aggression at 2%, illegal incidences at 6%, and miscellaneous incidence at 7%. The fact that our greatest discipline issue related to student behavior on the bus was not a surprise. The main contributing factor was the large number of EC students with behavior issues

being transported for up to 3 hours one way. That situation will be partially resolved by the reduced number of EC students referred to OCLC due to state guidelines. In addition, through our Safe & Civil schools plan via advisory more emphasis will be placed on the instruction of appropriate bus behavior. The Safe & Civil schools committee will also work with the bus drivers to clarify bus rider expectations.

Survey Results:

Most significant in our survey results was that students do not feel that the Onslow County Learning Center keeps their parents informed as to what they are doing on a regular basis. This item has and continues to plague us on our parent survey and now it is turning up on the student surveys which suggest that parents are verbally expressing these sentiments at home in front of the students. Addressing this issue will be a key component of our new strategic plan; parent involvement and communication is critical to the intervention and success of at-risk students. The staff climate survey revealed a 91.3% satisfaction rating—down .04 from the previous year. Interestingly, most areas below the 90% mark had to do with the faculty's opinion of their own expectations for themselves. For example, while students thought they had to work hard to make good grades and that the work was challenging, only 75% of the teachers thought the work they assigned was challenging enough.

District-wide Initiatives/Concerns at a Glance:

As a result of change to a later start time for students, we were able to provide a common plan time for all teachers. In addition, we were able to schedule a duty free lunch for all teachers and teaching assistants.

Tying the instructional intervention process to all IGP's proved to be helpful and enlightening to the staff as a whole. As the team worked together to formulate a plan, teachers were able to practice implementing the process.

In addition to the PLATO program, we were able to enroll one student in a new NC Virtual Public School course. While the student was not ultimately successful, we were able to assess the program and see how we could utilize it more fully in the future.

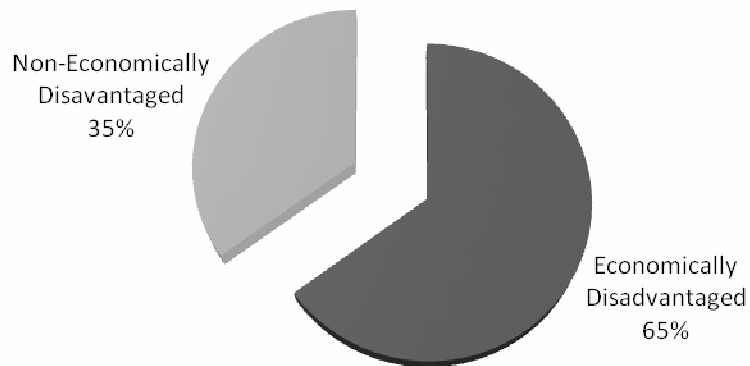
The EC population at OCLC proved to be daunting as the school year progressed. Several times throughout the school year, our EC population reached 40%. State mandates will decrease the EC population to a percentage not greater than that of the OCS.

Data Analysis

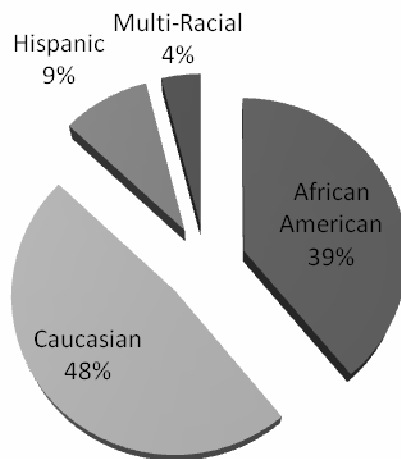
Charts

Student Demographics

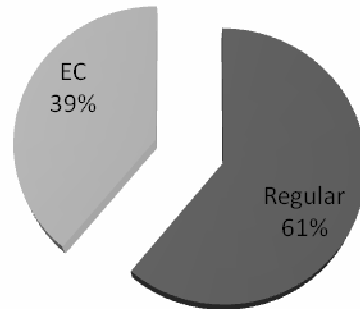
2006-2007 OCLC Student Population by Socioeconomic Status (SES)



