

# Excellence in Education

Sand Ridge Elementary School  
“A Global Partner”  
Strategic Plan-2010-2012



First Day Back To School

Adopted by Onslow County Board of Education 2010



## Sand Ridge Elementary School Administration

Harold J. Jurewicz Sr.  
Principal

M. Bridget L. Grady  
Assistant Principal

Frances E. Blue  
Counselor

Joan Deaton  
Secretary/Treasurer

Amy Thaxton  
NC-WISE Data Manager

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Receptionist

Lisa M. Williams  
School Nurse

Yevetta Allen  
School Social Worker



## Principal's Message

Welcome to our 2010-2012 vision for the near future of Sand Ridge Elementary School and our commitment to ensuring students are prepared to meet the ever changing demands of the 21<sup>st</sup> century. It is exciting to start another year in the Sand Ridge community. This spring Sand Ridge Elementary School became a themed school; "*Sand Ridge Elementary School; A Global Partner*". We are also continuing our partnership with World View. World View has partnerships with school districts, independent and charter schools, community colleges, and four-year colleges. Our partnership demonstrates 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 is 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 own Sand Ridge community of learners as we strive to meet the 21<sup>st</sup> century goals set by the Onslow County Schools Board of Education and the North Carolina State Board of Education. We look to parents and other community members to help support that integration through 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 has met both federal and state expectations for AYP and ABCs for the 2009-10 school year; congratulations to students, staff and parents for a job well done.

These are exciting times for our students and we are proud to be a part of their lives.



## Sand Ridge Elementary School's 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 570, 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 experienced at Sand Ridge. Our dedication and commitment have enabled us to be recognized as meeting our AYP goals seven of the last eight years, to include last school year, and continue to be deemed a "School of Progress" by the North Carolina Department of Public Instruction for the previous five (2005-10) school years.

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,



## Sand Ridge Elementary School's Profile

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.

### Vision and Mission

#### Vision:

Students Reaching Excellence in the 21<sup>st</sup> Century

#### Mission

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

### 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 17 students in 4<sup>th</sup> and 5<sup>th</sup> grade, and 53 students in the nurturing program for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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 4<sup>th</sup> and 5<sup>th</sup> graders with intentions of moving into K-3 when the program becomes available.
- **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 5 students.
- **Exceptional Children's Program:** offers individualized education and related services for approximately 54 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.
- **Extracurricular programs:** provide additional opportunities for students to participate in after and during school programs.



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- **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.

### Staff, Student and Community Demographic Data

Currently, there are 79 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), eighteen of our licensed personnel have continued their education and have obtained a Master's degree, seven are working on their Master's degree, three are National Board Certified Teachers, and six are working towards the National Board certification (waiting on results).

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.



## Sand Ridge Elementary School's Profile

The current enrollment at Sand Ridge Elementary School is approximately 570, a decrease of over last year's total student population. The student turnover at Sand Ridge is likened to a "revolving door." During the 2009-10 school year Sand Ridge experienced a turnover of 144 students during the school year. Military orders account 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's racial make-up is somewhat similar: 71.4% white, 6.6% black, 1.9% Asian/Pacific islanders, 1.9% Native American, and 6.8% Hispanic. The small percentage of Hispanic population in our area keeps the number of Limited English Proficient (LEP) students very low. The English as a Second Language (ESL) teacher serves only 5 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.





## Sand Ridge Elementary School's Profile

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.

Support from parents for our school is also something that we can rely 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 15,807. There are 4,992 households, the average household income is \$48,411, 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.

Population Growth	Onslow county, NC	Hubert, NC 28539	United States
2009 Population	187,028	15,807	306,069,955
Population Change Since 1990	25%	40%	23%
Population Change Since 2000	24%	17%	9%

Household Income Levels	Onslow county, NC		Hubert, NC 28539		United States	
Less than \$10,000	3,668	6.89%	240	5.09%	8,541,381	7.5%
\$10,000 to \$15,000	2,508	4.71%	201	4.26%	5,034,842	4.42%
\$15,000 to \$20,000	3,400	6.39%	276	5.86%	5,858,403	5.14%
\$20,000 to \$25,000	3,976	7.47%	327	6.94%	5,792,898	5.09%
\$25,000 to \$30,000	3,622	6.81%	278	5.9%	5,651,159	4.96%





## Sand Ridge Elementary School's Profile

Household Income Levels	Onslow county, NC		Hubert, NC 28539		United States	
	Count	Percentage	Count	Percentage	Count	Percentage
\$30,000 to \$35,000	3,872	7.27%	375	7.96%	5,789,460	5.08%
\$35,000 to \$40,000	3,521	6.62%	330	7%	5,184,081	4.55%
\$40,000 to \$45,000	3,885	7.3%	338	7.17%	6,090,540	5.35%
\$45,000 to \$50,000	2,973	5.59%	239	5.07%	5,191,514	4.56%
\$50,000 to \$60,000	5,829	10.95%	598	12.69%	9,833,682	8.63%
\$60,000 to \$75,000	5,766	10.83%	568	12.05%	12,145,172	10.66%
\$75,000 to \$100,000	5,439	10.22%	605	12.84%	14,609,239	12.83%
\$100,000 to \$125,000	2,387	4.48%	123	2.61%	9,332,925	8.19%
\$125,000 to \$150,000	1,112	2.09%	117	2.48%	5,152,822	4.52%
\$150,000 to \$200,000	609	1.14%	49	1.04%	4,548,486	3.99%
\$200,000 to \$250,000	136	0.26%	12	0.25%	1,597,543	1.4%
\$250,000 to \$500,000	127	0.24%	12	0.25%	1,899,913	1.67%
\$500,000 or more	394	0.74%	24	0.51%	1,646,187	1.45%
<b>Total Households</b>	53,224		4,713		113,900,247	

Population by Education	Onslow county, NC		Hubert, NC 28539		United States	
	Count	Percentage	Count	Percentage	Count	Percentage
Less than 9th grade	3,633	1.94%	209	1.32%	12,568,244	4.11%
Some High School, no diploma	6,297	3.37%	476	3.01%	17,851,075	5.83%
High School Graduate (or GED)	33,171	17.74%	2,781	17.59%	60,668,587	19.82%
Some College, no degree	27,802	14.87%	2,612	16.52%	39,230,323	12.82%
Associate Degree	11,323	6.05%	1,204	7.62%	15,191,193	4.96%
Bachelor's Degree	12,641	6.76%	1,016	6.43%	35,642,911	11.65%
Graduate Degree	5,633	3.01%	318	2.01%	21,006,795	6.86%
<b>Total Population</b>	187,028		15,807		306,069,955	



## Sand Ridge Elementary School's 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.

**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.

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 were utilized during the 2009-10 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 underwent a major shift during the 2008-2009 school year. For the past two years, students in grades four participated in a locally monitored writing instructional program that includes two content-specific writing selections, a benchmark test, and a summative sample in the spring. Beginning with the 2010-2011 school year, Onslow County Schools will implement a similar writing instructional program for student grades 3 & 5.



# Sand Ridge Elementary School's Profile

## Current Data Results

### 3<sup>rd</sup> Grade

Difference State Mean Percent Correct				
Reading Grade 3	2009-10	2008-09	2007-08	2006-07
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed.	-0.1	-1.4	-2.1	NA
Goal 3: Make connections through the use of oral language, written language, and media and technology	2.3	0.0	-2.0	NA
Literary Reading	0.7	-1.9	NA	NA
Informational Reading	0.7	0.6	NA	NA

Difference State Mean Percent Correct				
Math Grade 3	2009-10	2008-09	2007-08	2006-07
GOAL 1: Model, Identify, and compute with whole numbers through 9999	-2.6	-4.0	-5.2	-3.7
Goal 2: Recognize and use standard units of metric and customary measurement	-1.2	-5.7	-4.9	-4.2
Goal 3: Recognize and use basic geometric properties of two- and three-dimensional figures	0.2	1.2	-2.5	-2.8
Goal 4: Understand and use data and simple probability concepts	2.8	-6.6	-1.3	-9.7
Goal 5: Recognize, determine, and represent patterns and simple mathematical relationships	-3.1	-3.7	-2.6	-5.0

### 4<sup>th</sup> Grade

Difference State Mean Percent Correct				
Reading Grade 4	2009-10	2008-09	2007-08	2006-07
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed.	2.5	3.3	3.3	NA
Goal 3: Make connections through the use of oral language, written language, and media and technology	-0.4	2.9	0.5	NA
Literary Reading	-0.1	2.3	NA	NA
Informational Reading	3.4	3.6	NA	NA



## Sand Ridge Elementary School's Profile

### Difference State Mean Percent Correct

<b>Math Grade 4</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
<b>GOAL 1: Read, write, model and compute with non-negative rational numbers</b>	-1.3	-0.9	-1.0	0.5
Goal 2: Understand and use perimeter and area	0.5	0.4	-3.0	-2.6
Goal 3: Recognize and use geometric properties and relationships	1	2.5	3.9	3.0
Goal 4: Understand and use graphs, probability, and data analysis	-1.7	-1.2	2.0	3.6
Goal 5: Demonstrate an understanding of mathematical relationships	-3.5	0.5	1.7	-0.3

### 5<sup>th</sup> Grade

### Difference State Mean Percent Correct

<b>Reading GRADE 5</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Goal 2: Apply strategies and skills to comprehend text that is read, heard, and viewed.	1.6	0.2	1.6	NA
<b>Goal 3: Make connections through the use of oral language, written language, and media and technology</b>	-0.2	-3.7	-0.9	NA
Literary Reading	0.5	-1.6	NA	NA
Informational Reading	2.9	0.0	NA	NA

### Difference State Mean Percent Correct

<b>Math GRADE 5</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
<b>GOAL 1: Understand and compute with non-negative rational numbers</b>	-3.9	-6.7	-3.5	5.1
Goal 2: Recognize and use standard units of metric and customary measurement	-1.9	-7.5	5.7	3.8
<b>Goal 3: Understand and use properties and relationships of plane figures</b>	-5.4	-8.4	-0.9	0.6
Goal 4: Understand and use graphs and data analysis	0.8	-14.7	-0.9	2.1
Goal 5: Demonstrate an understanding of patterns, relationships, and elementary algebraic representation	-3.6	-3.6	0.0	5.6



# Sand Ridge Elementary School's Profile

5<sup>th</sup> Grade continued

## Difference State Mean Percent Correct

<b>SCIENCE GRADE 5</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Goal 1: Conduct investigations to build an understanding of the interdependence of plants and animals.	6.7	1.5	4.9	13.5
Goal 2: Make observations and conduct investigations to build an understanding of landforms.	7.5	3.5	4.0	11.6
Goal 3: Conduct investigations and use appropriate technology to build an understanding of weather and climate.	6.4	3.1	3.0	8.8
Goal 4: Conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.	8.1	2.8	6.0	13.9

### Discipline Comparison 2007-2010

School Year	Student Info		Gender		Ethnicity		Consequences		Incident Location			Grade Level					
	Total Referrals	Unduplicated Headcount	M	F	Caucasian	Non-Caucasian	OSS	ISS	Classrooms	Common Areas	Bus	K	1	2	3	4	5
07*08	257	151	107	44	111	40	43	N/A	95	52	110	64	37	33	42	31	50
08*09	277	143	100	43	107	36	39	27	115	117	45	29	37	16	74	83	38
09*10	332	137	95	43	103	34	44	51	145	100	87	56	39	50	48	37	102



## Sand Ridge Elementary School's Profile

### K-2 END-OF-YEAR ASSESSMENT PROFICIENCY RESULTS

#### GRADE: KINDERGARTEN

% STUDENTS PROFICIENT	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
READING	77.2	81.0	80.7	84.4	85.3	90.0	99.0	94.9
MATH	86.7	87.5	83.6	87.5	88.8	91.1	100	97.9
WRITING	74.5	74.5	75.4	81.7	83.4	85.0	93.2	83.8

