

Excellence in Education

Southwest High
Strategic Plan

2011-2012 Results and Next Actions





Southwest High School Administration

School Administration

Timothy Foster, Principal

Michelle Baker, Assistant Principal

Jennifer Cupsta, Assistant Principal

Onslow County Board of Education

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Instructional Services and Continuous Improvement

Steven L. Myers

Auxiliary Services

Chief Finance Officer

Jeffrey D. Hollamon



Principal's Message

We are excited about several accomplishments this past year. Data related to Algebra I (78%) and English I (80%) showed an increase in proficiency for 2010/2011. Dropout data reflected the hard work of our students and staff with a decrease in the number for our school. We also met the state's goal related to college prep/college tech prep graduates. With these accomplishments in mind we look forward to bringing this success to all areas of our school.

Transportation Technology Academy continues to be a success at Southwest High. Students from all over the county have joined our students at Southwest in this academy. As 2011 Transportation Academy Graduates crossed the stage they were ready to enter the workforce in the transportation career field.

Onslow Connect and Project K-Nect initiative in our math classes continued to create exciting and engaging classrooms. From netbooks to Smartphones our students were immersed in technological advances through their math courses. As these initiatives continue we look forward to increased proficiency as witnessed in 2010/2011.

Teachers completed professional develop during 2010/2011 related to curriculum, instruction and assessment. Excitement builds as we look forward to putting their hard work in place as the new school year begins.

Success breeds success. As the 2011/2012 school year begins we look forward to building on the successes of the past to improve and grow in all aspects of your child's education. With the hard work and dedication of our teachers and students, positive growth is only a school year away.

Sincerely,

Timothy Foster



School Profile

Southwest Community

Southwest High School is a rural high school located on Highway 53 just outside the city limits of Jacksonville, North Carolina. The high school receives students that reside in a school district radius of less than ten miles. Southwest Middle, New Bridge Middle, Southwest Elementary, Meadow View Elementary and Blue Creek Elementary are currently the feeder schools for Southwest High School. A major factor in the Southwest High School Community is the Camp Lejeune Marine Corps Base and the New River Marine Corps Air Station. Many of the students at Southwest High School have family connections to the military base as active duty personnel, retired military personnel, or civil service employment.

The Southwest community has several local business ties, volunteer fire departments, and churches that regularly support Southwest High School's academic, athletic and extracurricular programs. Additional support is received from other businesses and civic groups within the city limits of Jacksonville. An increased number of residential developments are currently being established in the Southwest community thus increasing the number of elementary students for this district.

Southwest High School

Southwest High School is one of thirty-seven public schools in Onslow County and one of seven high schools. The school's enrollment has remained relatively stable during the past three years with 713 (745) students in membership at the end of the twentieth day of school of the 2010-2011 (2011-2012) school year. In addition to the regular school enrollment, Southwest High School houses the county's high school program for English as a Second Language with an average enrollment of twenty-four students. The school year is 180 days in length and is divided into two semesters of ninety days each with four ninety-minute block courses offered each day. All of the course credits are awarded in Carnegie units at the end of each semester. Therefore, each student has the opportunity for eight credits per year, or thirty-two credits during his or her high school career.



School Profile

Faculty and Staff

Presently, Southwest High School has ninety-six (**Eighty Seven**) employees that serve the school's population in numerous capacities. The school has three administrators, fifty-seven (**Fifty**) certified faculty members, two counselors, one school resource officer, nine (**Eight**) non-certified instructional support employees, three office employees, one nurse, one school social worker, and nineteen student services employees. Of the present certified staff members, forty-six (**Forty Seven**) percent have ten or more years experience, twenty-two (**Twenty-Three**) percent have four to nine years of experience, and twenty-four (**Twenty Two**) percent have less than four years of teaching experience. Twenty-eight (**Twenty Nine**) per cent of the certified staff members have an advanced degree and twelve of the certified staff members have successfully completed the requirements to be identified as National Board Certified.

