

# Excellence in Education

## Swansboro Middle School Strategic Plan 2012-2015



Adopted by Onslow County Board of Education 2012



# Onslow County Schools' Board of Education and Executive Staff

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Angie Farneth, Assistant Principal

### Principal

Brendan Gartner

### Assistant Principal

Angie Farneth

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## School Executive's Message

Swansboro Middle School is a school that embraces the challenges that are a result of the dynamic nature of education today. We realize that the recent changes in education are a direct result of the ever-evolving world in which we now live. The staff of Swansboro Middle School focuses their instruction on preparing students for life in that world. They create lessons with real-world context and applications. While providing students the opportunity to master the prescribed curriculums, they encourage students to be adaptable, critical thinkers and problem solvers, and to assume leadership roles within the school. To that end, we are focused on the following goals at Swansboro Middle School:

- Creating a cohesive, clearly stated plan for addressing student literacy at Swansboro Middle School
- Promoting the use of AVID as a school-wide strategy to provide for rigorous instruction at all levels.
- Providing opportunities to integrate the arts, technology, and kinesthetic activities into the core subjects and for core subjects to be integrated into student electives.
- Providing students with globally relevant lessons including a world language program, interactive virtual field trips and lessons, and project based learning with real world context.
- Implementing an effective Academic Advisory Program.
- Fostering effective communication between the school, home, and community.
- Creating an effective transition plan for students entering grade nine.
- Utilizing resources to provide students and staff with current instructional technologies.

It is our duty as educators to provide students with the tools they will need to succeed once they have left the realm of public education. The staff at Swansboro Middle School does their utmost to instill in students a love of learning that will last a lifetime and the skill, acumen, and desire to succeed at any endeavor they choose. It is our goal that their experience at Swansboro Middle School will serve them well in their roles as citizens in an ever-changing, globally connected society.



## School Profile

Swansboro Middle School is located in the town of Swansboro in the northeastern section of Onslow County, North Carolina. Swansboro schools serve the communities of Swansboro, Hubert, Stella, and Midway Park. There are approximately 20,000 residents in these areas. It is difficult to extract data for the communities that surround Swansboro as the U.S. Census Bureau does not keep statistics separating the residents in these areas into different populations. Of all the regions served by Swansboro Middle School, specific data such as population, median income, and crime rates are kept only for the 1.22 square miles that represents the Swansboro town proper. The town of Swansboro contains a total population of over 2,600 individuals according to the U.S. Census Bureau. This is nearly 600 persons more the population that was reported in 2010. This is a small percentage of the area population and to extrapolate data from this small of a sample size might provide an inaccurate portrait of the community served by Swansboro Middle School. It can be stated with some certainty, however, that the population of Swansboro and the surrounding areas has increased dramatically.

Swansboro Middle School was originally constructed in 1952 and served as the area high school. It became Swansboro Middle School once Phase 1 of construction was completed on what is now Swansboro High School in 1991. The population of Swansboro Middle School steadily increased until the student body became too large for the existing facility. To accommodate the growing student population, a nearby elementary school became part of Swansboro Middle School. This became known as the Swansboro Middle School Annex. The addition of the annex increased the total size of Swansboro Middle School to 31 acres, making it the largest middle school in Onslow County in terms of physical size. With the completion of the new media center and accompanying classrooms in 2008, Swansboro Middle School included a total of 51 classrooms and two dedicated computer labs in six buildings.



## School Profile

In 2010, Swansboro Middle School served 857 students in grades six, seven, and eight. That population has fallen to 817 as of the twenty day count in 2012. Of these students, 82% are white and 18% represent other ethnic groups. This is a 7% decrease in the minority population of Swansboro Middle School since 2010. Those students who consider themselves African American or Hispanic comprise approximately 14% of the population of Swansboro Middle School. Hispanic students represent a 3% increase in population. There was a decrease of 12% of students who reported their ethnicity as multi-racial. In addition, 15% of the students at Swansboro Middle School are classified as exceptional and 15% are characterized as academically and intellectually gifted. 46% of the student population receives free or reduced lunch which is an 8% increase from 2010.

