



AASA STRATEGIC PLAN



“ENGINEERS LIKE TO SOLVE PROBLEMS.



**IF THERE ARE NO PROBLEMS HANDILY AVAILABLE,
THEY WILL CREATE
THEIR OWN PROBLEMS.**

”

SCOTT ADAMS

2015-2018

Advanced Applied STEM Academy/Tower

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Academy Goals for Northside High School's Advanced Applied STEM Academy/Tower

<p>AASA Goal 1:</p> <p><i>Supports SBE Goal:</i></p> <p><i>Supports OCS Goal:</i></p> <p><i>Supports NHS Goal:</i></p>	<p>Every student in the Advance Applied STEM Academy at Northside High School will be provided a personalized education, with relevant and rigorous curriculum, and will graduate globally competitive, prepared for work, further education and citizenship.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students.</p> <p>Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.</p> <p>Northside High School students will be globally competitive through the mastery of a relevant and rigorous curriculum.</p>
<p>AASA Goal 2:</p> <p><i>Supports SBE Goal:</i></p> <p><i>Supports OCS Goal:</i></p> <p><i>Supports NHS Goal:</i></p>	<p>Every student in the Advance Applied STEM Academy at Northside High School will be led by 21st Century, creative, passionate, and technologically skilled professionals.</p> <p>Goal 2 – North Carolina public schools will be led by 21st Century professionals.</p> <p>Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.</p> <p>Northside High School students will be led by creative, passionate, and technologically skilled professionals.</p>
<p>AASA Goal 3:</p> <p><i>Supports SBE Goal:</i></p> <p><i>Supports OCS Goal:</i></p> <p><i>Supports NHS Goal:</i></p>	<p>Every student in the Advance Applied STEM Academy at Northside High School will will learn the art of civility in a positive and safe learning environment.</p> <p>Goal 3 – North Carolina Public School students will be healthy and responsible.</p> <p>Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.</p> <p>Northside High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.</p>
<p>AASA Goal 4:</p> <p><i>Supports SBE Goal:</i></p> <p><i>Supports OCS Goal:</i></p> <p><i>Supports NHS Goal:</i></p>	<p>Leadership will guide innovation in the Advance Applied STEM Academy at Northside High School in cooperation with families and community partners.</p> <p>Goal 4 – Leadership will guide innovation in North Carolina public schools.</p> <p>Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.</p> <p>Leadership will foster innovation at Northside High School in cooperation with families and community partners.</p>
<p>AASA Goal 5:</p> <p><i>Supports SBE Goal:</i></p> <p><i>Supports OCS Goal:</i></p> <p><i>Supports NHS Goal:</i></p>	<p>The Advance Applied STEM Academy at Northside High School will be supported by effective and efficient processes and systems.</p> <p>Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.</p> <p>The Onslow County schools will be supported by effective and efficient processes and systems.</p> <p>Northside High School will be supported by effective and efficient processes and systems.</p>

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT

(www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions,

School Demographic Information related to drop-out information and graduation rate data

(<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information 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)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://www.ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AMO Reports (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

Vision and Mission Statements for NHS Advanced Applied STEM Academy

Vision:

Excellence in Education through
Strategies **T**hat **E**ngage **M**inds

Mission:

NHS Advanced Applied STEM Academy will maximize each student's academic capacity and learning through the interdisciplinary infusion of STEM literacy and habits of practice that promote the use of inquiry, creative and critical thinking, real-world applications, problem solving, rigor and reflection.

Purpose:

NHS Advanced Applied STEM Academy will equip all students with the necessary 21st century skills to graduate career and college ready to be competitive in a global society.

