

Students Embracing Success



2010-2011 Results & Next Actions for 2011/2012

Strategic Plan 2011-2012



Swansboro Elementary School Leadership

Principal: Lisa I. Peele

Assistant Principal: Carl Henderson

Faculty/Staff

Lisa/Fowler/Jessica Coone-Kindergarten Teacher
Kathleen Lester/Patricia Burke-First Grade Teacher
Jill Riggs-Second Grade Teacher
John Snyder-Third Grade Teacher
Cindy Paredes-Fourth Grade Teacher
Carrie Morris-Fifth Grade Teacher
Mary Brooks-EC Teacher
Cindy Oswald-Physical Education Teacher
Heather Carpenter-Teaching Assistant
Alina Jamel- Office Support

Parents

Kim Riggs
Wendie Kidwell
Jeannie Brooks
Tiffany Martin
Jessica Espinosa
Scott Chadwick
Dawn Shulte
William Underseth
Dawn Franklin



Principal's Message

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

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

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



Swansboro Elementary School Profile

EXECUTIVE SUMMARY

Introduction

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

Community Demographic Data

Swansboro Community

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

Population and Ethnicity

The population as reported for the 2010 Census was 2,663 with 1,228 males (46.1%) and 1,438 females (53.9%). **The detailed profile indicates that there were 655 households and 419 families residing in town.** Over the past few years, there has been a dramatic increase in families moving into the Swansboro area. This continues to be an area where families are choosing to relocate because of the friendly, small town environment.

In 2010, based on Census data, 89.9% of the population was White, Non-Hispanic, 4.5% were Hispanic or Latino, 3.4% of the people were Black, 3.4% of the population was two or more races, and 1.8% comprised the Asian ethnicity, 0.4% American Indian, and 0.9% reported as other race. The ancestries of Swansboro include Irish (15.2%), English (14.7%), German (12.6%), United States (11.2%), Italian (6.7%), and Scotch-Irish (4.8%). 2.4% of the population were considered foreign born--1.0%, Europe, 0.5%, Asia, 0.5%, Africa, 0.4%, Latin America (Swansboro Detailed Profile).



Swansboro Elementary School Profile

School Characteristics

History: Swansboro Elementary is located at 118 School Road in Swansboro North Carolina. The student population of the school is 477 and there are 65 staff members.

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

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

Present: Swansboro Elementary School is a Title I Targeted Assistance School, which means less than 50% of our students qualify for free/reduced lunch. Currently, the school has 477 students, which is an increase in 30 students, from last year at this same time. Our racial composition consists of 86.4% White (412), 6.1% Multiracial (29), 5.2% Black (25), 0.2% American Indian (1), and 2.1% Asian (10). The male population is 53% (235), and the female population is 47% (212). The present enrollment of 477 students includes the following:

GRADE	POPULATION
KINDERGARTEN	82
FIRST GRADE	85
SECOND GRADE	86
THIRD GRADE	88
FOURTH GRADE	61
FIFTH GRADE	75

Budget: Swansboro Elementary School is funded through school level, state, and federal budget monies. We have school sponsored fund raisers, an active Parent Teacher Organization, and contributions from local non-profit organizations that supply our school level budget. Our state allotments supply the monies to purchase instructional, human, and technology resources. As we began our 2011-2012 school year, our federal budget has been allotted due to being a Title 1 Targeted Assistance School. This money is also used for instructional, human, and technology resources for our targeted at-risk population.

Funding Source	Budgeted Amount
School Level	\$35,000.00
State	\$55,000.00
Federal	\$140,000.00



Swansboro Elementary School Profile

Staff: Swansboro Elementary School's staff has the distinction of being 100% highly qualified. There are 65 staff members on this campus, 32 of whom are certified teachers, 7 of whom hold advanced degrees.

Student Performance Data

Swansboro Elementary School is held accountable by two accountability programs, the state ABC Program and the federal No Child Left Behind Program (NCLB). Although both programs assess the same students using many of the same assessments, the results often contrast regarding the effectiveness of a school and/or school system.

National Measures: Swansboro Elementary School is expected to meet Adequate Yearly Progress Goals according to the procedures prescribed by No Child Left Behind. The possible subgroups within each school or district are the School/District as a whole, White, Black, Hispanic, Native American, Asian, Multiracial, Limited English Proficient, Students with Disabilities, and Socio-Economically Disadvantaged students. During the 2010-2011 school year, Swansboro Elementary School met 12 out of 13 of the Adequate Yearly Progress target goals, with the goal not met being our group of White Socio-economically disadvantaged males.

