

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



Darin Cloninger, Principal

Angie Farneth, Assistant Principal

1240 W. Corbett Ave.
Swansboro, NC 28584
910-326-3601

www.onslow.k12.nc.us/sbms

Strategic Planning Team

Staff Representation

Stacey Brake (Guidance)
Don Chasteen (Career and Technical Education)
Debora Caraway (Career and Technical Education)
Sandra Wagoner (Media Coordinator)
Michelle Sweeting (Media Specialist)
Alie Catrett (AVID Teacher)
Ellen Matthews (Exceptional Children)
Susan Correll (6th Grade Science)
Nancy Curley (6th Grade Science)
Cynthia Morris (7th Grade Math)
Laurie Howell (8th Grade Math)
Marion Timm (8th Grade Language Arts)

Parent Representation

Jennifer Kelly Bennett
Tammy Cassell
Ellen Hartness
Kim Henderson
Deborah Kurtz
Shelley Littleton
Carolyn Sterret
Neva Tucker
Traci Yingling
Angela Clark
Vincent Tygart
Teri Grass

*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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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. In our community, approximately 16% live in poverty with the average for Onslow County at approximately 11%. Currently, 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.

2. 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 85. Of the total staff, there are 53 certified classroom teachers, 2 school counselors, 2 media coordinators, 1 assistant principal, and 1 principal. Of those, 5 hold Masters Degrees and 5 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 media center, 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.

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.

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

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

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 after-school tutorials on Tuesdays and Thursdays.
4. Every student will be challenged through integration of technology and information literacy standards across the curriculum.
5. Academic teams will be implemented in the 8th grade.
6. Vertical articulation will occur among grade levels and departments.
7. Shared planning between EC and regular education teachers.
8. AIG students will be served directly or indirectly by a qualified AIG teacher.
9. Expand the AVID program to include 6th grade.
10. Conduct interviews of fifth grade students to identify prospective AVID candidates.

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

11. Every student will have the opportunity to take a foreign language.
12. Every student will be introduced to a wide range of artistic expressions.
13. New art facilities will be equipped with the necessary tools to support a diverse curriculum.
14. Building expansion will include a new computer lab and state of the art media center.
15. Develop Personalized Education Plans for students performing below standards as identified by EOG scores, state writing scores, progress reports, and report cards.
16. ESL students will be provided with academic and social support through the guidance department and an ESL tutor.

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?

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

2007-2008

Next steps

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.

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

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
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. After School Tutoring on Tuesday and Thursday
9. NC Nutritional Standards Lunch 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

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

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.

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

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

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.

Desired Results:

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.

Measures:

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

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

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

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?

2007-2008

Next steps

Glossary of Terms

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.

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

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

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

Core Beliefs: 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)

CTE: Career Technical Education

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

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

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

Globally Competitive: Globally competitive students/citizens have an awareness of the economic, political, industrial, and technological relationships that exist

throughout the nation and the world as a whole. They possess the skills, the knowledge, and the social competence to be productive and successful contributors to the advancement of society. To be globally competitive, students must be critical thinkers and effective communicators.

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.

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

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

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.

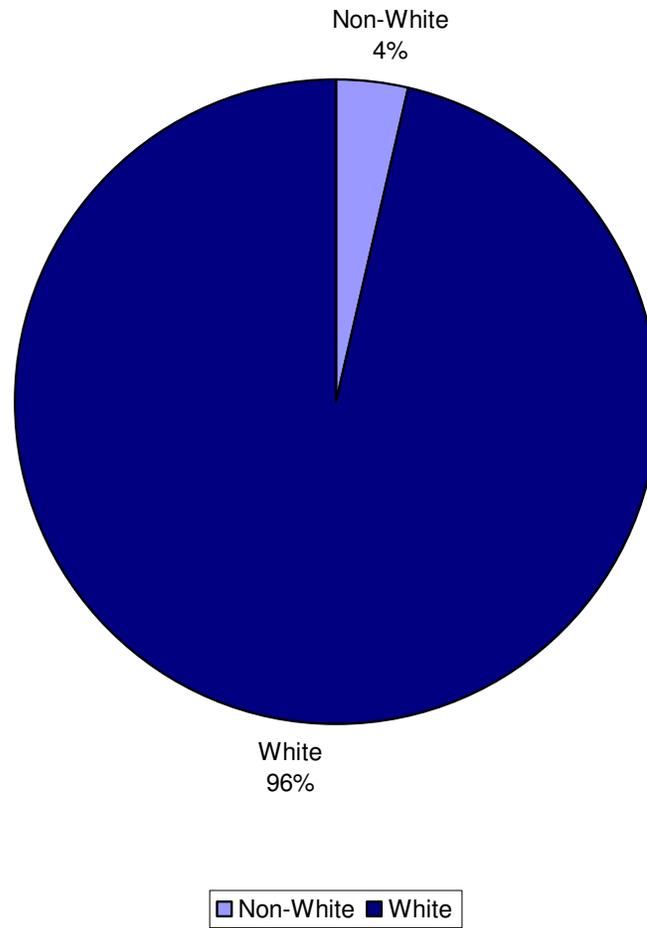
System: Support services at the school and county level.

