

**HUNTERS CREEK MIDDLE SCHOOL
STRATEGIC PLAN
2007-2010**

**A LEADER IN STUDENT ACHIEVEMENT, LEARNING, INNOVATION, AND TEACHER QUALITY
WHILE PRODUCING STUDENTS OF THE 21ST CENTURY**



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BUILDING LEADERSHIP TEAM

**FACULTY MEMBERS OF THE BUILDING LEADERSHIP TEAM ARE ELECTED AND APPOINTED.
PARENT MEMBERS WERE APPOINTED BY THE PRINCIPAL AND ELECTED BY THE PARENT
TEACHER ORGANIZATION.**

LETA HICKS (CHAIRPERSON), 7TH GRADE TEACHER

JENNIFER GODFREY, 6TH GRADE CHAIR

JENNIFER MILEY, GUIDANCE COUNSELOR

AIDEN O'LEARY, 8TH TEACHER

BONNIE SCHROEDER, ENCORE CHAIR

TIMOTHY FOSTER, PRINCIPAL

TOM KING, 8TH GRADE CHAIR

STEPHANIE ANDREWS, 7TH GRADE CHAIR

JANE DENNIS, ASSISTANT PRINCIPAL

ANDREA JACKSON, PARENT (PTO PRESIDENT)

KELLY FAIRCLOTH, PARENT

DAVID KOONCE, PARENT

KAREN RAMSEY, PARENT

JACQUELINE STORMES, PARENT

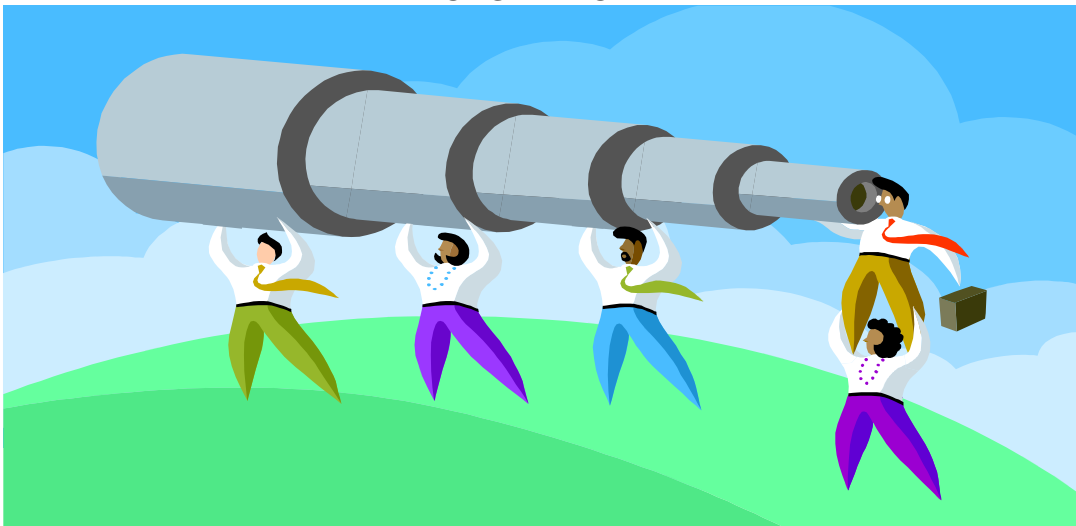
ZACHARY GORMAN, PARENT

VALENCIA METCALF, PARENT

STUDENT REPRESENTATIVES

PATRICK CHILDRESS

MORGAN ROFF





PART 1: SCHOOL PROFILE

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 150,673. 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 \$33,756. In addition, 15.8% 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 12th grade over the last ten 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

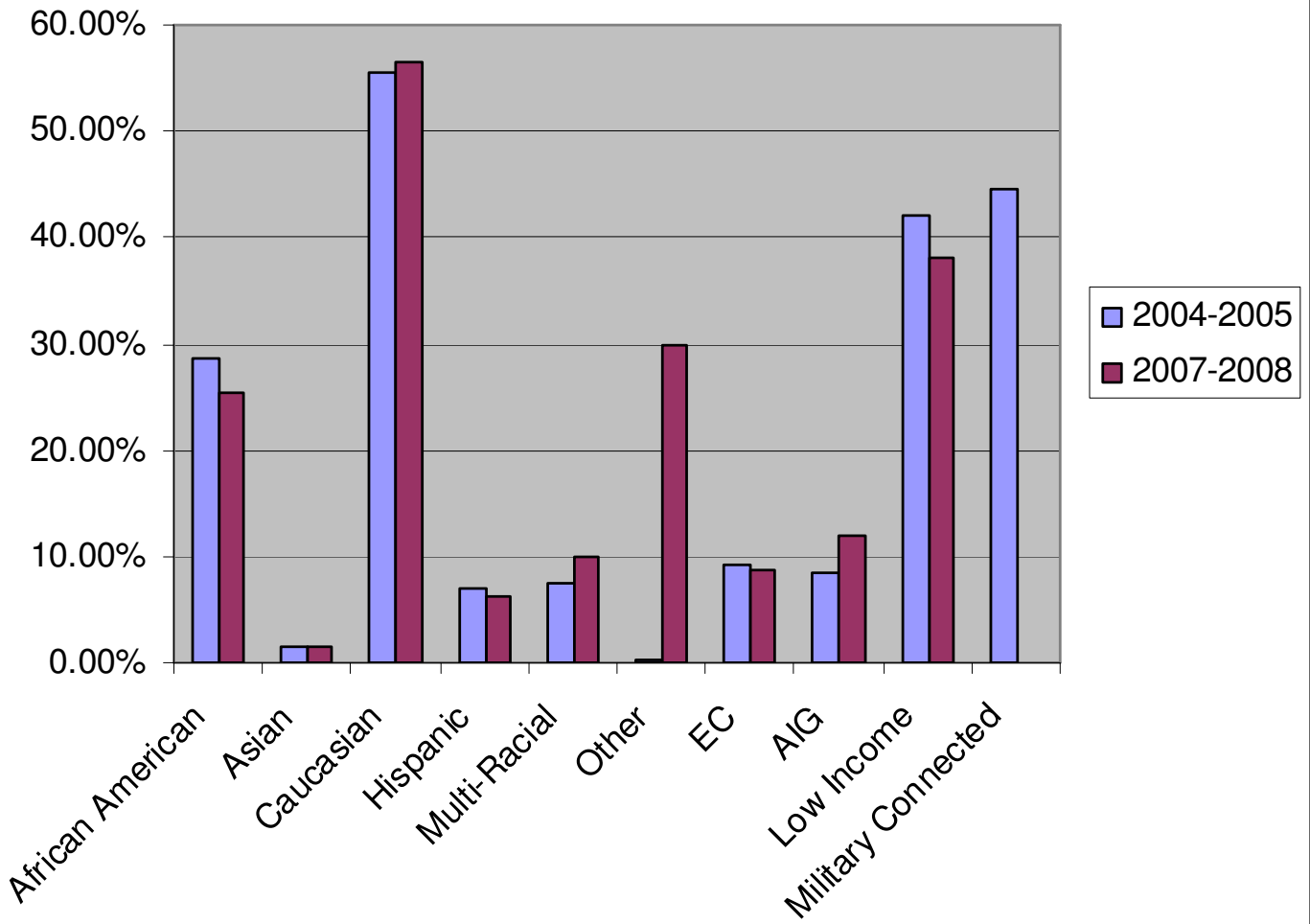
Hunters Creek Middle School was opened in 1990, built for 560 students and was over capacity with 787 students. Since that time, it has fluctuated in size and settled at 851 for the 2007-2008 school year. As a result of the growth experienced, Hunters Creek Middle has benefited from the 90 million dollar 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. It is one of the two largest middle schools in the county. Enrollment has decreased from 895 in the fall of 2001 to 839 in the fall of 2007. Students are served in grades six through eight. There are 58 certified staff members on campus, including 52 teachers, 2 guidance counselors, 2 media specialists, 2 administrators, 5 Para-professionals, 1 school secretary, 1 receptionist, 1 Student Information Management System (SIMS) operator, and 6 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, 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, 56.5% of the student body is Caucasian, 25.3% is African-American, 6.2% is Hispanic, 1.4% is Asian, 10% designate themselves as multi-ethnic, and 0.3% is Native American. Of these students, 38% are identified as economically disadvantaged, 8.5% are Academically and Intellectually Gifted (AIG) and 9.4% are Exceptional. One of the most obvious qualities of the Hunters Creek student body is the percentage of students affiliated with the military through their parents. ____ of our students either have a mother or father in the military, or has 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.

