

Excellence in Education

Swansboro Elementary
Strategic Plan
2012-2015





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Swansboro Elementary School Leadership

Principal: Lisa I. Peele

Assistant Principal: Carl Henderson

Faculty/Staff

Joanne Lister/Brenda Humphrey-Kindergarten Teacher

Vikki Sickels-First Grade Teacher

Jill Riggs-Second Grade Teacher

John Snyder-Third Grade Teacher

Cindy Paredes-Fourth Grade Teacher

Carrie Morris-Fifth Grade Teacher

Jill Kidd/Mary Brooks-EC Teacher

Cindy Oswald-Physical Education Teacher

Tina Smith-Teaching Assistant

Lori Jones- Office Support

Parents

Mary Powell

Diana Morton

Veronica Collins

Denver Seizmore

Debra Sherwood

Wendie Kidwell

Tiffany Martin

William Underseth



School Executive's Message

Swansboro Elementary School has adopted vision of "Students Embracing Success" that encompasses all aspects of learning. This requires all stakeholders to focus on continuous improvement efforts that are aligned with 21st century expectations. Our school community continues to make adjustments to curriculum planning, classroom environments, teaching strategies, and even assessment and grading methods as we prepare our students for the future.

Swansboro Elementary School's strategic plan embraces strategies and processes that will enable us to meet our desired results for success in the 21st century. Specific measures have been put into place to monitor the overall effectiveness of our strategies and processes. Resources have been identified that will help us to achieve our desired outcomes. A strong emphasis on student achievement and growth is the focus for every decision. The plan is designed to help us differentiate instruction and meet every student's individual needs. The strategies are based on data analysis, assessments, and input from all stakeholders. Our plan not only addresses student achievement, safety, and success, but it also addresses the necessity to generate a supportive and positive environment for our staff. This will enable us to recruit and retain highly qualified staff members that will promote student success. We are also continuing our endeavor to increase parental and community involvement as well as seeking to improve collaboration with our support staff.

Swansboro Elementary School will continue to rise to the challenge to once again excel in the area of student performance and growth. In order to do this, we will concentrate on the processes that promote overall success in our school. We will continually evaluate what we are doing and make adjustments to better meet the needs of our students. Each year is a new beginning at Swansboro Elementary School, and we will continue to improve and enhance our instruction to provide for optimum learning. Through our commitment to "Excellence in Education," our vision of "Students Embracing Success" will be realized.



Swansboro Elementary School Profile

EXECUTIVE SUMMARY

Introduction

This School Profile documents community demographic data, school characteristics, student performance data, and stakeholder perspectives regarding the quality of education at Swansboro Elementary School. The profile will also document a description of programs and services, a summary of major strengths and needs of the school. While this profile provides the school with information needed to develop a strategic plan for continuous improvement, a more in-depth and detailed analysis of the data is made annually, both at the system level and the school level, to assist the school in monitoring the organizational and instructional effectiveness and success in meeting student needs.

Community Demographic Data

Swansboro Community

Swansboro was once considered a site of an Algonquian Indian Village. It was established in 1783 and is considered a “water-way of life community.” Theophilus Weeks began the port town when he sectioned off a part of his plantation. Swansboro is located on the Intracoastal Waterway and is bordered by the White Oak River. “Not only are the waters around Swansboro a source of income and other forms of recreation and lifestyles, it is a tremendous draw for a variety of festivities and community events such as ‘Arts by the Sea’ and the Mullet Festival.” Swansboro is known as the “Friendly City by the Sea.” It is located in the eastern corner of Onslow County and has one high school, one middle school, one alternative learning center, and three elementary schools.

Population and Ethnicity

The population as reported for the 2010 Census was 2,721 with 1,365 males (50.2%) and 1,357 females (49.8%). The detailed profile indicates that there were 1,152 households and 755 families residing in town. Over the past few years, there has been a dramatic increase in families moving into the Swansboro area. This continues to be an area where families are choosing to relocate because of the friendly, small town environment.

In 2010, based on Census data, 87% of the population was White, Non-Hispanic, 4.5% were Hispanic or Latino, 3.3% of the people were Black, 3% of the population was two or more races, and 1.7% comprised the Asian ethnicity, 0.4% American Indian, and 0.4% reported as other race. The ancestries of Swansboro include Irish (15.2%), English (14.7%), German (12.6%), United States (11.2%), Italian (6.7%), and Scotch-Irish (4.8%). 2.4% of the population were considered foreign born--1.0%, Europe, 0.5%, Asia, 0.5%, Africa, 0.4%, Latin America.



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School Characteristics

History: Swansboro Elementary is located at 118 School Road in Swansboro North Carolina. The student population of the school is 500 and there are 66 staff members.

The first graded school in Swansboro was a wooden frame building constructed in 1911. This structure served all grades.

In 1931 Swansboro Elementary was built on water-front property at the corner of Main Street Extension and Hwy 24. That building is now Swans Harbor condominiums. Our current building was built in 1970 to house Swansboro Middle. The "middle" school consisted of Grades 4, 5 and 6. Swansboro High included Grades 7-12 and was located at what is now Swansboro Middle School. Eventually, the Annex, at what is now the middle school, accommodated Grades 3- 5 and this campus was used for K - 2. In 1998 - 1999 two additional schools were opened in this area for Grades K - 5. Some of the students from this campus and the Annex were consolidated into what is now the present Swansboro Elementary. As you can tell, Onslow County has always supported recycling!