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

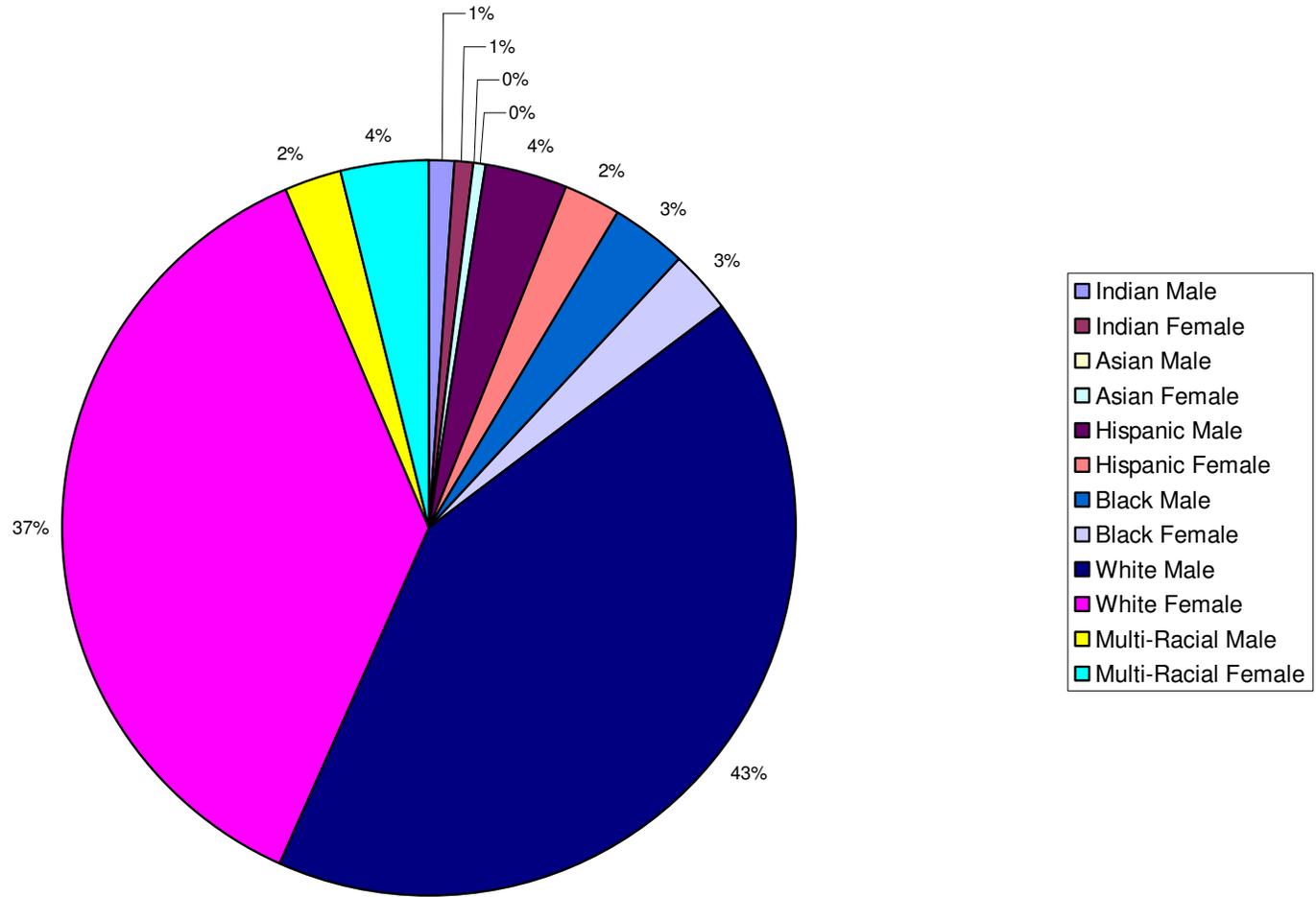
Vision: A clear, positive, forceful statement expressed in simple, specific terms.

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

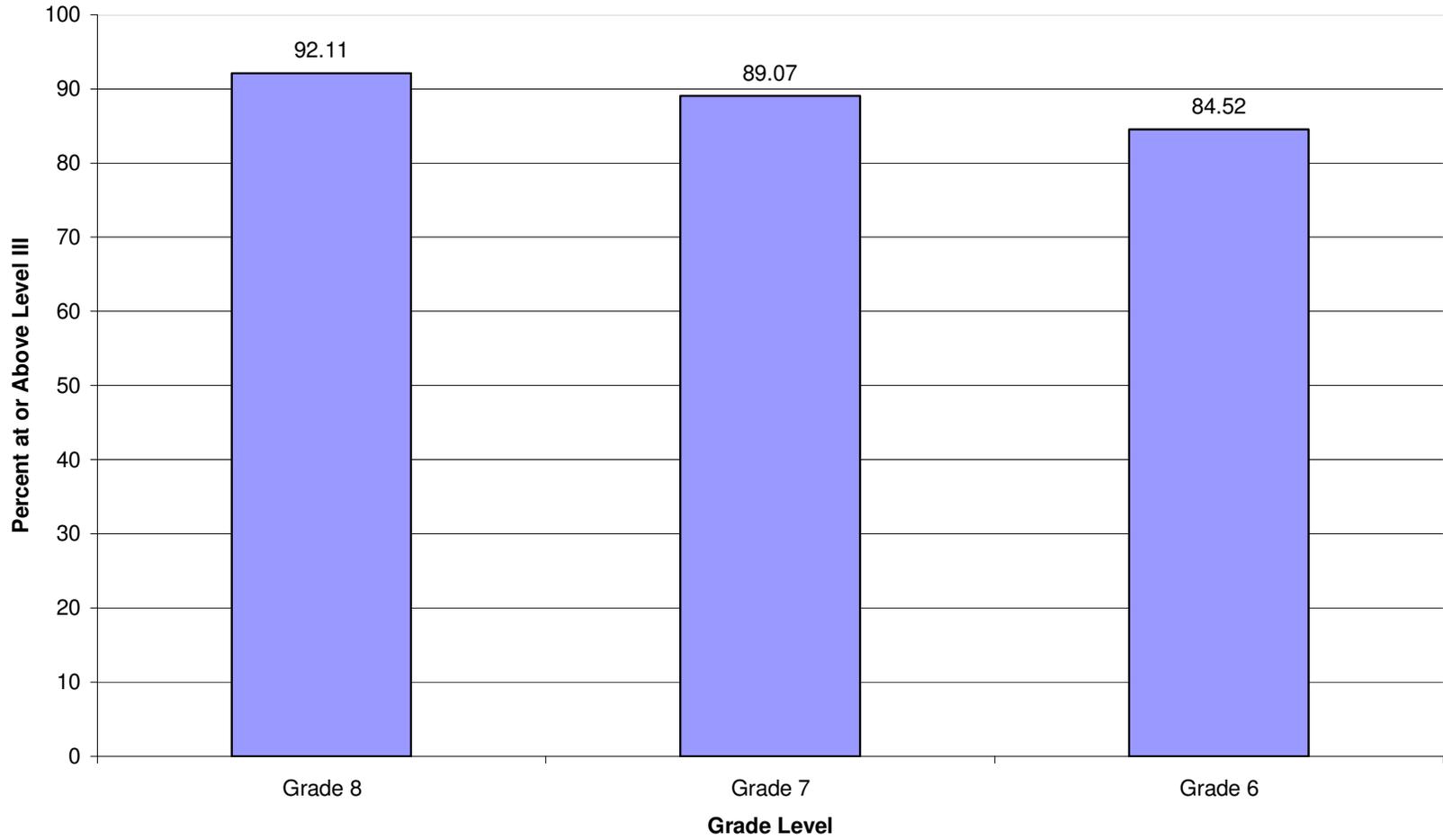
Swansboro Middle School Faculty Ethnicity; 2006-2007



