

Swansboro Middle School
Strategic Action Plan
2007-2010
2009-2010 Update



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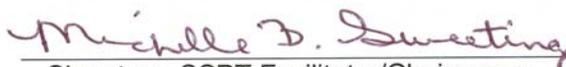
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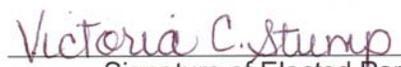
**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010**

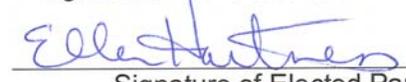
School Swansboro Middle School Date Submitted 9/22/09

1. Number of School Improvement Plan Team Members 20
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 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.) 97%
4. Date of vote 9/22/09
5. A secret ballot vote for staff approval of the plan was conducted. Check one: Yes No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: 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.) 50%
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.

Strategic Planning Team

Staff Representation

Debora Caraway (Career and Technical Education)
Susan Correll (6th Grade Science)
Nancy Curley (6th Grade Science)
Laurie Howell (8th Grade Math)
Laura Palumbo (Exceptional Children)
Dorothy Rotchford (7th Grade Language Arts)
Alie Styons (AVID Teacher)
Michelle Sweeting (Media Coordinator)
Marion Timm (8th Grade Language Arts)
Sandra Wagoner (Media Coordinator)

Parent Representation

Tarina Crow
Kandy Gerichten
Ellen Hartness
Leasa Kurek
Shelley Littleton
Preston Phillips
Vicky Stump
Christina Taylor
Jane Casey
Tiffany Ring

*For school employees, SPT term will be three years.

*For parents, SPT term will be for a maximum of three years during their students' enrollment at SBMS.

Swansboro Middle School Vision, Mission, and Core Beliefs:

VISION

Excellence in Education

MISSION

Swansboro Middle School is dedicated to creating a nurturing learning environment that will prepare students to excel in a globally competitive society.

CORE BELIEFS

1. Rigorous and Relevant Curriculum
2. Integration of 21st Century Skills
3. Healthy, Safe Learning Environment
4. Partnership with families and community
5. Failure is not an option

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Part 1: School Profile

A. Executive Summary

Introduction:

The School Profile documents community demographic data, school characteristics, student performance data and stakeholder perspectives regarding the quality of education in the Swansboro School District. The profile provides the school community with a picture of where the school has been and where the school is going.

1. School and Community Demographic Data

Swansboro is located along the coast of North Carolina in Onslow County. Swansboro has a total population of approximately 1,562. Several surrounding communities comprise the Swansboro Middle population. These areas include Hubert, Swansboro, Stella, and Midway Park. The combined population of these areas is approximately 20,000. The total population of Onslow County is approximately 150,000. While the Swansboro area continues to grow, our demographic data continues to be close to the same with a Caucasian population of 85% and a non-white population of about 15%. Swansboro Middle School's student population is approximately 800. Of those students, 79% are Caucasian and 21% are non-white. For the 2008-2009 school year, the total student population was 803. The demographics were 1.12% American Indian, .747% Asian, 4.73% Hispanic, 6.10% African American, 78.58% Caucasian, and 8.71% Multiracial. **For the 2009-2010 school year, Swansboro Middle school has a population of 863. The demographics are as follows; 1.4% American Indian, 1.4% Asian, 5.5% Hispanic, 6.7% African American, 76% Caucasian, and 9% Multiracial.** In our community, approximately 16% live in poverty with the average for Onslow County at approximately 11%. Swansboro Middle School has 269 students who are federally connected. The Swansboro area is directly impacted by the surrounding military bases. The Marine Corps bases at Camp Lejeune and Cherry Point are factors in the lives of our students. Camp Lejeune is the largest amphibious military base in the world. Likewise, Cherry Point is the home of the largest Marine Corps flight operations. Our community and school population is transient in nature due to these military ties.

Swansboro Middle School is the only middle school in the Swansboro School District. There are three elementary schools and one high school in our area. Swansboro Elementary, Sandridge Elementary, Queens Creek Elementary, and Hunters Creek Elementary (White Oak district) all feed into Swansboro Middle School. Swansboro Middle School students feed into Swansboro High School. Our area continues to grow beyond the current school capacity. Construction was started in 2006 on a new building that will include a new media center, a conference room, a computer lab, and 4 new classrooms. Funding for construction came

about through the passage of the bond referendum. **The new building was completed and operational for the beginning of the 2008-2009 school year.**

School Characteristics

Swansboro Middle School is one of 34 public schools in Onslow County and one of 8 middle schools. Swansboro Middle School was built in 1952 as Swansboro High School. Swansboro Middle also adopted an additional site in 1999, formerly the Swansboro Elementary School campus. Swansboro Middle School's continued growth has expanded from 740 students in 2000 to 795 in 2006. Of this population 79% are Caucasian and 21% are non-white. The Swansboro Middle School campus covers 31 acres, making it the largest middle school campus in Onslow County. Swansboro Middle has a total staff of 84. Of the total staff, there are 49 certified classroom teachers, 2 school counselors, 2 media coordinators, 1 assistant principal, and 1 principal. Of those, **12** hold Masters Degrees and **3** have National Board Certification. Currently, the 6th grade is housed in the old elementary building now called the Annex. This site has 13 classrooms, a gym, and a computer lab. The main building houses 28 classrooms, a cafeteria, a 2nd gym, an auditorium, and 3 CTE classrooms.

3. Student Performance Data

National Measures: Schools across the nation and state are expected to meet Adequate Yearly Progress goals according to procedures prescribed by No Child Left Behind. The 2002-2003 school year marks the first year these measures were reported for schools in North Carolina. Swansboro Middle School met the requirements in 2002-2003 by using safe harbor for both reading and math test results of exceptional children. However, in 2003-2004 and 2004-2005, Swansboro Middle school did not meet expected growth in the areas of reading and math for exceptional children. In 2004-2005 we did meet 19 of the 21 performance targets for Adequate Yearly Progress requirements. In the 2005-2006 school year; we did meet expected growth, however we did not make Adequate Yearly Progress with only 11 of the 12 performance targets met. The performance target which was not met concerned students with disabilities. In 2006-2007, Swansboro Middle School met 89.7% of the target goals (26 out of 29). The subgroups that did not reach their performance target were the multiracial, socio-economically disadvantaged, and exceptional children's populations. In the 2007-2008 school year, sixteen of the twenty-two target goals (72.7%) were met. Attendance goals for all subgroups were met. The multiracial subgroup met AYP proficiency in Mathematics with safe harbor. The remaining groups did not meet proficiency goals in the area of Mathematics. Reading scores were not available at the time of this analysis. **For the 2008-2009 school year, 24 out of 25 subgroups met AYP goals. The exceptional children population did not meet AYP in the area of Reading. Three subgroups met AYP in Math with safe-harbor. These groups were Economically-disadvantaged, African-American, and Exceptional Children.**

State Measures: State-wide assessments of student learning in Reading, Writing, Mathematics, Computer Skills, and Science have been utilized since 1994. Students in grades 6, 7, and 8 are required to be tested in Mathematics and Reading. In addition, students in grade 7 are tested in Writing while students in grade 8 are tested in Computer Skills.