AASA Goal 1 and Associated Strategies

<p>AASA Goal 1:</p> <p>Supports SBE Goal:</p> <p>Supports OCS Goal:</p> <p>Supports NHS Goal:</p> <p>AdvancED Standard 1:</p> <p>AdvancED Standard 3:</p> <p>AdvancED Standard 4:</p> <p>AdvancED Standard 5:</p>	<p>Every student in the Advance Applied STEM Academy at Northside High School will be provided a personalized education, with relevant and rigorous curriculum, and will graduate globally competitive, prepared for work, further education and citizenship.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students.</p> <p>Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.</p> <p>Northside High School students will be globally competitive through the mastery of a relevant and rigorous curriculum.</p> <p>Purpose and Direction</p> <p>Teaching and Assessing for Learning</p> <p>Resources and Support Systems</p> <p>Using Results for Continuous Improvement</p>
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<p>Target:</p> <p>Indicator(s):</p>	<p>AASA will increase student achievement, growth and proficiency in all areas of the curriculum.</p> <p>EOC Composite Score, Cohort Graduation Rate, AP Participation, VoCATS Performance Composite, AP Exam participation, District CTE state assessment performance composite, Common Exam/NC Final Exam EVAAS growth, ACT WorkKeys composite, ACT composite, Percentage of graduates meeting math rigor, Percentage of graduates completing the graduation project, Post-Graduate School/Training.</p>
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Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Indicator(s) 1:	Co-hort graduation rate will exhibit an increase each academic year, 2015-2018.
	Strategy: All AASA students will participate in a co-hort style, college and career ready small learning community.
	Research Cited: http://www.promisingpractices.net/resources_highschoolgrad.asp ; See Sylvan Strategies; http://www.ncpublicschools.org/docs/curriculum/scholars/endorsement-require.pdf .
	Benchmarks:
	2014-15: 88% of the AASA (4-year) co-hort seniors will graduate, completing all required STEM cluster courses and earning CTE STEM Career HS Diploma Endorsement.
	2015-16: 90% of the AASA (4-year) co-hort seniors will graduate, completing all required STEM cluster courses and earning CTE STEM Career HS Diploma Endorsement.
2016-17: 92% of the AASA (4-year) co-hort seniors will graduate, completing all required STEM cluster courses and earning CTE STEM Career HS Diploma Endorsement.	
2017-18: 94% of the AASA (4-year) co-hort seniors will graduate, completing all required STEM cluster courses and earning CTE STEM Career HS Diploma Endorsement.	

Indicator(s) 2:	9th grade co-hort students will demonstrate an increase in proficiency by obtaining a 4 or a 5 as measured by the MATH I EOC test results.
	Strategy: Power Hour - One hour each day will be provided for Biology, Math I and Eng II students to receive tutoring during the school day.
	Research Cited: Differentiated Instruction; http://www.creativitypost.com/education/the_benefits_of_movement_in_schools ; http://www.nea.org/tools/35542.htm .
	Benchmarks:
	2014-15: 50% of the AASA students earn a minimum score of 4 on the MATH I EOC assessment.
	2015-16: 65% of the AASA students earn a minimum score of 4 on the MATH I EOC assessment.
Indicator(s) 3:	10th grade co-hort students will demonstrate an increase in proficiency by obtaining a 4 or a 5 as measured by the ENG II EOC test results.
	Strategy: Power Hour - One hour each day will be provided for Biology, Math I and Eng II students to receive tutoring during the school day. All 9th and 10th grade English teachers will participate utilize the ACHIEVE 3000 program.
	Research Cited: Differentiated Instruction; http://www.creativitypost.com/education/the_benefits_of_movement_in_schools ; http://www.nea.org/tools/35542.htm . Lexile Reading System- https://www.georgiastandards.org/resources/Documents/CaseStudy-LexileMeasuresHelpHighSchool.pdf ; common core standards research.
	Benchmarks:
	2014-15: 50% of the AASA students earn a minimum score of 4 on the ENG II EOC assessment.
	2015-16: 65% of the AASA students earn a minimum score of 4 on the ENG II EOC assessment.
Indicator(s) 4:	10th grade co-hort students will demonstrate an increase in proficiency by obtaining a 4 or a 5 as measured by the BIOLOGY EOC test results.
	Strategy: Power Hour - One hour each day will be provided for Biology, Math I and Eng II students to receive tutoring during the school day.
	Research Cited: Differentiated Instruction; http://www.creativitypost.com/education/the_benefits_of_movement_in_schools ; http://www.nea.org/tools/35542.htm .
	Benchmarks:
	2014-15: 50% of the AASA students earn a minimum score of 4 on the BIOLOGY EOC assessment.
	2015-16: 65% of the AASA students earn a minimum score of 4 on the BIOLOGY EOC assessment.

