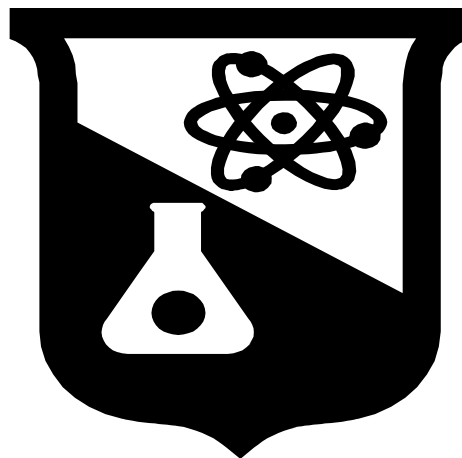


Excellence in Education

Hunters Creek Elementary School
Strategic Plan
2012-2015



Adopted by Onslow County Board of Education 2012



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A Message from the desk of

Mary E. Dyer, Principal



Hunters Creek Elementary School faculty, staff, and student body are inspired by a shared vision of “Excellence in Educating the Whole Child.” This vision allows us to focus on meeting the needs of diverse students in our classrooms and ensuring that we provide an education that prepares them for the 21st Century.

The Hunters Creek community is dedicated to doing the work necessary to reach the vision and mission we have adopted. Our focus on continuous improvement in all areas of teaching and learning will be the guiding force for the achievement of our vision. Processes that include the development of effective daily instructional strategies, the use of assessment practices, parent and community involvement and the implementation of instructional support programs will aid in educating the whole child. Students will have access to resource teachers, specialists, and counseling to address their social and academic needs.

To develop 21st Century citizens, the Hunters Creek Elementary faculty will continue to use emerging technologies and visionary instructional programs and practices. The use of STEM as an instructional theme will give students the opportunity to make choices in units of study and will elevate the academic program. The faculty seeks programs for students to develop their collaboration skills by offering 1st Robotics competitive teams, Odyssey of the Mind, and STEM Academy throughout the school year.



Global studies will become a part of the academic program at Hunters Creek Elementary. Language immersion and cultural studies will challenge studies to perform at higher levels as they expand their thinking and open their minds to the world in which they live.

The 21st Century will require a different kind of citizen; one who collaborates, creates, and communicates with others to continue the advancement of our world. The Hunters Creek community is prepared to embrace this challenge and educate all students, completely and thoroughly, so that they can become an integral part of tomorrow’s society.

School Profile

Introduction

The 2012-2013 school year ushered in Hunters Creek Elementary School's fifteenth anniversary. Formed from a combination of subdivisions within the Jacksonville city limits and rural communities of Onslow County, the school boasts a diverse population of 567 Pre-K through 5th grade students. The National Center for Education Statistics classifies Hunters Creek Elementary as an "urban fringe" school that is characterized by ethnic and socio-economic diversity.

The student body also consists of a large percentage of students, 48%, whose parents are connected to the world's largest, most complete amphibious unit, Marine Corps Base Camp Lejeune. This characteristic causes the student population to fluctuate and offers some unique challenges in their education. The students face many outside influences including long separations from parents due to war and deployments.

Student Demographics

Data that details the diversity of the student body is an important tool for instructional and program planning. The ethnic breakdown provides insight into the needs of our students and highlights academic successes and challenges. The Hunters Creek Elementary student body is comprised of the ethnic diversity as indicated in figure 1. The student demographic data comparison from 2011-2012 and 2012-2013 school years reveal a growing

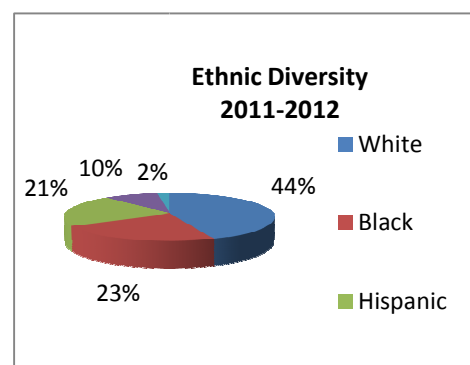
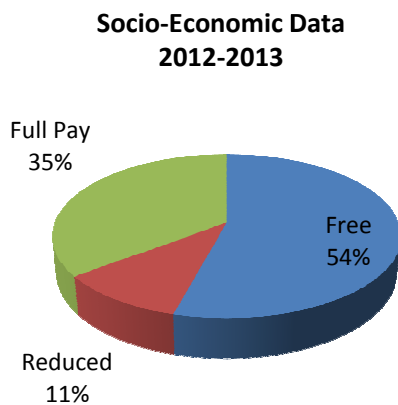