Student Body

The student body is diverse as illustrated by the following breakdown of student gender and ethnicity:

Race	Male	Female	Percentage
American Indian	1 (1)	3 (1)	1% (1%)
Asian	7 (4)	5 (4)	2% (2%)
African-American	76 (93)	105 (84)	26% (23%)
Hispanic	21 (33)	16 (25)	5% (6%)
Multi-Racial	23 (23)	22 (26)	7% (7%)
White	212 (236)	219 (225)	60% (61%)

Southwest High School is one of two high schools with a consistently higher number of students receiving either free or reduced meals of the seven high schools in Onslow County. The average percentage of students receiving meal assistance at Southwest High School for the 2010-2011 school year was forty-three percent.

Curriculum

The curriculum at Southwest High School includes College/University Prep, College Tech Prep, and the Occupational Course of Study as outlined by the North Carolina Department of Public Instruction. In addition to traditional courses taken on campus, Southwest High School also offers classes via the North Carolina Virtual Public School and dual-enrollment courses through Coastal Carolina Community College. In the College/University Prep, College and Tech Prep courses of study, courses are divided among Advanced Placement, Honors, and Academic class offerings. Southwest High School offers Advanced Placement courses in Biology, U.S. History, English III and IV, Calculus and Statistics. Honors courses are offered in Algebra II, Geometry, Pre-Calculus, Introduction to Calculus, Biology, Earth Science, Chemistry, Physics, Civics and Economics, World History, English, Journalism, Foreign Languages, Art, Music, Small Business Entrepreneurship and E-Commerce. The Career and Technology Department offers courses in Allied Health Sciences, Automotive Technology, Business, Construction Technology, and Family and Consumer Sciences. Southwest High School is the only school in the county to offer an Academy of



School Profile

Transportation Technologies to its students. AP Courses include English III and IV, Biology, and Physics (AP Earth and Environmental).

Accountability Results

Southwest High met 13 of 13 (15 out of 17) goals under AYP in 2009-2010 (2010-2011). However, Southwest was not recognized under the ABC's accountability program in 2009-2010 (2010-2011). The chart below shows the results of 2009-2010 (2010-2011) testing program.

Subject	Percent Proficient	Growth Status	High Growth Status
Algebra I	76.6 (78.2)	Met (NM)	Not Met (NM)
Algebra II	83.4 (49.9)	N/A	N/A
Biology	84 (75.9)	Not Met (NM)	Not Met (NM)
Civics	78.9 (75.2)	Not Met (NM)	Not Met (NM)
English I	79.3 (80.2)	Not Met (NM)	Not Met (NM)
Physical Science	76.3 (75.9)	N/A	N/A
US History	73.7 (71.5)	Not Met (NM)	Not Met (NM)
Writing	78.1 (65.3)	N/A	N/A
EOC Composite	79.4 (73.4)	Not Met (NM)	Not Met (NM)

Notable Characteristics

Southwest High School's faculty, staff, students, parents, and community strive for excellence as evidenced by daily activities that take place within as well as outside of the school. High expectations are established for all aspects of the schooling process and everyone works diligently to meet those expectations. Some notable accomplishments and characteristics are:

- Met Federal AYP goals, (Not Met 2010-11)
- Decreased dropout rate for the last five years,
- Five AVID classes and the implementation of the AVID instructional philosophy (WIC-R) in all classes,
- Participating in Johns Hopkins Strategic Reading Research with the implementation of a strategic reading class for at-risk learners,
- Advisor/Advisee class periods with a specific curriculum,
- Implementation of reading strategies in all classes,
- Socratic questioning techniques used in all classes,
- Project K-NECT
- Summer Leadership Academy for eighth grade transition to the high school,
- Teacher facilitated tutoring before and after school,
- Job Ready Internship program with a full-time on-site facilitator,
- P.R.I.D.E. (Personal Responsibility In Daily Effort) Club to recognize and reward academic achievement,