Plan/Do	Indicator(s) 5:	AASA students will take and score at least a 3 on all Advanced Placement Exams as measured by the number of students enrolled, those electing to take the AP exam, and the AP Exam score.
		Strategy: The majority of AP courses will be offered first semester to ensure as much time to complete the required curriculum. Students will be required to attend tutoring for the AP course they are taking no less than two days per week during Power Hour up until the test in May of each year. Saturday and/or after school review sessions will be offered twice per month beginning in February of each school year.
		Research Cited: Research Cited: Differentiated instruction; http://www.collegeview.com/articles/article/test-success-ap-strategies-that-work .
		Benchmarks:
		2014-15: 25% of AASA students enroll in an AP course; 60% (of the 25%) take the AP exam; 80% (of the 60%) pass the AP exam with at least a score of 3.
	2015-16: 30% of AASA students enroll in an AP course; 70% (of the 30%) take the AP exam; 85% (of the 70%) pass the AP exam with at least a score of 3.	
	2016-17: 35% of AASA students enroll in an AP course; 75% (of the 35%) take the AP exam; 87% (of the 75%) pass the AP exam with at least a score of 3.	
	2017-18: 40% of AASA students enroll in an AP course; 80% (of the 40%) take the AP exam; 89% (of the 80%) pass the AP exam with at least a score of 3.	
	Indicator(s) 6:	AASA students will earn at least a Silver or better as measured by the ACT/WorkKeys assessment.
		Strategy: WIN Program - Each student who has met the CTE concentrator criteria, will receive intense remediation during the school day in order to prepare for the WorkKeys assessment using the WIN program. Mrs. Grosskopf will oversee the process to ensure all students are working diligently and to ensure the program is used with fidelity.
Research Cited: WIN; http://www.winlearning.com/		
Benchmarks:		
2014-15: 75% of the AASA students earn a minimum score of silver on the ACT/WorkKeys assessment.		
2015-16: 80% of the AASA students earn a minimum score of silver on the ACT/WorkKeys assessment.		

Indicator(s) 7:	AASA students will earn at least a 17 or better as measured by the ACT assessment.
	Strategy: All 11th grade students will taken and ELA elective course prior to taking ENG III, to prepare students for ACT.
	Research Cited: http://www.promisingpractices.net/resources_highschoolgrad.asp ; See Sylvan Strategies.
	Benchmarks:
	2014-15: 55% of the AASA students earn a minimum score of 17; 30% will earn a minimum score of 21 on the ACT assessment.
2015-16: 56% of the AASA students earn a minimum score of 17; 31% will earn a minimum score of 21 on the ACT assessment.	
2016-17: 57% of the AASA students earn a minimum score of 17; 32% will earn a minimum score of 21 on the ACT assessment.	
2017-18: 58% of the AASA students earn a minimum score of 17; 33% will earn a minimum score of 21 on the ACT assessment.	
Indicator(s) 8:	AASA students will complete all required pathway courses, participate in three years of career-based experiences and maintain active membership in an academy-themed organization.
	Strategy: All AASA students will be surveyed to obtain his/her 4-letter type formula according to Carl Jung’s and Isabel Briggs Myers’ typology, along with the strengths of preferences and the description of your personality type; students will discover careers and occupations most suitable for his/her personality type along with examples of educational institutions where he/she can get a relevant degree or training. This information will assist in career-based experience placement.
	Research Cited: http://www.humanmetrics.com/cgi-win/jtypes2.asp
	Benchmarks:
	2014-15: 75% of 9th/10th grade AASA students participate in field trips, guest speakers, job-shadowing; 25% of 11th/12th grade have a formalized internship; 40% maintain an active membership in an academy-themed organization.
2015-16: 80% of 9th/10th grade AASA students participate in field trips, guest speakers, job-shadowing; 30% of 11th/12th grade have a formalized internship; 50% maintain an active membership in an academy-themed organization.	
2016-17: 85% of 9th/10th grade AASA students participate in field trips, guest speakers, job-shadowing; 35% of 11th/12th grade have a formalized internship; 60% maintain an active membership in an academy-themed organization.	
2017-18: 90% of 9th/10th grade AASA students participate in field trips, guest speakers, job-shadowing; 40% of 11th/12th grade have a formalized internship; 70% maintain an active membership in an academy-themed organization.	

