

Excellence in Education

Swansboro High School Strategic Plan 2012-2015



Swansboro High School Graduates 2012



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School Executive's Message

Swansboro High School's mission is to provide a rigorous, relevant curriculum and a support system to prepare students to graduate and become globally competitive members of society. Our state data indicated no growth in the 3 tested areas. We continue to meet the goal of graduating students in the areas of college prep and college tech prep. Our performance composite remained slightly above 80% proficient. We met 15 out of 15 of the AMO goals. The data along with the new curriculums has driven us to reevaluate our teaching methodologies. The impact we make on the students can be seen in other ways outside of the test scores used at the state and federal levels.

Each teacher has been equipped with an Elmo document camera, laptop, and projector. We are purchasing additional smart boards to mount in the classrooms. With the purchase of the smart boards all of the core classes will have a smart board, promethean board, or mimeo in their classroom. There will be mimeos available to the CTE teachers for use in their classrooms. All algebra I teachers have a promethean board and will be continuing with the 1:1 initiative by using netbook computers. We have seven laptop carts with wireless capability and CTE teachers have 2 netbook carts with wireless capability. We now have wireless access points throughout the entire building allowing wireless all over campus.

Swansboro High School is in the final year of the \$3 million dollar grant which was awarded to White Oak and Jacksonville High schools to create smaller learning communities on our campuses. We have implemented SLC's in 5 career academies. These academies are Art, AV and communication technology; Education and human services; Health sciences; STEM; Business and Culinary Arts; and Freshman Academy. We have achieved wall to wall career academies in grades 10-12. This will allow our students to focus on an identified interest area and complete the future ready graduation requirements. We have had the opportunity to look at the transition from middle to high school. Grant funding has afforded us the opportunity to continue to offer a summer transition program which allows at risk students the time to transition to high school. Summer Bridge offers students a chance to work on the basics in the four core subject areas and have the opportunity to volunteer in the community. This year we are exploring ways to continue the funding for the years following the grant.



School Profile

Community Demographic Information

Swansboro is a quaint, rural water-way community dubbed the “Friendly City by the Sea.” Swansboro High School is located on the outskirts of the Swansboro city limits. According to the 2010 census information, the total population of the town of Swansboro is 2,663. The average age of the residents is 38. The estimated household income is \$53,684. Additionally, the communities of Hubert, Stella, and Midway Park also feed into Swansboro High School.

Swansboro High Schools population continues to grow. We currently have 1,073 students enrolled. We have 289-9th, 277-10th, 282-11th, and 225-12th. Our male to female ratio is 518 to 555. Our school is comprised of 83% white, 6% multi-racial, 7% black, 8% Hispanic, 2% American Indian, and 1% Asian. The Exceptional Children that are served by Swansboro High School range from Intellectually Disabled to Learning Disabled and this represents 10% of the population. The Academically and Intellectually Gifted students make up 14% of the population. Approximately 42% of our population is federally connected. Swansboro High School has 28% of the student population who receive free or reduced lunch services.

We have 73 certified staff members: 65 classroom teachers, 2 counselors, 2 media specialists, 1 technology facilitator, 2 assistant principals, and one principal. Of these, 8 are Nationally Board Certified and 19 hold a masters degree. The racial composition of the certified staff is 68 Caucasian, 4 Black, and 1 Hispanic.

The community to become a valued part of the educational experience continues to grow with the use of the National Career Academy model we continue to have the need to provide many opportunities for guest speakers and panel members to advise the academies on the future for the students. We have implemented a very successful career fair which is done in the spring of the year. This involvement necessitates growth from the families and the community.

Description of Programs and Services

Swansboro High School is working to restructure our learning environment to prepare students to make post-secondary decisions. The programs and service being offered to accomplish this goal includes the following:

- Small Learning Communities
 - Career Academies: Arts AV and communication Technology, Business and Culinary, Education and Human Services, Health Sciences, Science, Trades, Engineering and Math
 - Freshman Academy
 - AVID
- PRIME Time tutoring – offered twice a week with bus transportation provided
- National Technical Honor Society
- Pirate Academy – tutoring during the school day
- Independent Reader Program
- Onslow Connect (1 to 1 Initiative - Netbooks in Algebra I/Pre Algebra classes)



School Profile

- Graduation Project
- Student 2 Student/ Leadership Training
- Onsite Professional Development:
 - Rachel's Challenge Speakers
 - Early Release Professional Development
 - NC Education Modules
 - Keeping up with Technology (Flipped Classroom)
 - Data analysis (EVAAS)
 - CPR/First Aid
 - NFHS: Fundamentals of Coaching
 - McRel Online teacher evaluation

Summary of Student Performance

Swansboro High School performance composite is 80.59% proficient. We did not meet growth in any of the tested areas. We met 13 out of 13 of the AMO goals.

