

Excellence in Education

Sand Ridge Elementary School

“A Global Partner”

Creating Successful Life Long Learners

2012-2015 Strategic Plan

2012-13 Results and 2013-14 Next Actions



Community Partnerships



Onslow County Schools' Board of Education and Executive Staff

Onslow County Board of Education

Pamela E. Thomas, Chairperson

Brock Ridge, Vice Chairperson

Jeffrey L. Brown

Lina Padgett-Parker

Mary Ann Sharpe

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Paul Wiggins

Superintendent

Dr. Kathy T. Spencer

Assistant Superintendents

Dr. Barry D. Collins

Human Resources and Student Services

Lesley F. Eason

Instructional Services and Continuous Improvement

Steven L. Myers

Auxiliary Services

Chief Finance Officer

Jeffrey D. Hollamon



School Administration

Harold J. Jurewicz Sr.
Principal

M. Bridget L. Grady
Assistant Principal

Frances E. Blue
Counselor

Amy Thaxton
Secretary/Treasurer

Barbara Ouderkirk
Data Manager

Evelyn Jacobs
Receptionist

Lisa M. Williams
School Nurse

Yevetta Allen
School Social Worker



School Executive's Message

Welcome to the 2013-2014 school year and our vision for the future of Sand Ridge Elementary School and our commitment to ensuring students are prepared to meet the ever changing demands of the 21st century. It is exciting to start another year in the Sand Ridge community. Sand Ridge Elementary School became a themed school four years ago; "*Sand Ridge Elementary School; A Global Partner*". In addition our school partnership with World View, Onslow County Schools has been named An Anchor District for the North Carolina Global Schools Network. We believe it is important to offer opportunities to our students that will advance their educational preparedness for the 21st Century. In keeping with this belief we have partnered with VIF International Education to prepare students for success in the 21st century with international education programs centered on world language education, global awareness and cultural exposure. This year we are proud to continue *SPLASH!*, a Spanish Immersion program to our incoming kindergarteners and now first graders. Our partnerships demonstrate a commitment to global education and to prepare our faculty and students to live and work in a rapidly changing, globally connected world.

Sand Ridge Elementary School continues to be a very transient school. Approximately 65% of our students are directly tied to the military community, which brings students to Sand Ridge that have a very unique view of the world and how global trends and situations impact them even at elementary school age. Here at Sand Ridge we try to build upon that uniqueness and integrate it into our Sand Ridge community of learners as we strive to meet the 21st century goals set by the Onslow County Schools Board of Education, North Carolina State Board of Education and Federal mandates. We look to parents and other community members to help support our efforts through direct involvement and volunteerism, bringing their experiences and cultures to share in our classrooms. Sharing personal experiences and firsthand knowledge presents a learning opportunity that is authentic and engaging for our students. Sand Ridge Elementary School has been fortunate to have the additional services of a Military Family Life Counselor, which has enhanced our continuing efforts to support the military families and the community as a whole.

These are exciting times for our students and we are proud to be a part of their lives, and part of the Sand Ridge Community.



School Profile

INTRODUCTION

This school profile documents our Vision and Mission, a brief description of programs and services, staff, student and community demographic information, a summary of student performance, an overview of any major trends or issues impacting the school and a summary of the major strengths and needs of the school. While this profile provides the school with information needed to develop a strategic plan for continuous improvement, a more in-depth and detailed analysis of the data is made annually, both at the system level and the school level, to assist the system in monitoring the organizational and instructional effectiveness and success in meeting student needs.

Sand Ridge Elementary School, opened in 1998, is located in a rural area of the Coastal Plains region of North Carolina. The current school enrollment is approximately 520 students, which includes kindergarten through fifth grade. The school is in relative close proximity of three large military installations, Marine Corps Base-Camp Lejeune, Marine Corps Air Stations New River and Cherry Point. Because of this membership continues to increase. Our large military connection (approximately 65%) is somewhat responsible for the high student mobility (approximately 25% yearly turnover) experienced at Sand Ridge. Our dedication and commitment continue to enabled our students to be 21st century ready learners

The Sand Ridge Elementary School strategic plan is based upon the Baldrige Criteria and Core Values and the Quality Leaders of Great Learning, *Getting to the Fifth Q* models. It is also aligned with the principles and standards of Southern Association of Colleges and Schools (SACS), which recently unified with the North Central Association Commission on Accreditation and School Improvement (NCA/CASI) and the National Study of School Evaluation (NSSE); (this new organization is known as AdvanceED), and Total Quality Education (TQE), modeled after Edward Deming's Total Quality Management (TQM). It relays our commitment for identifying and continually improving important organizational processes to achieve excellence in education.

Our school strategic plan is a team effort facilitated by our Strategic Planning Team (SPT). The SPT is comprised of administrators, teachers, teacher assistants, support staff, and parents. The SPT members are elected and voted upon by all staff using a secret ballot process. A staggered rotation schedule is in place to prevent a complete turnover of this leadership team. Strong partnership development is vital in both the formation and implementation of our plan.

This plan contains the strategies our school is implementing to meet our desired results, as well as the measures we will use to monitor our results and the resources we will need to help us be successful in our endeavor. The plan incorporates processes for increasing student performance, the safety and well-being of our students, a rewarding environment for staff, support service collaboration, and parent/community involvement. It will aid us in facilitating the best practices to achieve our goals. The plan is both customer and process focused.



School Profile

Vision and Mission

Vision:

Students Reaching Excellence in the 21st Century

Mission

Sand Ridge Elementary School will prepare students to be competitive leaders and responsible citizens in the global community.

Purpose

Provide a sound educational foundation during the formative years of educational development in preparation for high school graduation and successful post secondary careers choices.

Programs/Services

In addition to its core instructional program, the district also incorporates specialized programs and services to meet the varied educational needs, expectations and learning requirements of all of its learners (staff and students), including but not limited to:

- **Academically/Intellectually Gifted Program:** offers differentiated instructional services for approximately 16 students in 4th and 5th grade, and 38 students in the nurturing program for 1st, 2nd, and 3rd grades.
- **Academic Derby:** Offers selected students the opportunity to compete with other elementary schools in a panel type format to demonstrate recall and application of advanced knowledge, facts and skills.
- **AVID (Advancement Via Individual Determination):** designed to increase the number of students who enroll in four-year colleges, currently targeted at 3rd, 4th and 5th graders with intentions of moving into K-2 in the coming years, one grade level at a time.
- **Arts Programs (art, dance, music, and theater arts):** allows students varied opportunities to develop creativity through experiences in the arts and to obtain skills necessary for future successes in any chosen field.
- **English As a Second Language Program:** provides specialized language acquisition and transition programs for approximately 2 students.
- **Exceptional Children's Program:** offers individualized education and related services for approximately 78 students to assure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate individualized education in the least restrictive environment.



School Profile

- **Extracurricular programs:** provide additional opportunities for students to participate in after and during school programs.
- **Safe/Civil Schools Services:** provide a school-wide perspective for applicable safe and civil school initiatives which include school-wide behavior expectations, commons area expectations, and positive behavior support.
- **Title 1 Services:** Additional instructional services are provided to children who are most at risk of failing; we are a school-wide program of opportunity.
- **VIF, SPLASH!:** immersion program at kindergarten, sequencing into 1st and 2nd grade.

Staff, Student and Community Demographic Data

Currently, there are 68 Onslow County Schools' employees assigned to Sand Ridge Elementary School; forty-five are licensed employees, while thirty-five are classified personnel. Licensed employees include: administrators, teachers, media specialists, counselors, social workers, speech therapists (may be contracted personnel), nurses, and literacy facilitators. Classified employees included: school secretary/treasurers, receptionists, data managers, teacher assistants, occupational therapists, physical therapists, media assistants, custodians, cafeteria managers, child nutrition assistants, and the before school director and assistant.

Our staff members are well educated: all licensed personnel have a minimum bachelor's degree requirement, having 100% of our teachers "Highly Qualified" in accordance with state and federal standards for the past five years. Beyond the minimum requirement of a bachelor's degree and passing scores on a national examination (PRAXIS), twenty of our licensed personnel have continued their education and have obtained a Master's degree, three are working on their Master's degree, and five are National Board Certified Teachers.

Our teacher assistants are required by Onslow County Schools' policy to meet one of the following requirements depending on their employment status: complete at least two years (48 semester hours) of study at an institution of higher education, obtain an associate's (or higher) degree or meet a rigorous standard of quality and demonstrate through formal assessment the knowledge of and ability to assist in instructing reading, writing and mathematics, in accordance with requirements approved by the State Board of Education. The last option is not available to personnel employed after January 8, 2002 (Onslow County Schools Policy 7460). We have two teacher assistants with bachelor's degree and two working to complete the bachelor's degree.

