

Excellence in Education

Queen's Creek Elementary Strategic Plan 2012-2015



Adopted by Onslow County Board of Education 2012



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Elaine Justice

Principal

Alex Corey

Assistant Principal

Queens Creek Elementary

2012-2015

Elaine Justice

“Excellence in Education”



School Executive's Message:

At Queen's Creek Elementary, we are preparing students for the future. We're reflecting on past goals and addressing new challenges to make students 21st century leaders. By determining their competencies in math, reading, and science through a wide variety of assessments and curriculum tools we're able to target instruction to increase achievement. We feel students will strengthen their understanding of the world and be able to become globally competitive by using this process.

Key Areas of Focus for 2012-2015

- Community Outreach
- Global Partnerships
- Green Team
- Rubicon Atlas (encompassing Common Core/Essential Standards)
- Project-Based Learning

Key Challenges to Address for 2012-2015 (Include up to 5 bullets)

- Differentiated teacher PD
- Increase in non-instructional time for teachers to focus on PLCs and Rubicon
- Math Goal 2 (Grades 3-5)
- Foreign Language Acquisition

Anticipated Outcomes of 2012-2015 QCE's Strategic Plan

We anticipate an increase in student achievement due to the focus on differentiated PD for teachers in the areas of Common Core and Essential Standards. An increased amount of time to work on Rubicon Atlas and PLC will encourage teachers to grow in their profession and be intrinsically motivated to improve their pedagogy. We foresee students becoming globally aware of their world and environmentally conscience of the part they play in making our Earth a better place.



PROFILE

This section of the strategic plan is devoted to providing an overview of student performance data, student, community, teacher demographic data, stake holder perspectives, and the unique characteristics of Queen’s Creek Elementary School. Historical data spanning the previous three years will be provided where appropriate, as well as baseline data regarding discipline issues and absences.

Queen’s Creek Elementary School is located at 159 Queens Creek Road just outside the city proper of Swansboro, North Carolina. The town of Swansboro has a population of 2,721 people. It is located 102 miles from Raleigh, N. C. The county seat, Jacksonville, is 21 miles away on Highway 24 W. Since the 1990s, the town of Swansboro has grown by 37%. This growth has been reflected in the construction of two elementary schools. Queen’s Creek Elementary School, along with Sand Ridge Elementary, were built to relieve the overcrowding present at Swansboro Elementary School because of the population growth. Swansboro crime statistics reveal that the property crime levels of the city are comparable to the state average. The violent crime statistics of the area are below the state average. The population by gender is evenly divided, with slightly more females. The population by race is 90% White, with Black, Asian and Multi-Racial representing the remaining percentages. The average age of the population is 22.2 years. Statistics state that the average Swansboro household income is approximately \$38,000 dollars.

Previous enrollment for the last two years has averaged 635 students. The enrollment at the end of the twentieth school day for the 2012-2013 school year was 631 students. This includes four pre-school classes, five classes of kindergarten students, six classes of first grade students, five classes of second grade students, five classes of third grade students, five classes of fourth grade students, and five classes of fifth grade students. The school has one separate setting classroom for students who are identified as Intellectually Deficient. This class currently has six students. The school also hosts a K-2 Autistic class with a population of six students. The K-5 student population consists of 2 American Indian males, 3 American Indian females, 1 Hawaiian Pacific male, 3 Asian males, 33 Hispanic males, 26 Hispanic females, 24 black males, 17 black females, 254 white males, 217 white females, and 26 multi-racial males, and 25 multi-Racial females. Three hundred of our students have parents who work in a federally connected facility.

The school’s major mode of transportation consists of fourteen regular buses along with two buses for handicapped students. There is an average of 448 students are transported by bus and approximately 210 students are transported by private vehicle daily. A bus coordinator serves the Queens Creek area schools and assists administrators in securing bus drivers for regular routes and scheduling field trips. Before School and After School Adventures is a program sponsored by the North Carolina Cooperative Extension Service with the support of the Onslow County Schools to provide child care services for students. Parents pay a small fee for this service. There are presently 40 students enrolled in the afternoon program and 29 enrolled in the morning program.

Due to the socio-economic level of the student population, Queen Creek Elementary qualifies as a Title 1 school. Approximately 250 breakfasts and 440 lunches are served daily. 51 % of the students enrolled in



the school are identified as economically disadvantaged. Five certified cafeteria workers, in addition to a site manager, serve hot breakfasts and lunches.