**Student and Community Demographic Data
Hunters Creek Middle School**

Student/Community Data	2004-2005	2007-2008
Total Number of Students (20th school day)		
	807	851
Student-Racial Composition		
African-American	28.6%	25.3%
Asian	1.4%	1.4%
Caucasian (White)	55.4%	56.5%
Hispanic	6.9%	6.2%
Multi-Racial	7.5%	10%
Other	0.2%	0.3
Ability Composition		
EC Students	9.3%	8.7%
AIG Students	8.4%	12%
Student/Family Characteristics		
Low Income (Free/Reduced)	42%	38%
Military Connected	44.6%	Not yet available

Hunters Creek Demographic Data

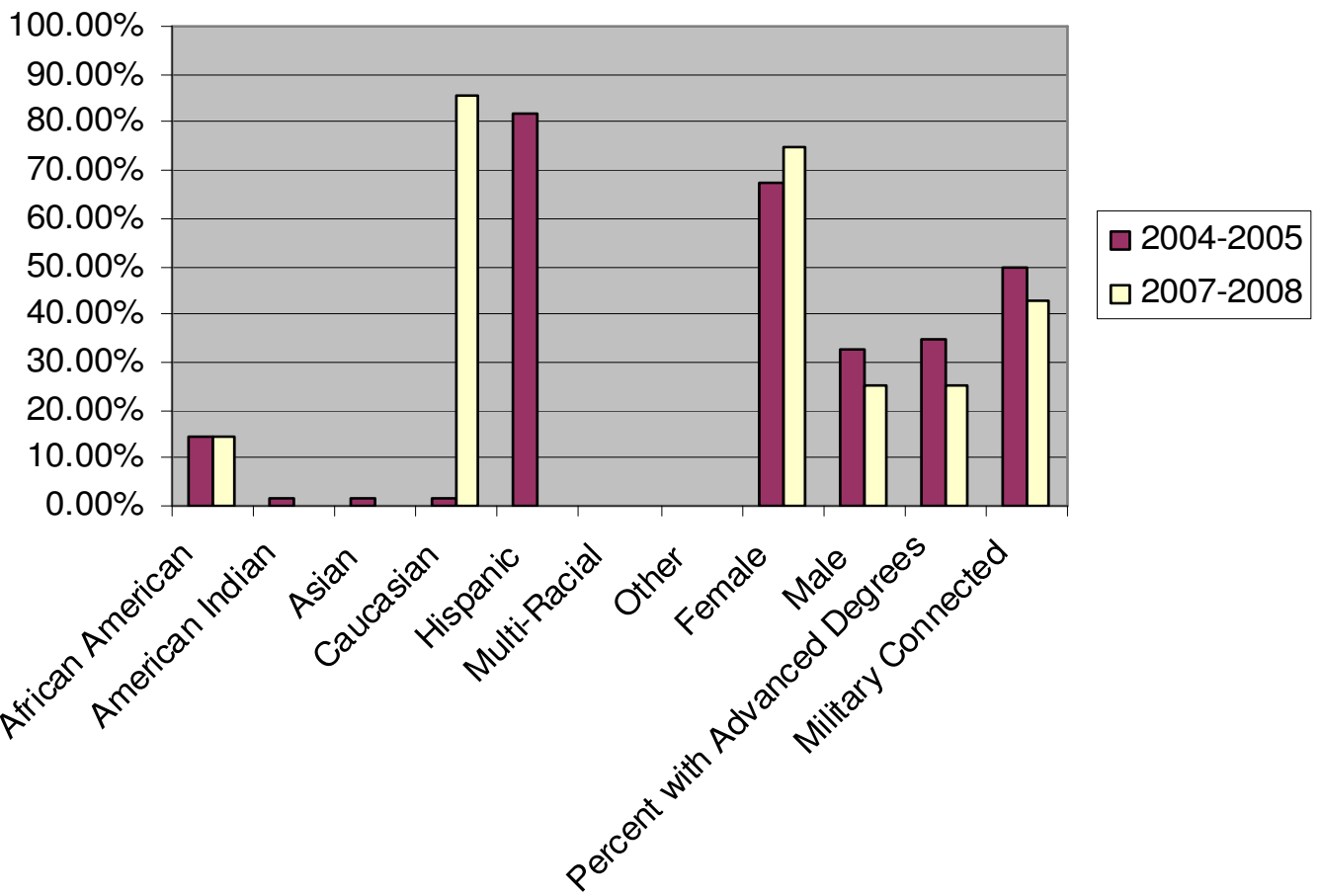


Faculty and Staff: The faculty and staff of Hunters Creek Middle School are diverse as well, although not totally reflective of the student body. The staff is diverse in terms of years of experience. One of the most apparent attributes of Hunters Creek Middle School staff is the high percentage of retired 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. Nine teachers (17% of the instructional staff) are former military personnel. An additional 15 (28% of the instructional staff) are married to current or former military personnel. This represents 45% 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 sixteen members of the instructional staff, 31.8%, many of which were the result of military transfers.

**School Characteristics Data
Hunters Creek Middle School**

School Characteristic	School Year	
	2004-2005	2007-2008
Class Size		
Average Class Size	23.3	24.2
Racial Background of Teachers and Administrators		
African-American	14.5%	14.2%
Asian	1.8%	0.0%
American Indian	1.8%	0.0%
Caucasian (White)	81.8%	87.5%
Hispanic	0.0%	0.0%
Multi-Racial	0.0%	0.0%
Other	0.0%	0.0%
Gender of Teachers and Administrators		
Female	67.3%	75%
Male	32.7%	25%
Other Characteristics of Teachers and Administrators		
Percent with Advanced Degree	34.6%	25%
Military Connected	50.0%	42.8%

