



# Swansboro High School

## Regulatory & Assurance Statement

### 2018 – 2020

Number of planning team members	<b>18</b>
Representatives of 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/Improvement Team. <b>Indicate Yes or No</b>	<b>Yes</b>
A secret ballot vote for staff (see note below) approval of the plan was conducted. <b>Indicate Yes or No</b>	<b>Yes</b>
Date of vote	<b>11/19/18</b>
Percentage of total school staff approving plan	
Parents on the School Strategic Planning/Improvement Team were elected by parents of children enrolled in your school. <b>Indicate Yes or No</b>	<b>Yes</b>
Number of parents included on the School Strategic Planning/Improvement Team	<b>9</b>
The dates, times, locations, and agendas for meetings regarding our school strategic/improvement plans were publicized in accordance to the open meetings law. <b>Indicate Yes or No</b>	<b>Yes</b>
All local, state, and federal legislative regulations regarding school strategic/ improvement planning were implemented as outline in G.S. 115C. <b>Indicate Yes or No</b>	<b>Yes</b>

<b>Principal Signature</b>	<b>Helen Gross</b>	<b>Date</b>	<b>11/19/18</b>
<b>Planning Team Chair Signature</b>	<b>Cason Justice</b>	<b>Date</b>	<b>11/19/18</b>
<b>Parent Representative Signature</b>	<b>Suzanne Hardy</b>	<b>Date</b>	<b>11/19/18</b>

**Note: Eligible voting staff include principal, assistant principal(s), licensed instructional personnel, support personnel, and teacher assistants.**



# Our Direction

## Swansboro High

Date of Report: 11/27/2018

### Vision:

The Swansboro High School vision is 'Preparing students for their future'.

### Values:

The core values of the Swansboro High School community are preparing students for individual success through a comprehensive education program that makes the curriculum relevant while equipping students with the skills they need to be successful.

### Mission:

Swansboro High School will engage students by making the curriculum relevant and will equip them with skills to reach their goals.

### Goals:

- Every student at Swansboro High School has a personalized education plan and graduates from high school prepared for work, further education and citizenship.

#### Performance Measure(s)

Performance Indicator: Swansboro High School will coordinate transition assistance programs for students at each grade level so that students feel connected and supported as measured by a 25% increase in positive responses on climate surveys that will be administered in May 2019.

Data Source: Stakeholder Feedback - Students when asked if the school prepares them to deal with issues they may face in the future.	Baseline Year: 2017/2018	Baseline: 0.23
Target Date: 2018/2019	Target: 0.35	Actual:
Target Date: 2019/2020	Target: 0.58	Actual:

- Every student at Swansboro High School, every day has excellent educators.

#### Performance Measure(s)

Performance Indicator: Swansboro High School will utilize school performance data to make decisions about school improvement and professional development by June 2020 as measured by a 11% increase in student proficiency in our Academically Gifted Students in English II.		
Data Source: School Performance Results CCR English II	Baseline Year: 2017/2018	Baseline: 0.882
Target Date: 2019/2020	Target: 1	Actual:

Performance Indicator: Swansboro High School will utilize school performance data to make decisions about school improvement and professional development by June 2020 as measured by a 20% increase in student proficiency in our Students with Disabilities subgroup.		
Data Source: School Performance Results - SWD Subgroup Reading/Math	Baseline Year: 2017/2018	Baseline: 0.195
Target Date: 2019/2020	Target: 0.395	Actual:

Performance Indicator: Swansboro High School will utilize school performance data to make decisions about school improvement and professional development by June 2020 as measured by a 25% increase in overall Reading proficiency in our Economically Disadvantaged subgroup in English II.		
Data Source: School Performance Results in Grade 10 Reading - Economically Disadvantaged Subgroup	Baseline Year: 2017/2018	Baseline: 0.357
Target Date: 2019/2020	Target: 0.6	Actual:

Performance Indicator: Swansboro High School will utilize school performance data to make decisions about school improvement and professional development by June 2020 as measured by a 25% increase in overall Reading proficiency in our White subgroup in English II.		
Data Source: School Performance Results in Grade 10 Reading - White Subgroup	Baseline Year: 2017/2018	Baseline: 0.466
Target Date: 2019/2020	Target: 0.71	Actual:

- Every student in Swansboro High School is healthy, safe, and responsible.