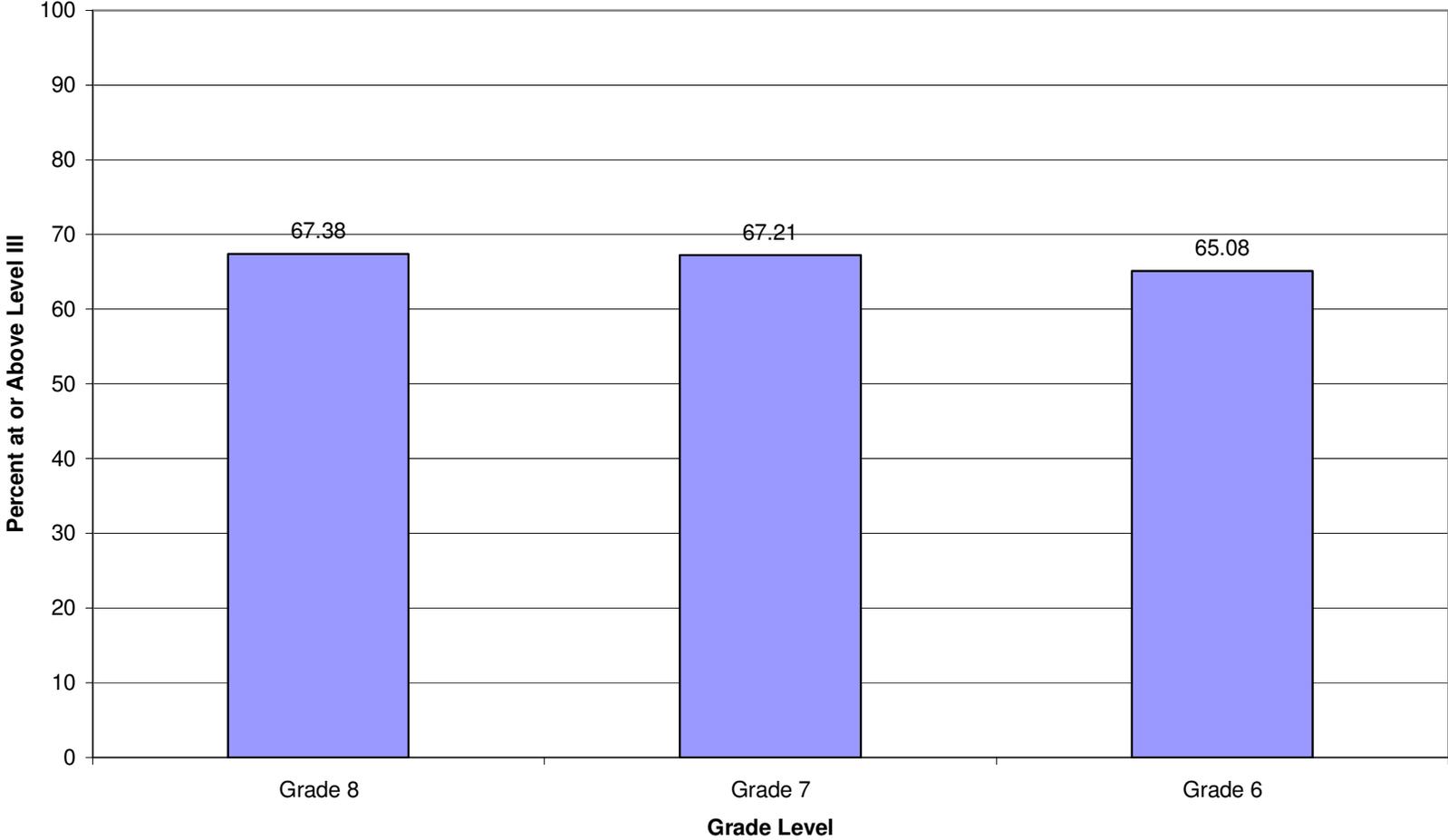
Swansboro Middle School 2006-2007 Population Demographics