Figure 1

Hispanic population within the student body. This increasing population of English Language Learners presents challenges as well as opportunities for the Hunters Creek Elementary community. It challenges the faculty and staff members to seek opportunities to explore the acquisition of a second language and encourages us to expand our focus on global studies and increase opportunities for students to engage in the study of world languages and cultural explorations. The implementation of programs that provide effective academic support for English Language Learners of all ethnic backgrounds is pertinent to the success and growth of the entire student population.

Hunters Creek Elementary School is a "School-wide" Title I School. This designation is due to the



percentage of students who are economically disadvantaged. 65% of students receive free or reduced lunch prices which is an increase of 5% from the 2011-2012 totals. This designation provides funding from the federal level and gives us the opportunity to employ additional teachers assigned to provide all students in the

school with academic support. The role of the teachers is defined by the school's Title I Plan which is the foundation for school improvement and is an integral part of the academic program. Through this planning process the teachers provide additional, small group instruction in English/Language Arts and math and present parent education/information sessions.

HCES Vision: Excellence in educating the whole child.

Student Performance Data

K-5 Students at Hunters Creek Elementary

participate in various assessments required at

both the state and local level. K-2 students are

assessed through the K-2 Assessment process,

that includes various literacy tests: spelling

inventories, high-frequency word recognition

and running record assessments to determine reading comprehension levels. Quarterly math

assessments are also given as part of this process. The 2011-2012 school year assessment

results are illustrated in figure 4.

The teachers in grades 3-5 assessed their students throughout the year using teacher-generated

and common assessments to determine their mastery of state objectives. These formative assessment

processes gave the

teachers information

needed to determine

how to meet the

students' academic

needs. The alignment

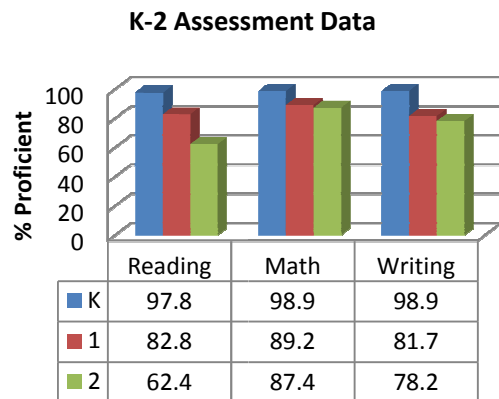


Figure 3

	Math 2011	Math 2012	Reading 2011	Reading 2012	Science 2011	Science 2012
3rd	70.3%	82.4%	59.3%	68.0%	N/A	N/A
4th	78.8%	78.8%	72.2%	72.2%	N/A	N/A
5th	83.5%	87.9%	70.5%	78.8%	83.5%	88.0%

Figure 4

HCES Mission: The Hunters Creek Elementary School community will prepare students to be globally competitive leaders and responsible citizens in the 21st century.

of the curriculum, instructional and assessment practices was instrumental in the growth experienced by our students. The data in Figure 4 details student proficiency, growth, and also highlights areas of concern.

The results in Figure 4 and the accompanying “High Growth” classification indicate that the students exceeded the expected growth standard established by the state of North Carolina in math and science. The student performance level also exceeded the “High Growth” standard in all areas except 4th grade Reading and Reading overall.

In North Carolina public schools, we currently utilize Annual Measureable Objectives (AMOs) to assess the proficiency of subgroups with the school. All subgroups at Hunters Creek Elementary met the established proficiency standard in both reading and math. As the faculty reviewed the data and studied specific subgroup performance levels, we identified areas of focus that will be impacted by the strategies developed in the Strategic Plan. The academic area of concern is reading with all subgroups achieving the standard. Two groups required the additional “Safe Harbor” data to meet the goal. In mathematics, again all subgroups achieved the established standard and two requiring the use of the “Confidence Interval.” Overall, 100% of our 23 subgroups met the established proficiency goal.