Swansboro Elementary School's teachers, administrators, and support staff continue working to exceed standards and educate students at the highest level. Likewise, parents and our community continue to provide tremendous support to help in meeting our goals. With the No Child Left Behind law under review, the data will assist us in continuous efforts to improve the education of all children. (The analyzing of subgroup data is not new to Onslow County Schools. A comprehensive process using disaggregated data for determining areas of improvement was implemented prior to No Child Left Behind.)

State Measures: Statewide assessments of student learning in reading, writing, mathematics, and science were utilized during the 2010-2011 school year. All students in grades 3 through 5, including all Exceptional Children, participate in end-of-grade reading and mathematics assessments during the last month of school. Fifth grade students participate in end-of-grade science assessments also. Students must meet state and local standards in order to be considered for promotion. Students failing to meet proficiency are provided focused intervention prior to an additional retest opportunity (if necessary). This provides all students a fair and equitable opportunity to meet the State Gateways for promotion. During the 2008-09 school year, NCPDI modified its current state accountability program allowing student retest administrations which result in a proficient score to be included in overall performance results for grades 3 through 8 for the district and individual schools. For the 2010-2011 school year, Swansboro Elementary School's overall reading composite proficiency rate is 77.2% and for mathematics is 83.98%. Fifth Grade Science composite is 94.1%. The overall composite is 82.5%.

The state assessments measure student performance on the North Carolina Standard Course of Study. District and school leaders are investigating ways to enhance the learning of students in all areas. Ongoing disaggregation of data by subgroup populations and goals/objectives will assist in determining areas for process improvements. The system has done extensive work with EVAAS (Education Value Added Assessment System) and formative assessments. The State writing assessment underwent a major shift during the 2008-2009 school year. For the past three years, our fourth grade students participated in a locally monitored writing



Swansboro Elementary School Profile

instructional program that includes two content-specific writing selections, a benchmark test, and a summative sample in the spring. Beginning with the 2010-2011 school year, Onslow County Schools will implement a similar writing instructional program for students in grades 3, 5, 6, and 8.

During the 2009-2010 school year, Onslow County implemented a local assessment to ensure that the K-8 computer skills curriculum is integrated into classroom instruction.

For several years, Onslow County Schools' teachers, administrators and district-level staff have disaggregated data to design better strategies that will help close the gaps between subpopulations. Through improved staff knowledge of valuable instructional techniques, our school strives to decrease the areas of disparity within our subgroups.

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

The end of year data for 2010-2011 (K-2 assessment data for Swansboro Elementary):

Kindergarten:	Reading (100% reached proficiency)
	Math (98% reached proficiency)
	Writing (94% reached proficiency)
Grade 1:	Reading (77% reached proficiency)
	Math (81% reached proficiency)
	Writing (61% reached proficiency)
Grade 2:	Reading (94% reached proficiency)
	Math (91% reached proficiency)
	Writing (83% reached proficiency)

District Measures: At Swansboro Elementary, teacher-developed district-wide assessments are utilized at six and nine week intervals in the areas of English/language arts, mathematics, science, and social studies. District sample pacing guides and a prioritized curriculum are distributed to each teacher to align with and assist with the implementation of these assessments. Feedback from these assessments helps teachers to develop a better understanding of students' weaknesses on course curriculum goals. Assessment reports provided to teachers and principals include an item analysis by subject for each student as well as classroom mastery reports. These resources aid in identifying strengths and areas of needed improvement in student performance. There is a correlation between the proficiency rate in reading and mathematics and the utilization of the district assessments. School staffs also utilize benchmarking software and a variety of formative assessments to inform individualized instruction plans/delivery.

In addition to the assessment data, school and district level administrators provide opportunities for all stakeholders to have a voice in the instructional decision-making process. Grade-level planning, professional learning communities and vertical articulation meetings provide for sharing of successful teaching methods and instructional delivery.

During the 2011-2012 school year, Onslow County Schools will utilize benchmarking in all state-tested curriculum areas. Teachers will be asked to make recommendations in the initial pacing guide model to align with the district benchmarks. There will be two benchmarks in grades 3 through 8 and one benchmark mid-way through high school end-of-course subject areas.



Swansboro Elementary School Profile

Stakeholder Perspectives on the Quality of Education

Our parents and community members are active in the school. Several parent volunteer orientation sessions have been held. Many parents, grandparents, retired educators, and community members have been fingerprinted and are actively working in the school. Parents serve on the School Strategic Planning Team and Parent/Teacher Organization. This year, new officers were elected for the PTO, and their meetings and activities have gotten off to a great start.

There are currently 65 staff members with the majority of those being females. Even though our staff is not very ethnically diverse, they are from many different states -- from North Carolina to New York. The years of service range from less than two years to over 25. There are **22 non-certified staff members** consisting of teacher assistants, custodians, cafeteria workers and office personnel. Several itinerant personnel also serve the students and support the staff.