School Profile

- Technology available for staff and student usage,
- Field-based science inquiry in conjunction with the Contemporary Science Center,
- Transition, Extended day and recovery programs,
- Establishment of the Academy for Transportation Technology,
- Expansion of inclusion classes to meet the needs of EC students,
- Staff development for Socratic seminars and questioning strategies,
- Implementation of the SWEEP program to reduce tardies to START on time, and
- Extra-curricular activities, clubs, and programs for students, and a Highly successful athletic program
- Decrease in Tardies and office referrals

Significant Changes

There have been several significant changes at Southwest High School that should have a direct effect upon the school as it continues to strive for excellence. Some of those changes are:

- Staff development and expansion of the AVID curriculum to include feeder schools,
- Utilization of the North Carolina Virtual Public School,
- Onslow Connect
- Review and restructure of school traffic patterns to improve safety.

Future Goals

As a staff with a vision of setting high expectations for all learners and with the determination to work together to help all students meet those expectations, certain expectations must be established to guide our journey into the next three years. Being driven by the school's vision that "Excellence Has No Boundary," the future expectations that Southwest High School will strive to include:

- A decrease in the number of high school dropouts along with a greater number of students completing high school requirements in four years or less,
- A greater percentage of graduating seniors with college credit,
- A greater percentage of graduating seniors attending a post-secondary school,
- Increased articulation with feeder schools,
- A learning environment that promotes a positive relationship between adults and students and one that is safe and conducive for student success,
- Increased integration of technology in classroom practices, and
- Utilization of CHAMPs and ACHIEVE programs as part of the "Safe and Civil" schools initiative in Onslow County.
- Decrease in Suspensions
- Implementation of the Rigor/Relevance Framework
- Goal Seal Lessons developed and implemented in all classes
- Become a Model School Recognized by the International Center for Learning

Vision and Mission Statements for Southwest High

Vision:

"Excellence Has No Boundary"

Mission:

Southwest High School will prepare students to be globally competitive and responsible citizens in the 21st Century through a rigorous and challenging curriculum.



ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Southwest High School
Date Submitted:	Tim Foster

1	Number of Plan Team Members	
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/6/2011
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 members on the team.)	48%
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.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Timothy Foster
Signature, SSPT Facilitator/Chairperson	John Sweeny
Signature, Elected Parent Representative	Christopher Raynor
Signature, Elected Parent Representative	Pam Scott

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

LEA Number: Onslow County Schools - 670
School Name/Number: Southwest High School-344
School Address: 1420 Burgaw Highway, Jacksonville, NC
Plan Year(s): 2010-2012
Date prepared: Fall 2011

Principal Signature: _____ _____
Date

Local Board Approval Date: _____ _____
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
Principal	Tim Foster	Teacher Representative	Polly Blake
Assistant Principal Representative	Michelle Baker	Teacher Representative	Brandon Stallard
Teacher Representative	John Sweeney	Teacher Representative	Robbie Mewborn
Inst. Support Representative	Shawna Augherton	Teacher Representative	Tommy Barnes
Teacher Assistant Representative	Avie Catrett	Teacher Representative	Kathy Southall
Parent Representative	Chris Raynor	Teacher Representative	Jeff Story
		Teacher Representative	Shannon Mahiai (Judith Arevalo)
Teacher Representative	Jane Morton		
Teacher Representative	Richard Mason	Parent Representative	Tony Blake
		Parent Representative	Tim Johnson
		Parent Representative	Lisa Miltier
		Parent Representative	Arqueta Brooks
		Parent Representative	James Marley
		Parent Representative	Monica Burney
		Parent Representative	Aisha Williams
		Parent Representative	Kim Lewellyn
		Parent Representative	Bill Swanhart
		Parent Representative	Leigh Warpole
		Parent Representative	Debbie Campolong Pam Scott

