

Excellence in Education

Swansboro High School

Strategic Plan

2011-2012 Results and Next Actions



Swansboro High School Graduates 2010

Adopted by Onslow County Board of Education 2010



Swansboro High School Administration

Principal

Christine André

Assistant Principal

Joycelyn Cassidy

Assistant Principal (2011)

Carla Bradshaw

Assistant Principal

Jerome Gidrey



Principal's Message

Swansboro High School has pledged to uphold our new vision of graduating globally competitive leaders. We are proud that Swansboro High School earned the honor of School of Distinction. We met 13 out of 13 of the AYP goals. The data has driven us to access our teaching of Algebra and Biology to our students. We are also focused on the economically disadvantaged students. We have set goals that allow the teachers to take a deep look into their teaching and student learning.

We continue to strive to prepare our students for the 21st century. We have concentrated on equipping each teacher with an Elmo document camera, laptop, and projector. Currently, we are purchasing mimeos, promethean boards, and smart boards to mount in the classrooms. All algebra I teachers have a promethean board to assist with the one to one, Onslow Connect, initiative. We have 4 laptop carts with wireless capability. We have purchased several wireless access points throughout the building which allows areas to be hot spots. We have a goal to become a wireless in the near future.

Swansboro High School was awarded a \$3 million dollar grant in 2007 along with White Oak and Jacksonville High schools to create smaller learning communities on our campuses. We have implemented SLC's in 5 career academies. These academies are Engineering, Digital Media, Hospitality and Tourism, Health Sciences, and Education and Training. This school year we are looking to implement wall to wall career academies with our current 9th grade class. This will allow our students to focus on an identified interest area and complete the future ready graduation requirements. We have had the opportunity to look at the transition from middle to high school. Grant funding has afforded us the opportunity to offer a summer transition program which allows at risk students the time to transition to high school. Summer Bridge offers students a chance to work on the basics in the four core subject areas and have the opportunity to volunteer in the community.

Our focus is to become a School of Excellence and in preparing to achieve this we have adopted the Curriculum, Instruction, and Assessment model. Our staff is working in PLC groups to create and execute this plan. The collaboration and common assessment are sure to enhance student learning.



School Profile

Community Demographic Information

Swansboro is a quaint, rural water-way community dubbed the “Friendly City by the Sea.” Swansboro High School is located on the outskirts of the Swansboro city limits. According to the 2007 census information, the total population of the town of Swansboro is 1,557. The average age of the residents is 38. The estimated household income is \$53,684. Additionally the communities of Hubert, Stella, and Midway Park also feed into Swansboro High School.

Swansboro High Schools population continues to grow. We currently have 1,036 students enrolled. We have 312-9th, 261-10th, 250-11th, and 213-12th. Our male to female ratio is 539 to 497. Our school is comprised of 77% white, 8% multi-racial, 7% black, 6% Hispanic, 1% American Indian, and 1% Asian. The Exceptional Children that are served by Swansboro High School range from Intellectually Disabled to Learning Disabled and this represents 10% of the population. The Academically and Intellectually Gifted students make up 15% of the population. Approximately 41% of our population is federally connected. Swansboro High School has 28% of the student population who receive free or reduced lunch services.

For the 2011-2012 school year we have a total population of 1,058 and 68 certified staff members.

We have 73 certified staff members: 68 classroom teachers, 2 counselors, 2 media specialists, 2 assistant principals, and one principal. Of these, 9 are Nationally Board Certified and 19 hold a masters degree. The racial composition of the certified staff is 67 Caucasian, 5 Black, and 1 Hispanic.

The need for the community to become a valued part of the educational experience continues to grow with the use of the National Career Academy model we continue to have the need to provide many opportunities for guest speakers and panel members to advise the academies on the future for the students. Last school year we reported the equivalent of 270 volunteer hours that were given in the form of time or donations to Swansboro High School. This involvement necessitates growth from the families and the community. During the 2010-2011 school year we had 245 volunteers who completed a total of 5,877 volunteer hours.

