SWANSBORO ELEMENTARY SCHOOL STRATEGIC PLAN
2007-2010
Vickie Brown, Principal
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"Reaching for the Stars"

at

Swansboro Elementary

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INTRODUCTION

Swansboro Elementary is a small, public elementary school in Onslow County. The total school enrollment is 502, which includes kindergarten through fifth grades. Membership has decreased slightly since last year. Our staff continues to be committed to excellence in education and to a continuous process for improving the overall instruction and learning process. Teamwork is essential to the overall success of the organization. Each staff member is committed and dedicated to providing a quality, meaningful education for all students.

A framework for the strategic planning process has been established by the Onslow County Board of Education. It is based on the Effective Schools Research and is directly aligned with the principles and standards of the Southern Association of Colleges and Schools (SACS). Swansboro Elementary School's strategic plan is evaluated through the guidelines set forth in the Baldridge Criteria. The school's plan is aligned with the county's strategic plan. This plan will be reviewed and updated periodically to assess the effectiveness of the strategies and processes as they relate to the overall goals.

Our school's strategic plan is a collaborative effort facilitated by the School Strategic Planning Team (SSPT). The SSPT is comprised of administrators, teachers, classified personnel, support staff and parents. To ensure success of the plan, all stakeholders had a voice in the planning process. There is a shared vision for Swansboro Elementary School. Articulation among grade levels, parents and community members has been essential in the development of the strategic plan. This plan must be a living, working document—one that all stakeholders will be committed to carrying out to ensure the overall success of the learning community.

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.

While our scores and growth were not what we would have liked, Swansboro Elementary School will 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.

ONSLOW COUNTY SCHOOLS EDUCATION AND TECHNICAL SUPPORT CENTER

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Onslow County Schools

Vision

"Excellence in Education"

Mission

The Onslow County School Community will prepare students to be globally competitive and responsible citizens in the 21st century.

Goals

OCS-1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

OCS-2: Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.

OCS-3: Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens.

OCS-4: Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.

OCS-5: Onslow County schools will be supported by effective and efficient systems.

Strategic Planning Team

Administration

Principal   Vickie Brown
Assistant Principal   April Homer

Faculty/Staff

Kim Crittenden–Kindergarten Teacher
Jill Riggs–First Grade Teacher
Jill Kristek–Second Grade Teacher
Jill Geelhart–Third Grade Teacher
Lorraine Messer–Fourth Grade Teacher
DeAnna Smith–Fifth Grade Teacher
Amanda Cole–EC Teacher
Cindy Oswalt–Physical Education Teacher
Jeff Puglisi–Teaching Assistant

Parents

Beth Barton
Karen Braun
Donna Chadwick
Ronnie Crittenden
Mary Donnelly
Suzie Hardy
Tonya Hoffa
Cathy Jackson
Alina Jamel
William Underseth
Tammy Williams

School Strategic Planning Process

Swansboro Elementary School's Strategic Planning Team is elected by members of the staff at the end of each school year. Representatives of each group of school personnel are elected to serve on the School Strategic Planning Team (SSPT). Members of the Parent Teacher Organization (PTO) elect parent representatives to serve on the School Strategic Planning Team. Parents comprise 50% of the strategic planning team members. The focus of the SSPT is to communicate necessary information to and from the school administrator, as well as provide input in decision-making processes. The strategic planning process involves all school community stakeholders with a voice at each level of communication. Input from the total team is used to design our vision, mission, goals, values, and beliefs. The strategic plan provides our school community with a direction and is the foundation for the organization.

Utilizing input from all stakeholders, the strategic plan is designed and implemented. Data analysis is the basis for the development of the strategies and the evaluation process is based on results. Once the plan is drafted, the task force teams review it and provide input for revisions and/or additions. Directors from the Central Office are utilized during the planning process to ensure compliance with state and local guidelines as well as provide input for the overall plan. The plan is then taken to a Peer Review Committee at the Central Office level to receive additional input for finalizing the plan. The plan is reviewed and assessed throughout the year. At the end of the year, data are analyzed, and the process for updating the plan begins. During the summer, the SSPT meets periodically to begin the planning process. The results from the previous school year's data are calculated and next steps are outlined.

Prior to meetings, agendas are established. The meetings are publicized to all who may choose to attend by posting dates and times in visible areas. Minutes are taken at each meeting, and copies are provided to all stakeholders. Minutes are approved at the beginning of each meeting.

SCHOOL PROFILE

A. Executive Summary

Introduction:

In this section of our school strategic plan, an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education is provided. A summary of the major sets of data is also outlined in tables and graphs within the strategic plan.

1. Student Performance Data

State Measures: 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. Math and writing, especially in grades 1 and 2 are also areas that continue to need improvement.

Statewide assessments for grades 3-5 are used to measure performance in reading and math. Writing is assessed statewide in grade 4. The percentage of our students meeting the state standards in grades 3 and 5 still fall well below the expected performance. Writing scores in 4th grade increased in 2006-07. Last year, the composite score for reading and math was 76.3 which indicated a slight drop from the previous year.

In grade 3, there were 81.18% percent of the students that performed at or above Level III on the Reading EOG. There were 62.35% of the students that performed at or above Level III on the Math EOG. At grade 4, 94.25% of the students performed at or above Level III on the Reading EOG. On the Math EOG, there were 81.61% of the fourth grade students at or above Level III. There were 86.27% of the fifth grade students that performed at or above Level III on the Reading EOG. In grade 5, there were 58.82% of the students that performed at or above Level III on the Math EOG. Writing in grade 4 increased from 51.5% to 62.1%, which indicates much growth from the previous year.

The data reveal that Swansboro Elementary did not meet expected growth based on the ABC model. Also, we did not make Adequate Yearly Progress, having met 12 of 13 goals. The data reveal that Swansboro Elementary needs to focus on the entire student population and challenge the gifted students as well as provide more differentiation of instruction for the exceptional and low achieving students. Every effort will be made to better differentiate instruction for all learners in order to promote greater achievement in reading, writing and math. The data also reveal that 3rd & 5th grades did not meet expected growth in reading and math. Fifth grade did not meet growth in math for 2005-06 & 2006-07. In 3rd grade, the areas of cognition, interpretation and critical stance in reading continue to be problematic. In 5th grade, the area of interpretation presents reason for concern. Therefore, more opportunity will be given for students to engage in critical/higher level thinking activities. In math, 3rd grade students have deficits in number sense, measurement, data/probability and patterns/relationships. Once again, 5th grade struggled with measurement and geometry. Therefore, students must be engaged in more hands-on, thought-provoking activities to allow them to better grasp concepts and gain a deeper level of understanding of the content presented.

District Measures: Students in grades 3-5 participated in nine-week assessments to monitor the pacing of the curriculum. These tests are developed locally and provide detailed results on the mastery of curriculum objectives. They serve to aid teachers in planning for instruction and to identify at-risk students.

Additionally, students in grades 3 & 5 are administered a local-option writing assessment to monitor their achievement and to help prepare them for state writing assessments. In grade 3, 53% of the students performed at a level 3, while 47% still performed below grade level. In 5th grade, 59% of the students performed at a level 3 or higher, while 41% were still below grade level. Writing continues to be an area of need at the 3rd & 5th grade levels.

