

Hunters Creek Elementary School Of Science, Technology, Engineering and Math

Mary E. Dyer, Principal

Carla Bradshaw, Assistant Principal

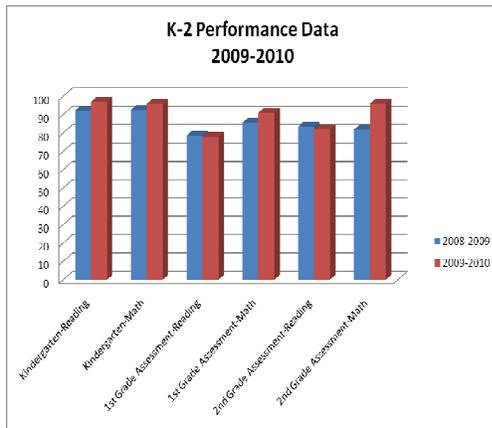
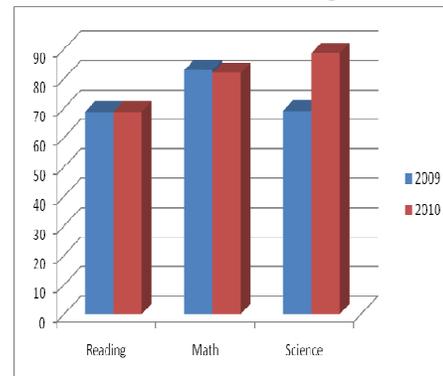
Michelle Sinese, Secretary/Treasurer

2009-2010 Executive Summary

The 2009-2010 school concluded the implementation process for our current School Improvement Plan. The faculty and staff implemented the identified strategies designed to improve teaching and learning.

Student Performance Data

Preliminary data from the North Carolina End-of-Grade Tests in reading documented mixed results from each grade level. Current data reveals no measureable difference in overall student performance in reading and math, with a sharp increase in performance in science. This information is based on preliminary data and will, more than likely, take on a different look later in the summer. More in-depth, focused review of performance data will occur when the information is available.

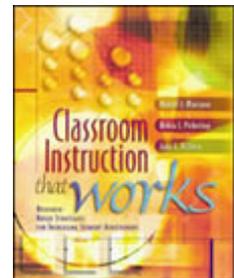


Assessment data for K-2 students document growth or stability in all areas.

Professional Learning Communities

The faculty and staff implemented the identified strategies to support student achievement. One of the major thrusts for the year was the use of Professional Learning Communities to focus the faculty of the

implementation of the Marzano's Nine Essential Strategies. The PLCs were conducted during planning time. Teachers within each grade level led the PLCs with little or no input from the administration. The grade chair submitted attendance rosters, agendas, and minutes to the administration to document their completion of each strategy. To complete our staff development for the year, the faculty participated in a "CITW Roundup," during which selected teachers presented effective teaching strategies and activities during a brief seven-minute presentation, giving them the opportunity to become leaders among their peers.





The Daily Schedule

The school day continued to function effectively and was supported by a daily schedule that provided 45 to 60 minutes of intervention/enrichment (I/E) time for each grade. Teachers used this time to provide additional activities and strategies that enriched the curriculum for students who did not require support from the Title I or EC staff. The schedule effectively utilized the instructional day so that we optimized every minute and retained control of instructional time.

Curriculum-Yearly Plans

The faculty continues to develop yearly plans, determining the instructional path for each curriculum area. They follow the plans as closely as possible, allowing for differentiation within each classroom. Lesson plans are submitted each week and generally follow the yearly plan, with some variance as needed.



Assessment

DE Assessment became a major part of the teaching process in third through fifth grades. The teachers scheduled and conducted assessments each quarter to inform instruction. The information gleaned from the assessments was used to schedule small group instruction and to provide enrichment activities during the I/E Block. The faculty also developed assessment probes that they used with individual students following intervention. Data indicated that 100% of students in grades 3-5 were assessed and lesson plan reviews document the use of the data to schedule individual support.



Stakeholder Surveys

The annual parent, student, and staff surveys revealed concerns in some areas and a great deal of growth in others.

Summary

The school year concluded with a full implementation of our strategic plan. Upon receipt of all test results, we will have a clearer picture of our student's academic performance in all areas.

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