**Performance Measure(s)**

Performance Indicator: Swansboro High School will collaborate with teachers and staff to improve student behavior and classroom management programs by June 2019 as measured by a 20% improvement in staff and student responses about behavior on stakeholder surveys.		
Data Source: Student Survey - in response to the question 'students treat adults with respect'	Baseline Year: 2017/2018	Baseline: 0.0246
Target Date: 2018/2019	Target: 0.0295	Actual:

Performance Indicator: Swansboro High School will collaborate with teachers and staff to improve student behavior and classroom management programs by June 2020 as measured by a 20% decrease in discipline referrals.		
Data Source: Discipline Data	Baseline Year: 2017/2018	Baseline: 1267
Target Date: 2019/2020	Target: 1014	Actual:

- Swansboro High School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.

**Performance Measure(s)**

Performance Indicator: Teachers and staff will collaborate to provide advocacy and support for students by June 2019 as measured by a 40% increase in student responses on stakeholder survey.		
Data Source: Student Stakeholder Survey - response to question 'My school makes sure there is at least one adult who knows me well and shows interest in my education and future'	Baseline Year: 2018/2019	Baseline: 0.34
Target Date: 2018/2019	Target: 0.74	Actual:

## Comprehensive Progress Report



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The strategic planning team identified effective classroom management and reinforcing classroom rules and procedures by positively teaching them as a focus priority based on stakeholder feedback and discipline data from the 2017/2018 school year. Swansboro High School currently has a PRIDE program that focuses on positive words and actions, respect for self and others, integrity and honor, displaying self-control and excellence in everything we do. Teachers and administrators follow the 3 levels of discipline matrix to reinforce expectations.	Limited Development 10/01/2018		
<i>How it will look when fully met:</i>			The leadership team at Swansboro High School will Identify and communicate key elements of effective classroom management. Teachers will then be trained on the key elements and as a school community we will positively teach our core values.		Ryan Reagle	06/14/2019
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/31/18		Identify and communicate key elements of effective classroom management.		Ryan Reagle	01/09/2019
<i>Notes:</i>						
	10/31/18		Teachers will then be trained on the key elements of effective classroom management.		Ryan Reagle	02/06/2019

Notes:

10/31/18 Teachers will positively train students on our core values as a school community.

Ryan Reagle

02/22/2019

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Onslow County Schools provides priority standards and standard division documents to guide instruction and assessments.	No Development 10/01/2018		
How it will look when fully met:			Onslow County Schools provides standard division documents and are continuing to update priority standards.		Kathy Gainey	10/08/2018
Actions						
Notes:						

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers and content areas provide remediation and support for students in tiers 2/3 through small group instruction and tutoring. Tutoring is offered by at-risk tutors during the day and after school by both teachers and peer tutors.	Full Implementation 10/01/2018		
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently offer resources and support for students through our student services department. Teachers refer students who exhibit social, emotional or academic concerns.	Limited Development 10/01/2018		