We have also had SAT scores that have been top in Onslow County. The students have scored above the state and county in math and critical reading.

Major Trends and Issues Impacting the School

The trends that we have seen at Swansboro high school include a pattern of concern with the students in Algebra I who are economically disadvantaged.

The graduation and dropout rates continue to be areas that we strive to improve. We will focus on ensuring that all students meet the graduation requirements and are prepared to be successful in the 21st century. With these challenges, comes the necessity to increase teacher collaboration and time to convene in professional learning communities to continue to prepare students to be successful after graduation.

Major Strengths and Needs of the School

We have noted a few areas of the 360 survey that we need to address:

Students:

- Feel safe in the bathroom/hallways
- Feel that they are kept informed through many sources

Parents:

- Feel that their child does not feel safe on the bus
- Feel that their child keeps them informed through the use of many sources
- Feel welcomed into many areas of the school



School Profile

Staff:

Feels that they do not have an opportunity to be a leader in our school

Our strengths in the 360 survey include:

Students:

80+% feel welcomed in the administrative offices, cafeteria, classroom, counselor's office media center

88% feel comfortable in the classroom asking questions, etc.

91% feel technology resources are used to support creative teaching and learning

Parents:

99% feel our school is neat and clean

93% feel informed through the use of school messenger

94% feel resources like technology are used to support creative teaching and Learning

Staff:

96% feel we prepare our students for the next level

94% feel our school is neat and clean

94% feel safe at school

Teacher Working Conditions Survey 2012

SBHS teacher responses and the state average have the greatest discrepancy on the following statements:

- Teachers feel that they are protected from duties that are essential to their role as a classroom teacher.
- Teachers feel that the reliability and speed of the internet are sufficient to learning.
- Teachers consistently enforce rules for student conduct.

SBHS teacher responses were the highest on the following statements:

- The community we serve is supportive of our school.
- The faculty works in a school environment that is safe.
- Professional learning opportunities are aligned with the school improvement plan.
- Teachers are encouraged to try new things to improve instruction.

Vision, Mission and Purpose Statement

Vision:

To motivate, educate, and inspire students to be productive citizens.

Mission:

The SBHS community will provide a rigorous, relevant curriculum and a support system to prepare students to graduate and become globally competitive members of society.

Purpose Statement:

To make a positive impact in the lives of students.



Regulatory Information and Assurance Statement 2012-2013

School:	Swansboro High School
Date Submitted:	9/28/2012

1	Number of Plan Team Members	24
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	90%
4	Date of vote	9/28/2012
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Check Yes/No	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Check Yes/No	YES

Principal's Signature	Christine P. Andre
Signature, SSPT Facilitator/Chairperson	Kathleen Gaaney
Signature, Elected Parent Representative	Mary Behan
Signature, Elected Parent Representative	Tammy Parker

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 High School/352
School Address: 161 Queens Creek Road Swansboro, NC 28584
Plan Year(s): 2012-2015
Date prepared: 9/20/2012

Principal Signature: _____ Christine P. Andre _____ 9/27/2012

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	Jerome Gidrey	Parent Representative	Laura Clarkson
Teacher Representative	Kathy Gainey	Parent Representative	Jenny Carter
Inst. Support Representative	Jackie Wood	Parent Representative	Mary Behan
Teacher Assistant Representative	Jerry Reed	Parent Representative	Stephanie Lane
Parent Representative	Tammy Parker	Parent Representative	Christine Potts
Teacher Representative	Shelley Harper	Parent Representative	Beth Barton
Teacher Representative	Erin Walsh	Parent Representative	Luellen Copeland
Teacher Representative	Paula Jacques	Parent Representative	Kathy Carroll
Teacher Representative	Elizabeth Ingram	Parent Representative	Susan Snoddy
Teacher Representative	Maria Garcia	Parent Representative	Andrea Erb
Teacher Representative	Teresa Murphy	Parent Representative	Paula Roberson
Teacher Representative	Jessica Schneider		

* 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:	Through mastery of common core and essential standards, Swansboro High School students will

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-through/observations), and student learning (also from walk-through/observations as well as data).