Test results for the 2005-2006 school year revealed a 79.3% passing rate on the eighth grade computer skills test compared to a 65.3% statewide average. This is the first year that North Carolina used an online assessment for the computer skills test. 2005-2006 test results also indicated a decline in all grade levels in the area of Math. Our overall proficiency rate was 69.6%, however, this exceeds the state average of 63.4%. This was the first year of the new Math test, which was based on a revised standard course of study. Calculations for the 2006-2007 school year indicate a slight decline in Math scores with an overall proficiency rate of 67.9%. Reading results indicate an overall proficiency of 88.9% compared to the 2005-2006 school year score of 89.4%. These numbers, however, exceed the state and district averages in both subjects. During the 2007-2008 school year, the overall proficiency rate was 58.3% in Reading and 65.9% in Math. This was an increase over the 2006-2007 proficiency rate of 51.8%. VOCATS proficiency increased from 54.8% to 74.4% in the 2007-2008 school year. This surpassed the 69.9% proficiency goal set by Onslow County Schools. Writing scores indicated a proficiency rate of 57.3%. **Test data for 2008-2009 school year indicated an overall proficiency rate of 71.2% in Reading, 78.3% in Math, and 74.9% in 8th grade Science. This was an increase of 12.9% in Reading and 12.4% in Math compared to the previous school year. On the North Carolina computer skills assessment, eighth graders showed an overall proficiency rate of 85.8%. The overall composite score was 76.87%.**

District Measures: The Onslow County School district has developed district-wide assessments that are utilized each nine weeks in the areas of Language Arts, Mathematics and Science. These assessments are paced according to the North Carolina Standard Course of Study. Swansboro Middle School utilizes these tests as a measure to judge the proficiency of student learning. Feedback from these assessments is provided to classroom teachers to help them develop a better understanding of students' strengths and weaknesses on state curriculum goals.

4. Stakeholder Perspectives on the Quality of Education

As part of our continuous improvement process, Swansboro Middle School utilizes a locally developed survey to gather opinions of students, staff members, and parents regarding the quality of the following areas: expectations and school climate, discipline, effective instruction and communication, and parent/guardian involvement. All certified staff, classified staff, and students were provided the opportunity to participate in the climate survey. Parents were also randomly selected to participate in the survey. The Swansboro Middle School survey conducted in the spring of 2006 revealed the following findings:

STAFF RESULTS (FAVORABLE):

The Custodial staff is helpful and treats students respectfully- 88.89% Agree
The teachers are helpful and treat students respectfully- 90.48% Agree
The Counselors are helpful and treat students respectfully- 92.06% Agree
Classrooms and the Media center have computers available for student use- 88.89% Agree

STAFF RESULTS (NOT FAVORABLE):

Students treat each other respectfully in the hallways- 58.73% Disagree
Students treat staff members with respect- 50.79% Disagree
The School has a consistent approach to behavior management and discipline- 63.49% Disagree

STUDENT RESULTS (FAVORABLE):

I have been taught the rules and expectations for behavior in the cafeteria/lunchroom- 84.92% Agree
I have been taught the rules and expectations for behavior in the classrooms- 87.60% Agree
In my classes, I am tested on what I have been taught by my teacher- 84.16% Agree

STUDENT RESULTS (NOT FAVORABLE):

Students treat each other respectfully in the cafeteria/lunchroom- 66.03% Disagree
Students treat each other respectfully in the hallways- 72.71% Disagree
Students at this school treat the adults in the school with respect- 64.89% Disagree

PARENT RESULTS (FAVORABLE):

My child was taught the rules and expectations for behavior- 81.47% Agree
I was informed about the rules and expectations for student behavior- 85.01% Agree
I assist my child with his/her homework as needed- 83.11% Agree

PARENT RESULTS (NOT FAVORABLE):

Students treat each other respectfully in the hallways- 38.96 Disagree
Students treat each other respectfully when they are riding the bus (or walking) to and from school- 40.60% Disagree
I volunteer to help at this school or in my child's classroom- 53.68% Disagree

A revised survey was administered during the 2007-2008 school year. Due to the changed nature of the questions, it was not possible to correlate stakeholder perspectives in these noted areas of "respect" and "communication of expectations" from one year to the next. Data from the 2007-2008 and the 2008-2009 school years will allow us to make more accurate comparisons. **The updated survey was administered in 2007-2008 and again in 2008-2009. Survey results revealed the following general perceptions of Swansboro Middle School:**

STAFF RESULTS:

*In 2007-2008 the overall school climate was positive. 90% of the staff agreed that they felt comfortable discussing issues, concerns, or questions with other staff members of the school (teachers, counselors, and administrators). **In 2008-2009, this number declined slightly to approximately 87%.**

*In 2007-2008, 90% of the staff had a clear understanding of when and how they were expected to monitor student behavior. **This figure remained relatively stable for the**

2008-2009 school year, with 91% of the staff reporting a clear understanding of the expectations for monitoring student behavior.

PARENT RESULTS:

*During the 2007-2008 school year, 86% of parents felt comfortable discussing issues, concerns, or questions with a staff member at school. **In the 2008-2009 school year, this number decreased to 81.9%.**

* In 2007-2008, 96% of parents felt their children had been taught the proper rules and expectations for behavior. **The results for the 2008-2009 school year revealed that 97.6% of parents surveyed felt their children had been taught the rules and expectations for behavior.**

STUDENT RESULTS:

*During 2007-2008, over 80% of students surveyed responded favorably to all questions concerning school safety. Furthermore, 80% of students felt that the school staff was friendly, professional, and approachable.

***When considering the survey data for 2008-2009, 85% of students reported feeling safe in classes. However, feelings of safety in other areas such as hallways, locker rooms, restrooms, and on buses decreased to approximately 75%. Likewise, only 69% of the students surveyed indicated that the school staff was friendly, professional, and approachable.**

Improvements Needed

The most prevalent area in need of improvement indicated by students, staff, and parents pertained to involvement in globally competitive education. **While approximately half of all three stakeholder groups perceived this as an area of needed improvement during the 2007-2008 school year, the 2008-2009 results showed that 55% of parents and 78% of teachers felt the students were involved in a globally competitive education. Of the students surveyed, 35% responded “no knowledge” indicating a lack of understanding of the terminology.**

5. House Bill 1151

Teachers are afforded 500 minutes of planning time each week. This exceeds the state requirements of five hours per week. The 200-minute surplus will be used as duty-free lunch. Academic teams will allocate additional duty-free lunch time via a rotating schedule.

Swansboro Middle School
School Strategic Action Plan
2007-2010

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

Strategy: Ensure a consistent focus on application based teaching and learning that fosters critical thinking and develops problem-solving skills.

Desired Results:

1. Lessons and classroom observations indicate a rigorous, challenging and globalized curriculum that supports the 21st Century philosophy.
2. A learner-centered approach to instruction that focuses attention on media and technology as vital instructional forces that compliment, support and expand classroom learning.
3. All students will perform at or above grade level in reading, math and writing.
4. EC, economically disadvantaged, and multiracial students will achieve proficiency in reading, math and writing.
5. AIG students will achieve above grade level performance in reading, math and writing.
6. Eighth grade students will demonstrate proficiency in computer skills.
7. ESL students will show adequate progress each year.

Measures:

1. Lesson Plans and Classroom Observations
2. After-School Tutoring Program
3. EOG Data
4. Eighth grade Computer Test Data
5. Multi-Media Report
6. Minutes from grade level and department meetings
7. Student schedules
8. Media center and computer lab usage.
9. Products of the school-wide research model.
10. Personalized Education Plans
11. ESL alternate assessment portfolios/results
12. School climate surveys

Processes:

1. Teachers will collaborate to create integrated units across the curriculum.
2. Establish a professional learning community with the SHS Language Arts Department to create a research writing model.
3. At-risk students will receive daily tutorials during the FINAO (Failure is Not an Option) intervention/enrichment period. (7th grade Math)
4. All students will receive mandatory math tutoring during the FINAO intervention/enrichment period. (7th grade Math)
5. Every student will be challenged through integration of technology and information literacy standards across the curriculum.
6. Academic teams will be implemented in the 8th grade.
7. Vertical articulation will occur among grade levels and departments.
8. Shared planning between EC and regular education teachers.
9. AIG students will be served directly or indirectly by a qualified AIG teacher.
10. Expand the AVID program to include 6th grade.

