

*Swansboro High School  
Strategic Action Plan  
2007-2010*



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**Building Level School Improvement and  
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2007 - 2010**

<b>Number of School Improvement Plan Team Members</b>	<b>19</b>	
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 Improvement Team.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting)		
Date of vote	September 19, 2007	
A secret ballot vote for staff approval of the plan was conducted. Check one:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Parents on the School Improvement Team were elected by parents of children enrolled in your school. Check one:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Percentage of Building Leadership Team who are parents providing input in the development of the plan. (Number of parents divided by members on BLT)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
The required staff development reports have been disseminated to the appropriate persons or departments. Check one:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
The dates, times, locations and agenda items for meetings regarding our school improvement plans were publicized so as to abide by the open meetings law. Check one:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
The State Legislative regulations regarding school improvement were implemented as outlined in GS 115C.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All required State and Federal programs have been addressed in the School Improvement Plan.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
SPT Facilitator/Chairperson's Signature

\_\_\_\_\_  
\_\_\_\_\_  
Signature of Elected Parent                      Signature of Elected Parent

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

# **STRATEGIC PLANNING TEAM**

## **STAFF REPRESENTATION**

Christine André  
Barbara Chandler  
Kathy Gainey  
Stacie Haut  
Beckie Melton  
Barbara Shedd  
Jackie Wood

## **Student Representation**

Carrie Dail,  
Trevor Chambers

## **PARENT REPRESENTATION**

Beth Dail  
Patsy Settle  
Janet Provost  
Greg Murphy  
Peggy Baddour  
Tom Crawford  
Yana Davis  
Diana Gainey

# Executive Summary

## Introduction

At Swansboro High School we are pleased with the progress made with the goals set in our 2004-2007 Strategic Plan (See summary located in the Appendices) but recognize the need for steady, comprehensive improvement.

Commitment toward continuous improvement and creation of our new Strategic Action Plan is a shared effort by all those who have a stake in the success of our school---students, teachers, administrators, support staff, and parents. The Swansboro High School Strategic Planning Team is comprised of representatives from each of these significant stakeholder groups. Collaboratively, we designed a plan to support the county and state goals that aim toward high student achievement. In addition, our 2007-2010 Strategic Plan was created to focus on the diverse needs facing our ever-growing student population and how to best meet those needs in order to prepare our students to be life-long learners.

# Executive Summary

## Student Performance Data

**Federal Measures:** Swansboro High School has thirteen subgroups that are evaluated for Adequate Yearly Progress (AYP). In the 2006 – 2007 school year, all 13 subgroups met AYP.

**State Measures:** Students are evaluated using ten state mandated assessments. The data from these assessments is utilized in the strategic planning process to ensure continuous school improvement.

### 2006-2007

The performance composite for proficiency on state tests 66.28%. Swansboro High School achieved growth in English I and Geometry, as well as in the areas Competency Testing and Drop-out rate.

The areas in which Swansboro High School continues to need to make growth in are Algebra I, Algebra II, and Biology. This year SHS did not make growth in the Civics and Economics, US History, and College Tech Prep/College Prep.

In the 2007-2008, we will implement the use Professional Learning Communities to focus on student achievement and learning styles in all test areas. Writing Across the Curriculum will continue to be a strategy for improving the writing process. SHS will also research and plan to implement an academic assistance program (Pirate Academy) during the school day. The focus of the assistance program is to improve individual growth and achievement in all test areas.

# Executive Summary

## Student Performance Data

**District Measures:** During the 2006-2007 school year, 212 of the 230 (92.2%) seniors graduated with College Prep or College Tech diplomas. Of the remaining students who graduated, 4 received occupational certificates/diplomas, 2 received general certificates, and 8 received general diplomas.

Our state standards continue to show proficient growth in the areas of English I, Geometry, Competency testing, and Dropout rate. Many of the students who were served by our PEP coordinator (DSSF funds) saw success from their efforts and thus kept them in school. The coordinator focused first on the 9<sup>th</sup> graders enrolled in English I and Algebra I. The coordinator served nearly 75 students with only a small number of these students not making proficiency on the EOC.

In each of our program areas for VoCATS (Business Education, Career Development, Family & Consumer Science, Health Occupations, Marketing Education, and Trade & Industrial Education), Swansboro High School proficiency goals continues to surpass the District proficiency goal (73.9). Of the areas of concern from the 2005-2006 school year Family Consumer Science and Construction Technology exceeded the District goal. This year the focus needs to continue in the area of Business Education. The addition of a small learning community over the next year will allow for a focus on the increase in proficiency in this area.

# **Executive Summary**

## **Student and Community**

### **Demographic Data**

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 census information, the total population of the town of Swansboro in 2006 was 1,562. The school demographics closely mimic those of the community with 90.2% of the community population being white and 4.6% black. Twenty-five point seven percent of the population has children enrolled in high school. Ten percent of the population did not graduate from high school, 30% have a high school diploma or equivalency, and 60% have worked toward and/or earned varying college degrees. The per capita income in Swansboro is \$19,625. The median family income is \$45,357, and 17.4% of families with related children under 18 live below the poverty level.

The teaching/learning environment has been supported in the Swansboro Community by local merchants, parents, and such outreach programs including the White Oak Ecumenical Council, Swansboro Area Rotary Club, Knights of Columbus, Century Club, Band Boosters, Woodmen of the World, and many other local entities. Community members have worked collaboratively to support our JobReady program which allows students to be placed in internships that connect their learning with real-world opportunities.

The 2006-2007 tenth month student enrollment of Swansboro High School was 925. Our 9th grade enrollment comprised the largest portion of our student body with 286 students. Each grade level had a fairly even balance between male and female students. Ethnic breakdowns of students for the 2006-2007 school year included white (78%), African American (9.5%), Hispanic(4.4%), Multi-racial (4.4%), Asian (2.2%), and American Indian (1.5%). From these diverse groups, nine students spoke English as a second language. Economically disadvantaged students seeking financial assistance through our lunch program has been steady with 64 students receiving reduced meals and approximately 184 receiving free meals. This data only calculates students who apply and receive a price reduction for the school breakfast/lunch program. It does not, however, include all students that could qualify; and do not apply. The Exceptional Children Department served 117 (12.6%) students and 101 (10.9%) of our students were identified as Academically Gifted.