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

Priority 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.		
	SWHS Goal 1:	Southwest High School will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	Target: (Desired Result)	Southwest High School will decrease non proficient students in all tested areas by 10%. (EOC, CTE, and Writing)		
	Indicator: (Measure)	EOC Composite, EOC Individual Test Results, CTE Composite, Writing Results, AYP Results		
	Strategy: (Needs Assessment, Question #4)	Expand student opportunities through a variety of academic initiatives and programs specifically targeted at improved student achievement.		
	Action Steps: (Processes/How)	1 Develop a school wide reading/writing plan to encourage both in all classrooms, including grading rubric, and use of open ended questions in all classrooms and content areas		
		2 Integrate Technology as a valuable learning tool, Onslow Connect, Project K-Nect, and Promethean Boards through shared initiatives with technology facilitators		
		3 Create opportunities for cross curricular units of study through CIA plans emphasizing rigor and relevancy		
	Strategy:	Utilize a conceptual, outcomes-based approach to address and deliver new and challenging curricula		
	Action Steps:	1 Complete CIA Plan by departments and interdisciplinary teams		
		2 Implement the Rigor/ Relevance framework in all content areas, while developing positive relationships with all students		
	Strategy:	Complete a comprehensive assessment and grading system focused on improved student achievement		
Action Steps:	1 Train in and implement ClassScape assessments focusing on mastery learning			
	2 Complete NC Falcon Training to increase understanding and use of assessments			
	3 Utilize EVASS to inform instruction			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$2,500	
Funding source 2:	Other	Funding amount:	\$5,000	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$7,500	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Administration, Building Leadership Team, Department Chairs, Teachers			
What data will be used to determine whether the strategies were deployed with fidelity?				
Professional Development rosters and agendas, Formal and Informal Observations, copies of CIA Plans and Gold Seal Lessons based on Quadrant D teaching and learning through the rigor/relevance framework, Completed Training through NC Falcon and ClassScape				

Check

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

Increased student engagement, monitored through observations, lesson plans that are well thought out and planned to meet the expectations of being gold seal. Use of formal and informal assessments-ClassScape and Individual Teacher assessment data. EOC results at the end of each semester.

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

Technology integration was a point of emphasis at Southwest High School during the 2010-2011 school year. Sixty Five students participated in Project K-Nect, while an additional seventy students used netbooks in their learning as part of the Onslow Connect program. Nineteen percent of Southwest students used 21st century technology on a one-to-one basis. Ten SmartBoards were purchased and placed in classrooms, an increase of one hundred percent over the 2009-2010 school year. One hundred percent of teachers participated in staff development on assessments via NCFALCON and on the Rigor/Relevance framework and CIA planning model during professional development days. Teachers worked individually and within departments to create initial CIA plans. All departments also created Gold Seal lesson plans. Additionally, all teachers who taught EOC courses received training in ClassScape and access to EVASS to identify at-risk students. However, usage of ClassScape was sporadic, which may be one reason for the lack of improvement in EOC scores in most tested areas. No school-wide writing plan was developed. However, resources are readily available for such a plan and must be shared with faculty outside of the English department to increase student proficiency on the NC Writing Test and to better prepare Southwest students for college.



Southwest High did not meet its goal of reducing non-proficient students by 10%.

Test	2009/10	2010/11
Algebra I	76.6	78.2
Algebra II	83.4	49.6
Biology	84	75.9
Civics	78.9	75.2
USH	73.7	71.5
Phy. Science	76.3	75.9
Eng I	79.3	80.2
Writing	78.1	65.3
Composite	79.4	73.4

Career and Tech Education

Business Education	79.5	70.3
Career Development	85.4	86.3
Family Consumer Sciences	87.9	93.5
Health Occupations	84.4	96.6
Marketing Education	85.7	N/A
Trade and Industrial Education	85.9	82.1