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

11. Conduct interviews of fifth grade students to identify prospective AVID candidates.
12. Every student will have the opportunity to take a foreign language.
13. Every student will be introduced to a wide range of artistic expressions.
14. New art facilities will be equipped with the necessary tools to support a diverse curriculum.
15. Building expansion will include a new computer lab and state of the art media center.
16. Develop Personalized Education Plans for students performing below standards as identified by EOG scores, state writing scores, progress reports, and report cards.
17. ESL students will be provided with academic and social support through the guidance department and an ESL tutor.
18. **Sixth, seventh**, and eighth grade students will be afforded the opportunity to take online classes via North Carolina Virtual Public School.
- 19. Study Island will be used with target groups of students as a means of focused instruction on specific areas of weakness. (Math/Reading Target groups)**
- 20. Throughout the year, graphing calculators will be used in 7th and 8th grade, and scientific calculators will be used in 6th grade. (Math-Target groups)**
- 21. All teachers will collaborate to incorporate reading skills across the curriculum through informational articles and *Newspapers In Education* activities. (Reading- Target groups)**
- 22. All teachers will incorporate vocabulary development skills (prefixes, suffixes, context clues, etc.) into all content areas. (Reading- Target groups)**
- 23. All students will be assessed with *PLATO Learning Environment*. A prescribed learning path will be set for each student. This will replace the Edutest assessment system. (Reading and Math- Target groups)**
- 24. PLATO will be a semester-long encore class. (Reading and Math- Target groups)**

Resources:

1. Staff
2. Media Coordinator
3. Buses
4. At-risk monies
5. AVID site team
6. Bond construction

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

-Swansboro Middle School met 16 of the 22 AYP target goals.

-99.461% of students were tested.

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

Next steps

-Provide mandatory Math tutoring for all students.

-Establish a plan for expanding collaboration and interdisciplinary instruction across the curriculum.

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

-Attendance goals for all subgroups were met, with an overall attendance rate of 95.3%

-EOG data indicates Math proficiency (level 3 or 4) at

- 6th grade- 68.085%
- 7th grade- 59.608%
- 8th- 69.776%

-High growth was achieved in 6th and 8th grade Math. Seventh grade Math scores did not meet expected growth.

-One out of seven of the subgroups (multi-racial) met AYP proficiency goals in Math with Safe Harbor. The remaining subgroups did not meet AYP goals.

-Results for the Reading EOG were not available for analysis.

-57.3% of students were proficient on the writing test. This was an increase over the 2006-2007 school year proficiency rate of 51.8%

-88.06% of students demonstrated proficiency on the computer skills test.

-6th grade teachers were formally trained in AVID strategies and will incorporate them into classroom instruction.

-Based upon School climate survey results, 58% of students, 75% of parents, and 75% of teachers indicate that instruction is based on a rigorous and relevant curriculum.

-Based upon School climate survey data, 71% of students, 85% of parents, and 77% of teachers agree that technology is used to enhance learning.

-Construction of the new art facilities, media center, and computer lab was completed and will be open at the start of the 2008-2009 school year.

-Meet with SHS to create a writing and research model that will remain consistent throughout middle and high school.

-Integrate AVID strategies into 6th grade instruction.

-Conduct interviews of 5th grade students to identify candidates for the AVID program as they transition to 6th grade.

- An on-site ESL tutor will be available to serve LEP students.

-Teachers who serve ESL students will receive formal training on strategies to use with this student population.

-Bi-weekly collaboration between the ESL tutor and classroom teachers will occur.

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

- Personalized Educational Plans for all at-risk students were created. A PEP coordinator was hired to streamline the PEP process.
- ESL students were provided with social opportunities and academic support through the ESL tutor and guidance department.
- Swansboro Middle School began offering online classes through North Carolina Virtual Public Schools. The program will expand in the upcoming year to include foreign language classes for high school credit.
- Media specialists developed and implemented an information literacy curriculum in the 6th grade.
- All students completed multi-media projects that incorporated technology and information literacy skills.
- Academic teams were implemented in the eighth grade.
- Monthly departmental meetings allowed for collaboration among grade levels.

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2008-2009

- Swansboro Middle School met 24 of the 25 AYP target goals.
- Exceptional Children did not make AYP in reading. Three subgroups (Exceptional Children, African-American, and Economically Disadvantaged) made AYP in math with safe-harbor.

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

Next steps

- Identify students in need of remediation and devise a schedule for providing focused instruction via Study Island.
- Provide access to graphing calculators for all 7th and 8th grade Math classes.
- Compile resources, seek professional

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

<p>-100% of students were tested.</p> <p>-Attendance goals for all subgroups were met, with an overall attendance rate of 95%.</p> <p>-EOG data indicates Math Proficiency (level 3 or 4) at 6th Grade- 72.6% 7th Grade- 78.26% 8th Grade- 85%</p> <p>-EOG data indicates Reading Proficiency (level 3 or 4) at 6th Grade- 70.54% 7th Grade- 69.9% 8th Grade- 73.33%</p> <p>-Science EOG scores for 8th grade indicated 74.9% were proficient.</p> <p>-8th Grade students made high growth in Math.</p> <p>-7th Grade students made high growth in Reading.</p> <p>-6th Grade students did not make growth in reading or math.</p> <p>-AVID strategies were featured in monthly meetings to be implemented into classroom instruction.</p> <p>-During the second semester, candidates were interviewed and one encore class of 6th grade AVID was created.</p> <p>-The ESL provided services to LEP students on a weekly basis. The ESL teacher was used as a resource for teachers as needed, but no formal staff development was provided.</p>	<p>development, and create a plan for using newspapers and informational articles across the curriculum.</p> <p>-Identify high-risk students in grades 6-8 and provide semester-long classes using PLATO Learning Environment.</p> <p>-Provide direct instruction to LEP students by a certified ESL teacher using a research-based program three times per week for 40 minutes.</p> <p>-Provide an on-site classroom and on-site facilitator for NCVPS. Open enrollment to include students in grades 6-8 and expand course selections to include art and foreign language options.</p> <p>-Increase focus on vocabulary development skills across the curriculum.</p> <p>-Utilize the Literacy Facilitator to provide prescriptive instruction to small groups of students on a biweekly basis.</p> <p>-Continue to refine the PEP process with the help of the PEP coordinator.</p>
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OCS Goal # 1: Swansboro Middle School students will be globally competitive through the mastery of a rigorous and relevant curriculum.

-All students were provided with Math tutoring during the morning FINAO period as needed.

-87% of staff, 89% of parents, and 81% of students feel that teachers give opportunities to utilize technology to enhance learning.

OCS Goal # 2: Swansboro Middle School students will be led by creative, passionate and technologically skilled professionals.

Strategy:

Provide resources that empower teachers to become 21st Century educators.

Desired Results:

1. Recruit and retain 21st Century skilled professionals and increase teacher retention.
2. An effective media and technology program that supports teaching and learning.
3. Teachers will tailor instruction to meet individual student needs identified through data analysis.

Measures:

Mentor Logs

1. BT Meeting Agendas
2. Orientation Celebration
3. Staff Development Opportunities
4. Lesson Plans
5. Staff Surveys
6. Teacher attrition rate
7. IGPs
8. Swansboro Middle School "Survival Guide" final product
9. Computer lab and Media center usage logs
10. Disaggregated test results
11. AVID Certification Study

Processes:

1. Orientation and mentoring resources will be provided for all new faculty members.
2. IGP development that incorporates emerging, innovative approaches to instruction.
3. All teachers will be provided with laptop computers.
4. Each grade level will have access to a wireless computer station and Promethean Board.
5. Technology related staff development will be provided for Edutest, data analysis, Blogs, Web site development, Promethean/Smart Boards, and other relevant technologies as needed.
6. Promote a positive and informed working environment for all employees.
7. Development and distribution of Swansboro Middle School "Survival Guide" for new personnel.
8. All teachers will be provided with training on AVID philosophies and strategies.
9. BT/Mentor support group
10. Establish a professional learning community that will train staff in incorporating writing strategies across the curriculum.
11. **An on-site Literacy Facilitator will assist teachers in identifying needs and implementing reading and vocabulary strategies across the curriculum. (Reading- Target groups)**
12. **Science and Math teachers will collaborate weekly to share ideas and activities that will incorporate Math objectives into the Science curriculum. (Math- Target groups)**

OCS Goal # 2: Swansboro Middle School students will be led by creative, passionate and technologically skilled professionals.