#### GRADE: FIRST

% STUDENTS PROFICIENT	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
READING	83.6	83.2	77.5	79.7	82.4	83.8	85.6	91.3
MATH	84.8	85.8	83.1	82.2	83.9	86.3	92.4	91.3
WRITING	75.9	74.5	74.4	71.3	74.4	73.3	86.4	86.5

#### GRADE: SECOND

% STUDENTS PROFICIENT	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
READING	82.6	83.7	82.4	86.2	85.2	86.7	88.1	93.5
MATH	83.8	84.5	81.0	82.6	81.5	83.2	77.9	86.9
WRITING	69.0	69.8	67.1	70.0	70.2	68.0	69.8	89.7



# Sand Ridge Elementary School's Profile

Sand Ridge Made Adequate Yearly Progress  
 Sand Ridge Met 13 (or 100.0%) Out of 13 Target Goals  
**Reading Grades 3 through 5**

	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students With Disabilities
Number Of Students	272	1	2	16	21	29	203	133	4	36
Number Of Students Tested	272	1	2	16	21	29	203	133	4	36
Percent Tested	100%	*	*	*	*	*	100%	100%	*	*
Met 95% Target Goal?	Met	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Met	Met	Insuf Data	Insuf Data
Number Of Tested Students (Full Academic Year)	251	1	2	12	19	28	189	120	4	36
Target Goal Percent Proficient (At or Above Grade Level)	43.2%	43.2%	43.2%	43.2%	43.2%	43.2%	43.2%	43.2%	43.2%	43.2%
Percent Proficient (At or Above Grade Level)	70.1%	*	*	*	*	*	72.5%	60.8%	*	*
Percent Proficient with Growth	72.9%	*	*	*	*	*	74.6%	61.7%	*	*
Met AYP Proficiency Goal?	Met	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Met	Met	Insuf Data	Insuf Data
Number of Students Included in Growth	123	1	0	4	9	15	94	50	1	17
Percent Met Growth Expectation	56.9%	*	*	*	*	*	54.3%	50.0%	*	*
OAI Attendance%	95.6%	*	*	*	*	*	95.3%	95.1%	*	*
OAI Attendance Met?	Met	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Met	Met	Insuf Data	Insuf Data





# Sand Ridge Elementary School's Profile

## Mathematics Grades 3 through 5

	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students With Disabilities
Number Of Students	272	1	2	16	21	29	203	133	4	36
Number Of Students Tested	272	1	2	16	21	29	203	133	4	36
Percent Tested	100%	*	*	*	*	*	100%	100%	*	*
Met 95% Target Goal?	Met	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Met	Met	Insuf Data	Insuf Data
Number Of Tested Students (Full Academic Year)	251	1	2	12	19	28	189	120	4	36
Target Goal Percent Proficient (At or Above Grade Level)	77.2%	77.2%	77.2%	77.2%	77.2%	77.2%	77.2%	77.2%	77.2%	77.2%
Percent Proficient (At or Above Grade Level)	83.3%	*	*	*	*	*	84.7%	76.7%	*	*
Percent Proficient with Growth	83.7%	*	*	*	*	*	84.7%	77.5%	*	*
Met AYP Proficiency Goal?	Met	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Met	Met w/SH	Insuf Data	Insuf Data
Number of Students Included in Growth	123	1	0	4	9	15	94	50	1	17
Percent Met Growth Expectation	53.7%	*	*	*	*	*	56.4%	52.0%	*	*
OAI Attendance%	95.6%	*	*	*	*	*	95.3%	95.1%	*	*
OAI Attendance Met?	Met	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Insuf Data	Met	Met	Insuf Data	Insuf Data

\* = not calculated due to insufficient data (less than 40 students in the subgroup), Sand Ridge Attendance goal of 90.0% met with 95.6% attendance rate



## Sand Ridge Elementary School's 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
- School choice
- 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

**Vision and Mission Statements for (Sand Ridge Elementary)**

**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.





## Strategic Planning Process Historical Perspective

System-wide strategic planning began in the Onslow County School System in the mid-1980's with the district office and all schools, grades K-12, receiving accreditation through the Southern Association of Colleges and Schools (SACS). SACS accreditation continues to be an integral part of the strategic planning process within the Onslow County School System.

The most significant change in North Carolina's accreditation process came in 1983 with the enactment of the Basic Education Plan (BEP). This program introduced the opportunity and performance standards that addressed the availability of educational resources within each district. This plan guaranteed each child had access to the same educational program. The BEP Course of Study and class size ratios were the opportunity standards created.

In 1990, North Carolina legislated the school improvement process known as Senate Bill II (SBII). Under this process, each school developed a plan, complete with individual school goals and strategies for accomplishing each goal.

The North Carolina Performance Based Accountability Plan (PBAP), as established by the State Board under the directives of SBII required each local administrative unit to develop a 3-5 year plan to improve student performance. It included 30 performance indicators that schools and school systems had to meet. State testing was an important component of PBAP. This school improvement process lasted for three years and included the development, by each school, of a school improvement plan, which focused on the state-mandated performance indicators.

PBAP was followed at the state level by the ABC model for school improvement (1996). This model had a three-pronged focus—A: Accountability; B: Back to Basics; C: Local Control. The ABC model continues to be the school improvement model for all schools in North Carolina.

With the state changing the model for school improvement every few years, educators in Onslow County recognized the need for a consistent plan within the school system. In 1991, after much consideration, administrators adopted the improvement model based on "Effective Schools Research" as the foundation that schools and the school system, as a whole, would follow for the future. An effective school is defined as one "in which all students learn the specified curriculum, regardless of factors in their background which have ordinarily been identified as those which prevent such learning." There are seven correlates of effective schools—safe and orderly environment, climate of high expectations for success, instructional leadership, clear and focused mission, opportunity to learn and student time on task, frequent monitoring of student progress, and home-school relations. Using the correlates of "Effective Schools Research", the school system developed the original plan for school improvement, which the schools in the district would support with their individual plans.



## Strategic Planning Process Historical Perspective

In 1996, the Onslow County School System was invited to participate in a North Carolina consortium of school systems aimed at providing the structure needed to become an “excellent” school system. The initiative involved the components of Total Quality Education (TQE), modeled after the Total Quality Management Model created by Edward Deming. The focus of TQE is on “how” a job is planned and completed. The focus of the system moved from a school improvement to a strategic planning model. North Carolina followed this same approach by implementing a NC Public Schools Strategic Plan.

The alignment of the principles and standards of SACS, TQE, and the North Carolina Public Schools Strategic Plan with the components of the Onslow County Schools plan assured that an umbrella planning approach was created to avoid fragmentation of reform initiatives.

A key element of the first and succeeding plans is the link between data and the identification of areas for needed improvement. Through the use of disaggregated student achievement and behavior data, along with climate survey data from internal and external stakeholders, the plans are designed to give clear direction to the schools. Specific guidelines were established to assist schools in the development, implementation, and evaluation of the school strategic plans. Components were added to earlier plans to standardize processes and procedures at the central level in order for all departments to utilize a more cohesive and integrated approach for addressing the goals of the school system and working toward attainment of the vision of “Excellence in Education.” While the Baldrige criteria were added in the 2001-2004 plan to serve as an evaluative construct for finding ways to restructure processes to build a more aligned management system for decision-making and goal setting, a greater emphasis has been placed upon this criteria through the adoption of the set of core values, which are the building blocks for the Baldrige criteria for the planning phase (2005-2010).

With the Superintendent and the Board of Education’s early commitment to continuous improvement through strategic planning, very few of the guidelines and structures outlined in the plan have had to be changed over the years. After a careful review of the plan by the Quality Council, the administrators, school strategic planning team representatives, and district office staff, it was determined that the intent of the vision, mission, and goals from the 2005-2010 plan were still relevant. There were minor revisions that were approved by the board of education in the spring of 2010.

In the fall 2006, the mission, goals and indicators of the NC Public Schools Strategic Plan were revised to reflect a focus on “future-ready students for the 21st century.” To better align with the state’s revised plan, Onslow County Schools adopted a similar “future-ready” mission and goals. Results are stated in measurable terms with key measures for data collection. A three-year addendum was written in 2007 to ensure that the school system retained its focus on the improvement of student achievement



## Strategic Planning Process Historical Perspective

and learning opportunities for all students. The addendum was formulated to allow the system and schools to work together as a united team toward common goals, to chart progress along the way, and to measure successes for celebration and continuous improvement.

**I**n 2005, Onslow County Schools became the first district in the North Carolina to earn district accreditation under the guidelines of AdvancED SACS/CASI. The PreK-12 initiative is aimed at the system's determination to provide a seamless education for its students and to demonstrate its vision for "Excellence in Education".

**D**uring the 2009-2010 school year the system was awarded its five-year district reaccreditation from AdvancED, SACS/CASI. The final exit report from this entity, specifically the Commendations and Required Actions, are to be addressed in the writing of the district and school-level strategic plans for the 2010-2016 planning cycle.



## AdvancED Accreditation Standards SACS CASI

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) and the National Study of School Evaluation (NSSE) came together to form one strong and unified organization under the name AdvancED. AdvancED is the world's largest education community, representing over 23,000 public and private schools and districts in 30 states and 65 countries and serving nearly 15 million students.

Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified, clear and powerful accreditation process designed to help schools continuously improve. The unified standards and accreditation process became effective in 2007.

The **seven standards** described in this document are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As districts reach a higher level of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards has corresponding indicators and an impact statement.

The **indicators** are operational definitions or descriptions of exemplary practices and processes. Together, the indicators provide a comprehensive picture of each standard.

The **impact statement** describes characteristics, processes, and actions that would be observable and verifiable in a district that effectively implements the standard. The standards, indicators, and impact statements focus on systems within a district and systematic methods of attaining high student performance and organizational effectiveness. The standards and indicators are not isolated, but are systemic. They are related to and support other standards and indicators. For example: Using student assessment data for making decisions (4.3) is an indicator for Standard 4, Documenting and Using Results, because it is most closely related to this standard. However, data-based decision making is also an important aspect of effective leadership. A complete set of indicators for effective leadership can only be found when all of the standards are considered together. No one standard or set of indicators is complete without considering all seven as a collective whole. Consideration of this systemic "connectedness" is essential in understanding and applying the standards and indicators.





## AdvancED Accreditation Standards SACS CASI

### Standard 1: Vision and Purpose

**The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.**

**Quality School System Indicators:** *In fulfillment of this standard, the system:*

- 1.1 Establishes a vision for the system in collaboration with its stakeholders
- 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
- 1.3 Identifies system-wide goals and measures to advance the vision
- 1.4 Develops and continuously maintains a profile of the system, its students, and the community
- 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments and services
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate

**Impact Statement:** A system is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

### Standard 2: Governance and Leadership

**The system provides governance and leadership that promote student performance and system effectiveness.**

**Quality School System Indicators:**

**Governance:** *In fulfillment of this standard, the system operates under the jurisdiction of a governing board that:*

- 2.1 Establishes policies and procedures that provide for the effective operation of the system
- 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system
- 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
- 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources



## AdvancED Accreditation Standards SACS CASI

- 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
- 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations

**Leadership:** *In fulfillment of this standard, the system has leadership that:*

- 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
- 2.9 Creates and supports collaborative networks of stakeholders to support system programs
- 2.10 Provides directions, assistance and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
- 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- 2.12 Assesses and addresses community expectations and stakeholder satisfaction
- 2.13 Implements an evaluation system that provides for the professional growth of all personnel

**Impact Statement:** A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage shared collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

### **Standard 3: Teaching and Learning**

**The system provides research-based curriculum and instructional methods that facilitate achievement for all students.**

**Quality School Indicators:** *In fulfillment of this standard, the system:*

- 3.1 Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills
- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- 3.4 Supports instruction that is research-based and reflective of best practice



## AdvancED Accreditation Standards SACS CASI

- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.6 Allocates and protects instructional time to support student learning
- 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
- 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- 3.9 Maintains a system-wide climate that supports student learning
- 3.10 Ensures that curriculum is reviewed and revised at regular intervals
- 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

**Impact Statement:** A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process, provide opportunities for students to apply their knowledge and skills to real world situations, and give students feedback to improve their performance.