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

All teachers of currently or previously tested courses will begin using ClassScape benchmark assessments every three weeks. In addition, ClassScape will be used to evaluate proficiency of students in courses that are no longer tested by the state. Results will be shared and data will be used to develop personalized next steps. Next steps will include Coach, Khan Academy, USA Test Prep assignments along with After School Tutoring. Continue the purchase of technology such as SmartBoards while expanding training opportunities to maximize the potential of such resources. Provide time for teachers to engage in cross-curricular planning using the CIA model during professional development days. Continue training in the Rigor/Relevance framework and creation of Gold Seal lesson plans. The benefits of this training will become more evident as time passes and faculty members grow more comfortable with this approach. To improve writing proficiency, all teachers will assign at least one essay per grading period and written reflections daily. Additional guidance must be provided to non-English teachers for such work to be effective; expectations, outlines, and rubrics should be shared with the entire faculty. All Algebra I, English I, and Biology teachers will participate in a District Wide PLC. PLC work will grow as PD continues to expand teacher knowledge of PLCs.

Work in the above areas will address the needs of students related to AYP results. . (PLCs, District PLCs, ClassScape 3 Week Assessments)

Act

Reading-

Black- Met/CI White-Met/CI EDS-Not Met

Math

Black-Met/CI EDS-Met/SH

Work in the above areas will address the needs of students related to ABCs. . (PLCs, District PLCs, ClassScape 3 Week Assessments)

Algebra I, Biology, Civics, USH, English I, EOC Composite



Priority 1 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.		
	SWHS Goal 2:	Southwest High School will be led by creative, passionate, and technologically skilled professionals.		
	Target: (Desired Result)	SWHS will have a 100% participation rate in PLC's and 100% of faculty will be recognized for their accomplishments.		
	Indicator: (Measure)	Teacher Turnover Rate, 360 degree feedback, site based survey and Leadership Team Climate discussions, NCTWC Survey		
	Strategy: (Needs)	Pursue continuous improvement and ongoing adult learning opportunities		
	Action Steps: (Processes/How)	1 Establish Professional Learning Communities focused on adult learning and student achievement		
		2 Provide professional learning opportunities for staff to support goals in school's strategic plan and teacher professional development plans		
		3 Provide site based training for technology use in the classroom through collaborative efforts utilizing the technology facilitator and on site staff		
		4 Increase articulation with feeder schools-Monthly Admin meetings, Teacher Cadet, Early Childhood and AVID		
	Strategy:	Promote a positive and informed working environment for all employees		
	Action Steps:	1 Recognize and celebrate individual and group accomplishments through newsletters, web-site and daily announcements		
		2 Dedicate time at monthly faculty meetings to inspire and motivate each other through a variety of resources including simple truths web-site and recognizing students success through teacher effectiveness		
3 Establish monthly calendar of meetings, organized to ensure a consistent and organized flow of information throughout the school				
4 Update and maintain teacher web pages				
Strategy:	Utilize teacher evaluation process that will allow faculty and staff to share accomplishments and focus on areas of needed improvement			
Action Steps:	1 Develop a sense that the process is one of ongoing improvement and growth in teaching and learning			
	2 Provide opportunities for faculty and staff to share individual success as related to personal growth			
	3 Establish PLC's where teachers will create opportunities to share students' success as it relates to individual professional development plans			
How will we fund these strategies?				
Funding source 1:	Other	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	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Administration, Leadership Team, Department Chairs, Teachers			
What data will be used to determine whether the strategies were deployed with fidelity?				
Minutes from established PLC's. S.M.A.R.T. goals developed from PLC's. Teacher Working Conditions Survey, 360 Degree Feedback, Agendas and minutes from Meetings				

Check

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

Feedback from teachers, Faculty Feedback Discussions, Decisions will be made based on feedback from Faculty, Teacher Working Conditions Survey

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

In regards to ongoing learning, 100% of teachers received basic training in the philosophy of Professional Learning Communities. However, that philosophy was not regularly implemented at department meetings. Technology facilitator Sharon Parker provided frequent training opportunities for the technology resources on campus. Southwest High School students continue to provide support to feeder schools via the Teacher Cadet (336 hours) and Early Childhood Education programs (4050 Hours). Recognition of staff for excellence on the job occurred in a variety of ways throughout the year at 100% of the Faculty Meetings. Teacher web pages are not being utilized to their full potential.