Stakeholder Surveys

Onslow County Schools conducted its annual process for gathering feedback from stakeholders that provided information and feedback concerning various aspects of education in our school district. Survey data collected from students and teachers was used to develop instructional programs, improve

instructional practices, and as support for decision making and strategy development. Results from the teacher and student surveys are included in the Strategic Plan.

Purpose

Hunters Creek Elementary School's purpose is to provide educational excellence with a focus on meeting diverse learner needs to ensure that each student is prepared to meet the demands of the 21st Century.

Vision, Mission and Purpose Statement

Vision:

Excellence in educating the whole child.

Mission:

The Hunters Creek Elementary School community will prepare students to be globally competitive leaders and responsible citizens in the 21st Century.

Purpose Statement:

Hunters Creek Elementary School's purpose is to provide educational excellence with a focus on meeting diverse learner needs to ensure that each student is prepared to meet the demands of the 21st Century.

ONSLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2012-2013

School:	Hunters Creek Elementary
Date Submitted:	Fall 2012

1	Number of Plan Team Members	22
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	Yes
3	Percentage of total school staff (see note below) approving 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	27-Sep-12
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

Principal's Signature	Mary E. Dyer
Signature, SSPT Facilitator/Chairperson	Katie Devenport
Signature, Elected Parent Representative	Brenda Mercer
Signature, Elected Parent Representative	Sophie Crittendon

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

LEA Number: Onslow County Schools - 670
School Name/Number: Hunters Creek Elementary
School Address:
Plan Year(s): 2012-2015
Date prepared: Fall 2012

Principal Signature: Mary Dyer

9/28/2012

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
Assistant Principal Representative	Shelley Gaultieri(current)	Parent Representative	Burnadette Howard
Parent Representative	Katie Devenport	Teacher Representative	Carmen King
Inst. Support Representative	Erin Hall	Parent Representative	Melanie Shadley
PTO Representative	Colleen Matlock	Parent Representative	Sophia Crittenden
Parent Representative	Brenda Mercer	Teacher Assistant Representative	Connie Collins
Teacher Representative	Robbie Cornell		
Teacher Representative	Mavis Ross		
Teacher Representative	Bonnie Krcmar		
Teacher Representative	Christy Hooiser		
Inst. Support Representative	Evelyn Bright		
Teacher Representative	Katherine Stankunas		
Parent Representative	Debra Humes		
Parent Representative	Alonzo Humes		
Parent Representative	Jennifer Joy		
Parent Representative	Haylee Rogers		
Parent Representative	Tamara Thaxton		

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



Goal 1 Needs Assessment

NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
School Goal 1:	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-through/observations), and student learning (also from walk-through/observations as well as data).

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

The analysis of various data point indicates strengths in the following academic areas:

1. 5th grade Science: 88% of students were proficient (an increase of 4.5% from the 2011-2012 Science EOG)
2. Math-Grades 3-5: 83% of students were proficient: An increase in proficiency of 5.6%)
3. High growth in 4th and 5th grade math, 5th grade Reading, 5th grade Science
4. Met "Expected Growth" in all areas
5. All subgroups met the AMO standard
6. The majority of K-2 students meet state benchmarks in Reading and Math
7. 5th grade students exceeded the State Mean in all objectives in all subjects
- 8

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

1. The differences in state mean reveal issues 4th grade Math and Reading in all objectives. The differences increased significantly from the 2010-2011 school year to the 2011-2012 school year
2. 3rd grade students performed below the State Mean 5 objectives.

- | |
|---|
| 3. Professional development in effective instruction is needed in Reading and Math |
| 4. Professional development is needed to ensure effective and accurate scoring of K-2 Assessments |
| 5. Development of a process for ensuring accuracy of K-2 Assessment administration is needed |
| 6. The effective use of the PEP process is needed to ensure that the academic needs of struggling students are being addressed effectively |
| 7. Effective, research-based instructional processes are needed to ensure that EC students are receiving instruction designed to meet their needs |
| |

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

- | |
|---|
| 4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite evidence from your needs assessment to support these priorities. (The top three priorities become strategies.) |
| 1. Implementation of world culture and world languages programs |
| 2. Implementation of OCS PLC Protocols |
| 3. Provide opportunities for students to access reading materials outside the school library |
| 4. Improve instruction for at-risk and EC students. |
| |
| |
| |