Resources:

1. Staff
2. Media Coordinator
3. Technology facilitator
4. Laptop computers
5. Surveys
6. Strategic Planning Team
7. AVID site team
8. BT Coordinator
9. Language Arts teachers

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

-Teacher retention has improved greatly, with a 14% staff turnover rate for the 2008-2009 school year in contrast to 29% in the 2007-2008 school year.

-Organize a team of teachers to write the "SBMS Survival Guide" for new personnel.

-According to the school climate survey of the staff, 90% of the staff gave the school an overall grade of "A" or "B." This was a significant improvement over the 2006-2007 school year in which a grade of "A" or "B" was awarded by only 56% of the staff.

-Develop a BT questionnaire to identify topics to be included in the "Survival Guide."

-Beginning teachers were provided with a mentor. Monthly meetings and staff development for beginning teachers was provided as well.

-Utilize the Media and Technology Advisory Committee more efficiently.

-Technology staff development (Study Island, Promethean Boards, United Streaming) was provided for all staff.

-Continue technology staff development and technology acquisitions.

-United Streaming data indicated that SBMS educators are utilizing United Streaming's technology-based educational resources. A total of 2,104 streams and downloads were made from May 2006-May 2008.

-A wireless cart was made available to each grade level. Additional computers were purchased to

OCS Goal # 2: Swansboro Middle School students will be led by creative, passionate and technologically skilled professionals.

complete these carts.

- Additional Promethean Boards, Elmo document cameras, Mimios, and other technological tools were purchased to provide teachers with 21st Century tools.
- The media and technology program supported teaching and learning through collaborative project planning, team teaching, and continued collection development. Media Coordinators attended weekly grade level meetings in order to integrate the media and technology program across all disciplines.
- Additional support and supplemental instruction was provided to students via PEPs, FINAO, and tutoring. These students were identified through the analysis of Edutest data, classroom performance data, and EOG scores.
- All teachers were trained in AVID strategies and processes.
- One Language Arts teacher from each grade level was trained in WAC (Writing Across the Curriculum) and shared strategies for incorporating writing across the curriculum at weekly grade level meetings.

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?

2008-2009

Next steps

-The certified staff retention rate continues to improve, with only a 9.25% turnover rate, all of which can be attributed to extraneous factors such as retirement or relocation.

-Utilize the expertise of the Literacy Facilitator to identify needs and provide teachers with appropriate instructional strategies.

-Mentors and mentees were given the opportunity to provide input for the “SBMS Survival Guide” for new personnel.

-Utilize the Literacy Facilitator as a liaison to assist with articulation between the middle and high school concerning writing and research methods.

OCS Goal # 2: Swansboro Middle School students will be led by creative, passionate and technologically skilled professionals.

-The technology facilitator provided training in the use and classroom application of Promethean Boards, Mimios, ELMOs, and other technological tools.

-Teachers participated in numerous professional development opportunities including ENVISIONS, World View Symposium, Civic Education Consortium, and Schools Attuned.

-90% of staff, 83% of parents, and 71% of students feel that school staff demonstrates a passion for teaching and learning.

-85% of staff, 81% of parents, and 76% of students agree that technology skills are used to teach and motivate students.

-90% of staff, 86% of parents, and 83% of students feel that the school staff provides a variety of practices to deliver instruction.

-Finalize and publish the “SBMS Survival Guide.”

-Coordinate planning opportunities to allow more collaboration between Science and Math teachers.

-Raise awareness and provide training in the use of technology and its application in the classroom. (New video equipment and editing software, advanced capabilities of ELMOs, etc.)

-Encourage sharing of knowledge gained from outside staff development opportunities. Spotlight strategies and ideas at faculty/grade level/departmental meetings.

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

Strategy:

Create a safe learning environment which models respect, fosters positive relationships, and promotes healthy decision-making.

Desired Results:

1. Swansboro Middle School will meet safe schools criteria.
2. Swansboro Middle School will promote a healthy, active lifestyle where students are encouraged to make responsible choices.
3. Positive support systems will be made available to every student.
4. Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.
5. The student average attendance rate will be no less than 95%.

Measures:

1. School Climate Survey Results
2. Discipline Data
3. Safe School status
4. Peer Mediation documentation
5. Attendance Data
6. Revised Crisis Plan
7. Homebase Grade

Processes:

1. "Failure Is Not An Option" campaign
2. 6th Grade Orientation, open house for all grade levels, rising 9th grader visitation, registration, and orientation, and administrative visits to elementary schools will take place.
3. Counseling Support Systems
4. Peer Mediation
5. Implement Homebase/ Character Education/ Healthy Choices Curriculum
6. Walk Fit Program
7. Safe and Civil Schools/ Crisis Plan
8. NC Nutritional Standards Lunch Program
9. Update and communicate policies and procedures in the student planner/handbook.
10. All teachers will be trained in CHAMPS.
11. **Military deployment group**
12. **School-wide recycling program**

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

Resources:

1. Site-based monies
2. Staff
3. Guidance Department
4. Homebase curriculum
5. Community resources

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

-The Student School Climate survey indicates that 83% of parents and 85% of students feel that Swansboro Middle School provides a safe learning environment.

-FINAO will be incorporated into the daily schedule due to financial constraints of an after-school program.

-68% of parents and 80% of students feel that SBMS promotes a healthy lifestyle.

-The Student Leadership Team will be trained in peer mediation procedures during the Summer 2008 Leadership Camp. The peer mediation program will be implemented in the 2008-2009 school year.

-Counseling support systems are in place to provide transitional support for newly enrolled students, military deployment, and ESL students.

-The character education program will be implemented during the FINAO/enrichment period at the beginning of the day and through teachable moments across the curriculum.

-The student average attendance rate for the 2007-2008 school year was 95.3%.

-A "First Friends" program will be developed to assist in the transition of newly enrolled students. The Student Leadership Team will be used in conjunction with "First Friends."

-Healthy lifestyle decisions were modelled through character education lessons and daily physical activity opportunities. (Walk Fit Program)

-Attendance criteria that matches AYP goals will be added for continuing eligibility in the PRIDE program.

-Grades for the homebase/character education curriculum were not assigned due to the fact that extraneous factors such as breakfast, morning scheduling conflicts, late buses, etc. did not allow all students to have equal opportunity to participate in the WAVES curriculum.

-Refine and improve transitional support through 6th Grade Orientation, open house for all grade levels, rising 9th grader visitation, registration, and orientation, and administrative visits to elementary schools.

-6th Grade Orientation, open house for all grade levels, rising 9th grader visitation, registration, and orientation, and administrative visits to elementary schools took place.

-All teachers will receive CHAMPS training.

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

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?

2008-2009

Next steps

- Transitional support including open house for all grade levels, rising 9th grader visits to the high school, and administrative visits to the elementary schools took place.
- 83% of staff and 65% students feel that students receive transitional support.
- Peer mediators (Peers Making Peace) were formally trained and conducted a small number of interventions throughout the year.
- The counseling center provided a support system for our military families. A deployment group of approximately 120 federally connected students met twice a week for a six-week period to participate in relationship building activities.
- All teachers were trained in CHAMPS and participated in online discussions that reflected on the successful implementation of the strategies.
- A summer camp was held for the Student Leadership Team. Students were trained in peer mediation and “First Friends” responsibilities.
- 86% of staff, 77% of parents, and 73% of students feel that healthy living is promoted throughout the school.

- Increase knowledge and visibility of the Peers Making Peace program.
- Attend county-wide training in peer mediation techniques. (Joe Brake, Counselor)
- Continue to expand programs and resources offered to the deployment group.
- Utilize the Student Leadership Team to organize and maintain school-wide recycling program.

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

Strategy:

Create a school environment that capitalizes on the strengths and encourages involvement of all stakeholders.

Desired Results:

1. Increase staff morale and community satisfaction.
2. Increase parental and community involvement.
3. Develop and maintain positive relationships with parents and guardians.
4. Create a Parent-Teacher Organization that embraces 21st Century philosophies.