Swansboro Middle School is host to a number of families who are employed by the federal government aboard one of the military bases located in and around Onslow County. These include the Marine Corps bases of Camp Johnson, New River Air Station, Cherry Point Air Station, Camp Geiger, and Camp Lejeune, which is the largest amphibious training base in the world. According to data provided by the Marine Corps, there are 180,000 active duty or retired marines and their dependents in the areas surrounding the Camp Lejeune military complex. Swansboro Middle School has seen its population of students who have connections to these bases increase by nearly 15% to 48% of our students.

Swansboro Middle School currently employs 77 full time staff members. Of those, 49 are certified classroom teachers. There are also two administrators, two counselors, five office support staff, six teacher assistants, and five custodians. There are three teachers currently working to complete their master's degree and 14% who have already been awarded advanced degrees. Six teachers have



## School Profile

National Board Certification. At the completion of the 2011-2012 school year, 100% of classes were taught by teachers considered highly qualified in their discipline.

Swansboro Middle School continues to progress academically. Student progress as measured by the End of Grade tests has continued to improve since 2010. In math, student proficiency has increased from 79.3% to 83.9% and reading proficiency has climbed from 74.1% to 76.9%. Students in Algebra 1 at Swansboro Middle School have consistently outperformed students statewide. In 2010, the statewide average for Algebra 1 proficiency was 77.8%. At Swansboro Middle School, 100% of Algebra 1 students were deemed proficient. Swansboro Middle School has been classified as a School of Distinction with High Growth in 2010-2011 and 2011-2012. African American students have increase EOG composite proficiency by 11% since 2010.

Despite continued progress, specific areas have been noted as areas of needed improvement. Grade eight science, while still well ahead of state and district averages has dropped from 84.3% to 83.9%. Swansboro Middle School has yet to meet Adequate Yearly Progress, now measured by Annual Measurable Objectives. Despite gains in composite proficiency, African American students still lag behind their white peers by ten percentage points in both reading and math.

## Vision, Mission and Purpose Statement

### Vision:

Swansboro Middle School will be a clean, safe, caring school where students and staff are engaged in learning.  
Swansboro Middle School will be a school where staff, students, families, and the community work together towards growth and learning.  
Swansboro Middle School will guide students in order to develop the necessary skills for continuous learning.  
Swansboro Middle School will be the center of a cohesive & collaborative environment that fosters learning.  
Swansboro Middle School will build trust and earn respect among staff, students and families and the community to inspire learning.

### Mission:

Swansboro Middle School will provide students with a foundation for the future through a challenging and relevant curriculum, meaningful relationships, and ethical guidance in a safe and caring environment.

### Purpose Statement:

Our purpose is to prepare students for the future.

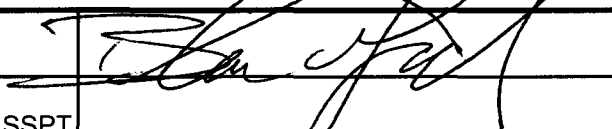
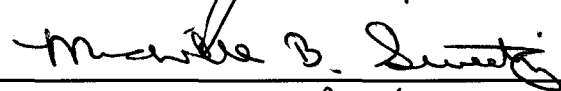
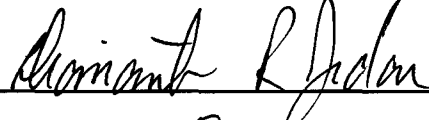





# Regulatory Information and Assurance Statement 2012-2013

<b>School:</b>	Swansboro Middle School
<b>Date Submitted:</b>	Sept. 26, 2012

1	Number of Plan Team Members	14
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). <b>Check Yes/No</b>	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.	98%
4	Date of vote	9/26/2012
5	A secret ballot vote for staff approval of the plan was conducted. <b>Check Yes/No</b>	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. <b>Check Yes/No</b>	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.)	35%
8	The required staff development reports have been disseminated to the appropriate persons or departments. <b>Check Yes/No</b>	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. <b>Check Yes/No</b>	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. <b>Check Yes/No</b>	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. <b>Check Yes/No</b>	YES