Goal 1 and Associated Strategies	
NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.
HCE Goal 1:	Hunters Creek Elementary School students will be globally competitive through the mastery of a relevant and rigorous curriculum.
AdvancED Standard 1:	Purpose and Direction
AdvancED Standard 3:	Teaching and Assessing for Learning
AdvancED Standard 4:	Resources and Support Systems
AdvancED Standard 5:	Using Results for Continuous Improvement
Target: (Desired Result)	Increase student proficiency levels by 10% in all academic areas by the 2015 school year.
Indicator: (Measure)	3rd-5th Grade Annual Measurable Objectives
K-2 Summative Assessment Data	
OCS Goal 1:	
Strategy: (Needs Assessment, Question #4)	Implement world culture and world language programs
Action Steps:	Investigate SPLASH! Implementation at schools in Cumberland County
	Establish and implement procedures for the effective implementation of world cultures/language programs
	Conduct parent information sessions to inform the community of the implementation of the language immersion program
	Conduct information sessions to discuss opportunities with faculty and staff
	Attend training sessions with VIF to assist with SPLASH! Program implementation and language teacher evaluations
	Implement Mandarin Chinese culture/language program for 5th grade students
	Provide opportunities for collaboration with schools in China or other countries
	Design and implement a world cultures program for students in kindergarten through 5th grades
Strategy:	Implement Onslow County Schools PLC protocols
Action Steps:	Select PLC Action Team members
	Attend training on OCS PLC Protocols
	Present OCS PLC Protocols professional development for the HCE faculty
	Organize HCE PLCs to support improvements in instruction and student achievement
Strategy:	Develop and implement academic support programs
Action Steps:	Include Tier II Reading Lab in the Instruction Intervention Process
	Develop and implement a schedule that would support the use of Tier II Reading Lab
	Provide professional development opportunities for teacher using Fountas and Pinell Intervention Program
	Utilize math labs to provide support for students based on assessment data
Strategy:	Provide opportunities for students to access reading materials at all times
Action Steps:	Install The Little Library in select locations in Hunters Creek Elementary subdivisions
	Acquire grants/funding for building and installing the little libraries
	Collaborate with White Oak High School academics and personnel to design, build and install the libraries
	Identify community leaders to monitor the use of libraries and manage the collections
	Develop communication strategies to ensure that parents and students are aware of the locations of libraries

Plan/Do



Check	Strategy:		<i>Improve instruction for Exceptional Children in all regular and EC classrooms</i>		
			Implement Sunday Reading and Corrective Reading programs in all EC classrooms		
	Action Steps:		Provide professional development opportunities for teacher using Sunday and Corrective Reading programs		
			Acquire program materials as needed for two EC classrooms		
			Provide schedules to ensure collaboration between EC teachers and grade level teams		
			Develop effective programs and instruction to meet the needs of AIG students and ESL students		
	Funding source 2:		Federal funds - Title I	Funding amount:	\$40,000
	Funding source 3:		School general funds	Funding amount:	\$3,000
	Funding source 4:		State funds for at-risk students	Funding amount:	\$30,000
	Funding source 5:		Other	Funding amount:	
			Total initiative fund		
Review frequency:		Quarterly			
Action Team: (Who is responsible)		Administration, teachers, support faculty and staff			
What data will be used to determine whether the strategies were deployed with fidelity?					
Student assessment data Annual Measureable Objectives(AMOs) ClassScape data K-2 Assessment results Stakeholder survey data					
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)					
Student performance data should show steady increases each year until we achieve the target goal of 10% increase. On average, we should see at least 3% to 4% growth in performance each year. Stakeholder survey data should consistently show support of school programs and demonstrate approval of the school's instructional program					
What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)					

Act

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

Goal 2 Needs Assessment

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

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

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

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

The classroom teachers have access to technology in their classrooms and available for checkout from the media center.

91% of teachers feel that school resources are used to support the use of technology.