Measures:

1. Survey Responses
2. Teacher Attrition Rate
3. Increase Volunteers
4. Communication Logs
5. Involvement on School Planning Team
6. Parent-Teacher Organization
7. Meeting Agendas
8. BASES Report

Processes:

1. Volunteer Program
2. Celebrate Accomplishments
3. Recognize Excellence
4. Establish a Duty Free Lunch Schedule
5. Offer Parent Workshops
6. Communication through Websites and Blogs
7. Use of Alert Now Call System
8. AVID Parent Nights
9. AVID Tutoring
10. Implement 6th grade orientation
11. Recruit a parent coordinator(s) and teacher leaders who will gain support for and develop a Parent-Teacher Organization.

12. Partnership with military liaison

Resources:

1. Local monies
2. Staff
3. AVID site team
4. Community volunteers
5. Technology facilitator
6. AVID tutors
7. Strategic Planning Team
8. *Hem of His Garment* Ecumenical Outreach Program

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

-According to School Climate survey data, 88% of

-Build the PTO and further define its role in the

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

<p>teachers feel that school leadership shows support for teachers and demonstrates collaboration among stakeholders.</p> <p>-92% of teachers feel that school leadership builds and sustains relationships that provide support to staff, families, and students.</p> <p>-79% of parents feel that they are welcome and involved with the school.</p> <p>-A PTO has been established. Officers have been elected. The first official function was a parent night in June.</p>	<p>SBMS educational process.</p> <p>-Teachers will be trained in the creation and management of a classroom Web page via the SBMS Web site.</p>
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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?
<p>2008-2009</p> <p>-A PTO board was established. The family night in June was well-attended. The PTO took over the Campbell’s Soup label/Boxtop collection effort and purchased supplies for the school with the earnings. Plans for a family night “Pirate Feud” game were made.</p> <p>-The PTO made it possible to have a new sign erected at the 6th grade annex.</p> <p>-Approximately 126 volunteers contributed an estimated 2,257 hours of time to Swansboro Middle School.</p> <p>-Area businesses contributed supplies, equipment, and services valued at over \$7,000.</p>	<p>Next steps</p> <p>-A Military liaison will be assigned to our school for a set amount of time each month. The liaison will take a more active role in implementing support programs and providing resources for military families.</p> <p>-Continue to improve the SBMS online presence and provide additional training on the creation and management of teacher web pages.</p> <p>-Organize and carry out “Pirate Feud” game show/family night led by PTO.</p> <p>-Recruit additional community members for the volunteer program.</p>

OCS Goal # 5: Swansboro Middle School will be supported by effective and efficient systems.

Strategy: Maximize resource utilization to meet instructional, technological, and operational needs of the organization.

<p>Desired Results:</p> <ol style="list-style-type: none"> 1. Improve the integrity of the existing technological infrastructure. 2. Obtain and secure emerging technological tools that maximize student achievement. 3. Efficiently utilize human resources that contribute to the effective operation of the school. 4. Utilize resources at the county level to meet specialized needs, such as ESL, and students with disabilities. 	<p>Measures:</p> <ol style="list-style-type: none"> 1. Annual Media and Technology Report 2. Work Order Completion 3. Annual IT and technology survey 4. Minutes from Media Technology meetings 5. New Media Center, wireless cart, and computer lab usage logs
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Processes:

1. Establish standards and guidelines for technology acquisitions.
2. Budget money for future technological needs.
3. Retain on-site Instructional Technology Facilitator to ensure efficiency of operating systems and technical support.
4. New Media Center/building and accompanying electrical and networking upgrades.
5. Establish consistent procedures for on-site maintenance and work orders.
6. Utilize the Media Technology Advisory Committee more efficiently
7. **All teachers will be trained in NCWise. Online attendance records and grade books will be maintained by all teachers.**

Resources:

1. Technology facilitator
2. Instructional monies
3. Custodial staff
4. Media Coordinators
5. County office support

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?
<p>2007-2008</p> <p>-Construction of the new media center and computer lab was completed. Networking upgrades, including a new server were put in</p>	<p>Next steps</p> <p>-Research and adopt emerging technologies that support instruction and the overall effective operation of the school.</p>

OCS Goal # 5: Swansboro Middle School will be supported by effective and efficient systems.

<p>place.</p> <ul style="list-style-type: none"> -New technology acquisitions (Promethean Boards, Mimios, LCD projectors, ELMOs) have been made. -The Technology facilitator and Technician's Assistant are available three days per week to ensure efficiency of operating systems and offer technical and instructional support. -A new video surveillance/security system was installed. Key personnel were trained in its operation. -<i>Destiny</i>, an integrated, Web-based library management system was adopted to automate media and technology acquisitions. -71% of parents, 61% of students, and 72% of staff feel that school facilities are adequate to meet the instructional needs of students. -77% of parents, 77% of staff, and 69% of students feel that the school has adequate technology tools to meet the curriculum needs. 	<ul style="list-style-type: none"> -Provide continuing technology staff development opportunities based on assessed and expressed needs of the staff.
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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?
<p>2008-2009</p> <ul style="list-style-type: none"> -27 new ELMO document cameras and 13 Promethean Boards were purchased. -50 new graphing calculators were purchased. -A new video camera, microphone, and video editing software was purchased. -A \$10,000.00 LSTA grant was awarded for the purpose of purchasing new books for the media 	<p>Next steps</p> <ul style="list-style-type: none"> -Purchase additional graphing calculators for 7th grade Math classes. -Identify areas of need in the nonfiction library collection. Target these areas for new purchases using the LSTA grant funds. -Apply for Donor's Choose and Bright Ideas grants for new technology acquisitions. (Specifically "Flip" video cameras)

OCS Goal # 5: Swansboro Middle School will be supported by effective and efficient systems.

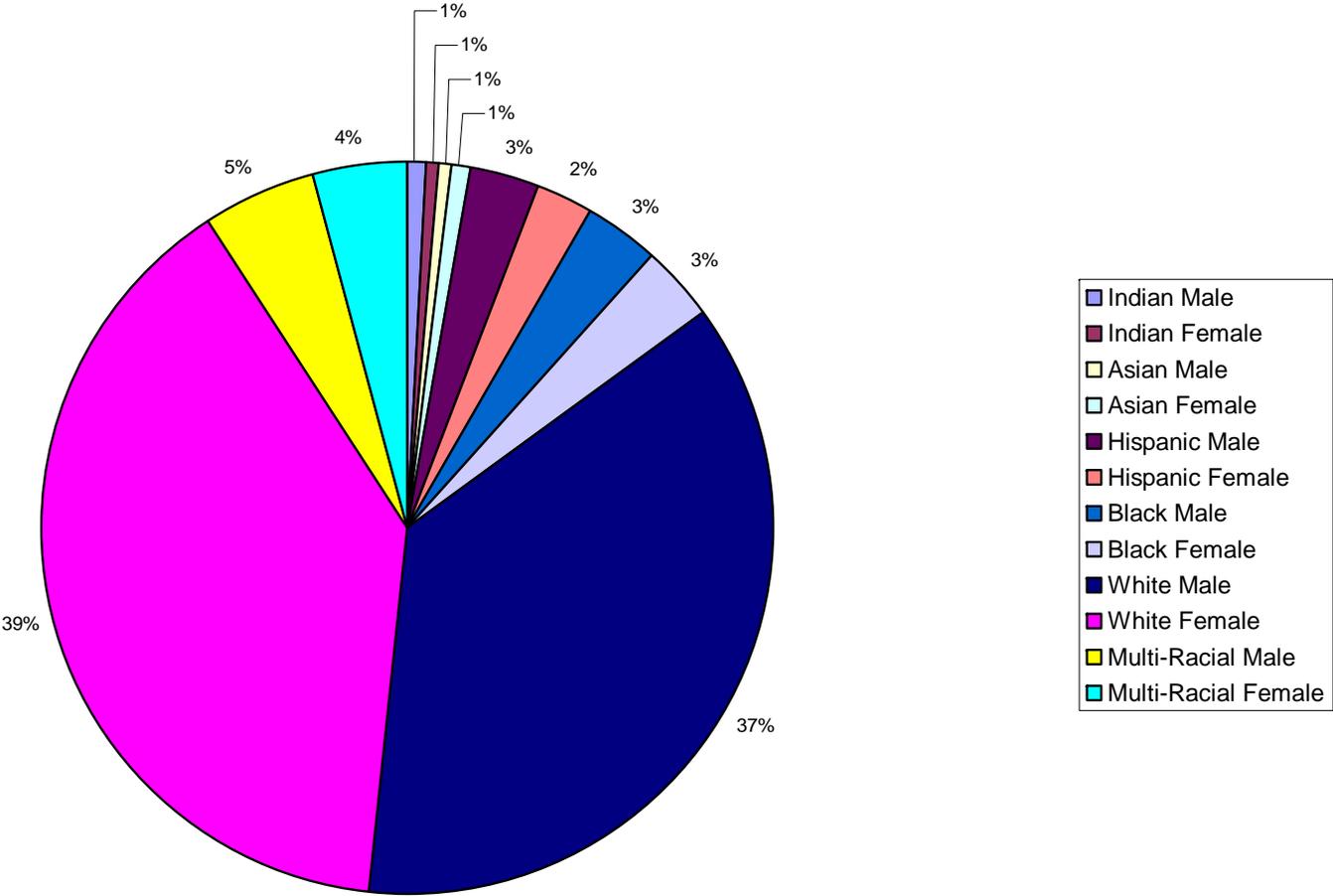
center.