Indicator(s) 9:	AASA graduates will apply and enroll in post-secondary learning institutions/opportunities.
	Strategy: All 12th grade students will create CFNC accounts and take advantage of the FREE college application week provided by CFNC.
	Research Cited: http://www.promisingpractices.net/resources_highschoolgrad.asp
	Benchmarks:
	2014-15: 85% of AASA graduates will apply to a post-secondary learning opportunity; 45% of AASA graduates will enroll in a post-secondary learning opportunity (20% in 4-year college or university; 10% in 2-year community college; 10% in technical college; 5% in military).
2015-16: 88% of AASA graduates will apply to a post-secondary learning opportunity; 50% of AASA graduates will enroll in a post-secondary learning opportunity (21% in 4-year college or university; 12% in 2-year community college; 11% in technical college; 6% in military).	
2016-17: 90% of AASA graduates will apply to a post-secondary learning opportunity; 55% of AASA graduates will enroll in a post-secondary learning opportunity (22% in 4-year college or university; 14% in 2-year community college; 12% in technical college; 7% in military).	
2017-18: 92% of AASA graduates will apply to a post-secondary learning opportunity; 60% of AASA graduates will enroll in a post-secondary learning opportunity (24% in 4-year college or university; 15% in 2-year community college; 13% in technical college; 8% in military).	
Check	Review frequency: Quarterly
	Assigned implementation team:
	What data will be used to determine whether the strategies were deployed with fidelity?

Act	
	Based upon identified results, should/how should strategies be changed?

AASA Goal 2 and Associated Strategies

AASA Goal 2:

Every student in the Advance Applied STEM Academy at Northside High School will be led by 21st Century, creative, passionate, and technologically skilled professionals.

Supports SBE Goal:
Supports OCS Goal:
Supports NHS Goal:

Goal 2 – North Carolina public schools will be led by 21st Century professionals.
 Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.
 Northside High School students will be led by creative, passionate, and technologically skilled professionals.

AdvancED Standard 2:

Governance and Leadership

AdvancED Standard 3:

Teaching and Assessing for Learning

AdvancED Standard 4:

Resources and Support Systems

AdvancED Standard 5:

Using Results for Continuous Improvement

Target:

The Onslow County School System will decrease the teacher turnover rate. The annual result will be calculated

Indicator(s):

Locally defined teacher turnover rate, state reported teacher turnover rate, NCTWC survey results, evaluation analysis.

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Indicator(s) 1:

Promote a positive and informed working environment for all employees.

Strategy: AVID Professional Development - Throughout the school year, teachers will have the opportunity to participate in AVID professional development during faculty meetings, empowering teachers to use innovative and research-based strategies to improve teaching and learning. Peer and administrative observations will be completed to ensure AVID strategies are being implemented with fidelity. Data Analysis and Benchmarking - Teachers will meet collaboratively across grade-levels and subject areas. Teachers and administrators will collaborate in subject specific cohorts throughout the LEA to align standard division documents and benchmarking, and to share best practices.

Research Cited: The AVID College Readiness System (ACRS) has been closely studied by numerous research teams and individuals. In addition to our own data collection, AVID's success has been demonstrated by numerous third-party studies.

Professional Learning Communities: <http://www.sedl.org/>

Benchmarks:

2014-15: 80% of the AASA Academic Team utilize AVID strategies to deliver instruction; 85% use benchmarking and data analysis to drive instruction.

2015-16: 85% of the AASA Academic Team utilize AVID strategies and the Engineering Design Process to deliver instruction; 88% use benchmarking and data analysis to drive instruction.

2016-17: 90% of the AASA Academic Team utilize AVID strategies and the Engineering Design Process to deliver instruction; 90% use benchmarking and data analysis to drive instruction.

2017-18: 95% of the AASA Academic Team utilize AVID strategies and the Engineering Design Process to deliver instruction; 95% use benchmarking and data analysis to drive instruction.