### **Standard 4: Documenting and Using Results**

**The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.**

**Quality School System Indicators:** *In fulfillment of this standard, the system:*

- 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and free of bias
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
- 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
- 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
- 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
- 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations



## AdvancED Accreditation Standards SACS CASI

**Impact Statement:** A system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

### **Standard 5: Resources and Support Systems**

**The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.**

**Quality School System Indicators:** *In fulfillment of this standard, the system:*

#### Human Resources

- 5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities
- 5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)
- 5.3 Establishes and maintains a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
- 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable

#### Financial Resources

- 5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement
- 5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures

#### Physical Resources

- 5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment



## AdvancED Accreditation Standards SACS CASI

- 5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders
- 5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment
- 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

### Support Systems

- 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students
- 5.12 Provides student support services coordinated with the school, home, and community

**Impact Statement:** A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and to comply with applicable regulations. The school employs and allocates staff that is well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

### Standard 6: Stakeholder Communication and Relationships

**The system fosters effective communications and relationships with and among its stakeholders.**

**Quality School System Indicators:** *In fulfillment of this standard, the system:*

- 6.1 Fosters collaboration with community stakeholders to support student learning
- 6.2 Uses system-wide strategies to listen to and communicate with stakeholders
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
- 6.5 Provides information that is meaningful and useful to stakeholders

**Impact Statement:** A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

### Standard 7: Commitment to Continuous Improvement



## AdvancED Accreditation Standards SACS CASI

**The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.**

**Quality School System Indicators:** *In fulfillment of this standard, the system:*

- 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
- 7.2 Engages stakeholders in the processes of continuous improvement
- 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning
- 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
- 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals
- 7.6 Monitors and communicates the results of improvement efforts to stakeholders
- 7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement
- 7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide
- 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts

**Impact Statement:** A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.





## Correlates of Effective Schools

### The First and Second Generation

A number of schools have been relying on effective schools research as the framework for their school improvement program. After three or four years, many claim that they have successfully met the criteria described in the research on the correlates of effective schools. These educators ask if there is anything that comes after, or goes beyond, these standards.

The concept of second generation correlates attempts to incorporate the recent research and school improvement findings and offers an even more challenging developmental stage to which schools committed to the Learning for All mission ought to aspire.

There are two underlying assumptions to keep in mind: First, school improvement is an endless journey. Second, the second generation correlates cannot be implemented successfully unless the first generation correlate standards are present in the school. In one sense, the second generation correlates represent a developmental step beyond the first and, when successfully accomplished, will move the school even closer to the mission of **Learning for All**.

#### 1. Clear and Focused Mission

First Generation: There is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.

Second Generation: The focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. The advocated mission will be **Learning for All** instead of "teaching for Learning for All". There will be continued learning of the educators as well as the students.

#### 2. Instructional Leadership

First Generation: The principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Second Generation: The concept of leadership will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This will help to create a "community of shared values". The role of the principal will be that of "a leader of leaders". Expertise is generally distributed among many, not concentrated in a single person.

#### 3. Climate of High Expectations for Success

First Generation: There is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills, and they believe that they have the capability to help all students attain mastery.

Second Generation: The emphasis placed on high expectations for success will be broadened significantly. Teachers will anticipate that some students did not learn to their expectations and will develop a broader array of responses and implement additional strategies such as reteaching and regrouping to assure all students do achieve mastery.

#### 4. Safe and Orderly Environment

Lezotte, Lawrence W. *Correlates of Effective Schools: The First and Second Generation*. Effective Schools Products, LTD.





## Correlates of Effective Schools

### The First and Second Generation

First Generation: There is an orderly, purposeful, businesslike atmosphere which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

Second Generation: The concept of a school environment conducive to **Learning for All** must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

#### 5. Frequent Monitoring of Student Progress

First Generation: Student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

Second Generation: The use of technology will permit teachers to do a better job on monitoring their students' progress and will allow students to monitor their own learning. The assessment emphasis will continue to shift away from standardized norm-referenced paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. The monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum.

#### 6. Opportunity to Learn and Student Time on Task

First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, planned, teacher-directed, learning activities.

Second Generation: Teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." The school is willing to declare that some things are more important than others; they are willing to abandon some less important content to be able to have enough time dedicated to those areas that are valued the most.

#### 7. Home/School Relations

First Generation: Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

Second Generation: The relationship between parents and the school must be an authentic partnership between the school and home. The best hope for students to learn what the school teaches is to build enough trust and enough communication to realize that both teachers and parents have the same goal – an effective school and home for all children!



# Baldridge National Quality Program

## Education Criteria for Performance Excellence

### Total Quality Education (TQE)

## 2009- 2010 Education Criteria for Performance Excellence

### Category 1 - Leadership

#### 1.1 **Senior Leadership:** How do the senior leaders lead?

- Examines key aspects of senior leaders' responsibilities; how they set and communicate the vision and values of the organization
- Focuses on senior leaders' actions to create a sustainable, high-performing organization with a focus on students and stakeholders

#### 1.2 **Governance and Societal Responsibilities:** How does the organization govern and fulfill social responsibilities?

- Examines key aspects of organization's governance system, including leadership improvement
- Examines how the organization assures that everyone behaves legally and ethically, fulfills its societal responsibilities and supports its key communities.

### Category 2 - Strategic Planning

#### 2.1 **Strategic Development:** How does the organization develop a strategy?

- Examines how the organization determines its core competencies, strategic challenges and strategic advantages
- Aims to strengthen the performance of the organization, students and their future success

#### 2.2 **Strategy Deployment:** How does the organization deploy the strategy?

- Examines how the organization converts its strategic objectives into action plans to accomplish the objectives
- Aims to ensure that strategies are successfully deployed for goal achievement

### Category 3 - Customer Focus

#### 3.1 **Customer Engagement:** How are students and stakeholders engaged to serve their needs and build relationships?

- Examines organization's processes for identifying and innovating programs, offerings, and services that serve students and stakeholders
- Aims to build relationships with students and stakeholders and increase their engagement with the organization

#### 3.2 **Voice of the Customer:** How is information obtained and used from students and stakeholders?

- Examines the organization's processes for listening to students and stakeholders and determines their satisfaction
- Analyses and uses student and stakeholder data to build a more student and stakeholder-focused culture



## Baldrige National Quality Program

### Education Criteria for Performance Excellence

### Total Quality Education (TQE)

#### **Category 4 – Measurement Analysis and Knowledge Management**

##### **4.1 Measurement, Analysis and Improvement of Organizational Performance:**

How is organizational performance measured, analyzed, and improved?

- Examines the organization's selection and use of data and information for performance measurement, analysis and review
- Aims to guide the organization's process management toward the achievement of key organizational results and strategic objectives

##### **4.2 Management of Information, Knowledge, and Information Technology:**

How are information, organizational knowledge and information technology managed?

- Examines how the organization ensures the quality and availability of needed data, information software and hardware for your workforce, students, stakeholders, suppliers and partners
- Aims to improve organization efficiency and effectiveness and to stimulate innovation

#### **Category 5 - Workforce Focus**

##### **5.1 Workforce Engagement:** How is the workforce engaged to achieve organizational and person success?

- Examines the organization's systems for engaging, developing and assessing the engagement of your workforce
- Aims to enable and encourage all members of the workforce to contribute effectively and to the best of their ability

##### **5.2 Workforce Environment:** How is an effective and supportive workforce environment built?

- Examines the organization's workforce environment, capability and capacity needs, how to meet those needs to accomplish the work of the organization and how to ensure a safe and supportive work climate
- Aims to build an effective environment for accomplishing the work and supporting the workforce

#### **Category 6 - Process Management**

##### **6.1 Work Systems:** How are work systems designed?

- Examines the organization's work systems, core competencies and work process decisions
- Aims to create value for students and other key stakeholders; improves educational effectiveness, prepares for potential emergencies and achieves organizational success and sustainability

##### **6.2 Work Processes:** How are key organizational work processes designed, managed and improved?

- Examines the design, management and improvement of key work processes



## Baldridge National Quality Program

### Education Criteria for Performance Excellence

### Total Quality Education (TQE)

- Aims to create value for students and stakeholders and achieves organizational success and sustainability

#### Category 7 – Results

##### 7.1 **Student Learning Outcomes:** What are the student learning results?

- Examines the organization's key student learning outcomes
- Aims to demonstrate the effectiveness of educational programs and activities across all student segments

##### 7.2 **Customer-Focused Outcomes:** What are the student and stakeholder-focused performance results?

- Examines the organization's students-and stakeholder-focused performance results
- Aims to demonstrate how well the organization is satisfying students and stakeholders and engages them in a long-term relationship as appropriate

##### 7.3 **Budgetary, Financial and Market Outcomes:** What are the budgetary, financial and market performance results?

- Examines the organization's key budgetary, financial and mark results
- Aims to understand the management and effective use of financial resources, financial sustainability and the market challenges and opportunities

##### 7.4 **Workforce-Focused Outcomes:** What are the workforce-focused performance results?

- Examines the organization's workforce-focused performance results
- Aims to demonstrate how well the organization creates and maintains a productive, learning-centered, engaging and caring work environment for all members of the workforce

##### 7.5 **Process Effectiveness Outcomes:** What are the process effectiveness results?

- Examines the organization's other key operational performance results not report in Items 7.1-7.4?
- Aims to achieve work system and work process effectiveness and efficiency

##### 7.6 **Leadership Outcomes:** What are the leadership results?

- Examines the organization's key results in the areas of leadership and governance, strategic plan accomplishment and societal responsibilities
- Aims to maintain a fiscally sound, ethical organization that fulfills its societal responsibilities and support its key communities



## Baldrige National Quality Program

### Education Criteria for Performance Excellence

#### Core Values and Concepts

The school system will continue its efforts toward achievement of excellence in education, adhering to the following set of interrelated Core Values and Concepts upon which the Baldrige Education Criteria were built.

#### **Visionary leadership**

Senior leaders play a crucial role in the development of a student-focused, learning-oriented climate. This requires the setting of clear and visible directions and high expectations. Senior leaders need to take part in the development of strategies, system, and methods for achieving excellence.

#### **Learning-centered education**

Learning-centered education places the focus of education on learning and the real needs of students. Such needs derive from the requirements of the marketplace and the responsibilities of citizenship. Schools of all types need to focus more on students' active learning and on the development of problem-solving skills.

#### **Organizational and personal learning**

Achieving ever-high levels of school performance requires a well-executed approach to organization improvement and personal learning. Learning needs to be embedded in the way the organization operates. This means that learning:

- ❖ is a regular part of the daily work of all students, faculty, and staff;
- ❖ is practiced at personal, departmental, and organizational levels;
- ❖ results in solving a problem at its source;
- ❖ focuses on sharing knowledge throughout the organization;
- ❖ are driven by opportunities to effect significant change and a desire to do better.

#### **Valuing workforce members and partners**

Success depends upon the knowledge, capabilities, skills, innovative creativity, and motivation of its faculty, staff, and partners. Success depends upon having meaningful opportunities to develop and practice new skills. Educational organizations need to build internal and external partnerships to better accomplish their overall goals. Partners should address objectives of the partnership, key requirements for success, means of regular communication, approaches to evaluating progress, and processes for adapting to changing conditions.

#### **Agility**

An increasingly important measure of organizational effectiveness is faster and more flexible response to the needs of stakeholders of the schools. This helps drive the simplification of work organization, quality, and productivity.



## Baldridge National Quality Program

### Education Criteria for Performance Excellence

#### Core Values and Concepts

#### **Focus on the Future**

Pursuit of educational improvement requires a strong future orientation and a willingness to make long-term commitments to students and to all stakeholders. Planning needs to anticipate many types of changes.