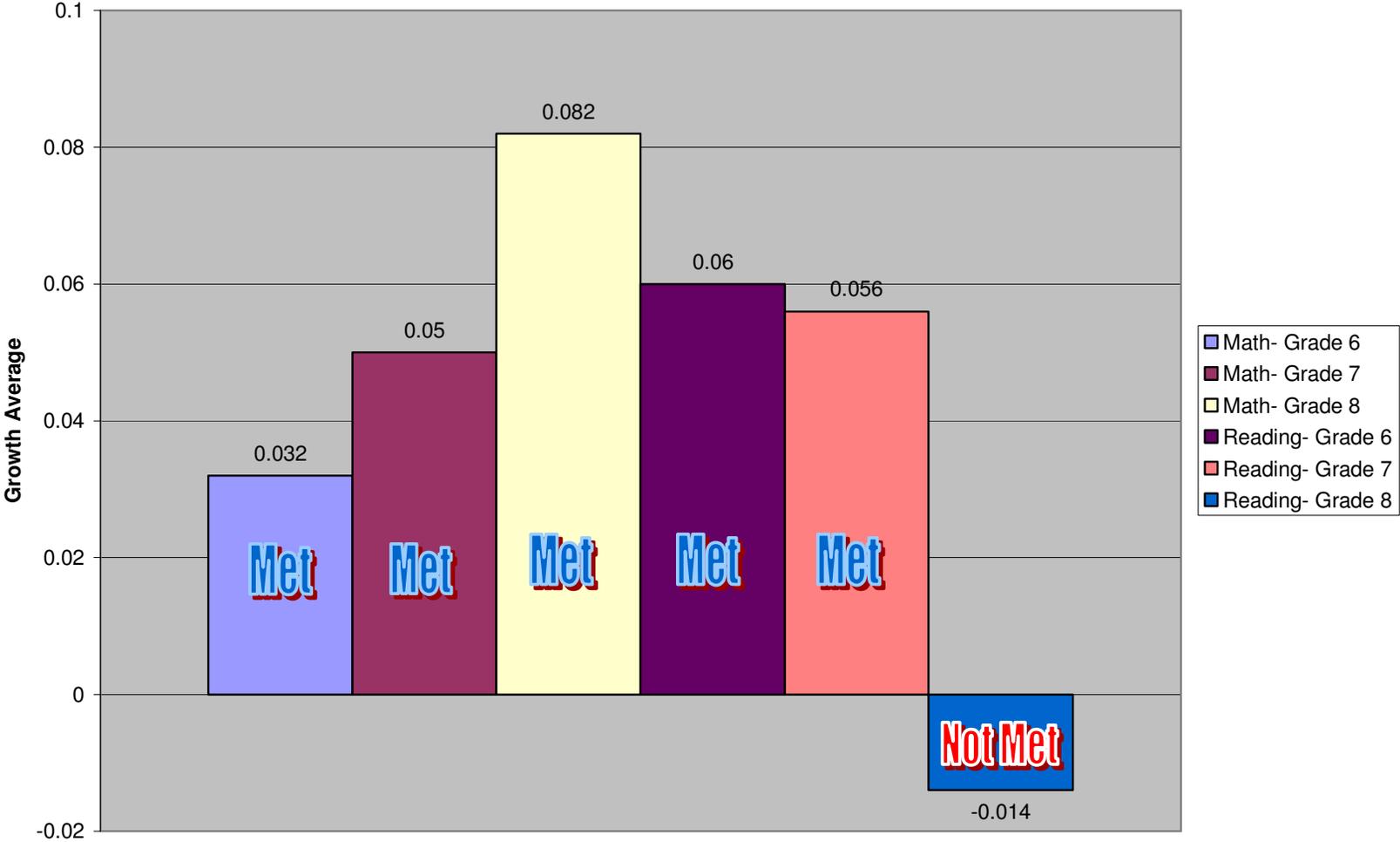
**Swansboro Middle School Reading; Percent at or Above Level III
2006-2007**