The current enrollment at Sand Ridge Elementary School is approximately 520. The student turnover at Sand Ridge is likened to a "revolving door." During the 2011-12 school year Sand Ridge experienced a turnover of 125 students during the school year. Military orders account



School Profile

for some of this turnover. We also have students who frequently move throughout the county. This constant changing of students creates challenges for our teachers and other staff members. One of our most cherished values is developing a real community among our students, and the continuous movement creates challenges and opportunities for us to keep our focus.

A large boom in the construction of single-family homes over the past 5 years has affected our enrollment. The geographical area covered by the school is relatively small, primarily the areas on or connected to Sand Ridge Road or Highway 172, between Highway 24 and the back gate of Camp Lejeune. This creates a small community centered by the school

When our new building opened its doors in January of 1999, we were the only facility in the area where people could come together as a community. There are no stores, one church, and a few gas stations that serve the Sand Ridge area. Our school has helped to create a new community and is the heart of that community. We opened a ten classroom expansion in 2007, which will help accommodate our increasing population.

The economic status and ethnic makeup of Sand Ridge students has remained relatively stable. The number of exceptional students (EC) has fluctuated over the past three years with the current year's enrollment at approximately 69 students, including AIG. The number of students who qualify for the federally funded Title I program has increased in the last three years, thereby enabling Sand Ridge to become a "school-wide" Title-1 school, which enables Federal funds to impact a greater number of students. The funding for Title I is based on the number of students who qualify as economically disadvantaged.

The racial composition of the community is 85.66% white, 6.72% black, 1.57% Asian, 0.73% Native American, and 5.31% claim 'Other'; 4.07% of the people claim Hispanic ethnicity. The school racial composition is 75.2% Caucasian, 10.8% Hispanic, 6.4% African-American, 5.7% Multi-Racial, <1% Asian American, <1% Pacific Islander, and <1% American Indian. The English as a Second Language (ESL) teacher serves only 2 students.

The majority of the residents are two income families who travel outside the community to work. Sixty-six percent (66%) of our families are employed on the military reservation, Camp Lejeune, with sixty-five percent (65%) of them being active duty military.

During the last five years we experienced a large number of parent deployments to the Middle East. We are very aware of and sensitive to the importance of supporting our children and military families through these stressful times in their lives.



School Profile

Support from parents for our school is also something that we can rely, but continue to try and improve on at Sand Ridge. Our parents come in large numbers for all school functions and are very supportive of the Parent Teacher Organization and school fundraising events.

The students of Sand Ridge Elementary are residents of a rural community that is near Camp Lejeune, the largest amphibious Marine Corps base in the United States. The population of the community is 19,113. There are 4,992 households, the average household income is \$60,642, and the median home value is \$149,750, with 71.8% of home owners living in homes costing less than \$150,000. The median age is 28.7, 62.31% of people in Hubert are married; 7.92% are divorced. The average household size is 2.7 people. 34.82% of people are married, with children. 9.93% have children, but are single.

Compared to the rest of the country, Hubert (zip 28539)'s cost of living is 8.90% lower than the U.S. average. The unemployment rate in Hubert is 8.00 percent (U.S. avg. is 10.20%). Recent job growth is negative. Hubert jobs have decreased by 8.06 percent, but the outlook for job growth in the next ten years is 15%. The cost of living in the Hubert area is 91% of the average cost of living in the U.S.

2010 Population Growth and Population Statistics	Hubert, NC 28539		North Carolina		United States	
Total Population	19,113		9,450,965		308,455,134	
Square Miles	124.45		48,710.88		N / A	
Population Density	153.60		194.00		87.20	
Population Change Since 1990	86.14%		42.61%		24.02%	
Population Change Since 2000	45.35%		17.41%		9.61%	
Forecasted Population Change by 2014	22.93%		7.44%		4.52%	
Population Male	10,174	53.23%	4,688,038	49.60%	152,625,766	49.48%
Population Female	8,939	46.77%	4,762,927	50.40%	155,829,368	50.52%
Median Age	26.60		35.30		35.60	



School Profile

2010 Highest Education Level Attained (Population Age 25+)	Hubert, NC 28539		North Carolina		United States	
Did Not Complete High School	974	9.68%	1,007,215	16.40%	30,370,155	15.35%
Completed High School	3,343	33.21%	1,787,430	29.10%	57,863,097	29.24%
Some College	3,092	30.72%	1,232,384	20.07%	40,691,836	20.56%
Completed Associate Degree	1,268	12.60%	504,279	8.21%	14,841,627	7.50%
Completed Bachelors Degree	1,090	10.83%	1,102,218	17.95%	34,682,582	17.52%
Completed Graduate Degree	299	2.97%	507,892	8.27%	19,465,340	9.84%

2010 Household Income Statistics	Hubert, NC 28539		North Carolina		United States	
Total Area Household Income	\$408,123,465		\$246,402,870,692		\$8,877,041,207,141	
Median Household Income	\$54,480		\$49,673		\$55,970	
Average Household Income	\$60,642		\$65,133		\$74,974	
Per Capita Household Income	\$21,353		\$26,072		\$28,779	
Income Less than \$15,000	564	8.38%	490,127	12.96%	14,165,359	11.96%
Income \$15,000 to \$24,999	480	7.13%	388,917	10.28%	10,837,720	9.15%
Income \$25,000 to \$34,999	676	10.04%	424,106	11.21%	11,829,365	9.99%
Income \$35,000 to \$49,999	1,340	19.91%	601,510	15.90%	17,010,932	14.37%
Income \$50,000 to \$74,999	1,702	25.29%	752,363	19.89%	22,437,035	18.95%
Income \$75,000 to \$99,999	1,351	20.07%	498,986	13.19%	16,654,204	14.07%
Income \$100,000 to \$124,999	209	3.11%	268,708	7.10%	10,110,396	8.54%
Income \$125,000 to \$149,999	284	4.22%	142,401	3.76%	5,931,821	5.01%
Income \$150,000 to \$199,999	52	0.77%	100,496	2.66%	4,245,070	3.59%
Income \$200,000 and Over	72	1.07%	115,448	3.05%	5,180,241	4.38%



School Profile

2010 Employment Statistics for Potential Employees (Age 16+)	Hubert, NC 28539		North Carolina		United States	
Employment Potential	13,908		7,373,374		237,450,726	
Civilian Total	7,105		4,584,443		143,186,664	
Employed Civilian Males	3,490	25.09%	2,435,874	33.04%	76,490,548	32.21%
Employed Civilian Females	3,615	25.99%	2,148,569	29.14%	66,696,116	28.09%
Armed Forces Male	2,571	18.49%	84,477	1.15%	1,041,883	0.44%
Armed Forces Female	262	1.88%	10,416	0.14%	194,250	0.08%
Unemployed Males	355	2.55%	224,138	3.04%	8,607,960	3.63%
Unemployed Females	387	2.78%	182,397	2.47%	5,967,224	2.51%
Not in the Labor Force Male	1,082	7.78%	913,177	12.38%	32,071,333	13.51%
Not in the Labor Force Female	2,146	15.43%	1,374,326	18.64%	46,381,412	19.53%

2010 Population by Race and Ethnicity	Hubert, NC 28539		North Carolina		United States	
Population by Race						
White	15,648	81.87%	6,487,722	68.65%	221,809,059	71.91%
Black or African American	1,402	7.34%	1,972,050	20.87%	37,036,996	12.01%
American Indian and Alaska Native	211	1.10%	113,775	1.20%	3,026,418	0.98%
Asian	367	1.92%	191,694	2.03%	13,906,406	4.51%
Native Hawaiian and Other Pacific Islander	28	0.15%	7,175	0.08%	662,031	0.21%
Other	1,457	7.62%	678,549	7.18%	32,014,224	10.38%
Population by Ethnicity						
Population Hispanic	1,083	5.67%	705,716	7.47%	49,511,501	16.05%
Population Non Hispanic	18,030	94.33%	8,745,249	92.53%	258,943,633	83.95%



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Median Age	26.60		35.30		35.60	

2010 Crime Rate Indexes	Hubert, NC 28539		North Carolina		United States	
Total Crime Risk	101		115		100	
Murder Risk	47		107		100	
Rape Risk	65		87		100	
Robbery Risk	46		93		100	
Assault Risk	81		88		100	
Burglary Risk	169		160		100	
Larceny Risk	155		110		100	
Motor Vehicle Theft Risk	71		86		100	