#### **Managing for Innovation**

Innovation means making meaningful changes to improve an organization's programs, services, and processes to create new value for the organization's stakeholders. This should lead to new dimensions of performance. It is important for providing ever-improving educational value to students and for improving all educational and operational processes.

#### **Management by Fact**

An effective educational improvement system needs to be built upon measurement, information, data, and analysis. A strong focus on student learning requires a comprehensive and integrated fact-based system – one that includes input data, environmental data, and performance data.

#### **Societal Responsibility**

An organization's leaders should be role models for the organization in focusing on ethics and the protection of public health, safety and the environment. Organization's leaders should stress responsibilities to the public, ethical behavior and the need to consider societal well-being and benefit.

#### **Focus on Results and Creating Value**

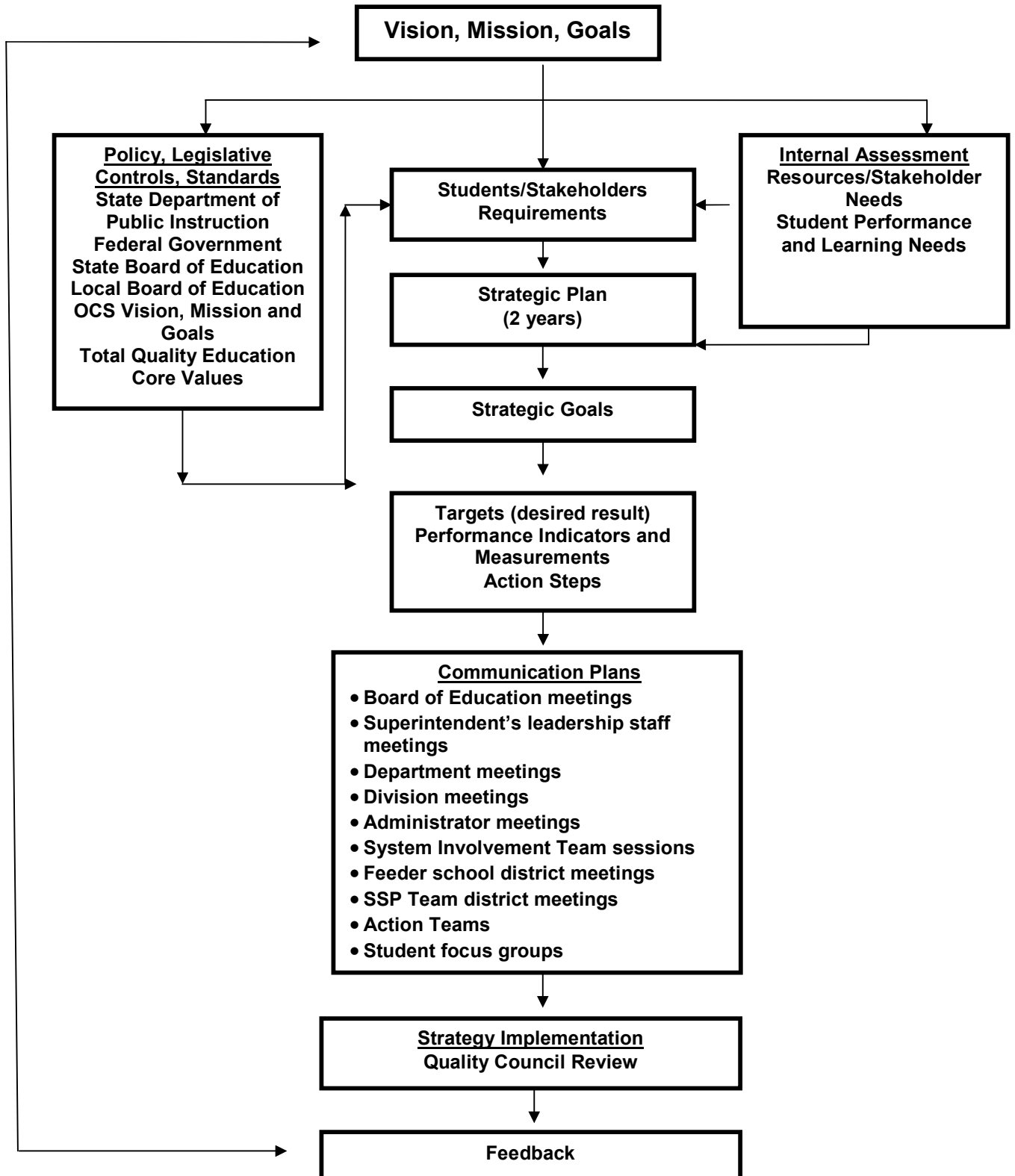
A school's performance system should focus on results – creating and balancing value for your students and key stakeholders. Strategies should ensure that actions and plans meet differing needs and avoid adverse impact on students and/or stakeholders.

#### **Systems Perspective**

An organization must have a systems perspective for managing the organization to achieve performance excellence. Successful management of overall performance requires synthesis and alignment. Synthesis means looking at the organization as a whole and building upon key educational requirements, including essential strategies and action plans. Alignment means using linkages among requirements in the Baldridge categories.



# Onslow County Schools Strategic Planning Process Flowchart







## OCS Strategic Planning Evaluation Process

The evaluation process for measuring the degree of success in the implementation of the procedures and strategies outlined in the strategic plan will be the analysis of collected data and the results achieved. Annual progress reports are crucial for monitoring achievement and for making changes in the plan as needed to accomplish the stated goals. These reports must be made at both the district and school levels. The district and each school have assigned responsibilities and are held accountable for the execution of the components listed in their plans.

Summaries with concrete data and tangible evidences are documented and used to make decisions relative to any modifications. Heavy emphasis is placed upon finding and examining trends in the data so accurate projections can be made and leadership responses can occur for refinement of the educational environment to increase the potential for improvement of student achievement. This will assure all students will be equipped with the skills and knowledge needed to meet the challenges of the future. A thorough and comprehensive assessment will be conducted every two years to examine the effectiveness of the implementation of the district plan.

To more accurately evaluate the effectiveness and the efficiency of central level support services to the individual schools, an examination of school leadership and staff perceptions will be made through gathering of multi-rater feedback from a 360° process. This feedback will come from an array of stakeholders, including teachers and students.

A comprehensive self-assessment and/or an external review by professional educators is needed to benchmark the system and the implementation processes against high performing organizations to gain a quality perspective on the impact of the plan. All targets and strategies within the strategic plan must be evaluated and compared to the correlates and characteristics related to a continuous improvement model.

Becoming a more data driven, results-oriented organization, which is responsive to the stakeholders (internal and external) at every level of the system, requires that all personnel become increasingly knowledgeable in the use of data and process analysis. This practice will improve the efficiency and effectiveness of the operations in every department, division, school and classroom. Cross-functional teams among and within departments should continue to be established and monitored as a means to evaluate operations and use the process analysis procedures. This would allow subsystems to be strengthened in all departments and divisions.

Technology advancements have given the system more sophisticated tools to use to assess data and uncover root causes for adjusting practices. Additional data can be collected and a more expeditious method of analysis can be made to give feedback to the stakeholders to accelerate the decision-making process. With an on-going



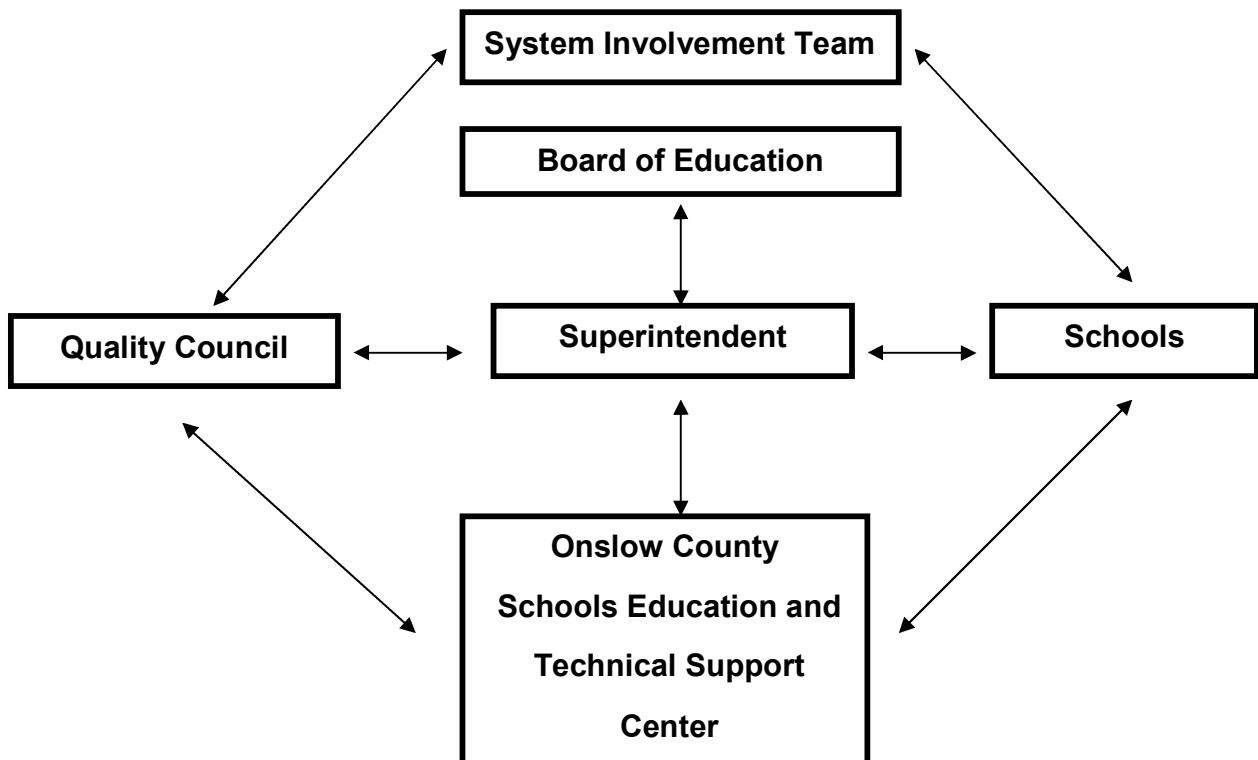


## OCS Strategic Planning Evaluation Process

monitoring and evaluation system in place, the school system is assured that decisions for improvement are based on accurate data and information.



## Communication for District Strategic Planning and Implementation





## Strategic Planning Teams

### **Board of Education (BOE)**

- Leads by formulating a vision and mission statement and by setting goals that challenge staff and students to work toward achievement of the goals
- Sets policy, revises goals, and plans for improvement based on results
- Supports school-based management, shared decision-making, and keeps abreast of the diversity among schools
- Defines roles in policy and is explicit with regard to power and authority to be delegated and shared with school staff and parents
- Approves system, school level and departmental plans
- Reviews data periodically to evaluate progress toward identified goals

(Reference for the Board of Education Section: School-Based Management of Procedures Manual)

### **Superintendent of Schools**

- Exercises leadership with the Board of Education to adopt necessary policies to support continuous school improvement
- Initiates practices that support shared decision-making
- Transmits an overall inspirational vision of teaching for learning impacting all children in the organization
- Supports mediation of conflicts
- Assures that a strategic plan for implementing the improvement process is developed and updated
- Assigns responsibility for implementing the Strategic Plan
- Reflects the mission and improvement goals of the school system in contacts with personnel within and outside of the school system
- Communicates the Strategic Plan to the Board of Education and to the community
- Supports allocation of resources to priority needs as reflected in the local school strategic plans
- Includes use of collected data among factors considered in the evaluation process for decision-making
- Celebrates successes, evaluates strengths and areas of needed improvement, and makes recommendations to the Board of Education for improvement

### **Quality Council**

- Addresses the components included in the Onslow County Schools strategic plan
- Works cooperatively and collaboratively within the school district and the community
- Synthesizes the data and feedback and makes appropriate recommendations
- Provides input for updating the strategic plan
- Shares Strategic Plan focus with outside constituents



## Strategic Planning Teams

### System Involvement Team

A System Involvement Team (SIT) shall be composed of a parent and an instructional staff member from each school and designated representatives from the various constituency groups in the community. The Superintendent or designee will be responsible for selecting the members and convening a team as needed to deploy school strategic plan activities.