The facility at Queens Creek Elementary consists of forty classrooms. The instructional staff consists of 56 certified and 21 classified personnel. Eighteen teachers have master’s degrees and seven teacher assistants have college degrees. There are nine Nationally Board Certified teachers on the staff who provide guidance to less experienced staff members. Both administrators have advance degrees. New teachers to Queens Creek Elementary participate in an orientation program and are paired with a career teacher who supports the new employee throughout the school year. Regularly scheduled meetings are coordinated by the school’s Beginning Teacher Coordinator. The purpose of these meetings is to discuss current trends in discipline, classroom management, curriculum and school, local, and state policies. North Carolina teacher standards are the steps upon which these meetings are grounded upon.

A team of six custodians maintain the facilities and the school grounds. These individuals are responsible for keeping the school clean and safe for the community. They take great pride in the appearance of the school. The office area is staffed by a full time receptionist, a data manager and a head school secretary/treasurer. Both the school nurse and social worker are shared with other schools.

We currently have 29 AIG students. 14 are identified in both math and reading, 11 are AIG math only, and 4 are AIG reading only. The AIG specialist uses the service delivery method of inclusion with whole class and Push In, which allows the AIG specialist to work with small groups within a class. There are a minimum of eight contacts per subject, per semester. She uses programs such as “Hands on Equations” and Junior Great Books along with Socratic Seminar style to engage the learners.

QCE helps ease transition between grades and schools on Step-Up Night. During this night, parents and students are invited to come to QCE and visit the grade they will be in next school year. This gives the students a chance to meet the teachers, the parents an opportunity to view the curriculum and expectations, and the teachers to share their experience with the grade level. It’s an opportunity to encourage a smooth transition between each grade beginning with Pre-K through sixth grade.

STUDENT PERFORMANCE DATA

End-of-grade results from the 2011-2012 school year indicated that 78.91% of our population is performing at or above grade level in reading and math. Reading scores indicate that 78.6 % of third graders, 69.4% of fourth graders and 82.5% of fifth graders are proficient in reading. In math, 81.7 % of third graders, 80.2% of fourth graders, and 82.5% of the fifth graders are proficient. Science scores for the fifth grade students at the school showed that 84.5% of the students were proficient.

Math Grade 3	2011-2012	2010-11	2009-10
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School Profile

GOAL 1: Model, Identify, and compute with whole numbers through 9999	-0.7	-1.6	-2.4
Goal 2: Recognize and use standard units of metric and customary measurement	0.7	-2.0	-0.2
Goal 3: Recognize and use basic geometric properties of two- and three-dimensional figures	-1.8	-1.8	0.0
Goal 4: Understand and use data and simple probability concepts	2.2	-2.5	-1.1
Goal 5: Recognize, determine, and represent patterns and simple mathematical relationships	-2.8	-2.5	-4.6

Reading Grade 3	2011-2012	2010-11	2009-10
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed.	1.4	1.1	0.5
Goal 3: Make connections through the use of oral language, written language, and media and technology	1.2	-1.6	2.7
Literary Reading	1.2	0.7	0.5
Informational Reading	1.5	0.9	2.0

Difference State Mean Percent Correct					
Reading Grade 4	2011-2012	2010-11	2009-10	2008-09	2007-08
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed.	1.5	2.9	3.2	0.4	0.4
Goal 3: Make connections through the use of oral language, written language, and media and technology	1.5	2.4	1.4	0.6	0.8
Literary Reading	1.5	2.7	0.3	0.5	0.6
Informational Reading	1.3	2.9	4.9	0.0	0.3

Difference State Mean Percent Correct					
Math Grade 4	2011-2012	2010-11	2009-10	2008-09	2007-08
GOAL 1: Read, write, model and compute with non-negative rational numbers	0.5	-1.2	-0.9	-2.8	-3.0



School Profile

Goal 2: Recognize and use standard units of metric and customary measurement	-9.1	-1.8	-0.8	-2.5	-5.9
Goal 3: Recognize and use geometric properties and relationships	-3.6	-0.3	-3.2	-3.2	-2.8
Goal 4: Understand and use graphs, probability, and data analysis	1.8	-1.7	-1.8	-3.7	-3.8
Goal 5: Demonstrate an understanding of mathematical relationships	-1.6	-1.7	-2.3	-2.9	-2.8

Difference State Mean Percent Correct					
Reading GRADE 5	2011-2012	2010-11	2009-10	2008-09	2007-08
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed.	0.6	1.7	1.7	1.8	0.1
Goal 3: Make connections through the use of oral language, written language, and media and technology	0.4	2.1	1.0	2.2	0.2
Literary Reading	0.3	1.7	0.9	1.6	0.1
Informational Reading	0.7	1.8	3.4	2.1	-0.1

