

# Hunters Creek Middle School Strategic Plan 2010-2012

## Results and Next Actions

2010-2011 Results  
2011-2012 Next Actions



Panthers strive to be the best so we can rise above the rest!



## Hunters Creek Middle School Administration

Joycelyn T. Cassidy – Principal

Robyn Green – Assistant Principal

## Hunters Creek Middle School

2011-2012

Joycelyn T. Cassidy

**Panthers strive to be the best so we can rise above the rest**

### Hunters Creek Middle School Executive's Message:

Hunters Creek Middle School is currently a School of Progress. We strive to become a Honor School of Excellence. With the dedication and hard work from the staff and students, we know we can accomplish this goal.

### Hunters Creek Middle School Strengths

- 53% of staff has 10+ years experience
- 51% of the staff is military connected so they understand and work well with our student body
- The campus is 100% wireless
- All of the classrooms are equipped with computers and interactive whiteboards
- 99% of the staff is highly qualified

### Hunters Creek Middle School Challenges

- We need to increase student proficiency in Math and Reading in all grade levels
- We need to create an inclusive environment in all classes
- Our Exceptional Children's Population has increased from 8% in 2008 to 16% in 2010
- Our AG population has decreased from 8% in 2008 to 4% in 2010
- We need to create a 1:1 technology program for the students

### Overall Goal(s) of 2010-2012 of Hunters Creek Middle School Strategic Plan

HCMS will increase student growth and proficiency in reading and math. We will analyze the effectiveness of Project Forward, our anti-bullying program, and the impact it has on the school environment. We will also restructure our Exceptional Children's program to better serve the needs of the students. HCMS will work to develop an environment in which all students are being provided an opportunity and receive strategies to ensure academic success. We will use data to ensure that the students will receive the best education possible. We will pilot a 1:1 technology program with our students.



## School Profile

### A. Executive Summary

#### Introduction:

In this section of our school improvement plan an overview of school characteristics, student and community demographic data, stakeholder perspectives on the quality of education, and student performance data is provided.

#### 1. School and Community Demographic Data

Jacksonville and Onslow County are located on the coast of North Carolina just fifteen miles from the beach. Onslow County has a population of 174,064. Only 14.8% of the population 25 years and older has a bachelor's degree or higher. The median family household income in Onslow County is \$46,186. In addition, 14.8% of children in Onslow County live in poverty. The dominating factor of Onslow County is Marine Corps Base Camp Lejeune. Camp Lejeune is the largest amphibious military base in the world. Many of the students in Onslow County are the children of current or retired military officers or enlisted personnel. As a result, the population of Onslow County is transient. Although Jacksonville is a suburban city, the White Oak area school community is reminiscent of its rural and agricultural past. However, this is quickly changing to reflect the switch in our economy from one that is agrarian to one that is focused on more service-oriented careers. Hunters Creek Middle School has many strong ties to local civic organizations, churches, and other community agencies. In addition, the White Oak community, to include parents and business partners, has great expectations for Hunters Creek Middle School. The school has a reputation for providing a structured, safe environment that encourages learning.

The White Oak District Schools, to include Silverdale Elementary School, Morton Elementary School, Hunters Creek Elementary School, Carolina Forest Elementary School, Hunters Creek Middle School, and White Oak High School have built a strong tradition of articulation from Kindergarten to 12<sup>th</sup> grade over the last several years. The administration and faculties of the schools in this district have worked very hard to articulate, including the implementation of Advancement Via Individual Determination (AVID), district wide strategic planning, and to maintain open lines of communication to aid our students in their transition from elementary to secondary school.