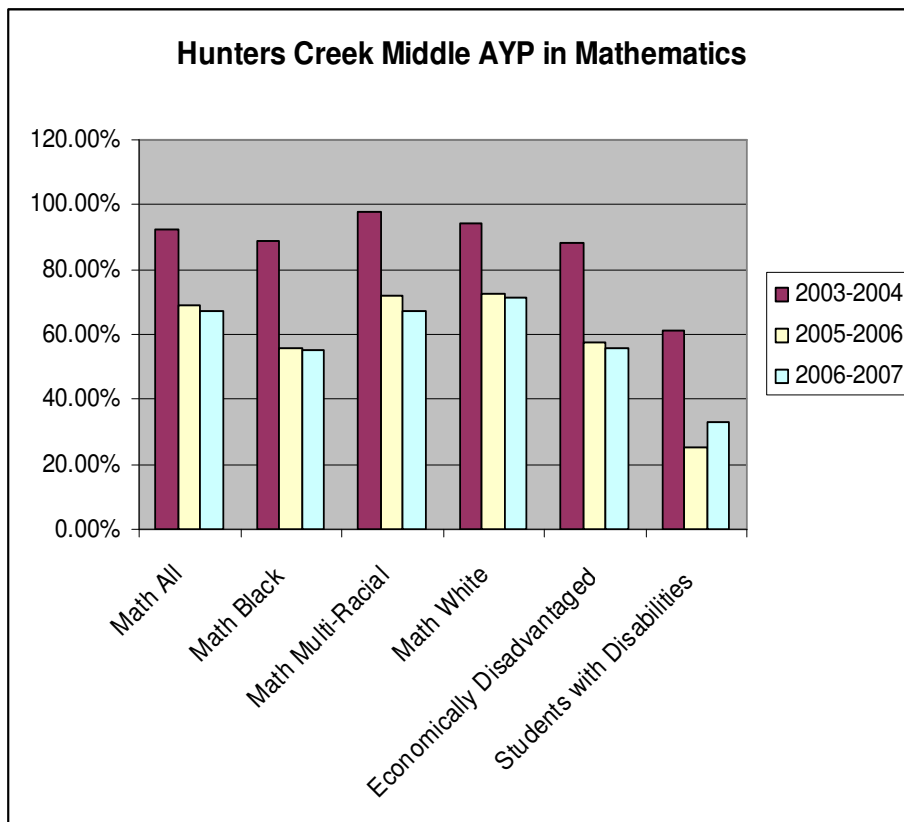
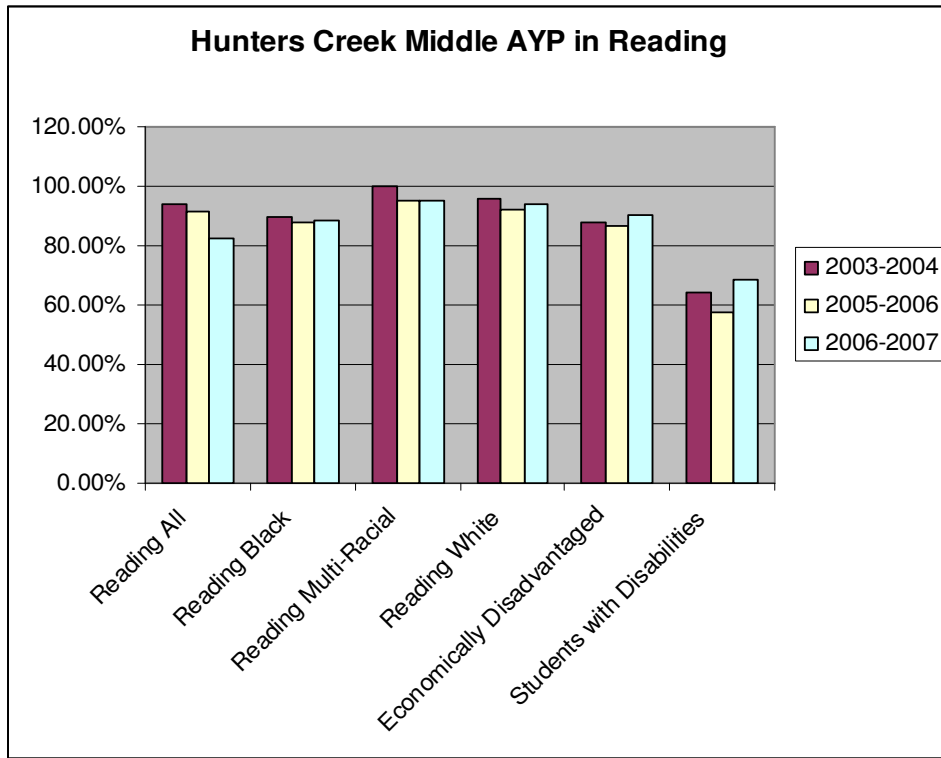
Hunters Creek Middle Staff Demographics