Difference State Mean Percent Correct					
Math GRADE 5	2011-2012	2010-11	2009-10	2008-09	2007-08
GOAL 1: Understand and compute with non-negative rational numbers	-1.5	-1.0	-1.2	-0.7	0.6
Goal 2: Recognize and use standard units of metric and customary measurement	-4.1	-4.3	-4.0	-4.8	-2.5
Goal 3: Understand and use properties and relationships of plane figures	-2.6	-4.0	-6.6	-4.5	-2.8
Goal 4: Understand and use graphs and data analysis	-3.0	-1.5	-0.7	-2.9	-2.0
Goal 5: Demonstrate an understanding of patterns, relationships, and elementary algebraic representation	-1.2	-1.0	-0.3	-1.6	-1.9



School Profile

Difference State Mean Percent Correct

SCIENCE GRADE 5	2011-2012	2010-11	2009-10	2008-09	2007-08
Goal 1: Conduct investigations to build an understanding of the interdependence of plants and animals.	5.5	5.0	8.6	9.1	5.2
Goal 2: Make observations and conduct investigations to build an understanding of landforms.	3.5	7.6	4.8	7.6	8.1
Goal 3: Conduct investigations and use appropriate technology to build an understanding of weather and climate.	1.4	5.7	2.2	7.2	5.2
Goal 4: Conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.	3.7	7.5	6.6	4.8	4.6

Status	Met				Maintained		
	Progress				Not Met		
Indicators for Goal 1	2009-2010 Results	2010-2011 Target	2010-2011 Results	2010-2011 Status	2011-2012 Target	2011-2012 Results	2011-2012 Status
3rd grade mathematics	80.6	82.6	76.9		79.2	81.7	
3rd grade reading	71.4	74.3	56.7		61.0	78.6	
4th grade mathematics	87.0	88.3	87.4		88.6	80.2	
4th grade reading	78	80.2	69.9		72.9	69.4	
5th grade mathematics	70.4	73.4	81.9		83.7	82.5	
5th grade reading	78.3	80.5	77.66		79.9	82.5	
5th grade science	80.9	82.8	87.23		88.5	84.5	
EOG composite score	78	80.2	76.6		78.9	78.91	
K-2 composite (RMW)	84.2	85.8	86.1		87.5		
Indicators for GOAL 2							
Communication with staff	73.0	75.7	82.0		83.8	83	
OCS/PD360 (Globally Competitive) students	82.1	83.9	88.0		89.2	86	
Teacher websites	56.0	60.4	95.0		95.5	100	
Teacher Technology Access	91.4	92.3	93.3		94.0	91	
Leadership facilitates professional development	64.7	68.2	91		91.9	83	



School Profile

Teachers held to high professional standards	94.3	94.9	100		100.0	100	
Indicators for GOAL 3							
School Safety-Staff	91.2	92.1	100.0		100.0	100	
OCS/PD 360 Supportive Environment Students	89.0	90.1	96.0		96.4	90.75	
CPI Certification	21.0	28.9	32.0		38.8	23	
Indicators for GOAL 4							
Adequate Technology	87.0	88.3	93.3		94.0	91	
Educational Symposiums Teachers		10.0	82.8		84.5	91	
OCS/PD 360 Staff (Access Tech Res)	78.0	80.2	78.0		80.2	67	
OCS/PD 360 Student (Access Tech Res)	96.0	96.4	90.0		91.0	93	
Indicators for GOAL 5							
Climate Survey-Bus Efficiency	73.7	76.3	72.0		74.8	66	
OCS/PD 360 (Cafeteria Safety)	83.2	84.9	85.0		86.5	88	
OCS/PD 360 (Student Safety)	85.0	86.5	76.3		78.7	78.7	
OCS/PD 360 (Playground Safety)	68.7	71.8	84.0		85.6	77	

Vision, Mission and Purpose Statement

Vision:

Excellence in Education

Mission:

The Queen's Creek Elementary School community will prepare students to be globally competitive leaders and responsible citizens in the 21st century.

Purpose Statement:

We're preparing students for the future.