## 2. School Characteristics

Hunters Creek Middle School was opened in 1990, built for 560 students and was over capacity with 787 students. Since that time, it has fluctuated in size and settled at **756** for the 2010-2011 school year. Currently, as of our twentieth day of the 2011-2012 school year, we have increased in student population to **780** students. As a result of the growth experienced, Hunters Creek Middle has benefited from the 90 million dollar bond referendum. Thirteen new classrooms and one new band room have been added allowing the removal of several modular classrooms. Hunters Creek Middle School is one of thirty-five public schools in Onslow County and one of eight middle schools, being the third largest in the county. Enrollment has decreased from 895 in the fall of 2001 to 780 in the fall of 2011. Students are served in grades six through eight. There are 62 licensed and certified staff members on campus, including 42 teachers, 1 guidance counselor, 1 media specialist, 2 administrators, 5 para-professionals, 1 school secretary, 1 receptionist, 1 data manager, and 4 custodians. The school year is 180 days in length with core classes spanning the entire 180 days and "encore" or electives classes taking up two 90-day semesters. In addition to the curricular program, Hunters Creek Middle School offers a variety of athletic teams, clubs, and academic extra-curricular activities such as Academic Derby, Battle of the Books, Civic Oration, Geography Bee, Math Counts, Science Olympiad, and Odyssey of the Mind.

*Student Body.* The student body is diverse. However, the breakdown of student groups in the population has remained largely unchanged over the last few years, except for a decrease in total enrollment. This includes 52% males and 48% females. In addition, 57% of the student body is Caucasian, 21% is African-American, 5% is Hispanic, 1% is Asian, 12% designate themselves as multi-ethnic, and 0.3% is Native American. Of these students, about 40% are identified as economically disadvantaged (receive free or reduced lunch), 5% are Academically and Intellectually Gifted (AIG), and 16% are Exceptional. Less than one percent is ESL. One of the most obvious qualities of the Hunters Creek student body is the percentage of students affiliated with the military through their parents. **49%** of our students either have a mother or father in the military, or have a parent that works on one of the many military installations in our county and surrounding area. This school is committed to high expectations for students as well as the faculty and staff.

*Faculty and Staff.* The faculty and staff of Hunters Creek Middle School are diverse as well, although not totally reflective of the student body. Currently, our demographics surrounding faculty and staff reflect 83% of the staff being Caucasian, and 17% of the staff being African-American; 29% of the staff is male, leaving 71% of the staff as female. 51% of the licensed employees have a Masters Degree or some other Advanced Degree. One of the most apparent attributes of Hunters Creek Middle School staff is the high percentage of retired and former military personnel as well as staff members attached to current military personnel. This is a point of pride for the entire Hunters Creek Middle School community. These military-affiliated personnel help to shape and sustain the culture of high expectations and personal discipline for our students and for the rest of the school. (27% of the staff) is former military personnel. An additional (24% of the staff) is married to current or former military personnel. This represents 51% of our instructional staff. One disadvantage of having a high percentage of military-affiliated staff members is having a high attrition rate. During the last year, Hunters Creek Middle School experienced a turnover of nine members of the instructional staff, 16%, many of which were the result of military transfers.

### 3. Student Performance Data

#### Student Performance Data Hunters Creek Middle School

Assessment Measures	School Year		
	2009-2010	2008-2009	2007-2008
<b>Adequate Yearly Progress</b>			
Reading All	67.5%	70.0%	54.8%
Reading Black	61.4%	61.6%	38.1%
Reading Hispanic	64.2 %	78.6%	52.4%
Reading Multi-Racial	74.0%	77.5%	62.8%
Reading White	68.4%	70.8%	60.8%
Reading Economically Disadvantaged	56.6%	58.8%	39.5%
Reading Students with Disabilities	32.1%	22.1%	8.4%
Math All	77.7%	78.7%	65.9%
Math Black	69.6%	70.9%	49.0%
Math Hispanic	69.8%	78.6%	66.7%
Math Multi-Racial	88.0%	82.0%	67.9%
Math White	79.2%	81.1%	72.8%
Math Economically Disadvantaged	67.7%	69.4%	51.6%
Math Students with Disabilities	45.2%	35.1%	20.5%
<b>AYP GOALS</b>	<b>Met 27 of 29</b>	<b>Met 29 of 29</b>	<b>Met 22 of 29</b>