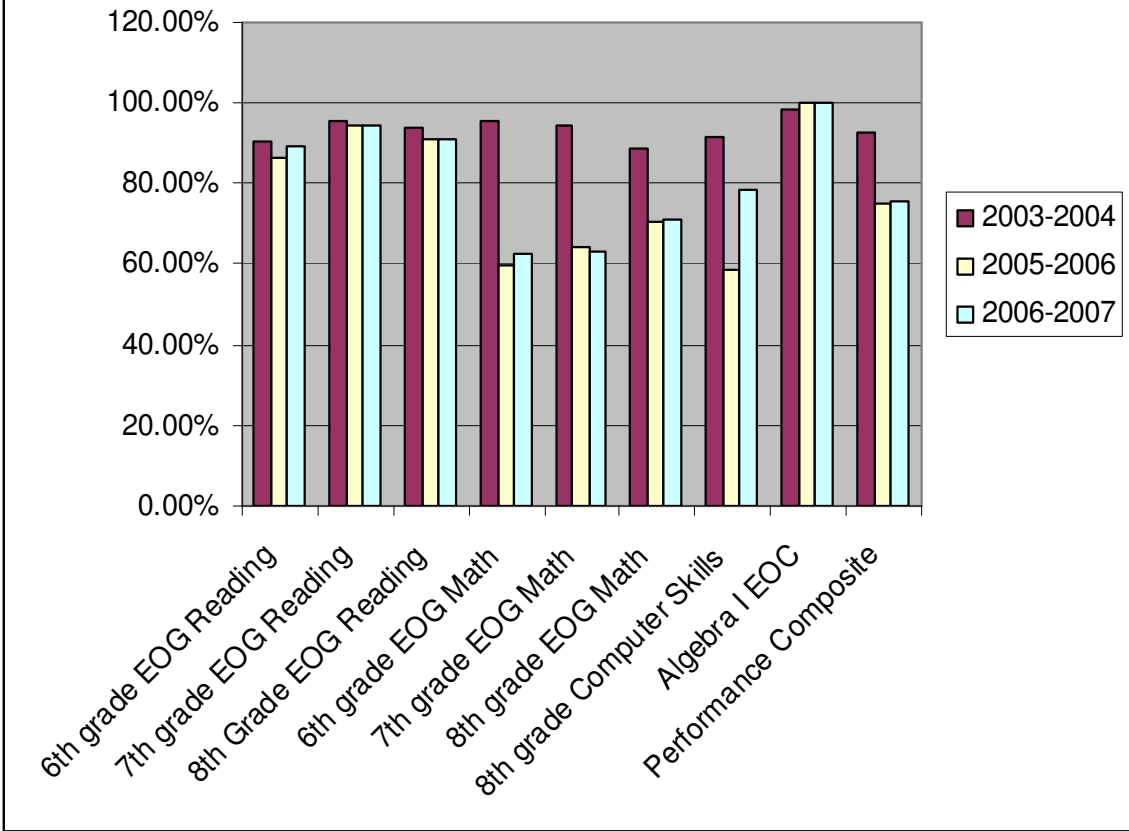
3. Student Performance Data

Student Performance Data Hunters Creek Middle School

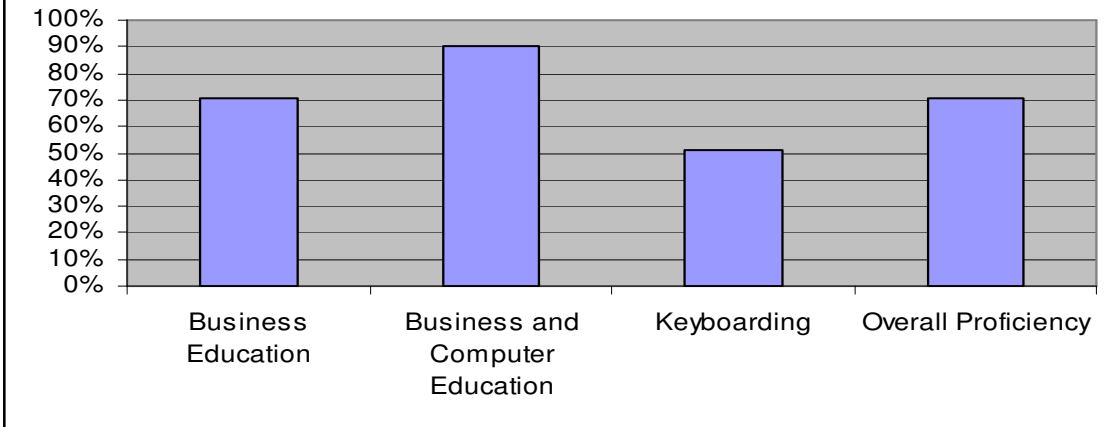
Assessment Measures	School Year		
	2003-2004	*2005-2006 New Math Implementation	2006-2007
Adequate Yearly Progress			
Reading All	93.8%	91.8%	92.4%
Reading Black	89.5%	87.6%	88.6%
Reading Multi-Racial	100.0%	95%	94.9%
Reading White	95.9%	92.3%	93.7%
Reading Economically Disadvantaged	88.0%	86.7%	90.1%
Reading Students with Disabilities	64.2%	57.7%	68.5%
Math All	92.6%	68.7%	67%
Math Black	89.0%	55.9%	55.4%
Math Multi-Racial	98.0%	71.9%	67.1%
Math White	94.0%	72.8%	71.4%
Math Economically Disadvantaged	88.3%	57.8%	55.9%
Math Students with Disabilities	61.2%	25.4%	32.9%
AYP GOALS	Met 24 of 25	Met 26 of 29	Met 27 of 29
ADEQUATE YEARLY PROGRESS	NO	NO	NO (Math Economically Disadvantaged) (Math Black)
ABCs of Education			
6 th Grade EOG Reading (% Prof)	90.5%	86.4%	89.2%
6 th Grade EOG Math (% Prof)	95.4%	59.5%	62.8%
7 th Grade EOG Reading (% Prof)	95.8%	94.4%	94.5%
7 th Grade EOG Math (% Prof)	94.3%	64.2%	63.2%
7 th Grade Writing (% Prof)	57.2%*	52.1%	44.4%
8 th Grade EOG Reading (% Prof)	94.0%	91.1%	91.2%
8 th Grade EOG Math (% Prof)	89.0%	70.8%	70.9%
8 th Grade Computer Skills (% Prof)	91.5%	58.50%	78.7%
Algebra I EOC (% Prof)	98.2%	100%	100%
Performance Composite	92.7%	75.1%	75.8% Met Expected Growth
Career and Technical Education 2006-2007			
Business Education		70.5%	
Business and Computer Education		90.6%	
Keyboarding		50.8%	
Overall Proficiency		70.5%	



Hunters Creek Middle State Accountability



Career and Technical Education 2006-2007



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 2007. This survey gathered information concerning student, parent, and staff perspectives on the quality of school expectations and climate, discipline, instruction, and communication. Teachers also completed a working conditions survey in the Spring of 2007 with relation to Time, Facilities and Resources, Empowerment, Leadership, and Professional Development. The surveys revealed the following findings:

Parent, Student and Teacher Climate Survey

- Survey questions in which STUDENTS responded most favorably:
 - If I knew that another student was involved in something illegal or dangerous (to the student him/herself or some one else), I would tell an adult at the school (teacher, counselor, principal, etc). (58.05% Agreed)
 - The custodial staff is helpful and treats students respectfully. (68.9% Agreed)
 - The office staff is helpful and treats students respectfully. (68.54% Agreed)
 - The cafeteria staff is helpful and treats students respectfully. (68.5% Agreed)
 - Teachers are helpful and treat students respectfully. (65.5% Agreed)
- Survey questions in which STUDENTS responded least favorably:
 - I was threatened or bullied by a student (or students) and reported it to an adult at school. (67.95% Agreed)
 - The school is concerned about early checkouts. (47.4 % Agreed)
 - In my classes, time is spent using computers and other technology. (42.54% Agreed)
 - In my classes there are enough materials and supplies. (50.37% Agreed)
 - I was physically hurt by a student (or students) who hit, pushed, grabbed, or kicked me and reported to an adult at school. (71% Agreed)
- Survey questions in which PARENTS responded most favorably:
 - Students generally feel safe at this school. (77.56% Agreed)
 - The school staff has done a good job of making the school a safe place for students.(76.57% Agreed)
 - The adults at this school encourage students to do their best. (74.9% Agreed)
 - Students are expected to do good work at this school. (92.74% Agreed)
 - In my child's classes, he/she has to work hard to make good grades. (87.46% Agreed)
- Survey questions in which PARENTS responded least favorably:
 - My Child was physically hurt by a student (or students) who hit, pushed, or kicked him/her and reported it to an adult at school. (75.25% Agreed)

- My child was threatened or bullied by a student (or students) and reported it to an adult at school. (72.6% Agreed)
- Students treat each other respectfully when they are riding on the bus (or walking) to and from school. (38.2 % Agreed)
- My child knows a student (students) who had a weapon at school and reported it to an adult at school. (83.1% Agreed)
- Students treat each other respectfully in the classroom. (46.53% Agreed)
- Survey questions in which STAFF responded most favorably:
 - We work to ensure students feel safe in the cafeteria/lunchroom. (88% Agreed)
 - Teachers at this school work hard. (92% Agreed)
 - Students threatening or bullying other students. (34.6% Agreed)
 - Teachers are helpful
- Survey questions in which STAFF responded least favorably:
 - Students treat each other respectfully when they are on the buses. (32% Agreed)
 - I taught the rules and expectations for behavior when riding the bus (or walking) to and from school. (54.6% Agreed)
 - I receive sufficient support when I deal with difficult students and/or with discipline problems. (54.6% Agreed)
 - Students work diligently to make good grades at this school. (42.6% Agreed)
 - For most classes, teachers give students a course syllabus. (45.3% Agreed)
 - The School has a consistent approach to behavior management and discipline. (38.6% Agreed)