Regulatory Information and Assurance Statement 2012-2013

School:	Queens Creek Elementary
Date Submitted:	26-Sep-12

1	Number of Plan Team Members	24
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	26-Sep-12
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Check Yes/No	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Check Yes/No	YES

Principal's Signature	Elaine Justice
Signature, SSPT Facilitator/ Chairperson	Crystal Howard
Signature, Elected Parent Representative	Sandi Ballew
Signature, Elected Parent Representative	Jeannie Guthrie

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

LEA Number: Onslow County Schools - 670
School Name/Number: Queen's Creek Elementary-335
School Address: 159 Queens Creek Rd. Swansboro, NC 28584
Plan Year(s): 2012-2015
Date prepared: 10-Sep-12

Principal Signature: _____ Elaine Justice _____ 10-Sep-12
 _____ Date _____
Local Board Approval Date: _____

School Strategic Planning Team

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	Alex Corey	Parent Representative	Maria Conklin
Teacher Representative	Ryan Reagle (Second Grade)	Parent Representative	Christine Thompson
Inst. Support Representative	Crystal Howard/Chair	Parent Representative	Jane Biggs
Teacher Assistant Representative	Sandi Ballew	Parent Representative	Nicole Castle
Parent Representative	Amber Dawson	Parent Representative	Gregoria Beraud
Teacher Representative	Christina Barnes(PreK)	Parent Representative	Linda Genao
Teacher Representative	Doris Tursi (Kindergarten)	Parent Representative	Jeannie Guthrie
Teacher Representative	Kristyn Hall (1st Grade)	Parent Representative	Sherri Bailey
Teacher Representative	Shannon Byrd (3rd Grade)	Parent Representative	Laura Ross
Teacher Representative	Debber Jackson (4th Grade)	Parent Representative	Lori Ulin
Teacher Representative	Ron Ramsey (5th Grade)	Parent Representative	Kristine Mortimer
Teacher Representative	Phyllis Willis (Art / Enrichment)		
Teacher Representative	Jill Warren (EC)		

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

Goal 1 Needs Assessment

NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
School Goal 1:	QCE students will become 21st century learners through our International Green School initiative.

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

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

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

- All 3rd grade reading scores were above the state average
- 5th grade science has been above the state average since 07-08
- 83% proficiency in 5th grade Science (11-12)
- 81% proficiency in 4th grade Math (11-12)- high growth
- 82% proficiency in math overall with high growth

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

Gaps

- Math, Goal 2 (grades 3-5) indicated negative trends.
- Math, Grade 4, (Goal 2) is 13% below the state average.
- Math, Grade 5, (Goal 2) has been below the state average for 4/5 years.
- Grade 3 was below the state average in all math goals in 2010-2011, which continued for this group of students in fourth grade.

Opportunities

- Implement math enrichment clusters
- Integrate math and science through the STEM lab.
- Facilitate real-world math applications through international partnerships
- Initiate Math Camp to target at-risk students

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

NA

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

- Math-based learning initiatives
- Project-based learning
- Increase student learning opportunities

Goal 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	School Goal 1:	QCE students will become 21st century learners through our International Green School initiative.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	Increase student achievement through growth using the district formula, (10% over 3 years).		
	Indicator: (Measure)	READY EOG test data.		
	Strategy: (Needs Assessment, Question #4)	Implement academic programs and strategies that promote 21st century learning		
	Action Steps: (Processes/How)	1. Expand AVID strategies into 3rd grade		
		2. Implement ClassScape as a diagnostic tool (3-5)		
		3. Utilize Reading 3D to inform instruction		
		4. Implement Spanish instruction with Hooked on Spanish (K-2) and Rosetta Stone (3-5)		
	Strategy: (Needs Assessment, Question #4)	Implement Project-Based learning through curriculum and international partnerships		
	Action Steps: (Processes/How)	1. Enhance student learning through math enrichment clusters		
2. Develop learning initiatives through the Green Team				
3. Integrate math and science instruction through the STEM lab				
4. Facilitate real-world learning applications through international partnerships				
Strategy: (Needs Assessment, Question #4)	Expand student opportunities for learning targeted to improve student achievement			
Action Steps: (Processes/How)	1. Continue the development of student data notebooks through student-led conferences			
	2. Initiate Math Camp to target at-risk students			
	3. Facilitate professional development based on the disaggregation of student data			
	4. Continue interest clusters for grades (4-5)			
Three-year Proposed Budget:				
Funding source 1:	Federal funds - Title I	Funding amount:	\$6,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$6,000	

	Action Team: (Who is responsible)	QCE faculty
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	<ul style="list-style-type: none"> • EOG test scores • ClassScape data • Reading 3D assessment • K-2 assessments • Student data notebooks 	
	How will you determine whether the strategies led to progress toward the goal?	
	<p><i>Formative:</i> Student-led notebooks, ClassScape usage data <i>Benchmark:</i> ClassScape district benchmark assessments, K-2 assessments mid-year data <i>Summative:</i> Reading 3D results, K-2 assessment, student opportunity enrollment data</p>	
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)	
Act	Based upon identified results, what action should be taken? (Next steps)	

Goal 2 Needs Assessment

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

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

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

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

- 93% of teachers feel they have sufficient access to technology.
- 95% of teachers feel the classroom environment supports teaching and learning.
- 97% of teachers feel they are encouraged to participate in school leadership roles.