2. Student and Community Demographic Data

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 502 students, which is a decrease, of approximately 37 students, from last year at this same time. Our racial composition consists of 82.7% White, 8.0% Multiracial, 3.2% Black, 4.3% Hispanic, 0.8% American Indian, and 1.0% Asian. The male population is 49.8%, and the female population is 50.2%. The present enrollment of 502 students includes the following:

GRADE	POPULATION
KINDERGARTEN	60
FIRST GRADE	85
SECOND GRADE	82
THIRD GRADE	100
FOURTH GRADE	86
FIFTH GRADE	89

Swansb*oro* 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 Week 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 2000 Census was 1,426 with 649 males (45.5%) and 777 females (54.5%). The estimated population for July 2002 was 1,353 which was a -5.1% change (Swansboro Detailed Profile). This detailed profile also indicates that there were 655 households and 419 families residing in town. However, as reported by the Swansboro Chamber of Commerce, the population estimate for 2006 was 1,562. 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 2000, based on Census data, 89.3% of the population was White, Non-Hispanic, 4.6% of the people were Black, 3.3% of the population was two or more races, 2.8% comprised the Hispanic ethnicity, 1.1% 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).

3. School Characteristics

Swansboro Elementary School is a public elementary school and has a history of many changes. The school was built during the early 1970's with an additional building being constructed in the mid-1980's. Initially, the school housed grades 5, 6 and 7 and was named Swansboro Middle School. During the next years, the student population in the Swansboro area grew and the school grouping changed from grades 5, 6 and 7 to grades 3, 4 and 5. With the opening of a new high school and the middle grades moving into the old high school, the facility changed to house grades K-2. There were 11 temporary buildings and every possible area was used for instruction. In 1998, two new elementary schools were constructed in the area and Swansboro Elementary became a K-5 school.

Currently, the facility houses 502 students in three main buildings and five temporary buildings. All classrooms open to the outside. Two main playground areas are used by the students. One playground area contains a blacktop for basketball and other activities, along with recently purchased playground equipment. The school has one access route, which serves the buses and all other traffic. The cafeteria is used for assembly programs, a Title I resource room, a staff lounge and for students to eat lunch. The library, containing furniture used by the middle school students in 1970, has a large selection of books, many of which are very dated. The school is surrounded by fencing to separate the ground from two housing areas and wooded, wetlands. Additional lighting in all areas around the school has enhanced night activities. With the recent passage of the Bond Referendum, Swansboro Elementary is currently undergoing expansions. Under construction is a multi-purpose room, a new media center with a book room, a computer lab, a conference room, 2 large classrooms, an art room, a music room, some storage and office space, a resource room and some new restrooms.

The students are fortunate to be served by numerous volunteers from the community. The teachers request the services of parents and community members to help with tutoring students. Training is continually provided as required by the school system to encourage more parental participation. Support for the school comes in from the local businesses. **The Knights of Columbus** organization supplies funds to purchase items for the Special Education programs, and **The Rotary Club** has supplied dictionaries for students in the upper grades. **The White Oak Ecumenical Council, Woodmen of the World**, along with several other local

organizations, provide monies and support for the area schools. The community supports the students and school in a variety of ways.

The school is located off Highway 24 and just outside the city limits of the town of Swansboro. The school community is diverse with many families participating in small businesses, commercial fishing, farming and military occupations. The students range in economic levels from high to low. The community served by our school contains several low-rent government subsidized housing areas and several areas with upper level retirement communities. Swansboro Elementary serves students from the Swansboro and Hubert areas in which many military families reside. At times our school population is transient, especially when military families receive new orders.

Swansboro Elementary School has many diverse characteristics. However, during the school year and extending into the off school time, much support is noted from the students and their families.

4. Stakeholder Perspectives on the Quality of Education

2006-2007 Climate Survey
Areas of Strength and Areas of Concern

Areas of Strength

Parent +	Student +	Staff +
Students generally feel safe at this school. (92.5%)	I feel safe in the cafeteria. (83%)	We work to ensure students feel safe in the cafeteria. (84.38%)
The school staff has done a good job of making this school a safe place for students. (86%)	If I knew someone was involved in something illegal or dangerous, I would tell an adult at the school. (88.9%)	We work to ensure students feel safe on the playground. (85.94%)
The staff members are kind and friendly to students. (87%)	The adults at this school encourage students to do their best. (88.27%)	We work to ensure students feel safe in the restrooms. (89.06%)
The staff members encourage students to do their best. (92%)	The custodial staff is helpful and treats students respectfully. (87.04%)	We work to ensure students feel safe in the classrooms. (89.06%)
The staff members let students know when they do things right. (86%)	The office staff is helpful and treats students respectfully. (85.8%)	Staff members encourage students to do their best. (96.88%)
The office staff is helpful and treats students respectfully. (85%)	The teachers are helpful and treat students respectfully. (85.8%)	Staff members let students know when they do things right. (93.75%)
The administration is helpful and treats students respectfully. (83.5%)	The teacher assistants are helpful and treat students respectfully. (87%)	The custodial staff is helpful and treats students respectfully. (92.19%)
The teachers are helpful and treat students respectfully. (87.5%)	The counselor is helpful and treats students respectfully. (88.27%)	The office staff is helpful and treats students respectfully. (90.63%)
The teacher assistants are helpful and treat students respectfully. (86.5%)	I have been taught the rules and expectations for the cafeteria. (90.74%)	The administration is helpful and treats students respectfully. (87.5%)
I was informed about the rules and expectations for student behavior. (95%)	I have been taught the rules and expectations for the hallways. (91.36%)	The teachers are helpful and treat students respectfully. (89.06%)
The rules and expectations promote safety and learning. (95%)	I have been taught the rules and expectations for playground behavior. (88.89%)	The teacher assistants are helpful and treat students respectfully. (87.5%)
I believe that the work they do at the school is important. (96%)	I have been taught the rules and expectations for proper use of the playground. (88.89%)	Students know they can go to a staff member when they have a problem. (90.63%)
I am kept informed of school events and information. (91.5%)	I have been taught the rules and expectations for appropriate conduct in the restrooms. (91.98%)	Parents/families are informed about the rules and expectations for student behavior at this school. (83%)
The school is neat and clean. (92%)	I have been taught the rules and expectations for appropriate conduct in the classroom. (95.06%)	Students know the rules at this school promote safety and learning. (90.63%)
I am welcomed, treated with respect, and encouraged to come back. (94%)	The rules at my school promote safety and learning. (85.57%)	I believe this school has high expectations for students. (90.63%)
I have been provided assistance by the school/staff when I have asked for help. (84%)	In the media center, there are computers I can use for schoolwork. (83.95%)	My school is neat and clean. (84.38%)

If I had concerns about my student or about the school, I would feel comfortable discussing the situation with a staff member. (90%)	My homework is about things that my teacher has taught me in class. (90.12%)	I prefer staying at this school rather than transferring to another school. (87.5%)
I have attended two teacher-initiated conferences in the past two years. (89%)	There are plenty of activities provided. (87.04%)	My school is concerned about attendance. (84.38%)
The teacher uses many different activities to help my child learn. (93%)	Teachers work hard and enjoy teaching. (90.12%)	Parents/families are welcomed, treated with respect, and encouraged to come back. (92.19%)
Time is spent using computers and other technology. (83.5%)	I am tested on what I have been taught by my teacher. (85.19%)	The school/staff does a good job of providing help when parents/families ask for or need it. (92.19%)
His/Her work is graded fairly. (94%)		The school/staff does a good job of communicating with parents/families. (84.38%)
The class work is challenging. (90.5%)		If parents have concerns, they would feel comfortable discussing it. (87.5%)
His/Her homework is about things the teacher has taught in class. (92.5%)		Parents volunteer to help in the school. (85.94%)
Time is spent on learning reading, math, social studies, and science. (97.5%)		Parents like to visit the school. (89.06%)
There are plenty of activities. (85%)		Teachers maintain an orderly and disciplined environment. (84.38%)
He/She has to work hard to make good grades. (86%)		Goals are selected based on the improvement of student learning and instructional and organizational effectiveness. (83%)
Teachers work hard and enjoy teaching. (89%)		
He/She is tested on what has been taught by the teacher. (95%)		
My child participates in activities during the day that promote being physically healthy. (92%)		
Arts Education is an important part of the curriculum. (95.5%)		