# Executive Summary

## School Characteristics

Swansboro High School is one of thirty-four schools and one of seven high schools in Onslow County. Swansboro High School is a rural suburban school that was built in five phases. Phase one was completed in 1991 with an enrollment of 508 students. After an enrollment decrease reaching an all-time low of 453 students in 1995, the school membership began to steadily increase reaching a total of 936 in the fall of 2002 and an all-time high of 1046 in the fall of 2004. Phase five was completed during the beginning of the 2004 school year, which opened up 16 new classrooms, an administrative office/conference room, storage room, and a breezeway connecting the new addition with the previous 600 hallway. Swansboro High School is currently under construction providing renovations to the cafeteria, additional classrooms, and an auditorium. At the conclusion of the 2006-2007 school year, the enrollment consisted of 286 freshman, 219 sophomores, 214 juniors, and 206 seniors. The majority of these students were residents of the communities of Swansboro, Hubert, Stella, and Midway Park.

During 2006-2007 school personnel included 75 certified faculty members: 68 classroom teachers, 2 counselors, 2 media specialists, 2 assistant principals, and one principal. Of these, 1 holds her Doctorate, 22 hold Master's Degrees, and 52 have Bachelor's degrees or vocational/technical degrees. Ten members of the faculty are Nationally Board Certified teachers. The racial composition of the certified staff is 69 Caucasian, 1 African-American, 1 Hispanic, and 1 Multi-racial (African American/American Indian).

Swansboro High School offers students various possible options for finishing their high school career. Three options that are the most likely completion pathways are the Career Prep, College Prep Tech, and the College/University Prep diploma programs. Each student transcript is evaluated annually in order to ensure every student is steadily progressing toward their chosen goal. The promotion standards for all Onslow County high schools remain consistent with promotion based on Carnegie units. In order to be promoted to the tenth grade, students must earn 6 credits. Promotion to junior status requires 13 credits, and in order to be classified a senior a student must have 21 credits or enough opportunities to earn 28 credits in order to graduate.

Swansboro High School continues to encourage students to become productive citizens by continuing their education after high school whether the student chooses to attend a community college, a trade school, a four year university, or enlists in a branch of the armed forces. Post graduation surveys show that roughly 74.8% of our senior class of 2007 had plans to further their education at community & technical colleges, trade schools, and universities, while 8.8% had plans to enlist in the military and 16.4% straight into employment opportunities. The graduating class of 2007 received awards and scholarships in the amount of approximately \$570 thousand dollars.

# Executive Summary

## Duty Free Lunch Plan

Swansboro High School provides all licensed teachers with a daily planning time that is equivalent to 90 minutes. This exceeds the goal mandated under G.S. 115C-301.1 of five hours of duty-free instructional time for teachers by 2.5 hours each week. Consequently, the Strategic Planning Team approved a lunch duty plan that provides supervision of more than 500 students per lunch to ensure a safe and orderly environment during the lunch period.

# Executive Summary

## Notable Characteristics of SHS

### AP Course Offerings

- AP English
- AP Calculus
- AP Statistics
- AP Physics
- AP Biology
- AP Chemistry
- AP United States History

### Extracurricular Opportunities

- Academic Derby
- Art Club
- Big Brother/Big Sister
- Board Game Club
- Drama Club
- Environmental/Science Club
- FCCLA (Family, Career, and Community Leaders of America)
- FCA (Fellowship of Christian Athletes) (*Night meetings*)
- Foreign Language Club
- HOSA (Health Occupations Students of America)
- Interact Club
- Model United Nations
- National Honor Society
- SADD (Students Against Destructive Decisions)
- SCA ( Student Council Association)
- Skills USA
- Student Leadership Team

### Honors Course Offerings

- Honors English I-III/Advanced Composition
- Honors Geometry
- Honors Algebra II
- Honors Earth & Environmental Science
- Honors Biology
- Honors Advanced Biology
- Honors Chemistry
- Honors World History
- Honors Civics and Economics
- Honors United States History
- Honors Band
- Honors Choir
- Honors Art III/IV

### **Job Ready**

- Designed for seniors interested in career exploration
- 34 students participated 06-07

### **New Teacher Support**

- New Teacher Survival Guides
- Buddy teachers and mentors for all Standard Professionals 1 and 2
- Buddy teachers for all faculty new to SHS
- New teacher retreat
- Monthly support meetings

### **Dual Enrollment Program**

- 16 students enrolled in dual enrollment program with Coastal Carolina Community College

### **Community Collaboration**

- Area families in need (medical expenses, disaster relief, etc.)
- American Red Cross Blood Drive
- Christmas Angel Tree and Adopt a Family Programs
- Council on Aging
- ECU Principal Cohort Program and Student Teacher Program
- Graduation Project
- Hem of His Garment
- Knights of Columbus
- Nationwide Prom Promise
- Natural disaster relief funds
- Project Graduation
- Publication of events and calendar information e-mailed to parents and community members to keep them abreast of SHS happenings
- SHS web site
- Relay for Life
- Scholarships funded by school clubs
- Teacher Cadet
- Tunes 4 Troops Drive
- UNC-W Student Teacher Program
- UNICEF
- United Way (100% staff participation 06-07)
- Clean Sweep

### **Remediation for At-risk Students and/or Competency Failures**

- Accelerated Math
- Digital Communications
- Inclusion (English I, Algebra I, Civics, US History)
- PEP (Personalized Education Plan)
- PLATO
- Reading
- Tutoring offered after school for all End of Course areas

### **Parent School Communication**

- Administrator/parent conference requested for freshmen following the second occurrence of ISS
- Newsletters/E-mails
- Open House and New Student Orientation with available resources for parents to support program
- Parent conferences are automatically scheduled for any student failing two or more courses at the end of each six weeks
- ALERT NOW
- Scheduled conferences each six weeks for students at-risk academically and/or behaviorally
- Teacher letters mailed/phone calls made when students are absent from classes

### **Credit Recovery**

- Recovery opportunities, to include PLATO software
- Allows students willing to complete 45 hours of coursework completion to “recover” course credit

### **Staff & Student Recognition**

- Employee of the Month
- Students of the Month
- Academic Recognition (bi-annual)