89% of students feel that school resources are used to support the creative use of technology

100% of teachers have web pages on the school website

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

1. All classroom computers and laptops for student use are operating beyond their life cycle
3. Tier I laptops are at least two years old
4. The school website is not used to effectively communicate with parents
5. Professional development for teachers new to our school is needed to ensure proficiency with all forms of technology
6. We need to identify and fund the acquisition of emerging technologies for faculty and student use

Goal 2 and Associated Strategies				
Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	HCE Goal 2:	Hunters Creek Elementary and students will be led by creative, passionate, and technology skilled professionals.		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)			
		Increase student proficiency levels by 10% in all academic areas by the 2015 school year.		
	Indicator: (Measure)			
		3rd-5th Grade Annual Measurable Objectives		
		K-2 Summative Assessment Data		
		All state student performance assessments		
	Strategy: (Needs Assessment, Action Steps)			
		Implement effective collaborative processes to address student performance issues in all grade levels.		
	Implement Onslow County Schools PLC protocols			
	1. Select PLC Action Team members			
	2. Attend training on OCS PLC Protocols (Action Team)			
	3. Present OCS PLC Protocols professional development for the HCE faculty			
	4. Organize HCE PLCs to support improvements in instruction and student achievement			
	5. Maintain accurate records of PLC meetings, plans, actions, and results			
Strategy:				
	Provide professional development for all instructional programs			
	1. Develop and present PD for Sunday and Corrective Reading Programs			
	2. Organize the STEM Action Team and provide professional development to increase content knowledge in STEM			
	3. Develop PD for world cultures/languages program implementation			
	4. Provide professional development for new teachers and teachers who changed grade levels			
	5. Provide professional development in NC FALCON and CIA			
Strategy:				
	Develop teacher leaders for new and existing instructional initiatives.			
	1. Use data gathered during classroom observations to identify teachers effectively implementing new and existing			
	2. Use acquired data to develop support teams fore each initiative.			
	3. Provide additional training and guidance for faculty members as they implement new and existing initiatives			
How will we fund these strategies?				
	Funding source 1:	Select a funding source	Funding amount:	

	Funding source 2:	Select a funding source	Funding amount:	
	Funding source 3:	Select a funding source	Funding amount:	
	Funding source 4:	Select a funding source	Funding amount:	
	Funding source 5:	Select a funding source	Funding amount:	
			Total initiative funding:	
	Review frequency:	Quarterly		
Check	Action Team: (Who is responsible)		Administration, faculty members, and team leaders	
	What data will be used to determine whether the strategies were deployed with fidelity?			
	Student assessment data			
	Annual Measureable Objectives(AMOs)			
	ClassScope data			
K-2 Assessment results				
Stakeholder survey data				
Classroom observations				
The Computer Replacement Report				
Website usage data				
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as				
<ul style="list-style-type: none"> -Student performance data should show steady increases each year until we achieve the target goal of 10% increase. On average, we should see at least 3% to 4% growth in performance each year. - Stakeholder survey data should consistently show support of school programs and demonstrate approval of the school's instructional program -An increase in the number of new computers, laptops and other technologies -Participation in professional development in technology 				
What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)				
Act	Based upon identified results, what action should be taken? (2013, 2014, 2015) (Next actions)			

Goal 3 Needs Assessment

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

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

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

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

1. 92% of students feel that there school is neat and clean.
2. 77% if students feel safe on the bus.
3. 89% of students feel safe in the hallway
4. 90% of students feel safe in the office areas
5. 83% of students feel safe outdoors and on the playground
6. I feel welcome and respected:

Administrative Offices(principal/Assistant Principal)	83%
Bus	73%
Cafeteria/dining room	87%
7. 20 Students experienced out of school suspensions
8. 18 students experienced in school suspensions
9. 45% of out of school suspensions were experienced by 4th grade students
10. 35% of out of school suspensions were experienced by 2nd grade students
11. No fifth grade students were suspended from school during the 2011-2012 school year

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

1. The identification of transportation related concerns should be conducted.
2. The development of Positive Behavior Support Program should be investigated
3. A review of discipline procedures in select grades

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

Parent survey data is missing due to the lack of participation in the 360° online survey.

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

1. Implement programs that will encourage students to focus on physical activity and fitness: Girls on the Run and Stride
2. Implement Healthy Habits Program
3. Update all strategies the address school climate and positive behavior support systems
4. Implement bullying and cyber bullying prevention programs
5. Implement The SAVE Program