Present: Swansboro Elementary School is a school wide Title I School. 38% of our students qualify for free/reduced lunch. Currently, the school has 500 students, which is an increase in 24 students, from last year at this same time. Our racial composition consists of 75% White, 6% Multiracial, 5% Black, 10% Hispanic, 1% American Indian and 3% Asian. The male population is 51% (256), and the female population is 49% (244). The present enrollment of 500 students, the largest study body since the year of 2006, includes the following:

GRADE	POPULATION
KINDERGARTEN	83
FIRST GRADE	84
SECOND GRADE	89
THIRD GRADE	86
FOURTH GRADE	95
FIFTH GRADE	64

Budget: Swansboro Elementary School is funded through school level, state, and federal budget monies. We have school sponsored fund raisers, an active Parent Teacher Organization, and contributions from local non-profit organizations that supply our school level budget. Our state allotments supply the monies to purchase instructional, human, and technology resources. As we began our 2012-2013 school year, our federal budget has been allotted due to being a Title 1 School. This money is also used for instructional, human, and technology resources for our targeted at-risk population.

Funding Source	Budgeted Amount
School Level	\$22,000.00
State	\$26,000.00
Federal	\$86,000.00



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Staff: Swansboro Elementary School's staff has the distinction of being 100% highly qualified. There are 66 staff members on this campus, 38 of whom are certified teachers, 17 of whom hold advanced degrees.

Student Performance Data

National Measures:

Swansboro Elementary School is expected to meet Annual Measurable Objectives according to the procedures prescribed by the Federal Government. The possible subgroups within each school or district are the School/District as a whole, White, Black, Hispanic, Native American, Asian, Multiracial, Limited English Proficient, Students with Disabilities, and Socio-Economically Disadvantaged students. During the 2011-2012 school year, Swansboro Elementary School met 11 out of 11 of the Annual Measurable Objectives.

Swansboro Elementary School's teachers, administrators, and support staff continue working to exceed standards and educate students at the highest level. Likewise, parents and our community continue to provide tremendous support to help in meeting our goals. We believe that using all data sources, and disaggregating that data for determining strengths and areas of improvement is essential to continuous improvement.

State Measures:

Statewide assessments of student learning in reading, writing, mathematics, and science were utilized during the 2011-2012 school year. All students in grades 3 through 5, including all Exceptional Children, participate in end-of-grade reading and mathematics assessments during the last month of school. Fifth grade students participate in end-of-grade science assessments also. Students must meet state and local standards in order to be considered for promotion. Students failing to meet proficiency are provided focused intervention prior to an additional retest opportunity (if necessary). This provides all students a fair and equitable opportunity to meet the State Gateways for promotion. During the 2008-09 school year, NCPDI modified its current state accountability program allowing student retest administrations which result in a proficient score to be included in overall performance results for grades 3 through 8 for the district and individual schools. For the 2011-2012 school year, Swansboro Elementary School's overall reading composite proficiency rate is 77.679% and for mathematics is 79.911%. Fifth Grade Science composite is 87.013%, thus making our overall composite 80.0%.

The state assessments measure student performance on the North Carolina Standard Course of Study. District and school leaders are investigating ways to enhance the learning of students in all areas. Ongoing disaggregation of data by subgroup populations and goals/objectives will assist in determining areas for process improvements. The system has done extensive work with EVAAS (Education Value Added Assessment System) and formative assessments.

The State writing assessment underwent a major shift during the 2008-2009 school year. Our students will continue to participate in a locally monitored writing instructional program that includes two content-specific writing selections.

For several years, Onslow County Schools' teachers, administrators and district-level staff have disaggregated data to design better strategies that will help close the gaps between



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subpopulations. Through improved staff knowledge of valuable instructional techniques, our school strives to decrease the areas of disparity within our subgroups.

In grades K-2, the state assessments are used to document progress in reading, writing and math. While a large number of our K-2 students performed at a Level III or higher on the K-2 Literacy Assessments, the data still show that we still have some work to do to ensure students are reading prior to entering second grade.

The end of year data for 2011-2012 (K-2 assessment data for Swansboro Elementary):

Kindergarten:	Reading (96.2% reached proficiency)
	Math (96.2% reached proficiency)
	Writing (91% reached proficiency)
Grade 1:	Reading (82.1% reached proficiency)
	Math (91% reached proficiency)
	Writing (75.6% reached proficiency)
Grade 2:	Reading (85.1% reached proficiency)
	Math (81.6% reached proficiency)
	Writing (66.7% reached proficiency)

District Measures:

Our district has afforded us the opportunity to utilize the ClassScape online assessment program to conduct pre-assessments, nine week, mid/end of year assessments in the areas of English/language arts, mathematics, and science for third, fourth, and fifth grade students. District created pacing guides and "Big Idea" unit plans are created and can be assessed via Rubicon Atlas online for our teachers to align with and assist with the implementation of these assessments. Feedback from these assessments helps teachers to develop a better understanding of students' weaknesses on course curriculum goals. Assessment reports provided to teachers and principals include an item analysis by subject for each student as well as classroom mastery reports. These resources, along with all other forms of assessments, aid in identifying strengths and areas of needed improvement in student performance. School staffs also utilize a variety of formative assessments to inform individualized instruction plans/delivery. In addition to the assessment data, school and district level administrators provide opportunities for all stakeholders to have a voice in the instructional decision-making process. Grade-level planning, professional learning communities and vertical articulation meetings provide for sharing of successful teaching methods and instructional delivery.