ADEQUATE YEARLY PROGRESS

NO

YES

NO

<b>ABCs of Education</b>			
6 <sup>th</sup> Grade EOG Reading (% Prof)	67.0%	68.6%	50.0%
6 <sup>th</sup> Grade EOG Reading (%Growth)	2.3%	-21.7%	--
6 <sup>th</sup> Grade EOG Math (% Prof)	66.2%	73.5%	57.9%
6 <sup>th</sup> Grade EOG Math (% Growth)	6.3%	11.0%	2.7%
7 <sup>th</sup> Grade EOG Reading (% Prof)	71.6%	65.5%	54.0%
7 <sup>th</sup> Grade EOG Reading (% Growth)	27.3%	37.0%	--
7 <sup>th</sup> Grade EOG Math (% Prof)	85.4%	73.1%	63.2%
7 <sup>th</sup> Grade EOG Math (% Growth)	54.0%	25.9%	66.9%
7 <sup>th</sup> Grade Writing (% Prof)	N/A*	N/A%	67.6%
8 <sup>th</sup> Grade EOG Reading (% Prof)	63.2%	71.5%	58.3%
8 <sup>th</sup> Grade EOG Reading (% Growth)	8.6%	-23.4%	--
8 <sup>th</sup> Grade EOG Math (% Prof)	79.4%	83.6%	69.7%
8 <sup>th</sup> Grade EOG Math (% Growth)	55.5%	32.8%	43.4%
8 <sup>th</sup> Grade EOG Science (% Prof)	65.0%	70.4%	--
8 <sup>th</sup> Grade Computer Skills (% Prof)	N/A%	85.7%	77.0%
Algebra I EOC (% Prof)	98.0%	81.8%	77.8%
Algebra I EOC (% Growth)	-2.8%	-14.9%	-17.9
Performance Composite	71.6%	74.3%	63.6%



Student Performance Data 2010-2011

**Adequate Yearly Progress**

Reading All	70.8 %	Met (w/SH)
Reading Black	61%	Not Met
Reading Hispanic	71.2%	Met (w/SH)
Reading Multi-Racial	73.5%	Met
Reading White	73.2%	Met
Reading Econ. Dis.	60.4%	Not et
Reading Stu w/Dis.	29.1%	Not Met
Math All	78.4%	Not Met
Math Black	68.2%	Not Met
Math Hispanic	76.9%	Met (w/SH)
Math Multi-Racial	92.3	Met (w/CI)
Math White	81%	Not Met
Math Econ. Dis.	72.7%	Met (w/SH)
Math Stu w/Dis.	51%	Met (w/SH)

**Met 23 out of 29**

**ABC Summary Proficiency and Growth 2010-2011**

<b>Subject</b>	<b>Percent Proficient</b>	<b>Growth Avg/Ratio</b>	<b>Growth Status</b>
<b>MA 06</b>	<b>79.365</b>	<b>0.164/1.877</b>	<b>Growth/Hi Growth</b>
<b>MA07</b>	<b>75.281</b>	<b>0.159/1.772</b>	<b>Growth/Hi Growth</b>
<b>MA08</b>	<b>80.435</b>	<b>0.1/1.267</b>	<b>Growth/not met</b>
<b>RD06</b>	<b>77.381</b>	<b>0.139/1.763</b>	<b>Growth/Hi Growth</b>
<b>RD07</b>	<b>63.296</b>	<b>0.06/1.212</b>	<b>Growth/not met</b>
<b>RD08</b>	<b>72.609</b>	<b>0.15/1.718</b>	<b>Growth/Hi Growth</b>
<b>SCI</b>	<b>72.609</b>	<b>N/A</b>	<b>N/A</b>
<b>ALG1</b>	<b>83.871</b>	<b>-0.33/0.333</b>	<b>Not met/Not met</b>
<b>TOTAL COMPOSITE</b>	<b>74.794</b>	<b>0.099/1.431</b>	<b>Growth/not met</b>

#### **4. Stakeholder Perspectives on the Quality of Education**

Hunters Creek Middle School participated in the Onslow County schools administration of its climate survey in the spring of 2010. This survey gathered information concerning student, parent, and staff perspectives on the quality of school expectations and climate, discipline, instruction, and communication.