- Represents all school system stakeholders--internal and external
- Provides input to the Quality Council as needed
- Disseminates information to their constituency groups
- Provides support for the system strategic plan
- Conducts studies as assigned by the Superintendent or the Board of Education

### School Strategic Planning Teams

Members and other committees at the school level are selected in accordance with N.C. G.S. 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.
- Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants **shall be elected** by their respective groups by secret ballot. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or if none exists, by the largest organization of parents formed for this purpose.
- 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.

The School Strategic Planning Team shall:

- Serve as a representative body of all stakeholders--internal and external
- Collect and analyze assessment data for decision-making
- Develop strategies for ongoing implementation, assessment, and revision of the school plans
- Serve as facilitators of action teams
- Function as the key leadership group in the schools



## Strategic Planning Teams

### **Action Teams**

Action Teams shall be established to address specific strategies in the system-level and school-level plans. The members will be determined according to the focus of the strategy.

- Function as a small group to develop action plans for a targeted strategy
- Conduct research to address various issues
- Review draft components of the System and School Strategic Team Plans
- Provide input/feedback directly to the Superintendent, Board of Education, and/or building-level leadership

### **Peer Review Teams**

Peer Review Teams, representing elementary, middle, and high school levels, shall be established. Each school shall be represented on the appropriate grade level team. Membership shall be composed of administrators, instructional staff, and a designated facilitator.

- Review, analyze, and provide feedback regarding School Strategic Plans



## Recommended School Strategic Planning Process

Individual school strategic plans must support the goals and strategies outlined in the system plan. The standards and criteria in various planning models (Baldrige, Effective Schools Research model, TQE, SACS/CASI, and the North Carolina Accountability System) are correlated and synchronized to give the schools a well-defined planning entity. This provides individual schools with the means to address the standards of the researched-based school strategic models and to assess needs with a multi-faceted evaluation system.

Schools develop a two-year plan in a process similar to the system-wide strategic planning process. The schools formulate annual action plans in response to the results from data analysis of student performance, stakeholder input, legislative mandates or local board policies, and superintendent initiatives. Status reports to the superintendent and the board of education are made each year. Timelines and procedures for the development, review, presentation, and approval of plans and yearly action plans are set by the superintendent. Emphasis on articulation of curriculum programs and practices among the elementary, middle, and high schools and within feeder districts assures that the planning process is not a single building level endeavor but a joint venture among all levels and within the geographic feeder districts.

Preliminary critiques of the school plans are made in peer review sessions, thus creating opportunities for sharing of successful strategies among the schools. The peer review teams are comprised of teachers and principals from each school. The teams meet with other school peer review teams within their primary feeder districts to assure understanding and share initiatives among all levels.

Leaders at the Onslow County Schools Education and Technical Support Center have the responsibility of overseeing the development and implementation of the School Strategic Plans. Parent and school community members are valued members on School Strategic Planning teams, working together with school staff members to build cohesive plans for continuous improvement.



## Recommended School Strategic Planning Process

The North Carolina School Improvement Planning Implementation Guide (2009-2010) is a recommended resource for the school planning process and can be found at: <http://www.ncpublicschools.org/councils/lea/previous/templates/>.

The planning process is a four-phase Plan-Do-Check-Act (PDCA) model. This approach allows school personnel to develop plans based on:

- Data analysis (Plan)
- Implement (Do)
- Understand the results or impact (Check)
- Make adjustments based on outcomes of strategy implementation (Act)

The “Plan” phase addresses the following guiding principles:

- Goal alignment
- Structured needs assessment
- Limited focus
- Data-driven decision-making
- 

The “Do” phase addresses the following guiding principles

- Data-driven decision-making
- Effective measurement
- Distributed leadership
- Professional development alignment
- Calendar alignment

The “Check” phase considers guiding principles:

- Data-driven decision-making
- District-level participation

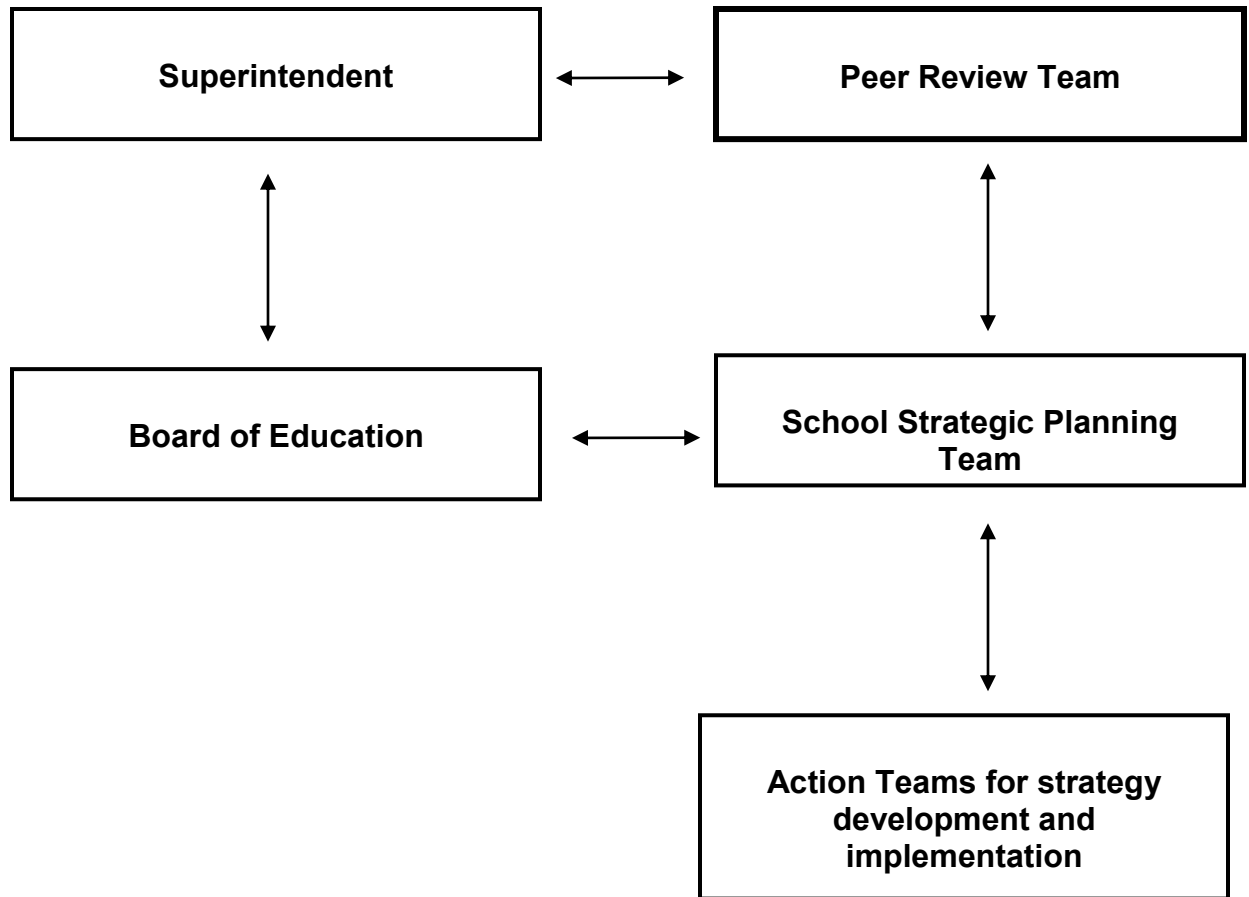
The “Act” phase is the completion of the review cycle

- Is a continuation of the “Do” phase
- Reflects changes resulting from the “Check” phase
- Efforts focus on continuing what has been shown to work
- Refreshes the continuous improvement process
- Integrates new ideas with proven actions

**The school improvement planning model is NOT a mandate from the NCDPI.** It is a resource for school strategic planning teams to use as deemed appropriate.



# School Strategic Planning Flowchart







## School Strategic Plans Guidelines for Development and Review

A school strategic plan is a document developed by a school strategic planning team and approved by the school staff for implementation during a two-year period. The plan is based upon an analysis of school needs as reflected in disaggregated data from all stakeholders. The principal is responsible for ensuring that the school strategic plan is developed and monitored. Specific strategies are formulated for implementation which support the six-year system strategic plan. At the end of each year school plans are updated with summaries of results and areas for improvement. New action steps are outlined, as needed, to address targeted deficiencies.

### A. Components of the School Strategic Plan

Each School Strategic Plan should include and document the following components on the appropriate forms as determined by the Superintendent or his/her designee:

1. Assurances that the plan has been developed in compliance with the N. C. Legislative actions and the N. C. State Board of Education regulations:
  - N.C. G.S. §115C-105.00 – improving student performance
  - N.C. G.S. §115C-105.21 – all school districts in NC are required to participate in the program
  - N.C. G.S. §115C-105.27 – each school shall develop a school improvement plan
2. Strategies/action steps that are aligned and support the Board of Education adopted strategic plan and system goals
3. Documented indicators and results that clearly indicate accomplishments or targeted areas for process improvement (Annually, any area that is designated as growth not met, AYP not met, AYP met with Confidence Interval and/or Safe Harbor must be specifically addressed.)
4. Documented evidences of the integration of all mandated local, state, and federal programs
5. Strategies for input/feedback from the following groups: feeder schools in each district, various departments/divisions/teams within each school, stakeholders, students, parents, businesses, community, etc.
6. Annual summaries to assess progress during the two-year plan implementation
7. Budget and resource allocations congruent with assessed needs
8. Evaluation expressed in terms of the indicators and results



## School Strategic Plans Guidelines for Development and Review

9. Waivers that are needed to support the implementation of strategies to include:

- Describe what inhibits the school's ability to improve student performance
- Identify the waiver you are requesting
- Specify how the waiver will be used
- Explain how the waiver will permit the school to improve student performance

### B. Procedures for Review and Approval of School Strategic Plans

1. Peer review committees will be selected to review plans before submission to the Board of Education.
2. School strategic plans will be submitted to the Department of Instructional Services and Continuous Improvement for coordinating and scheduling with the peer review committees.
3. The committees will review plans and provide written feedback to the individual schools in accordance with established criteria. Technical assistance will be provided upon request.
4. Revisions based upon committee recommendations are at the discretion of the school strategic planning team.
5. Recommendations for approval will be made by the superintendent or designee(s) to the Board of Education.
6. Plans will be reviewed and approved by the Board of Education in accordance with N. C. legislation and N.C. State Board of Education regulations.
7. Technical assistance may be provided (upon request) to any school staff or planning group. The Department of Instructional Services and Continuous Improvement will coordinate and schedule needed services.

### C. Development and Submission of Annual Plan Updates

1. Annual updates are required each year as a means of evaluating the implementation process and targeting areas for improvement.
2. Annual plan updates will be presented to the Board of Education.
3. Peer review committees will be convened for review of annual plan updates in accordance with the same guidelines as stated for review of the school strategic plans.



## School Strategic Plans Guidelines for Development and Review

### D. Suggested questions to generate information and discussion needed for development of school strategic plans

The following questions are provided to help generate the information and discussion needed to develop the school strategic plan:

1. What indicators will be used to collect data to consistently monitor the action steps and activities to be implemented? How are you using trend and disaggregated data to help plan for the future?
2. How will you benchmark, inside and outside the county, to identify best practices for continued improvement in the teaching/learning process?
3. For each strategy and related action step, what will be used during the year to:
  - a. determine whether or not each strategy is being implemented appropriately; and
  - b. determine whether or not the strategies are having the desired impact or effect?
4. What resources and materials (human and fiscal) will be used to implement each action step?
5. What components are in place to continuously foster human resource development?
6. How will you know at the end of the year if strategies/action steps have been successful?
7. Do all components of the school strategic plan support the system-wide plan?
8. How was the entire staff involved in developing the school strategic plan?
9. How will the leadership communicate, display, implement, reinforce, and monitor the goal?