### **Virtual High School/Virtual Public School**

- Online courses (over 150 offered) made available to our students giving them an opportunity to participate in coursework not traditionally offered at our school

## Climate Survey Data (2006-2007)

### Student Survey- Areas of Strength

#14	I feel safe in my classrooms.	76.36% Agree
#42	I have been taught the rules and expectations for behavior in classrooms.	82.20% Agree
#52	This school is concerned about attendance.	75.24% Agree
#57	In the media center, there are computers I can use for schoolwork.	76.50% Agree

### Student Survey Areas of Concern

#16	Students treat each other respectfully in the cafeteria/lunchroom.	59.11% Disagree
#18	Students treat each other respectfully in the locker room/gym.	50.76% Disagree
#17	Students treat each other respectfully in the hallways.	63.14% Disagree
#25	Students at this school treat the adults in the school with respect.	56.61% Disagree
#67	I heard a student/students use language that is unacceptable at school.	63.28 % 10+ times

### Parent Survey – Areas of Strength

#32	My child was taught the rules and expectations for behavior.	84.82% Agree
#33	I was informed about the rules and expectations for student behavior.	83.48% Agree
#35	The rules and expectations promote safety and learning.	80.36% Agree
#37	Students are expected to do good work at this school.	82.59% Agree
#51	This school is concerned about attendance.	80.36% Agree

### Parent Survey – Areas of Concern

#44	I believe the school/staff have done a good job communicating with me.	20.54% Disagree
#46	I have viewed the school or district plan via the internet.	25.00% Disagree
#68	My child has commented on hearing a student/students use language that is unacceptable at school.	33.48% 10+ times

### Staff Survey – Areas of Strength

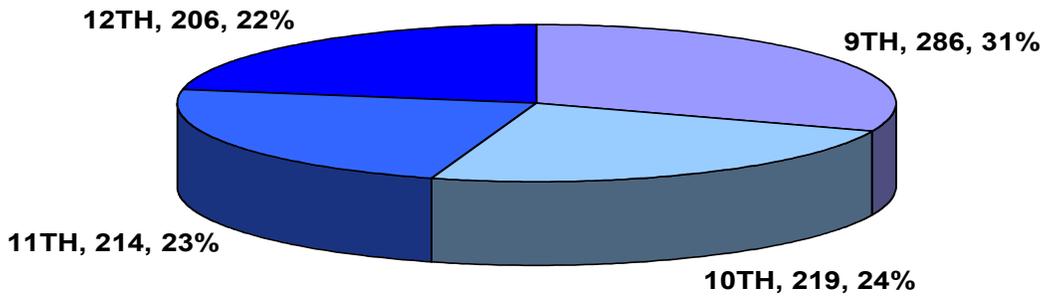
#25	Staff members encourage students to do their best.	90.91% Agree
#31	The administration is helpful and treats students respectfully.	90.91% Agree
#46	The rules at this school promote safety and learning.	93.18% Agree
#50	This school is neat and clean.	89.77% Agree

### Staff Survey – Areas of Concern

#89	Student work diligently to make good grades at this school.	50.00% Disagree
#99	Inappropriate student language	52.27% 10+ times
#100	Inappropriate student dress	44.32% 10+ times