Description of Programs and Services

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

- Small Learning Communities
 - Career Academies: Health Sciences Academy, Engineering Academy, Education & Training Academy, Hospitality & Tourism Academy , Digital Media Academy
 - Freshman Academy (9th grade transition)
 - AVID
- PRIME Time tutoring – offered twice a week with bus transportation provided



School Profile

- National Technical Honor Society
- Pirate Academy – tutoring during the school day
- Accelerated Reader Program
- Onslow Connect (1 to 1 Initiative - Netbooks in Algebra I classes)
- Graduation Project
- Student 2 Student/ Leadership Training
- Onsite Professional Development:
 - CIA (Pacing guides, differentiated instruction strategies, formative assessments/common assessments, benchmark testing using ClassScape)
 - Wooden training (National presenter)
 - Keeping up with Technology (Going Green)
 - Data analysis (EVAAS)

- In order to better align our school career academies have been restructured to meet the state graduation requirements:
 - Arts AV and communication Technology, Business and Culinary, Education and Human Services, Health Sciences, Science, Trades, Engineering and Math

- Onsite Professional Development for the 2011-2012 school year
 - CIA
 - McRel Online teacher evaluation
 - Sail My Ship- technology buffet
 - Algebra I and English I PLC

Summary of Student Performance

Swansboro High School earned the honor of School of Distinction with a total of 84.8% proficient. We have met growth in English I and met high growth in Civics and Economics and United States History. The areas in which we did not meet growth are Biology and Algebra I. In addition we met growth in the area of college prep and college tech prep graduates. We continue to decrease the dropout rate which is an area that we have concentrated many efforts.

We met 13 out of 13 of the AYP goals. The data has continued the focus on the economically disadvantaged students in both reading and math.

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

2010-2011 School Year

Swansboro High School is the only high school which met all of the AYP goals (13 out of 13). We are a School of Distinction with an overall proficiency of 85.633%. We made high growth in Biology and Civics and Economics.



School Profile

Major Trends and Issues Impacting the School

The trends that we have seen at Swansboro high school include a pattern of concern with the students in Algebra I who are economically disadvantaged and the proficiency of students who take the 10th grade writing test. While we have seen an increase in the writing scores from 78.138% to 81.176% we feel continued growth is necessary. Also, United States History, which has not met growth on the End of Course test for three years, made high growth last year.

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

2010-2011

While our proficiency continues to remain above 80% we do not see significant student growth. The growth of Algebra I students continue to revert backwards. We had only 26 of the 136 students tested make a years worth of growth.

Major Strengths and Needs of the School

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

Students:

- Parent involvement
- Parents feel welcome
- Website is helpful

Parents:

- Cafeteria adequate
- Assistance applying for scholarships
- 2 teacher initiated contacts

Staff:

- Teacher website updated weekly
- Teacher website contains useful information
- 2 teacher initiated contacts

Our strengths in the school climate survey include:

Students:

- Feel challenged
- Demonstrate proficiency
- Have an opportunity to utilize technology to enhance their learning



School Profile

Parents:

- Understand state and local promotion standards
- Child taught rules and expectations for behavior
- Understand unnecessary and excessive absences impact my child's education

Staff:

- Classes are challenging
- Classes are rigorous and relevant
- School facilities are adequate to meet the instructional needs of students

The Teacher Working Conditions Survey indicated that overall our school was a good place to work and learn. Swansboro High School teachers ranked our school above a majority of the other NC High Schools and Onslow County. The areas that we were below in were: students follow the rules, teachers consistently enforce the rules, staff leadership opportunities, and staff decision making. Other areas that were rated above the other NC high schools and Onslow County include: the professional development opportunities handled on site, sufficient time for instruction, and the accessibility of instructional materials.

Vision and Mission Statements for Swansboro High School

Vision:

Graduating Globally Competitive Leaders

Mission:

The Swansboro High School community will prepare students to be globally competitive leaders and responsible citizens in the 21st century.