-84% of staff, 76% of parents, and 65% of students feel that the school facilities are adequate to meet the instructional needs of students.

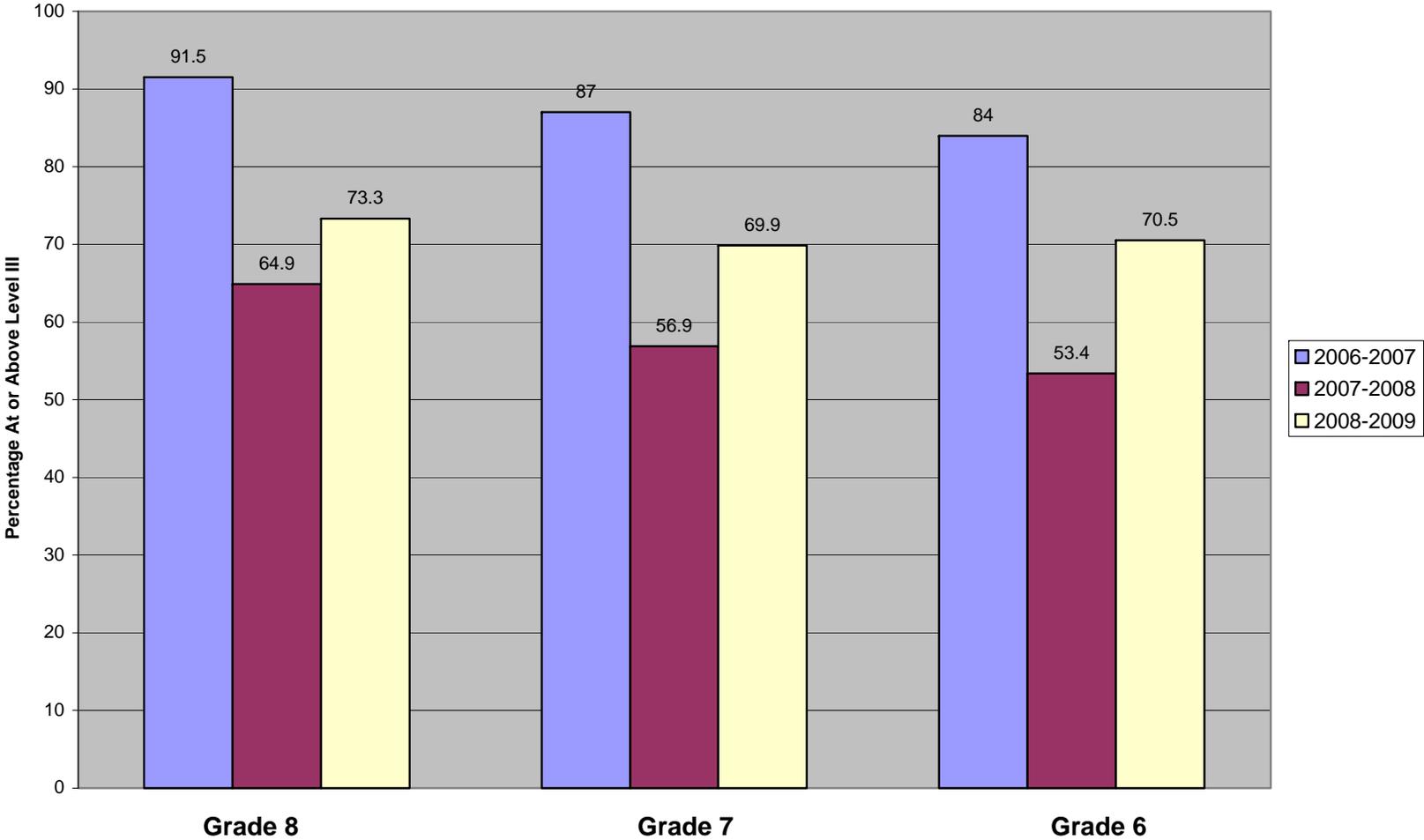
-83% of staff, 70% of parents, and 70% of students feel that the school has adequate technology tools to meet the curriculum needs.

-Complete installation of surveillance cameras in the new building.

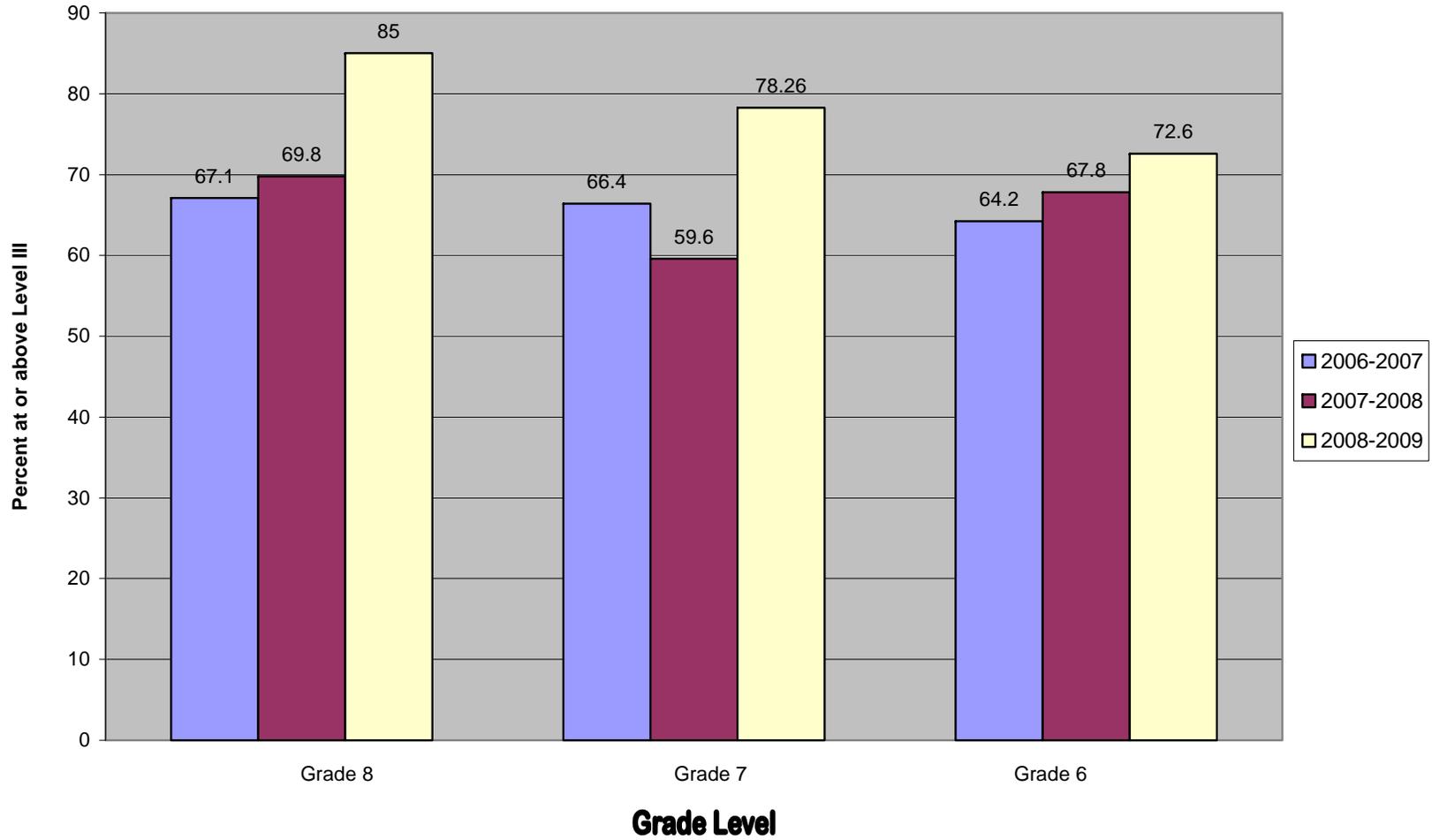
Swansboro Middle School 2008-2009 Student Demographics