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

- Met all of our AMOs 15/15. We test 95% or more of students required to be tested.
- Academic support is provided to students via Pirate Academy and PRIME Time tutoring.
- CTE EOC proficiency was top in the county.
- According to our 360 survey 96% of the staff feel that students are prepared for the next level of learning.

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

- Algebra I 47/230 made growth.
- Biology 157/374 made growth.
- English I 107/258 made growth.

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

The MSL data reporting system is unknown at this point.



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.)**

EOC tested areas, ACT, MSLS

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:	Through mastery of common core and essential standards, Swansboro High School students will become globally competitive.		
	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		
	Strategy: (Needs Assessment, Question #4)			
			Implement benchmark testing in all subject areas based on common core and essential standards	
	Action Steps: (Processes/How)		1 Collaborate within PLCs to create common benchmark assessments at mid-semester utilizing the SDD in Rubicon	
			2 Plan a testing window in order to minimize student testing conflicts	
			3 Analyze mid-semester benchmark data to plan for reteaching and remediation	
			4 Use Class Scape and EVAAS to provide additional assessment and growth information in Algebra I, Biology, and English II	
	Strategy: (Needs Assessment, Question #4)		Utilize technology resources to maximize instructional techniques	
	Action Steps: (Processes/How)		1 Conduct professional development to aid teachers with integrating online programs in the classroom	
			2 Attend technology workshops to stay abreast of new technology resources	
			3 Differentiate instruction using online resources (USA Testprep, PENDA, Khan Academy)	
			4 Implement one-to-one netbook initiative in Algebra I/Math I	
Strategy: (Needs Assessment, Question #4)				
Action Steps: (Processes/How)		1		
		2		
		3		
		4		
Three-year Proposed Budget:				
Funding source 1:	State funds for at-risk students	Funding amount:	\$5,000	
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:	\$5,000	
Action Team: (Who is responsible)		teachers, administration, students		



Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <ul style="list-style-type: none"> • READY EOC • AMO Data • Benchmarks assessments • EVAAS • Class Scape • Log in information on online resources • PLC participation logs • Roster of 1:1 initiative students • Elements testing proficiency breakdown
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>The benchmark and READY EOC data will indicate growth toward goal and the increase in Elements proficiency.</p>
	<p>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-215) (Summarize your results.)</p>
Act	<p>Based upon identified results, what action should be taken? (Next steps)</p>

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:	SBHS staff will utilize 21st century tools to enhance instruction.

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-through/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?

- According to the 360 parent survey, 94% of the staff use creative teaching and learning.
- 97% of staff feel that technology resources at my school are used to promote creative teaching and learning.
- 90% of teachers feel that an appropriate amount of time is spent on professional development.



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

- According to our 360 survey the technology available at our school is slow and there is a lack of internet connection.
- Only 80% of parents feel that their child's school keeps them informed through use of email.
- Teacher working conditions indicated that 60.5% feel that our school has sufficient internet connection.
- Teacher working conditions survey indicated that they feel that there are not enough supplies.

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

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

Increased parent communication, use of technology, and diversifying instruction strategies.

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:	SBHS staff will utilize 21st century tools to enhance instruction.		
	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 staff members will utilize technology to enhance teaching methodologies and parent communication.		
	Indicator: (Measure)	checklists of snapshot visits, weekly parent emails, lesson plans, focus groups and ASSIST survey		
	Strategy: (Needs)	Teachers will incorporate the use of technology in instruction at least one time per week		
	Action Steps: (Processes/How)	1 Complete weekly technology professional development and assignment and provide evidence to the technology facilitator.		
		2 Incorporate at least one opportunity for the use of technology in weekly lesson plans to include use of Tier 3		
		3 Participate in technology professional development opportunities throughout the year.		
	Strategy: (Needs)	Teachers will make at least one instructional visit to a classroom each semester.		
	Action Steps: (Processes/How)	1 Make a snapshot observation of a peer for at least 20 minutes once a semester.		
		2 Complete the Google Doc snapshot form.		
		3 Share data from visits.		
Strategy: (Needs)				
Action Steps: (Processes/How)	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
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:		
Action Team: (Who is responsible)		teachers, administration, IT facilitator		



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

- Google doc
- lesson plans
- email checklist kept by administration

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

- The use of technology in the classroom will increase.
- Parent satisfaction with communication will be determined during focus groups and the ASSIST survey.

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

Based upon identified results, what action should be taken? (Next steps)



Goal 3 Needs Assessment

NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.
OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
School Goal 3:	SBHS students will learn the art of civility in a positive learning environment.

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?