ONslow COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2010-2011

School:	Swansboro High School
Date Submitted:	9/29/2011

1	Number of Plan Team Members	28
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.	
4	Date of vote	98.60%
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.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Christine P. Andre
Signature, SSPT Facilitator/Chairperson	Kathy R Gainey
Signature, Elected Parent Representative	Tammy Parker
Signature, Elected Parent Representative	Cindy Messer

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

LEA Number: Onslow County Schools - 670
School Name/Number: Swansboro High School
School Address: 161 Queens Creek Road Swansboro, NC
Plan Year(s): 2010-2011
Date prepared: Fall 2011

Principal Signature: _____ _____
Date

Local Board Approval Date: _____ _____
Date

School Strategic Planning Team

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	Joycelyn Cassidy Jerome Gidrey	Teacher Representative	Darlene Rappa
Teacher Representative	Kathy Gainey	Teacher Representative	Anna Costin
Inst. Support Representative	Krystal Tyndall	Teacher Representative	Ruth Austin
Teacher Assistant Representative	Jeffrey Rhodes Judy Ervin	Teacher Representative	Maria Garcia
Parent Representative	Nancy Wright	Teacher Representative	Teresa Murphy
Parent Representative	Ronald Wright	Teacher Representative	Deon Andrews
Parent Representative	Paula Roberson	Teacher Representative	Paula Jacques
Parent Representative	Christy Bean	Teacher Representative	Elizabeth Ingram
Parent Representative	Cindy Messer	Inst. Support Representative	Nancy Long
Parent Representative	Shelly Rogriguez Joanne Scholl	Technology Facilitator	Jackie Wood
Parent Representative	Anna Posney Joycelyn Bryant		
Parent Representative	Carol Pegram Laurie Nardo-Kunst		
Parent Representative	Jenny Rogers Victoria Stump		
Parent Representative	Joanne Scholl Anthony Champion		
Parent Representative	Maggie Mattocks Tammy Parker		
Parent Representative	Joseph Fore Kettly Oriol		
Parent Representative	David Mowbray		
Parent Representative	Cathy Carroll		

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

Priority 1 and Associated Strategies

Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	SBHS Goal 1: Swansboro High School will graduate globally competitive students.			
	Target: (Desired Result)	Swansboro High School will decrease non-proficient by 10%.		
	Indicator: (Measure)	EOC composite score, VoCATS Performance score, AYP Goals, CIA Unit plans		
	Strategy: (Needs Assessment, Question #4)	Utilize a conceptual, outcome-based approach to address and deliver new and changing curricula.		
	Action Steps: (Processes/How)	1 Create and implement pacing guides for each course.		
		2 Provide staff with resources to keep informed on state's Accountability and Curriculum Reform Effort.		
		3 Incorporate components of CIA unit planning template into weekly lesson plan format.		
		4 Review state test data to determine areas of curriculum that need increased focus.		
	Strategy:	Expand instructional strategies to target improved student achievement.		
	Action Steps:	1 Implement differentiation and intervention strategies.		
		2 Create essential questions for each subject area.		
		3 Develop conceptual and provocative questions to encourage higher order thinking skills.		
		4 Review state test data to determine student groups that need additional assistance.		
Strategy:	Create a comprehensive assessment plan to insure improved student achievement and growth.			
Action Steps:	1 Provide professional development on types of assessment (ClassScape, NC Falcon, Atlas Rubicon) and implement their use.			
	2 Create common benchmark assessments to analyze student progress.			
	3 Disaggregate benchmark assessment data to determine remediation needs in PLC groups.			
	4 Create teacher trend data from state test results.			
How will we fund these strategies?				
Funding source 1:	State funds for at-risk students	Funding amount:	\$6,000	
Funding source 2:	State funds for at-risk students	Funding amount:	\$18,695	
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:	\$24,695	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All teachers and administration			
What data will be used to determine whether the strategies were deployed with fidelity?				
The development and implementation of pacing guides by all teachers. Teachers will complete lesson plans and turn them in on a weekly basis. The lesson plans should reference rigorous curriculum and the use of various assessment formats. ClassScape, EVAAS, and tutoring use. NC Falcon completion by all				



staff.