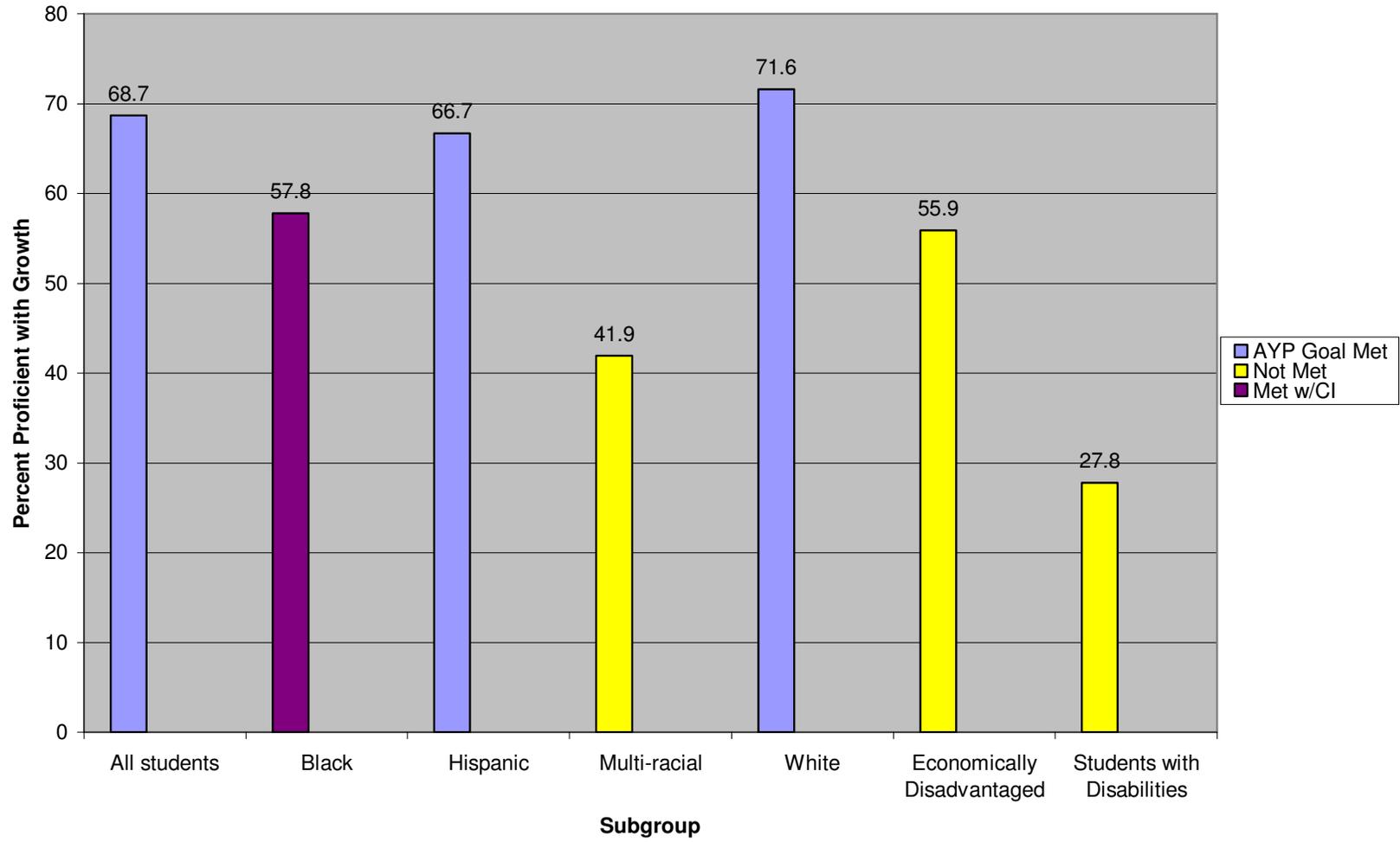
**Swansboro Middle School Math Percent at or Above Level III
2006-2007**