- The 360 survey indicated that parents and students feel safe at our school.
- The students are offered an opportunity to engage in healthy habits at Pirate Academy tutoring by walking the track and exercising in the gym and weight room.

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

- Discipline data showed a slight increase last year.
- We consistently enforced tardies and will continue to focus our efforts on the importance of class time.
- Student to student discipline incidences had increased over the previous year.

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

MSL reporting system is not known yet.

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.)**

Efficient ways for students to report incidences without providing an identity, provide educational announcements on topics related to safe and civil schools, student dress code changes implemented to decrease discipline issues



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:	SBHS students will learn the art of civility in a positive learning environment.		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	Decrease the number of discipline referrals by 10%.		
	Indicator: (Measure)	discipline data		
	Strategy: (Needs)	Decrease bullying incidents.		
	Action Steps: (Processes/How)	1 Create a Google Doc form to be posted on the school website for reporting bullying.		
		2 Share the form with appropriate personnel who will be alerted to follow-up on the report.		
		3 Advertise the bullying reporting process to students and parents.		
		4 Conduct anti-bullying events (march, Rachel's Challenge assemblies, etc.)		
	Strategy: (Needs)	Create Public Service Announcements to address issues pertinent to the well-being of the age group. (i.e. character		
Action Steps: (Processes/How)	1 Identify areas that need to be addressed.			
	2 Utilize the clubs, academies, and other organizations to complete the PSAs.			
	3 Air the PSAs on Pirate Talk and Eduvision.			
Strategy: (Needs)				
Action Steps: (Processes/How)	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$7,500	
Funding source 2:	School general funds	Funding amount:	\$500	
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:	\$8,000	
Action Team: (Who is responsible)	students, faculty sponsor, Pirate talk staff/advisor.			

Check	What data will be used to determine whether the strategies were deployed with fidelity? <ul style="list-style-type: none"> • PSA announcements schedule • Google Doc spreadsheet of bullying incidences and follow up actions • Discipline data
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data) decrease in discipline referrals
	What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)
	Based upon identified results, what action should be taken? (Next steps)

Goal 4 Needs Assessment

NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.
OCS Goal 4:	Leadership will foster innovation in the Onslow County School system in cooperation with families and community partners.
School Goal 4:	SBHS will increase parent communication and community awareness.

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?

- We met all of our AMO subgroups for this school year.
- Our focus groups tell us that a few teachers who do a weekly email make a big difference in the education of the students.
- The TWC survey tells us that teachers are overall satisfied with the administration in the school.

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

We need to focus on the students who are our 5th year graduates and the white population in math. Parents want to be in regular contact with the school.

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

ASSIST survey questions are unknown.

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.)**

Increase communication, provide more opportunities for the community outreach, more up to date website

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:	SBHS will increase parent communication and community awareness.	
	AdvancED Standard 1:	Purpose and Direction	
	AdvancED Standard 2:	Governance and Leadership	
	AdvancED Standard 3:	Teaching and Assessing for Learning	
	AdvancED Standard 4:	Resources and Support Systems	
	AdvancED Standard 5:	Using Results for Continuous Improvement	
	Target: (Desired Result)	Increase parental satisfaction with the communication from the school by 10%,	
	Indicator: (Measure)	ASSIST (or school-made) survey	
	Strategy: (Needs Assessment, Question #4)	Communicate with parents on a weekly basis.	
	Action Steps: (Processes/How)	1 Create a school wide database of parent contact information.	
		2 Provide assistance in creating classroom distribution list of parents.	
		3 Send a weekly parent email and carbon copy an administrator.	
		4 Make personal contact with each student's parent during the semester.	
	Strategy: (Needs Assessment, Question #4)	Provide opportunities for community outreach.	
	Action Steps: (Processes/How)	1 Plan at least four events where the community stakeholders can learn more about SBHS or become involved in	
		2 Publicize the events using the website, sign, parent email, and other media sources.	
3 Implement academy service projects to serve the community.			
Strategy: (Needs			
Action Steps: (Processes/How)			

How will we fund these strategies?			
Funding source 1:	Select a funding source	Funding amount:	
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:	
Action Team: (Who is responsible)		Staff, Instructional facilitator, administration, parents, community, academy students	
What data will be used to determine whether the strategies were deployed with fidelity?			
<ul style="list-style-type: none"> • Sign in log for community events, newspaper articles, log of weekly emails, school wide parent database. • Academy students training, camp rosters, and camp calendar. 			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)			
<ul style="list-style-type: none"> • ASSIST survey communication specific questions • Parent focus group feedback 			
What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)			
Based upon identified results, what action should be taken? (Next steps)			

Check

Act

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:	Increase transition planning opportunities for parents and students.
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?