School Profile

2010 Weather Summary	Hubert, NC 28539	North Carolina	United States
Weather Index	178	149	100
Hail Index	78	118	100
Hurricane Index	512	211	100
Tornado Index	64	76	100
Annual Maximum Avg. Temperature	74.0 °F	70.0 °F	N/A
Annual Minimum Avg. Temperature	53.0 °F	49.0 °F	N/A
Annual Avg. Temperature	63.4 °F	59.5 °F	N/A
Annual Heating Degree Days (Tot Degrees < 65)	2,470	3,400	N/A
Annual Cooling Degree Days (Tot Degrees > 65)	1,926	1,412	N/A
Percent of Possible Sunshine	63	60	N/A
Mean Sky Cover (Sunrise to Sunset - Out of 10)	6	6	N/A
Mean Number of Days Clear (Out of 365 Days)	111	108	N/A
Mean Number of Days Rain (Out of 365 Days)	117	117	N/A
Mean Number of Days Snow (Out of 365 Days)	1	2	N/A
Avg. Annual Precipitation (Total Inches)	54.00"	47.00"	N/A
Avg. Annual Snowfall (Total Inches)	2.00"	7.00"	N/A



School Profile

Summary of Student Performance

Student Performance Data

The Sand Ridge Elementary School is held accountable by two accountability programs, the State ABC Program and the Federal No Child Left Behind Program (NCLB). Although both programs assess the same students using many of the same assessments, the results often reach different conclusions regarding the effectiveness of a school and/or school system. Sand Ridge Elementary School has been deemed a “School of Progress” since the 2005-06 school year. The 2010-11 school year student testing under the ABC’s model yielded a “High Growth” status; while the 2011-12 school year yielded an “Expected Growth” “School of Progress” status for Sand Ridge Elementary School.

National Measures: The national student performance data collected for Sand Ridge Elementary School is included in the NCLB program, which assesses Adequate Yearly Progress (AYP). Sand Ridge Elementary School has met the requirements of “No Child Left Behind” for seven of the eight years the program has been in place, to include this past year. Sand Ridge did not make AMO in the 2011-12 school year achieving only 11 of 13 goals.

Schools and districts across the nation and state are expected to meet Adequate Yearly Progress goals according to the procedures prescribed by No Child Left Behind. Each state, with federal approval, sets the standards to be met and these standards may vary from state to state. The possible subgroups within each school or district are the School/District as a whole, White, Black, Hispanic, Native American, Asian, Multiracial, Limited English Proficient, Students with Disabilities, and Socio-Economically Disadvantaged students.

State Measures: Statewide assessments of student learning in reading, writing, mathematics, science (5th only) were utilized during the 2011-12 school year. All students in grades 3 through 5, including all Exceptional Children, participate in an end-of-grade reading and mathematics assessment during the last month of school. Students must meet set state and local standards in order to be considered for promotion.

The State writing assessment continues to undergo major shifts. Other assessments are changing as the taught curriculum evolved to the Common Core and Essential Standards for the 2012-13 school year.



School Profile

Summary of Major Trends/Issues

- Effective use of technology
- Stronger community outreach
- Morale
- Transient student population
- High military status correlation
- Evolving standards and their effect on teaching
- Reduction of repetitive tasks or paperwork

Summary of Major Strengths or Needs

- Technology
- Caring Staff
- Very highly qualified staff
- Good literacy resources
- Global connections
- Strong community atmosphere
- Collaboration
- Facilities and their upkeep
- Communication
- Themed School
- Implementation of the VIF “Gateway Program” at a TBD grade level
- Implementation of the VIF “Immersion Program” at Kindergarten

Vision, Mission and Purpose Statement

Vision:

Students Reaching Excellence in the 21st Century

Mission:

Sand Ridge Elementary School will prepare students to be competitive leaders and responsible citizens in the global community.

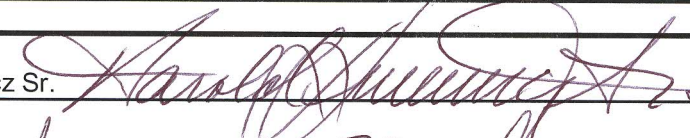
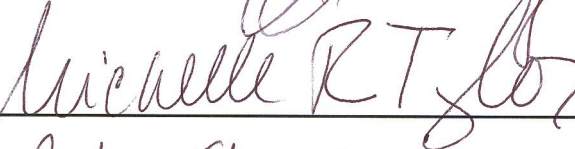
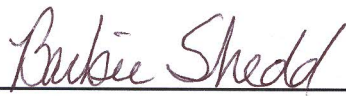

Purpose Statement:

Provide a sound educational foundation during the formative years of educational development in preparation for high school graduation and successful post-secondary career choices.

Regulatory Information and Assurance Statement 2013-14

School:	Sand Ridge Elementary
Date Submitted:	12/16/2013

1	Number of Plan Team Members	22
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100
4	Date of vote	12/11/2013
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Check Yes/No	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Check Yes/No	YES

Principal's Signature	Harold J. Jurewicz Sr.	
Signature, SSPT Facilitator/Chairperson	Michelle Taylor	
Signature, Elected Parent Representative	Barbie Shedd	
Signature, Elected Parent Representative	Sabrina Remaly	

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

LEA Number: Onslow County Schools - 670
School Name/Number: Sand Ridge Elementary School - 341
School Address: 868 Sand Ridge Rd. Hubert NC 28539
Plan Year(s): 2012-2016
Date prepared: 20-Sep-12

Principal Signature: Harold J. Jurewicz, Sr. _____

 Date

Local Board Approval Date: _____

School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	Name
Assistant Principal Representative	Bridget L. Grady	Parent Representative	Carl Westerberg
Teacher Representative	Gregg McCormac	Parent Representative	Tom Williams
Inst. Support Representative	Frances Blue	Parent Representative	Lisa Imbody
Teacher Assistant Representative	Sherrie Beaujean	Parent Representative	Sabrina Remaly
Parent Representative	Billie Jo Davis	Parent Representative	Mandy Musan
Teacher Representative	Kelly Crichton	Parent Representative	Donald Meadows
Teacher Representative	Peggy Voyles	Parent Representative	Courtney Prescott
Teacher Representative	Jessica Price	Parent Representative	Tommy Moore
Teacher Representative	Anne Lewis	Parent Representative	Anne Marie Wiley
Teacher Representative	Laura Hoovler		

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

Goal 1 Needs Assessment

NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
School Goal 1:	Sand ridge Elementary students will be globally competitive through the implementation of a relevant and rigorous curriculum.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

K-2 Data indicates that we met our 10% target in Kindergarten Reading (91.9%) with a 93.8% and also in grade 2 Reading (78.4%) with a 83.4%. The Science EOG Achievement indicates that 79% of the 5th grade students achieved proficiency. Our 3rd grade math proficiency is an 84.1% and in grade 4, an 80% was achieved. We achieved 11 of 13 AMOs (84.6%), meeting our target AMOs for total population in Reading Grade 5 and Math Grade 3. We met Math AMO for EDS population (80.8%) with a confidence interval and Math AMO for white students (80.1%) with safe harbor. We met our Reading AMO for total population (74.7%) with a confidence interval. We met high growth status in Math, Grade 4 Reading, Grade 4 and overall Reading. Our attendance rate is 95.7% and we tested 100% of our population. Thirty-three students were referred to the Instructional Intervention Team in SY 11-12. Twenty-seven (82%) cases were processed through for evaluation for exceptional children's services with 21 (78%) qualifying for services.

2. What does the analysis tell you about your school's gaps or opportunities?

We did not meet our 10% targets in Kindergarten math and writing, 1st grade reading, math or writing nor in 2nd grade math and writing. Our overall proficiency in Reading, Grade 4, was a 66.23% which was a drop from 74.7% the year before and in Math Grade 4, was 77.92%, a drop from 84.6% the year before. We did not meet the AMO targets for Reading in Grades 3 and 4 and Math in Grades 4 and 5. Additionally, Our Math AMO Total population was 78.3% and our Reading AMO White population was 71.7% neither of which met the target. We did not meet expected growth in Math, Grade 5 (-0.122 growth average).

3. What data is missing, and how will you go about collecting this information for future use?

Teachers do collect formative data from ClassScape and other sources (i.e. STAR Early Literacy, STAR, Accelerated Reader and Accelerated Math) however, we could improve our combining this information into a more useable format to analyze throughout the year. This will allow us to make on-going adjustments to instructional practices by increasing the amount of differentiation within each individual classroom. Further collections and disaggregation of AIG student performance on formative and summative measures will be helpful in guiding classroom instruction.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. Reading proficiency is a priority because in grade 4 this measure fell and we did not meet AMO targets in reading for the white population (total population was met, however, with confidence interval). 2. Math for the total population is chosen as a priority because we did not meet growth in Math, Grade 5, nor did we meet the AMO for the total population (78.3%). Additionally, although we met AMO in Math for the white population, it was met with safe harbor. 3. Also, Grade 4 saw a decrease in proficiency in Math and Reading.