- 100 % of teachers received training on Professional Learning Communities
- 100% of teachers with smartboards had the opportunity for training in the use of the smart capabilities with the Technology Facilitator
- Teacher turnover was limited to 2 teachers choosing to leave Southwest for other job offers

360 Degree Feedback

- Resources at my school are used to support creative teaching and learning
- 96% of teachers feel they have adequate resources
90% of teachers feel staff development is appropriate
97% of teachers feel technology is appropriate
- 85% of teachers feel welcome and respected by the administration
 - 91% of teachers feel that receive help in a timely and efficient manner

Act

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

Teaching and learning must become the focus of teachers' meetings through greater focus on the PLC philosophy. In addition, time should be provided during professional development days for teachers to form and plan in cross-curricular PLCs. Technology use will grow in quantity and quality through continued training. Emphasis on regular updates and a greater range of available information would dramatically increase the effectiveness of the Southwest website. Increase number of SmartBoards on campus with goal of one in every classroom. Time will be utilized in each faculty meeting to recognize teachers individually as well as a group. Success and failures will be acknowledged.



Priority 1 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.		
	SWHS Goal 3:	Southwest High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	Southwest High School will have quarterly contact meetings with 100% of At-Risk Freshmen. SWHS will hold 5 P.R.I.D.E. assemblies recognizing student achievement.		
	Indicator: (Measure)	Discipline Data, attendance data, 360 degree feedback, drop out data		
	Strategy: (Needs)	Create a safe environment that will support teaching and learning		
	Action Steps: (Processes/How)	1 Redesign Freshmen transition program focused on making freshmen a "part" of the school-"Freshmen Nation"		
		2 Redesign P.R.I.D.E. program emphasizing School Seal as "The Heart of the Stallion"		
		3 Evaluate school discipline referrals and create guidelines and incentives to promote positive behaviors, "Caught doing good" and "Pay it forward" initiatives, incorporate "teacher to teacher walk through" and "walk about"		
	Strategy:	Provide instructional opportunities focused on healthy lifestyle choices		
	Action Steps:	1 Expand WISE health initiative for staff to include students		
		2 Implement "Eat the Frog" Initiative to reduce stress		
		3 Develop and implement "Friends don't let friends drop out" initiative		
		4 Increase circuit training in PE classes and increase emphasis on lifetime fitness		
	Strategy:	Promote and Support activities for staff and students to create a civil learning environment		
Action Steps:	1 Expand Student 2 Student program			
	2 Create a sense of civic responsibility through Make A Difference Day and voter registration			
How will we fund these strategies?				
Funding source 1:	Other	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	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Administration, Leadership Team, Guidance, Freshmen A/A Teachers, PE Teachers, All Faculty and Staff			

	Action Team. (who is responsible)	Administration, Leadership Team, Guidance, Freshmen A/A Teachers, PE Teachers, All Faculty and Staff
	What data will be used to determine whether the strategies were deployed with fidelity?	
	P.R.I.D.E. assemblies dates and names of students recognized, Contact Logs of A/A teachers, Parent/Teacher contacts, 360 degree feedback, Voter Registration drive, Teacher Walk-Through	

Check

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

Decrease in discipline referral, increase in the number of students recognized at assemblies, Teacher Working Conditions Survey, Increase of Student Health through PE classes, fitness test results

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

Freshman Nation began developing in the 2010/11 school year. One of the first steps was to make contact with parents and students a priority, particularly At-Risk students. The goal of 100% of these students would have contact with an advisory was accomplished through homeroom advisor/advisee. However, this was the developing year of the Freshman Nation. P.R.I.D.E continued as is for the 2010/11 year. Assemblies were not held. WISE initiative continues to grow with the faculty and staff. The program was not extended to include students. Circuit training was increased in Health/PE with increased walking. Civic responsibility was addressed through expanded voter registration, this effort was carried out with Onslow County Board of Elections. Student2Student program was utilized and continues to develop. 100% of new students had the opportunity to work with the S2S student group. Teachers completed two walk-throughs each week.