Areas of Concern

Parent -	Student -	Staff -
Students treat each other respectfully in the cafeteria. (63%)	I feel safe when taking the bus or walking to and from school. (65.43%)	I receive sufficient support when I have to deal with difficult students and/or with discipline problems. (52.25%)
Students treat each other respectfully in the hallways. (61.5%)	Students treat each other respectfully in the cafeteria. (55.56%)	Students treat each other respectfully on the playground. (56.25%)
Students treat each other respectfully on the playground. (52.5%)	Students treat each other respectfully in the hallways. (54.94%)	Students treat each other respectfully in classrooms. (65.63%)
Students treat each other respectfully when they are riding the bus. (52%)	Students treat each other respectfully on the playground. (39.51%)	Students treat each other respectfully in bus loading areas. (62.5%)
The bus drivers are helpful and treat students respectfully. (61%)	Students treat each other respectfully in classrooms. (46.91%)	Students treat each other respectfully when riding the bus or walking. (45.31%)
The Media Center staff is helpful and treats students respectfully. (65.5%)	Students treat each other respectfully in the bus loading areas. (53.09%)	Students treat staff members with respect. (65.63%)
I believe there is a concern about early checkouts. (64.5%)	Students treat each other respectfully when riding the bus or walking. (42.59%)	The bus drivers are helpful and treat students respectfully. (46.88%)
I have viewed school or district information via the Internet. (63.5%)	Students treat the adults in the school with respect. (53.09%)	The cafeteria staff is helpful and treats students respectfully. (60.94%)
I volunteer to help at school. (59%)	The bus drivers are helpful and treat	The Media Center staff is helpful and

	students respectfully. (51.23%)	treats students respectfully. (57.81%)
My child has heard another child use unacceptable language. (63.5%)	The Media Center staff is helpful and treats students respectfully. (65.43%)	I taught the rules and expectations for proper use of playground equipment. (65.63%)
	My school is neat and clean. (64.2%)	I taught the rules and expectations for riding the bus or walking. (65.63%)
	I prefer staying at this school. (59.26%)	My school allows me to have input on decisions affecting instructional practices and/or programs. (60.94%)
	My school is concerned about early checkouts. (50.62%)	Student achievement data is analyzed by all pertinent parties and used for student learning. (62.5%)
	My teacher uses many different activities to help me learn. (60.49%)	Students spend time using computers and/or other technologies. (59.38%)
	My work is graded fairly. (61.73%)	Classrooms and the media center have computers available for student use. (62.5%)
	My class work is challenging. (46.3%)	There are plenty of activities at this school. (37.5%)
	Arts Education is an important part of the curriculum. (46.91%)	Students work diligently to make good grades. (60.94%)
	I had some of my things taken/damaged at school and reported it. (62.35%)	There are enough materials and supplies at this school. (40.63%)
	I was physically hurt by another student and reported it. (64.81%)	Excessive number of absences/tardies/early checkouts. (staff determined within their classrooms 7 or more incidents of these attendance issues occurred)
	I was threatened or bullied by another student and reported it. (50.62%)	

Our parents and community members are active in the school. Several parent volunteer orientation sessions and 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 75 staff members with the majority of those being females. We do have 2 male teachers, 1 male teaching assistant and 1 male custodian. Two of our itinerant employees are also males. Well over 95 percent of the staff members are Caucasian. Of the remaining personnel, less than 1% are African- American and less than 1% are American Indian. Even though the 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. Many of the teachers are currently pursuing coursework to add certification areas to their licenses. Several teachers earned advanced degrees last year and at least four teachers are pursuing advanced degrees this year. The principal is working toward her Doctorate in Educational Leadership. There are 25 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 shared 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. Even though we do not have a pre-school program, our speech pathologist serves some pre-school aged children and works with the middle school. Our nurse is shared between two schools, but is home based at our school. We have gained a second AIG specialist and we also share a Literacy Facilitator and EC Case Manager.

The certified staff members are interested in professional growth. We have some National Board Certified teachers on staff, with one staff member submitting last year. The staff, including our classified members, is constantly seeking out opportunities for professional growth.

Staff development is a focus for all staff. Surveys are conducted to assess needs for training opportunities. All staff members are trained in the Effective Teachers Training, Blood-borne Pathogens and NCPIMS.   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. During the 2007-2008 school year, the staff will host 3 students interns. Many students from UNC-W, East Carolina University (ECU) and Coastal Carolina Community College (CCCC) complete field experience in our classrooms.

STUDENTS IDENTIFIED
BY ETHNIC GROUP

Racial Composition

8% 3% 4% 1% 1%

83%

- White
- Multiracial
- Black
- Hispanic
- Am. Indian
- Asian
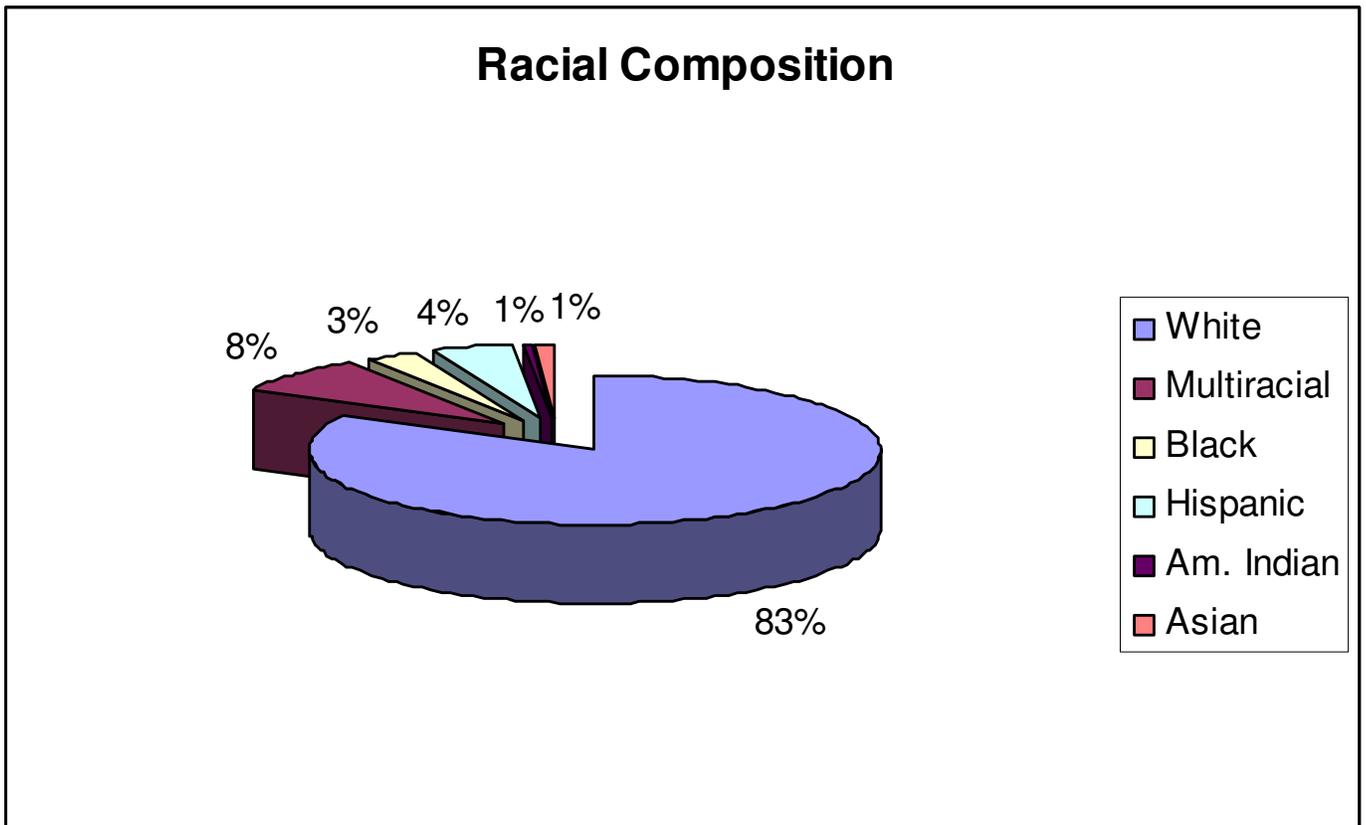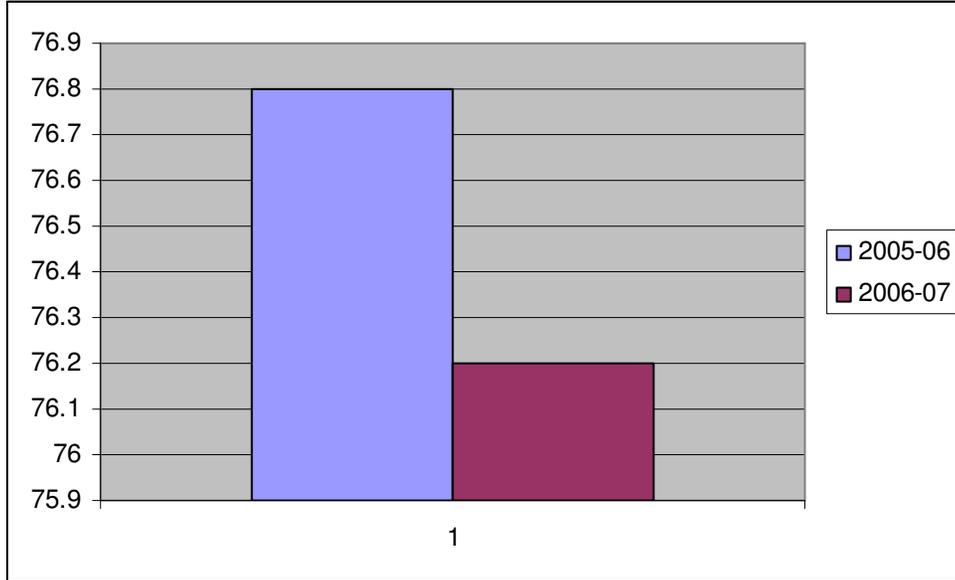
ABC'S PROFICIENCY