Indicator(s) 2:	Recruit, hire, retain and mentor educators who will pursue continuous improvement and ongoing adult learning opportunities.
	Strategy: Make available resources and learning opportunities for educators to become and remain technologically skilled and Recognize outstanding achievements in the field of education.
	Research Cited: Professional Learning Communities: http://www.sedl.org/
	Benchmarks:
	2014-15: 80% of the AASA Academic Team will participate in ongoing adult learning opportunities to include National Boards, advanced degree, AP training, externships, industry-standard certifications, etc.
	2015-16: 83% of the AASA Academic Team will participate in ongoing adult learning opportunities to include National Boards, advanced degree, AP training, externships, industry-standard certifications, etc.
	2016-17: 85% of the AASA Academic Team will participate in ongoing adult learning opportunities to include National Boards, advanced degree, AP training, externships, industry-standard certifications, etc.
Check	2017-18: 88% of the AASA Academic Team will participate in ongoing adult learning opportunities to include National Boards, advanced degree, AP training, externships, industry-standard certifications, etc.
	Review frequency: Quarterly
	Assigned implementation team:
	What data will be used to determine whether the strategies were deployed with fidelity?

Act	
	Based upon identified results, should/how should strategies be changed?

AASA Goal 3 and Associated Strategies

AASA Goal 3:

Every student in the Advance Applied STEM Academy at Northside High School will learn the art of civility in a positive and safe learning environment.

Supports SBE Goal:
Supports OCS Goal:
Supports NHS Goal:

Goal 3 – North Carolina Public School students will be healthy and responsible.
 Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
 Northside High School students will learn in a safe and civil environment to be ethical, healthy and productive citizens.

AdvancED Standard 4:
 AdvancED Standard 5:

Resources and Support Systems
 Using Results for Continuous Improvement

Target:

AASA's (in conjunction with NHS) Safe and Civil Schools initiative will provide positive results to improve teaching and learning.

Indicator(s):

ASSIST data, AYP data, program evaluation, Discipline data (Acts of Crime and Violence reported, Out of School Suspensions and Expulsions reported), Safe Schools Plan Program evaluation.

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Indicator(s) 1:

AASA will create a safe environment that will support teaching and learning.
Strategy: Safe Environment - Every student will complete an advocate card identifying an adult with whom they feel safe; Preventive Behavior Contracts, Mentor assignments and check-in/check out as needed for at-risk students; Implement Rachel's Challenge; implement all required drills, to include: Lock-Down Drills, Fire Drills, Severe Weather Drill; collaborate with local first responder's to review practices for safety drills. Provide all students with identification cards which will be required for students to have with them at all times; provide special identification cards for all early release students. Additional cameras for exterior and interior areas of the school where there are significant gaps and relocate some existing cameras to more optimal locations. Acquire keys to be issued to substitute teachers for classroom security in the event of a lockdown. Require and maintain more adult supervision throughout the school day.
Research Cited: PBIS Tier II; MTSS Tier II; Rachel's Challenge
Benchmarks:
 2014-15: 100% of the AASA Academic Team will provide a safe environment through classroom expectations that support teaching and learning.
 2015-16: 95% of the AASA Academic Team will provide a safe environment through classroom expectations that support teaching and learning by aligning with NHS's PBIS ROAR expectations (Responsible, Organized, Attentive, Respectful).
 2016-17: 96 of the AASA Academic Team will provide a safe environment through adopting NHS's PBIS ROAR expectations (Responsible, Organized, Attentive, Respectful) as his/her classroom expectations that support teaching and learning.
 2017-18: 97% of the AASA Academic Team will provide a safe environment through incorporating NHS's PBIS ROAR expectations (Responsible, Organized, Attentive, Respectful) into his/her classroom lessons, supporting teaching and learning.