## School Strategic Plan Timeline

Each school strategic planning team will develop and implement a two-year strategic plan. School plans will be reviewed and revised as needed at the end of each year to determine results, consider any necessary changes to the action plans and create “next steps”. The revised action plans will be presented to the board of education for approval.

The following activities are to be completed during the projected time frame in order to maintain an ongoing planning process. Specific due dates will be announced each year.

### June - October

- School strategic planning teams will be established (new members elected pursuant to NC 115C-105.2 if applicable).
- Peer review committees will be established. Peer review committees should include teachers and administrators.
- School strategic planning team will disaggregate and analyze the student outcome, school improvement, and stakeholder data relative to the indicators and results.
- School strategic planning team will evaluate action plans for the previous year and determine continuation and/or revisions.
- School strategic planning team will identify action steps to be targeted during the upcoming year.

### October - November

- School strategic planning team will develop for staff approval the two-year plan, action plans and document amendments in the two-year plan.
- The two-year plan, action plans, and amendments will be forwarded to the peer review committees.
- The peer review committees will analyze plans and components and return a report to the school with recommendations for revisions (if applicable).
- School strategic plan revisions will be reviewed by the school strategic planning teams. Agreed-upon changes will be made and approved by the total staff (secret ballot voting).
- The Assurance Statement will be completed.
- The Superintendent will make recommendations to the Board of Education for approval.
- The Board of Education will approve school strategic plans in accordance with the N. C. legislation and the N. C. State Board of Education regulations.
- If a school strategic plan is rejected, the school will revise and resubmit to the Board by the first meeting in November.
- Annual updated plan status reports of the implementation process will be made to the Board of Education.



## School Strategic Plan Timeline

November - April

- School strategic plan will be implemented.
- School strategic planning team will monitor the plan ensuring that strategies and action plans are progressing according to the planned time line.
- A progress and status report of goal achievement may be submitted to the superintendent as needed to evaluate implementation of the plan.
- Updating of two-year plan will occur each of the two years.



## NC General Statute 115C-105.27 Development and Approval of School Improvement Plans

### North Carolina General Statute 115C-105.27

**NOTE:** 02/12/2010 - The Statutes on the North Carolina General Assembly website reflect changes made in the [2009](#) legislative session.

#### **§ 115C-105.27. Development and approval of school improvement plans.**

(a) In order to improve student performance, each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement for the public schools adopted by the State Board of Education. 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. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. 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. Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school improvement plans. To this end, school improvement team meetings shall be held at a convenient time to assure substantial parent participation.

All school improvement plans shall be, to the greatest extent possible, data-driven. School improvement teams shall analyze student data to identify root causes for problems and to determine actions to address them. School improvement plans shall contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards.

(b) The strategies for improving student performance:

(1) Shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting;

(1a) Shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include



## NC General Statute 115C-105.27

### Development and Approval of School Improvement Plans

the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;

(2) Shall include a plan to address school safety and discipline concerns in accordance with the safe school plan developed under Article 8C of this Chapter;

(3) May include a decision to use State funds in accordance with G.S. 115C-105.25;

(4) Shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;

(5) May include requests for waivers of State laws, rules, or policies for that school. A request for a waiver shall meet the requirements of G.S. 115C-105.26;

(6) Shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and

(7) Shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week.

(c) Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

(d) The local board of education shall accept or reject the school improvement plan. The local board shall not make any substantive changes in any school improvement plan that it accepts. If the local board rejects a school improvement plan, the local board shall state with specificity its reasons for rejecting the plan; the school improvement team may then prepare another plan, present it to the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for a vote, and submit it to the local board to accept or reject. If no school improvement plan is accepted for a school within 60 days after its initial submission to the local board, the school or the local board may ask to use the process to resolve disagreements recommended in the guidelines developed by the State Board under G.S. 115C-105.20(b)(5). If this request is made, both the school and local board shall participate in the process to resolve disagreements. If there is no request to use that process, then the local board may develop a school



## NC General Statute 115C-105.27 Development and Approval of School Improvement Plans

improvement plan for the school. The General Assembly urges the local board to utilize the school's proposed school improvement plan to the maximum extent possible when developing such a plan.

(e) A school improvement plan shall remain in effect for no more than two years; however, the school improvement team may amend the plan as often as is necessary or appropriate. If, at any time, any part of a school improvement plan becomes unlawful or the local board finds that a school improvement plan is impeding student performance at a school, the local board may vacate the relevant portion of the plan and may direct the school to revise that portion. The procedures set out in this subsection shall apply to amendments and revisions to school improvement plans. (1989, c. 778, s. 3; 1991 (Reg. Sess., 1992), c. 900, s. 75.1(b); 1993, c. 38, s. 1; c. 263, s. 2; c. 321, s. 144.2(b); 1995, c. 272, s. 3; c. 450, s. 13; 1995 (Reg. Sess., 1996), c. 716, ss. 2, 3; 1997-159, s. 1; 1997-443, s. 8.29(r)(2); 1999-271, s. 1; 1999-397, s. 1; 2000-67, s. 8.1; 2001-424, s. 28.30(c); 2006-153, s. 1; 2009-223, s. 2.)





## Safe School Plan Legislation

Schools must be safe, secure, orderly, and caring. If students are to achieve academically, it is imperative that schools have a climate of trust, respect and caring, and be free of disruption, drugs, crime, violence, firearms and other weapons. All LEAs/schools must have plans, policies and procedures for maintaining order and for dealing fairly and equitably with disruptive behavior and incidents of crime and violence. Schools and school units must also have effective methods for assisting students who are at risk of academic failure or engaging in behaviors that disrupt the teaching and learning process or pose potential risk of harm to themselves or others.

### **State Board of Education responsibilities (G.S. §115C-105.46)**

In order to implement this Article, the State Board of Education:

- 1) **Shall** adopt guidelines for developing local plans under G.S. 115C-105.47.
- 2) **Shall** provide, in cooperation with the Board of Governors of the University of North Carolina, ongoing technical assistance to local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-105.27.
- 3) **May** require a local board of education to withhold the salary of any administrator or other employee of a local school administrative unit who delays or refuses to prepare the implement local safe school plans in accordance with G.S. 115C-105.47.
- 4) **May** revoke the certificate of the superintendent pursuant to G.S. 115C-274(c), for failure to fulfill the superintendent's duties under a local safe school plan.
- 5) **Shall** adopt policies that define who is an at-risk student (1997-443, s.8.29®(1); 1999-397, s. 2; 2000-140, s. 22)

### **Local (LEA) safe school plans (G.S. §115C-105.47)**

- (a) Each local board of education shall develop a local school administrative unit safe school plan designed to provide that every school in the local school administrative unit is safe, secure, and orderly, that there is a climate of respect in every school, and that appropriate personal conduct is a priority for all students and all public school personnel. The board shall include parents, the school community, representatives of the community, and others in the development or review of this plan. The plan may be developed by or in conjunction with other committees.
- (b) Each plan shall include each of the following components:
  - (1) Clear statements of the standard of behavior expected of students at different grade levels and of school personnel and clear statements of the consequences that will result from one or more violations of those standards. There shall be a statement of consequences for students under the age of 13 who physically assault and seriously injure a teacher or



## Safe School Plan Legislation

- other individual on school property or at a school-sponsored or school-related activity. The consequences may include placement in an alternative setting.
- (2) A clear statement of the responsibility of the superintendent for coordinating the adoption and the implementation of the plan, evaluating principals' performance regarding school safety, monitoring and evaluating the implementation of safety plans at the school level, and coordinating with local law enforcement and court officials appropriate aspects of implementation of the plan. The statement of responsibility shall provide appropriate disciplinary consequences that may occur if the superintendent fails to carry out these responsibilities. These consequences may include a reprimand in the superintendent's personnel file or withholding of the superintendent's salary, or both.
  - (3) A clear statement of the responsibility of the school principal for restoring, if necessary, and maintaining a safe, secure, and orderly school environment and of the consequences that may occur if the principal fails to meet that responsibility. The principal's duties shall include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students. The consequences to the principal that may occur shall include a reprimand in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.
  - (4) Clear statements of the roles of other administrators, teachers, and other school personnel in restoring, if necessary, and maintaining a safe, secure, and orderly school environment.
  - (5) Procedures for identifying and serving the needs of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior.
  - (6) Mechanisms for assessing the needs of disruptive and disorderly students and students who are at risk of academic failure, and providing them with services to assist them in achieving academically and in modifying their behavior, and removing them from the classroom when necessary.
  - (7) Measurable objectives for improving school safety and order.
  - (8) Measures of the effectiveness of efforts to assist students at risk of academic failure or of engaging in disorderly or disruptive behavior. The measures shall include an analysis of the effectiveness of procedures adopted under G.S. 115C-105.48 for students referred to alternative schools and alternative learning programs.
  - (9) Professional development clearly matched to the goals and objectives of the plan. This professional development shall include a component to train appropriate school personnel in the management of disruptive or dangerous student behavior. Appropriate school personnel may include, but is not limited to, teachers, teacher assistants, school administrators, bus drivers, school resource officers, school psychologists, and school



## Safe School Plan Legislation

counselors. The training shall include instruction in positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint. The appropriate personnel with priority for the training shall include those staff members who are most likely to be called upon to prevent or address disruptive or dangerous student behavior. Each local board of education shall include in this component of its safe school plan procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Local boards of education are encouraged to use available sources of discretionary revenue to implement the plan to train personnel in the management of disruptive or dangerous student behavior. Local boards may only be required to implement the behavior management training component of the plan to the extent that funds have been appropriated for this purpose by the General Assembly or by local units of government. By January 1, 2006, local boards of education shall amend their safe school plans to include this training component.

- (10) A plan to work effectively with local law enforcement officials and court officials to ensure that schools are safe and laws are enforced.
- (11) A plan to provide access to information to the school community, parents, and representatives of the local community on the ongoing implementation of the local plan, monitoring of the local plan, and the integration of educational and other services for students into the total school program.
- (12) The name and role description of the person responsible for implementation of the plan.
- (13) Direction to school improvement teams within the local school administrative unit to consider the special conditions at their schools and to incorporate into their school improvement plans the appropriate components of the local plan for:
  - a. maintaining safe and orderly schools; and
  - b. addressing the needs of students who are at risk of academic failure or who are disruptive or both.
- (13a) A clear statement of the services that will be provided to students who are assigned to an alternative school or an alternative learning program.
- (14) A clear and detailed statement of the planned use of federal, State, and local funds allocated for at-risk students and alternative schools and alternative learning programs.
- (15) Any other information the local board considers necessary or appropriate to implement this Article.

A local board may develop its plan under this section by conducting a comprehensive review of its existing policies, plans, statements, and procedures to determine whether they: (i) are effective; (ii) have been updated to address recent changes in the law; (iii) meet the current needs of each school in the local school administrative unit; and (iv)



## Safe School Plan Legislation

address the components required to be included in the local plan. The board then may consolidate and supplement any previously developed policies, plans, statements, and procedures that the board determines are effective and updated, meet the current needs of each school, and meet the requirements of this subsection.

Once developed, the board shall submit the local plan to the State Board of Education and shall ensure the plan is available and accessible to parents and the school community. The board shall provide annually to the State Board information that demonstrates how the At-Risk Student Services/Alternative Schools Funding allotment has been used to (i) prevent academic failure and (ii) promote school safety.

(c) A local board may amend the plan as often as it considers necessary or appropriate. (1997-443, s. 8.29(r)(1); 1999-397, s. 2; 2005-205, s. 4.)

### **§ 115C-105.48. Placement of students in alternative schools/alternative learning programs.**

(a) Prior to referring a student to an alternative school or an alternative learning program, the referring school shall:

- (1) Document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly.
- (2) Provide the reasons for referring the student to an alternative school or an alternative learning program.
- (3) Provide to the alternative school or alternative learning program all relevant student records, including anecdotal information.