- TWC survey shows that our school is neat and well maintained.
- The staff feels that the environment is conducive to learning.
- The 360 survey showed that parents feel that the main areas of the campus are welcoming and friendly.
- The staff is helpful according to the parent survey.



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

- The focus groups expressed a need for more communication that is consistent among all staff.
- The parents indicated that the information that is provided is good but needs to be done more frequently and in smaller chunks on an ongoing basis.
- Parents report that the transition from the 8th to 9th grade are difficult to digest in a large group setting.

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

ASSIST survey questions are unknown.

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.)**

Additional opportunities for parent education about high school requirements, career academy awareness in the community, extend the transitional opportunities to the 8th grade students and parents

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:	SBHS will increase transition planning opportunities for parents and students.		
	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)	Improve understanding of the graduation planning process among parents and students by 10%.		
	Indicator: (Measure)	ASSIST (or school-made) survey		
	Strategy: (Needs Assessment, Question #4)	Provide opportunities to increase knowledge of high school requirements.		
	Action Steps: (Processes/How)	1 Mail graduation requirements home to parents prior to handing out registration materials.		
		2 Provide lessons from high school counselors for 8th grade students and teachers on the graduation requirements.		
		3 Create a plan to address parent and student questions about registration. (Google Doc)		
		4 Provide specialized registration assistance for at risk students.		
	Strategy: (Needs Assessment, Question #4)	Host academy awareness events.		
	Action Steps: (Processes/How)	1 Have academy students visit 8th graders and Freshman students.		
		2 Set up academy information booths at second semester Open House.		
		3 Create academy promotional videos for registration and post on Eduvision.		
	Strategy: (Needs Assessment, Question #4)	Establish academy summer camps for the youth of Swansboro and neighboring communities.		
	Action Steps: (Processes/How)	1 Create an academy camp designed to introduce the youth to the careers and pathways available in the high school.		
		2 Train the academy students to be camp counselors.		
		3 Create a camp curriculum and calendar. (i.e. Robotics camp by the STEM academy)		
4 Advertise camp and enroll students.				
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$1,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$1,000	

Check	Action Team: (Who is responsible)	School counselors, teachers, students, parents
	What data will be used to determine whether the strategies were deployed with fidelity?	
	<ul style="list-style-type: none"> • # of students registered on each night, • camp rosters • camp training • parent nights • videos • Google Doc for parent questions • Registration requirements handout 	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)	
<ul style="list-style-type: none"> • Successful registration of students, • parent satisfaction with knowledge of graduation information and requirements (school developed survey question) 		
What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)		
Based upon identified results, what action should be taken? (Next steps)		

Safe School Plan

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

Name and role of person(s) responsible for implementing this plan:

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): Jerome Gidrey

Teachers: Michael Morton, Kevin Nicholson, Frank Jones, Melynda DiGiandomenico, Kim Miller

Teacher Assistants: Jerry Reed

Other School Staff: Felicia Hill, Lula Morton, Mike Sloan, Daniel Anderson, SRO Gladden

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

Discipline referral data is analyzed monthly by the discipline task force. Students who have repeated disciplinary actions are identified and referred to the school counselor. They also receive administrative intervention and communication with parent is initiated.



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. [\[OCS BOE: Policy Code 4302/SSPN: II. Management of Student Behavior\]](#)

A variety of steps of services are followed to meet the individual needs of each student. After the initial discipline referral the following steps may be used (not necessarily all or in this order): teacher directed detention, teacher warning, administrative conference, school counselor conference, parent conference, school resource officer/social worker intervention, In School Suspension, Out of School Suspension, Homebound, or Alternative Learning Center referral. In most cases we follow the established levels of discipline procedures.

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

An administrator from SBH attends the initial intake meeting and assists with the transition to the new setting. Once a student has met the established goals and is returned to SBH, the administration periodically meets with the student to ensure a successful transition back to SBH.



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: Increased monitoring of student movement.
Target: Decrease the number of incidences that occur in the hallways by 9% total.
Indicator: Discipline data
Milestone Date: at least a 3% decrease each year

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:
Indicator:
Milestone Date:

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				
Shelter in Place	August/on going when new staff				
Safe schools procedures (fire, tornado, lock down)	August/on going when new staff				
Intruder on campus	August/on going when new staff				
New personnel training	August/on going when new staff				
Rachel's Challenge (sensitivity training)	August/September/January				

School Strategic Plan Glossary

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

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

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