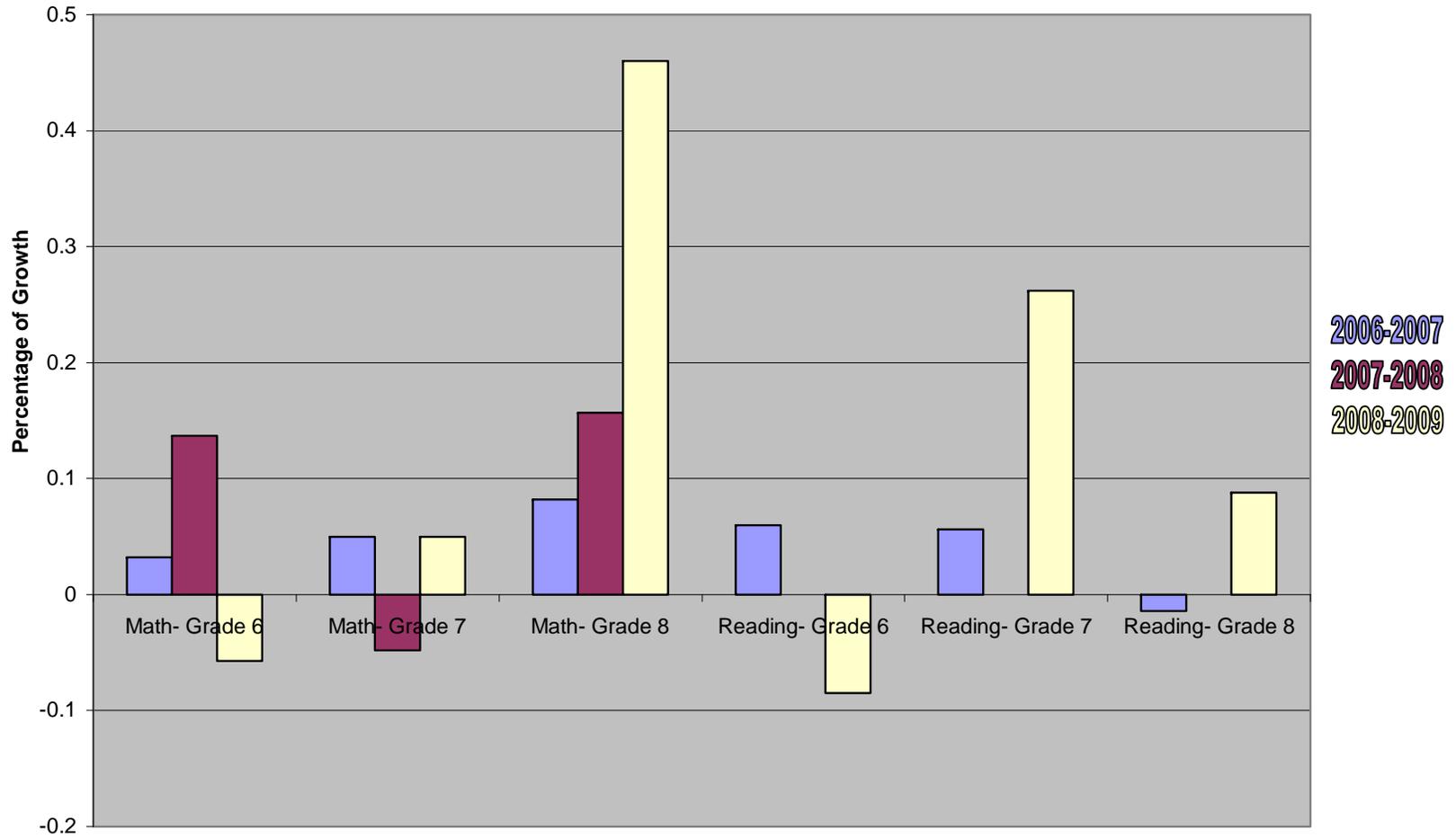
Swansboro Middle School Reading Proficiency



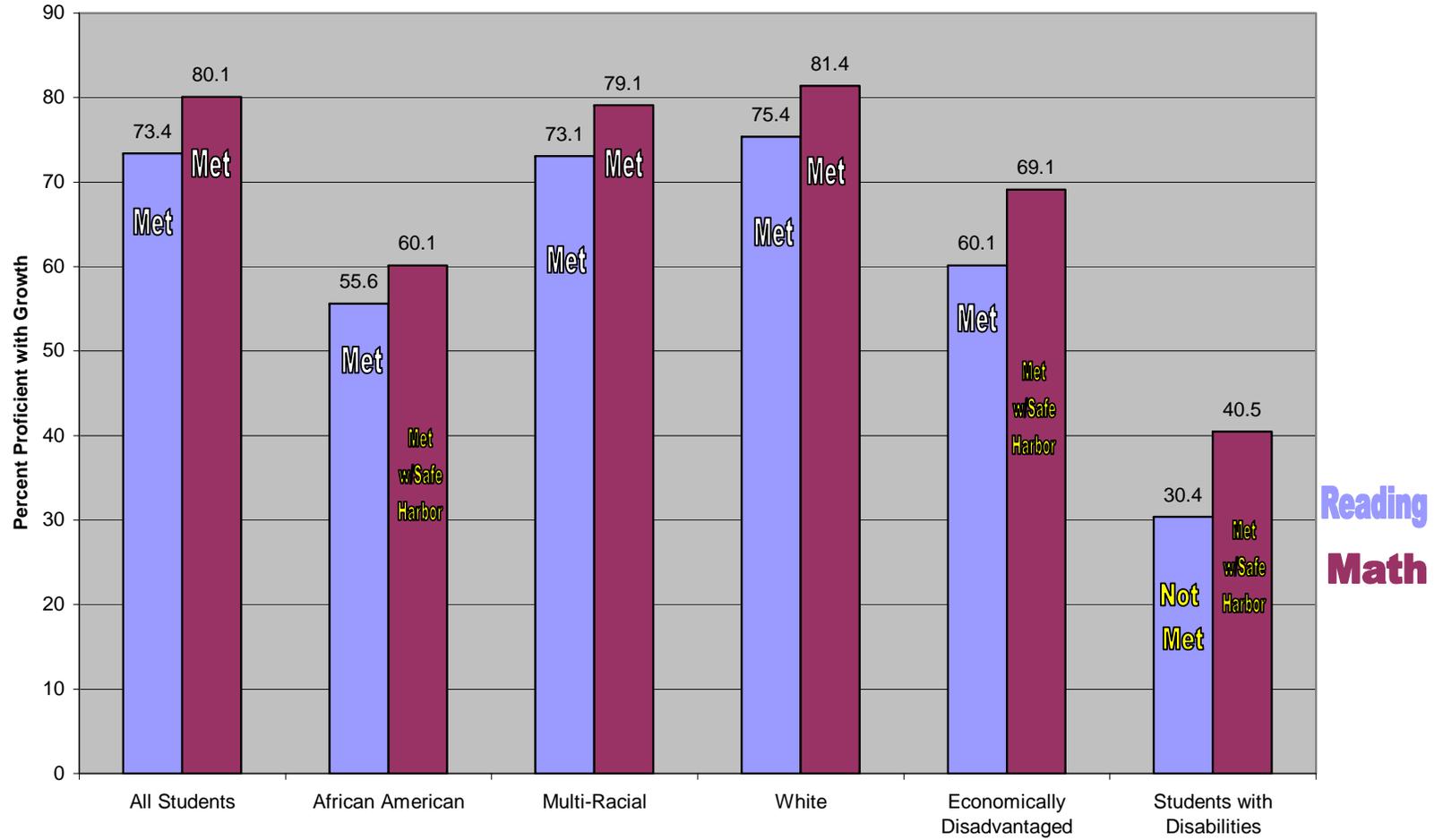
Swansboro Middle School Math Proficiency