Plan/Do

Indicator(s) 2:	AASA will promote and support activities for staff and students that create a civil learning environment.
	Strategy: Promoting Responsible Citizenship - Students complete modules through ABE software; Power Hour program provides opportunities for positive decision-making, AVID/PH guest speakers will promote positive role-modeling and college/career readiness, PBIS serves as a behavior support for positive reinforcement, Red-ribbon week activities will support substance abuse awareness. Partnership with community mentors and students.
	Research Cited: PBISworld.org; AVID.org; redribbon.org; Motivating Students to Complete High School Through Career and Technical Education by McDuffie, Kimberly Sabrina, Ed.D., WALDEN UNIVERSITY, 2013.
	Benchmarks:
	2014-15: 75% of the AASA Academic Team will encourage a civil learning environment through incorporating an alternate to ISS/OSS to redirect inappropriate behavior.
Indicator(s) 3:	2015-16: 75% of the AASA Academic Team will encourage a civil learning environment through incorporating an alternate to ISS/OSS to redirect inappropriate behavior by incorporating new ABE modules; 90% will utilize PBIS to serve as behavior support for positive reinforcement.
	2016-17: 77% of the AASA Academic Team will encourage a civil learning environment through incorporating an alternate to ISS/OSS to redirect inappropriate behavior by incorporating new ABE modules; 92% will utilize PBIS to serve as behavior support for positive reinforcement.
	2017-18: 80% of the AASA Academic Team will encourage a civil learning environment through incorporating an alternate to ISS/OSS to redirect inappropriate behavior by incorporating new ABE modules; 94% will utilize PBIS to serve as behavior support for positive reinforcement.
	AASA will provide instructional opportunities focused on healthy lifestyle choices.
	Strategy: Promoting Healthy and active students - Students will have opportunities to participate in activities, clubs, intramural sports, and tutoring to promote academic performance and support personal enrichment.
Indicator(s) 3:	Research Cited: Educational Outcomes of Tutoring: A Meta-analysis of Findings. Cohen, Kulik, and Kulik.; The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Published by US Department of Health and Human Services, Centers for Disease Control and Prevention.
	Benchmarks:
	2014-15: 50% of the AASA students participated in tutoring on Wednesdays.
	2015-16: 65% of the AASA students participated in tutoring during PH; 80% participated in activities during PH.
	2016-17: 70% of the AASA students participated in tutoring during PH; 85% participated in activities during PH.
2017-18: 75% of the AASA students participated in tutoring during PH; 90% participated in activities during PH.	

Check	
	Review frequency: Quarterly
	Assigned implementation team:
	What data will be used to determine whether the strategies were deployed with fidelity?
Act	
	Based upon identified results, should/how should strategies be changed?

AASA Goal 4 and Associated Strategies

Plan/Do	AASA Goal 4:	Leadership will guide innovation in the Advance Applied STEM Academy at Northside High School in cooperation with families and community partners.
	Supports SBE Goal:	Goal 4 – Leadership will guide innovation in North Carolina public schools.
	Supports OCS Goal:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.
	Supports NHS Goal:	Leadership will foster innovation at Northside High School in cooperation with families and community partners.
	AdvancED Standard 1:	Purpose and Direction
	AdvancED Standard 2:	Governance and Leadership
	AdvancED Standard 3:	Teaching and Assessing for Learning
	AdvancED Standard 4:	Resources and Support Systems
	AdvancED Standard 5:	Using Results for Continuous Improvement
	Target:	AASA will increase the cohort Graduation Rate to be 100%.
Indicator(s):	Utilization reports, graduation rates, participation rates, surveys, 360.	
Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.		
Indicator(s) 1:	Extend and emphasize family, business, community, and education partnerships.	
	Strategy: Increase communication via a variety of methods (liaisons, specialists, websites, government/education channel, etc.). Communication - PowerSchool will be utilized by students and parents to monitor student progress. Edmodo will be utilized to maintain constant communication amongst the teachers, students and parents. Remind 101 will be utilized to send reminders to students and parents related to instructional requirements.	
	Research Cited: Research Cited: http://www.digitalpromise.org/blog/entry/using-technology-for-effective-parent-teacher-communication .	
	Benchmarks:	
	2014-15: 80% of the AASA Academic Team utilize a variety of methods to effectively communicate with key stakeholders.	
	2015-16: 85% of the AASA Academic Team utilize a variety of methods to effectively communicate with key stakeholders.	
2016-17: 90% of the AASA Academic Team utilize a variety of methods to effectively communicate with key stakeholders.		
2017-18: 95% of the AASA Academic Team utilize a variety of methods to effectively communicate with key stakeholders.		

Indicator(s) 2:	Increase student flexibility in utilizing a variety of 21st Century technology tools and applications to access information, express creativity, and solve problems.
	Strategy: 1:1 Initiative - By the end of the 2018 school year each student in the school will have been issued a one-to-one device provided by auxillary services and the technology departments.
	Research Cited: http://www.streetdirectory.com/travel_guide/113927/laptops/10_advantages_of_a_student_laptop.html
	Benchmarks:
	2014-15: 80% of the AASA Academic Team develop and use instructional strategies that require students to utilize 21st Century tools and processes.
2015-16: 85% of the AASA Academic Team develop and use instructional strategies that require students to utilize 21st Century tools and processes.	
2016-17: 90% of the AASA Academic Team develop and use instructional strategies that require students to utilize 21st Century tools and processes.	
2017-18: 95% of the AASA Academic Team develop and use instructional strategies that require students to utilize 21st Century tools and processes.	
Check	Review frequency: Quarterly
	Assigned implementation team:
	What data will be used to determine whether the strategies were deployed with fidelity?