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

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

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

As part of our continuous improvement process, Swansboro Elementary School utilizes a locally developed survey to gather feedback from students, staff members, and parents regarding their perception of our school as it relates to our school goals. All certified staff, classified staff, and students grades 3 through 5 were provided the opportunity to participate in the 360° Continuous Improvement Feedback survey.

The following are some examples of the 2010-2011 results from the survey: 96% of students, (100% of certified staff, 96% of parents) indicated that technology is used to support creative teaching and learning; 96% of students, (100% of certified staff, 96% of parents) also indicated that classroom materials were utilized to support creative teaching and learning; approximately 94% of students, (98% of staff, and 96% of parents) indicate that they receive help in the classroom in an efficient and timely manner.

Vision and Mission Statements for Swansboro Elementary School

Vision:

Students Embracing Success

Mission:

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



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Swansboro Elementary School
Date Submitted:	7-Oct-11

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	October 4, 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.)	11
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.	
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Lisa Ireland Peele
Signature, SSPT Facilitator/Chairperson	Lisa Ireland Peele
Signature, Elected Parent Representative	Scott Chadwick
Signature, Elected Parent Representative	Kim Riggs

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

LEA Number: Onslow County Schools - 670
School Name/Number: Swansboro Elementary School
School Address: 118 School Road Swansboro, NC 28584
Plan Year(s): 2010-2012
Date prepared: 10/4/2011

Principal Signature: Lisa Ireland Peele _____

October 1,2010

 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
Assistant Principal Representative	Carl Henderson	Parent Representative	Scott Chadwick
Teacher Representative	Jessica Coone	Parent Representative	Kim Riggs
Teacher Representative	Patricia Burke		
Teacher Representative	Jill Riggs		
Teacher Representative	John Snyder		
Teacher Representative	Stacey Fenner		
Teacher Representative	Carrie Morris		
Teacher Representative	Cindy Oswalt		
Teacher Representative	Mary Brooks		
Instructional Support Personnel	Alina Sanso		
Teaching Assistant Representative	Heather Carpenter		
Parent Representative	William Underseith		
Parent Representative	Sandy Ingram		
Parent Representative	Dawn Shulte		
Parent Representative	Jessica Espinosa		
Parent Representative	Dawn Franklin		
Parent Representative	Kim Riggs		
Parent Representative	Jeannie Brooks		

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

School Needs Assessment

NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
SBES Goal 1:	Swansboro Elementary School students will increase student proficiency by 10% on state mandated assessments through providing a globally aware, rigorous, and relevant curriculum.

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

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

1. What does the analysis tell you about your schools strengths?

- Overall reading composite proficiency rate 76.863%
- Overall mathematics composite proficiency ate 83.137%
- 5th grade science composite proficiency rate 80.392%
- 88% of students, 98% certified staff, 92%of parent indicated utilization of technology to increase student learning(OSC Survey data)
- 93% of students, 100%f certified staff, 93% of parents indicated school staff provide a variety of practices to deliver instruction(OCS Survey Data)
- 80% of students, 100% of staff, 99% of parents understand that unnecessary and excessive absences impact education of learners(OCS Survey data)
- 88% of teachers indicated having adequate space to work productively(TWC Surveys)
- 88%of teachers agreed they are relied upon to make decisions about educational issues(TWC Surveys)
- 96% of teachers agreed that our School Improvement Team provides effective leadership(TWC Surveys)
- Increase the number of Professional Learning Communities
- Sharing, analyzing, and implementing intervention plans to address strengths, gaps, and areas of needed improvement through the use of data
- Strong effective instructional intervention team



2. What does the analysis tell you about your schools gaps or opportunities?

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



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

At this time, we have no missing data.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities.