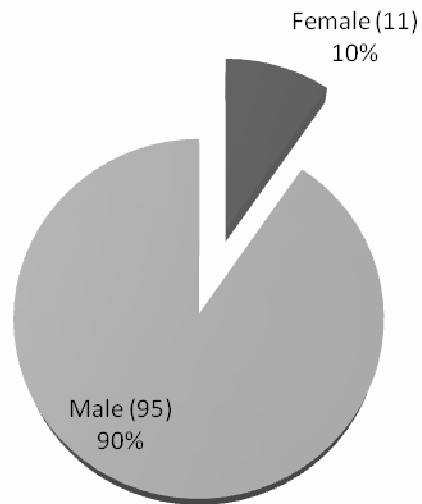
2006-2007 OCLC Student Population by Race



2006-2007 OCLC Student Population by Educational Identification

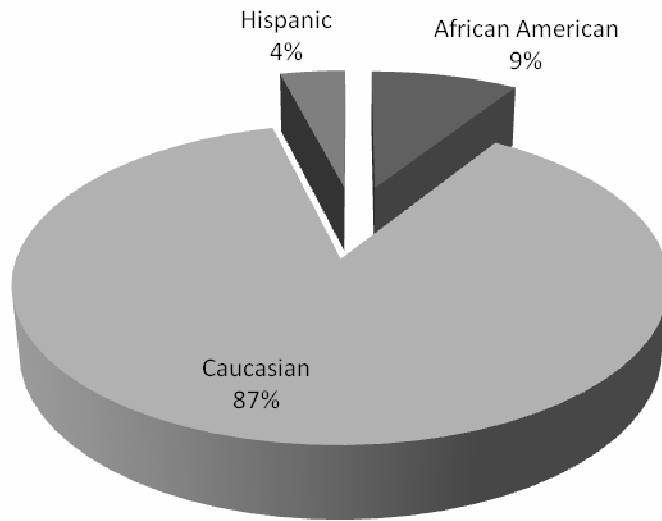


2006-2007 OCLC Students by Gender

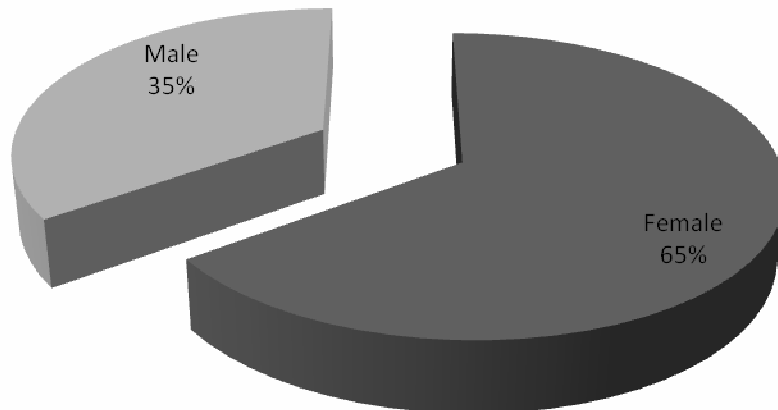


Staff Demographics

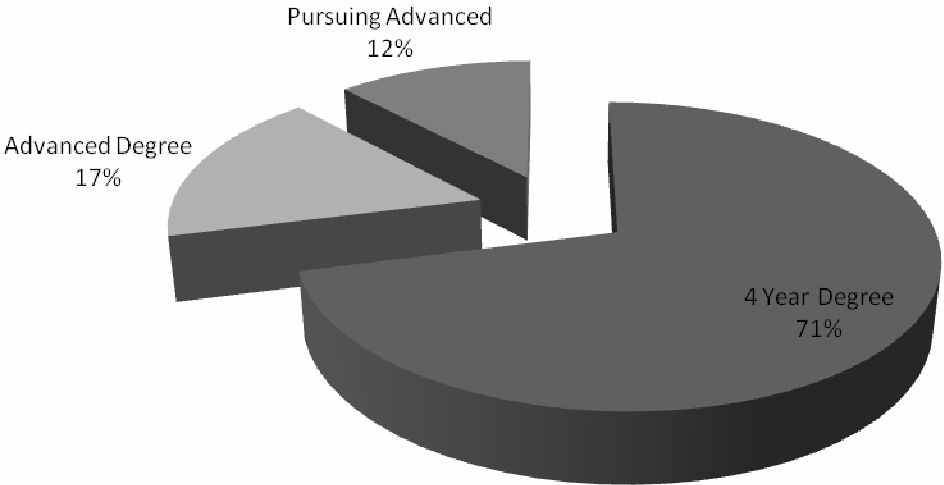
2006-2007 OCLC Staff by Ethnicity



2006-2007 OCLC Staff by Gender

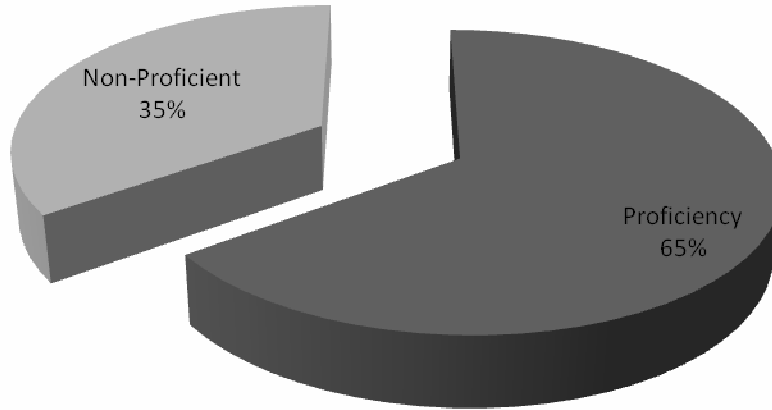


2006-2007 OCLC Staff Educational Status

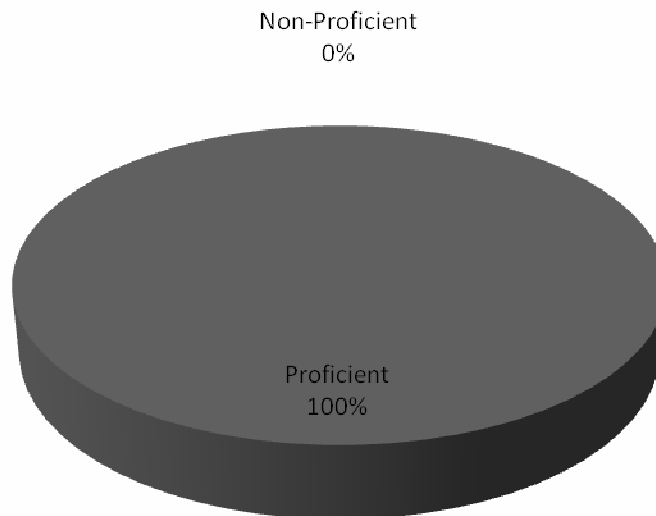


Test Results

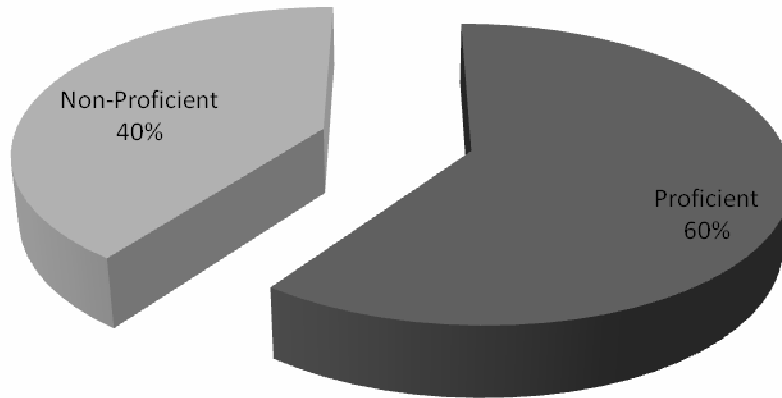
Middle School Math



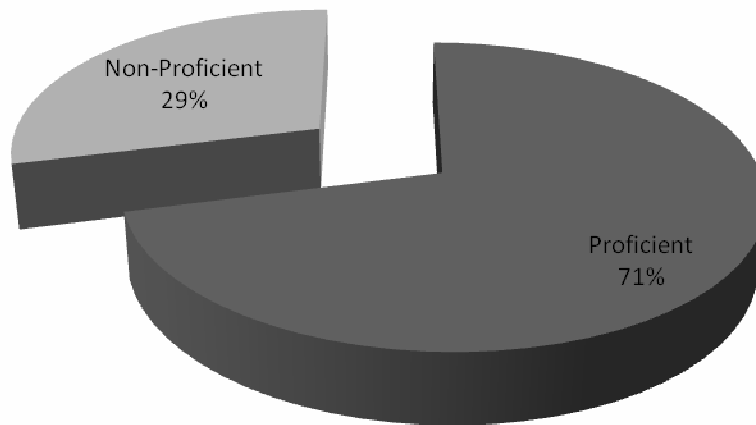
Middle School Reading



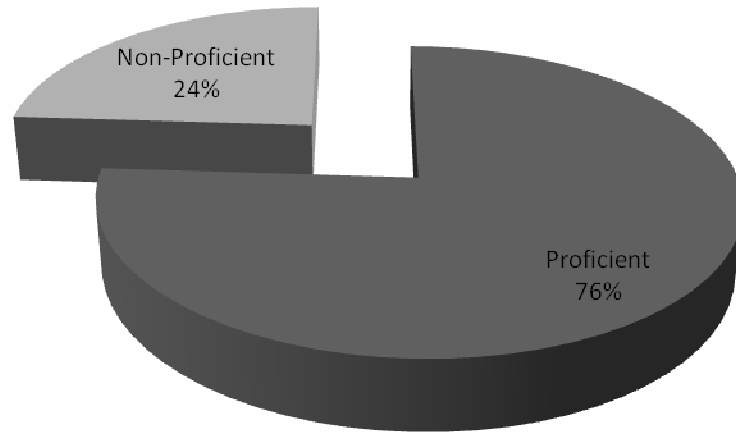
English I



VOCATS Composite



2006-2007 OCLC Overall Proficiency Rate



Strategic Action Plan

2007-2010

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? |
|---|--|
| 2007-2008 | Next steps |

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?

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

2007-2008

Next steps

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 life long 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 Design and implement an 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
 - a. Common areas/transitions/hallways
 - b. Buses
 - c. Cafeteria

3. Culture of Learning
 - Tie student advisory participation into exit goals
 - Teach making healthy choices in advisory period
 - Present career choices/options in advisory period
 - Increase student awareness of post high school options