##### **Parent, Student and Teacher Climate Survey**

- Survey questions in which **STUDENTS** responded most favorably:
  - **I was informed about the rules and expectations for student behavior (88% agreed)**
  - **I understand unnecessary and excessive absences impact my education. (83% agreed)**
  - **School staff provides a variety of practices to deliver instruction: technology, projects, textbooks, labs, etc. (83% agreed)**
  - **There are relevant connections made to real world situations within instructional activities in the classroom. (77%)**
  - **Staff at my school utilizes technology skills to teach and motivate me. ( 76% agree)**
- Survey questions in which **STUDENTS** responded least favorably:
  - **I would support a uniform policy for students at my school. (20% agree)**
  - **I have participated in student led conferences this school year. (30%)**
  - **I would feel comfortable discussing issues, concerns, or questions with a staff member of the school (e.g. teacher, counselor, administrator). (51% agree)**
  - **At my school, opportunities are provided to students to build rapport with school counselors, school social workers, and other support staff. (52% agree)**
  - **School leadership builds and sustains relationships that provide support to staff, families, and students (to implement goals and strategies). (55 % agree)**

- Survey questions in which **PARENTS** responded most favorably:
  - **My child was taught the rules and expectations for behavior. (88.7 % agree)**
  - **I understand unnecessary and excessive absences impact my child's education. (88% agree)**
  - **My child has opportunities to utilize technology to enhance his/her learning. (84% agree)**
  - **School staff provides a variety of practices to deliver instruction: technology, projects, textbooks, labs, etc. (81% agree)**
  - **My child's classroom is neat and clean. (79% agree)**
- Survey questions in which **PARENTS** responded least favorably:
  - **I find the information on my child's teacher's website useful and informative. (53 % agree)**
  - **My child's teacher has a website with due dates, homework reminders and instructional tips. (56% agree)**
  - **School has adequate technology tools to meet the curriculum needs. (58% agree)**
  - **I have had at least two teacher-initiated contacts this school year. (59% agree)**
  - **School leadership shows support for teachers as well as parents and demonstrates collaboration among all the stakeholders. (63% agree)**

- Survey questions in which **STAFF** responded most favorably:
  - **I understand unnecessary and excessive absences impact my students' education. (100% agree)**
  - **My classroom is neat and clean. (98% agree)**
  - **All children need differentiated instruction to meet the needs of their unique learning styles. (98% agree)**
  - **All children need a learning environment that engages them at their individual developmental level. (98% agree)**
  - **I believe I am a friendly, passionate professional. (98% agree)**
  -
- Survey questions in which **STAFF** responded least favorably:
  - **Students are prepared to transition from one grade to the next in our school. (62% agree)**
  - **We are effective in encouraging parents/guardians to become more involved in their child's education. (66% agree)**
  - **School leadership builds and sustains relationships that provide support to staff, families, and students (to implement goals and strategies). (67% agree)**
  - **School leadership shows support for teachers and demonstrates collaboration among all the stakeholders. (67% agree)**
  - **I have a teacher website that is updated weekly. (69% agree)**

**Vision and Mission Statements for (Hunters Creek Middle School)**

**Vision:**

Panthers strive to be the best so we can rise above the rest.

**Mission:**

Hunters Creek Middle School will ensure that students are ethically, academically and technologically prepared for success in high school and within the global community.



# ONslow COUNTY SCHOOLS STRATEGIC PLAN

## Regulatory Information and Assurance Statement

### 2011-2012

<b>School:</b>	Hunters Creek Middle School
<b>Date Submitted:</b>	Fall 2011

1	Number of Plan Team Members	
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	98%
4	Date of vote	7-Oct-11
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	Joycelyn T. Cassidy
Signature, SSPT Facilitator/Chairperson	Tim Cornell
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

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 Middle School  
**School Address:**  
**Plan Year(s):** 2010-2012  
**Date prepared:** Fall 2011