Stakeholder Perspectives on the Quality of Education

Our parents and community members are active in the school. Several parent volunteer orientation sessions have been held on September 5th and 20th with two more scheduled for October 9th and 30th. After this dates, orientation sessions will be scheduled on an as needed basis. Many parents, grandparents, retired educators, and community members have been fingerprinted and are actively working in the school. Parents serve on the School Strategic Planning Team and Parent/Teacher Organization. This year, new officers were elected for the PTO, and their meetings and activities have gotten off to a great start.

There are currently 66 staff members with the majority of those being females. Even though our staff is not very ethnically diverse, they are from many different states -- from North Carolina to New York. The years of service range from less than two years to over 30. There are 24 non-



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certified staff members consisting of teacher assistants, custodians, cafeteria workers and office personnel. Several itinerant personnel also serve the students and support the staff.

Assigned to our school are several other staff members. A school psychologist serves the Swansboro area schools and is home based at our school. A school social worker's office is housed in our building, and she 3 additional schools. Our speech pathologist serves our school full time. Our nurse serves two schools. Both are based at our school. We have one AIG specialist and we also share a Literacy Facilitator.

The certified staff members are interested in professional growth. The staff, including our classified members, is constantly seeking out opportunities for professional growth.

Staff development is an ongoing need for all staff at Swansboro Elementary School. Surveys are conducted to assess needs for training opportunities. All staff members are trained in the Effective Teachers Training and Blood-borne Pathogens. In addition to the central office professional development events, Coastal Carolina Community College offers numerous opportunities for professional development in the areas of technology. The University of North Carolina at Wilmington (UNC-W) has provided numerous opportunities that have been attended by our staff. Swansboro Elementary School has a partnership with UNC-W. Student interns are assigned to our school. Many students from UNC-W, East Carolina University (ECU) and Coastal Carolina Community College (CCCC) complete field experience in our classrooms.

As part of our continuous improvement process, Swansboro Elementary School utilizes a locally developed survey to gather feedback from students, staff members, and parents regarding their perception of our school as it relates to our school goals. All certified staff, classified staff, and students grades 3 through 5 were provided the opportunity to participate in the Continuous Improvement Feedback survey.

The following are some examples of the 2011-2012 results from the survey: 93% of students, (100% of certified staff, 100% of parents) indicated that technology is used to support creative teaching and learning; 96% of students, (100% of certified staff, 100% of parents) also indicated that classroom materials were utilized to support creative teaching and learning; approximately 96% of students, (92% of staff, and 88% of parents) indicate that they receive help in the classroom in an efficient and timely manner.

Vision, Mission and Purpose Statement

Vision:

Students Embracing Success

Mission:

Swansboro Elementary is committed to the academic, physical, social and emotional growth of each child to be globally competitive and become a responsible citizen in the 21st century.

Purpose Statement:

To make a positive influence in the lives of our students so they are prepared to become future ready graduates.



Regulatory Information and Assurance Statement 2012-2013

School:	Swansboro Elementary School
Date Submitted:	9/28/12

1	Number of Plan Team Members	20
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	9/27/12
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.)	57%
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	

Principal's Signature	Lisa Ireland Peele
Signature, SSPT Facilitator/Chairperson	Lisa Ireland Peele
Signature, Elected Parent Representative	William Underseth
Signature, Elected Parent Representative	Mary Powell

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

LEA Number: Onslow County Schools - 670
School Name/Number: Swansboro Elementary School
School Address: 118 School Road
Plan Year(s): 2012-2015
Date prepared: 9/27/2012

Principal Signature: _____ Lisa Ireland Peele _____
 _____ Date _____
Local Board Approval Date: _____

School Strategic Planning Team

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants **shall be elected by their respective groups by secret ballot.** Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	Carl Henderson	Parent Representative	William Underseth
Teacher Representative	Joanne Lister	Parent Representative	Mary Powell
Inst. Support Representative	Lori Jones	Parent Representative	Diana Morton
Teacher Assistant Representative	Tina Smith	Parent Representative	Veronica Collins
Parent Representative	Mary Powell	Parent Representative	Denver Siezmore
Teacher Representative	Brenda Humphrey	Parent Representative	Debra Sherwood
Teacher Representative	Vikki Sickels	Parent Representative	Wendie Kidwell
Teacher Representative	Jill Riggs	Parent Representative	Tiffany Martin
Teacher Representative	John Snyder		
Teacher Representative	Cindy Paredes		
Teacher Representative	Carrie Morris		
Teacher Representative	Cindy Oswalt		
Teacher Representative	Mary Brooks		
Teacher Representative	Jill Kidd		

* 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:	Swansboro Elementary School Students will increase student proficiency by 10% on state mandated assessments through providing a globally aware, rigorous and relevant curriculum.

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?

- Overall reading composite proficiency rate 77.67%
- Overall mathematics composite proficiency rate 79.91%
- 5th grade science composite proficiency rate 87.01%
- 79% of students, 80% certified staff, 85%of parent indicated utilization of technology to increase student learning(OSC Survey data)
- 84% of students, 87%f certified staff, 92% of parents indicated school staff provide a variety of practices to deliver instruction(OCS Survey Data)
- 88% of teachers indicated having adequate space to work productively(TWC Surveys)
- 88%of teachers agreed they are relied upon to make decisions about educational issues(TWC Surveys)
- 96% of teachers agreed that our School Improvement Team provides effective leadership(TWC Surveys)
- Increase the number of Professional Learning Communities
- Sharing, analyzing, and implementing intervention plans to address strengths, gaps, and areas of needed improvement through the use of data
- Strong effective instructional intervention team
- Met 11 out of 11 Annually Measurable Objectives