- Discipline referrals decreased by 200
- 360 Degree Feedback
 - Student feels safe
- School Bus- 89%
- Cafeteria- 90%
- Classroom- 94%
- Locker - 84%
- Hallways- 91%
- Restrooms- 86%

Act

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

Freshman Nation will continue to evolve in 2011/12. John Wooden's Pyramid of Success will be utilized as a character building initiative. Parents will receive contact from advisors throughout the year, this will be conducted through content tent teacher and Advir Teacher. Grades and attendance will be addressed. Several activities will be scheduled and implemented through the Freshman Nation Advisory and House Managers. NCVPS Recovery will be utilized to ensure freshman complete core requirements of the freshman year. P.R.I.D.E. Committee will be established and assemblies will be held to recognize student achievements. (Academic, Attendance, and Behavior) WISE initiative will strive to increase faculty participation. P.R.I.D.E and Freshman Nation will be a major focus in the final year of this plan.



Priority 1 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.		
	SWHS Goal 4:	Southwest High School leadership will foster innovation in cooperation with families and community.		
	Target: (Desired Result)	Southwest High School will increase cohort graduation rate by 10 % through parental and community involvement and support.		
	Indicator: (Measure)	Cohort Graduation Rate, Failures, Attendance Data, Classes offered		
	Strategy: (Needs)	Expand and emphasize family, business, community, and education partnerships		
	Action Steps: (Processes/How)	1 Develop Leadership Academy that involves community leaders in the classroom on a monthly basis		
		2 Develop an Open House that utilizes student and teacher talents to share student knowledge and enthusiasm for learning		
		3 Develop partnerships through community outreach programs that include Make a Difference Day, and programs created by various school clubs		
		4 Create Community Partnership Steering and Search Committee		
	Strategy:	Make school relevant and meaningful for all students through differentiation of instruction to include project based task		
	Action Steps:	1 Implement Professional Development based on the Model Schools Rigor/Relevance Framework		
		2 Increase student participation in Honors Courses, AP Courses (Increase opportunities for AIG students), and CTE Courses allowing students to see connections from the classroom to the work place		
3 Develop Interdisciplinary Units to include CTE Courses				
Strategy:	Advance the use of technology in each classroom			
Action Steps:	1 Develop instructional strategies that require students to utilize tools of the 21st Century			
	2 Increase technology in all content areas to include professional development for its use			
	3 Increase technology Facilitator's role in all content areas, utilizing talents through increases in professional development			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$2,000	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$2,000	
Review frequency:	Quarterly			

Action Team: (Who is responsible)	Administration, Leadership Team, Guidance, Department Chairs, Teachers, Media Specialist, Technology Facilitators
What data will be used to determine whether the strategies were deployed with fidelity?	
	Number of Community Partnerships, Open House Parent Participation, Teacher Lesson Plans, Teacher Observation, STNA Survey, Teacher and Instructional Technology Facilitators Collaboration on Lessons

Check

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

Partnerships Teams will be formed by mid year with partnerships developing to eventually reach sustainability by the end of 2011. Quadrant "D" Lessons will be developed and instituted by departments with development moving to individual teachers by the end of 2011 and institutionalized by the end of 2012. Planning Stages for Make Difference Day will begin by mid year 2010 and implemented in October 2011.