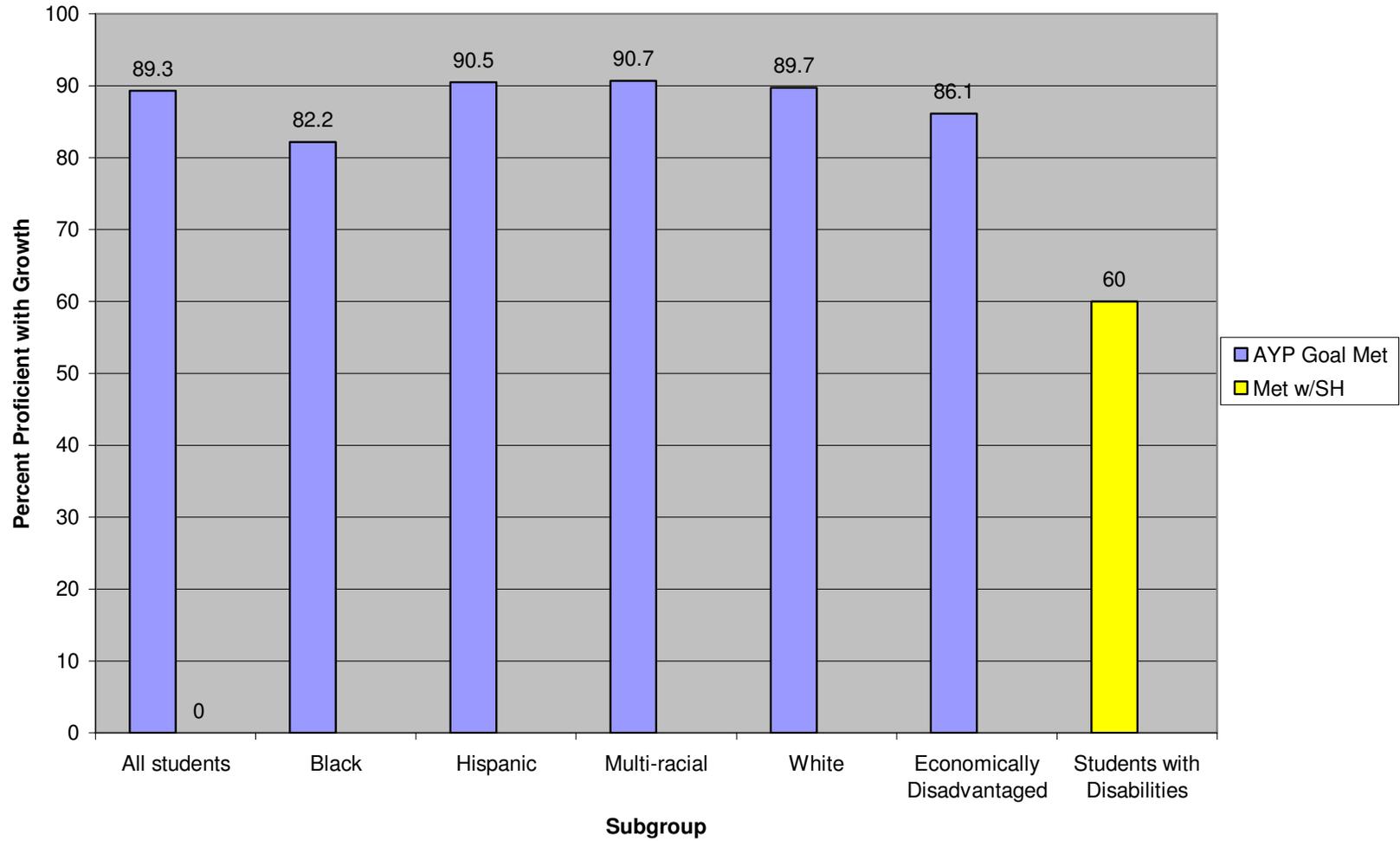
EOG Growth Summary



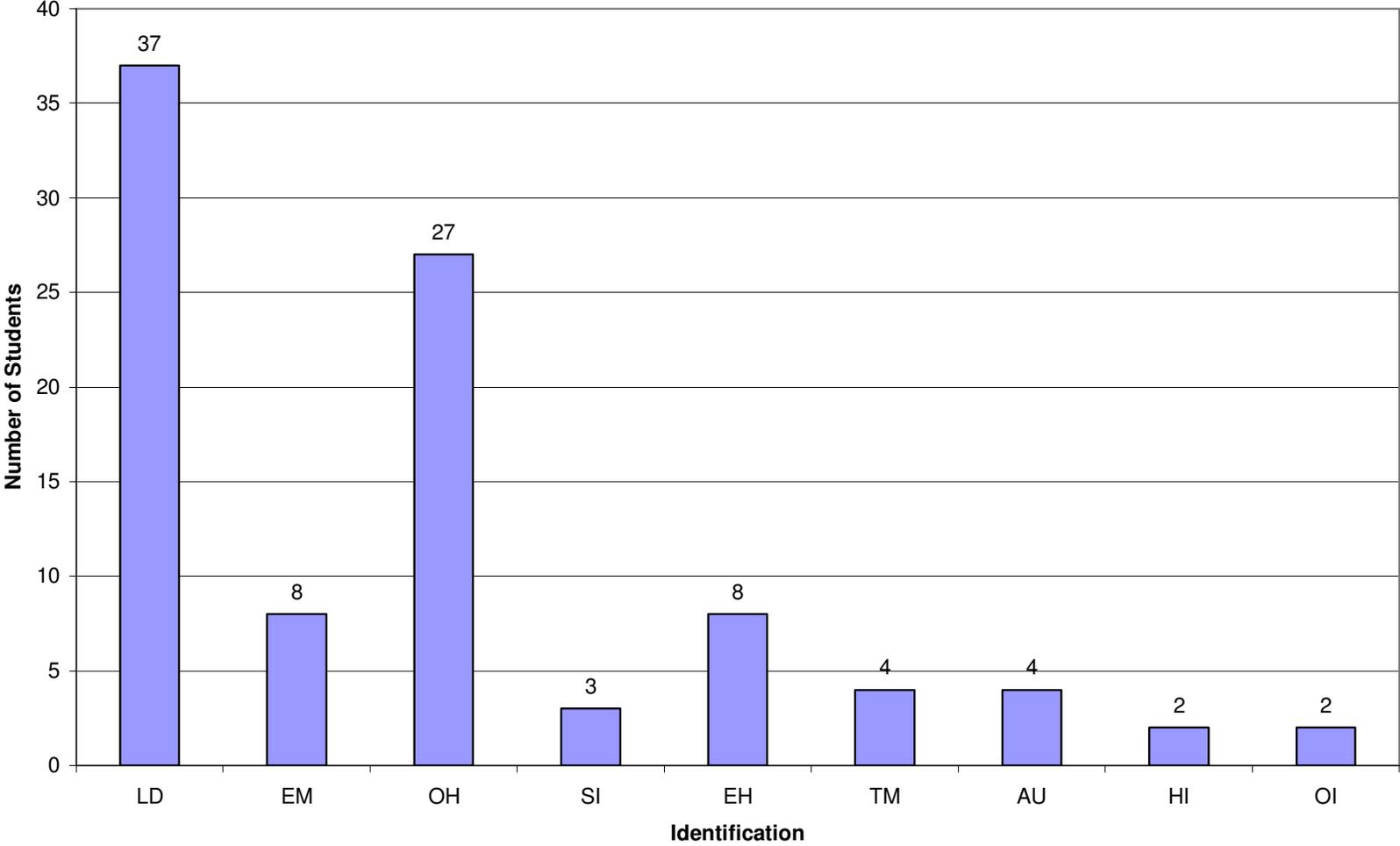
Swansboro Middle School AYP- Math



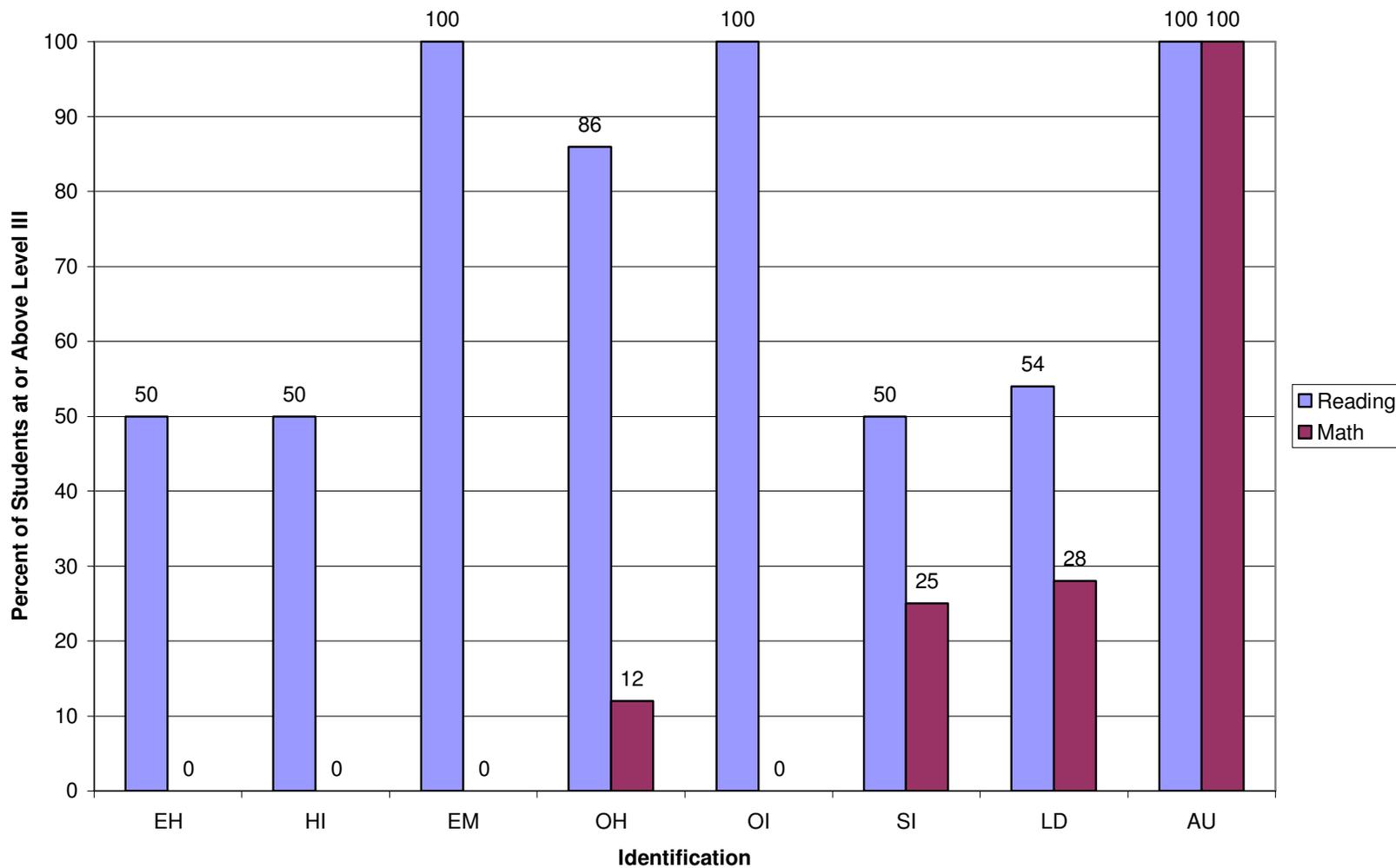