Goal 1 and Associated Strategies				
Plan/Do	NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
	OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	School Goal 1:	Sand Ridge Elementary students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	Student non-proficiency on state assessments will decrease by 10% over the life of the plan.		
	Indicator: (Measure)	All students will meet target proficiencies.		
	Strategy: (Needs Assessment, Question #4)	Teachers will differentiate instruction to meet the needs of students in reading and math (K-5) and science at Grade 5.		
	Action Steps: (Processes/How)	1 Teachers will utilize data notebooks to document their collections and analysis of assessment data.		
		2 Teachers will document the selections of differentiated instructional practices based upon assessment data.		
		3 All teachers will use a variety of technology resources and STEM resources in their instruction.		
		4 All teachers will provide students with STAR Assessment/STAR Early Literacy Assessment and use Accelerated Reading and Math.		
		5 Teachers in grades 4 and 5 will continue to implement AVID with grade 3 instructors initiating implementation of AVID strategies in 12-13 school year.		
		6 Students not progressing adequately as measured by formative assessments will receive remediation from our reading specialist, literacy facilitator, tutors or exceptional children's teachers (if identified as EC), utilizing such programs as Marie Carbo, NumberWorlds and Corrective Reading.		
	Strategy: (Needs Assessment, Question #4)	Teachers will increase global awareness content and activities provided to the students.		
	Action Steps: (Processes/How)	1 All students will attend sessions in the Global Studies Lab.		
		2 The Spanish Immersion Program will be implemented in Kindergarten and will be added to grade 1 (13-14 School Year) and grade 2 (14-15 School Year).		
		3 Interested teachers will participate and complete a computer-based, second language acquisition program.		
4 Teachers will provide students lessons on Digital Citizenship.				
Three-year Proposed Budget:				
Funding source 1:	State funds for at-risk students	Funding amount:	\$15,000	
Funding source 2:	Federal funds - Title I	Funding amount:	\$112,000	
Funding source 3:	School general funds	Funding amount:	\$8,500	
Funding source 4:	Local district funds	Funding amount:	\$7,800	
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$143,300	
Action Team: (Who is responsible)	All Teachers, Literacy Facilitator, Reading Specialist, Media Center staff, Administration			



Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Teacher documentation of classroom data and analysis, K-2 Assessment Data, 3-5 ClassScape Assessment Data, Student Proficiencies on 3-5 Ready EOG's, Record of Global Studies Lab Activities, Lesson Plans (Differentiated Instruction, Global Content, Technology, STEM resources), completion of Second Language Program, and added Spanish Immersion classes at Grades 1 (2012-2013) and 2 (2013-2014).
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	We will be reviewing ClassScape, Reading 3D and K-2 Benchmark Assessments and teachers' data collection documents throughout the year to identify individual students in need of further remediation. We will examine the use of our Global Studies Lab and review Lesson Plans to identify differentiation efforts in place.
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
	<p>(2012-2013)</p> <ol style="list-style-type: none"> 1. In grades K-2, our math data indicates the following proficiency percentages: Kindergarten (89%), 1st Grade (85%), 2nd Grade (67%). 2. In K-3, TRC data indicates the following proficiency percentages: Kindergarten (35%), 1st Grade (70%), 2nd Grade (83%), 3rd Grade (69%)/ 3. In K-3, Dibels data indicates the following proficiency percentages (meeting benchmark): Kindergarten (48%), 1st Grade (69%), 2nd Grade (86%), 3rd Grade (80%). 4. In grades 3-5, our identified subgroups for Reading and Math are All Students, White Students, Economically Disadvantaged Students and Students with Disabilities. Our Identified subgroups for Grade 5 Science are All Students, White Students and Economically Disadvantaged Students. 5. Reading: (All Students) We met the state and federal targets of 43.9% with the confidence interval by achieving a proficiency of 40.4%. 6. Reading: (White Students) We did not meet the state and federal targets of 56.6%. We achieved a proficiency of 41.5%. 7. Reading: (Students with Disabilities) We met the state and federal targets of 12.9% with the confidence interval achieving a 10.9% proficiency. 8. Reading: (Economically Disadvantaged Students) We met the state and federal targets of 28.7% by achieving a 36.3% proficiency. 9. Math: (All Students) We met the state and federal targets of 42.3% with a confidence interval by achieving a proficiency of 39.4% 10. Math: (White Students) We did not meet the state and federal targets of 53.8%. We achieved a proficiency of 39.5% 11. Math: (Students with Disabilities) We met the state and federal target of 12.4% by achieving a proficiency of 15.2% 12. Math: (Economically Disadvantaged Students) We met the state and federal targets of 27.7% by achieving a proficiency of 29.4% 13. Science: (All Students) We met the state target of 52.2% with the confidence interval achieving 50% proficiency. 14. Science: (White Students) We met the state target of 64.7% with the confidence interval achieving 61.5% proficiency. 15. Science: (Economically Disadvantaged Students) We met the state target of 37.6% by achieving a proficiency of 46.7%. 16. Schoolwide in Reading and Math, we exceed expected academic growth. 17. Instructional Intervention referrals at Grade 3 remain the highest as does the number of EC evaluation referrals from the II team.



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

(2013-2014)

Act

1. Review ClassScape, Reading 3D and K-2 Benchmark Assessments and teachers' data collection documents throughout the year to identify individual students in need of further remediation.
2. A template for a data notebook will be created and distributed to Teachers.
3. We will examine the use of our Global Studies Lab and review Lesson Plans to identify differentiation efforts in place. A method will be created to collect differentiation efforts school-wide and will be shared with all staff.
4. Utilize Encore teacher's availability (open period) to work with math students to improve proficiency.
5. Utilize instructional coach to analyze data and plan strategies with classroom teachers to improve proficiency in reading, math, and science.
6. Research elementary STEM resources that could be utilized in the classroom to raise science and math scores.
7. Teachers will continue to provide lessons in digital citizenship.
8. We will add two reading newsletters to the school's website to support parent/family reading strategies in the home.



Goal 2 Needs Assessment

NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
OCS Goal 2:	Onslow County schools and students will be led by creative, passionate, and technologically skilled professionals.
School Goal 2:	Sand Ridge Elementary students will be led by creative, passionate, and technologically skilled professionals.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

The 360° Survey indicated that 100% of the staff believe that they are held to high professional standards.

2. What does the analysis tell you about your school's gaps or opportunities?

Based upon the 360° Survey of staff, 61% felt that the professional development provided to them was supportive of creative teaching and learning. The 2012 Teacher Working Conditions Survey (TWC) indicates that 47.4% of the staff feel that professional development is differentiated to meet the individual needs of the teachers. Additionally, 68.4% indicated that follow-up existed for professional development and 47.2% indicated that there was evaluation of professional development with results communicated to staff. Staff have indicated through discussions during staff meetings, those held with school administrators and at PLC meetings, that they do not have a strong ability to collect and analyze formative and summative achievement data in order to design individual instructional plans as needed or differentiate instruction within the classroom. They have also indicated through discussions they feel the need for further skill training on the variety of technological resources available at SRE. The TWC also indicates 71.8% of the staff believe they receive adequate assistance in managing student conduct. Although there was 37% reduction in total number of referrals from 09-10 to 10-11, there was no decrease in referrals for student misconduct in 11-12. The areas indicating the highest concern are classrooms, common areas and buses. These areas constitute the whole school. Additionally, the number of unduplicated headcount (different students) has dropped, indicating fewer students committing additional infractions. This indicates an opportunity for a stronger, structured and comprehensive school-wide approach to student management is warranted.

3. What data is missing, and how will you go about collecting this information for future use?

In addition to providing the required on-going training required by NCDPI, we need to determine the specific needs of the staff for on-site professional development based upon their input. This will be collected through a locally-created, on-site survey of our certified staff.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. A better understanding of SRE staff professional development needs based upon direct feedback from personnel in order to lead to the offering of site-based, differentiated staff development.
2. A strong ability to collect and analyze individual, grade-level and school-wide student achievement data and effectively utilizing technology available with SRE for instruction.
3. The ability for the staff to provide a consistent, structured and positive reinforcement student management system, K-5.