Teacher Working Conditions

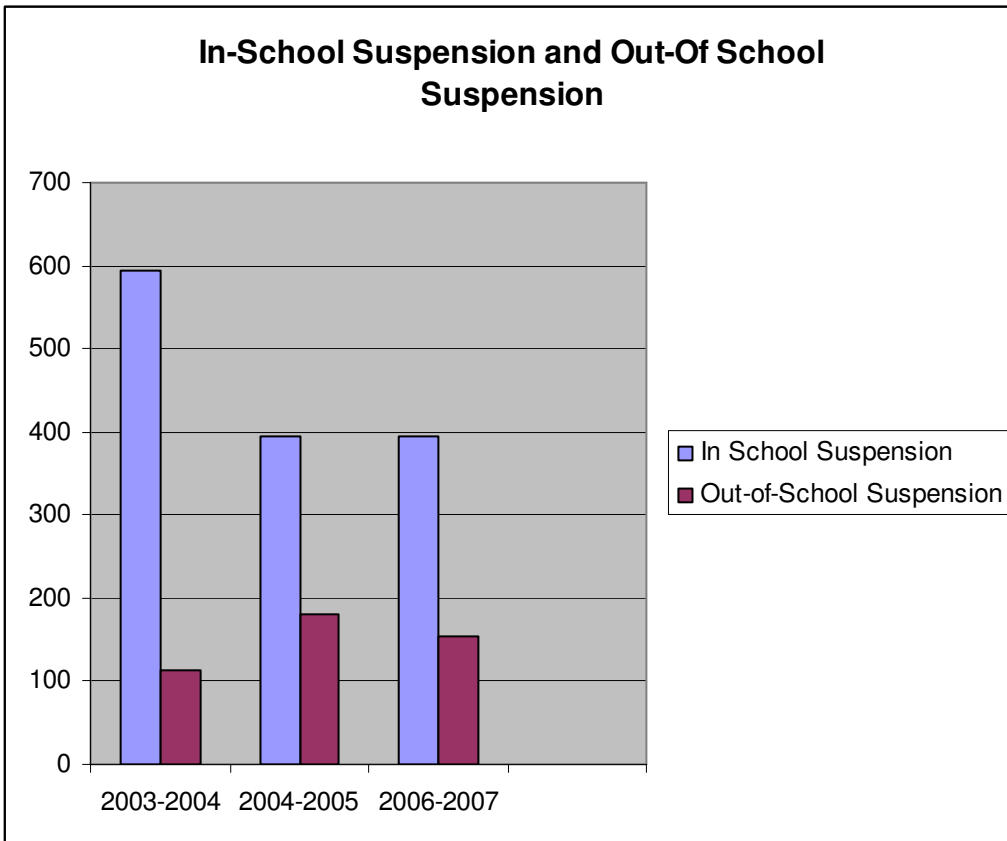
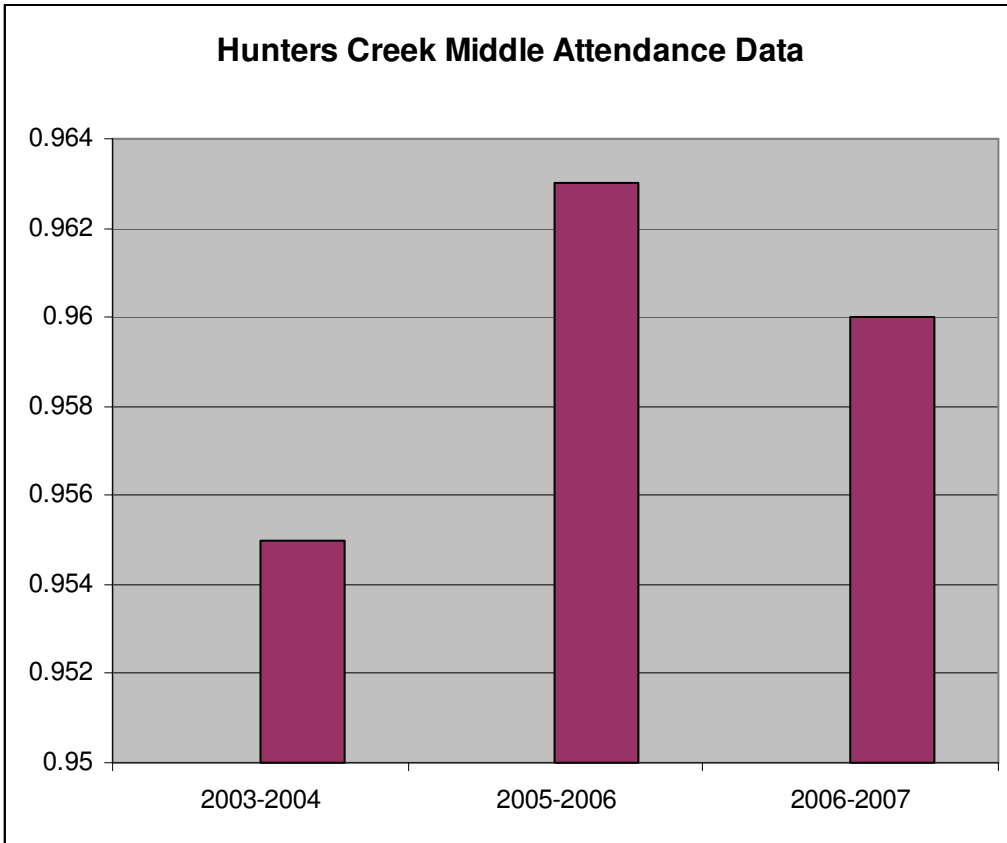
Summary of Domain Findings

Domain Area		Average**	
Time	HCMS:	2.84	HCMS
	Onslow:	3.11	ONSLOW
	NC:	3.12	NC
Facilities and Resources	HCMS:	3.24	HCMS
	Onslow:	3.53	ONSLOW
	NC:	3.65	NC
Empowerment	HCMS:	3.19	HCMS
	Onslow:	3.51	ONSLOW
	NC:	3.44	NC
Leadership	HCMS:	3.16	HCMS
	Onslow:	3.61	ONSLOW
	NC:	3.60	NC
Professional Development	HCMS:	3.31	HCMS
	Onslow:	3.45	ONSLOW
	NC:	3.41	NC

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average

Student Performance Indicators Hunters Creek Middle School

	School Year		
	2003-2004	2005-2006	2006-2007
Attendance			
Attendance Rate	95.5%	96.3	96
Disciplinary Data			
In-School-Suspension	595 (duplicated count)	394	395
Out-of-School Suspension	112 (80 students)	180 (Total Incidents)	154 (Total Incidents)





PART 2: VISION, MISSION, CORE BELIEFS AND VALUES

Overview: Narrative Description of the Process of Defining the Schools Vision, Mission, Core Beliefs and Values

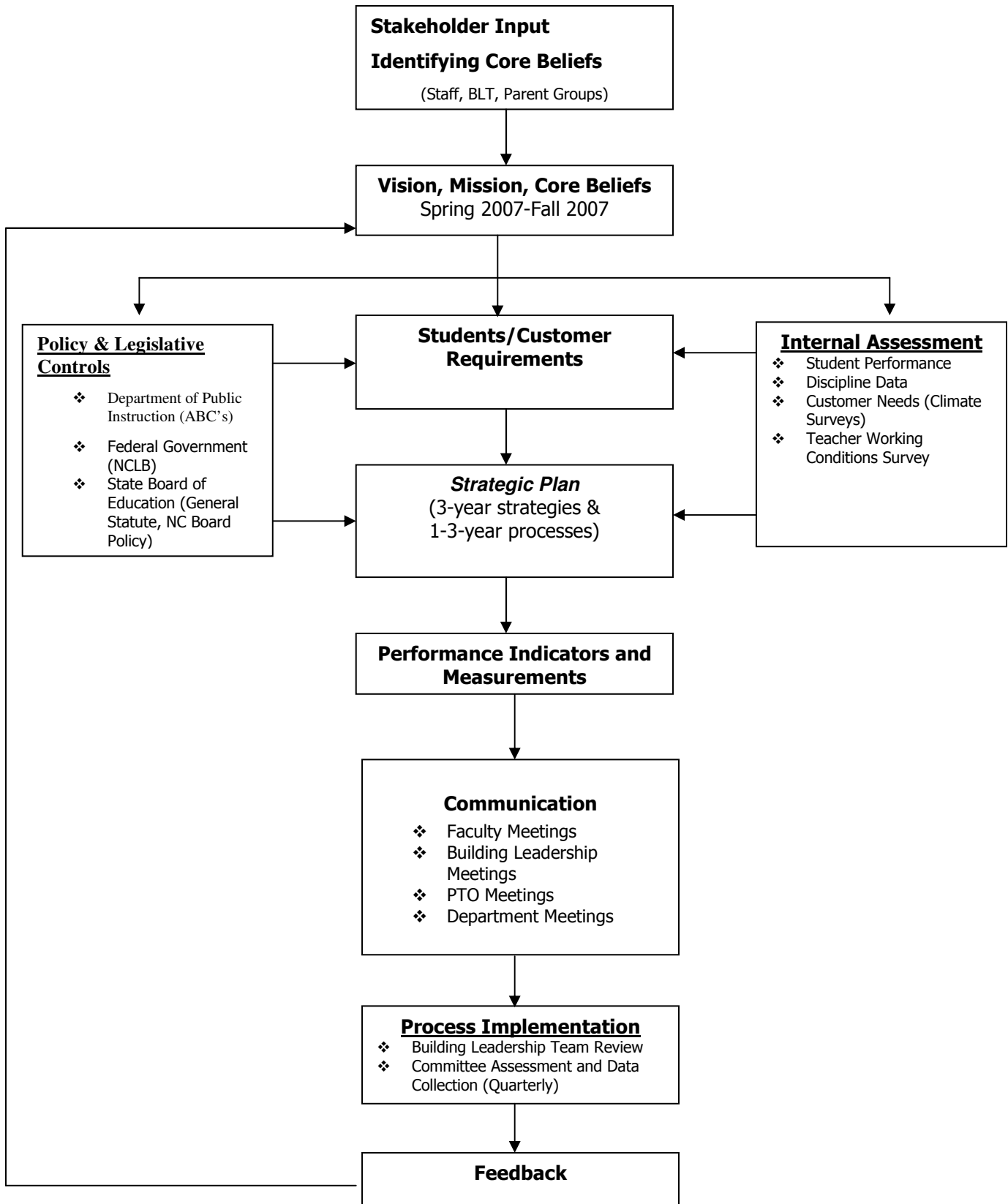
The Strategic Planning process was modeled after the one used by the Onslow County School system and their advisory body, the Quality Council. The guiding principles for planning come from the Baldrige Assessment criteria. The Hunters Creek Middle School strategic plan is the result of work by the Building Leadership Team and the entire staff of Hunters Creek Middle School. All stakeholders had the opportunity to comment and contribute to the plan. The process began in the spring of 2007 when the entire staff reviewed the core values of our organization. After the core values were reviewed, the staff had the opportunity to review and revise the vision and mission of Hunters Creek Middle School in order to reflect 21st Century goals.