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

- 45% feel the non-instructional time provided is sufficient.
- 54% feel professional development is differentiated to meet the needs of teachers.
- 71% feel they have sufficient training to utilize instructional technology.
- 71% feel that PD enhances teacher ability to implement instructional strategies that meet diverse learner needs.
- 77% feel that PD enhances teacher abilities to improve student learning.



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

NA

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

- Provide PD opportunities based on student needs, assessment data and teacher initiatives.
- Increase instructional technology training.
- Use PD to increase non-instructional time for grade level planning.

Goal 2 and Associated Strategies				
Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	School Goal 2:	QCE students will be led by technology driven 21st century learning professionals.		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)			
			Teachers will report an increase in the use of technology in the classroom by 5% yearly.	
	Indicator: (Measure)			
			School created teacher climate survey, school created parent climate survey, school created student climate survey	
	Strategy: (Needs Assessment, Question #4)			
			Provide PD opportunities based on student needs, assessment data, and teacher initiatives	
	Action Steps: (Processes/How)			
			1. Encourage teachers to present professional development at the school and county levels	
		2. Promote differentiation through grade level scheduling		
		3. Implement teacher leadership through school committees		
Strategy: (Needs Assessment, Question #4)				
		Increase instructional technology training		
Action Steps: (Processes/How)				
		1. Expand teacher websites		
		2. Increase ClassScape knowledge-base		
		3. Train new teachers on Reading 3D		
		4. Continue use of SuccessMaker		
Strategy: (Needs Assessment, Question #4)				
		Increase non-instructional time for grade level planning		
Action Steps: (Processes/How)				
		1. Provide grade level break-out sessions on early release days (Develop SMART goals/PLCs, Expand units on Rubicon Atlas)		
		2. Implement before school IMPACT planning		
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$25,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$25,000	

	Action Team: (Who is responsible)	QCE faculty	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> • School created teacher, parent, and student surveys • Random PDP samplings • Random Teacher Evaluations • Teacher website snapshots • ASSIST surveys 		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	<i>Formative:</i> Teacher Website Snapshots <i>Benchmark:</i> PDP Midyear Review <i>Summative:</i> Summative Teacher Evaluations, School created teacher, parent, and student surveys, ASSIST survey		
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
Act	Based upon identified results, what action should be taken? (Next steps)		

Goal 3 Needs Assessment

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

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

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

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

- 95% of students feel safe in the classroom
- 91% of students feel welcome in the nurse's office.
- 96% of students feel they receive help in the classroom.

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

- 72% of students feel safe on the bus.
- 84% of students feel safe on the playground.
- 47% of students feel they receive help regarding bus issues.
- 81% of students feel they receive help in the library.

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

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

- Promote bus incentives and initiatives
- Facilitate safety instruction for playground and bus
- Promote positive school wide behavior program
- Promote a healthy lifestyle

Goal 3 and Associated Strategies				
Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	School Goal 3:	QCE students will learn in a safe and civil environment to be ethical, healthy and productive students.		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result) Students reporting feeling safe on the bus will increase by 5% yearly (currently 72%).			
	Indicator: (Measure) ASSIST survey results, school created student survey			
	Strategy: (Needs Assessment, Question #4) Promote a safe and healthy lifestyle for students			
	Action Steps: (Processes/How)			
	1. Participate in Swansboro area 5th grade track meet			
	2. Engage in the DARE program and Red Ribbon Week			
	3. Instruct students in fire safety			
	4. Purchase new multi-channel radios to promote safety			
	Strategy: (Needs Assessment, Question #4) Facilitate safety instruction for playground and bus			
	Action Steps: (Processes/How)			
1. Hold bi-monthly meetings with bus drivers to promote safety				
2. Present safety lessons through school counselor and classroom instruction				
3. Engage students in organized recess activities for each grade level				
Strategy: (Needs Assessment, Question #4) Promote positive school wide behavior program				
Action Steps: (Processes/How)				
1. Facilitate school wide bullying prevention program				
2. Initiate Digital Citizenship in classrooms				
3. Continue Bus Rider of the Week				
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$1,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,000	
Action Team: (Who is responsible) QCE staff				

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	<ul style="list-style-type: none"> • Agendas and sign-in sheets for Safe and Civil meetings • Lesson Plans for safety and health related instruction • Survey results
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	<ul style="list-style-type: none"> • ASSIST survey results • Discipline reports and data • School created student survey
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Act	Based upon identified results, what action should be taken? (Next steps)

Goal 4 Needs Assessment

NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.
OCS Goal 4:	Leadership will foster innovation in the Onslow County School system in cooperation with families and community partners.
School Goal 4:	QCE will provide communication systems to promote positive partnerships with families and community stakeholders.