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

Swansboro Elementary School has identified the gaps in learning to be with the economically disadvantaged and academically gifted subgroups of students. We have also identified the needs to close the curriculum gaps due to the new Common Core/Essential Standards. Opportunities lie in offering various programs that promote leadership and self-assurance and digging deep to identify enduring understandings/big ideas in which our academically gifted students have an enhanced learning experience. We also have identified that utilizing various assessment resources will only improve teaching and learning through the use of ClassScapes, which is a formative assessment tool used for 3-5 grade Common Core objectives and goals, our teachers will be able to quickly identify students that are in need of reteaching or moving forward. We also noted the need to increase the use of technology, as we have created 4 media labs for use with laptops/wireless tablets. As we move forward through our 21st century classrooms and learning environment, we have identified an interest and need to promote global awareness throughout our school community to become interconnected with

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

At this time, we have no missing data.

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 in-school tutoring/focused instruction and intervention to at-risk students, specifically on noted curriculum gaps in all levels
- Expand student opportunities to achieve at high levels through a rigorous and relevant curriculum using various assessment tools.
- Provide enrichment/global awareness opportunities to create global partnerships
- Incorporate technology projects and lessons into instruction to increase student/staff application of technology to everyday learning

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:	Swansboro Elementary School Students will demonstrate expected growth on state mandated assessments.	
	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)	Swansboro Elementary School Students will increase student proficiency by 10% on state mandated assessments through providing a globally aware, rigorous and relevant curriculum.	
	Indicator: (Measure)	K-2 Assessment data, 3-5 Ready EOG data	
	Strategy: (Needs Assessment, Question #4)	Expand student opportunities to achieve at high levels through a rigorous and relevant curriculum using various assessment tools.	
	Action Steps: (Processes/How)	Utilize Classscape, teacher made tests, K-2 assessments, Reading 3D, Dibels, Renaissance Place, STAR assessments, and other assessment resources.	
		Analyze all available data and utilize for planning and differentiating instruction to ensure all learner needs are identified and assessed.	
		Through data driven decision making, provide differentiated instruction to meet student needs and address instruction gaps due to new Common Core/Essential Standards.	
		Provide in-school tutoring/focused intervention tools, targeting at-risk students.	
	Strategy: (Needs Assessment, Question #4)	Ensure a consistent school-wide focus that enables all students to increase global awareness.	
Action Steps: (Processes/How)	Utilize the NC Future Ready Goals and the Core Curriculum and Essential Standards to ensure implementation of a rigorous, challenging and globalize curriculum.		
	Implement globalization(specifically focusing on Finland as a potential global partner) and enrichment clubs/projects within classroom, AIG(world language), and throughout the school community.		
Strategy: (Needs Assessment, Question #4)	Students will know and understand various types of technology for daily application.		
Action Steps: (Processes/How)	Utilize information and technology skills (ITS) goals and objectives to plan for instruction in the computer labs, regular classroom, enrichment classroom, and media instruction.		
	Utilize all technologies to promote, enhance and implement the use of technology developed projects and assignments.		
	Increase technology resources and equipment.		

Three-year Proposed Budget:			
Funding source 1:	Local district funds	Funding amount:	\$15,000
Funding source 2:	Federal funds - Title I	Funding amount:	\$20,000
Funding source 3:	School general funds	Funding amount:	\$2,000
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$37,000

Action Team: (Who is responsible) School Leadership Team, Media Technology Committee, Rigorous and Relevant Curriculum Committee

Check

What data will be used to determine whether the strategies were deployed with fidelity?

EVAAS reports, EOG Ready data, Benchmark assessments, Classscape assessments, Pre/post teacher generated tests, K-2 assessments, Spelling Inventories, Oral Reading Records, STAR assessments (through Renaissance Place), AIMS web data, Number Worlds, IEP goals and progress, Lesson Planning, Student Work/Project based learning products.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will monitor the progress towards our target through an ongoing collection and reflection on formative and informative assessment data, surveys, and other feedback collected throughout the school year. At mid-year, all available data will be shared and further considerations will be discussed as we address strengths and areas that need to be improved upon to accomplish our goals. At the end of our first year of the plan, Swansboro Elementary School will gather all available data and complete a needs assessment to ensure that we address our areas of needed improvement and our areas of strength for the upcoming school year and revisions to our school strategic plan.

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:	Swansboro Elementary School students will be led by creative, passionate, and technologically skilled 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?

- Recognizing needs for professional development in curriculum development/planning, technology, and assessment
- Increased technology inventory
- Positive working environment with supportive and collaborative working conditions
- Site based and district offered professional development opportunities
- Professional Development Plan

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

The gaps that exist at Swansboro Elementary with aligning the New Teacher Evaluation Instrument with the Common Core/Essential Standards, assessments and 21st century skill development. Recent professional development inventories have indicated a need to obtain professional development to implement the various technology resources we have purchased into daily instruction, understand and apply the direction of the Common Core/Essential Standards incorporating curriculum, assessment, and instruction. With many additional changes, we must maintain a positive climate to nurture and retain faculty and staff.

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

None at this time

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 climate to aid and retain highly qualified, passionate and skilled professionals.
- Create and foster a work environment that promotes positive communication and high expectations.
- Teachers will have access to technology in order to integrate technology into their daily lessons and classroom instruction.