(b) When a student is placed in an alternative school or an alternative learning program, the appropriate staff of the alternative school or alternative learning program shall meet to review the records forwarded by the referring school and to determine what support services and intervention strategies are recommended for the student. The parents shall be encouraged to provide input regarding the students' needs. (1999-397, s. 2.)



# Character Education

The Onslow County Board of Education adopted the following character traits which encompass those mandated through state law. Our schools observe these traits on a monthly basis and address them in their strategic plans.

## **Respect (September)**

- Self-respect
- Respect for others and their ideas
- High regard for other people, property, self, and country
- Value of people as human beings
- Respect for school personnel

## **Self-discipline (October)**

- Positive self-control of one's words, actions, impulses, and desires
- Demonstrating good judgment
- Courage to do the right thing

## **Caring (November)**

- Kindness
- Consideration
- Compassion (treating others as you would like to be treated)

## **Responsibility (December)**

- Dependability
- Accountability
- Encouragement of school safety

## **Integrity (January)**

- Inner strength
- Truthfulness
- Trustworthiness  
Honesty
- Honor and justice

## **Cooperation (February)**

- Respect for diversity
- Teamwork within the home, school, and community
- Citizenship (March)
- Respect for law
- Patriotism
- Love of country
- Contribution to the laws, policies, and human rights of our land
- Service to others

## **Trustworthiness (April)**

- Reliability
- Dependability
- Being worthy of confidence
- Perseverance

# ONSLOW COUNTY SCHOOLS STRATEGIC PLAN

## Regulatory Information and Assurance Statement

### 2010-2011

<b>School:</b>	Sand Ridge Elementary School
<b>Date Submitted:</b>	10/26/2010

1	Number of Plan Team Members	16
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	10/25/2010
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	NO
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Signature	<i>Harold Jurewicz</i>
Signature, SSPT Facilitator/ Chairperson	<i>Frances Blue</i>
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

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

<b>Recommended Data Sources for Analysis by School Strategic Teams</b>
<i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i>
<i>Examine data from such areas as:</i>
<b>End-of-Course (EOC) Results disaggregated:</b> ( <a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)
<b>End-of-Grade (EOG) Results disaggregated:</b> ( <a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing)
<b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT ( <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)
<b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, OCS Climate Survey, program-specific assessments)
<b>North Carolina Teacher Working Conditions Survey results:</b> ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )
<b>North Carolina Teacher Working Conditions Survey: Guide for School Strategic (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</b>
<b>Ready Schools Inventory/Ready Schools Plan</b> ( <a href="http://ncreadyschools.org">http://ncreadyschools.org</a> )
<b>School Demographic Information</b> related to drop-out information and graduation rate data ( <a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a> )
<b>School Demographic Information</b> related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)
<b>School Demographic Information</b> related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)
<b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty ( <a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)
<b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data) Located in Principal's Secured Data in Public Folders
<b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
<b>School Report Card results:</b> ( <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> )
<b>Special Education Continuous Improvement Plan</b>
<b>Title I AYP</b> ( <a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a> )
<b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners
<b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners
<b>Career and Technical Education Local Plan</b> <a href="http://ctelops.dpi.state.nc.us/">http://ctelops.dpi.state.nc.us/</a>
<b>Healthy Active Children Initiative</b> ( <a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a> )
<b>Onslow County Schools Climate Survey</b>
<b>Onslow County Schools Technology Plan</b> ( <a href="http://onslowcounty.schoolinsites.com/">http://onslowcounty.schoolinsites.com/</a> )
<b>School Technology Needs Assessment (STNA-Spring 2010)</b>

**LEA Number:** Onslow County Schools - 670

**School Name/Number:** Sand Ridge Elementary School /341

**School Address:** 868 Sand Ridge Rd.

**Plan Year(s):** 2010-12

**Date prepared:** October 26, 2010

**Principal Signature:** Harold J. Jurewicz October 26, 2010

Date

**Local Board Approval Date:** \_\_\_\_\_ Date

### School Strategic Planning Team

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

Committee Position*	Name	Committee Position*	Name
Principal Representative	Harold J. Jurewicz Sr.		
Assistant Principal Representative	M. Bridget L. Grady		
Chairperson/ Inst. Support Representative	Frances Blue		
Teacher Representative	Diana Seufer		
EC Teacher Representative	Kelly Crichton		
Teacher Representative	Amy Hartman		
Teacher Representative	Kim Alvarado		
Classified Personnel Representative	Joan Deaton		
Parent Representative	Kim Williamson		
Parent Representative	Lisa Imbody		
Parent Representative	Carrie Makris		
Parent Representative	Denise Hasencz		
Parent Representative	Danielle M. Sanders		
Parent Representative	Paula Northcott		
Parent Representative	Anne Marie Wiley		
Parent Representative	Christopher Tucker		

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



## School Needs Assessment

<b>NC Goal 1:</b>	North Carolina public schools will produce globally competitive students.
<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery 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 schools strengths?

differentiation of instruction (PEPs, small guided groups, clustered classes, math and reading tutors)

wide variety of technology resources available

availability of AIG/EC resources, teachers, parent volunteers, math and reading tutors

based on data analysis, grades 3 and 5 showed improvement in all reading goals

based on data analysis from benchmark assessments, 1st and 2nd grades are showing performance levels at or above the total county proficiency percentages

2. What does the analysis tell you about your schools gaps or opportunities?

Technology is available, but is not being used to its fullest potential

resources/knowledge pertaining to globalization is necessary for us to become fully engaged with the themed school

Reading Goal 3 ( Make connections through the use of oral language, written language, and media and technology) is an area of concern for grades 4 and 5, as they are showing results lower than the state mean

Math Goal 1 (Model, identify, and compute with whole numbers through 9999) and Math Goal 5 (Recognize, determine, and represent patterns and simple mathematical relationships) are areas of concern for grades 3-5, as data analysis shows results below the the state mean

based on data analysis from benchmark assessments, 1st and 2nd grades are showing performance levels at or above the total county proficiency percentages



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

adequate data to determine growth

data from EOGs (grades 3-5) and benchmark data (grades K-2) will be gathered from administration for further analysis



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. **(These priorities become strategies.)**

fully use the technology that is available to us

global projects and activities need to be included in lesson plans

continue differentiation, with a focus on advancing higher academic groups

further development of differentiation and articulation to help improve student reading and math performance in grades 3-5



## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 1:</b>	North Carolina public schools will produce globally competitive students.		
	<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>SRE Goal 1:</b>	Sand Ridge students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>Target: (Desired Result)</b>	Sand Ridge students will be exposed to global lessons and classroom activities that provide a rigorous and differentiated curriculum emphasizing the use of technology in classroom instruction.		
	<b>Indicator: (Measure)</b>	state and local assesments, teacher lesson plans, common assessments, benchmark assessment, formative and summative assessments		
	<b>Strategy:</b>	Teachers will differentiate instruction to meet the needs of all students.		
	<b>Action Steps: (Processes/How)</b>	1 Utilize common assessment data to guide differentiated instruction.		
		2 Differentiate instruction through enrichment and intervention.		
		3 Communicate curricular objectives between classroom teachers and support staff.		
	<b>Strategy:</b>	All students will become globally connected.		
	<b>Action Steps:</b>	1 Provide opportunities for all classes to utilize the Global Studies Lab.		
		2 Include global activities in lesson plans.		
		3 EOY Culmination activity celebrating cultural diversity		
	<b>Strategy:</b>	Utilize 21st century skills through the use of technology.		
	<b>Action Steps:</b>	1 Integrate technology as a vital learning tool.		
		2 Teach the technology skills from the NC Standard Course of Study.		
		3 Utilization of available technology to its fullest potential by students and staff.		
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$2,995	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	School general funds	<b>Funding amount:</b>	\$500	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$3,495</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	SRE certified staff, instructional support personnel and administration			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				

<b>Check</b>	Lesson plans indicating utilization of technological resources, differentiation of lessons and activities, and globalization activities and resources
	Data from common assessments within grade levels
	Record of usage of global studies lab and computer lab
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</b>
<b>Check</b>	Lesson plans will be examined to determine if technological resources have been utilized and taught to students
	Lesson plans will be examined to determine if global activities are being included and used
	Records from the global studies lab will be examined to determine if there has been usage by all grade levels and classrooms
<b>Check</b>	Formative and summative assessment data will be examined to determine the effectiveness of differentiation and articulation of curricular objectives (state and county proficiency levels)
	<b>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</b>
<b>Act</b>	
	<b>Based upon identified results, what action should be taken? (Next steps)</b>

## School Needs Assessment

<b>NC Goal 2:</b>	North Carolina public schools will be led by 21st Century professionals.
<b>OCS Goal 2:</b>	Onslow County schools and 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 schools strengths?

Strengths listed included technology, communication, caring staff, collaboration, literacy resources, a clean facility, global connections, diversification and a highly qualified staff.



**2. What does the analysis tell you about your schools gaps or opportunities?**

Issues for SRE were morale, modeling the use of technology tools by teachers for students, attendance of staff, the need for stronger community outreach, foreign language, math and reading, growth by AIG students and themed school.

Other issues include a lack of readily available technical support for technology problems as they occur in classrooms.

Teachers don't know what technology is available for their use in classrooms and how to use it with students.

There is a need for a folder containing appropriate interactive websites for teachers to use in their classrooms as part of their regular instruction that address NCSCS curriculum goals.





3. What data is missing, and how will you go about collecting this information for future use?
A list of technology that is available for staff and/or student use.

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. **(These priorities become strategies.)**

1. Staff development of Curriculum, Assessment and Instruction

2. Formative assessment training.

3. Form a staff “Tech Squad” to be available to teachers as problems with technology occur during the instructional day when the IT specialist is not available.



## Priority 2 and Associated Strategies

Plan/Do	<b>NC Goal 2:</b>	North Carolina public schools will be led by 21st Century professionals.		
	<b>OCS Goal 2:</b>	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	<b>SRE Goal 2:</b>	SRE students will be led by creative, passionate, and technologically skilled professionals.		
	<b>Target: (Desired Result)</b>	Sand Ridge Elementary will achieve future ready goals in global partnership.		
	<b>Indicator: (Measure)</b>	100% of teachers will utilize a conceptual approach to planning and instruction.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Provide teachers the training and materials necessary to plan conceptual lessons.		
	<b>Action Steps: (Processes/How)</b>	1 Curriculum, Instruction and Assessment training for all staff and Professional Learning communities.		
		2 Formative assessment training for certified faculty through NC Falcon.		
		3 Utilize MTAC Geek Squad to help with training and give the authority to trouble shoot and perform minor routine repairs on school technology equipment and copier as needed, inform and train teachers on the technology equipment that is available, perform backup of existing teacher share files to prevent the loss of bookmarked websites and schedule regular meetings of the technical assistant with grade chairs.		
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$3,780
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$3,780</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	SRE faculty, staff and administration			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Sign-in sheets from training, lesson plans, records from observations, IGP/PDP data, teacher evaluation data				
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</b>				
Teachers will provide lessons that are conceptually based. Team planning will revolve around the common "Big Idea"				

<b>Check</b>	What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) <b>(Summarize your results.)</b>
<b>Act</b>	Based upon identified results, what action should be taken? <b>(Next steps)</b>

## School Needs Assessment

<b>NC Goal 3:</b>	North Carolina Public School students will be healthy and responsible.
<b>OCS Goal 3:</b>	Onslow County 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 schools strengths?

technology, communication, caring staff, collaboration, literacy resources, clean facility, global connections, highly qualified staff.

Workteam added: high rating on school surveys, recognition of "Triple S binder" 08-09, tutoring program through Title 1.

Interpretation: We have a variety of resources available and used by all staff. We are moving toward preparing students for learning and working in the 21st century.