**Principal Signature:** \_\_\_\_\_ Joycelyn T. Cassidy \_\_\_\_\_ Sep-11  
 \_\_\_\_\_ 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	Robyn Green (10-11; 11-12)	6th Grade Representative	Octavia Thomas (10-11; 11-12)
Teacher Representative	Tim Cornell (10-11; 11-12)	7th Grade Representative	Susan Regensburger (10-11)
Inst. Support Representative	Melissa Light (10-11)	8th Grade Representative	Tikeira Roundtree (10-11)
Teacher Assistant Representative	Patti Young (10-11; 11-12)	Encore Representative	Brian Edmonds (10-11; 11-12)
Parent Representative	Louise Cluen (10-11; 11-12)	Guidance Representative	Abby Miles (10-11; 11-12)
Parent Representative	Amanda Burch	Parent Representative	Sandra Drum
Parent Representative	Anthony Sloane	Parent Representative	Monica Turner (10-11; 11-12)
Parent Representative	Mike Gorman (10-11; 11-12)	Parent Representative	Dolly Grosskopf
Parent Representative	Pam McGovern (10-11; 11-12)	Parent Representative	Laura Johnson
2011-2012			
6th Grade Representative	Irene Marley	7th Grade Representative	Amber Bright
Parent Representative	Danny Thomas (11-12)	7th Grade Representative	Stephen Bera
Parent Representative	Terri Uzzell (11-12)	8th Grade Representative	Erin Holland
Parent Representative	Barbara Shields (11-12)	8th Grade Representative	Jason Laurence
Parent Representative	Dawn McCullen (11-12)	Parent Representative	Brandi Bera
Parent Representative	Dawn Jenkins	Parent Representative	
		Parent Representative	

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



## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 1:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.		
	<b>OCS Goal 1:</b>	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>HCMS Goal 1:</b>	Hunters Creek Middle School students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
	<b>Target: (Desired Result)</b>	Increase student proficiency and growth in reading and math by 5%		
	<b>Indicator: (Measure)</b>	Student EOG and EOC scores in math/reading		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Increase enrollment in Algebra I by 50% and increase student proficiency in math to 75%		
	<b>Action Steps: (Processes/How)</b>	1. Use 7th grade EOG scores in math to place in Algebra I and place all AVID and AIG students in Algebra I		
		2. Group students together in classes based on performance per goal and ensure math teachers use data		
		3. Review the goal daily with the students and work on a particular math skill from the previous year		
		4		
	<b>Strategy:</b>	Increase student proficiency in reading		
	<b>Action Steps:</b>	1. Use ClassScape data for formative and summative assessments		
		2. Use last years data from the reading EOG to make informed instructional decisions regarding students		
3. Ensure that team planning and common subject planning is occurring				
4. Use USA TestPrep				
<b>Strategy:</b>	Restructure exceptional children's department and evaluate how they are served			
<b>Action Steps:</b>	1. Create a curriculum assistance class and computer lab that offers additional assistance to the EC student			
	2. Review IEPs of all students and determine the best placement with parental input			
	3. Provide additional support for AU students and work on mainstreaming them 100% by 8th grade.			
	4. Reduce the number of students being served in resource by 50% and increase the number in inclusion by 50%.			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
		<b>Total initiative funding:</b>	<b>\$0</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	Administrators, grade chairs, leadership team, EC department,			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Enrollment numbers in Algebra I and Algebra I scores, enrollment numbers in curriculum assistance classes, resource classes and inclusion classes, IEPs reviews and changes in placement, growth and proficiency in EOGs, CIA, NC Falcon completion, ClassScape usage, surveys.				

Check

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data**

Monitor numbers in classes, benchmark testing, schedule changes to best serve the students needs, EOG scores, ClassScape reports and USA TestPrep Usage reports.

**What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)**

Strategy 1: Overall student proficiency in math grew from 77.7% to 78.4%; Overall reading proficiency increased from 67.5% to 70.8%. An increase in the numbers of students enrolled during the 09-10 of 51 students to 93 students enrolled and tested in 10-11. Strategy 2: Based on AYP proficiency targets during the 09-10 schoolyear, results indicate that instructional strategies were showing success; however the fact that AYP target goals for the 10-11 schoolyear were increased from the baseline percentage of 67.5% to a baseline percent of 71.6%. Classscape was utilized by all teachers to develop common assessments to formulate data to determine student needs.



Act

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

Strategy 1: Continued recruitment of students through programs such as AVID across all 3 grade levels and increasing the number of students enrolled in Pre-Algebra (7th grade) to support the increased enrollment in Alg in 8th grade, continued Professional Development provided locally such as CIA; use of common assessments. Strategy 2: Continue with Professional Development for the alignment of NCSCOS to the Common Core Standards; and effective instructional strategies across the curriculum. Goal summaries for the 10-11 EOG's will be reviewed and assessed to determine academic needs to guide instruction.



## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 2:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	<b>OCS Goal 2:</b>	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	<b>HCMS Goal 2:</b>	Hunters Creek Middle School students will be led by creative, passionate, and technologically skilled professionals.		
	<b>Target: (Desired Result)</b>	Increase student achievement through team planning by 5%		
	<b>Indicator: (Measure)</b>	Increase proficiency and growth on EOG scores as well as completed planned units.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Implementation of CIA		
	<b>Action Steps: (Processes/How)</b>	1 Provide staff with Curriculum, Instruction, Assessment Training on Early Release Days		
		2 Planning by teams at least once a week		
		3 Share and connect HCMS CIA plans with WOHS to ensure a successful transition from middle to high school		
		4 Complete NC Falcon Professional Development Opportunities		
	<b>Strategy:</b>	Implementation of new teacher evaluation tool		
	<b>Action Steps:</b>	1 Review self assessment with each teacher		
		2 Observe teachers using new tool		
3 Assist teachers in creating PDPs				
4				
<b>Strategy:</b>	Create a professional development plan for teachers for integrating technology into the classroom			
<b>Action Steps:</b>	1 Provide monthly professional development opportunities for teachers taught by technology facilitator			
	2 Update computers and printers as needed			
	3 Certify at least 2 teachers per grade level and encore classes as Moodle Instructors			
	4			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$5,000	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$5,000</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	Staff, administration, media coordinator and technology facilitator			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Completed curriculum units, increase in student achievement, number of staff enrolled in professional development opportunities, completion of NC Falcon, Class Scape				

Check

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)**

ClassScape usage reports, EOG goal summaries

**What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)**

100% of the staff participated in the implementation and professional development of CIA during the 10-11 Early Release Days and provided submission of plans by the beginning of 2011-2012 school year. 4 Members were selected to become CIA and Rubicon leader specialists . These members provided instruction to their fellow staff members through grade level; team; and department planning, resulting in 62 plans posted to Rubicon Atlas. Additional teachers also attended the Summer CIA institute. 100% of the staff completed the on-line Professional Development through NCEducation. (NCFalcon). 100% of the staff received an orientation, and training of the NCTEP, as well as completed self-assessments and developed PDP based on this evaluation tool. Grade levels/teams met weekly to collaborate on student needs and instructional strategies.

Act

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

Select staff members will continue to provide professional development for CIA and teachers will continue to post plans on Rubicon Atlas. Early Release days will be used to provide further Professional Development that target goal areas for the Strategic Plan. All teachers will continue to be monitored and evaluated using the NCTES instrument through the on-line system. Improve articulation between WOHS and HCMS in areas of Curriculum areas, AVID and transition programs.

## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 3:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	<b>OCS Goal 3:</b>	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	<b>HCMS Goal 3:</b>	Hunters Creek Middle School students will learn in a safe and civil environment to be ethical, healthy productive citizens.		
	<b>Target: (Desired Result)</b>	To decrease discipline referrals, bullying incidents and school response time to emergency situations by 5%.		
	<b>Indicator: (Measure)</b>	Discipline referrals and fire drill reports.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Create a program that is proactive with bullying		
	<b>Action Steps: (Processes/How)</b>	1. Implement Project Forward and antibullying/anger management group.		
		2. Implement anti bullying lessons in homeroom		
		3. Implement Life Skills curriculum in the 6th grade that promotes healthy relationships and lifestyle		
	<b>Strategy:</b>	Practice safety routines in the event of emergency		
	<b>Action Steps:</b>	1. Practice lock down drills on teacher workdays.		
		2. Identify key personnel in the event of emergency		
3. Assistant Principal will complete FEMA training				
4. Update crisis plan to NIMS and train key staff in NIMS				
<b>Strategy:</b>	Create a school wide behavior management plan with offense levels			
<b>Action Steps:</b>	1. Meet as a team and write new behavior plan for school.			
	2. Meet with grade levels on bus behaviors			
	3. Create a bus behavior management plan with offense levels			
	4. Work with the bus coordinator on bus discipline			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0	
		<b>Total initiative funding:</b>	<b>\$0</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	Administrative team and Safe and Civil School team, bus coordinator			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Discipline referrals, fire drill reports, Project Forward summaries, bus referrals.				