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:	Swansboro Elementary School students will be led by creative, passionate, and technologically skilled 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)	100% of Swansboro Elementary School staff feel that they have adequate support and instructional materials to support teaching and learning.	
	Indicator: (Measure)	PDP's, Pacing Guides, CIA documents/Rubicon Atlas, agendas, PLC rosters, professional development/renewal credit reports, school created survey results, District survey results	
	Strategy: (Needs Assessment, Question #4)	Provide climate to aid and retain highly qualified, passionate and skilled professionals.	
	Action Steps: (Processes/How)	Establish professional learning communities (PLCs) to address curriculum, instruction, assessment, and technology. Establish PLCs with other schools and across grade levels.	
		Provide professional development opportunities to specifically target literacy, critical thinking/higher order thinking schools(Design Thinking Training)	
		Curriculum, instruction, and assessment planning through the use of Rubicon Atlas/Assessment Data/ and all available resources to expand content level mastery across grade levels.	
		Utilize new teacher evaluation instrument to develop and implement Professional Development Plans (PDPs) for effective teaching and learning.	
	Strategy: (Needs Assessment, Question #4)	Create and foster a work environment that promotes positive communication and high expectations.	
	Action Steps: (Processes/How)	School leadership will create and generate end-of-year surveys for all stakeholders and use results of the survey to improve communication and high expectations.	
		Utilize a variety of incentives for boosting and maintaining staff morale.	
		Promote a positive, collaborative, and caring work environment.	
Strategy: (Needs Assessment, Question #4)	Teachers will have access to technology in order to integrate technology into their daily lessons and classroom instruction as outlined in CCSS.		
Action Steps: (Processes/How)	Make use of common technology facilities/media labs to implement technology usage.		
	Provide professional development and support to enhance knowledge of technology integration.		
	Increase technology purchases throughout the school environment.		

	How will we fund these strategies?			
	Funding source 1:	School general funds	Funding amount:	\$5,000
	Funding source 2:	Local district funds	Funding amount:	\$5,000
	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:	\$10,000	
Action Team: (Who is responsible)		School Leadership Team, Media Technology Committee, Passionate and Technologically Skilled Professionals Committee		
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	Number of best practices shared and used, number of developed PLCs/participants to address curriculum, instruction, assessment, and technology. Developed PDPs addressing the areas of need in the new teacher evaluation tool, Media lab sign in logs, technology developed products, data containing usage of various technology programs. Faculty/Staff/Student/Parent district and school created surveys and other feedback.			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	We will monitor the progress towards our target through an ongoing collection and reflection on PLC and other professional development opportunity participation and data, surveys, and other feedback collected throughout the school year. At mid-year, all available data will be shared and further considerations will be discussed as we address strengths and areas that need to be improved upon to accomplish our goals. At the end of our second year of the plan Swansboro Elementary School will gather all available data and complete a needs assessment to ensure that we address our areas of needed improvement and our areas of strength for the upcoming school year and revisions to our school strategic plan.			
Act	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)			
	<ul style="list-style-type: none"> • 85% of parents, 80% of staff, 79% of students believe that technology resources at my school are used to support creative teaching and learning. • 93% of students, (100% of certified staff, 93% of parents) indicated school staff provides a variety of practices to deliver instruction 			
	Based upon identified results, what action should be taken? (Next steps)			
<ul style="list-style-type: none"> • Provide climate to aid and retain highly qualified, passionate and skilled professionals. • Create and foster a work environment that promotes positive communication and high expectations. • Teachers will have access to technology in order to integrate technology into their daily lessons and classroom instruction. 				

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:	Swansboro Elementary School students, faculty, and staff will promote safety and responsibility for learning and actively participate as leaders and role models throughout the school community.
<p>Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.</p> <p>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).</p>	

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

360° survey feedback from staff, parents and students grades 3-5 reflected positive perceptions of "feeling safe" in all areas of school. Positive perceptions were also listed in response to "my school is neat and clean."

School climate is conducive to teaching and learning in a supportive, nurturing environment for all members

Effective carpool procedures which have been updated September 2012

Common Area observations completed routinely

Procedures/Guidelines posted around the school

Implemented Crisis Plan/Emergency quick reference flip chart

Drills are reviewed and conducted routinely

Safety tidbits provide professional development during each staff meeting

Decreased discipline referrals

Effective classroom management plans

Student leadership activities provided through various groups/clubs on campus

Student participation in at least 30 minutes of physical exercise per day as established by Onslow County Schools Policy

Student participation in a weekly Physical education Class with a licensed and highly qualified Physical education teaching professional who provides instruction not only in physical education but also health and personal hygiene

Student leadership activities provided through various groups/clubs on campus

Swansboro Elementary School participates in the new North Carolina EAT SMART school lunch program

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

Swansboro Elementary School needs to continue to develop clubs and other opportunities to promote and teach responsibility and leadership. We also see the importance to maintain positive student behavior/supervision to ensure that this is never a gap in our school community.

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

Continue to collect data on student and staff interest to form clubs and leadership responsibilities. Have staff and students complete an interest inventory identifying specific interests to create appropriate clubs and other opportunities for our students. Follow-up survey conducted at end of school year to determine success of club participation.