Check

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

The collection of the pacing guides and lesson plans will allow administration and teachers to ensure the NCSCOS is being followed. Teachers will utilize ClassScape to monitor student progress during each 6 weeks. The use of the EOC data at mid year will determine if the proficiency goal will be met. The following are the goals we will achieve: Alg I 74.61%, Alg II 93.74%, Biology 90.18%, Civics 90.6%, Eng I 88.75%, Geometry 91.47%, Phy Sc 76.68%, USH 91.04%, Writing 79.53% and Overall 86.32%. The writing test scores will improve to 79.53%

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

- While we did decrease non-proficiency, we did not decrease the overall non-proficient by 10%. We did meet the 10% decrease in Algebra I and Biology. We did not meet the English I target.
- We met 13 out of 13 AYP target goals.
- Our VOCATS courses had an overall proficiency of 86.4%.
- We began the process of creating common benchmark assessments and identifying strategies to differentiate instruction.
- 100% of the staff completed the NCFalcon professional development and posted at least one CIA Unit plan in Rubicon Atlas.



Act

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

- Areas we must address: AYP with safe harbor - Math all, Math white, Math ECD; Algebra I, English I growth not met; decrease in scores on the Writing Test
- English teachers will use non-fiction resources from NC WISE Owl.
 - All teachers will integrate reading comprehension, writing and math as indicated on their Rubicon Atlas unit plans.
 - All English I and Algebra I teachers will participate in the county wide PLC.
 - In English I, Algebra I, and Biology we will use peer tutors from Student 2 Student leadership team.
 - Increase the number of teachers available for PRIME Time tutoring in math.
 - Benchmark tests will be given at the mid-term and during the third six weeks to target students in need of differentiated remedial instruction.
 - Algebra I teachers will articulate with other staff about their curriculum to aid in integration across the curriculum.
 - Math, English, science, and social studies departments meet with 6-8 grade teachers for Vertical curriculum alignment.
 - Teachers attending AVID training will review AVID strategies with staff.



Priority 2 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	SBH Goal 2: Swansboro High School will empower teachers to be 21st century leaders.			
	Target: (Desired Result)	All teachers at Swansboro High School will become empowered leaders in their school community.		
	Indicator: (Measure)	Teacher Evaluation analysis, school turnover rate, Teacher Working Conditions Survey, School Create Survey		
	Strategy: (Needs Assessment, Question #4)	Provide opportunities for teachers to self-reflect and set personal goals for growth.		
	Action Steps: (Processes/How)	1 Provide ongoing training on evaluation instrument.		
		2 Create opportunities for educator empowerment and leadership.		
		3 Reflect on evaluation results to plan professional development needs.		
	Strategy:	Recruit, hire, retain, and mentor highly qualified professionals.		
	Action Steps:	1 Utilize Professional Learning Communities to improve collaboration and support among staff.		
		2 Provide team-building opportunities for staff.		
		3 Provide opportunities for professional development to ensure staff remains abreast of educational initiatives and trends.		
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$400	
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:	\$400	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All teachers and administration			
What data will be used to determine whether the strategies were deployed with fidelity?				
Collect data from Teacher Working Conditions Survey, Teacher Evaluation Packets, school turnover rate, and school created survey				

Check

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

The process of following the Teacher Evaluation deadlines will allow us to monitor our success mid year and at the end of the year. Teacher satisfaction will be monitored using a school created survey mid year and the same survey as a follow up at the end of the year. The teacher turnover rate for 2009-2010 was 9 teachers out of 68 total teaching staff.

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

- 100% of certified staff completed the self-reflection and took an active role in the evaluation process.
- The teacher turnover rate was 9 out of 69 (3 of the 9 retired).
- According to survey results, teachers feel empowered in the following areas: 68% of our staff feels empowered in the area of athletics, 80% in the area of clubs/organizations, 75% in the area of PLC's/department meeting, 59% empowered as a mentor, and 76% Academy opportunities/trainings.

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

- All teachers will be afforded the opportunity to attend a nationally recognized conference.
- Teachers will have opportunities to attend local professional development that utilizes the train-the-trainer model.
- Staff will be encouraged to extend content related extra-curricular offerings based on student interests. These will be added to our Pirate Academy choices for students and staff.
- Staff will continue to have on-campus training opportunities on the McRel teacher evaluation system and 21st century technology.