 - Encourage staff to participate in “College Fridays”

Resources:

- 1. Student Safety
 - o Advisory resources
 - o PI classroom
 - o
- 2. OSS
 - o Safe and Civil Schools manual
 - o PI classroom
 - o Signage
- 3. Culture
 - o Advisory resources
 - o Counselor
 - o 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 | Next steps |

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
 - Meeting organizational material
 - School personnel
2. Intake meetings
 - Appropriate Forms
3. Parent Contact
 - Team members
 - Advisors and documentation forms
 - Counselor
 - *Parent Institute* pamphlets
 - 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 |

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

OCLC Goal # 5: Onslow County Learning Center will be supported by effective and efficient systems.

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

Desired Results:

- 1. Instructional and operational environments that contribute to the successful operation of the school system are created.

Measures:

- 1. Successful Operation
 - 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

Processes:

- 1. Successful Operation
 - 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

Resources:

- 1. Operations
 - o Custodial staff
 - o Secretarial staff
 - o Technology for communication
 - a. work order processing
 - b. staff email
 - o Surveys
 - o Logs and reports
 - o Campus beautification 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

Next steps



OCLC 2007 – 2008 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 |
|---|-----------------|------------------------|--|
| Additional instructional materials for PI classroom | \$ 7,500.00 | 1.5310.068.411.299.299 | Student support and remediation |
| Staff Development | \$ 1,500.00 | 1.5310.068.312.299.299 | Writing Across the Curriculum |
| Technology Software | \$ 500.00 | 1.5310.068.462.299.299 | Improve curriculum relevance and rigor |

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 | \$ 3500.00 | 1.5310.068.312.299.299 | <ul style="list-style-type: none"> • global awareness • character education • PI skills |
| <i>The Master Teacher</i> | \$ 275.00 | 1.5310.068.411.299.299 | Foster high expectations for staff |
| Technology Hardware Tier I – Laptops Tier II – LCD Projectors Promethean/ Smart Board Digital Equip. | \$ 17,000.00 | Bond Fund Dollars | Increase staff capacity <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 | \$ 1,200. | 1.5310.068.411.299.299 | 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 | \$ 625.00 | 1.5310.068.342.299.299 | Mailing |
| <i>Parent QuickTips</i> | \$ 650.00 | 1.5310.068.411.299.299 | Parent support |
| DVD Production Supplies* | \$ 750.00 | 1.5341.068.462.299.299 | Parent Contact |

* This goal has been partnered with Goal 2; therefore, a portion of the cost for this activity is reflected in Goal 2.

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 supplies | \$ 2,000.00 | 1.5310.068.411.299.299 | Improve/maintain positive physical campus |



Glossary

ABC: NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.

Academic Rigor: A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.