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 support and maintain positive climate conducive to learning throughout the school
- 100% of the Swansboro Elementary School students, faculty, and staff will teach, model, and promote safety, responsibility, participate in clubs that promote leadership which will help increase ownership for learning and proficiency on state mandated assessments by 10%
- Swansboro Elementary School will promote a healthy active lifestyle where students are encouraged to make responsible choices

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:	Swansboro Elementary School students, faculty, and staff will promote safety and responsibility for learning and actively participate as leaders and role models throughout the school community.		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	100% of the Swansboro Elementary School students, faculty, and staff will teach, model, and promote safety, responsibility, participate in clubs that promote leadership which will increase ownership for learning and proficiency on state mandated assessments by 10%.		
	Indicator: (Measure)	K-2 Assessment Data, 3-5 Ready Eog Data		
	Strategy: (Needs Assessment, Question #4)	Swansboro Elementary School students, faculty, and staff will promote safety and responsibility for learning and actively participate as leaders and role models throughout the school community.		
	Action Steps: (Processes/How)	Address areas of identified safety concerns and needs based on various surveys.		
		Provide a safe, disciplined, learning and working environment through positive classroom management.		
		Conduct and update practice drills/procedures (fire, tornado, shelter in place, intruder on campus etc.).		
		Provide substitute teacher training.		
	Strategy: (Needs Assessment, Question #4)	Swansboro Elementary Students will offer a variety of leadership and enrichment opportunities through school-wide club program, special interest groups, and a schoolwide counseling program.		
Action Steps: (Processes/How)	Address areas of interest for enrichment and clubs through interest inventory surveys for the school community.			
	Develop clubs and leadership programs to accommodate interest of the school community,			
	Offer students opportunities to present, develop and lead initiatives, and build partnerships throughout the school.			
Strategy: (Needs Assessment, Question #4)	Integrate Character Education and Digital Citizenship schoolwide.			
Action Steps: (Processes/How)				
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$2,000	
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:	\$2,000	

	Action Team: (Who is responsible)	School Leadership Team, Safe and Civil Schools Committee	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Formative assessment data, faculty/staff/student club participation data, student presentations/programs data, student lead/teacher facilitated project development data, climate survey used along with discipline data, attendance data of absences, early check outs, and tardies, as well as incident reports, teacher.guidance counselor lesson plans, data and reports from the Safe and Civil Schools committee, safe schools training rosters and the plans and sign-up sheets from the counselor.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will monitor the progress towards our target through an ongoing collection and reflection on safety around school, safety drills/procedures, assessment, club and leadership participation data, surveys, and other feedback collected throughout the school year. At mid-year, all available data will be shared and further considerations will be discussed as we address strengths and areas that need to be improved upon to accomplish our goals. At the end of our first year of the plan, Swansboro Elementary School will gather all available data and complete a needs assessment to ensure that we address our areas of needed improvement and our areas of strength for the upcoming school year and revisions to our school strategic plan.		
Check	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)		
	<ul style="list-style-type: none"> • 83% of students felt safe in the classroom (88% parents, 93% staff) • 100% of students participated in clubs • 75% of students felt welcome and respected in the classroom. (81% parents, 85% of staff) • 76% of students felt welcome in the office. (96% of Parents, 93% of staff) • 69% of students felt welcome in the Principals/Assistant Principal's office.(61% of Parents, 80% of Staff) (Based on "Most of the Time" responses)		
Act	Based upon identified results, what action should be taken? (Next steps)		
	<ul style="list-style-type: none"> • Continue to provide opportunities for students to practice drills, have leadership roles in their classroom and on campus as Lookout Scouts (safety patrol), Bus Monitors, clubs, integrate Character Education and Digital Citizenship schoolwide, Substitute Teacher training, • Implement a new Principal Pride Program where students are involved in a special focus group to discuss leadership in character, academics, responsibility, and ownership of success. 		

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:	Swansboro Elementary will foster an innovative and cooperative environment with our families and community partners.

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?

Established website and teacher pages
 Consistently send home newsletters and information
 Utilize School Messenger
 Hosted a "Step-up" Night
 Hosted a daycare to visit kindergarten
 Offered parent nights/programs
 Offered middle school orientation on site

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

Swansboro Elementary School has identified opportunities to increase parent/community communication through newsletters, school messenger, parent nights/programs and individual conferencing. After considering the feedback from families and community members about our middle school orientation program, initial step-up night and daycare visit to our school, we will be offering more opportunities for successful transitions between grade levels and our middle and high school. Student groups and clubs will become involved with community outreach through education, volunteering and webinars.

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

We will gather feedback via surveys from pre-school and fifth grade parents to improve and enhance transition activities.

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.)**

- Teachers will consistently and effectively communicate with parents.
- Support community outreach programs.
- Swansboro students will experience successful transitions from year to year to the next grade level.



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:	Swansboro Elementary will foster an innovative and cooperative environment with our families and community partners.
	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)	100% of all stakeholders will be informed about school/classroom events, Curriculum and student assessment information, transitions, and Swansboro district involvement, and school community collaborative projects.
	Indicator: (Measure)	BASES Report, Sign in sheets of attendance at programs/events, District/School created surveys
	Strategy: (Needs Assessment, Question #4)	Teachers will consistently and effectively communicate with parents and stakeholders.
	Action Steps: (Processes/How)	Establish and maintain bimonthly newsletters, teacher and school webpages.
		Utilize School Messenger System, "It's Elementary" and the "Weekend Weather" program with the Tideland News.
		Host various parent nights to teach about curriculum, assessment, instruction, and technology being utilized in the school community.
		Conduct a minimum of two parent/guardian conferences to build a solid partnership.
	Strategy: (Needs Assessment, Question #4)	Support community outreach programs and host community engagement days.
	Action Steps: (Processes/How)	Faculty/staff/student body projects to support the Women's Shelter, Relay for Life, American Heart Association, United Way, and other organizations as determined by Swansboro Elementary faculty/staff/students.
		Distribute activity fliers, articles, Podcast, bulletin board calendar and marquee sign.
Utilize clubs/student groups on campus to volunteer and become involved in community outreach programs.		
Host various community engagement events involving stakeholders in our community and military partners.		
Strategy: (Needs Assessment, Question #4)	Swansboro students and parents will experiences successful transitions.	
Action Steps:	Step Up Night will be offered for students and parents to visit the grade level classrooms in which they may be assigned for the upcoming school year.	
	Articulation among Swansboro district schools will be increased for smooth and consistent planning and transitions.	