Act



Priority 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	SBH Goal 3: Swansboro High School will house a positive learning environment.			
	Target: (Desired Result)	There will be a decrease of 5% in the discipline data.		
	Indicator: (Measure)	Discipline data, School created Survey		
	Strategy: (Needs Assessment, Question #4)	Create a climate conducive to learning.		
	Action Steps: (Processes/How)	1 Implement Levels of Discipline approach to manage student behavior.		
		2 Provide staff with monthly comparative discipline data.		
		3 Provide students and parents with clear behavior expectations and consequences.		
		4 Maintain teacher websites to include pacing guides and weekly assignments.		
	Strategy:	Promote student achievement and improvement.		
	Action Steps:	1 Create a reward system for students who show improvement in academic success.		
		2 Provide positive reinforcement for students who maintain high levels of achievement.		
		3 Implement positive parent contact requirement per semester.		
	Strategy:	Establish high standards of respect and responsibility.		
Action Steps:	1 Maintain a client-focused atmosphere.			
	2 Implement new advisory programs (Wooden's Pyramid of Success, Values.com)			
	3 Utilize student leaders/role models as peer tutors.			
	4 Incorporate the concepts from Rachel's Challenge.			
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$17,000	Wooden
Funding source 2:	Other	Funding amount:	\$1,000	RC
Funding source 3:	Other	Funding amount:	\$2,000	Student
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$20,000	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All teachers and staff			
What data will be used to determine whether the strategies were deployed with fidelity?				
Teacher website updates, advisory curriculum revamping, levels of discipline data, and Wooden Training.				

Check

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

The actual strategy will be evaluated using the school created climate survey at mid year and end of the year. The discipline data will be presented monthly to the staff. The use of the advisory curriculum during the year will encourage the necessary changes to the curriculum. The teachers use of the Wooden principles and the posting of these principles throughout their classrooms will allow for observation of the successes derived from them. For the 2009-2010, there were 236 incidences of OSS and 514 incidences of ISS.

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

- During the 2010-2011 school year, we had a decrease of 12% in our school discipline data.
- In 2009-10, 852 referrals were made, and 749 were made in the 2010-2011 school year. This is without a discipline reward system in the upper grades.
- The discipline (590 for 9th graders in 2009-10) was nearly cut in half to 229 in 2010-11.
- There were 373 instructional days spent in ISS and 136 days spent on OSS.
- On our school survey the parents stated that 90% of the time their child feels safe at school and on the bus, students reported that 85% of the time they feel safe at school and on the bus, and our staff reported that 100% of the time at the school.

Act

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

- Administration will provide the staff with monthly discipline data.
- Teachers will regularly update their websites by posting current assignments and up- coming projects.
- We will develop a positive reward program for students who show improvement in academic success and maintain high levels of academic achievement.
- Teachers will set a monthly positive parent contact goal based on the number of students in each class.
- Student 2 Student leadership team representatives will be partnered with the freshman academy advisory groups to serve as positive role models.



Priority 4 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	SBH Goal 4: Swansboro High School will partner to ensure four year graduation.			
	Target: (Desired Result)	The annual results will be calculated using promotion rates and the four year cohort graduation rate.		
	Indicator: (Measure)	Onslow PLAN Grant promotion rate data, cohort graduation rate		
	Strategy: (Needs Assessment, Question #4)	Improve student course registration preparedness.		
	Action Steps: (Processes/How)	1 Provide student opportunities for Freshman Academy students to participate in career cluster interest surveys and receive feedback on their results.		
		2 Improve freshmen advisory lessons to include additional information on career academy choices and Future Ready Core graduation requirements.		
		3 Utilize online registration process through Career Cruising.		
	Strategy:	Improve communication and attendance.		
	Action Steps:	1 Implement A Plus program to deal with truancy.		
		2 Utilize the call system for absences.		
		3 Utilize emails, teacher website, and school website for communication		
	Strategy:	Provide intervention for students at risk.		
	Action Steps:	1 Train staff in Personal Education Plan requirements and process.		
2 Monitor and counsel students participating in special programs to insure they remain on a four year graduation track. (Summer Bridge credit, PLATO, NCVPS, PRIME Time tutoring)				
3 Utilize lead teacher/tutors as a resource				
4 Begin a feasibility study to promote a transition piece between SBM and SBH to focus on the math curriculum.				
5 Coordinate with Swansboro Middle an opportunity to increase Summer Bridge participation.				
How will we fund these strategies?				
Funding source 1:	Other	Funding amount:	\$30,000 tutors	
Funding source 2:	Other	Funding amount:	\$26,000 SB	
Funding source 3:	Other	Funding amount:	\$500 attd rew.	
Funding source 4:	Select a funding source	Funding amount:	\$400 cc survey	
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$56,900	
Review frequency:	Quarterly			

Check

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

The training of the teachers on Personalized Education Plans and the monitoring of these plans. The class failures will be monitored each 6 weeks by administration and counselors. The promotion rates at the end of the year and the data from career cruising will be used. The final piece will be the four year graduation rate. Promotion data 9th grade 256/277, 10th grade 250/258, 11th grade 205/206, and 12th grade 206/207.