### 2. What does the analysis tell you about your schools gaps or opportunities?

Morale: According to the NC Working Conditions survey, 57% of teachers at SRE feel that other duties interfere with their essential role of educating students. Only 11% of teachers feel that efforts are made to minimize the amount of routine paperwork that teachers are required to do. The results of these two questions indicate that teachers are overworked and have limited instructional time leading to low staff morale.

Modeling the use of technology tools by students for teachers, attendance for staff, stronger community outreach program, foreign language, math and reading, growth by AIG students, themed school.

Workteam identified: scheduling (when to pull students for tutoring), resources/adding staff to reach more students, lack of T.A. support for upper grades.

Interpretation(s): improving staff morale may aid in improving staff attendance, community involvement activities, presenting a positive/inviting learning environment for families gets them in the door and will hopefully help to improve the home-school

connection, building a better learning environment will help improve student achievement.

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

AIG: tracking achievement levels

AR/AC math logs, pretest results- need some kind of format.

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. **(These priorities become strategies.)**

A. Creating a positive learning environment (see quesiton 2) to improve student achievement, morale and staff attendance.

B. Building Character Education (see question 2) to improve learning/working enviornment.

C. Improve community outreach opportunities to build positive relationships between school, home and make real-world connections.



### Priority 3 and Associated Strategies

Plan/Do	<b>NC Goal 3:</b>	North Carolina Public School students will be healthy and responsible.		
	<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>SRE Goal 3:</b>	SRE students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>Target: (Desired Result)</b>	Build Community Connections.		
	<b>Indicator: (Measure)</b>	Percentage of parent involvement at SRE events.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Maintain and Improve positive learning environment that focuses on student achievement, morale and staff attendance.		
	<b>Action Steps: (Processes/How)</b>	1 Facilitate Township Meetings: K-2, 3-5.		
		2 Instruct and review Emergency procedures and bathroom/handwashing procedures.		
	<b>Strategy:</b>	Build climate of school to improve learning/working environment.		
	<b>Action Steps:</b>	1 Implement an "anti-bullying" program.		
		2 Instruct students on work behaviors and expectations.		
		3 Provide resources for families to follow at home (ie: Firm, Fair and Consistent posted on webpage).		
	<b>Strategy:</b>	Improve community outreach opportunities to build positive relationships between school, home and community.		
<b>Action Steps:</b>	1 Hold 2 additional SRE Community-wide Open House Nights, as well as promote PTO involvement and include AVID nights.			
	2 Hold Community Activities (ie: Soup Night, Dr. Seuss' Birthday, Grade level Musical Performances (4 per year)).			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b>	\$200	
<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b>	\$2,500	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$2,700</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	SRE faculty, staff and administration			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Sign-in sheets from Open House and Avid nights				
Log of other community resources involved at SRE such as BASES reports				

<b>Check</b>	behavioral referrals/write-ups
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</b> Quarterly review of sign-insheets, BASES reports, behavior write-ups, volunteer logs etc.
	<b>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</b>
<b>Act</b>	<b>Based upon identified results, what action should be taken? (Next steps)</b>



## School Needs Assessment

<b>NC Goal 4:</b>	Leadership will guide innovation in North Carolina public schools.
<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School system 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 schools strengths?

86% of parents, teachers and students surveyed at Sand Ridge stated school leadership addresses community involvement.

Our school has adequate technology.

90% of teachers are happy working at Sand Ridge.

### 2. What does the analysis tell you about your schools gaps or opportunities?

65% of teachers surveyed agreed that parent/guardians are influential decision makers at the school.

76% of teachers surveyed felt that parents/guardians support teachers contributing to success with students.

64% of teachers surveyed stated they spend 1 hour or less per week with parent/community.

84% of parents surveyed agreed the community supports teachers.

46% of students surveyed stated they had no knowledge of parents being informed. 25% of students stated that they had no knowledge of community involvement.

Given these results, more involvement opportunities should be given for all stakeholders.



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

Information about school service projects will be published and archived.

We will have resources available with ideas that include ways to incorporate service projects in the classroom.

Students will be given an interest survey regarding service projects.

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. **(These priorities become strategies.)**

We will increase parent and community involvement by 10% throughout the school year. We will accomplish this by: sending home PTO membership forms and announcements, accurately completing Bases reports, providing sign-in rosters for school events, completing parent communication logs, sending home news letters (electronic & hard copy), keeping the school web site updated in a timely manner and implementing school service projects.



## Priority 4 and Associated Strategies

Plan/Do	<b>NC Goal 4:</b>	Leadership will guide innovation in North Carolina public schools.		
	<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	<b>OCS Goal 4:</b>	Leadership will foster innovation at Sand Ridge Elementary in cooperation with families and community partners.		
	<b>Target: (Desired Result)</b>	Increase family and community involvement by 10%.		
	<b>Indicator: (Measure)</b>	PTO membership, sign-in logs for school events, BASES reports and school service projects		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Utilize all communication methods available to inform parents of school events.		
	<b>Action Steps: (Processes/How)</b>	1 Utilize school messenger system.		
		2 Use school website to inform.		
		3 Provide regular classroom newsletters.		
		4 Teachers will input information on their individual teacher website page.		
	<b>Strategy:</b>	Provide more opportunities for family involvement.		
	<b>Action Steps:</b>	1 Survey parents for what they want offered through the school as family events.		
		2 Provide health and wellness activities for families.		
3 Offer family night activities.				
<b>Strategy:</b>	Implement a data base for school service projects.			
<b>Action Steps:</b>	1 Document all service projects.			
	2 Assemble data.			
	3 Incorporate service learning in lesson plans.			
	4 Encourage service projects across grade levels.			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$300	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$500	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$800</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	SRE faculty, staff, administration and administrative intern			



	<b>Action Team:</b> <i>(who is responsible)</i>   ONE faculty, staff, administration and administrative intern
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b> Teacher Survey, parent survey, student survey, BASES reports, PTO membership, sign-in logs for events, and archives of service projects.
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</b> Using last year's data as our benchmarks we will compare this year's data to the data collected last year.
	<b>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) <i>(Summarize your results.)</i></b>
<b>Act</b>	<b>Based upon identified results, what action should be taken? <i>(Next steps)</i></b>

## School Needs Assessment

**NC 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.

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

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance,

1. What does the analysis tell you about your schools strengths?

good technology resources

facility is clean and safe

highly qualified staff

"World View " partner

2. What does the analysis tell you about your schools gaps or opportunities?

We need to have a more positive school culture, our technology needs to be utilized more effectively, we need stronger community outreach, we need to improve test scores in math and reading, and we have an opportunity to become a Themed School.

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

We have the data we need to write a plan and make improvements. If other data is needed we will develop an instrument to collect it.

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. **(These priorities become strategies.)**

Our top priorities are creating a more positive school culture and improving leadership-staff communication in our school. As evidenced in the NC Teacher Working Conditions Survey only 35.1 % of the teachers feel comfortable raising issues and concerns that are important to them. In the same area the OCS Certified Staff survey of the same time period reveals 83% of teachers feel comfortable raising issues and concerns to another teacher, counselor or administrator.



From the same survey only 52.6 % of teachers believe there is an atmosphere of trust and mutual respect in this school. On the same survey teachers rated the school overall at 92.1% "as a good place to work and learn".

On the STNA survey 51.3% of educators at SRE believe that educators in charge of professional development use data from teachers' needs assessments to determine technology professional development topics and activities. The same question reveals 23.1% of members that neither "agree or disagree" and another 10.3% "do not know".

### Priority 5 and Associated Strategies

Plan/Do	<b>NC Goal 5:</b>	North Carolina Public Schools will be governed and supported by 21st Century systems.		
	<b>OCS Goal 5:</b>	The Onslow County Schools will be supported by effective and efficient processes and systems.		
	<b>SRE Goal 5:</b>	SRE will be supported by effective and efficient processes and systems.		
	<b>Target: (Desired Result)</b>	Sand Ridge Elementary School will see increase in the level of satisfaction for all stakeholders.		
	<b>Indicator: (Measure)</b>	NC Teacher Working Conditions Initiative, The Onslow County surveys for students, parents, classified staff and certified staff, The STNA survey etc.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Develop and utilize well communicated processes and procedures in all support areas.		
	<b>Action Steps: (Processes/How)</b>	1 Leadership will emphasize positive communication with stakeholders at Sand Ridge Elementary.		
		2 Develop an Orientation-to-School Procedures' handout or video for new teachers.		
		3 Develop a welcome to Sand Ridge slide show to be posted on the school's website.		
		4 Acknowledge parent visitors with occasional seasonal treats at sign in area.		
	<b>Strategy:</b>	Utilize technology more effectively at Sand Ridge Elementary.		
	<b>Action Steps:</b>	1 Utilize the MTAC Tech Geek Squad to train and assist teachers to effectively use technology in the classroom.		
		2 Ensure that our school website is updated to reflect current events.		
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	School general funds	<b>Funding amount:</b>	\$295	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$295</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	SRE faculty, staff and administration			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
The NC Teacher working conditions initiative				
School generated surveys for staff, parents and students				

<b>Check</b>	The STNA Survey
	Development of powerpoints, videos or handouts
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	Increase in level of satisfaction for all clients at Sand Ridge as evidenced on the end of year surveys.
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</b>
	<b>Based upon identified results, what action should be taken? (Next steps)</b>



**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Years: 2010-2012**

LEA or Charter School Name/Number:                      Onslow County Schools/670/341

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	"On file with the Onslow County School Systems District Office: Department of Instructional Services and Continuous Improvement. Waivers requested in that file include: Waiver-1, Waiver-2, Waiver-3, Waiver-4, Waiver-5, Waiver-6, Waiver-7, Waiver-8, Waiver-9.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals

(Please duplicate this sheet as needed for additional waivers.)

\_\_\_\_\_  
 Signature of Superintendent/Designee

\_\_\_\_\_  
 Date

## School Strategic Plan Glossary

Terms	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.
Action Teams	Who is responsible?
AdvancED (Advancing Education in Excellence Worldwide)	An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE
AIG (Academically Intellectually Gifted)	Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program
Aligned System	A logical order of ideas, structure, or curriculum which progresses from one level to another
Annual Capital Program of Work	A plan of work created pursuant to the Board's adoption of an annual capital budget.
AP Courses (Advanced Placement courses)	Nationally-developed courses offered in secondary schools for college credit (based on test results)
AYP (Adequate Yearly Progress)	An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals
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,
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
Consensus	The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.
Core Values	An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

Culture	Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)
Deployment	The systematic process of introducing an activity or process in all applicable areas of an organization.
Differentiated Instruction	A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students.
DPI (Department of Public Instruction)	The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education.
EC Program (Exceptional Children Program)	Designed to meet the needs of students with handicapping conditions.
EOC (End-of-Course tests)	State tests in designated subject areas in grades 9-12.
EOG (End-of-Grade tests)	State tests in designated subject areas in grades 3-8.
ESL (English as a Second Language)	Refers to a program serving students whose primary language is not English.
ETSC (Education and Technical Support Center)	The complex that houses the Support Staff for the Onslow County School System.
External	Those things or people from outside an organization which affect the operations of that organization.
Facilitator	A person who leads a group through a meeting or process by making the task easier.
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.
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
Mission	The purpose and focus of an organization.
Multiple-Choice Test	Tests that require students to select a single answer from a number of choices.
NCA/CASI (North Central Association Commission on Accreditation and School Improvement)	An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools.
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 processs 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.
Quality Council	A group, representing the school community, who oversees the implementation of the strategic plan for the school system.
Quality Process Tools	Statistical methods capable of producing data Root Cause: Underlying reason for an existing condition.
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.
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	School needs assessment. Sample: Implement an attendance review in the office following first period each school day. Maintain individual student attendance records to permit trend analysis.
Strategy	A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable.
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 privacyrights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.
TQM/TQE (Total Quality Management/Total Quality Education)	A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement.
Vision	A clear, positive, forceful statement expressed in simple, specific terms.
VoCATS (Vocational Competency Achievement Tracking System)	An instructional management and assessment process used by Career Technical Education.