Check

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)**

Results from surveys, 360 degree survey results, decrease in bus suspensions

**What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)**

There was a 6.98% drop in discipline from the 09-10 school year to the 10-11 school year. Bus suspensions decreased from 41 incidences to 34 incidences (17% decrease) Specific students were targeted through the Project Forward program. Behavior infractions regarding these students were tracked between the 09-10 to the 10-11 school year. Referrals for most of these students decreased over the course of the 10-11 school year in targeted areas of the school (bus, and classroom). Anti-bullying lessons were provided through the tutorial classes on a weekly basis. Other programs such as Ladies of Elegance; use of CHAMPS; cyber-bullying; bullying poster contest; character education lessons included through classroom instruction and posted onto rubicon atlas; guidance sessions and conflict resolution sessions targeting key groups or students; as well as other trainings were provided to students and/or staff members. Practice lock downs drills were practiced on teacher workdays (February 21st). Recorded fire drills decreased from an average of 3 minutes to an average of 2 minutes during the 10-11 school year. Key personnel have been identified as lead/contact people in the event of emergency. In addition, these personnel are included during the Crisis Plan training at the beginning of the year and included in the safety notebook required by the county office. We reviewed CPR certifications, emergency plans and First Responders. We created a new document with this information (including the key personnel members) and distributed it to the staff. The school received a 5 star rating on the Safe Schools notebook.

The Assistant Principal completed FEMA training in December of 2010. She also attended the NIMS training, provided by the county office, and selected one staff member (first responder--Will Rabidoux) to attend as well.

Training of key staff members in NIMS took place and updated in the crisis plan in accordance to the NIMS format.

Act

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

Implementation of data collection tool to follow more significant behavior infractions specific to HCMS among demographic groups and grade levels. Continued training for staff and students about the identification and reporting of bullying to include processes for documenting bullying reports and investigation results. Pilot programs such as H.E.L.P and Academic Advising programs will be instituted and reviewed for the 2011-2012. School year. Continued practice and evaluation of safety drills and procedures will continued to be reviewed and monitored.

Priority 1 and Associated Strategies				
Plan/Do	<b>NC Goal 4:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	<b>OCS Goal 4:</b>	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	<b>HCMS Goal 4:</b>	Leadership will foster innovation in Hunters Creek Middle school in cooperation with families and community partners.		
	<b>Target: (Desired Result)</b> Increase parental involvement at HCMS by 5%.			
	<b>Indicator: (Measure)</b> Number of parents volunteering at HCMS			
	<b>Strategy: (Needs Assessment, Question #4)</b> Establish a PTO/Booster program.			
	<b>Action Steps: (Processes/How)</b>			
	1 Create a PTO lead by Military Life Family Coordinator and our guidance department.			
	2 Create a mission/vision and bylaws for the PTO.			
	3 Elect the PTO officers.			
	4 Have monthly meetings with the PTO.			
	<b>Strategy:</b> Involve students in community outreach programs.			
	<b>Action Steps:</b>			
	1 Encourage participation in Make a Difference Day.			
	2 Ensure that AVID completes two community projects each year.			
3 Ensure that SGA and National Junior Honor Society completes at least two community projects a year				
4				
<b>Strategy:</b> Send home progress reports two times during each nine weeks in addition to required dates on county calendar				
<b>Action Steps:</b>				
1. Set up calendar with dates for progress reports.				
2. Still send reports home according to Onslow County School calendar.				
3. Use School Messenger to alert parents when reports are going home.				
4				
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$1,000	
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$1,000</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b> Administration, AVID staff, PTO, guidance counselors, National Junior Honor Society and SGA advisors				
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Number of parents participating in the PTO, number of students participating in community outreach programs, print out from school messenger.				