Goal 3 and Associated Strategies	
NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.
OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.
HCE Goal 3:	Hunters Creek Elementary students will learn in a safe and civil environment to be ethical, healthy, and productive citizens.
AdvancED Standard 4:	Resources and Support Systems
AdvancED Standard 5:	Using Results for Continuous Improvement
Target: (Desired Result)	
	A 10% increase in number of students achieving the established benchmark on grade level specific physical fitness tests.
	A 10% reduction in suspensions resulting in missed instructional time.
Indicator: (Measure)	
	FitnessGram results, school fitness benchmarks, and discipline data as related to suspensions, referrals and bus behavior reports; completion of Girls on the Run and Stride Programs; participation in identified mini-marathons
Strategy: (Needs Assessment, Question #4)	
	Implement Girls on the Run and Stride fitness programs
Action Steps: (Processes/How)	1. Identify faculty program advisors and monitors
	2. Identify funding sources to support the participation of economically disadvantaged students
	3. Provide informational brochures and flyers to inform parents and the community of program development
	4. Identify opportunities for students to participate in mini-marathons to challenge their endurance and fitness
Strategy:	
	Implement Healthy Habits Program
Action Steps:	1. Develop Action Team to focus attention on program development
	2. Identify funding sources to support the program
	3. Develop program and acquire equipment and program materials/incentives
	4. Implement DARE Program
	5. Develop and implement educational programs to foster a climate of acceptance and appreciation for exceptional children
	6. Implement Deliberate Acts of Kindness Program (DAK)
Strategy:	
	Update all strategies that address school climate
Action Steps:	1. Review student survey data to determine focus areas
	2. Review Gator Guidelines and make necessary adjustments
	3. Schedule time to teach Gator Guidelines and ensure that students understand the procedures
Strategy	
	Implement bullying and cyberbullying prevention programs
	1. Investigate programs focused on cyberbullying
	2. Identify appropriate programs and provide necessary professional development
	3. Implement program and evaluate effectiveness

Plan/Do

How will we fund these strategies?			
Funding source 1:	Other	Funding amount:	\$300
Funding source 2:	Select a funding source	Funding amount:	
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	
Review frequency:	Quarterly		
Action Team: (Who is responsible) administration, Physical Education Teacher, Teacher leaders			
What data will be used to determine whether the strategies were deployed with fidelity?			
Stakeholder survey data Annual discipline data Classroom discipline data Student performance data Bus discipline data			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)			
An annual decrease of 3%-4% in suspensions resulting in loss instructional time. An annual increase of 3%-4% approval on stakeholder survey data			
What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)			
Based upon identified results, what action should be taken? (Next actions)			

Check

Act

Goal 4 Needs Assessment

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

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

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

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

The analysis of various data, including classroom observations, reveal strengths in areas of instruction, student performance, and satisfaction among teachers and students. The staff and students felt that resources are allocated to support creative teaching and learning. Student performance data indicates strengths in math and science and overall high academic growth.

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

Professional development is needed in reading, math, and science. The faculty indicated that we need to provide training in STEM disciplines and that sufficient resources are not available for professional development. Differentiation of professional development is also needed and should be based upon the needs of teachers rather than whole school activities.

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

Parent survey data was insufficient and will be addressed through the new district process.

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

1. Identify community partners to support all program implementation
2. Develop competitive robotics team(s) and develop relationships with community partners to support the robotics program
3. Implement and utilize video conferencing processes to provide elementary distance education
4. Provide differentiated professional development based upon needs identified by each teacher.

Goal 4 and Associated Strategies

Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.	
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.	
		Leadership will foster innovation in Hunters Creek Elementary in cooperation with families and community partners.	
	AdvancED Standard 1:	Purpose and Direction	
	AdvancED Standard 2:	Governance and Leadership	
	AdvancED Standard 3:	Teaching and Assessing for Learning	
	AdvancED Standard 4:	Resources and Support Systems	
	AdvancED Standard 5:	Using Results for Continuous Improvement	
	Target: (Desired Result)	A 10% increase in participation in school programs by community partners and parent	
		A 10% increase parent volunteer hours	
		The robotics teams will participate in competitions at least two of the three years	
		45% of students will participate in video conferencing activities	
		100% of students will participate in STEM Academy	
	Indicator: (Measure)	BASES reports, classroom volunteer documentation, attendance rosters, team participation	
	Strategy: (Needs Assessment, Question #4)	Identify community partners to support all program implementation	
	Action Steps: (Processes/How)	<ol style="list-style-type: none"> 1. Collaborate with high schools and middle schools to support academic programs 2. Develop and utilize a Grant Writing Team to identify fund sources to support academic programs 3. Identify community partners to support the building and installation of "Little Free Libraries" 4. Identify grant opportunities to generate funds for program implementation 	
	Strategy:	Develop competitive robotics team(s)	
	Action Steps:	<ol style="list-style-type: none"> 1. Identify fund sources to support program 2. Identify faculty team leaders 3. Collaborate with community partners to provide instruction and support 4. Provide opportunities for students to work with high school students involved in robotics and competitions 	
Strategy:	Implement and utilize video conferencing processes to provide elementary distance education		
Action Steps:	<ol style="list-style-type: none"> 1. Locate and acquire video conferencing equipment 2. Identify effective practices and programs for implementation 3. Provide professional development for teachers in grades 3-5 regarding the use of the equipment and practices 4. Schedule opportunities for students to use distance education programs and activities to enhance their educational program 		
Strategy:	Plan and present STEM Academy activities at all grade levels		
Action Steps:	<ol style="list-style-type: none"> 1. Provide support for teachers as they develop and implement STEM Academy activities 2. Identify and provide funding for academy activities as needed 3. Provide professional development for teachers to increase content knowledge in STEM disciplines 4. Identify and schedule community partners and professionals to support STEM Academy 		