The goals of the Hunters Creek Middle School strategic plan are adopted and aligned with the Onslow County School system and the North Carolina Department of Public Instruction. The strategies for achieving each goal were reviewed by several faculty members at a county wide strategic planning meeting. The team of teachers met one additional day to plan a district wide meeting where list of strategies and processes would be developed and discussed. The strategies and processes were narrowed and presented to the Building Leadership Team for comments and changes. The plan was presented to and voted on by the entire faculty.

The Building Leadership Team includes representatives from the core area departments, elective department areas, support staff, and parents. The staff and faculty members of the Building Leadership Team were selected and elected by consensus. The parent members of the Building Leadership team were elected by the parents of the Hunters Creek Middle School Parent Teacher Organization. Following the creation of the plan, the Building Leadership Team will monitor the implementation of the plan and its progress through committees for each goal.



Strategic Planning Process:



Our Vision, Mission, Beliefs and Core Values:

VISION

Hunters Creek Middle School will be a leader in student achievement, learning, innovation, and teacher quality while producing 21st Century Students.

MISSION

Hunters Creek Middle School, along with the White Oak District Schools, will create an environment for lifelong learning by:

- ❖ Preparing each student with 21st Century skills
- ❖ Helping each student reach his or her highest potential
- ❖ Fostering a belief in each students' ability to achieve and succeed in the 21st Century
- ❖ Developing a sense of community and leadership

CORE BELIEFS

On-going efforts toward continuous improvement and strategic planning are based upon the following core beliefs of Hunters Creek Middle School:

- Open lines of communication
- A culture of support
- Pride in our school environment
- Encouragement of creativity and innovation
- Civic and community responsibility
- Students as our most valued product
- High student and faculty performance
- Extracurricular activity

In addition, Hunters Creek Middle School has adopted the Core Values of a Quality Organization as enumerated by the Baldrige Criteria:

- Visionary leadership
- Learning-centered education
- Organizational and personal learning
- Valuing faculty, staff, and partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Social responsibility
- Focus on results and creating value
- Systems perspective



PART 3: SCHOOL STRATEGIC ACTION PLAN

Hunters Creek Middle School School Strategic Action Plan 2007-2010

**NC Goal # 1: NC Public Schools will produce globally competitive students.
OCS Goal # 1: Hunters Creek Middle School's students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

Strategy: Ensure a consistent school focus that enables all students to achieve at high levels through the support and leadership of teachers and administrators.

Desired Results:

- Curriculum will be integrated with global content and concepts
- Staff Development will be provided for 100% of the faculty
 - AVID Methodologies
 - Writing Across the Curriculum
 - Technology
 - Global Content
- Eighth grade students demonstrate proficiency on the computer skills test.
- CTE students demonstrate proficiency in each state required assessment
- All subgroups will demonstrate proficiency on EOGs.
- Disparity based on race, gender, and socioeconomic status on all EOG tests will decrease.
- Increase overall percentage of students scoring proficient on the NC Writing Assessment.
- Develop student social and leadership skills
- Increase number of students enrolled in the Arts through articulation with White Oak High and district elementary schools
- Support system for ESL Students

Measures:

- Lesson plans, observations, Classroom Walk Through (Documenting Global Content and Connections)
- NC Computer Skills Assessment
- EOG results
- AYP Data (Status)
- NC Writing assessment results
- NC Computer Skills Assessment
- VoCats Data
- Instructional Intervention Plans, PEP's and IEP's
- Dropout rate
- World View Attendance Agendas
- Students enrolled in *Language!* and Plato
- Arts enrollment at White High and Hunters Creek
- Agendas and contact meetings with ESL support staff

**NC Goal # 1: NC Public Schools will produce globally competitive students.
 OCS Goal # 1: Hunters Creek Middle School's students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

- **Decrease Drop-Out Rate at WOHS**

Processes:

- **Expand AVID Methodologies School-Wide**
 - **School-Wide Binders**
 - **Cornell Notes with Reflection**
 - **Socratic Seminars**
 - **Professional Development provided by AVID trained teachers**
- **Structure classrooms that provide students with opportunities to become critical thinkers**
 - **Provide staff development on Costa's Levels of Questioning**
- **Provide differentiated instructional strategies to address students' learning needs**
 - **Professional development opportunities aligned with differentiated instruction and AVID methodologies**
 - **Identify barriers to student learning to provide assistance and access to a rigorous curriculum for all students**
 - **Develop and utilize Instructional Interventions**
 - **Student use of technology**
 - **AIG Scheduling and additional opportunities to meet math demands**
- **Review, revise and provide professional development for Inclusion and co-teaching models**
 - **Analyze test data to determine successful teaching practices**
 - **Teachers will provide staff development of successful practices**
 - **Utilize "Classroom Instruction that Works" as a resource in developing lesson plans**
- **Increase writing across the curriculum opportunities**
 - **Language Arts teachers will provide staff development**
 - **Review and provide professional development on the 11 recommendations from "Writing Next"**
 - **Provide opportunities for teachers to attend Writing in the Content Area Workshops**
 - **Teachers will utilize local staff development opportunities through PLCs**
 - **Expand writing, reading and math instruction through resource and tutorials**
- **Provide and encourage participation in additional professional development in reading, writing and math**
- **Review and revise curriculum and pacing guides on an ongoing basis to ensure the implementation of a rigorous, challenging, and globalized curriculum**
 - **Selected teachers will attend World View and address the staff with initiatives developed from the world community**
- **Monitor student progress in all state accountability areas**
- **Articulation with WOHS to develop processes to decrease dropouts**

**NC Goal # 1: NC Public Schools will produce globally competitive students.
 OCS Goal # 1: Hunters Creek Middle School's students will be globally competitive through the mastery of a rigorous and relevant curriculum.**

- Continued articulation with feeder schools and White High School
- Develop support system for ESL Students
- Develop a plan to decrease the dropout rate
 - Articulation with White High School

Resources:

**Staff Development Funds
 Student materials for AVID
 Effective monitoring Tools
 Central Office
 Teachers and Administration**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

2007-2008

What are the areas for improvement? What will you do differently the next time?