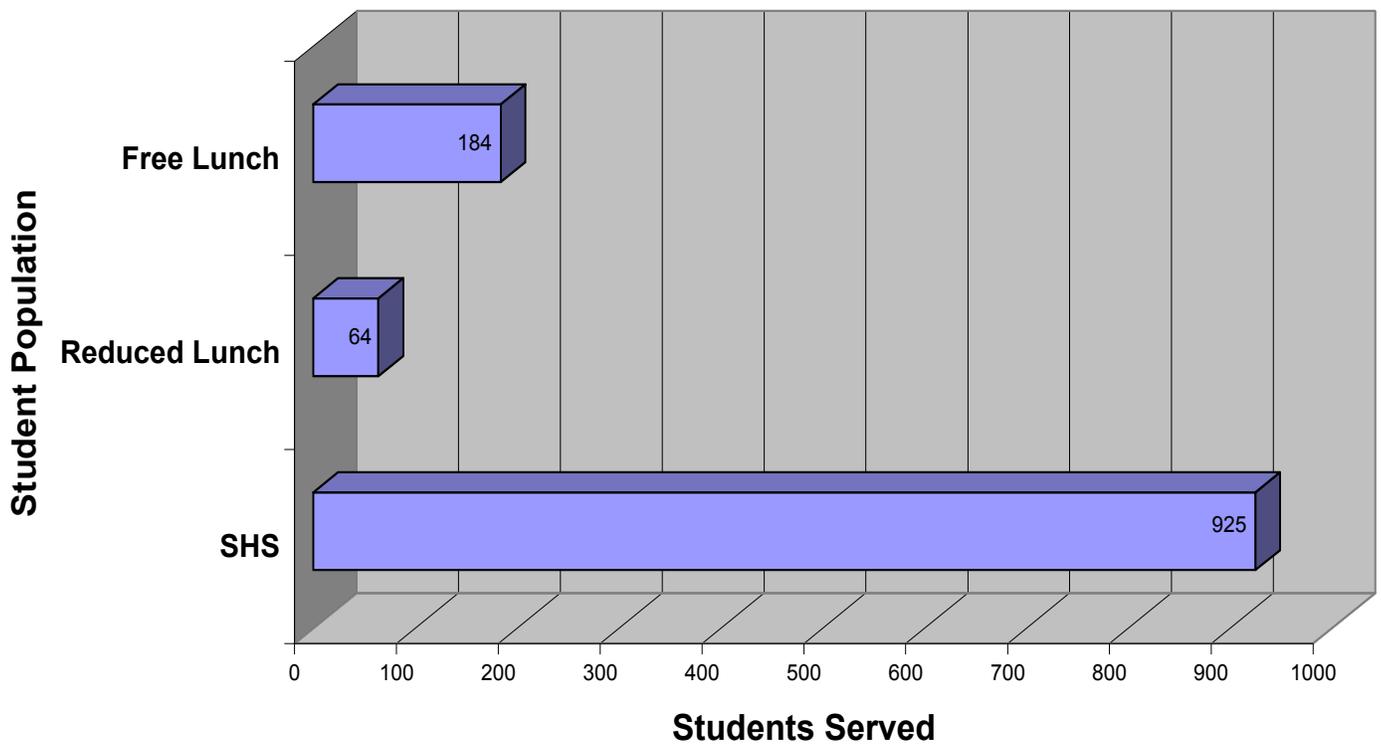
# GRADE LEVEL POPULATIONS

2006-2007



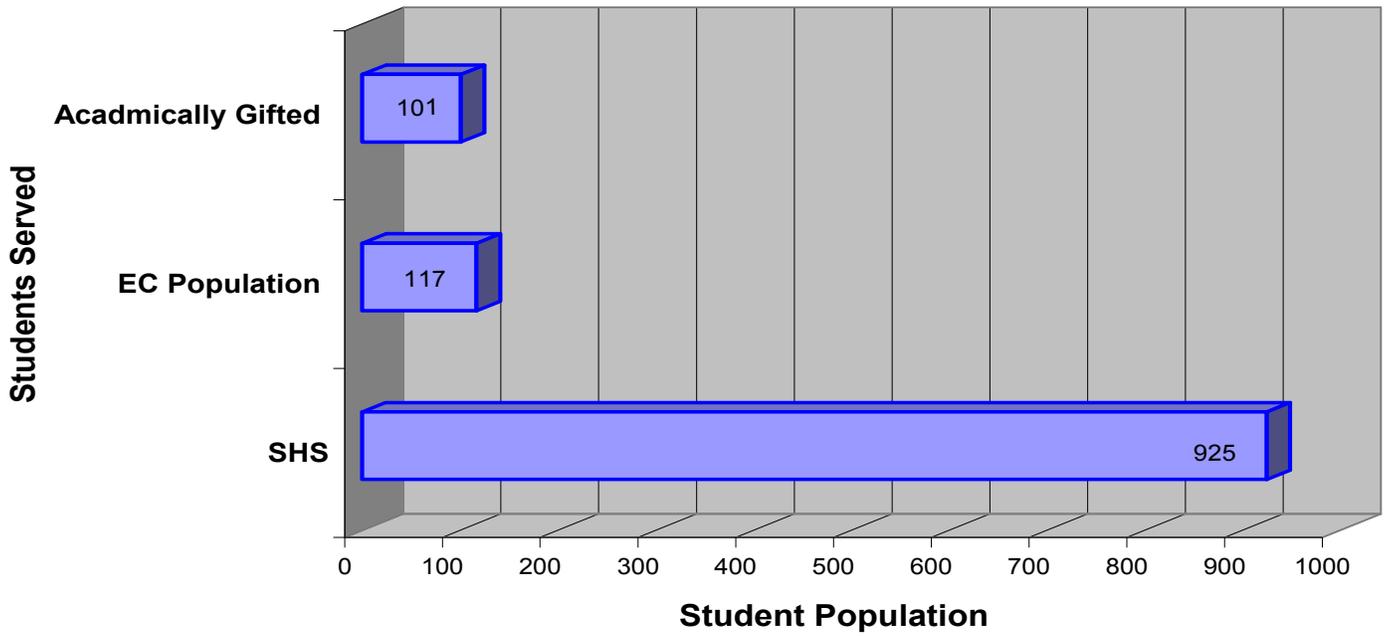
# ECONOMICALLY DISADVANTAGED POPULATION

2006-2007



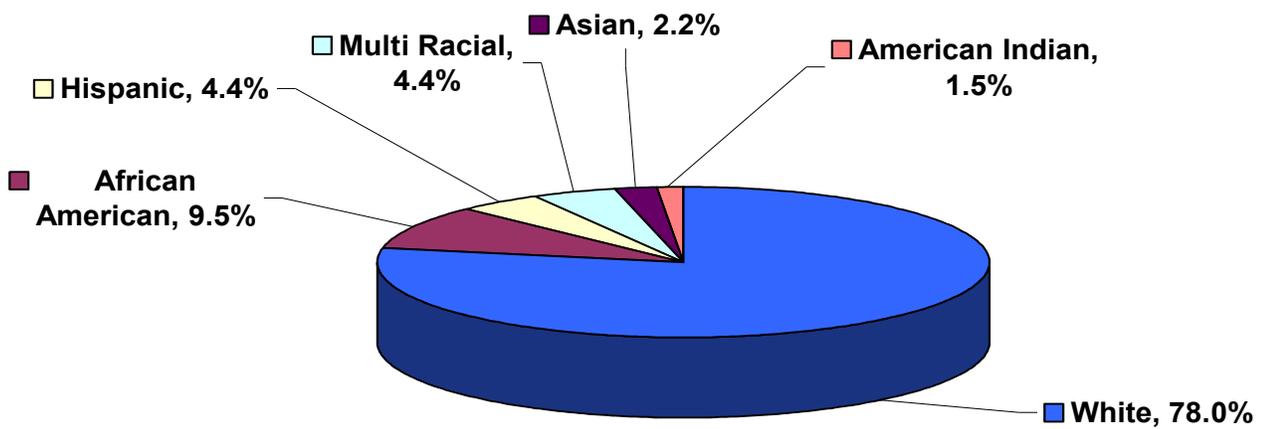
# EXCEPTIONAL CHILDREN POPULATION

2006-2007



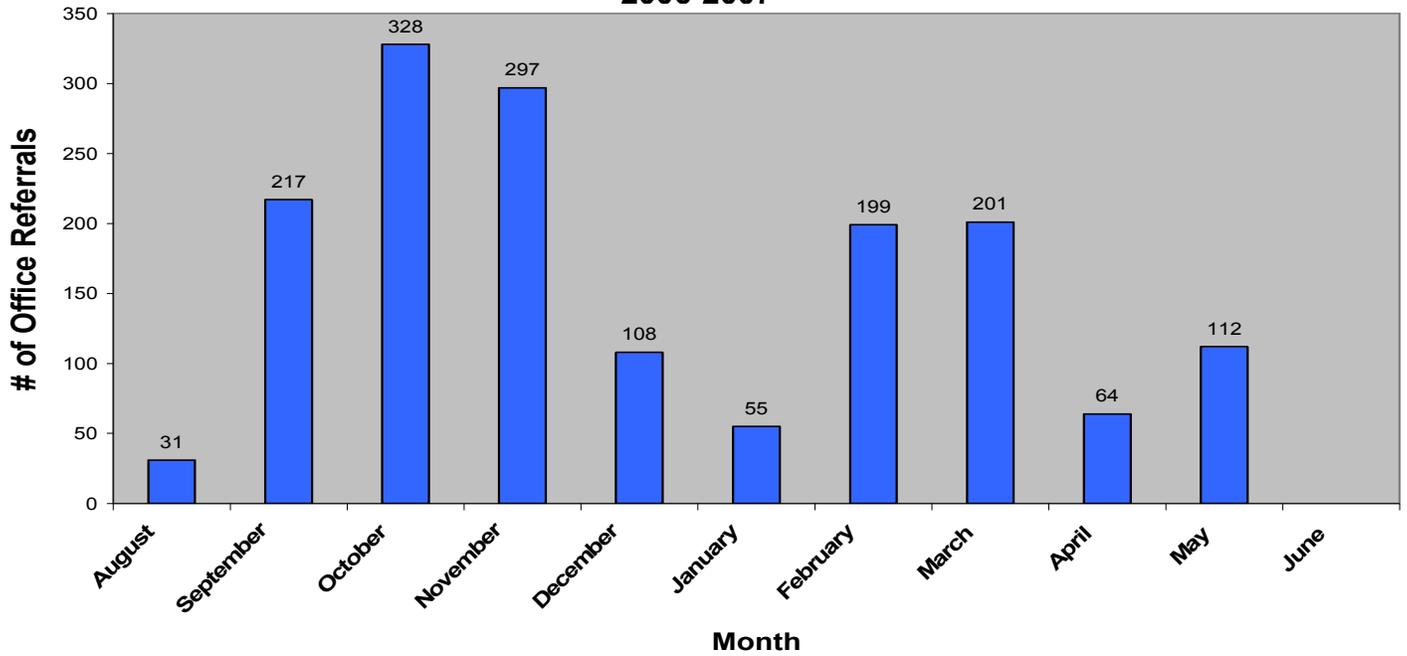
# POPULATION BY ETHNICITY

2006-2007



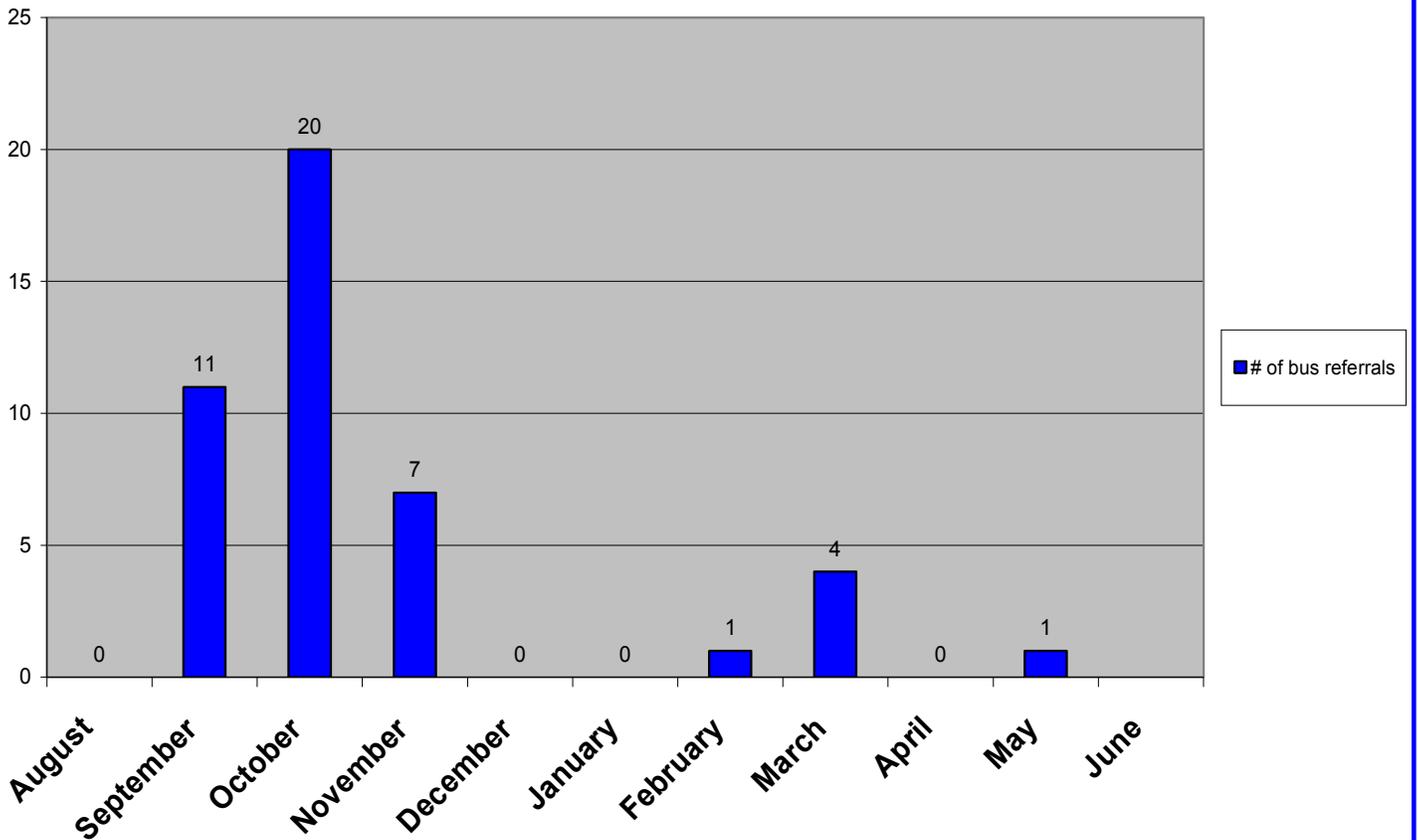
## Monthly Discipline Referrals

2006-2007



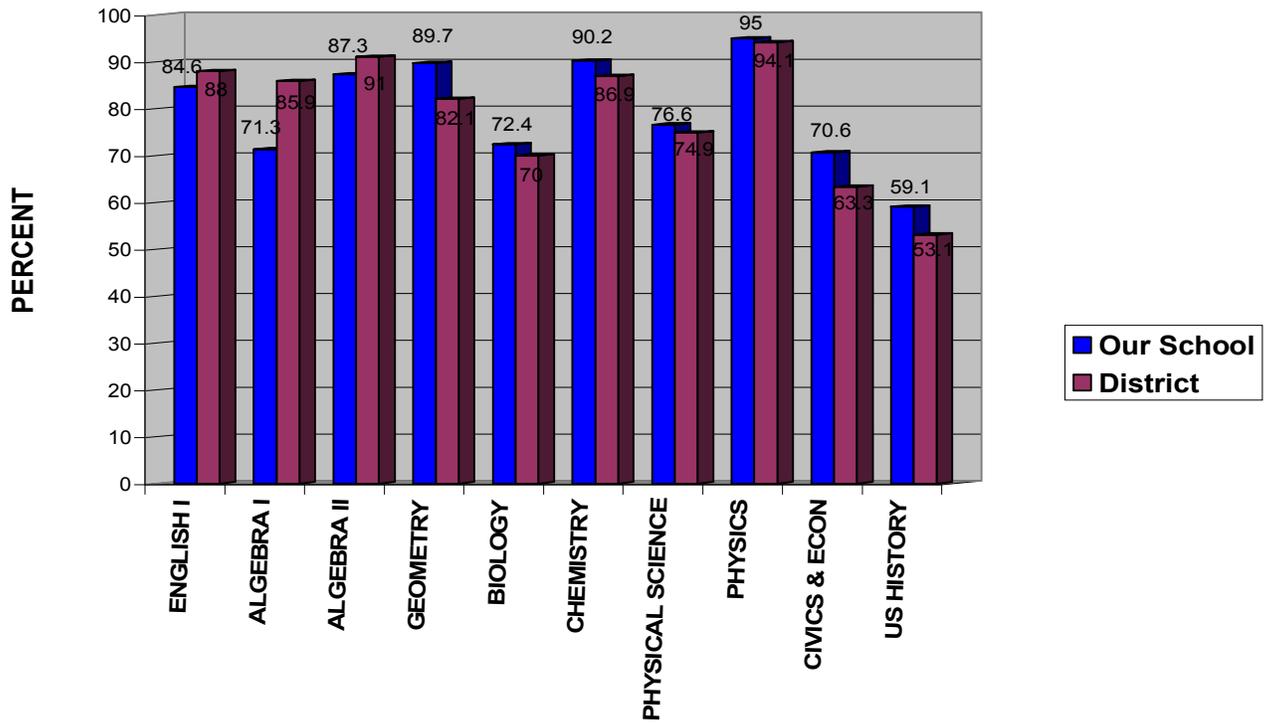
## SHS Bus Referrals

2006-2007



# PROFICIENCY

2006-2007



## **Vision:**

Initiating change, modeling character, and inspiring success...  
The Swansboro Difference.

## **Mission:**

The Swansboro community will work together to guide and encourage students to become life-long learners and productive citizens of a global society.

## **Beliefs:**

1. Student learning is the chief priority of the school.
2. All students can learn.
3. Students need to demonstrate their understanding of essential knowledge and skills by being actively involved in solving problems and producing quality work.
4. Students need to apply their learning to meaningful contexts.
5. Each student's self-esteem is enhanced by positive relationships and mutual respect.
6. A safe and comfortable environment promotes student learning.
7. Teachers, administrators, parents, and community share in the responsibility for advancing the school's mission.

## **Goals:**

1. Students will master the essential skills through a rigorous and challenging curriculum.