Principal's Signature	
Signature, SSPT Facilitator/Chairperson	
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

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 Middle School / 351  
**School Address:** 1240 W. Corbett Ave., Swansboro NC 28584  
**Plan Year(s):** 2012-2015  
**Date prepared:** Sept. 28, 2012  
 Brendan Gartner

**Principal Signature:** \_\_\_\_\_

Sept. 28, 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	Angie Farneth	SSPT Member	
Teacher Representative	Michelle Sweeting	SSPT Chair	
Inst. Support Representative	Becky Sewell	SSPT Member	
Teacher Assistant Representative	Michele Bolton	SSPT Member	
Parent Representative	Diamonte Jordan	SSPT Member	
Teacher Representative	Chrissy Taylor	SSPT EC Representative	
Teacher Representative	Debora Caraway	SSPT Encore Representative	
Teacher Representative	Janell Starlin	SSPT Grade 6 Representative	
Teacher Representative	Cynthia Morris	SSPT Grade 7 Representative	
Teacher Representative	Melba Corbell	SSPT Grade 8 Representative	
Parent Representative	Mary Donnelly	SSPT Member	
Parent Representative	Dee Dee Gradus	SSPT Member	
Parent Representative	Diane Scarborough	SSPT Member	
Parent Representative	Jessie Buckley	SSPT Member	

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

## Goal 1 Needs Assessment

<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.
<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
<b>School Goal 1:</b>	Swansboro Middle School students will be globally competitive through the mastery of a relevant and rigorous 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?

The EOG composite results show that Swansboro Middle School students were proficient enough to be considered a School of Distinction with High Growth for the past two years. Algebra 1 has 100% proficiency during the past two years. Grade eight math has surpassed 90% proficiency during the past two years. Exceptional children have made targeted gains, measured by both AYP and AMO's during the past two years. During the 2011-2012 school year, African American students increased EOG composite proficiency by 11%.

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

Despite demonstrating high growth on EOG assessments, student performance appears to have reached a plateau of sorts, increasing composite proficiency only 0.2% from 2011 to 2012. In addition, reading proficiency decreased 0.3% and science proficiency decreased by 1.9%. Furthermore, reading proficiency as increased only 5.7% since 2008. Swansboro Middle School has not successfully achieved AYP or attain AMO's since 2002. According to 360° survey results, 84% of our students would like opportunities to take a foreign language. Only 46% felt that global issues were an important part of their education on a regular basis.

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

Primarily missing is stakeholder data, particularly from our parents and guardians. This data will be collected during a community event.

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.)**

There is a need for a comprehensive plan for incorporating literacy into our instructional programs including strategies for reading, writing, and speaking. This plan should also include plans for formative and summative assessment and a strategy for ongoing, meaningful professional development. Students must be provided with a rigorous, globally relevant education.