Next steps

Hunters Creek Middle School
School Strategic Action Plan
2007-2010

NC Goal # 2: NC Public Schools will be led by 21st Century professionals.
OCS Goal # 2: Hunters Creek Middle School and its students will be led by creative, passionate and technologically skilled professionals.

Strategy: Create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for teacher and administrator performance.

Desired Results:

- Increased use of 21st Century Tools by teachers and students.
- Increase participation in technology and differentiated instruction through professional development.
- Increase positive responses on the Teacher Workplace Survey.
- Increase positive responses on Climate Survey.
- Reduce teacher attrition rate other than spouse transfer
- Increase number of Train the Trainer opportunities

Measures:

- Technology survey
- Lesson Plans and Observations
- Climate Survey
- Teacher Working Conditions survey
- Beginning Teacher survey
- Professional Development participation
- Classroom Walk Through data
- Formal Observations
- Beginning Teacher Orientation and Mentoring program Agendas

Processes:

- Investigate and utilize public folders; Best Practices and Lesson Plans
 - Teachers will be trained on the use of public folders as a means to establish a network of colleagues whose focus is to share ideas and engaging lesson plans
- Create and implement a plan for duty free lunch
 - 30 minutes of protected time during planning while maintaining five hours a week of planning time
- Provide additional technology training in the use of smartboards, IPODS, and United Streaming, TeacherTube, Podcasting and Youtube (Technology Facilitator)
- Promote a positive and informed working environment for all staff
- Utilize on-site staff to provide professional development and/or best practices from conferences
- Investigate use of TeacherWeb and ForTeachers.org(assign-a-day)

**NC Goal # 2: NC Public Schools will be led by 21st Century professionals.
 OCS Goal # 2: Hunters Creek Middle School and its students will be led by creative, passionate and technologically skilled professionals.**

- **Promote and increase teacher leadership roles**
 - **Teachers will be required to take on leadership roles in the use of technology**
 - **Teachers will provide staff development**

Resources:

Professional Development
Technology Facilitator
Teachers/Administration
Beginning Teacher and Mentoring Program
Onslow County Schools Job Fair
Funds for Incentive And Recognition Program

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

Hunters Creek Middle School
 School Strategic Action Plan
 2007-2010

**NC Goal # 3: NC public school students will be healthy and responsible.
 OCS Goal # 3: Hunters Creek Middle School students will learn in a safe environment to be civil, healthy and productive citizens.**

Strategy: Continue to develop, monitor, and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools criteria and healthy child legislation.

Desired Results:

- Increase number of positive responses on Climate Survey.
- Increase student and teacher civility.
- All staff will be trained in CHAMPS.
- Increase physical activity while enhancing student learning and engagement
- Reduce OSS and ISS infractions.
- Increase School and Community Service Projects

Measures:

- Climate Survey
- CHAMPS Training Agendas
- USDDC Data
- School Discipline Data Collection
- Foundations and Renaissance Agendas
- School Service and Community project reports
- Physical Fitness test results

Processes:

- Provide CHAMPS Training
- Implement School Service projects
- Study of Community service project through Make a Difference Day
- Implement Brain Gym School Wide
- Continue Foundations Team Observations and Discipline data collection and analysis
- Implement Socratic Seminars during tutorial that emphasize Character Education
- Implement School Lockdown practice with local law enforcement
- Continue Triple S recognition
- Schedule Monthly Grade Level Assemblies providing
 - Recognition through Renaissance
 - Inspiration and motivation through guest speakers
 - Score boarding of discipline data
- Implement Book studies by grade level

**NC Goal # 3: NC public school students will be healthy and responsible.
 OCS Goal # 3: Hunters Creek Middle School students will learn in a safe environment to be civil, healthy and productive citizens.**

- “Fires in the Bathrooms”
- “Fred Factor”
- Other titles as selected by teachers

Resources:

Professional Development
Safe and Civil Schools and Foundations Team
Funds for Student Recognition and Incentive Programs
Community and Business Partners
Funds for Book Study Titles
CHAMPS Materials
Teachers and Administration

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

Hunters Creek Middle School
School Strategic Action Plan
2007-2010

<p>NC Goal #4: Leadership will guide innovation in NC public schools. OCS Goal # 4: Leadership will foster innovation at Hunters Creek Middle School with the cooperation of families and community partners.</p>	
<p>Strategy: Create a culture that embraces change, promotes dynamic continuous improvement and collaboration with stakeholders to discover innovative initiatives.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Increase parental/community involvement • Increase family involvement • Increase parent volunteers • Parents/Guardian contacts will increase • Teachers involved in innovative search teams • Positive contacts out number negative contacts • Clubs 	<p>Measures:</p> <ul style="list-style-type: none"> • Parental Contact logs and conference documentation • Attendance logs • Web-Site Visits • Climate Survey • Parental Reflections • Schedule and Agendas from school activities • Teacher Working Conditions Survey • School mailings and announcements
<p>Processes:</p> <ul style="list-style-type: none"> • Create a Teacher/Parent Grant Committee • Create a Teacher/Parent Committee for Innovation • Explore Grade Level Parent Night • Discuss Content Area Parent Night • Provide “State of the School Address” Open House • Volunteers recruited and trained through PTO • Schedule Monthly Grade Level Assemblies providing <ul style="list-style-type: none"> ○ Recognition through Renaissance ○ Inspiration and motivation through guest speakers ○ Score boarding of discipline data • AlertNow Call System • Parental Participation in School Projects (Family Collaboration, Student Led) • Newsletters 	

**NC Goal #4: Leadership will guide innovation in NC public schools.
 OCS Goal # 4: Leadership will foster innovation at Hunters Creek Middle School with the cooperation of families and community partners.**

Resources:

**Funds to Recognize Parent Volunteers and Community Partners
 B.A.S.E.S.
 PTO
 Teachers and Administration
 Technology Facilitator
 Newsletters
 Teachers and Administration**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps

Hunters Creek Middle School
School Strategic Action Plan
2007-2010

<p>NC Goal # 5: NC public school will be governed and supported by 21st century systems.</p> <p>OCS Goal # 5: Hunters Creek Middle will be supported by effective and efficient systems.</p>	
<p>Strategy: Maximize resources to meet instructional and operational needs of a 21st Century School.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Implement Professional Learning Communities • Duty free lunch established while maintaining five hours of planning per week. • Increase number of Smart Boards on campus • Utilization of Technology Facilitators for Professional Development using 21st Century Tools • Improved reporting of school repair needs • At least three Staff Book talks and Socratic Seminars 	<p>Measures:</p> <ul style="list-style-type: none"> • PLCs created to develop positive relationships with students, parents and colleagues • Time established for duty free lunch • Teacher Planning Schedule • Purchase of and Staff development for SmartBoards • Agenda for Technology Facilitator Led Professional Development • Agendas and Schedule of Socratic Seminars and Book Talks • Teacher Reflections
<p>Processes:</p> <ul style="list-style-type: none"> • List of Books created for seminars and book talks • Technology Training • Establish priorities in for PLCs through staff survey and personal reflection • Professional Development for 21st Century Tools • Tier One resource implementation 	

NC Goal # 5: NC public school will be governed and supported by 21st century systems.
OCS Goal # 5: Hunters Creek Middle will be supported by effective and efficient systems.