Swansboro Middle School AYP- Reading



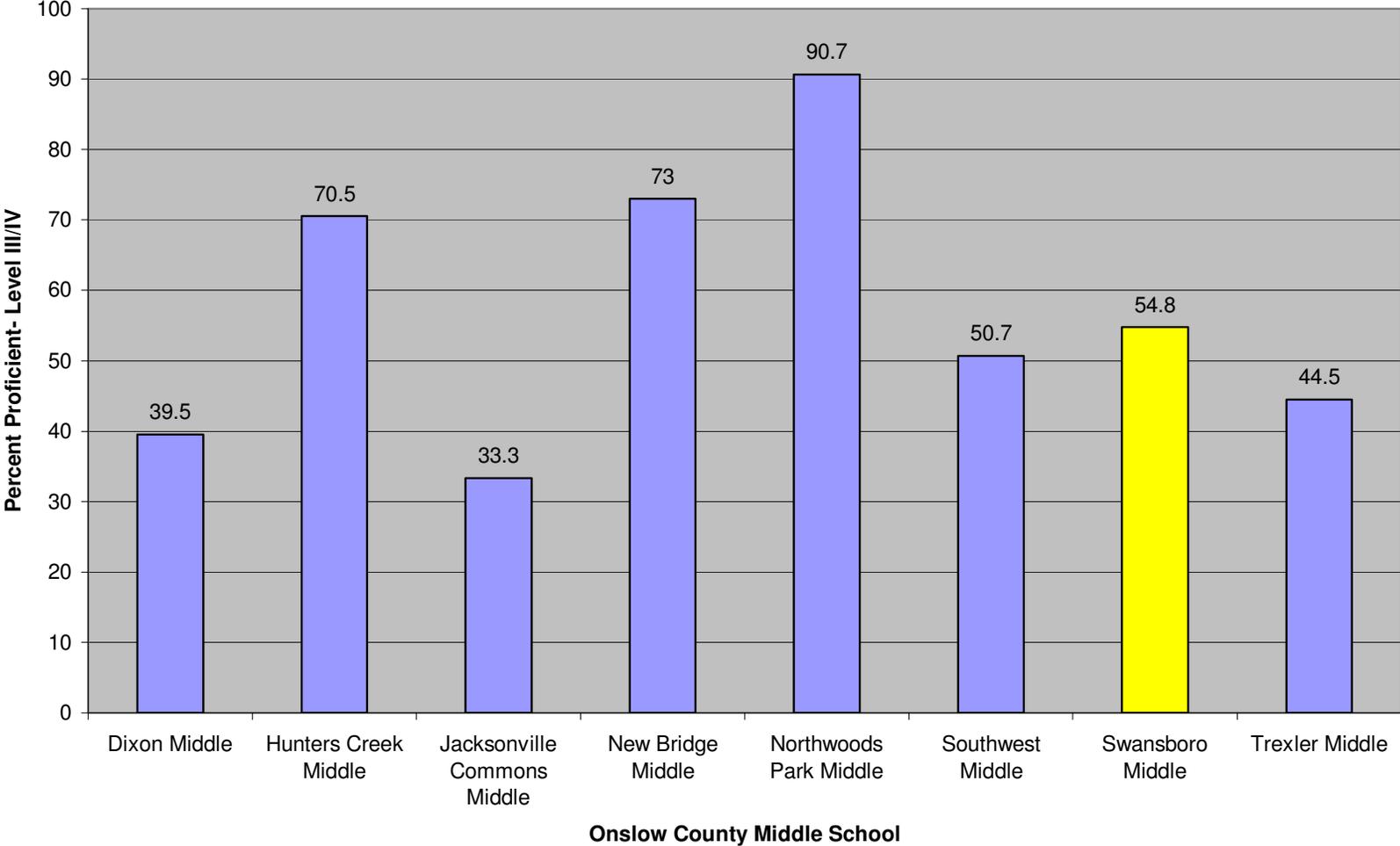
Swansboro Middle School 2006-2007 EC Populations Comparison