2005-2006
76.8% Proficient

2006-2007
76.2% Proficient

AYP RESULTS

2005-2006
13 of 13 Goals Met

2006-2007
12 of 13 Goals Met
Goal Not Met-Math for Economically Disadvantaged

PROFICIENCY BY SUBJECT
AND GRADE LEVEL
Grades 3-5

3rd Grade Students At or Above Grade Level	2005-06	2006-07
Reading	97.62%	81.18%
Math	72.62%	62.35%
4th Grade Students At or Above Grade Level		
Reading	87.13%	94.25%
Math	75.25%	81.61%
5th Grade Students At or Above Grade Level		
Reading	88.16%	86.27%
Math	60.53%	58.82%

Fourth Grade Writing Proficiency
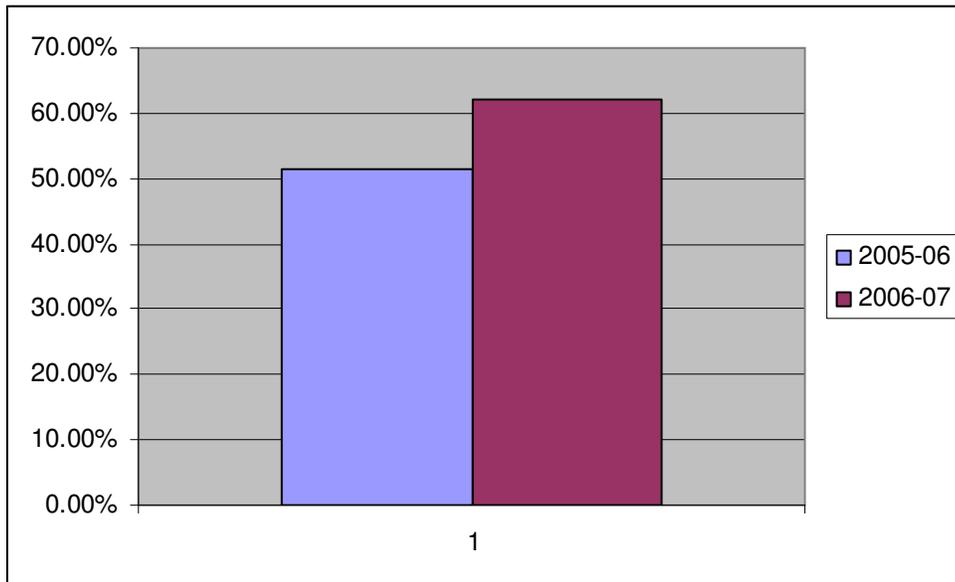
2005-2006
51.5% Proficient

2006-2007
62.1% Proficient

Statistical Summary of K-2 Assessments

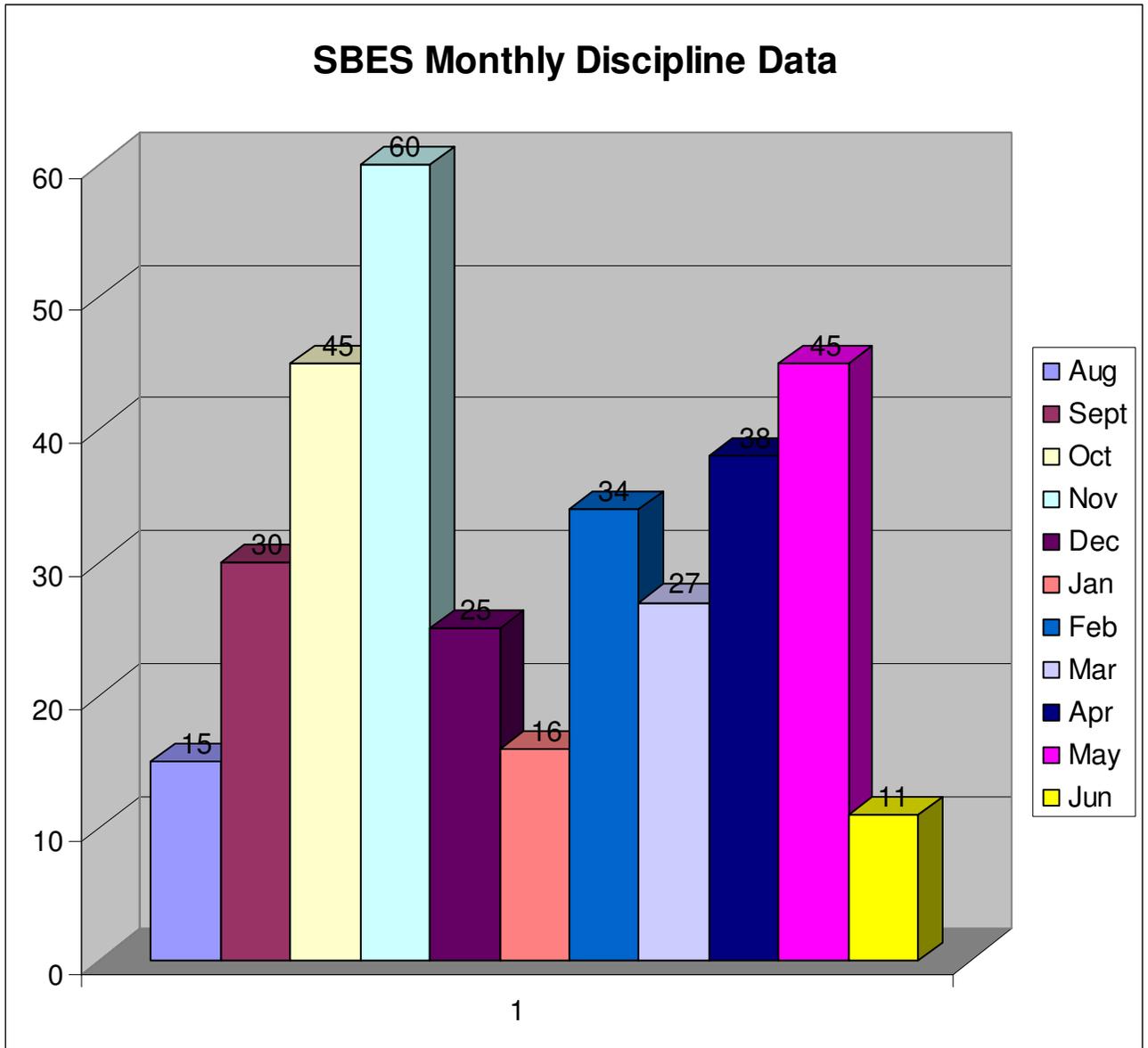| Grade	%Proficient Reading 2005-06	%Proficient Reading 2006-07	%Proficient Writing 2005-06	%Proficient Writing 2006-07	%Proficient Math 2005-06	%Proficient Math 2006-07
K	85.4%	90%	85.4%	80%	87.8%	96.3%