Goal 2 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	School Goal 2:	Sand Ridge Elementary students will be led by creative, passionate, and technologically skilled professionals.		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	100% of Sand Ridge Elementary staff will be trained and will demonstrate the use of data to make decisions regarding instruction.		
	Indicator: (Measure)	Sand Ridge Elementary Teachers will effectively use data to make sound instructional decisions positively impacting student achievement.		
	Strategy: (Needs Assessment, Question #4)	Staff development will be provided to all teachers in the use of data-driven decision making regarding instruction.		
	Action Steps: (Processes/How)	1 Assess teachers to determine what they already know about interpreting student achievement data.		
		2 Provide further training on the PLC model.		
		3 Provide training to all teachers on the analysis and interpretation of student achievement data.		
		4 Certified staff will participate in the required modules through NC Education.		
	Strategy: (Needs Assessment, Question #4)	Staff development will be differentiated based upon the specific needs identified.		
	Action Steps: (Processes/How)	1 Staff will be surveyed to determine specific areas in need of individualized staff development.		
		2 Based upon current discipline data and staff feedback, staff will be provided training in order to establish a structured, comprehensive, school-wide student management program.		
		3 Staff will be provided technology support and training on site-specific resources.		
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$1,200	
Funding source 2:	Federal funds - Title I	Funding amount:	\$1,500	
Funding source 3:	Local district funds	Funding amount:	\$750	
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$3,450	
Action Team: (Who is responsible)		SPT Goal 2 Team, Classroom Teachers, Administration		

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Rosters from trainings on Data Analysis and PLCs, certificates from completion of modules, development and use of the results from a survey of staff development needs
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	ClassScape Assessments, EOG Ready Assessments and staff survey data.
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
	(2012-2013) 1. Teachers were assessed to determine what they already knew about interpreting student achievement data and based on the results, training was provided to all certified staff. 2. All certified staff and instructional teacher assistants were given additional training on the PLC model. 3. One hundred percent of the 12-13 SY certified staff completed the required modules through NC education. 4. A core team of individuals was trained in Module 1 of PBIS. This group provided direction and training on various strategies to enhance our school-wide student management methods. 5. There was no additional training regarding site-specific technology resources. 6. Certified staff were surveyed to determine the specific areas needed to plan staff development in order to positively impact student achievement. The following areas were indicated as needed: Technology Use in the ELA curriculum, research-based math interventions, Mimeo and 21st Century Skills. 7. One hundred percent of the 12-13 SY staff completed CPI training.
Act	Based upon identified results, what action should be taken? (Next steps)
	(2013-2014) 1. Training will be organized for the following: Technology Use in the ELA Curriculum, research-based math interventions, Mimeo and 21st Century Skills. 2. Training will continue in global education, CPI and classroom and school-wide student management methods. 3. CPI Training will continue to ensure that all returning staff maintain their certification and all new staff become fully certified in order to have one hundred percent of staff trained in these methods. 4. All new certified staff and any teacher wishing a refresher will receive training on the analysis and interpretation of student achievement data. 5. Staff will receive training on reading strategies to help motivate and engage boys. 6. Staff will receiving training to support student behavior and achievement of EC students while in the regular education classroom. 7. Certified staff will complete the required NC Education training modules for the 13-14 School Year. 8. Discipline data shared with the staff will be reviewed to determine effectiveness of student management strategies. 9. All teachers in grades 2 and 3 will attend Read to Achieve training.

Goal 3 Needs Assessment

NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.
OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
School Goal 3:	Sand Ridge Elementary students will learn in a safe and civil environment to be ethical, healthy and productive citizens.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

The 360^o Survey indicates that 94% of the staff feel safe most of the time. The students indicated that 82% of the time they feel safe in the classroom. There has been a reduction in total number of referrals from a high in the school year 09-10 of 332 to 210 in 10-11 school year and 212 in the 11-12 school year. The number of different students committing infractions has dropped from 137 in school year 09-10 to 96 in the 10-11 school year to 87 in the 11-12 school year. There are levels of conduct determined by the staff that guide referral decisions. Additionally, we have a 5th grade safety patrol who provide an extra set of support to morning arrival and afternoon dismissal procedures. Non-violent Crisis Prevention Training (CPI) is provided to staff several times per year. The majority of instructional and support staff are trained in CPI. Four external doors were outfitted with electronic pass keys allowing these doors to be locked throughout the entire school day.

2. What does the analysis tell you about your school's gaps or opportunities?

First grade had the highest number of referrals for the 11-12 school year. A little more than half the teachers felt an atmosphere of trust and mutual respect is evident in the school (60.5%). The types of referrals often fell in levels 1 and 2 with a number of referrals originating from the same students while the level system indicated referrals to administration should originate from infractions in level 3. There were inconsistencies in the use of the levels of student behavior resulting in student referrals. The TWC also indicates 71.8% of the staff believe they receive adequate assistance in managing student conduct. Although there was a 37% reduction in total number of referrals from school year 09-10 to 10-11, there was not a

significant decrease in referrals for student misconduct in 11-12. The areas indicating the highest concern are classrooms, common areas and buses. These areas constitute the whole school. Additionally, the number of unduplicated headcount (different students) has dropped, indicating more students committing additional infractions. Students indicated via the 360° Survey that they felt safe most of time on the bus (50%), cafeteria (65%), hallways (56%), outdoor areas/playground (45%) and restrooms (58%). This indicates an opportunity for a stronger, structured and comprehensive school-wide approach to student management is warranted.

3. What data is missing, and how will you go about collecting this information for future use?

Discipline referral data, although disaggregated by grade level, location and gender provided monthly to the staff was not accompanied by further analysis by grade level teams in order to guide teacher decisions on student management. The analysis and action steps each grade level will take based upon discipline referral data will be shared with administration and the whole staff monthly.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. (The top three priorities become strategies.)

1. There needs to be a sound, comprehensive, school-wide positive behavior management program established and implemented. 2. The behavior management plan should be consistently enforced by all staff resulting in a decrease in overall incident referrals. 3. A school-wide anti-bullying program is needed to support students at the elementary level and as they transition to middle school and to increase feelings of safety in common areas.

Goal 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	School Goal 3:	Sand Ridge Elementary students will learn in a safe and civil environment to be ethical, healthy and productive		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	10% decrease in the number of incident referrals with less than 1% of the incidents coming from bullying over the life of the plan.		
	Indicator: (Measure)	Reduction in incident referrals and an increase in feelings of safety in all school areas each year.		
	Strategy: (Needs Assessment, Question #4)	All staff will follow a school-wide Positive Behavior Management Program.		
	Action Steps: (Processes/How)	1 A core group of staff will attend the Positive Behavior Management Training provided by OCS.		
		2 A core group of staff will provide the information/skills gained from the Positive Behavior Management Training by OCS to the whole instructional staff.		
		3 A school-wide established positive behavior management program will be created and will be consistently followed by all staff.		
		4 The positive behavior management program will include input from and implementation by bus drivers.		
	Strategy: (Needs Assessment, Question #4)	Increased awareness of Bullying and how to create a bully-free school.		
	Action Steps: (Processes/How)	1 Each morning, all staff and students will recite the anti-bullying pledge.		
		2 A minimum of quarterly anti-bullying lessons will be provided to all students.		
3 All students and staff will participate in a school-wide, anti-bullying activity in conjunction with SHS.				
Strategy: (Needs Assessment, Question #4)	Further efforts will be made to enhance physical security on campus.			
Action Steps: (Processes/How)	1 Additional doors will be outfitted with security electronic pass key locks.			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$385	
Funding source 2:	Local district funds	Funding amount:	\$2,400	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$2,785	

Action Team: (Who is responsible)	SPT Goal 3 Team, Administration, Counselor, All Staff
What data will be used to determine whether the strategies were deployed with fidelity?	
Incident referral data, the structured positive behavior management program, student, parent and staff surveys	
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
We will review the incident referral data monthly as well as the analysis and action steps determined by grade level teams in response to this data.	
What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)	
Check	<p>(2012-2013)</p> <ol style="list-style-type: none"> All staff members use components of safe and civil strategies along with selected PBIS methods to reinforce students making positive choices in the classroom and common areas focusing on civil behavior. SRE initiated the following safe and civil/PBIS strategies: Clip Chart, Guidelines for Success Matrix, SHARKS Acronym describing SHARKS posture, Bus Rider of the Week, Think Stations, Behavior Chart Communication to Parents, Use of Reinforcer Survey for At-Risk Students. Anti-bullying pledge posters with the pledge are to be posted in each classroom and recited daily. Project Wisdom announcements were provided and the use of this information encouraged within the classroom. The school participated in an Anti-bullying March in May. Our counselor worked within individual classrooms and grade levels to reinforce our anti-bullying stance. DARE program is provided to grade 5 students. Safety Patrol continues to be a source of school community support from these student leaders. Firm & Consistent Newsletters are provided monthly to parents via our school's website. These newsletters provide parents useful information to support strong academic support skills in the school and home. All classrooms are outfitted with emergency bags and the Emergency Operations Manual as it applies to SRE was provided to select staff along with all staff receiving the emergency procedures flip-chart. All classroom teachers updated their emergency bags. Monthly fire drill procedures were conducted as well as tornado drills as required. All staff participated in required safety training at the beginning of the year. One hundred percent of the staff is Crisis Prevention Intervention certified. Initial findings from an analysis of 3-year trend data and effectiveness of procedures show the following data results. There was a significant drop in the number of referrals from 2011-2012 to 2012-2013, especially in the three noted areas of concern. Aggressive Behavior, Disruptive Behavior and Bus Misbehavior are the three greatest student management concerns. Attendance is above 95% and relatively stable from year to year. Approximately 12.5% (SY 10-11), 13.8% (SY 11-12), 22.4% (SY12-13) of the students referred to administration arise from the EC population. The use of ISS and OSS as consequences have lessened. There has been a reduction in the number of students referred that are Non-Hispanic (20.8%, 21.8%, 7.5%) over the three years. The number of male students referred to administration exceeds the number of female students. Although there has been a reduction in the number of referrals in all three major locations (classrooms, common areas and buses), the highest number still originates on the buses. The Assist Survey indicated that 84.17% of the students in grade K-2 feel they are safe at school and 73.45% students in grades 3-5 answered agree to the statement "My school is safe and clean." The parents indicated that the school provided a safe learning environment with a 94% affirmation of this statement.