Goal 1 and Associated Strategies				
Plan/Do	<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.		
	<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>School Goal 1:</b>	Swansboro Middle School students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>AdvancED Standard 1:</b>	Purpose and Direction		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>Target:</b>			
	<b>Target:</b>		All subgroups will meet annual proficiency targets as measured on Annual Measurable Objectives	
	<b>Indicator:</b>			
	<b>Indicator:</b>		Ready EOG and EOC assessment results.	
	<b>Strategy:</b>			
	<b>Strategy:</b>		Swansboro Middle School will create a clearly stated plan for incorporating literacy into all areas of the curriculum. This plan will be implemented at all grade levels in all content areas.	
	<b>Action Steps:</b>			
<b>Action Steps:</b>		1. Professional development based on the fifteen key elements of an effective adolescent literacy program as outlined in the "Reading Next" study released by the Alliance for Excellent Education		
<b>Action Steps:</b>		2. Completion of NC Education modules including Common Core literacy strategies in Science, Social Studies, and Math.		
<b>Action Steps:</b>		3. Weekly lesson plans that explicitly state literacy strategies that are utilized in all curricular areas.		
<b>Action Steps:</b>		4. Quarterly unit plans that explicitly state literacy strategies that are utilized in all curricular areas.		
<b>Action Steps:</b>		5. ELA teachers will create a structured reading program for students deemed "at risk" by classroom observation, Ready EOG predictor scores, and/or EVASS data.		
<b>Strategy:</b>				
<b>Strategy:</b>		Students who report that their education regularly has a globally relevant focus will increase by 20%.		
<b>Action Steps: (Processes/How)</b>				
<b>Action Steps: (Processes/How)</b>		1. Swansboro Middle School will establish a world language program.		
<b>Action Steps: (Processes/How)</b>		2. 100% of students will be exposed to globally relevant lessons through the video conferencing system.		
<b>Action Steps: (Processes/How)</b>		3. Students will be assessed via project based assessment at all grade levels via comprehensive, cross-curricular unit plans each nine weeks.		
<b>Action Steps: (Processes/How)</b>		4. Teachers will engage in project based learning training via the INCOME grant and Project Based Math grant.		
<b>Three-year Proposed Budget:</b>				
<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$10,000 for Spanish texts	
<b>Funding source 2:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$3000 for Junior Great Books	
<b>Funding source 3:</b>	School general funds	<b>Funding amount:</b>	\$2000 for video conferencing	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Total initiative funding:</b>			<b>\$15,000</b>	
<b>Action Team: (Who is responsible)</b>				
<b>Action Team: (Who is responsible)</b>		Administration, classroom teachers, technology facilitator		

<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>								
	EOG/EOC data; student surveys, video conferencing plans, unit plans, course syllabi, creation of literacy plan, NC Education certificates, student-created project based assessments.								
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>								
	Students will demonstrate an appreciable increase in state summative assessment scores for the duration of this plan, particularly in science and reading. Students will report receiving a globally significant education.								
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>								
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>								

## Goal 2 Needs Assessment

<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
<b>OCS Goal 2:</b>	Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.
<b>School Goal 2:</b>	Swansboro Middle School and its 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?

A majority of teachers have created classroom web sites. Several teachers have begun to regularly utilize additional instructional technologies available to them such as video conferencing. ClassScape is a regular part of formative assessment in core content areas. 93% of students state that technology is used to enhance instruction. The same percentage of staff feels the same. 98% of staff feel they are appropriately preparing students for the next grade/educational level.

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

While all staff have classroom web pages, there is a wide disparity in the usefulness of those web pages. Only 62% of students found their teachers' web pages useful educational tools. 56% of teachers feel comfortable enough with available technologies to frequently use those tools to enhance their instruction.

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

Primarily missing is stakeholder data, particularly from our parents and guardians. This data will be collected during a community event.

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 need to continue to be trained in the use of available instructional technologies, Teachers need to be trained in the appropriate use of School Insites and then use that training to create classroom web pages that are kept current, relevant, and useful. Teachers need to be encouraged to and be provided with the opportunities to collaborate effectively.