Grade	%Proficient Reading 2005-06	%Proficient Reading 2006-07	%Proficient Writing 2005-06	%Proficient Writing 2006-07	%Proficient Math 2005-06	%Proficient Math 2006-07
1	79.6%	79.3%	74.8%	77%	81.6%	78.2%

Grade	%Proficient Reading 2005-06	%Proficient Reading 2006-07	%Proficient Writing 2005-06	%Proficient Writing 2006-07	%Proficient Math 2005-06	%Proficient Math 2006-07
2	87.3%	82.7%	85.7%	76.5%	84.1%	84.7%

DISCIPLINE DATA
2006-07

SBES Monthly Discipline Data

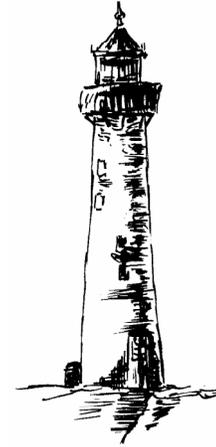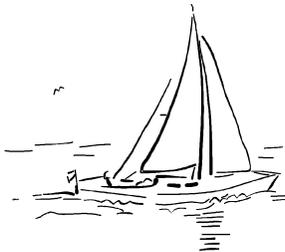| Month	Value
Aug	15
Sept	30
Oct	45
Nov	60
Dec	25
Jan	16
Feb	34
Mar	27
Apr	38
May	45
Jun	11

Swansboro Elementary School

MISSION

Swansboro Elementary is committed

to the academic, physical, social

and emotional growth of each child to be globally competitive

and become a responsible citizen in the 21st century.

V
I
S
I
O
N

students

Embracing

Success
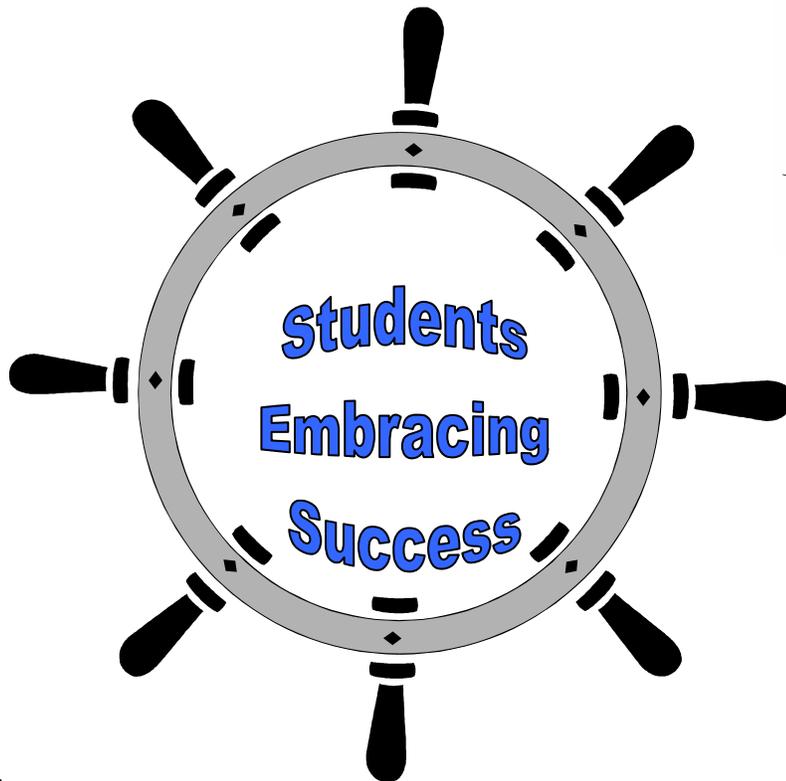
GOALS

Students will be provided a rigorous and relevant curriculum.

Students will be globally competitive.

Students will be responsible citizens.

Students will learn in a safe and civil environment.

Swansboro Elementary School will recruit, select and retain highly qualified personnel

that are creative, passionate and technologically skilled.

All support services will effectively and efficiently contribute to the successful operation of the school.

Parent and community involvement will provide support and innovation to the teaching/learning process.

Values

Swansboro Elementary School's values are congruent to the Core Values and Concepts upon which the Baldrige Criteria are built. These values are essential for achieving high performance and overall success.

Visionary Leadership
Learning-Centered Education
Organizational and Personal Learning
Valuing Faculty, Staff and Partners
Systems Perspective
Managing for Innovation
Management by Fact
Focus on the Future
Public Responsibility and Citizenship
Agility
Focus on Results and Creating Value

Beliefs

- ❖ **We believe that learning is the top priority for our school and through the mastery of a rigorous and relevant curriculum all children will learn.**
- ❖ **We believe that our endeavors are guided by our county's vision, our vision, and that all decisions are made based on the best interest of the students.**
- ❖ **We believe that students learn in different ways and at different rates and should be provided differentiated instruction to facilitate and support their learning styles/needs.**
- ❖ **We believe all stakeholders are valued individuals with unique ideas and needs and those ideas and needs should be supported.**
- ❖ **We believe in maintaining a safe, orderly, civil and caring environment to promote a positive learning atmosphere.**
- ❖ **We believe that students should possess basic knowledge and skills, but that more critical thinking and problem-solving experiences should be interwoven into their daily learning experiences.**
- ❖ **We believe in a commitment to continuous improvement that will allow our students to become confident, self-directed and globally competitive learners in 21st century.**
- ❖ **We believe in a dedication to continuous improvement that will allow our professionals to passionately deliver instruction and to advance in their technological skills, knowledge and creativity.**

Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010

1. Number of School Improvement 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).   ☐ Yes   ☐ No

3. Percentage of 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.)   _____

4. Date of vote   _____

5. A secret ballot vote for staff approval was conducted. Check one: ☐ Yes   ☐ No

6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school.   ☐ Yes   ☐ No

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.)   _____

8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: ☐ Yes   ☐ No

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 one: ☐ Yes   ☐ No

10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.   ☐ Yes   ☐ No

11. All required local, State, and Federal programs have been addressed in the School Strategic Plan.   ☐ Yes   ☐ No

_____   _____
Principal's Signature   Signature, SSPT Facilitator/Chairperson

_____   _____
Signature of Elected Parent Representative   Signature of Elected Parent Representative

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

OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school-wide focus that enables all students to increase global awareness, advance technologically and achieve at high levels through a rigorous and relevant curriculum.