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

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

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

- 96% of parents feel the school keeps them informed through the use of the agenda/planner.
- 100% of parents feel the school keeps them informed through the use of the school messenger.
- 96% of parents feel welcome in their child's classroom.
- 93% of parents feel welcome in the front office.

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

- 79% of parents felt the school keeps them informed through the webpage.
- 82% of parents feel welcome and respected in the library.
- 83% of parents feel global issues are an important part of their child's education.

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

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

- Promote technology-based communication
- Increase community participation in school and library programs.
- Increase information resources for parents and community regarding cultural and global awareness.

Goal 4 and Associated Strategies				
Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	School Goal 4:	QCE will provide communication systems to promote positive partnerships with families and community stakeholders.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)			
		Increase community involvement by 5% yearly		
	Indicator: (Measure)			
		BASES report		
	Strategy: (Needs Assessment, Question #4)			
		Promote technology-based communication		
	Action Steps: (Processes/How)			
		1. Improve School Website		
		2. Improve Teacher Website		
		3. Utilize Online grades program		
		4. Continue use of automated phone system (School Messenger)		
	Strategy: (Needs Assessment, Question #4)			
	Increase community and family participation			
Action Steps: (Processes/How)				
	1. Hold monthly parent breakfasts			
	2. Host curriculum-based events for parents and students			
	3. Invite community stakeholders to come to QCE to share our commitment in educating students			
	4. Participate in Relay for Life, Jump Rope for Heart, United Way, and donate to The Hem of His Garment			
Strategy: (Needs Assessment, Question #4)				
	Increase information resources for parents and community regarding cultural and global awareness			
Action Steps: (Processes/How)				
	1. Hold a Cultural Arts night			
	2. Engage in four community outreach events			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$600	
Funding source 2:	Federal funds - Title I	Funding amount:	\$1,000	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,600	

	Action Team: (Who is responsible)	QCE staff	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> • School created Parent Survey • Sign-in sheets for school events • BASES report • ASSIST surveys 		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	<ul style="list-style-type: none"> • Increase in community participation • Increase in the number of annual volunteer hours • Increase in parent satisfaction regarding quality and frequency of communication and community growth opportunities • Increase in the number of parents reporting the school website keeps them informed. 		
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
Act	Based upon identified results, what action should be taken? (Next steps)		

Goal 5 Needs Assessment

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

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

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

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

- 100% of teachers feel they are held to high professional standards for delivering instruction.
- 93% of teachers feel they have sufficient access to instructional technology resources.
- 93% of teachers feel school leadership facilitates data to improve student learning.
- 90% of teachers feel teacher evaluations are consistent.

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

- 76% of teachers feel they have access to reliable communication technology.
- 81% of teachers feel they are provided support (instructional coaching, plc, etc) that promotes improvement of instruction.

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

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

- Continue to provide technology resources to enhance school procedures and access to technology.
- Provide professional development opportunities that support the facilitation of school procedures.
- Promote the use of Professional Learning Communities to enhance school-based initiatives.

Goal 5 and Associated Strategies				
Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	School Goal 5:	QCE teachers will be supported by effective and efficient processes and systems.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)			
			Teachers will report an increase in feeling supported in the area of improving instruction by 3% yearly. (currently 81%)	
	Indicator: (Measure)			
			school created teacher survey, ASSIST survey	
	Strategy: (Needs Assessment, Question #4)			
			Continue to provide technology resources to enhance school procedures and access to technology	
	Action Steps: (Processes/How)			
			1. Update teacher websites weekly	
			2. Continue and expand use of portable computer labs (new COWS)	
			3. Utilize CECAS to maintain records for Exceptional Children (EC)	
			4. Utilize NCWise to track attendance/early checkouts	
	Strategy: (Needs Assessment, Question #4)			
		Provide professional development opportunities that support the facilitation of school procedures and best practices		
Action Steps: (Processes/How)				
		1. Provide PD during Safe and Civil Committee regarding safety procedures		
		2. Present curriculum "best practices" during professional development days by faculty members		
		3. Address school climate and procedures during Beginning Teacher meetings		
		4		
Strategy: (Needs Assessment, Question #4)				
		Promote the use of Professional Learning Communities to enhance school-based initiatives		
Action Steps: (Processes/How)				
		1. Expand units on Rubicon Atlas during Early Release to extend subject area PD each session		
		2. Share PLC strategies to increase productivity in PLCs during Early Release		
		3. Provide opportunities for staff to meet during Early Release to work on Smart Goals		
		4		
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$20,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$20,000	