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



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.		
	SBES Goal 1:	Swansboro Elementary School students will increase student proficiency by 10% on state mandated assessments through providing a globally aware, rigorous, and relevant curriculum.		
	Target:			
		Swansboro Elementary School students will demonstrate expected growth on state –mandated assessments.		
	Indicator:			
		K-2 assessment data, 3-5 EOG data, EVAAS reports, student work portfolios/samples, Teacher-generated assessment data, lesson plans, Title 1 assessment data		
	Strategy:			
		Expand student opportunities to achieve at high levels through a rigorous and relevant curriculum using various assessment tools.		
	Action Steps:			
		1. Utilize ClassScapes, teacher made tests, K-2 Assessments(Reading 3D) and other assessment resources		
		2. Analyze all available data and utilize for planning and differentiating instruction to ensure all learner needs are identified and addressed.		
		3. Through data driven decision making, provide differentiated instruction to meet students' needs		
		4. Provide in-school tutoring targetting at-risk students		
	Strategy:			
	Ensure a consistent school-wide focus that enables all students to increase global awareness.			
Action Steps:				
	1. Utilize the NC Future Ready Goals and the NCSCOS to ensure implementation of a rigorous, challenging and globalized curriculum.			
	2. Implement globalization and enrichment clubs/projects within classroom and throughout the school community.			
	3. Host various student presentations/global awareness fair opportunities for our school and community highlighting student products and work aligned with NC Fututre Ready Goals and the NCSCOS.			
Strategy:				
	Students will know and understand various types of technology for daily application.			
Action Steps:				
	1. Utilize information and technology skills(ITS) goals and objectives to plan for instruction in the computer labs, regular classroom, enrichment classrooms, and media instruction.			
	2. Utilize additional media labs to promote, enhance and implement the use of technology developed projects and assignments.			
	3. Increase technology resources and equipment.			
How will we fund these strategies?				
Funding source 1:	Local district funds	Funding amount:	\$40,000	
Funding source 2:	School general funds	Funding amount:	\$5,000	
Funding source 3:	State funds for at-risk students	Funding amount:	\$14,000	
Funding source 4:		Funding amount:		
Funding source 5:		Funding amount:		
		Total initiative funding:	\$59,000	
Review frequency:	Quarterly			



	Action Team:	School Leadership Team, Media Technology Committee, Rigorous and Relevant Curriculum Committee
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Various Assessments(Formative and Informative), Surveys, Faculty/Staff/Student/Parent surveys and feedback	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data	
We will monitor the progress towards our target through an ongoing collection and reflection on formative and informative assessment data, surveys, and other feedback collected throughout the school year. At mid-year, all available data will be shared and further considerations will be discussed as we address strengths and areas that need to be improved upon to accomplish our goals. At the end of our first year of the plan, Swansboro Elementary School will gather all available data and complete a needs assessment to ensure that we address our areas of needed improvement and our areas of strength for the upcoming school year and revisions to our school strategic plan.		
What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)		
<ul style="list-style-type: none"> • Our total ABC's composite growth increased from 80.1% to 82.5% • Our students in 3-5 made high growth status except for 4th grade math and 5th grade reading • We still have a target group consisting of white economically disadvantage males. • Our K-2 assessment data indicates a growth in Kindergarten reading 96% to 100%, writing 86% to 94%, and math 93% to 98%. First grade reading showed growth from 74% to 77%. Second grade showed growth in reading 93% to 94% and in math 81% to 91%. Areas not showing growth are First grade math 83% proficient to 81%, First grade writing 75% proficient to 61%, and second grade writing which stayed the same at 83%. • Tutors were hired for 20 hours a week and Title one assessment data and EVAAS data was used to identify at risk children and place in a tutoring program for 3, 4, and 5th grade students for reading and math. • A Kindergarten tutor was also hired for 20 hours a week and students were identified using teaching observation, K assessment data, and Reading 3D data. • Clubs were developed and students attended once a week. 		

Act

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

- Continue to increase globalization projects in the classroom throughout the school.
- Increase utilization of ClassScapes to provide data driven differentiated instruction.
- Complete reading 3D training to progress monitor effectively and differentiate according to the children's needs based on assessment results.
- Continue to add support and enrichment to white economically disadvantaged males through the use of clubs, counselor sponsored programs(Gentleman of Quality, Safety Patrol, Lookout Scouts, Super Kids), STRIDE, Grils on the Run,and tutoring.



School Needs Assessment

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

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 schools strengths?

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

2. What does the analysis tell you about your schools gaps or opportunities?

The gaps that exist at Swansboro Elementary with aligning the New Teacher Evaluation Instrument with the NCSCOS, assessments and 21st century skill development. Recent professional development inventories have indicated a need to obtain professional development to implement the various technology resources we have purchased into daily instruction, understand and apply the direction of the North Carolina Standard Course of Study incorporating curriculum, assessment, and instruction.

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

No data is missing at this time.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities.