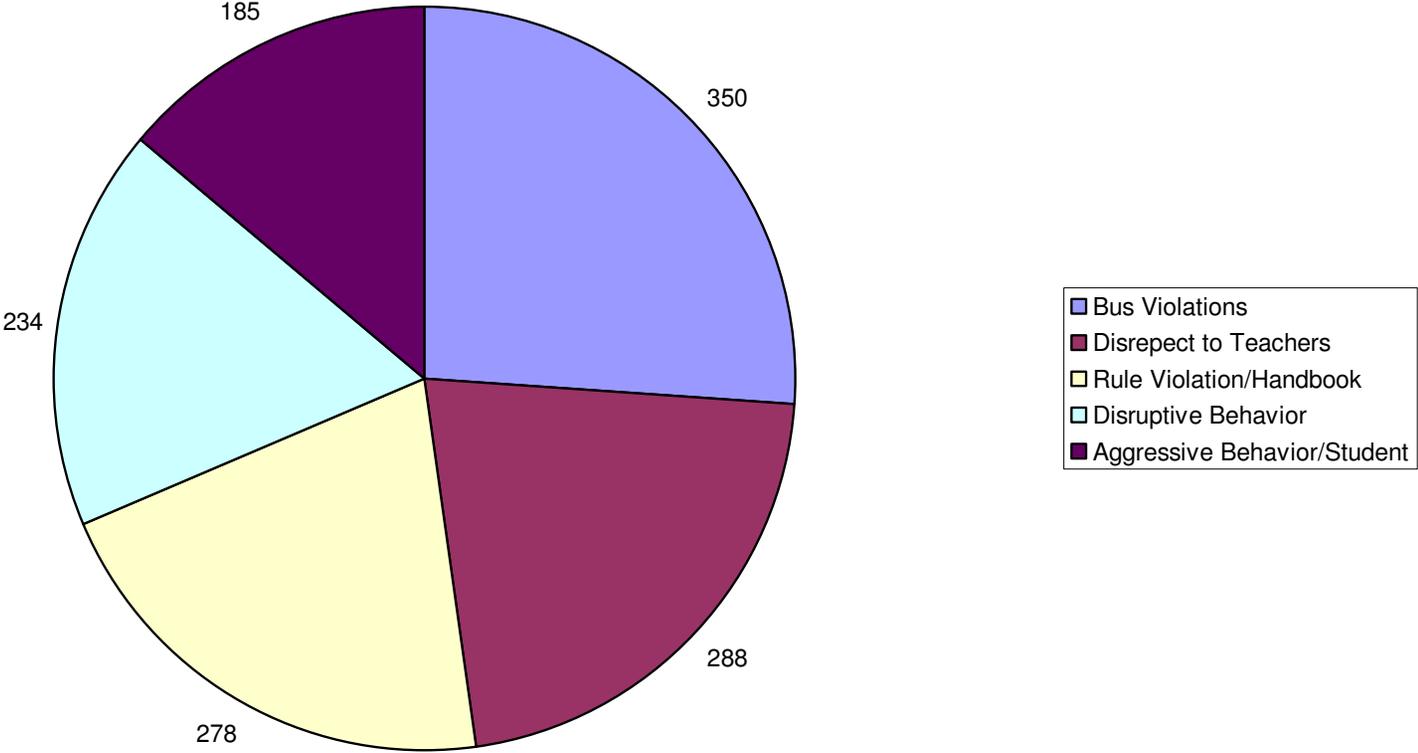
Swansboro Middle School EC Proficiency 2006-2007



VOCATS Baseline Data Comparison



Swansboro Middle School Discipline Data 2006 - 2007





2007 - 2008 Projected Budget

Swansboro Middle School Strategic Plan 2007 – 2008 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
Transportation	\$7,500.00	069 At-risk	Failure Is Not an Option program
Art Facility	\$NA	Bond Referendum	Furnishing new facility
Computer lab	\$NA	Bond Referendum	Computer lab
Study Island License	\$3,000.00	072 Student Accountability	Yearly License
Staff Development Expenses	\$500.00	069 At-risk	Staff Development
Textbooks	\$22,000.00	Textbook Allotment	Textbook purchases

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
Staff Development Expenses	\$3,465.00	028 Staff Development	Staff Development

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
Advisory Curriculum Writing	\$3,000.00	069 At-risk	Salary
Invitations and Refreshments	\$800.00	048 Safe and Drug Free	6 th Grade Orientations

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	Local	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	Local money	Instructional Supplies
Technology, Technology support and supplies, postage,	\$12,000.00	072 Student Accountability	Technology supplies

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

Code: 322

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.