	Action Steps: (Processes/How)	Offer fifth grade parent/student night/day visits to share middle school expectations/experiences and future ready goals/graduating with the end in mind with assistance of middle and high school team members.		
		Target students who have not been enrolled in a pre- school setting for a transitioning to kindergarten summer school program.		
How will we fund these strategies?				
	Funding source 1:	Local district funds	Funding amount:	\$2,000
	Funding source 2:	Federal funds - Title I	Funding amount:	\$8,000
	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:	\$10,000
Action Team: (Who is responsible) All faculty, staff and students				
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	Faculty/staff/student/parent surveys and informal feedback, participation in various parent nights, school messenger data, informative newsletter produced and distributed, bases report data.			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	We will monitor the progress toward our target through an ongoing collection and reflection on surveys, bases report, volunteer data, numbers of participants at various events, and other feedback collected through the school year. At mid year, all available data will be shared and further considerations will be discussed as we consider strengths and areas that need to be improved upon to accomplish our goals. At the end of our first year of the plan, Swansboro Elementary School will gather all available data and complete a needs assessment to insure that we address our areas of needed improvement and our areas of strength for the upcoming school and revisions to our strategic school plan.			
Act	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)			
	Transition data showed that 67% of students were comfortable transitioning to the next grade level. 84% of the parents felt that they received good timely information regarding school events. 73% of students felt that they have an opportunity to build a rapport with school support staff.			
	Based upon identified results, what action should be taken? (Next steps)			
	<ul style="list-style-type: none"> • We will implement a Step-Up Night for parents and students. • We will participate in the “adopt a school” program through the Camp Lejune Military base. • We will target students who haven't been previously enrolled in preschool for summer camp. 			

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:	Swansboro Elementary School will be supported by effective and efficient 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?

Improved parent relationships, teachers have time for planning indiv and collaboratively, good attendance rate, school of distinction, we have many programs for student participation outside the classroom-- clubs, stride, girls on the run, academic derby, bus greeters, lookout scouts, Ladies of Honor and Gentlemen of Quality, safety patrol, spelling bee, talent shows, leadership team, battle of the books, mentor/mentee, Odyssey of the Mind, Musicals, performances, art shows, school auctions, National Elem Honor Society, teachers and students and parents feel safe, Fall Festival. Also, collection of box tops, Campbell's Labels, drink pouches, and other recycling efforts. PTO donates money and items to the school annually.

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

1. Current systems in place need updating -- Emergency Operations Plan, Volunteer Training Manual, Substitute Training Manual, Crisis Management Plan, general data collection methods (attendance rates, tardies, early checkouts). 2. More tech access is desired. 3. Technology needs/generating reports available to pertinent stakeholders for all assessments.



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

Tardy rates and early checkout rates, EC referrals (historical) and rates referred, tested, placed EC, parent involvement rates. Tardies and early checkouts can be tabulated monthly. EC information will be collected as the progresses so that documentation is kept throughout the year. Parent involvement in classroom activities and school-wide events will be collected.

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.)**

- Create and use data collection methods to maintain current and updated information
- Use technology based programs to better assess, collect data, and report on student growth and progress.
- Communicate pertinent information with our students, parents, staff, and school community for understanding and awareness.

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:	Swansboro Elementary School will be supported by effective and efficient 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)	Swansboro Elementary School will maximize resource utilization to best meet the instructional and operational needs of the organization by increasing the flow of information to parents, students, and staff members by 10%.		
	Indicator: (Measure)	NCWISE, CECAS, attendance, EVAAS, Classscape and Renaissance Place reports, District/School created surveys		
	Strategy: (Needs Assessment, Question #4)	Create and use data collection methods to maintain and report current and updated information.		
	Action Steps: (Processes/How)	Utilize NCWISE to maintain our student demographic, attendance, and student grade information.		
		Utilize CECAS to maintain our Exceptional Children's records.		
		Track and report attendance, tardy, and early checkout rates by student, class, grade level, and school.		
		Track and report discipline and safety incident data.		
	Strategy: (Needs Assessment, Question #4)	Use technology based programs to better assess, collect data, and report on student growth and progress.		
	Action Steps: (Processes/How)	Utilize Classscape to assess and monitor student learning and to inform classroom instruction.		
		Utilize EVAAS to identify students at risk.		
Utilize Renaissance Place to monitor student growth in reading and math.				
Use and prepare for additional and continued use of On-Line Assessments.				
Strategy: (Needs Assessment, Question #4)	Communicate pertinent information with our students, parents, staff, and the school community.			
Action Steps: (Processes/How)	Use School Messenger, email, and other technology methods to ensure our parents and community remain informed of school events.			
	Work with our PTO to incorporate "room mom's" to help keep parents involved/informed about things going on in their children's classrooms.			
	School personnel and PTO will send newsletters home about classroom/school events and other necessary information.			
	Instructional staff will share all instructional reports to insure all stakeholders are informed.			
How will we fund these strategies?				
Funding source 1:	Local district funds	Funding amount:	\$6,000	