<b>How it will look when fully met:</b>			A comprehensive program will be developed to monitor the social, emotional and academic needs of students. Student advocates will be identified using the student advocacy survey. Students will be matched with adult advocates who will follow their progress. Administration will research responsive classroom models to provide training and support to staff so they are able to recognize at-risk behaviors, build relationships and provide effective support or referrals.		<b>Helen Gross</b>	<b>06/14/2019</b>
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	11/17/18		Create advocacy survey and administer to students.		Nicole Rains	01/15/2019
<i>Notes:</i>						
	11/17/18		Disseminate results of advocacy survey to teachers.		Nicole Rains	02/01/2019
<i>Notes:</i>						
	11/17/18		Research responsive classroom models to identify training for staff.		Helen Gross	02/01/2019
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Swansboro High School currently offers a freshman academy and transition support for new students who transfer in from other schools through the S2S club.	Limited Development 10/01/2018		
<b>How it will look when fully met:</b>			Students at Swansboro High School will be supported as they transition from grade to grade and class to class in addition to new student supports.		<b>Colin Smith</b>	<b>06/14/2019</b>
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	10/31/18		Spring Open House will be offered to provide opportunity for parents/students to meet new teachers and learn about expectations.		Helen Gross	02/28/2019
<i>Notes:</i>						
	10/31/18		Provide boot camp/orientation sessions for rising sophomore, junior and senior parents and students.		Nicole Rains	06/14/2019
<i>Notes:</i>						



10/31/18	Investigate Summer Bridge or similar program for students.		Ryan Reagle	06/14/2019
<i>Notes:</i>				
10/31/18	Individualized student plans will be developed.		Jennifer Davis	06/14/2019
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Onslow County Schools has an LEA Support and Improvement Team.	Full Implementation 10/01/2018		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Swansboro High School has a strategic planning team that meets monthly and a leadership team that meets twice a month.	Full Implementation 10/01/2018		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Swansboro High School currently has a professional learning community structure in place for End of Course (EOC) teachers. We will expand this during the 2018/2019 school year to include common planning and content area meetings monthly.	Limited Development 10/01/2018		
How it will look when fully met:			All teachers will have the opportunity to plan with colleagues weekly and to participate in content area meetings monthly.		Helen Gross	11/30/2018
Actions				0 of 2 (0%)		

10/31/18	A calendar of professional learning communities and content area meetings will be shared by administration.		Helen Gross	11/30/2018
<i>Notes:</i>				
10/31/18	Administration will attend PLCs and content meetings monthly to provide guidance and feedback.		Helen Gross	06/14/2019
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The administration team at Swansboro High School has an informal observation process that is utilized to visit classrooms daily and to provide feedback to teachers.	Full Implementation 10/01/2018		

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Swansboro High School uses student and school performance data to make decisions about personnel, schedules and resources.	Limited Development 10/01/2018		
How it will look when fully met:			Swansboro High School will implement Professional Learning Communities (PLCs) for all content areas. Teachers will meet with colleagues that share content area to compare data, observations, and prepare activities based on your data.		Helen Gross	06/14/2019
Actions				0 of 3 (0%)		
10/31/18		A PLC calendar of meeting dates will be created and shared with teachers.			Kathy Gainey	11/30/2018
Notes:						

10/31/18	PLC training will be provided for teachers who do not currently participate in collaborative meetings.		Helen Gross	01/04/2019
<i>Notes:</i>				
10/31/18	Administration will attend weekly PLC meetings to provide guidance and feedback.		Helen Gross	06/14/2019
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Onslow County Schools has established a system of procedures and protocols for recruiting, evaluating and replacing staff. Swansboro High School takes advantage of recognition opportunities to reward staff for outstanding efforts.	Full Implementation 10/01/2018		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Some teachers at Swansboro High School regularly communicate with parents/guardians about expectations of them and the importance of the curriculum of the home.	Limited Development 10/01/2018		
How it will look when fully met:			All teachers will develop a format for effectively communicating with parents/guardians about their expectations of them and the importance of the curriculum of the home.		Helen Gross	06/14/2019
Actions				0 of 2 (0%)		
10/31/18		Administration will develop and share expectations for teacher/home communication.			Helen Gross	11/30/2018
Notes:						

10/31/18	Administration will monitor teacher/home communication.		Ryan Reagle	06/14/2019
<i>Notes:</i>				