Accommodation Plan under Section 504: A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.

Achievement Levels: Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.

Action Team: A group organized as needed to conduct a continued improvement cycle

AdvancED (Advancing Education in Excellence Worldwide): An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE

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

Aligned System: A logical order of ideas, structure, or curriculum which progresses from one level to another

Annual Capital Program of Work: A plan of work created pursuant to the Board's adoption of an annual capital budget

AP Courses (Advanced Placement courses): Nationally-developed courses offered in secondary schools for college credit (based on test results)

AYP (Adequate Yearly Progress): An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals

Baldrige Criteria: A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and analysis, human resource development and management, process management and performance results

B.A.S.E.S. (Businesses Assisting Schools in Educating Students): A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students

Benchmarking: An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.

Consensus: The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.

Core Values: An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

Culture: Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)

Deployment: The systematic process of introducing an activity or process in all applicable areas of an organization

Differentiated Instruction: A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students

DPI (Department of Public Instruction): The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education

EC Program (Exceptional Children Program): Designed to meet the needs of students with handicapping conditions

EOC (End-of-Course tests): State tests in designated subject areas in grades 9-12

EOG (End-of-Grade tests): State tests in designated subject areas in grades 3-8

ESL (English as a Second Language): Refers to a program serving students whose primary language is not English

ETSC (Education and Technical Support Center): The complex that houses the Support Staff for the Onslow County School System

External: Those things or people from outside an organization which affect the operations of that organization

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

Goal: The end toward which effort is directed

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

Honor Schools of Excellence: A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards

Human Resource System: Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder

IHE (Institutions of Higher Education): Refers to community colleges, colleges, and universities

IEP (Individual Education Plan): A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.

II Team (Instructional Intervention Team):

Internal: Those things or people within an organization which affect the operations of that organization

JobReady: A program which focuses on preparing students for the workforce.

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

Linkage: A factor that causes two or more ideas to relate to one another

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

Low Performing and Priority Schools: Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program

LRFNA (Long-Range Facility Needs Assessment): The adopted long-range facility planning tool of the school system

Mastery: Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred

Mission: The purpose and focus of an organization

Multiple-Choice Test: Tests that require students to select a single answer from a number of choices

NCA/CASI (North Central Association Commission on Accreditation and School Improvement):
An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools

NCLB (No Child Left Behind): Federal legislation passed in 2001 to help reform education. The key components are: measurement of student progress, accountability for every school and the district, highly qualified staff in the classrooms, English proficiency for limited English speaking students, increase of parent involvement and safe learning environments for all children.

NSSE (National Study of School Evaluation): A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation

OCLC (Onslow County Learning Center): An alternative school for students who require special services for behavior modification

PEP (Personal Education Plan): Plans specifically designed to improve a student's performance to grade-level proficiency. PEP also stands for Principals' Executive Program. This preparation program for principals provides relevant and rigorous professional development opportunities based on the best current theories and practices.

Percentile: A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him

Performance Assessment: Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processes involved

PI (Positive Intervention):

Processes: a series of actions that support a specified strategy in order to reach a defined goal

Process Management System: The system of processes that is designed and delivered to support the quality system

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

Quality Council: A group, representing the school community, who oversees the implementation of the strategic plan for the school system

Quality Process Tools: Statistical methods capable of producing data
Root Cause: Underlying reason for an existing condition

SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement): A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs

SAT (Scholastic Achievement Test): A national test required for entrance into many colleges and universities

S.A.T., Inc. (Sponsors for Academic Talent, Inc.): A nonprofit organization that provides scholarship for students who meet performance and volunteer standards

SBE (State Board of Education): The governing body of the public schools of North Carolina

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

Schools of Distinction: Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

Schools of Excellence: Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

SES (Socioeconomic Status): Socioeconomic status (SES) is a broad term that is used to describe factors about a person's lifestyle including occupation, income, and education. It is important for researchers to consider SES when conducting health studies. This is because people of different SES levels may have very different access to medical care, healthy food, and physical activity opportunities. These are all factors that can affect health and must be accounted for when studying risk of different diseases and conditions.

Stakeholder Focus: Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven

Stakeholders: Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization

Standard Course of Study: A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools

Strategy: A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable

Testing Code of Ethics: Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers

TQM/TQE (Total Quality Management/Total Quality Education): A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement

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

VoCATS (Vocational Competency Achievement Tracking System): An instructional management and assessment process used by Career Technical Education