2. Students will learn in a safe, orderly, and caring environment to make responsible decisions and healthy choices.
3. Swansboro High School will recruit, select, and retain highly qualified personnel.
4. All support services will effectively contribute to the successful operation of the school system.
5. Parent and community involvement will provide support to the teaching/learning process.

**Swansboro High School  
Strategic Action Plan  
2007-2010**

**NC 21<sup>st</sup> Century Goal:** NC public schools will produce globally competitive students.  
**SHS Goal # 1:** Swansboro High School students will be globally competitive through the mastery of a rigorous and relevant curriculum.

**Strategy:** Expand learning opportunities and support programs to allow all students to succeed.

**Desired Results:**

1. Academic assistance is available to all students through Pirate Academy.
2. EC, ELL, and at-risk students achieve proficiency in all EOC tested areas.
3. AIG students achieve growth in all EOC tested areas.
4. CTE students demonstrate continued growth in proficiency on VoCATS assessments.
5. Student enrollment increases in AP courses and honors courses.
6. Student enrollment increases in Small Learning Communities.
7. All ninth grade students will be introduced to the globally competitive job market and the advantages of earning a college degree.
8. Seniors will successfully complete the Graduation Project requirement.
9. All students will achieve growth in all tested areas.

**Measures:**

1. Pirate Academy schedule and data
2. Disaggregated proficiency and growth model data
3. AP membership report and enrollment in honors courses
4. AVID enrollment
5. Small Learning Community offerings and enrollment
6. CFNC, Career Cruising, and Future4Kids account activity
7. Graduation Project timeline

**Processes:**

1. Revise Advisory to include an assistance program (Pirate Academy).
2. Train student mentors and plan seminars (career/higher education) for Pirate Academy.
3. Identify the individual academic needs of students to determine appropriate placement in Pirate Academy (remediation, enrichment, healthy lifestyle opportunities, etc.).
4. Align inclusion teaching assignments to best meet the needs of EC students in EOC courses
5. Provide staff development on the ABC model and AYP legislation.
6. Improve communication with students and parents concerning AP/honors course offerings.
7. Investigate Small Learning Communities and formulate a plan for implementation.
8. Establish and expand Small Learning Community opportunities and enrollment.
9. Utilize Career Development Counselor to plan and implement College Foundation of NC and Career Cruising computer sessions and Future4Kids Program.
10. Research and design a graduation project plan that includes all staff and every grade level.
11. Provide teachers with academic support materials to improve growth.
12. Train staff to input scores to calculate student growth.