Goal 2 and Associated Strategies				
Plan/Do	<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	<b>OCS Goal 2:</b>	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	<b>School Goal 2:</b>	Swansboro Middle School and its students will be led by creative, passionate, and technologically skilled professionals.		
	<b>AdvancED Standard 2:</b>	Governance and Leadership		
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>Target:</b>	80% of staff will report the regular use of instructional technologies and effective collaboration to enhance their instructional programs.		
	<b>Indicator:</b>	ASSIST and staff and administration-created surveys; web page data		
	<b>Strategy:</b>	Teacher web pages will function as effective communication and instructional tools for students, parents, and stakeholders in the community.		
	<b>Action Steps:</b>	1. Staff development and training will be made available to staff in order to allow them to establish useful, relevant, and current classroom web pages.		
		2. Current team lesson plans will be available to stakeholders on teacher web pages.		
		3. Web page traffic will be tracked, recorded, and reported to staff at monthly meetings.		
	<b>Strategy:</b>	Assist staff in fully implementing available instructional technology by providing appropriate staff development.		
	<b>Action Steps:</b>	1. Utilize the Technology Facilitator and media coordinator to provide training in the use of tools such as interactive whiteboards, web resources that relate to the Common Core, Active Expressions, and the CT20 video conferencing system.		
2. Beginning teachers will be provided with strategies for incorporating instructional technology at monthly meetings.				
3. Weekly team lesson plans will be posted on the local Teacher Share drive as a collection of best practices.				
<b>Strategy:</b>	Teacher will be provided opportunities to collaborate with colleagues to create and maintain effective professional learning communities to improve instructional practice.			
<b>Action Steps:</b> <b>(Processes/How)</b>	1. Teachers will work collaboratively to complete collaborative units that utilize instructional tools such as SqueakEToys through the INCOME grant, Rosetta Stone, and a Project Based Math grant.			
	2. Encore teachers will be utilized to incorporate the arts, technology, and health/PE into quarterly interdisciplinary units.			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$1,200 for Rosetta Stone	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$1,200</b>	

	<b>Action Team:</b> Teacher, administration, Beginning Teacher coordinator, media coordinator, technology facilitator.
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Web page tracking data, teacher plans on teacher share, Beginning Teacher meeting agendas, training rosters.
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b> Stakeholders will demonstrate use of this technology through survey responses. Team plans will demonstrate use of instructional technology.
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>

### Goal 3 Needs Assessment

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

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

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

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

Discipline referrals (excluding bus and cell phone infractions) have decreased nearly 50% over the past two years. We achieved our goal of a 10% increase in students reporting feeling safe in the school building. We have created an Advisory Program that meets weekly. The Safe and Civil Schools Team meets regularly and had established school-wide expectations for student behavioral expectations. Rachel's Challenge has been a part of the school culture for the past two years.

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

There are a number of areas in the school where over 10% of students report "rarely" feeling safe. The Advisory program was not implemented with fidelity as intended.

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

Primarily missing is stakeholder data, particularly from our parents and guardians. This data will be collected during a community event.

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.)**

The "Rachel's Impact" was a successful program when brought to SBMS. Some momentum was lost last year due to not presenting that program. Too many students still feel unsafe in a number of areas in the school. This needs to be addressed. The Advisory program needs to be altered so that it can be implemented with fidelity.

Goal 3 and Associated Strategies				
<b>Plan/Do</b>	<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>School Goal 3:</b>	Swansboro Middle School students will learn in a safe and civil environment to be ethical, healthy, and productive citizens.		
	<b>AdvancED Standard 4:</b>	Resources and Support Systems		
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement		
	<b>Target:</b>			
		Students who will report feeling safe in school will be 90% (current level is 80%).		
	<b>Indicator:</b>			
		ASSIST and staff and administration created student surveys and parent surveys; documentation of Advisory lessons.		
	<b>Strategy:</b>			
		Continue the use of the Safe and Civil Schools program		
	<b>Action Steps:</b>			
		1. The Safe and Civil Schools Team will meet monthly throughout the school year to devise strategies to improve safety and civility at Swansboro Middle School		
		2. At monthly staff meetings, current discipline data will be shared with staff and the safe and civil school team will provide training based on that data.		
		3. The Safe and Civil Schools Team will revise and present school-wide expectations for behavior.		
	<b>Strategy:</b>			
		Students, staff, and community members will take part in "Rachel's Challenge"		
	<b>Action Steps:</b>			
	1. Students, parents, and community members will attend the presentation of "Rachel's Impact"			
	2. Create and maintain the "Friends of Rachel" club.			
	3. "Friends of Rachel" will meet several times monthly and will lead opportunities for creating a safer and more civil school environment.			
<b>Strategy:</b>				
	Swansboro Middle School will create and maintain an effective Academic Advisory program.			
<b>Action Steps:</b>				
	1. A school schedule will be created that will allow for Academic Advisory classes to meet daily.			
	2. Teachers will submit weekly plans that demonstrate cooperative planning of Advisory lessons.			
	3. Students will receive meaningful Advisory lessons that focus on drug/alcohol abuse prevention, bullying prevention, character education, internet and social media safety, and academic counseling.			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$3600 for Rachel's Challenge	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$3,600</b>	
<b>Action Team: (Who is responsible)</b>				