- Create and Implement various opportunities for teacher retention and highly qualified status
- Promote positive communication and high expectations
- Integration of technology into curriculum, instruction, and assessment



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.		
	SBES Goal 2:	Swansboro Elementary School students will be led by creative, passionate, and technologically skilled professionals.		
	Target:	Swansboro Elementary School will be led by a staff that is well versed in 21st century goals.		
	Indicator:	Evaluations, PDP's, Lesson Plans, Pacing Guides, CIA documents, agendas, PLC rosters, professional development/renewal credit reports, survey results, attendance records.		
	Strategy:	Provide climate to aid and retain highly qualified, passionate and skilled professionals.		
	Action Steps:	1. Establish professional learning communities (PLC's) to address curriculum, instruction, assessment, and technology.		
		2. Curriculum, instruction, and assessment planning to expand content level mastery.		
		3. Utilize new teacher evaluation instrument to develop and implement Professional Development Plans (PDP's).		
	Strategy:	Create and foster a work environment that promotes positive communication and high expectations		
	Action Steps:	1. School leadership will create and generate mid-year and end-of-year surveys for all stakeholders		
		2. Utilize a variety of incentives for boosting and maintaining staff morale		
3. Promote a positive, collaborative and caring work environment				
Strategy:	Teachers will be have access to integrate technology into their daily lessons and classroom instruction as outlined in			
Action Steps:	1. Make use of common technology facilities/ media labs to implement technology usage			
	2. Provide professional development and support to enhance knowledge of technology integration			
	3. Develop artifacts that demonstrate integration of technology into daily lessons			
How will we fund these strategies?				
Funding source 1:	Local district funds	Funding amount:	\$5,000	
Funding source 2:	School general funds	Funding amount:	\$5,000	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$10,000	
Review frequency:	Quarterly			
Action Team:	School Leadership Team, Media Technology Committee, Passionate and Technologically Skilled Professionals Committee			
What data will be used to determine whether the strategies were deployed with fidelity?				
Number of best practices shared and used, number of developed PLC's/participants to address curriculum, instruction, assessment, and technology,				

Developed PDP's addressing the areas of need in the new teacher evaluation tool, Media lab sign in logs, technology developed products, data containing usage of various technology programs, Faculty/Staff/Student/Parent surveys and other feedback

Check

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

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

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

- 88% of students, (98% of certified staff, 92% of parents) indicated a utilization of technology to enhance students' learning
- 93% of students, (100% of certified staff, 93% of parents) indicated school staff provides a variety of practices to deliver instruction

Act

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

- Strive to complete the goal for 100% of our regular classrooms to be tier two classrooms (data projector, electronic whiteboard or mimeo, and document camera)
- Use useage figures for the labs (using sign-up sheets as evidence) to continue to increase the hands on time for students with technology

School Needs Assessment

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

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 schools strengths?

- Effective duty schedule
- Effective carpool procedures
- Common Area observations completed routinely
- Procedures/Guidelines posted around the school
- Implemented Crisis Plan/Emergency quick reference flip chart
- Drills are reviewed and conducted routinely
- Safety tidbits provide professional development during each staff meeting
- Decreased discipline referrals
- Effective classroom management plans
- Student leadership activities provided through various groups/clubs on campus



2. What does the analysis tell you about your schools gaps or opportunities?

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

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

Student and staff interest inventory data to form clubs and opportunities. We will have our staff and students complete an interest inventory identifying specific interests to create appropriate clubs and other opportunities for our students.

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.

- Swansboro Elementary students, faculty, and staff will promote safety and responsibility learning.
- The faculty, staff, and students will be leaders and role models throughout the school community.
- The school community will provide clubs and opportunities for leadership.



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.		
	SBES Goal 3:	Swansboro Elementary students, faculty, and staff will promote safety and responsibility for learning and actively participate as leaders and role models throughout the school community.		
	Target:	100% of the Swansboro Elementary School students, faculty, and staff will teach, model, and promote safety, responsibility, participate in clubs that promote leadership which will increase ownership for learning and proficiency on state mandated assessments by 10%.		
	Indicator:	Student club/leadership programs participation numbers, various crisis drill reports/data, student work portfolios/samples and lesson plans.		
	Strategy:	Swansboro Elementary students and staff will learn and teach in a safe and civil environment.		
	Action Steps: <i>(Processes/How)</i>	1. Address areas of identified safety concerns/needs based on various surveys.		
		2. Provide a safe, disciplined, learning, and working environment through positive classroom management		
		3. Conduct and update practice drills/procedures(Fire, tornado, shelter in place, intruder on campus, etc.)		
		4. Provide substitute teacher training.		
	Strategy:	Swansboro Elementary Students will be offered a variety of leadership and enrichment opportunities through school wide club development.		
	Action Steps:	1.Address areas of interest for enrichment and clubs through interest inventory surveys for the school community.		
		2. Develop clubs and leadership programs to accommodate interest of the school community.		
		3. Offer students opportunities to present, develop and lead initiatives, and build partnerships around their school		
	Strategy:			
Action Steps:	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$2,500	
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:	\$2,500	
Review frequency:	Quarterly			
Action Team:	School Leadership Team, Safe and Civil Schools Committee			
What data will be used to determine whether the strategies were deployed with fidelity?				