	Funding source 2:	Federal funds - Title I	Funding amount:	\$15,000
	Funding source 3:	School general funds	Funding amount:	\$5,000
	Funding source 4:	Select a funding source	Funding amount:	
	Funding source 5:	Select a funding source	Funding amount:	
				Total initiative funding:
Action Team: (Who is responsible)		School Leadership Team, Parent Teacher Organization, and Effective and Efficient Operations Committee		
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	Monthly attendance, tardy, early checkout, EC, discipline, incident reports. Also, student, staff, and parent surveys. IT work orders, invoices from items purchased, NCWISE, CECAS, School Messenger reports, volunteer logs, guest sign in/out logs, newsletters, funds from PTO. Also, Renaissance Place, EVAAS, and ClassScape reports, informal feedback. Parent/teacher conference notes and correspondences.			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
We will monitor the progress toward our target through an ongoing collection and reflection on all available data, reports, and feedback collected throughout the school year. At mid-year, all available data will be shared and further considerations will be discussed as we address strengths and areas that need to be improved to accomplish our goals. At the end of our first year of this new plan, Swansboro Elementary School will gather all available data and complete a needs assessment to ensure that we address our strengths and areas of needed improvement for the upcoming school year. At that time we will make revisions to our school strategic plan as necessary.				
Check	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)			
	<ul style="list-style-type: none"> • Having access to NCWISE reports has made it easier for our school social worker to track attendance and stay abreast of attendance issues. • CECAS has been beneficial in helping to maintain accurate IEPs and to keep our EC paperwork in compliance. • The security camera system is effective in deterring misbehavior/criminal activity before and after school. • School Messenger has been helpful to allow mass communication with parents and other stakeholders • SchoolDude is an effective method of documenting and requesting both bus and maintenance needs • We have current handbooks for Staff, Students, Volunteers, Crisis, and Substitute Teachers that allow us to maintain working standards of operations and behaviors • New walkie talkies allow communication throughout the entire campus without interference • School PTO and Volunteer groups positively support our school and represent our school in the community 			
Act	Based upon identified results, what action should be taken? (Next steps)			
	<ul style="list-style-type: none"> • Continue using NCWISE, CECAS, and security cameras • Continue and increase use of Classscape for formative assessment to help measure instructional effectiveness and student learning • Train new staff on Report Cards through NCWISE • Purchase and utilize Renaissance Place to provide additional assessment data • Create and utilize charts and graphs to collect and maintain and up-to-date database of early check-outs, tardies • Survey parents to put a "room mom" in place to assist in an increase in parental involvement • Continue all current action 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:	Lisa Ireland Peele
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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): Carl Henderson

Teachers: Patricia Burke, Jeanne Klaus, Jill Kidd

Teacher Assistants: N/A

Other School Staff: Kevin Dick, Alina Sanso

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. [\[OCS BOE: Policy Code 3430/ SSPN: I. Comprehensive Needs Assessment and Analysis\]](#)

Instructional Intervention, PEP Development, Differentiated Instruction, Flexible Grouping, IEP development, Small Group/Individual Tutoring, Guidance Program Services, Mentor/ Mentee Programs, Clubs, Enrichment Activities, Extracurricular Activities

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary. [\[OCS BOE: Policy Code 4302/SSPN: II. Management of Student Behavior\]](#)

Instructional Intervention, Behavioral Support Plan, Functional Behavioral Assessment

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 \(MS/HS\)\]](#)

Homebound and placement in appropriate least restrictive environment as deemed appropriate by the appropriate persons.



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: Swansboro Elementary School students, faculty, and staff will promote safety and responsibility for learning and actively participate as leaders and role models throughout the school community.

Target: 100% of the Swansboro Elementary School students, faculty, and staff will teach, model, and promote safety, responsibility, participate in clubs that promote leadership which will increase ownership for learning and proficiency on state mandated assessments by 10%.

Indicator: K-2 Assessment Data, 3-5 Ready Data

Milestone Date: 6/1/15

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: 100% of the Swansboro Elementary School students, faculty, and staff will teach, model, and promote safety, responsibility, participate in clubs that promote leadership which will increase ownership for learning and proficiency on state mandated assessments by 10%.

Indicator: K-2 Assessment Data, 3-5 Ready Data

Milestone Date: 6/1/15

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				

Daily 5	Planned				
Design Thinking	Planned				
Dibels	Planned				
Mimio Training	Planned				
Website Development	Planned				
Safe and Civil Schools Team Various Trainings	Planned				

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School-wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1	x	x	x		
		Strategy 2	x	x	x		
		Strategy 3		x	x		

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1		x	x		
		Strategy 2		x	x		

		Strategy 3		x			
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Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:



High-quality and ongoing professional development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1		x			
		Strategy 2		x			
		Strategy 3		x			

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:



Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1		x			
	Strategy 2		x			
	Strategy 3		x			

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

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Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1				x	x
	Strategy 2				x	x
	Strategy 3				x	x

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

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Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal				
		1	2	3	4	5
	Strategy 1					
	Strategy 2					
	Strategy 3				x	

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority		Priority Goal				
		1	2	3	4	5
	Strategy 1	x	x			x

goals and strategies noted to the right:	Strategy 2	x	x			x
	Strategy 3	x	x			x

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x				
	Strategy 2	x				
	Strategy 3	x				

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

x

Coordination and integration of Federal, State, and local services and programs: School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x	x	x
	Strategy 2	x	x	x	x	x
	Strategy 3	x	x	x	x	x

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

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 School-wide, 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 process 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 School-wide	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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