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

(2013-2014)

Act

1. Anti-Bullying classroom guidance will continue as will the DARE program in grade 5 and participation in a local anti-bullying march.
2. The Town Hall Meetings will be organized by the Guidance Counselor in the classroom setting rather than the multi-class setting.
3. The bus rider of the week program will continue to reduce the number of referrals originating from buses.
4. The student leadership program, Safety Patrol will continue.
5. The positive behavior newsletters will continue to be provided via the website.
6. The intruder drills will be continued in addition to other required drills.
7. We need to continue to outreach and partner with external businesses and safety agencies (i.e. Bear Creek Volunteer Fire Department, Tideland News, Woodmen of the World) and increase these partnerships to include other agencies and businesses such as local law enforcement.
8. CPI Training will continue to ensure that all returning staff maintain their certification and all new staff become fully certified in order to have one hundred percent of staff trained in these methods.
9. Bus Rider of the Week program will continue.
10. To help assist at risk students, we need to increase the use of school counselor, school social worker, School Psychologist and EC Service Providers to early intervention services or professional development to staff regarding students identified as at-risk for academic failure or aggressive, disorderly or disruptive behavior or present challenges to student management.
11. The Safe Schools Notebook will continue to be updated and maintained meeting regulations.



Goal 4 Needs Assessment

NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.
OCS Goal 4:	Leadership will foster innovation in the Onslow County School system in cooperation with families and community partners.
School Goal 4:	Leadership will foster innovation in the Sand Ridge Elementary School in cooperation with families and community partners.

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

According to the Teacher Working Conditions Survey (TWC), teachers are providing parents/guardians with useful information about student learning (97.4%) and the staff believe they maintain clear, two-way communication with the community 81.6%). The school calendar does indicate several community engagement days in the 11-12 school year (i.e. "Souper" Bowl Night, Fall and Spring Book Fairs, Dr. Seuss Nights, Open Houses, Spring Fling, etc.). Approximately 62% of our population is connected to active duty military.

2. What does the analysis tell you about your school's gaps or opportunities?

Only ten (10) parents completed the 360° Survey for the 11-12 school year. The 11-12 BASES data compared to past data compiled shows that our PTO membership and the number of volunteers have declined markedly over the last two years. There is a need for increased opportunities for community and parent involvement at the school and increased efforts for outreach to the military of our community

3. What data is missing, and how will you go about collecting this information for future use?

Parent surveys on the 360° instrument was very low (10). In order to collect this data, several opportunities such as setting up a lab for them to complete the survey during an open house or a community engagement day would increase participation.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. Increase community and parent involvement. 2. Increase community and parent volunteerism. 3. Increase PTO membership.



Goal 4 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	School Goal 4:	Leadership will foster innovation in the Sand Ridge Elementary School in cooperation with families and community partners.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	A 10% increase in community involvement at school activities/events over the life of the plan.		
	Indicator: (Measure)	Community members and families will attend and participate in school-wide events.		
	Strategy: (Needs Assessment, Question #4)	Provide opportunities for community and family involvement.		
	Action Steps: (Processes/How)	1 Schedule school-wide community engagement opportunities (minimum of 4).		
		2 Establish an outreach activity emphasizing our connection with the military.		
		3 Increase frequency and quantity of notifying families of events with an emphasis on the use of technology(i.e. School Messenger, school website).		
		4		
	Strategy: (Needs Assessment, Question #4)	Provide opportunities for volunteerism by parents/guardians and community members.		
	Action Steps: (Processes/How)	1 Construct and distribute a survey for parent/guardian input on school volunteerism to include identifying obstacles.		
		2 Advertise PTO meetings and events with an emphasis on the use of technology (i.e. School Messenger).		
3 Create a volunteer handbook.				
4 Establish a volunteer appreciation event.				
How will we fund these strategies?				
Funding source 1:	Federal funds - Title I	Funding amount:	\$1,850	
Funding source 2:	Local district funds	Funding amount:	\$600	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:	\$2,450	
Action Team: (Who is responsible)		SPT Goal 4 members, All Staff, Administration		

	What data will be used to determine whether the strategies were deployed with fidelity?
	Attendance rosters at all events, PTO membership, BASES reports, Volunteer Logs, evidence of Volunteer Handbook and Appreciation Events
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	After each scheduled event, we will review attendance and participation and provide follow-up gathering of data to determine reasons for success and areas for needed improvement. Monthly BASES Information will be reported to staff.
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Check	<p>(2012-2013)</p> <ol style="list-style-type: none"> 1. Fall 2012 Open House had 506 attendants and the Book Fair over the course of six days net a profit of \$5863.43. Spring 2013 Open House had 226 attendants and the Book Fair over the course of six days profited \$6024.38. A total of \$787 was donated during Souper Bowl night. A total of twenty teacher/teacher assistants made the soup for that event. 2. The Science Fair held January 2013 had 59 attendants. 3. SRE successfully provided opportunities for Marines to serve as testing proctors for End of Grade testing and help with Field Day. 4. All upper grades wrote letters to the troops as part of the Support the Troops effort partnering with State Employees Credit Union. This partnership also included our collection of much needed items sent to the troops deployed overseas. 5. Parents and students raised \$1279.76 to support Heifer International. 6. Efforts by students and staff raised \$4787.00 for the American Red Cross. Additionally, SRE hosted two Red Cross Bloodmobiles. 7. SRE has increased the use of communication with families through the following: SRE Facebook page, emails regarding registration information in English and Spanish, school messenger as appropriate, along with traditional methods of newsletters and flyers. 8. Literacy events were held by Title I staff in order to provide information and fun activities (i.e. Dr. Seuss Night).
	Based upon identified results, what action should be taken? (Next steps)
Act	<p>(2013-2014)</p> <ol style="list-style-type: none"> 1. A survey of parents and volunteers needs to be conducted at the beginning of the school year to see if and where they are interested in volunteering within the school. A volunteer handbook will be created and put into use for all volunteers. A volunteer appreciation breakfast or luncheon will be held. 2. We will also generate ideas for activities or events that increase our outreach to the families, businesses and agencies within the area. Community events such as Achieving Via Individual Determination (AVID) nights, Open House, cookouts, Souper Bowl Night, Technology Night, Bookfair, information nights will be held along with other community service learning projects (i.e. the Heifer Project, Canned Food Drives, etc.). 3. Encouragement to be involved in the PTO will continue. 4. A running data base will be created to track our community service projects and outreach efforts. 5. Guest speakers and their associated topics will be documented and a running list made available to the entire school. 6. We will continue providing resources to families through newsletters, the school website and other on-site opportunities. 7. Information to support student achievement in the area of literacy will be provided to parents by the Title I staff.



Goal 5 Needs Assessment

NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
OCS Goal 5:	The Onslow County Schools will be supported by effective and efficient processes and systems.
School Goal 5:	Sand Ridge Elementary School will be supported by effective and efficient processes and systems

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

According to the 360° Survey, the school staff feel they receive help efficiently and timely from the following areas: Front Office (91%), School Nurse (91%). They feel welcome and respected most of the time by the Front Office (89%) and Nurse (84%). The staff feel the school is neat and clean most of the time at 92%. According to the Teacher Working Conditions Survey (TWC), one hundred percent (100%) of teachers believe that they are held to high professional standards. Additionally, 94.7% indicate that they are encouraged to participate in school leadership roles and 92.1% feel trusted to make sound professional decisions about instruction. Additionally, 97.4% indicate that school administrators facilitate the use of data to improve student learning. Finally, 86.8% of the staff indicate that Sand Ridge Elementary is a good place to work and learn. According to the school master schedule, teachers are afforded 50 minutes of planning time daily and a 30-minute duty-free lunch daily.