Desired Results:
1. All students in grades 3-5 will achieve at or above grade level on state-mandated assessments.
2. All students in grades 3-5 will demonstrate expected growth on state-mandated assessments.
3. K-2 students will perform at or above grade level on K-2 assessments.
4. Students will be reading on grade level by the end of 2nd grade.
5. Lessons and observations will promote a rigorous, challenging and globalized curriculum.
6. Technology usage will be increased in all grade levels.
7. Technological equipment will be increased within the school setting.
8. EC, ESL and Title I students will demonstrate proficiency in all tested subjects.
9. AIG students will show growth in reading, writing and math.
10. All at-risk students will be provided tutoring.
11. All grant monies received will be used to purchase materials to enhance learning.

Measures:
1. K-2 assessment data
2. Pre-EOG, EOG, and writing test data for grades 3-5
3. Teacher-generated assessment data
4. 9 week test data
5. Title I assessment data
6. Lesson plans
7. Observation information
8. Computer-generated assessment data (Accelerated Reader, Accelerated Math, STAR, etc.)
9. ESL education plan, IEP, and PEP documentation
10. Student work portfolios/samples
11. Computer sign out sheets
12. Revised Computer Checklist
13. Technology work products
14. Purchase orders and technology inventory
15. Tutoring anecdotal notes
16. Team planning notebooks
17. Report cards & interim reports
18. Staff development rosters
19. JOEMC Bright Ideas Application

Processes:
1. Structure classrooms that promote critical thinking experiences.
2. Utilize EC/AIG clustering model.
3. Encourage globalization projects within classrooms. ("Flat Stanley", communication with deployed parents, collecting items for other countries, etc.)
4. Analyze all available data and utilize for planning instruction.
5. Provide differentiated instruction to meet students' needs.
6. Utilize benchmarking and progress monitoring to ensure students are reading on grade level.
7. Utilize the NC Future Ready Goals and the NCSCOS to ensure implementation of a rigorous, challenging and globalized curriculum.
8. Utilize school personnel and volunteers to increase understanding of foreign languages.
9. Monitor student progress on state-mandated tests, local assessments and teacher-generated assessments.
10. Utilize the Instructional Technology Facilitator to integrate technology throughout the curriculum.
11. Utilize the technology goals and objectives to plan for instruction in the regular classroom.
12. Encourage participation in in-depth professional development activities to increase content knowledge.
13. Develop yearly (long range) plans.
14. Continue articulation among grade levels and with district schools.
15. Explore "AVID-like" strategies for 5th graders (since SBES has not been AVID trained, we will utilize similar strategies to provide consistency within the district).
16. Research and utilize best practices for instructional delivery.
17. Expand leveled texts.
18. Utilize guided reading groups to promote fluency, comprehension, and vocabulary development to aid in students reading at or above grade level.
19. Utilize the Literacy Facilitator for ongoing professional development and assistance in the classrooms.
20. Promote professional learning communities to better facilitate the Instructional Intervention process.
21. Utilize the JOEMC Bright Ideas grant program as well as explore opportunities for other grants.

OCS Goal # 1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

22. Increase instruction in study skills, test-taking skills, and organizational skills.
23. Explore the IMPACT model.
24. Utilize PTO for assistance with purchasing materials.
25. Expand Instructional Intervention Team resources.

Resources:
1. Other district elementary schools trained in AVID
2. Instructional staff
3. Tutors
4. Technology goals and objectives
5. Title I teacher and tutors
6. K-2 Assessment Materials
7. 3-5 Benchmarking Resources
8. Literacy Facilitator
9. Instructional Technology Facilitator
10. Professional resources on differentiated instruction
11. Improving Reading text
12. Leveled texts
13. Onslow County professional development opportunities
14. Funding
15. Time
16. Resources from the Bond Referendum
17. Computers, iPods, Promethean Boards, and other technologies
18. Central Office personnel/directors
19. Marty Outlaw (ESL)
20. JOEMC
21. PTO
22. IMPACT materials
23. Judy Copeland, Director of Media and Instructional Technology

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	**Next steps**

OCS Goal # 2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

Strategy: Create and foster a work environment that promotes positive communication, high expectations and generates a favorable climate to aid in the attraction and retention of highly qualified, passionate, and skilled professionals.

Desired Results:	Measures:
1. Employee evaluations will be conducted in accordance with local, state and federal guidelines. 2. Mentor/BT meetings will be held on a monthly basis. 3. Employee attrition rate will decrease. 4. Increase the number of mentors and PDS trained teachers. 5. Staff absences will decrease on student days. 6. Teachers will continue to receive support in gaining National Board Certification and advanced degrees. 7. Positive/Favorable responses on the climate survey will continue to be noted. 8. A diverse and high quality workforce for the school will be maintained. 9. Teachers will seek out more globalized and technological professional development opportunities. 10. Professional Learning Communities will be established. 11. A 30-minute duty free lunch will be provided for all staff. 12. An hour of instructional planning will be provided daily for teachers.	1. Meeting agendas and rosters 2. Evaluations 3. Comparison of attrition rate 4. Attendance records 5. Roster of teachers who are NBCT and those with advanced degrees and/or pursuing 6. Climate Survey/NC Teacher Working Condition Survey results/data 7. Professional development/Renewal credit reports 8. IGP's 9. Surveys 10. Mentor logs 11. Schedules 12. Lesson plans

Processes:
1. Utilize "Star Educator" stickers and other incentives for boosting morale.
2. Establish Professional Learning Communities.
3. Continue Mentor/BT monthly meetings, retreats, and release time.
4. Generate schedules to incorporate duty free lunch and 1 hour planning.
5. Promote a positive, collaborative and caring work environment.
6. Utilize Failure is NOT an Option.
7. Increase on-site technology professional development opportunities.
8. Increase number of teachers utilizing technology within the classrooms.
9. Generate IGP's that incorporate globalization and technological advances.

OCS Goal # 2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

Resources:
1. "Star Educator" stickers
2. Incentives/Instructional materials
3. Time
4. Funding
5. Failure is NOT an Option book and materials
6. Teaching Assistants/Volunteers
7. Instructional Technological Facilitator
8. IGP's
9. Evaluation Forms
10. Generated Surveys
11. 21st century technologies
12. Bookkeeper

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	**Next steps**

OCS Goal # 3: Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

Strategy: Continue to develop, monitor and adhere to the Safe and Civil Schools project to encourage positive behavior, promote good character and provide a safe environment, as well as promote the state's healthy child legislation.