Check	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p> <p>Survey data collected from teacher and administration created surveys. Lesson plans that demonstrate meaningful, collaborative Advisory lessons.</p>
	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>Survey questions will relate directly to the Safe Schools program and "Friends of Rachel".</p>
	<p><b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b></p>
Act	<p><b>Based upon identified results, what action should be taken? (Next steps)</b></p>

### Goal 4 Needs Assessment

<b>NC Goal 4:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School system in cooperation with families and community partners.
<b>School Goal 4:</b>	Swansboro Middle School will foster innovation and communication in cooperation with 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?**

A majority of students feel that communication from school is available in through a number of mediums.

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

There is a large amount of missing data, particularly from our parents and community members. An opportunity exists to get our parents and community members involved decision making in the school.

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

Primarily missing is stakeholder data, particularly from our parents and guardians. This data will be collected primarily during a community event.

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.

There needs to be more effective communication between the school, students' homes, and communities. Swansboro Middle School needs to actively seek partnerships with community members and leaders. Swansboro Middle School needs to be active in seeking input from our stakeholders.



<b>Goal 4 and Associated Strategies</b>	
<b>NC Goal 4:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.
<b>School Goal 4:</b>	Swansboro Middle School will foster innovation and communication in cooperation with families and community partners.
<b>AdvancED Standard 1:</b>	Purpose and Direction
<b>AdvancED Standard 2:</b>	Governance and Leadership
<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning
<b>AdvancED Standard 4:</b>	Resources and Support Systems
<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement
<b>Target:</b>	We will receive meaningful input regarding curricular and non-curricular activities from at least 50% of our stakeholders.
<b>Indicator:</b>	ASSIST and staff and administration created surveys, BASES reports, attendance at community events
<b>Strategy:</b>	The school will be proactive in initiating and maintaining effective communication between the school and the home.
<b>Action Steps:</b>	1. The school will maintain a relevant, useful, and up-to-date website that communicates important information to our stakeholders.
	2. The school will update parents with monthly newsletters that will be disseminated through electronic and traditional means.
	3. The school will utilize School Messenger and other electronic media to provide parents with up-to-date information about the school.
	4. Instructional teams will provide parents with quarterly (minimum) newsletters that will be disseminated through electronic and traditional means.
<b>Strategy:</b>	The school will encourage partnerships between the school and community members.
<b>Action Steps:</b>	1. At least 25% of staff will submit BASES reports, documenting community partnerships. A database will be maintained on TeacherShare for access throughout the school year.
	2. The school will devise strategies to improve stakeholder involvement in the Parent Teacher Organization.
	3. The school will continue its active partnership with Camp Lejeune through utilizing the Military Family Life Counselor and will encourage participation in MFLC sponsored events.
<b>Strategy:</b>	Swansboro Middle School will sponsor four events during the school year that are intended to increase community awareness of school programs and events.
<b>Action Steps:</b>	1. Swansboro Middle School will host "Rachel's Impact"
	2. Swansboro Middle School will host an academic/arts showcase
	3. Swansboro Middle School will host a second "Open House" where parents will follow student schedules and receive instruction from teachers.
	4. Swansboro Middle School will host a "Transition Night" for rising sixth graders and eighth graders.