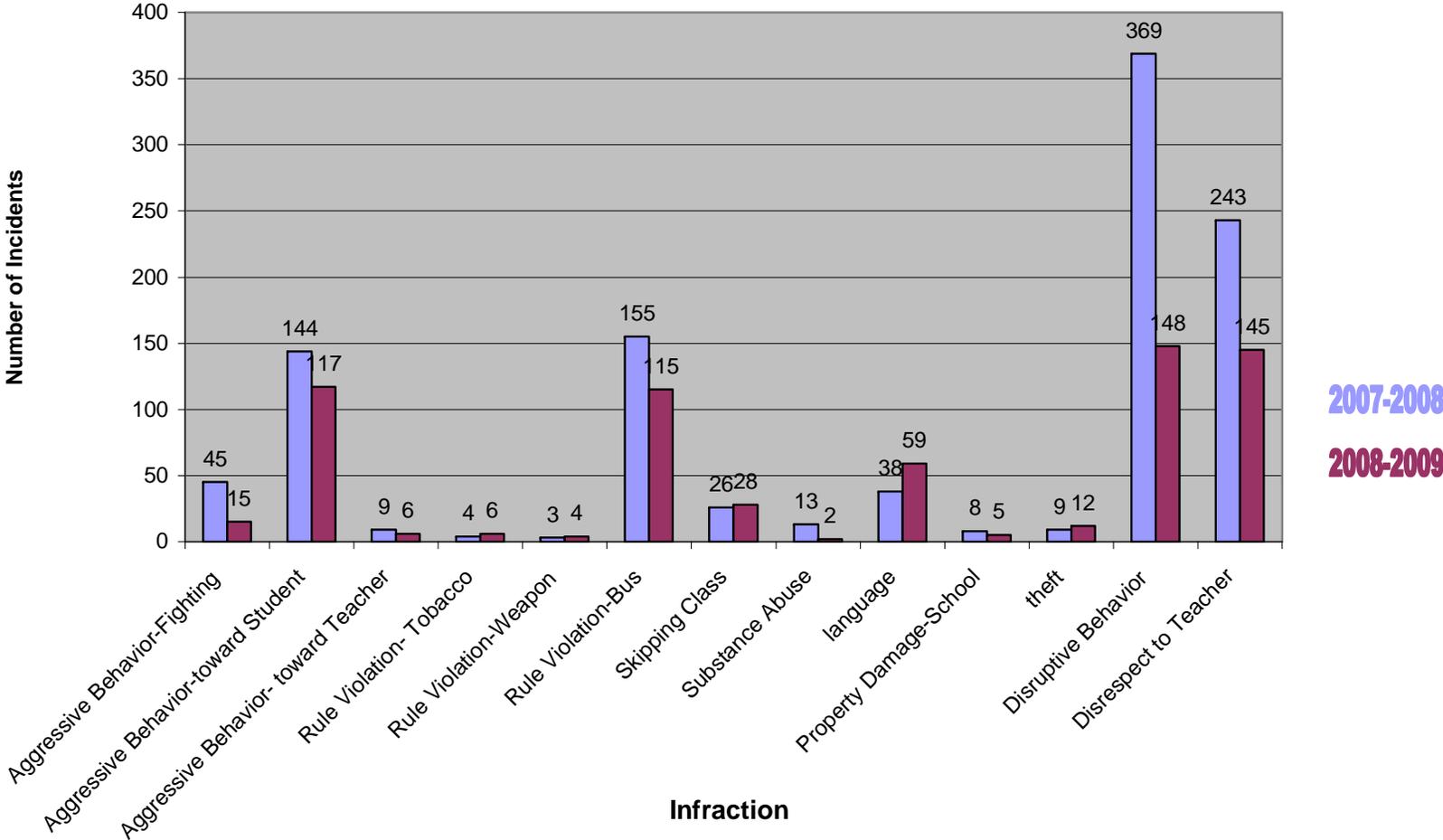
**Swansboro Middle School Reading and Math Growth Comparison
(2007-2008 Reading Data Not Available)**



**Swansboro Middle School AYP Proficiency
2008-2009 Reading and Math**



**Swansboro Middle School Discipline Data
2007-2008 and 2008-2009**





2009 - 2010 Projected Budget

Swansboro Middle School Strategic Plan 2009 – 2010 Budget

Goal #1: Rigorous and relevant curriculum

A: Ensure a consistent focus on application based teaching and learning that fosters critical thinking and develops problem-solving skills.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Study Island License	\$4,500.00	TBA	Yearly License
Brain Pop	\$600.00	TBA	Yearly License

Goal 2: Creative, passionate, and technologically skilled professionals

A: Provide resources that empower teachers to become 21st Century educators.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose

Goal 3: Civil, healthy, and productive citizens

A: Create a safe learning environment which models, respect, fosters positive relationships, and promotes healthy decision making.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Invitations and Refreshments	\$1,000.00	TBA	

Goal 4: Leadership will foster innovation

A: Create a school environment that capitalizes on the strengths and encourages involvement of all stakeholders.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Refreshments, invitations, incentives and rewards	\$1,500.00	TBA	AVID nights, celebrations, parent volunteer luncheons

Goal 5: Effective and efficient systems

A: Maximize resource utilization to meet instructional, technological, and operational needs of the organization.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Instructional Supplies	\$3,500.00	061 Instructional Supply	Instructional Supplies
Technology, Technology support and supplies, postage			Technology supplies/ Tier 2

Code: 318, 322, 325, 331, 336, 345, 356

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.)*
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
 - Promote stronger growth in students already scoring proficiently on state end-of-course tests

Code: 318, 322, 325, 331, 336, 345, 351, 356

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.)*
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: 325, 336, 356

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.)*
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: 318, 322, 325, 331, 336, 345, 351, 356

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.
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: 325, 336, 345, 356

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.)*
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: 325, 336, 356

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.)*

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

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.)*

150 Contact Hours (State Waiver) – 150 contact hours for unit of credit at the secondary level

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

This law denies schools the flexibility to operate on a 4x4 semester schedule, and, thus denies opportunities for students beyond the traditional schedule.

3. *How will the waiver be used?*

This waiver will be used to vary the 150 clock-hour requirement for awarding a Carnegie unit of course credit.

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

It will help:

- Narrow a student's focus to four courses each semester, thereby increasing class time and independent work time per student.
- Narrow a teacher's focus to allow for more individualized instruction.
- Provide students additional opportunities for taking a variety of courses.