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

- The promotion rate for each grade level was 291/295 9th graders, 230/235 10th graders, 234/234 11th graders, and 240/240 12th graders.
- The cohort graduation rate for SBH was 82.5% and the 5 year graduation rate was 87.6%. The county-wide 4 year cohort graduation rate was 81.7%.
- There were 269 PEP's were written in the 2010-2011 school year, of these students 65 were exited.

Act

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

- Parents will be given the opportunity to keep current student contact information updated in a Google docs spreadsheet. The spreadsheet will be shared with all teachers.
- We will implement the A+ truancy program to encourage students to improve attendance.
- Teachers will post lesson plans/upcoming assignments on the school website.



Priority 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	SBH Goal 5: Swansboro High School will prepare students to make effective decisions regarding post-graduate plans.			
	Target: (Desired Result)	The annual results will show an enrollment increase of 50% in career academies.		
	Indicator: (Measure)	CTE and Onslow PLAN Grant Post-graduate surveys and data, career academy list		
	Strategy: (Needs Assessment, Question #4)	Increase student participation in career academies.		
	Action Steps: (Processes/How)	1 Reorganize career academy choices to mirror Future Ready career cluster choices.		
		2 Freshman will complete a career choices survey.		
		3 Collect evidence of academy activities that meet National Career Academy Coalition national standards of practice.		
	Strategy:	Provide resources to assist students with post-graduate planning.		
	Action Steps:	1 Hold a Career Fair.		
		2 Develop a guidance website to increase access to post graduate resources.		
		3 Provide opportunities for AVID students and our alumni to present information on college readiness and planning.		
	Strategy:	Provide increased student opportunities to rigorous and challenging coursework.		
	Action Steps:	1 Increase number of Advanced Placement courses offered on campus.		
2 Decrease the racial enrollment gap in AP and Dual Enrollment courses.				
3 Encourage Advanced Placement students to take the AP exam for college credit.				
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:	\$500	Career choices
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$500	
Review frequency:	Quarterly			
Action Team: (Who is responsible)	All staff and students			
What data will be used to determine whether the strategies were deployed with fidelity?				
career choices survey, career fair, guidance website, enrollment numbers for AP and Dual Enrollment courses, and test scores				

Check

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

The 9th grade students will complete the career survey mid year. The data from this will assist in scheduling students. The updates to the guidance website will be done as needed and will continuously be reviewed. The post graduate data will show how many students follow through with their post graduate plans. Enrollment in Advanced Placement and Dual enrollment courses will be encouraged and monitored. The career fair attendance will be used at the end of the year. The participants for the career fair will be gathered during the year and will be monitored throughout the process.

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

- In 2010-11, 81 students selected to join an academy which is an increase from 71 the previous year.
- The Class of 2011 indicated that the following intentions after graduating high school: 130 community college, 66 higher institution, 20 employment, 17 military, 2 trade/business/nursing school, and 5 students were certificate students.
- During the 2010-2011 school year, we added 2 AP courses to our offerings: AP Government and Politics and AP Chemistry.

Act

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

- Our academies will be restructured to represent the Future Ready graduation core concentrations requirements. All 10th and 11th grade students will be assigned to an academy based on courses selected for their concentration area.
- Each academy will present monthly career and college focused advisory lessons.
- Students enrolled in the exceptional children's program will have the opportunity to visit a local community college.
- We will continue to encourage students to enroll in more rigorous courses and will add AP Psychology and AP Earth Science to our course offerings.
- We will utilize our career development counselor to administer career interest surveys to freshman academy students and to discuss post graduate plans with at risk students.