	Funding source 3:	Other	Funding amount:	\$5,000
	Funding source 4:	Select a funding source	Funding amount:	
	Funding source 5:	Select a funding source	Funding amount:	
			Total initiative funding:	
	Review frequency:	Quarterly		
Action Team: (Who is responsible)		Administration, and teachers		
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	Percentage of students participating in distance learning Student survey data Faculty and staff participation Student performance data-EOGs, AMOs, teacher generated assessments			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as			
	Percentage of students participating in distance learning Student survey data Faculty and staff participation Student performance data-EOGs, AMOs, teacher generated assessments			
What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014,2015,) (Summarize your results.)				
Act	Based upon identified results, what action should be taken? (Next actions)			

Goal 5 Needs Assessment

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

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

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

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

The analysis of various data point indicates strengths in the following academic areas:

1. 5th grade Science: 88% of students were proficient (an increase of 4.5% from the 2011-2012 Science EOG)
2. Math-Grades 3-5: 83% of students were proficient: An increase in proficiency of 5.6%)
3. High growth in 4th and 5th grade math, 5th grade Reading, 5th grade Science
4. Met "Expected Growth" in all areas
5. All subgroups met the AMO standard
6. The majority of K-2 students meet state benchmarks in Reading and Math
7. 5th grade students exceeded the State Mean in all objectives in all subjects

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

1. The differences in state mean reveal issues 4th grade Math and Reading in all objectives. The differences increased significantly from the 2010-2011 school year to the 2011-2012 school year
2. 3rd grade students performed below the State Mean 5 objectives.
3. Professional development in effective instruction is needed in Reading and Math
4. Professional development is needed to ensure effective and accurate scoring of K-2 Assessments
5. Development of a process for ensuring accuracy of K-2 Assessment administration is needed
6. The effective use of the PEP process is needed to ensure that the academic needs of struggling students are being addressed effectively
7. Effective, research-based instructional processes are needed to ensure that EC students are receiving instruction designed to meet their needs

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

All data is available at this time.

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

Goal 5 and Associated Strategies				
Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	HCE Goal 5:	Hunters Creek Elementary School will be supported by effective and efficient processes and systems.		
	AdvancED Standard 1:	Purpose and Direction		
	AdvancED Standard 2:	Governance and Leadership		
	AdvancED Standard 3:	Teaching and Assessing for Learning		
	AdvancED Standard 4:	Resources and Support Systems		
	AdvancED Standard 5:	Using Results for Continuous Improvement		
	Target: (Desired Result)			
	Increase student performance in all areas by 10%			
	Indicator: (Measure)			
	Student performance data provided by AMOs, K-2 Assessment data			
	Strategy: (Needs Assessment, Question #4)			
	<i>Implement the use of data notebooks at selected grade levels</i>			
	Action Steps: (Processes/How)			
	Provide training and professional development to support implementation of data notebooks			
	Identify the grade level(s) for implementation			
	Provide materials to ensure effective implementation			
	Develop an evaluation process to assess program effectiveness			
	Strategy:			
<i>Implement a systematic process for involving new resource faculty members in the Instructional Intervention Process.</i>				
Action Steps:				
1. Utilize the Instructional Intervention Team to conduct a school wide review of current practices.				
2. Address issues identified by the Team				
3. Develop flowcharts and procedures for including resource teachers in the process				
4. Share results and new procedures with all faculty and staff members				
Strategy:				
<i>Implement a systematic process for the development and monitoring of Personalized Education Plan</i>				
Action Steps:				
Develop the PEP Action Team to review current processes				
Gather feedback from faculty members regarding current practices and identify barriers to effective implementation and review				
Develop and implement new monitoring procedures to ensure effective utilization of PEPs				
Develop a final PEP review process for the end of the year				
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	Quarterly			