Informative and formative assessment data, faculty/staff/student participation data, student presentations/programs data, student lead/teacher facilitated project development data, climate survey used along with discipline data, attendance data of absences, early check outs, and tardies, as well as incident reports, teacher lesson plans, data and reports from the Safe and Civil Schools committee, safe schools training rosters and the plans and sign-up sheets from the counselor.

Check

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

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

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

- 89% of students felt safe in the classroom (96% parents, 93% staff)
- 100% of students participated in clubs
- Only 78% of parents reported that their child felt safe in the bathrooms (68% students)
- 75% of students felt welcome and respected in the classroom. (91% parents, 91% of staff)
- 80% of students felt welcome in the office. (100% of Parents, 93% of staff)
- 53% of students felt welcome in the Principals office.(61% of Parents, 80% of Staff)

Act

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

- Continue to provide opportunities for students to practice drills, have leadership roles in their classroom and on campus as Lookout Scouts (safety patrol), Bus Monitors, and clubs
- Continue to train staff members in the CHAMPS program that encourages staff/student interaction on the playground.
- Implement a new Principal Pride Program where students are invited to the Principal's Office to share outstanding accomplishments.

School Needs Assessment

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

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 schools strengths?

- Established website and teacher pages
- Consistenttly send home newsletters and information
- Utilize School Messenge
- Hosted a “Step-up” night
- Hosted a daycare to visit kindergarten
- Offered parent nights/programs
- Offered middle school orientation on site

2. What does the analysis tell you about your schools gaps or opportunities?

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



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

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

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities.

- Teachers will consistently and effectively communicate with parents
- Support community outreach programs
- Swansboro students will experience successful transitions

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.	
	SBES Goal 4:	Leadership will foster innovation with the cooperation of families and community partners.	
	Target:	Swansboro Elementary School collaboration of all stakeholders will increase by 10% assisting in school, community, and Swansboro district involvement, communication, and transition.	
	Indicator:	BASES Report, sign in sheets, attendance at programs, climate surveys, Title I data, Newsletters, PEP information	
	Strategy:	Teachers will consistently and effectively communicate with parents and stakeholders.	
	Action Steps:	1. Establish and maintain bimonthly newsletters teacher and school web pages.	
		2. Utilize School Messenger system and “It’s Elementary” program with the Tideland News.	
		3. Host various parent nights to teach about curriculum, assessment, instruction, and technology being utilized in the school community.	
		4. Conduct a minimum of least two parent/guardian conferences to build a solid partnership.	
	Strategy:	Support community outreach programs	
	Action Steps:	1. Faculty/Staff/Student Body projects to support the Women’s shelter, Relay for Life, American Heart Association, and United Way.	
		2. Distribute activity flyers and articles.	
		3. Utilize clubs/student groups on campus to volunteer and become involved in community outreach programs.	
	Strategy:	Swansboro students will experience successful transitions.	
Action Steps:	1. Step up night/day will be offered for students and parents to visit the grade level classrooms in which they may be assigned for the upcoming school year.		
	2. Articulation among Swansboro district schools will be increased for smooth and consistent planning and transitions		
	3. Offer 5th grade parent/student night to share middle school expectations and future ready goals/graduating with the end in mind with assistance of middle and high school team members.		
	4. Offer 5th grade middle school orientation via collaboration with middle school team members.		
How will we fund these strategies?			
Funding source 1:	School general funds	Funding amount:	\$5,000
Funding source 2:	Local district funds	Funding amount:	\$5,000
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$10,000
Review frequency:	Quarterly		

Action Team:	All faculty, staff, and students
	What data will be used to determine whether the strategies were deployed with fidelity?
	Faculty/staff/student/parent surveys and informal feedback, participation in various parent nights, school messenger data, informative newsletters produced and distributed, BASES report data

Check

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

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

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

- 100% of students participated in a successful step-up day to their rising grade, to include daycare centers and local preschools (per sign-in rosters) visiting kindergarten.
- Parents and students in kindergarten, first, second, third, and fifth grade attended, per rosters, a Parent University night sharing expectations and requirements to complete the school year and future school years all the way up to graduation.
- Title One parents attended meetings and workshops, per rosters
- Various volunteers including parents, businesses, and other organizations were involved in our school activities and daily instruction, per BASES report
- School messenger report/data reflects parent contacts successfully made

Act

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

- Continue to use phone calls, newsletters, information flyers, school website, and the newspaper to inform our parents.
- Continue to utilize parent input to improve and enhance processes and learning in our school.
- Host Parent University nights and step-up day, reaching out to children in the home as well as child care centers

School Needs Assessment

NC Goal 5: Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

OCS Goal 5: The Onslow County Schools will be supported by effective and efficient processes and systems.