Plan/Do

	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
			<b>Total initiative funding:</b>	
<b>Action Team:</b>		Teachers, administration, and current PTO parents.		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
	Attendance at community events, BASES reports, stakeholder responses to surveys, attendance at PTO meetings.			
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
	Increased attendance and collecting meaningful data from stakeholders will demonstrate progress towards the goal.			
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>			
	<b>Based upon identified results, what action should be taken? (Next steps)</b>			

## Goal 5 Needs Assessment

<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
<b>OCS Goal 5:</b>	The Onslow County Schools will be supported by effective and efficient processes and systems.
<b>School Goal 5:</b>	Swansboro Middle School will be supported by effective and efficient processes and systems.

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

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

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

Wireless internet has been established throughout the entire campus. The security system has been upgraded to include 47 cameras. Staff are provided with the opportunity to submit proposals for the expenditure of instructional and at-risk funds. These proposals are then voted on by staff. 40% of laptop computers have been replaced or upgraded. All classes with interactive white boards have wall or ceiling mounted projectors. We have established a Professional Development Center with a video conferencing system utilized for interactive lessons. 93% of staff feel that technology resources are used to support teaching. Over 90% of staff feel that classroom supplies, facilities, and staff are used to support effective instruction. A sixth grade transition plan has been created and will be implemented this year.

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

78% of staff feel that resources are not appropriately utilized regarding professional development needs. 52% of our desktop computers are between three and five years old. Wireless connectivity is limited in classrooms to 24 wireless connections within a group of four classrooms at any given time. Not all classes have been equipped with an interactive white board. While attendance at Summer Bridge has increased, Swansboro Middle School needs to be more active in the transition of our students to the high school.



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

There is a large amount of missing data, particularly from our parents and community members. An opportunity exists to get our parents and community members involved decision making in the school.

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.)**

There is a need to continue to upgrade/update instructional technology throughout the school building. Swansboro Middle School needs to be more active in the high school transition process.

Goal 5 and Associated Strategies			
<b>Plan/Do</b>	<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.	
	<b>OCS Goal 5:</b>	The Onslow County schools will be supported by effective and efficient processes and systems.	
	<b>School Goal 5:</b>	Swansboro Middle School will be supported by effective and efficient processes and systems.	
	<b>AdvancED Standard 1:</b>	Purpose and Direction	
	<b>AdvancED Standard 2:</b>	Governance and Leadership	
	<b>AdvancED Standard 3:</b>	Teaching and Assessing for Learning	
	<b>AdvancED Standard 4:</b>	Resources and Support Systems	
	<b>AdvancED Standard 5:</b>	Using Results for Continuous Improvement	
	<b>Target:</b>	Establish systems which create a culture of shared leadership at the school level and effectively prepares our students for the transitions which occur at the middle school level.	
	<b>Indicator:</b>	Teacher Working Conditions survey, ASSIST and administration-created survey for staff, students, and parents.	
	<b>Strategy:</b>	Plan an effective transition plan for eighth grade students entering the high school.	
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1. Collect student and parent data describing the most challenging components of high school transition.</li> <li>2. Grade 8 students will be provided with lessons during Advisory regarding pathways, course selection, and graduation requirements.</li> <li>3. High school registration will be completed during a community event. At that time, data will be collected regarding the transition process. A transition plan will be created based on this data.</li> </ol>	
	<b>Strategy: (Needs Assessment, Question #4)</b>	Improve staff and student access to instructional and informational technologies or other programs to improve instruction.	
	<b>Action Steps: (Processes/How)</b>	<ol style="list-style-type: none"> <li>1. Begin the purchase of county-supported tablet technology to supplement Bring Your Own Device.</li> <li>2. Provide expanded wireless access throughout Swansboro Middle School allowing for greater connectivity.</li> <li>3. Provide for continual replacement and upgrades of instructional and informational technologies.</li> <li>4. Utilize the MTAC to assess and prioritize the instructional technology needs of staff and students.</li> <li>5. Continue to provide staff with the opportunity to submit proposals for the expenditure of instructional and at-risk funds.</li> </ol>	
	<b>How will we fund these strategies?</b>		
<b>Funding source 1:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$40,000 for technology
<b>Funding source 2:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$20,000 for staff proposals
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$60,000</b>