	Action Team: (Who is responsible)
Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Student assessment data Annual Measureable Objectives(AMOs) ClassScape data K-2 Assessment results Review/Evaluation of PEPs
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Student assessment data Annual Measureable Objectives(AMOs) ClassScape data K-2 Assessment results Review/Evaluation of PEPs
	What does data show regarding the results of the implemented strategies? (2012-2013, 2013-2014, 2014-2015) (Summarize your results.)
Act	Based upon identified results, what action should be taken? (Next actions)

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary. [OCS BOE: Policy Code 4302/SSPN: II. Management of Student Behavior]

1. Anti-bullying Programs
2. Bus Conduct Reports
3. Classroom referrals
4. Safe and Civil
5. CPI Trained
6. Behavioral
7. Safe and Civil

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

Social Skills
Homebound

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

Goal:	Maintain a school environment/facility that meets all established standards
Target:	98% score or higher on NC School Fire Inspections
Indicator:	NC School Fire Inspection Report
Milestone Date:	December 2012 and June 2013
Goal:	Complete annual emergency drills to ensure student/faculty readiness
Target:	100% of annual emergency drills completed and documented
Indicator:	Documentation of drills, required reports
Milestone Date:	June of 2013, 2014, and 2015
Goal:	Review Emergency Operations Plans with all staff members
Target:	100% of pertinent staff will be trained in their required duties

Indicator:	professional development and meeting rosters
Milestone Date:	September 30, 2012, 2013, 2014, and 2015
Goal:	Provide training for staff members who are a part of the Emergency Operations Team
Target:	100% of team members will be trained in the FEMA Incident Command System
Indicator:	meeting rosters; designation of roles
Milestone Date:	September 30, 2012, 2013, 2014, and 2015

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

Target:	A 10% increase in the percentage of EDS and EC who met the performance standard in reading, math, and science in grades 3-5
Indicator:	State and local assessments
Milestone Date:	June, 2015
Target:	A 10% increase in the percentage of EDS and EC who met the performance standard in reading and math in K-2 grade
Indicator:	K-2 Assessments and local assessment date
Milestone Date:	June, 2015
Target:	a 10% increase in the percentage of ELL who meet the performance standards in reading and math in all grade levels
Indicator:	State and local assessments
Milestone Date:	June, 2015

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

Professional Development	Planned/Completed			
CPI	Planned			
Safe and Civil Schools Program	Planned			
FEMA Incident Command System	Planned			
Cyberbullying	Planned			

Title I School-wide Compliance Review and Plan

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

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

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

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

1. Employ tutors to support students in math, reading and writing.
 2. Develop schedules for tutors that will provide opportunities for students throughout the instructional day.
 3. Develop practices that will give students the opportunity to study world languages and cultures.
 4. Provide professional development for teachers and administrators to assist in the development of global studies and world language programs
- Provide opportunities for students to communicate via video and web conferences with students and teachers in other areas of the globe
- Provide opportunities for students to interact with professionals in STEM careers

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

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

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

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

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

Our school provides high quality, on-going professional development in the following ways, in

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

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals	Strategy 1		X	X		X	X

	Please see the priority goals and strategies noted to the right:	Strategy 2	X	X		X	X
		Strategy 3	X	X		X	X
	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:						
Strategies to increase parental involvement: Research continues to demonstrate that successful							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1	X	X	X	X	X
		Strategy 2	X	X	X	X	X
		Strategy 3	X	X	X	X	X
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

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

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

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

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

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

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X		X	X
	Strategy 2	X	X		X	X
	Strategy 3	X	X		X	X

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

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

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

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

1. Employ tutors to support students in math, reading and writing.
2. Develop schedules for tutors that will provide opportunities for students throughout the instructional

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

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

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

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