**NC 21<sup>st</sup> Century Goal: NC public schools will produce globally competitive students.  
 SHS Goal # 1: Swansboro High School students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

**Resources:**

1. Staff
2. Additional computer access for online course offerings
3. SIMS data, progress reports
4. PEP coordinator
5. ABC Tools
6. Lisa Thompson (Accountability Officer)
7. Small Learning Communities grant and resources
8. Career Development Coordinator
9. Laptop Cart
10. EOC workbooks
11. Graduation Project staff development

**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**

**Swansboro High School  
Strategic Action Plan  
2007-2010**

**NC 21<sup>st</sup> Century Goal:** NC public schools will be led by 21<sup>st</sup> century professionals.  
**SHS Goal # 2:** Swansboro High School students will be led by creative, passionate, and technologically skilled professionals.

**Strategy:** Communicate and foster a climate of high expectations for employee performance.

**Desired Results:**

1. A highly qualified and passionate 21<sup>st</sup> Century workforce is maintained.
2. Staff is united for the purpose of continuous improvement.
3. Professional learning communities work collaboratively to target state testing areas.
4. Staff is empowered through the use of technology.

**Measures:**

1. Survey data (Climate, Teacher Working Conditions)
2. Informal feedback opportunities
3. Proficiency and growth model data
4. Roster from on-site technology training
5. Professional Development Plans

**Processes:**

1. Implement "Failure is NOT an Option" campaign.
2. Utilize professional learning communities to develop and implement units of study to ensure readiness for the next level of learning (Earth Science/Physical Science EOC, World History/US History and Civics EOC, English 10 and Writing Across the Curriculum/10<sup>th</sup> grade writing test).
3. Train staff to using county-wide writing Professional Learning Community strategies.
4. Offer on-site technology buffet training.

**Resources:**

1. Failure is NOT an Option book
2. Campaign supplies
3. Ross Friebel (Technology Facilitator), Dave Spence (Technician)
4. 21<sup>st</sup> Century technology

**End of year Annual Review, Results, Next Steps**

Summarize your results. Show trends. Were improvements made?

2007-2008

What are the areas for improvement? What will you do differently the next time?

Next steps

**Swansboro High School  
Strategic Action Plan  
2007-2010**

**NC 21<sup>st</sup> Century Goal: NC public school students will be healthy and responsible.  
SHS Goal # 3: Swansboro High School students will learn in a safe environment to be civil, healthy, and productive citizens.**

**Strategy: Implement Safe and Civil Schools practices and encourage students to embrace civic responsibilities, positive character traits, and healthy lifestyle choices.**

**Desired Results:**

1. Eligible students register to vote.
2. Teachers use monthly discipline data to guide classroom management.
3. Safe and Civil levels of discipline are used by staff to assure consistent disciplinary measures.
4. Students have increased opportunities to exercise daily.
5. Students are familiar with character education traits.

**Measures:**

1. Voter registration logs
2. Monthly discipline data
3. Climate/Safe Schools Survey
4. Levels of discipline chart
5. Master schedule and rosters
6. Roster of student assignments for Pirate Talk

**Processes:**

1. Offer eligible students the opportunity to register to vote during Advisory.
2. Distribute monthly discipline data.
3. Implement the use of levels of discipline.
4. Incorporate exercise opportunities into the Advisory schedule.
5. Air Public Service Announcements on Pirate Talk featuring the character trait of the month.
6. Use annual Climate Survey data to evaluate Safe and Civil Schools measures.

**Resources:**

1. Voter registration forms
2. Discipline data reports
3. Levels of discipline documents
4. Staff and athletic facilities
5. Communication class equipment and students
6. Climate/Safe Schools Survey

**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?**

**Swansboro High School  
Strategic Action Plan  
2007-2010**

**NC 21<sup>st</sup> Century Goal: Leadership will guide innovation in NC public schools.  
SHS Goal # 4: Leadership will foster innovation at Swansboro High School in cooperation with families and community stakeholders.**

**Strategy: Collaborate with stakeholders to enhance innovative initiatives.**

**Desired Results:**

1. Technology is used to improve communication with stakeholders.
2. School increases community partnerships and/or volunteers.

**Measures:**

1. E-mail distribution list, webpage counter
2. E News
3. B.A.S.E.S. report
4. Graduation Project Mentor/Judge Roster

**Processes:**

1. Create a parent e-mail distribution list.
2. Increase usage of AlertNow system to communicate with stakeholders.
3. Provide students with planners to record their academic reminders.
4. Encourage community members to access the Swansboro High School website.
5. Electronically post events, graduation requirements, SAT dates, scholarship requirements and opportunities, volunteer opportunities, and other important information.
6. Solicit community involvement (Graduation Project, job shadowing, test proctoring, tutoring, new teacher orientation/incentives, guest speakers).
7. Create an E News page to be sent to the distribution list.

**Resources:**

1. AlertNow
2. E-mail distribution lists
3. School website/webmaster
4. Graduation project coordinator
5. Counselors
6. Career Development 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?**

**Swansboro High School  
Strategic Action Plan  
2007-2010**

**NC 21<sup>st</sup> Century Goal: NC public schools will be governed and supported by 21<sup>st</sup> Century systems.  
SHS Goal # 5: Swansboro High School will be supported by effective and efficient systems.**

**Strategy: Manage resources to meet the needs of the students and staff.**

**Desired Results:**

1. Technology is readily available for students and staff.
2. Number of course failures decreases.
3. Number of students graduating with a College Tech Prep/ University diploma increases.

**Measures:**

1. Technological resource guidelines and inventory
2. SIMS failure data
3. SIMS graduate survey report
4. Student four year plans

**Processes:**

1. Develop guidelines for efficient use of technology equipment and provide technological support while increasing state of the art technological inventory.
2. Revise existing recovery and attendance makeup programs.
3. Complete PEPs for students who do not pass EOC courses each 6 weeks.
4. Hold conferences with stakeholders for each student who fails a course for the a six weeks (Focus on the students who are failing each 6 weeks with conferences with teachers, administrators, counselors, and the student).
5. Offer tutoring through each department Monday-Thursday.
6. Complete a four year plan with every student in grades 10 through 12.
7. Implement principles from Failure is Not an Option school-wide.