	<b>Action Team: (Who is responsible)</b>
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Computer replacement schedule, staff, student, and stakeholder data.
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b> Increased access to technology will demonstrate progress towards the goal. In addition, a clearly stated transition plan for high school students along with an increase in students who report feeling prepared for high school will demonstrate progress.
	<b>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</b>
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>

## 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):

Teachers:

Teacher Assistants:

Other School Staff:

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

Students who are deemed at-risk for any number of reasons are referred to the Instructional Intervention team. The Instructional Intervention Team is comprised of teachers, counselors, administrators, the parent/guardian of the child, and the child if deemed appropriate. From that point, a Personalized Education Plan is developed based on student needs. Interventions are applied with fidelity. If the interventions are deemed ineffective, the Instructional Intervention team will make recommendations for more intensive interventions. If these interventions are still unsuccessful, the Instructional Intervention team may recommend the student be assessed for placement in the exceptional children's department or a 504 plan. If the interventions are successful, they are maintained until such time as the Instructional Intervention team determines that the interventions are no longer required at such



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

Students who are deemed at-risk for behavioral concerns are referred to the Instructional Intervention team. The Instructional Intervention Team is comprised of teachers, counselors, administrators, the parent/guardian of the child, and the child if deemed appropriate. From that point, a Personalized Education Plan is developed based on student needs. A Behavior Intervention Plan will be established and teachers and parents may be asked to complete a rating scale such as the BASC. Interventions are applied with fidelity. If the interventions are deemed ineffective, the Instructional Intervention team will make recommendations for more intensive interventions. If these interventions are still unsuccessful, the Instructional Intervention team may recommend the student be assessed for placement in the exceptional children's department. If the interventions are successful, they are maintained until such time as the Instructional Intervention team determines that the interventions are no longer required at such intensive a level. If the interventions are ineffective, the student may be recommended for an alternative placement.

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

Students who are placed in the Social Skills setting are provided with the Core Content and Essential Standards for their grade level as well as being provided and accommodations required by student IEP's. In addition, students are provided with additional instruction in appropriate behaviors. Students are provided with the least restrictive environment and take classes with their non-disabled peers to the greatest extent possible.





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.) [\[SSPN: IV. Communication/ V. Emergency Operations Plan\]](#)

<b>Goal:</b>	Staff will understand their roles in an emergency situation such as a lock down or bomb threat.
<b>Target:</b>	100% of staff will report that they understand their roles in an emergency situation.
<b>Indicator:</b>	Staff survey, lockdown drill
<b>Milestone Date:</b>	October, 2012
<b>Goal:</b>	The Safe and Civil School team will clearly define school wide behavioral expectations
<b>Target:</b>	100% of staff and students will report knowledge and understanding of school wide behavioral expectations
<b>Indicator:</b>	Staff and student survey
<b>Milestone Date:</b>	June, 2012

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). [\[EOGs/EOCs, School Climate Survey, Title I Program Results\]](#)

<b>Target:</b>	90% of students will report feeling safe at school
<b>Indicator:</b>	Student survey
<b>Milestone Date:</b>	Jun-12
<b>Target:</b>	PEP's will be effective tools in reducing the number of at-risk students
<b>Indicator:</b>	Reduction in the number of students deemed "at risk" because of academic/behavioral concerns (currently 26.5%)
<b>Milestone Date:</b>	Jun-12

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				
CPR/First Aid Training	Planned				
CPI Training	Planned				
Diabetes Training	Completed				
Blood borne Pathogens Training	Completed				
New Teacher Safe Schools Orientation	Completed				
Roles of Staff in Emergencies/Lock Down Drill	Planned				