Act	
	Based upon identified results, should/how should strategies be changed?

AASA Goal 5 and Associated Strategies

Plan/Do	<p>AASA Goal 5:</p> <p>Supports SBE Goal:</p> <p>Supports OCS Goal:</p> <p>Supports NHS Goal:</p> <p>AdvancED Standard 1:</p> <p>AdvancED Standard 2:</p> <p>AdvancED Standard 3:</p> <p>AdvancED Standard 4:</p> <p>AdvancED Standard 5:</p>	<p>The Advance Applied STEM Academy at Northside High School will be supported by effective and efficient processes and systems.</p> <p>Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems. The Onslow County schools will be supported by effective and efficient processes and systems. Northside High School will be supported by effective and efficient processes and systems.</p> <p>Purpose and Direction Governance and Leadership Teaching and Assessing for Learning Resources and Support Systems Using Results for Continuous Improvement</p>
	<p>Target:</p> <p>Indicator(s):</p>	<p>AASA will maximize resource utilization to best meet the instructional and operational needs of its students and teachers.</p> <p>Utilization reports, Power Hour participation rates, surveys, 360.</p>
	<p>Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.</p>	
	<p>Indicator(s) 1:</p>	<p>Provide sustainable technological infrastructure to support the instructional environment on and off campus.</p>
		<p>Strategy: Increase instructional access to technology during and after normal school operating hours.</p>
		<p>Research Cited: http://www.streetdirectory.com/travel_guide/113927/laptops/10_advantages_of_a_student_laptop.html</p>
		<p>Benchmarks:</p> <p>2014-15: 80% of AASA Academic Team open classroom during tutoring/PH/after school for those students without Internet.</p> <p>2015-16: 85% of AASA Academic Team open classroom during tutoring/PH/after school for those students without Internet.</p> <p>2016-17: 90% of AASA Academic Team open classroom during tutoring/PH/after school for those students without Internet.</p> <p>2017-18: 95% of AASA Academic Team open classroom during tutoring/PH/after school for those students without Internet.</p>
		<p>Indicator(s) 2:</p>
	<p>Establish funding sources to address increases in student population and capacity constraints.</p>	
	<p>Research Cited: http://www.streetdirectory.com/travel_guide/113927/laptops/10_advantages_of_a_student_laptop.html</p>	
<p>Benchmarks:</p> <p>2014-15: 100% of AASA Academic Team will research grant writing and opportunities, receiving professional development.</p> <p>2015-16: 50% of AASA Academic Team will collaboratively write a grant.</p> <p>2016-17: 60% of AASA Academic Team will collaboratively write at least 3 grants.</p> <p>2017-18: 70% of AASA Academic Team will collaboratively write at least 5 grants.</p>		

Check	Indicator(s) 3:	Develop and utilize well communicated processes and procedures in all support areas.
		Strategy: Power Hour - One hour each day will be provided for Biology, Math I and Eng II students to receive tutoring during the school day. Reading and Writing Center - The Writing Center will be staffed by student writing fellows to provide differentiated tutoring to improve and encourage writing across the curriculum.
		Research Cited: Research Cited: International Writers Association
		Benchmarks:
		2014-15: 80% of the AASA Academic Team require tutoring/PH for those students below a 77 in class; 0% (was not in existence this school year) utilize the Writing Center to supplement writing assignments.
	2015-16: 85% of the AASA Academic Team require tutoring/PH for those students below a 77 in class; 25% utilize the Writing Center to supplement writing assignments.	
	2016-17: 90% of the AASA Academic Team require tutoring/PH for those students below a 77 in class; 35% utilize the Writing Center to supplement writing assignments.	
	2017-18: 95% of the AASA Academic Team require tutoring/PH for those students below a 77 in class; 45% utilize the Writing Center to supplement writing assignments.	
	Review frequency: Quarterly	
	Assigned implementation team:	
What data will be used to determine whether the strategies were deployed with fidelity?		

Act	
	Based upon identified results, should/how should strategies be changed?