	Action Team: (Who is responsible)	QCE faculty	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	<ul style="list-style-type: none"> • Smart Goals developed by grade levels • Units developed on Rubicon Atlas • Completed Safe and Civil notebook • PD staff survey • Increased use of technology evident in weekly lesson plans 		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	<u>Formative</u> <ul style="list-style-type: none"> • ClassScape scores • SuccessMaker data <u>Benchmark</u> <ul style="list-style-type: none"> • Running Records • Spelling Inventory • Writing Samples <u>Summative</u> <ul style="list-style-type: none"> • READY EOG, Math, and Science (3-5) results • EOY reading levels K-5 		
Act	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
Based upon identified results, what action should be taken? (Next steps)			

Safe School Plan

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

Name and role of person(s) responsible for implementing this plan:	Elaine Justice, Principal
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Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

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

Assistant Principal(s): Alex Corey

Teachers: Joy Butler

Teacher Assistants: Melinda Espinoza

Other School Staff: Crystal Howard, Jeannie Guthrie

Services for At-risk Students

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

Eligibility for academic at-risk students:

(K-1) teacher recommendation, book and print awareness, sight word recognition, text level

(2-3) teacher recommendation, text level, STAR results, PEP, sight word recognition

(4-5) teacher recommendation, EOG scores, spelling inventory, STAR results

Disorderly/ Disruptive Behavior

Teachers handle behavior at the classroom level where appropriate

Referrals are made to the Social Skills teacher so a Behavior Intervention Plan can be activated

Referrals are made to administration



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and

The II Team asks for student referrals when teachers feel a student is at-risk for academic failure or in need of behavior modifications. Several meetings are held and a process is carried out to assure students are identified early. The following form is completed each time a student is involved in the II Team process:

Student Name _____ Referring Teacher _____

____ Notification Deate of cast referral to II Team Chair

____ Parent Conferences ____ 1st contact (written documentation of contact, discussion, and recommendations)

____ 2nd contact (written documentation of contact, discussion, and recommendations)

____ 3rd contact (written documentation of contact, discussion, and recommendations)

____ Completed II Team Referral Form with Teacher Checklist

____ Copy of Active PEP and/or Written Behavior Management Program (in place for 3-4 weeks)

____ Copy of most recent report card (updated as needed)

____ Copy of work samples: specific to areas of weakness

____ Completed Strengths/weaknesses checklist

____ Copy of progress monitoring comparison chart with assessment results

____ Hearing Screen completed ____ Not passed, referred to audiologist

____ Vision Screen completed ____ Not passed, referred to optometrist

The following items are needed ASAP:

____ Medical/Social/Developmental history form completed

____ Observations ____ 1st observation ____ 2nd observation

____ Copies of any letters, evaluations, medical reports provided by parent.

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

Behavior Intervention Plan

Curriculum/IEP Services

The curriculum for each student will follow the Common Core and the student's IEP goals. The curriculum incorporates both traditional instruction and non-traditional learning activities. Research-based curriculum, such as the Sondag System 1, Aimsweb, and Thinking Maps may be used on an individual basis to provide specifically designed instruction and to implement individual IEP goals with the Common Core. Through contact with the regular education teacher, the student will be offered the opportunity to participate in regular education activities. If a critical incident occurs while in the regular ed. room the student will be removed and escorted back to the special education class. Student progress will be documented on daily point sheets and through participation in a behavioral point and level system.

Affective Education/Social Skills



Each student will participate in relevant instruction that develops replacement/new behaviors. A social skills curriculum will be implemented. Successful intervention requires that the student establishes a set of desirable behaviors that achieve the intended need. These replacement/new behaviors will occur in small steps, be socially acceptable, having meaning to the student and teacher, and serve the same purpose/intent.