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

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance,

1. What does the analysis tell you about your schools strengths?

- Active PTO
- Have access to various programs/reports: EVAAS, CECAS, School Dude, School Messenger, NCWISE,
- Have access and use of camera system
- Developed school committees
- Developed manuals for procedures
- Routinely conduct drills



2. What does the analysis tell you about your schools gaps or opportunities?

Swansboro Elementary has a need to continue to build our Parent Teacher Organization to make additional connections in the community, learn how to employ, effectively, all of the data programs, continuously update manuals, procedures, drills, make purchases to expand on various equipment/technology items for more efficient daily instructional and operational success of our school.

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

No data is missing at this time.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities.

- Create Instructional and operational environments that contribute to the successful operation of our school
- Develop and utilize well communicated processes and procedures in all support areas
- Monitor all systems/reports available for reflection and improvement



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.		
	SBES Goal 5:	Swansboro Elementary School will be supported by effective and efficient systems.		
	Target:	Swansboro Elementary School will utilize and monitor all available systems, processes, and programs for a successful daily operation and effective communication.		
	Indicator:	School Messenger data, School Dude reports, NCWISE, CECAS, faculty/staff/student/parent surveys and informal feedback, invoices from items purchases, Teacher Evaluation Instrument, informal observation tools, safety drill data, workers comp reports, inventory lists, fire/electrical inspection forms, footage from the camera system, completed work orders		
	Strategy:	Create Instructional and operational environments that contribute to the successful operation of our school.		
	Action Steps:	1. Utilize NCWISE to monitor and track attendance and communicate to the appropriate persons.		
		2. Utilize CECAS to keep precise and consistent documentation for the Exceptional Children's program.		
		3. Consistently monitor camera systems to maintain efficient daily operations of the school community.		
		4. Purchase additional technology to support technology initiatives and programs.		
	Strategy:	Develop and utilize well communicated processes and procedures in all support areas.		
	Action Steps:	1. Utilize School Messenger phone system to ensure a consistent flow of information from school to home.		
		2. Utilize School Dude for scheduling transportation and maintenance needs.		
		3. Develop handbooks and procedural manuals to maintain clear and concise procedures.		
		4. Purchase additional walkie talkies to improve and enhance communication throughout the school campus.		
5. Utilize committee input and decision making to oversee and create a well communicated stakeholder ownership.				
6. Parent Teacher Organization will build collaboration between community partners and the school community to create an additional communication/support avenue.				
How will we fund these strategies?				
Funding source 1:	Local district funds	Funding amount:	\$2,000	
Funding source 2:	Other	Funding amount:	\$10,000	
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:	\$12,000	
Review frequency:	Quarterly			
Action Team:	School Leadership Team, Parent Teacher Organization, and Effective and Efficient Operations Committee			
What data will be used to determine whether the strategies were deployed with fidelity?				
School Messenger, School Dude, NCWISE, CECAS, Faculty/staff/student/parent surveys and informal feedback, invoices from items purchases, Teacher				

Evaluation Instrument, Informal Observation Tools, Safety Drill Data, Workers Comp Reports, Inventory Lists, Fire/Electrical Inspection Forms, Footage from the camera system, Completed work orders.

Check

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

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

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

- Having access to NCWISE reports has made it easier for our school social worker to track attendance and stay abreast of attendance issues.
- CECAS has been beneficial in helping to maintain accurate IEPs and to keep our EC paperwork in compliance.
- The security camera system is effective in deterring misbehavior/criminal activity before and after school.
- School Messenger has been helpful to allow mass communication with parents and other stakeholders
- SchoolDude is an effective method of documenting and requesting both bus and maintenance needs
- We have current handbooks for Staff, Students, Volunteers, Crisis, and Substitute Teachers that allow us to maintain working standards of operations and behaviors
- New walkie talkies allow communication throughout the entire campus without interference
- School PTO and Volunteer groups positively support our school and represent our school in the community

Act

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

- Continue using NCWISE, CECAS, and security cameras
- Continue and increase use of ClassScape for formative assessment to help measure instructional effectiveness and student learning
- Train staff on new Report Cards through NCWISE and "PAM"
- Provide security camera access for Lori Jones(Data Manager) and Carl Henderson (new Assistant Principal) to better monitor and report safety issues
- Continue all current action steps

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2008-2010**

LEA or Charter School Name/Number: Select your school district/charter school

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals
(Please duplicate this sheet as needed for additional waivers.)	