2. What does the analysis tell you about your school's gaps or opportunities?

According to the TWC, 69.2% feel they have time to collaborate with colleagues, 61.5% indicate that they are allowed to focus on educating students with minimal interruptions and a mere 18.4% believe that efforts are made to minimize the amount of routine paperwork. This interpreted by the staff as efforts are not made to protect their planning time. Also, only 50% of the teachers feel they have an appropriate level of influence in the school. Additionally, 60.5% indicate there exists an atmosphere of trust and mutual respect while 51.3% of the staff feel comfortable raising issues and concerns important to them with administration. According to the 360° Survey, students feel welcome and respected as indicated in the following areas most of the time: Administration (66%), Bus (45%), Cafeteria (62%), Classroom (77%), Front Office (68%) and Counselor (61%).

3. What data is missing, and how will you go about collecting this information for future use?

We need to determine why staff members feel their daily planning time is not protected and why they feel uncomfortable raising issues and concerns of importance with school administration.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. **(The top three priorities become strategies.)**

1. Determine the sources of concerns regarding protection of planning time and receptivity of administration to staff approaching with concerns or issues. 2. Increase opportunities for staff to positively collaborate and build supportive relationships. 3. Increase perception of students that they are welcome and respected by staff in all areas.



Goal 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	School Goal 5:	Sand Ridge Elementary School will be supported by effective and efficient processes and systems		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancEd Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)	The percentage of "agree" and "strongly agree" will increase by 5% in all areas on the Teacher Working Conditions surveys of 2014.		
	Indicator: (Measure)	Sand Ridge Elementary School will become more welcoming to students and staff.		
	Strategy: (Needs Assessment, Question #4)	Sand Ridge Elementary School staff will develop strategies to minimize interruptions of planning time.		
	Action Steps: (Processes/How)	1 Certified staff will be surveyed to determine the sources of the planning time interruptions.		
		2 Actions will be determined to address the sources of planning time interruptions.		
		3 Staff will participate in articulation opportunities.		
		4		
	Strategy: (Needs Assessment, Question #4)	Sand Ridge Elementary staff will develop and provide activities to increase the opportunities for positive interactions amongst staff members including administration.		
	Action Steps: (Processes/How)	1 Provide a "positive" suggestion box for staff members to give ideas for school improvement.		
		2 Provide note cards and pens in the mailbox area for staff members to write short notes of encouragement to each other.		
3 Provide seasonal decorations in the Staff Cafe' to make the area more inviting.				
4 Provide the "parking lot" tool at staff meeting and trainings to get feedback.				
Strategy: (Needs Assessment, Question #4)	Sand Ridge Elementary staff will increase efforts to help students feel welcomed and supported in identified areas of the school.			
Action Steps: (Processes/How)	1 Provide a "positive" suggestion box for students to give ideas for school improvement.			
	2 Provide "sensitivity" training sessions to all staff members.			
	3 Allow students to participate in morning announcements a minimum of 4 times per month.			
	4 Provide transition activities for students to better prepare for movement to the next grade.			
How will we fund these strategies?				
Funding source 1:	School general funds	Funding amount:	\$750	
Funding source 2:	Federal funds - Title I	Funding amount:	\$350	
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		



			Total initiative funding:	\$1,100
Action Team: (Who is responsible)		SPT Goal 5 Team, All teachers and staff, Counselor and Administration		

Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>School-developed survey, 2014 TWC Survey, OCS student surveys, training rosters</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Increased number of positive responses on the TWC in 2014 and in the annual 360° Student Survey</p>
	<p>What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)</p> <p>(2012-2013)</p> <ol style="list-style-type: none"> 1. ASSIST Survey: Ninety-five percent of staff members feel that our school's leaders expect staff members to hold all students to high academic standards. Of the seventy-three parents who completed the survey, 99.12% feel that our school provides a safe learning environment. Fifty percent of the parents indicated that they feel the school uses financial resources effectively and 61% feel that the school provides opportunities for student to participate in activities that interest them. The indicated that they feel 99.12% feel that teachers want them to to do their best work (99.12%) and feel the administrators and teachers want every student to learn (95.2%). In grades 3-5, students indicated that the principal and teachers ask them what they think about school (27.88%) and in K-2, 57.53% of students state that their families like to come to school while in grades 3-5, 54.42% of students indicate that their teachers ask family to come to school activities. 2. A survey was distributed to determine more precise reasons why staff members feel they lose planning time. It was determined that the reasons included EOG testing and other duties required beyond the control of administration. 3. Student and staff suggestion boxes were put into place. The student suggestion box was not utilized effectively. 4. A positive note basket was placed in the teacher mailbox area so teachers could leave positive notes to one another. 5. A feedback parking lot was used during several staff meetings. 6. To increase staff interaction and learning more about one another, the staff café was seasonally decorated throughout the year and all staff participated in monthly breakfasts. A seasonal staff bulletin board was created near the school foyer and maintained monthly. 7. To provide students with an opportunity to present to their peers, every Wednesday students from each grade level would share the current time and weather from a different country. 8. "Step Up" day was created to give students a chance to see what they would be learning and looking forward to in the next grade level.
Act	<p>Based upon identified results, what action should be taken? (Next steps)</p> <p>(2013-2014)</p> <ol style="list-style-type: none"> 1. Student participation with morning announcements will continue every Wednesday by providing more globally-themed information. Correlating with the months character trait, one student will share the name of a famous person from their grade level's continent. 2. Students will participate in "Step Up" day again in early spring. 3. A student suggestion box will be placed in library again and it will be advertised during morning announcements to explain suggestion box and to encourage more student participation. Staff suggestion box will be placed in mailbox area and a google document will be created to record all suggestions weekly. 4. Staff monthly breakfast will continue and early release day luncheons have been added. The teacher café will continue to be seasonally decorated. The staff bulletin board will continue to be maintained monthly. 5. The positive note basket will stay in the mailbox area and teachers will be encouraged during staff meetings to share any positive notes they receive. 6. Staff parking lot will be used during staff meetings.

Safe School Plan

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Bridget L. Grady

Teachers: SPT Goal 3: Jessica Price, Elaine Selgren, Jenna Layton, Michelle Taylor, Shannon Kanavel, Robert Brink, Angelynn Agnello, Amanda Watkins, Maureen Scott

Teacher Assistants: SPT Goal 3: Kristy Chiras

Other School Staff: Frances Blue (Counselor)

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both. [\[OCS BOE: Policy Code 3430/ SSPN: I. Comprehensive Needs Assessment and Analysis\]](#)

Teachers collect formative assessment data and make instructional decisions in terms of differentiation. When a student does not progress/achieve appropriately, the instructor creates a Personalized Education Plan (PEP). If the interventions/strategies within the PEP do not result in expected progress, the teacher formally refers the student to the Instructional Intervention Team. This multi-grade level, multi-disciplinary team works with the instructor(s) to provide further support and intervention. Also, for students who present behavioral concerns and/or demonstrate a pattern of behavioral concerns, as seen by the instructor or other appropriate staff, the school counselor, school psychologist, administrators and if needed, school social worker join with the teacher and team to provide assessment of behavior and behavior support plans as needed.



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and

Teachers collect formative assessment data and make instructional decisions in terms of differentiation. When a student does not progress/achieve appropriately, the instructor creates a Personalized Education Plan (PEP). If the interventions/strategies within the PEP do not result in expected progress, the teacher formally refers the student to the Instructional Intervention Team. This multi-grade level, multi-disciplinary team works with the instructor(s) to provide further support and intervention. Also, for students who present behavioral concerns and/or demonstrate a pattern of behavioral concerns, as seen by the instructor or other appropriate staff, the school counselor, school psychologist, administrators and if needed, school social worker join with the teacher and team to provide assessment of behavior and behavior support plans as needed. Observations are made of students with recommendations provided to the classroom teacher. Individual and Small Group Sessions are available from the School Counselor. Interest Inventories are also used to assist the teachers and staff to learn more about the student and develop interventions.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program. [\[Alternative Learning Programs OCS: Social Skills Classes \(E/MS\), Homebound Instruction \(E/MS/HS\), Onslow County Learning Center \(MS/HS\)\]](#)

Only if absolutely necessary, do we choose to utilize homebound instruction.



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.) [\[SSPN: IV. Communication/ V. Emergency Operations Plan\]](#)

Goal: Sand Ridge Elementary students will learn in a safe and civil environment to be ethical, healthy and productive citizens

Target: 10% decrease in the number of incident referrals each year

Indicator: Number of incident referrals to administration

Milestone Date: 6/30/15

Goal: Sand Ridge Elementary students will learn in a safe and civil environment to be ethical, healthy and productive citizens.