Check

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)**

Completed and approved constitution and bylaws for the PTO, Elected officers for the PTO, school messenger report

**What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)**

Processes for creating PTO program began during Spring semester of 10-11. PTO provided assistance with creating and assisting with cost of 10-11 yearbook. Faculty and staff members were recognized by the PTO during National Education Week and at the end of the year. The PTO also organized family game nights on a monthly basis to increase community involvement for the HCMS stakeholders. Other programs such as the Barnes and Noble bookfair with representation from the music department as entertainment; representation at the Visual and Graphic Arts Show; activities for Relay for Life that include faculty and student athletic contests to increase funds; CTE department invited guest speakers from SECU to discuss financial planning and establishment of credit were strategies used to enhance the community partnership for the school. Pennies for Patients and the Panther Feast were programs that demonstrated to students the need to assist with members of the Onslow County and HCMS community that are less fortunate. A Fall Festival was held in October as a way to invite families to spend time together in the school. A Military Family Life coordinator worked within the school with key faculty members for the purpose of dealing with the unique issues of the military affiliated community.

Act

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

Continue to build and work with the Military Family Life Liason to increase student involvement and awareness of military needs as they impact students. Continue to build PTO by organizing opportunities of increased communication between PTO, HCMS staff and parents, monthly PTO meetings. Implementation of homeroom parents, use of school messenger, and building of an email distribution to enhance and better inform parents of programs and special events taking place at HCMS.

## Priority 1 and Associated Strategies

Plan/Do	<b>NC Goal 5:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	<b>OCS Goal 5:</b>	The Onslow County schools will be supported by effective and efficient processes and systems.		
	<b>HCMS Goal 5:</b>	Hunters Creek Middle school will be supported by effective and efficient processes and systems.		
	<b>Target: (Desired Result)</b>	Increase student achievement by updating and purchasing current technology by 5%		
	<b>Indicator: (Measure)</b>	Increase in student achievement.		
	<b>Strategy: (Needs Assessment, Question #4)</b>	Start a 1:1 pilot initiative that will place technology (Nook, Kindle, Ipad, laptop) in the hands of about 90 students. 1 class per grade level. One class will be EC/inclusion, one will be regular education, and one will be AIG.		
	<b>Action Steps: (Processes/How)</b>	1. Apply for grant opportunities		
		2. Look for alternative funding sources		
		3. Allow teachers to manipulate device before we deploy to the students		
		4. Research technology and select the device that will best serve our students		
	<b>Strategy:</b>	Update our CTE computer labs		
	<b>Action Steps:</b>	1. Assist the district in updating one CTE lab		
		2. Acquire computers from high school labs		
<b>Strategy:</b>	Update technology in fine art department			
<b>Action Steps:</b>	1. Install a Macintosh lab in the art class			
	2. Purchase up to date technology that will assist the growth of the choral, strings and band program			
	3. Investigate the cost of starting an alternate music class such as piano or drumming			
	4. Offer a digital arts class to 8th graders			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$15,000	
<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b>	\$10,000	
<b>Funding source 3:</b>	Local district funds	<b>Funding amount:</b>	\$10,000	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>		
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$35,000</b>	
<b>Review frequency:</b>	Quarterly			
<b>Action Team: (Who is responsible)</b>	Administration, SIT,			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>				
Number of 1:1 devices purchased. Number of new computers purchased for CTE and Fine Arts labs. Compare EOG scores of students with devices against those students without the technology, VOCAT scores, enrollment numbers in Digital Arts.				

<b>Check</b>	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data)</b></p> <p>Compare the EOG scores of students with the technology devices against those without the device, funding received through grants.</p>
	<p><b>What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)</b></p> <p>Math Proficiency increased from 77.7% to 78.4% overall. Several new technology devices (\$24, 358.56) were purchased to enhance instruction. Items such as Quick Response Systems; Nooks, IPADS etc to be utilized by both faculty and students as instructional tools. One AVID class has received 1:1 technology. Updates have been made of CTE labs were made, additional Macintosh CPU has been purchase for Art class with plans to increase one additional unit is Spring.</p>
<b>Act</b>	<p><b>Based upon identified results, what action should be taken? (Next actions)</b></p> <p>2 more classes applying for 1:1 grant funding through County initiatives. On-going update of CTE equipment with CTE labs. General music classes have added implementation of guitars, and alternative musical instruments to facilitate hands-on learning.</p>