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

Training in the Rigor/Relevance Framework took place for 100 percent of teachers in the 2010-2011 school year and is ongoing. Long-term, this focus should increase student engagement and better prepare students for life after high school, which was an area of concern according to the 360 Survey. English III Advanced Placement class was added to course offerings in addition to increasing enrollment in Virtual Public Schools courses by 100 percent. Investment in technology has also dramatically increased the number of students who are regularly using technology in their learning. SmartBoards were increased by 100%. Graduation Project presentations continues to draw support from the community.

- 4 year Graduation Rate- 83.5%
- Met ABCs Accountability Model Goal for decrease in dropouts

360 Degree Feedback

Parents

My Child's school keeps me informed

- 95% through the School Messenger system
 - Receive help in an efficient and timely manner
- Administrative Office- 82%
- Classroom- 84%
- Counselors' Office- 100%
- Front- 95%

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

Southwest High School is continuing to develop a Leadership Academy for highly motivated students. The first Open House to focus on student work will be held In January, 2012. Various student organizations will work with community groups to contribute to Make-a-Difference Day on Oct. 22, 2012. Southwest will add an Advanced Placement Earth/Environmental Science class. Pilot Site for Bring Your Own Device. Form a Community Partnership Committee to help expand community support. Increase enrollment numbers in Business/Computer classes by expanding course offerings to reflect student desires through

Act

school based surveys. (Implementation in 2012/13) Leadership Academy will be established as community partners are established.

Priority 1 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.		
	SWHS Goal 5:	Southwest High School will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Southwest High will complete 3 campus energy conservation practices to maximize resource utilization to best meet the instructional and operational needs of the school.		
	Indicator: (Measure)	STNA responses, Utilization Reports, work orders, teacher request data, Custodial Response Survey, Completed Energy Conservation Practices		
	Strategy: (Needs)	Decrease energy and utility consumption through a wide variety of programs		
	Action Steps: (Processes/How)	1 Create Environmental Club to utilize student talents to develop a plan to lower energy consumption		
		2 Promote energy/utility awareness throughout the campus and community through Environmental Club		
		3 Investigate a means to go paperless within the classroom and all aspects of the school		
		4 Expand recycling program on campus		
	Strategy:	Develop and utilize well-communicated processes and procedures in all areas		
	Action Steps:	1 Emphasize positive relations between school, community and parents		
		2 Implement a weekly survey of needs and concerns		
3 Implement a site based work order process				
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$500	
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:	\$500	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	Students, Administration, Guidance, Custodians, Teachers, Department Chairs			
What data will be used to determine whether the strategies were deployed with fidelity?				
Environmental Clubs action on campus, Number of in-house work orders submitted and completed, Conservation practices implemented				

Check

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

Environmental Club will be created by Mid year, student participation will be monitored throughout the year, At least 1 practice will be implemented this year and 2 others by the end of 2012.

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

Southwest High has created the Environmental Club with energy conservation as the focal point. 100% of classrooms were informed of conservation practices and 100% of the classrooms at Southwest were required to turn off all power supplies or unplug all electrical equipment. In addition to the beginning phases of energy conservation, 100% of all classrooms were involved in the school-wide recycling program with one additional bin being placed on campus. Steps have been taken to go paperless on the campus as teachers increase the use of technology. Site based work orders were completed through verbal communication. Beginning phases of a weekly survey was established in 2010/11.

- Environmental Club created
- Recycling Expanded
- Energy Conservation practice of turn off electrical equipment on Fridays implemented

360 Degree Feedback

Childs school is neat and clean

Parents

- 90% agree

Students

- 80% agree

Faculty

- 96% agree

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

Conservation will continue at Southwest as we expand energy conservation through the Environmental Club. Using the District's energy consumption report we will be able to monitor the results after full implementation. Administration, Teacher representative, and Custodial representative will create a weekly evaluation sheet as well as a site based work order process. Faculty meetings and daily announcements will be paperless; teachers will attend meetings with Tier I laptops for agendas etcetera. Expand the recycling program to include clothes and electronic devices.

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