**Resources:**

1. Media staff, David Spence (Technician), Ross Friebel ( Technology Facilitator)
2. PEP Coordinator (DSSF Funds), SIMS operator, Recovery and attendance coordinators
3. Staff
4. 21<sup>st</sup> Century technology
5. Tutoring schedule
6. SIMS report of failures
7. Four year plans
8. Career Development 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 Projected Budget

\*Any format may be used as long as all information is included

School Name  
Strategic Plan  
2007 – 2008 Budget

## Goal #1

*A: Expand learning opportunities and support programs*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
EOC support materials	\$6000.00	072/061	EOC workbooks, Online EOC review, calculators
Textbooks	\$2600.00	061	Statistics texts, Additional Vocational texts
Laptop computers	\$16,000.00	061/072	Complete wireless cart
Staff development	\$5,000.00	028/072	Smaller Learning Communities, Writing Workshop, Graduation Project
Substitute Teachers	1,000.00	028	Workshop coverage

## Goal 2: Creative, passionate, and technologically skilled professionals

*A: High expectations for employee performance*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Failure is not an Option Campaign	\$5,000.00	072	Purchase books, staff development through professional learning communities

## Goal 3: Civil, healthy, and productive citizens

*A: Insert strategy*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose

*B: Insert strategy*

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## Goal 4: Leadership will foster innovation

*A: Insert strategy*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Planners	\$3,500.00	Safe and Civil	Purchase planners

## Goal 5: Effective and efficient systems

*A: Manage resources to meet student and teacher needs.*

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Laptops			Classroom use by students/teachers
21 century technology			Smart board type systems, elmo



## 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.

**Accommodation Plan under Section 504:** A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.

**Achievement Levels:** Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.

**Action Team:** A group organized as needed to conduct a continued improvement cycle

**AdvancED (Advancing Education in Excellence Worldwide):** An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE

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

**Aligned System:** A logical order of ideas, structure, or curriculum which progresses from one level to another

**Annual Capital Program of Work:** A plan of work created pursuant to the Board's adoption of an annual capital budget

**AP Courses (Advanced Placement courses):** Nationally-developed courses offered in secondary schools for college credit (based on test results)

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

**Baldrige 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.

**Consensus:** The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.

**Core Values:** An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

**Culture:** Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)

**Deployment:** The systematic process of introducing an activity or process in all applicable areas of an organization

**Differentiated Instruction:** A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students

**DPI (Department of Public Instruction):** The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education

**EC Program (Exceptional Children Program):** Designed to meet the needs of students with handicapping conditions

**EOC (End-of-Course tests):** State tests in designated subject areas in grades 9-12

**EOG (End-of-Grade tests):** State tests in designated subject areas in grades 3-8

**ESL (English as a Second Language):** Refers to a program serving students whose primary language is not English

**ETSC (Education and Technical Support Center):** The complex that houses the Support Staff for the Onslow County School System

**External:** Those things or people from outside an organization which affect the operations of that organization

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

**Goal:** The end toward which effort is directed

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

**Honor Schools of Excellence:** A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards

**Human Resource System:** Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder

**IHE (Institutions of Higher Education):** Refers to community colleges, colleges, and universities

**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.

**Internal:** Those things or people within an organization which affect the operations of that organization

**JobReady:** A program which focuses on preparing students for the workforce.

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

**Linkage:** A factor that causes two or more ideas to relate to one another

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

**Low Performing and Priority Schools:** Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program

**LRFNA (Long-Range Facility Needs Assessment):** The adopted long-range facility planning tool of the school system

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

**Mission:** The purpose and focus of an organization

**Multiple-Choice Test:** Tests that require students to select a single answer from a number of choices

**NCA/CASI: (North Central Association Commission on Accreditation and School Improvement):** An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools

**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.

**NSSE (National Study of School Evaluation):** A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation

**OCLC (Onslow County Learning Center):** An alternative school for students who require special services for behavior modification

**Percentile:** A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him

**Performance Assessment:** Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processes involved

**Personal Education Plan:** A plan developed for students who are at risk of academic failure or attendance failure.

**Processes:** a series of actions that support a specified strategy in order to reach a defined goal

**Process Management System:** The system of processes that is designed and delivered to support the quality system

**Proficiency:** A level of achievement that assures attainment of fully adequate knowledge and skills

**Quality Council:** A group, representing the school community, who oversees the implementation of the strategic plan for the school system

**Quality Process Tools:** Statistical methods capable of producing data  
**Root Cause:** Underlying reason for an existing condition

**SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement):** A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs

**SAT (Scholastic Achievement Test):** A national test required for entrance into many colleges and universities

**S.A.T., Inc. (Sponsors for Academic Talent, Inc.):** A nonprofit organization that provides scholarship for students who meet performance and volunteer standards

**SBE (State Board of Education):** The governing body of the public schools of North Carolina

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

**Schools of Distinction:** Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

**Schools of Excellence:** Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

**Stakeholder Focus:** Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven

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

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

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

**Testing Code of Ethics:** Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers

**TQM/TQE (Total Quality Management/Total Quality Education):** A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement

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

**VoCATS (Vocational Competency Achievement Tracking System):** An instructional management and assessment process used by Career Technical Education

## **Building Level School Improvement and Accountability Plan Waiver Request**

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### **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.)*  
**Classroom materials and instructional supplies/equipment (State Waiver)** – Transfers to textbooks are allowed.
  
2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*  
Students may be denied access to sufficient numbers of textbooks.
  
3. *How will the waiver be used?*
  - To purchase sufficient quantities of textbooks for students.
  
4. *How will the waiver permit the school to improve student performance?*  
It will help:
  - Provide sufficient textbooks for students to complete classroom and homework assignments independently.

Code: 352

## Building Level School Improvement and Accountability Plan Waiver Request

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### 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

Code: 352

## **Building Level School Improvement and Accountability Plan Waiver Request**

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### **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: 352

## **Building Level School Improvement and Accountability Plan Waiver Request**

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### **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.)*  
**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. At the secondary level, students may be denied access to a singleton course if too few students for two classes are registered without the exemption of this waiver.
  
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.
  - Assign students to classes based upon individual interests.
  
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

Code: 352

## Building Level School Improvement and Accountability Plan Waiver Request

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### 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

Code: 352

## **Building Level School Improvement and Accountability Plan Waiver Request**

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### **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