Desired Results:	**Measures:**
1. SBES will meet safe schools criteria. 2. Students and staff will feel safe at school. 3. The number of out of school suspensions will decrease. 4. The number of reportable acts related to crime and violence will remain at zero. 5. Students will pass a physical fitness test. 6. The number of students participating in the North Carolina Nutritional Standards lunch program will increase. 7. The attendance rate will be at 95% or higher. 8. Early checkouts and tardies will decrease. 9. A decrease in playground incidents (injury & discipline) will be realized. 10. Bus incidents will decrease. 11. Kids' Voting (if available) will be utilized to help students understand the political process. 12. 150 minutes of structured physical activity per week will promote healthier lifestyles. 13. Office referrals from the classrooms will decrease. 14. The Safe and Civil Schools project will be expanded. 15. Students will display appropriate character traits in all school settings.	1. School climate survey 2. Discipline data 3. Physical Fitness test data 4. Cafeteria report on lunch choices 5. Attendance data (absences, early checkouts, and tardies) 6. Incident reports 7. Kids' Voting data 8. Lesson plans 9. Safe and Civil Schools data/reports 10. Crisis plan 11. Counselor plans/sign up sheets

Processes:
1. Address areas of identified needs based on Climate Survey.
2. Expand and improve the methods of positive communication with and among all segments of the school community.
3. Provide a safe, disciplined learning and working environment.
4. Implement innovative approaches to positive classroom management.
5. Recite "Guidelines for Success" each morning.
6. Explore a health and wellness program.
7. Develop a "dance/step" team.
8. Implement Officer Friendly and continue DARE.
9. Continue "Red Ribbon" Week.
10. Observe other common areas and generate plans for improvement.
11. Restructure the Safe and Civil Schools team.
12. Utilize CHAMPS approach to classroom management.
13. Develop "levels of behavior."
14. Participate in Kids' Voting when offered.
15. Document 150 minutes of structured physical activity weekly.
16. Conduct practice drills.
17. Announce the healthy lunch choices each morning.

OCS Goal # 3: Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

Resources:
1. Safe and Civil Schools materials, including CHAMPS manual
2. All staff
3. Menus
4. Crisis Plan and Fire drill folders
5. Kids' Voting materials
6. Swansboro Police Dept. and Onslow County Sheriff's Dept.
7. Climate Survey
8. "Red Ribbon" materials
9. Funding
10. "Guidelines for Success" posters

End of year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	**Next steps**

OCS Goal # 4: Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

Strategy: Generate a school culture that promotes continuous improvement, innovation and promotes collaboration with all stakeholders.

Desired Results:	Measures:
1. Community partnerships and volunteer participation will be increased. 2. Technology will be utilized for communication. 3. Staff morale will continue to be high. 4. Staff members will support the PTO. 5. Support for community outreach projects (Women's Shelter, Soup Kitchen, Relay for Life, American Heart Association, United Way, etc.) will continue to draw SBES staff and community together as a "family." 6. A Family Liaison for the Title I community will be secured. 7. Teachers will communicate with parents at least twice monthly through newsletters. 8. Teachers will conduct at least two conferences of which PEP conferences may count. 9. Articulation among Swansboro district schools will be increased. 10. Parent support of instruction will be increased.	1. BASES report/Volunteer sign in sheets/School Express distribution list 2. Email distribution list and webpage counter 3. Interest surveys 4. Climate survey 5. PTO Sign in sheets 6. Pictures, flyers and articles 7. Title I data 8. Newsletters 9. PEP information/conference documentation 10. Meeting documentation/emails 11. Agendas 12. Parent University sign-in sheets

Processes:
1. Explore parent interest in receiving information via email.
2. Utilize AlertNow for communicating with all stakeholders.
3. Keep the school's webpage updated and encourage "visits" to the webpage.
4. Continue to seek assistance from the community with "community service projects."
5. Continue volunteer training and information sessions.
6. Increase parent involvement activities (Math/Science night, Technology night, etc.)
7. Utilize a Family Liaison to promote involvement of families with Title I students.
8. Conduct parent conferences and generate newsletters.
9. Continue to work closely with Swansboro district schools.
10. Educate staff regarding resources available in the community and strategies for utilizing them.
11. Increase involvement of families as partners in the decisions that affect their students and school.
12. Increase parent volunteers within the school setting.
13. Utilize "Parent Universities" to share with parents the impact of absences, tardies, and early checkouts as well as how to help at home with instructional activities and promoting character education.
14. Utilize a Volunteer Coordinator to better organization our volunteer program.

OCS Goal # 4: Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

Resources:
1. BASES report
2. Technology
3. Incentives
4. Funding
5. PTO
6. Community Support
7. AlertNow
8. Email distribution lists
9. School website and webmaster
10. District schools
11. School Express
12. Parents
13. Family Liaison
14. Title I monies
15. Volunteer Coordinator

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	**Next steps**

OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.

Strategy: Maximize all resources to support the instructional, operational, and technological needs of the organization.

Desired Results:	Measures:
1. Instructional and operational environments that contribute to the successful operation of the school will be created. 2. Emerging technological tools that maximize student achievement and increase staff's technological awareness will be obtained. 3. ReportCard Maker will be utilized for interim reports and progress reports. 4. Materials purchased will relate to student and school needs. 5. System security will be maintained to protect both students, staff and school property.	1. NC Teacher Working Conditions Survey 2. Climate Survey 3. Completed work orders 4. Incident reports (Workers' Comp info) 5. Custodial Inspection forms 6. Lesson plans 7. Student-generated technology products 8. Surveys 9. Data 10. ReportCard Maker reports 11. Purchase orders/Inventory 12. Annual Media and Technology Report 13. Footage from computer/security cameras

Processes:
1. Budget monies for future technological needs.
2. Utilize Instructional Technology Facilitator.
3. Utilize School Dude for reporting maintenance requests.
4. Establish a new Media Technology Advisory Committee and utilize more effectively and efficiently.
5. Conduct training for ReportCard Maker.
6. Purchase the Grade Book software for ReportCard Maker.
7. Develop guidelines for efficient use of technology equipment and provide technological support.
8. Utilize information from the central office for professional development needs.
9. Monitor computer screen and video footage for increased security.

OCS Goal # 5: Onslow County schools will be supported by effective and efficient systems.

Resources:
1. Funding
2. Technological tools
3. ReportCard Maker
4. Grade Book software
5. Instructional Technology Facilitator
6. Michele Halley, Curriculum Coordinating Teacher
7. Media Specialist
8. School Dude
9. Security cameras

End of year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	**Next steps**

2007 – 2008 Projected Budget

*Any format may be used as long as all information is included	Swansboro Elementary School Strategic Plan 2007 – 2008 Budget

Goal #1: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

A: Ensure a consistent school-wide focus that enables all students to increase global awareness, advance technologically and achieve at high levels through a rigorous and relevant curriculum.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Postage for globalization projects	$250.00	Local school fund	Globalization projects
Materials for "Avid-like" notebooks	$1000.00	Instructional supply	AVID initiative
Leveled texts	$2500.00	Instructional supply	Differentiation of reading instruction
Math materials	$1700.00	JOEMC grant	Problem solving/Critical thinking activities
Professional resources	$1500.00	Instructional supply	Differentiated instruction
New addition to building (computer lab, media center, multipurpose room, music room, art room, etc.)	See Bond Referendum $$$	Bond referendum	Improve overall instruction and provide for more technologically advanced instruction
Contracted services with Marty Outlaw	$2500.00	Title 1/Instructional Supply	ESL
Tutors & instructional materials	$9000.00 ? (TBA) $15000.00	At-risk Accountability Title 1	Supplement educational program for at-risk students
Technology hardware/equipment	$12000.00	Instructional supply Accountability	Technologically advancement of students and their learning
Instructional materials/resources	Remainder of instructional supply	Instructional supply	Rigorous and relevant curriculum

Goal #2: Onslow County schools and students will be led by creative, passionate and technologically skilled professionals.

A: Create and foster a work environment that promotes positive communication, high expectations and generates a favorable climate to aid in the attraction and retention of highly qualified, passionate, and skilled professionals.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Star educator stickers & other incentives	$250.00	Local school fund	Boost morale
Failure is Not an Option materials	$1500.00	Instructional supply	Professional development
Professional development activities	$2659.00	Professional development	Increase technology skills of professionals

Goal #:3 Onslow County students will learn in a safe environment to be civil, healthy and productive citizens.