_____ Signature of Superintendent/Designee	_____ Date
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School Strategic Plan Glossary

Terms	Description
ABC	NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.
Academic Rigor	A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.
Accommodation Plan under Section 504	A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.
Achievement Levels	Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.
Action Steps	Processes/how
Action Team	A group organized as needed to conduct a continued improvement cycle.
Action Teams	Who is responsible?
AdvancED (Advancing Education in Excellence Worldwide)	An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE
AIG (Academically Intellectually Gifted)	Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program
Aligned System	A logical order of ideas, structure, or curriculum which progresses from one level to another
Annual Capital Program of Work	A plan of work created pursuant to the Board's adoption of an annual capital budget.
AP Courses (Advanced Placement courses)	Nationally-developed courses offered in secondary schools for college credit (based on test results)
AYP (Adequate Yearly Progress)	An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals
B.A.S.E.S. (Businesses Assisting Schools in Educating Students)	A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students.
Baldrige Criteria	A process used to examine the quality of an organization by studying the following components: leadership,
Benchmarking	An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.
BOE	Board of Education
Consensus	The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.
Core Values	An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

Culture	Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)
Deployment	The systematic process of introducing an activity or process in all applicable areas of an organization.
Differentiated Instruction	A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students.
DPI (Department of Public Instruction)	The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education.
EC Program (Exceptional Children Program)	Designed to meet the needs of students with handicapping conditions.
EOC (End-of-Course tests)	State tests in designated subject areas in grades 9-12.
EOG (End-of-Grade tests)	State tests in designated subject areas in grades 3-8.
ESL (English as a Second Language)	Refers to a program serving students whose primary language is not English.
ETSC (Education and Technical Support Center)	The complex that houses the Support Staff for the Onslow County School System.
External	Those things or people from outside an organization which affect the operations of that organization.
Facilitator	A person who leads a group through a meeting or process by making the task easier.
Fidelity	In the field of program evaluation, the term fidelity denotes how closely a set of procedures were implemented as they were supposed to have been. For example, it's difficult to draw conclusions from a study about formative assessment in school classrooms if the teachers are not able or willing to follow the procedures they received in training.
G. S. (General Statute)	A state mandate or law.
Goal	The end toward which effort is directed.
Honor Schools of Excellence	A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards.
Human Resource System	Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder.
IEP (Individual Education Plan)	A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.
IHE (Institutions of Higher Education)	Refers to community colleges, colleges, and universities.
Indicator	Measure. Sample: Student attendance rate.
Internal	Those things or people within an organization which affect the operations of that organization.
JobReady	A program which focuses on preparing students for the workforce.
LEP (Limited English Proficiency)	Refers to students whose primary language is not English.
Linkage	A factor that causes two or more ideas to relate to one another.
Literacy	Achievement which shows that the subject has been sufficiently mastered at a level commonly expected.

Low Performing and Priority Schools	Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program.
LRFNA (Long-Range Facility Needs Assessment)	The adopted long-range facility planning tool of the school system.
Mastery	Indicates that the student has scored at or above the score identified as needed to show adequate learning has
Mission	The purpose and focus of an organization.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
NSSE (National Study of School Evaluation)	A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation
OCLC (Onslow County Learning Center)	An alternative school for students who require special services for behavior modification.
Percentile	A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him.
Performance Assessment	Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processs involved.
Process Management System	The system of processes that is designed and delivered to support the quality system.
Processes	A series of actions that support a specified strategy in order to reach a defined goal.
Proficiency	A level of achievement that assures attainment of fully adequate knowledge and skills.
Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
Quality Process Tools	Statistical methods capable of producing data Root Cause: Underlying reason for an existing condition.
S.A.T., Inc. (Sponsors for Academic Talent, Inc.)	A nonprofit organization that provides scholarship for students who meet performance and volunteer standards.
SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement)	A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs.
SAT (Scholastic Achievement Test)	A national test required for entrance into many colleges and universities.
SBE (State Board of Education)	The governing body of the public schools of North Carolina.
School-based	Usually refers to decisions that are made at the school level and by those persons most affected by the decisions.
Schools of Distinction	Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.

Schools of Excellence	Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
Stakeholder Focus	Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven.
Stakeholders	Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization.
Standard Course of Study	A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools.
Strategy	School needs assessment. Sample: Implement an attendance review in the office following first period each school day. Maintain individual student attendance records to permit trend analysis.
Strategy	A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable.
Target	Desired result. Sample: Increase student attendance by 10%.
Testing Code of Ethics	Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.
TQM/TQE (Total Quality Management/Total Quality Education)	A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement.
Vision	A clear, positive, forceful statement expressed in simple, specific terms.
VoCATS (Vocational Competency Achievement Tracking System)	An instructional management and assessment process used by Career Technical Education.