Group Evaluation Meetings

Meetings, “group”, will occur at the beginning of class daily and at the end of every day. Students will come to “group”, make a personal goal, and lessons will be taught on relevant social skills. Points will be totaled at the end of every day to determine the level that the student will be on the following day. Behaviors that are monitored by this system are: following directions, speaking nicely, and on task.

Token Economy

A token economy will provide immediate feedback to each student with a tangible reward intermittently throughout the school day. This will also provide reinforcement of individual personal goals. This will be evaluated during “group” at the end of each day and students will be allowed to “spend their money” if they are on Levels 2, 3, or 4.



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

Goal: QCE will provide safe transportation to and from school.

Target: QCE will reduce the number of bus referrals by 5%.

Indicator: Decrease in bus referrals

Milestone Date: Jun-13

Goal:

Target:

Indicator:

Milestone Date:

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

Target: Compared to last year's data, QCE will increase the percentage of students performing on grade level by the end of the school year.

Indicator: K-2 increase in text level, grades 3-5 80% will be show growth based on EVAAS data

Milestone Date: Jun-13

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

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

Professional Development	Planned/Completed				
Early Release PD	Planned				
PEP refresher	Completed				
Behavior Plan Intervention	Planned				
Safe and Civil Schools	Planned				

School Strategic Plan Glossary

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

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

ESEA Flexibility (Waivers)	A waiver package designed by the US Department of Education designed to provide states, districts, and schools with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.
ETSC (Education and Technical Support Center)	The complex that houses the Support Staff for the Onslow County School System.
EVAAS (Education Value-Added Assessment System)	SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement.
External	Those things or people from outside an organization which affect the operations of that organization.
Facilitator	A person who leads a group through a meeting or process by making the task easier.
Fidelity	In the field of program evaluation, the term fidelity denotes how closely a set of procedures were implemented as they were supposed to have been. For example, it's difficult to draw conclusions from a study about formative assessment in school classrooms if the teachers are not able or willing to follow the procedures they received in training.
Formative Assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance. It is commonly contrasted with summative assessment, which seeks to monitor educational outcomes, often for purposes of external accountability.
G. S. (General Statute)	A state mandate or law.
Goal	The end toward which effort is directed.
Honor Schools of Excellence	A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards.
Human Resource System	Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder.
IEP (Individual Education Plan)	A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.
IHE (Institutions of Higher Education)	Refers to community colleges, colleges, and universities.
Indicator	Measure. Sample: Student attendance rate.
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.
MSL (Measures of Student Learning)	Common assessments to be given in all non-EOG/EOC grades and content areas in order to measure student growth and proficiency.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
NSSE (National Study of School Evaluation)	A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation.
OCLC (Onslow County Learning Center)	An alternative school for students who require special services for behavior modification.
Percentile	A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him.
Performance Assessment	Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processs involved.
Process Management System	The system of processes that is designed and delivered to support the quality system.
Processes	A series of actions that support a specified strategy in order to reach a defined goal.
Proficiency	A level of achievement that assures attainment of fully adequate knowledge and skills.
Purpose Statement	A purpose statement captures succinctly why the organization exists and what it does. It should be memorable enough so that everyone connected to the organization can remember it and use it.
Reading 3D	A reading assessment tool for K-5. It is currently used to assess text and reading comprehension at K-2 and is being piloted 3-5 at select sites.
Rubicon Atlas	An online repository for posting CIA unit plans.
Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
S.A.T., Inc. (Sponsors for Academic Talent, Inc.)	A nonprofit organization that provides scholarship for students who meet performance and volunteer standards.

SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement)	A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs.
SAT (Scholastic Achievement Test)	A national test required for entrance into many colleges and universities.
SBE (State Board of Education)	The governing body of the public schools of North Carolina.
School-based	Usually refers to decisions that are made at the school level and by those persons most affected by the decisions.
Schools of Distinction	Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
Schools of Excellence	Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
SDD	Standards Division Document.
Stakeholder Focus	Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven.
Stakeholders	Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization.
Standard Course of Study	A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools.
Strategy	A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable.
Subgroup	Under AYP, subgroups will be changing from 40 students to 30 students beginning with the 2012-13 school year.
Summative Assessment	The assessment of learning and summarizing the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.
Target	Desired result. Sample: Increase student attendance by 10%.
Testing Code of Ethics	Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.
Title I Schoolwide	The use of Title I funds by an eligible school to upgrade the school's overall instructional program.
TLC	Teacher Leadership Council.
TQM/TQE (Total Quality Management/Total Quality Education)	A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement.
Unpacking	The process of studying the Common Core and Essential Standards for the purposes of understanding the new standards, planning, and articulation.

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