Target: 10% increase in the feelings of safety in all school areas by students by 2015.

Indicator: Feelings of safety indicated on the annual student survey.

Milestone Date: 6/30/15

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs). [\[EOGs/EOCs, School Climate Survey, Title I Program Results\]](#)

Target: 10% increase in K-2 proficiencies in Reading, Math and Writing

Indicator: K-2 Proficiencies on Reading, Math and Writing

Milestone Date: 6/30/15

Target: Achievement of target proficiencies in 3-5 on Reading and Math

Indicator: Ready EOG Assessment

Milestone Date: 6/30/15

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Positive Behavior Management System	2012-2015				
Professional Learning Community Staff Development	2012-2013				
Digital Citizenship	2012-2013				

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School-wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x	x	
	Strategy 2	x	x			
	Strategy 3					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

We also provide a 4-week summer program for students who are determined that they are at-risk in the area of reading at the end of the school year. This is designed for rising 1st, 2nd and 3rd grade students.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses						

this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x			
	Strategy 2		x			
	Strategy 3					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:



High-quality and ongoing professional development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1		x			
	Strategy 2		x			
	Strategy 3					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					x
	Strategy 2					x
	Strategy 3					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Additionally, Non-violent Crisis Prevention Intervention Training (CPI) is offered to all SRE staff members and facilitated on-site by the principal. Our current principal is a certified trainer of CPI.

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1				x	
	Strategy 2				x	
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

We will be increasing the number of community engagement opportunities and activities in the 12-13 school year.

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on this strong start.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					x

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

We provide a 4-week summer transition program for Pre-K students. Additionally, our 4-week summer program for rising 3rd grade students includes a transition component in addition to literacy instruction.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x	x			
	Strategy 2		x			
	Strategy 3					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	x	x			
	Strategy 2	x	x			
	Strategy 3					x

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

All staff are trained on effective creation, documentation and monitoring of personalized education plans. These plans are monitored by the instructional staff on a schedule and the documents are reviewed by identified personnel each 9 weeks. Additionally, we have a multi-disciplinary instructional intervention team that has a structured approach to identifying students who have not attained proficiency despite classroom interventions. This team works closely with the teachers and parents to provide further recommendations for strategies to be used based upon the identified strengths and areas of need in the individual students. Significant and thorough documentation is maintained indicating the process and results.

Coordination and integration of Federal, State, and local services and programs: School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x	x	
	Strategy 2	x	x		x	
	Strategy 3					x

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

School Strategic Plan Glossary

Term	Description
ABC	NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.
Academic Rigor	A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.
Accommodation Plan under Section 504	A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.
Achievement Levels	Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.
Action Steps	Processes/how.
Action Team	A group organized as needed to conduct a continued improvement cycle.
AdvancED (Advancing Education in Excellence Worldwide)	An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACSCOC, and NSSE.
AIG (Academically Intellectually Gifted)	Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program.
Aligned System	A logical order of ideas, structure, or curriculum which progresses from one level to another.
AMOs (Annual Measurable Objectives)	A set of proficiency targets, differentiated by subgroup, developed by the NC Department of Public Instructions in the new Differentiated Accountability System approved as part of ESEA Flexibility.
Annual Capital Program of Work	A plan of work created pursuant to the Board's adoption of an annual capital budget.
AP Courses (Advanced Placement courses)	Nationally-developed courses offered in secondary schools for college credit (based on test results).
AVID-A K-16	College Readiness System that utilizes AVID Elementary, AVID Elective, AVID School-wide, and AVID Postsecondary strategies to empower students with academic skills, individual determination, and social adaptability as they prepare for career readiness and college graduation.
AYP (Adequate Yearly Progress)	An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals.
B.A.S.E.S. (Businesses Assisting Schools in Educating Students)	A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students.
Baldrige Criteria	A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and analysis, human resources development and management, process management and performance results.

Benchmarking	An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.
BOE	Board of Education.
CIA	Curriculum, Instruction and Assessment.
ClassScape	ClassScape is an assessment tool that was created to be used only by North Carolina public and charter schools.
Common Core	The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.
Consensus	The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.
Core Values	An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual).
Culture	Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church).
Deployment	The systematic process of introducing an activity or process in all applicable areas of an organization.
Differentiated Instruction	A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students.
DPI (Department of Public Instruction)	The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education.
EC Program (Exceptional Children Program)	Designed to meet the needs of students with handicapping conditions.
Elements	An instructional management and assessment process used by Career Technical Education.
Enduring Understanding	States what we want student to know, understand, and be able to apply years from now, even after they have forgotten the details
EOC (End-of-Course tests)	State tests in designated subject areas in grades 9-12.
EOG (End-of-Grade tests)	State tests in designated subject areas in grades 3-8.
ESL (English as a Second Language)	Refers to a program serving students whose primary language is not English.
Essential Standards	The essential standards are those skills, understandings and learning experiences that a student must master at each grade level to move to the next grade level. Essential standards are the "must have" goals of the curriculum and help teachers focus on the higher-order knowledge and skills that all students should master.

ESEA Flexibility (Waivers)	A waiver package designed by the US Department of Education designed to provide states, districts, and schools with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.
ETSC (Education and Technical Support Center)	The complex that houses the Support Staff for the Onslow County School System.
EVAAS (Education Value-Added Assessment System)	SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement.
External	Those things or people from outside an organization which affect the operations of that organization.
Facilitator	A person who leads a group through a meeting or process by making the task easier.
Fidelity	In the field of program evaluation, the term fidelity denotes how closely a set of procedures were implemented as they were supposed to have been. For example, it's difficult to draw conclusions from a study about formative assessment in school classrooms if the teachers are not able or willing to follow the procedures they received in training.
Formative Assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance. It is commonly contrasted with summative assessment, which seeks to monitor educational outcomes, often for purposes of external accountability.
G. S. (General Statute)	A state mandate or law.
Goal	The end toward which effort is directed.
Honor Schools of Excellence	A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards.
Human Resource System	Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder.
IEP (Individual Education Plan)	A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.
IHE (Institutions of Higher Education)	Refers to community colleges, colleges, and universities.
Indicator	Measure. Sample: Student attendance rate.
Internal	Those things or people within an organization which affect the operations of that organization.
JobReady	A program which focuses on preparing students for the workforce.
LEP (Limited English Proficiency)	Refers to students whose primary language is not English.
Linkage	A factor that causes two or more ideas to relate to one another.
Literacy	Achievement which shows that the subject has been sufficiently mastered at a level commonly expected.

Low Performing and Priority Schools	Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program.
LRFNA (Long-Range Facility Needs Assessment)	The adopted long-range facility planning tool of the school system.
Mastery	Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred.
Mission	The purpose and focus of an organization.
MSL (Measures of Student Learning)	Common assessments to be given in all non-EOG/EOC grades and content areas in order to measure student growth and proficiency.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
NSSE (National Study of School Evaluation)	A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation.
OCLC (Onslow County Learning Center)	An alternative school for students who require special services for behavior modification.
Percentile	A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him.
Performance Assessment	Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and process involved.
Process Management System	The system of processes that is designed and delivered to support the quality system.
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.
Purpose Statement	A purpose statement captures succinctly why the organization exists and what it does. It should be memorable enough so that everyone connected to the organization can remember it and use it.
Reading 3D	A reading assessment tool for K-5. It is currently used to assess text and reading comprehension at K-2 and is being piloted 3-5 at select sites.
Rubicon Atlas	An online repository for posting CIA unit plans.
Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
S.A.T., Inc. (Sponsors for Academic Talent, Inc.)	A nonprofit organization that provides scholarship for students who meet performance and volunteer standards.

SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement)	A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs.
SAT (Scholastic Achievement Test)	A national test required for entrance into many colleges and universities.
SBE (State Board of Education)	The governing body of the public schools of North Carolina.
School-based	Usually refers to decisions that are made at the school level and by those persons most affected by the decisions.
Schools of Distinction	Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
Schools of Excellence	Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program.
SDD	Standards Division Document.
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.
Subgroup	Under AYP, subgroups will be changing from 40 students to 30 students beginning with the 2012-13 school year.
Summative Assessment	The assessment of learning and summarizing the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.
Target	Desired result. Sample: Increase student attendance by 10%.
Testing Code of Ethics	Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.
Title I School-wide	The use of Title I funds by an eligible school to upgrade the school's overall instructional program.
TLC	Teacher Leadership Council.
TQM/TQE (Total Quality Management/Total Quality Education)	A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement.
Unpacking	The process of studying the Common Core and Essential Standards for the purposes of understanding the new standards, planning, and articulation.

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