A: Continue to develop, monitor and adhere to the Safe and Civil Schools project to encourage positive behavior, promote good character and provide a safe environment, as well as promote the state's healthy child legislation.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Red ribbon materials	$1500.00	Safe Schools	Drug awareness

Goal #:4 Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners.

A: Generate a school culture that promotes continuous improvement, innovation and promotes collaboration with all stakeholders.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Copier expenses	$1000.00	Local school fund	Volunteer packets
Family Liaison	$5000.00	Title I	Parental involvement
Instructional materials for Parent University	$2500.00	Instructional Supply	Increase parental awareness and involvement

Goal #5: Onslow County schools will be supported by effective and efficient systems.

A: Maximize all resources to support the instructional, operational, and technological needs of the organization.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
GradeBook Software License	$500.00	Instructional Supply	Accompany ReportCard Maker

Glossary

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.

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.

AIG (Academically Intellectually Gifted): Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program.

AVID (Advancement Via Individual Determination): A nationally recognized program stressing rigor and support for students who wish to attend college upon graduation from high school.

AYP (Adequate Yearly Progress): An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals.

Baldridge Criteria: A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and analysis, human resource development and management, process management and performance results.

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.

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.

BT: Beginning teacher.

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.

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.

Facilitator: A person who leads a group through a meeting or process by making the task easier.

Globally Competitive: Globally competitive students/citizens have an awareness of the economic, political, industrial, and technological relationships that exist throughout the nation and the world as a whole. They possess the skills, the knowledge, and the social competence to be productive and successful contributors to the advancement of society. To be globally competitive, students must be critical thinkers and effective communicators.

Goal: The end toward which effort is directed.

G. S. (General Statute): A state mandate or law.

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.

II (Instructional Intervention): The practice of (1) providing high quality instruction/intervention matched to student needs and (2) monitoring progress over time to (3) make important educational decisions.

IIT (Instructional Intervention Team): A school-based team of educators consisting of relevant stakeholders and led by an administrator and/or designee. This team may include any of the following in a variety of combinations depending on the needs of the child: teacher with concern, master teacher, teacher or staff member with knowledge of student needs, reading specialist, behavioral specialist, ESL tutor, social worker, nurse, EC specialist, or counselor.

LEP (Limited English Proficiency): Refers to students whose primary language is not English.

Literacy: Achievement which shows that the subject has been sufficiently mastered at a level commonly expected.

Mastery: Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred.

Mission: The purpose and focus of an organization.

NCLB (No Child Left Behind): Federal legislation passed in 2001 to help reform education. The key components are: measurement of student progress, accountability for every school and the district, highly qualified staff in the classrooms, English proficiency for limited English speaking students, increase of parent involvement and safe learning environments for all children.

NCSCOS: North Carolina Standard Course of Study.

Parent University: Educating parents on every aspect of their child's education as well as involving them in similar learning activities in which the students encounter on a daily basis. This provides parents the resources needed to assist at home.

PDS (Professional Development System): A system in collaboration with UNC-Wilmington's Watson School of Education to assist student interns with their student teaching experience and to work in conjunction with the college professors to generate the best program for students.

PEP: Personalized Education Plan.

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 processes involved.

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.

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.

School-based: Usually refers to decisions that are made at the school level and by those persons most affected by the decisions.

Stakeholders: Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization.

Standard Course of Study: A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools.

Strategy: A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable.

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.

Twenty-first Century Skills: In addition to the mastery of core subjects, 21st century skills incorporate global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

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

Code: <u>350</u>

Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Academically or Intellectually Gifted Students (state waiver) - Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. *How will the waiver be used?*
   To increase service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. *How will the waiver permit the school to improve student performance?*
   It will help:
   - Promote higher-order thinking skills which would correlate to higher achievement
   - Enhance student self-esteem
   - Improve SAT scores
   - Prepare students for advanced curricula in middle school and high school

Code: <u>350</u>

Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Textbooks (state waiver) - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.

   Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Students may be denied adequate classroom materials and equipment needed for instruction.

3. *How will the waiver be used?*
   To purchase classroom materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*
   It will help:

   • Provide appropriate materials and equipment that meet diverse student needs
   • Assist in efforts to close performance gaps among students
   • Enhance remediation and acceleration efforts
   • Provide students a challenging curriculum

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Code: **350**

Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Noninstructional Support Personnel (state waiver) - Transfers are allowed only for teachers (any grade). These

   transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff

   development. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

3. *How will the waiver be used?*
   To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*
   It will help:

   • Provide additional teachers for focused instruction
   • Assist in efforts to close performance gaps among students
   • Enhance remediation efforts
   • Provide students a challenging curriculum

Code: <u>350</u>

Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. (Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)

Teacher Assistants (state waiver) - Transfers are allowed only for teachers in grades K-3. Positions must be vacant to transfer. Grade placement cannot be waived. However, a school may place teacher assistants, who are primarily assigned to grades K-3 and provide other services supporting the whole school. The "primary assignment" would be 51%. Policy Code 3430 (G.S. 115C-105.25)

2. Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.

Students may be denied a differentiated curriculum, reduced class size and assistance in certain areas.

3. How will the waiver be used?
- To hire additional K-3 teachers
- To assign teacher assistants in areas in which primarily K-3 students are served and in which the whole school benefits.

4. How will the waiver permit the school to improve student performance?
It will help:

- Provide additional K-3 teachers
- Assist in efforts to close performance gaps among K-3 students
- Enhance remediation and acceleration efforts
- Provide K-3 students a challenging curriculum
- Differentiate and individualize student assignments

Code: **350**

Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Field Trips (local waiver) - Flexibility in the number of field trips will be provided for pre-K through 5 classes. Policy

   Code 3320 (G.S. 115C-47, -288, -307)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Students will be denied taking field trips that are related to their instruction.

3. *How will the waiver be used?*
   * To allow field trips that enhance student learning and are directly linked to the standard course of study

4. *How will the waiver permit the school to improve student performance?*
   It will help:

   * Provide experiential learning that directly relates to teaching within the classroom
   * Provide opportunities for students to apply and extend their knowledge beyond the classroom

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Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

1. (Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)
   Class Size (state waiver) - Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301)

2. Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.
   Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

3. How will the waiver be used?
   - Allow flexibility to assign students to classrooms based upon their individual needs.
   - Allow for more course options for students.

4. How will the waiver permit the school to improve student performance?
   It will help:

   - Provide more focused interventions to at-risk students
   - Meet the needs of individual students
   - Reduce performance gaps among targeted student populations

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Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Funds for Instructional Support Personnel (state waiver) - Funds for instructional support personnel can be

   transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Students may be denied focused interventions, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*
   To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*
   It will help:

   - Provide additional teachers for focused interventions
   - Meet the needs of students
   - Assist in efforts to close performance gaps among students
   - Enhance remediation efforts
   - Provide students a challenging curriculum

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Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Staff Development Funds (state waiver) - Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*
   To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*
   It will help:
   - Provide additional personnel for focused interventions
   - Provide appropriate materials and equipment that meet diverse student needs
   - Assist in efforts to close performance gaps among students
   - Enhance remediation and acceleration efforts
   - Provide students a challenging curriculum

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Building Level School Improvement and Accountability Plan
Waiver Request

Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*
   Transportation Funds (state waiver) - Funds for transportation can be transferred. Transfers will impact efficiency ratings. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*
   Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*
   To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*
   It will help:

   - Provide additional personnel for focused interventions
   - Provide appropriate materials and equipment that meet diverse student needs
   - Assist in efforts to close performance gaps among students
   - Enhance remediation and acceleration efforts
   - Provide students a challenging curriculum