Resources:

**Technology Facilitator
Professional Development
Funds for Technology hardware and Software
Annual Operational and Capital Funding**

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

Next steps



PART 4: APPENDICES

2007 - 2008 Projected Budget

Hunters Creek Middle School Strategic Plan 2007 – 2008 Budget

Goal # 1: Hunters Creek Middle School’s students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school focus that enables all students to achieve at high levels through the support and leadership of teachers and administrators.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Smart Boards	\$10,000.00	Instructional	Instruction
IPODS	\$1500.00	Instructional	Instruction
Instructional Supplies	\$30,000.00	Instructional	Instructional Program
Staff Development	\$3000.00	Instructional	Instructional Support
AVID Conference	4500.00		

Goal # 2: Hunters Creek Middle School and its students will be led by creative, passionate and technologically skilled professionals.

Strategy: Create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for teacher and administrator performance.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Incentives and Certificates to Recognize Staff	\$1000.00	Local	School Relations
Staff Development	\$1000.00	Staff Development	Instructional Support



Goal # 3: Hunters Creek Middle School students will learn in a safe environment to be civil, healthy and productive citizens.

Strategy: Continue to develop, monitor, and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools criteria and healthy child legislation.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Student Incentives	\$500.00	Instructional	Recognition
Guidance Supplies	\$500.00	Local	Character Education
Book Titles	\$1000.00	Instructional	Relationships and Relevance

Goal # 4: Leadership will foster innovation at Hunters Creek Middle School with the cooperation of families and community partners.

Strategy: Create a culture that embraces change, promotes dynamic continuous improvement and collaboration with stakeholders to discover innovative initiatives.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Newsletters and Postage	\$1500.00	Instructional/At-Risk	Home/School Communications
Open House Activities Parent Workshops Parent/ Community Recognition	\$600.00	Local	Home/School/Community Communications
AR, AM Materials	500.00	Instructional	Instructional Support

Goal # 5: Hunters Creek Middle will be supported by effective and efficient systems.

Strategy: Maximize resources to meet instructional and operational needs of a 21st Century School.



Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Rental/Leases	\$10000.00	At-Risk/Instructional	Operational Expenses
Technology Supplies	\$500.00	Instructional	Flash Drives



Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Academically or Intellectually Gifted Students (state waiver) - Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. *How will the waiver be used?*

To increase service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Promote higher-order thinking skills which would correlate to higher achievement
- Enhance student self-esteem
- Improve SAT scores
- Prepare students for advanced curricula in middle school and high school
- Promote stronger growth in students already scoring proficiently on state end-of-course tests



LEA: Onslow

Code: 670

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Textbooks (state waiver) - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.

Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied adequate classroom materials and equipment needed for instruction.

3. *How will the waiver be used?*

To purchase classroom materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum



Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Noninstructional Support Personnel (state waiver) - Transfers are allowed only for teachers (any grade). These

transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff

development. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused instruction
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum



LEA: Onslow

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Class Size (state waiver) - Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

At the secondary level, students may be denied access to a singleton course if too few students for two classes are registered without the exemption of this waiver.

3. *How will the waiver be used?*

- Allow flexibility to assign students to classrooms based upon their individual needs.
- Allow for more course options for students.
- Assign students to classes based upon individual interests.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide more focused interventions to at-risk students
- Meet the needs of individual students
- Reduce performance gaps among targeted student populations



Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Funds for Instructional Support Personnel (state waiver) - Funds for instructional support personnel can be transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused interventions
- Meet the needs of students
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum



LEA: Onslow

Code: 670

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Staff Development Funds (state waiver) - Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. Policy Code 3430 (G.S. 115C-105.27)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional personnel for focused interventions
- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum



Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

150 Contact Hours (State Waiver) – 150 contact hours for unit of credit at the secondary level

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

This law denies schools the flexibility to operate on a 4x4 semester schedule, and, thus denies opportunities for students beyond the traditional schedule.

3. *How will the waiver be used?*

This waiver will be used to vary the 150 clock-hour requirement for awarding a Carnegie unit of course credit.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Narrow a student's focus to four courses each semester, thereby increasing class time and independent work time per student.
- Narrow a teacher's focus to allow for more individualized instruction.
- Provide students additional opportunities for taking a variety of courses.



Glossary

ABC: NC State education model, mandated by the Legislature, which focuses on accountability, basics and local control.

Academic Rigor: A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.

Accommodation Plan under Section 504: A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.

Achievement Levels: Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.

Action Team: A group organized as needed to conduct a continued improvement cycle

AdvancED (Advancing Education in Excellence Worldwide): An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE

AIG (Academically Intellectually Gifted): Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program

Aligned System: A logical order of ideas, structure, or curriculum which progresses from one level to another

Annual Capital Program of Work: A plan of work created pursuant to the Board's adoption of an annual capital budget

AP Courses (Advanced Placement courses): Nationally-developed courses offered in secondary schools for college credit (based on test results)

AYP (Adequate Yearly Progress): An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals

Baldrige Criteria: A process used to examine the quality of an organization by studying the following components: leadership, strategic planning, stakeholder and market focus, information and



analysis, human resource development and management, process management and performance results

B.A.S.E.S. (Businesses Assisting Schools in Educating Students): A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students

Benchmarking: An improvement process in which a company or organization compares its performance against best-in-class companies or organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance: the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.

Consensus: The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.

Core Values: An interrelated set of beliefs and concepts that characterize all types of high-performing organizations and evident in the best schools in the nation (Baldrige in Education Manual)

Culture: Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)

Deployment: The systematic process of introducing an activity or process in all applicable areas of an organization

Differentiated Instruction: A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students

DPI (Department of Public Instruction): The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education

EC Program (Exceptional Children Program): Designed to meet the needs of students with handicapping conditions

EOC (End-of-Course tests): State tests in designated subject areas in grades 9-12

EOG (End-of-Grade tests): State tests in designated subject areas in grades 3-8

ESL (English as a Second Language): Refers to a program serving students whose primary language is not English

ETSC (Education and Technical Support Center): The complex that houses the Support Staff for the Onslow County School System

External: Those things or people from outside an organization which affect the operations of that organization



Facilitator: A person who leads a group through a meeting or process by making the task easier

Goal: The end toward which effort is directed

G. S. (General Statute): A state mandate or law

Honor Schools of Excellence: A recognition of schools which have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program and met the Federal No Child Left Behind Adequate Yearly Progress standards

Human Resource System: Includes training, assessment, recognition, involvement, well being and satisfaction of the internal stakeholder

IHE (Institutions of Higher Education): Refers to community colleges, colleges, and universities

IEP (Individual Education Plan): A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.

Internal: Those things or people within an organization which affect the operations of that organization

JobReady: A program which focuses on preparing students for the workforce.

LEP (Limited English Proficiency): Refers to students whose primary language is not English

Linkage: A factor that causes two or more ideas to relate to one another

Literacy: Achievement which shows that the subject has been sufficiently mastered at a level commonly expected

Low Performing and Priority Schools: Recognition of schools which have students achieving less than 60% on or above grade level in accordance with the North Carolina ABC Program

LRFNA (Long-Range Facility Needs Assessment): The adopted long-range facility planning tool of the school system

Mastery: Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred

Mission: The purpose and focus of an organization

Multiple-Choice Test: Tests that require students to select a single answer from a number of choices



NCA/CASI: (North Central Association Commission on Accreditation and School Improvement): An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools

NCLB (No Child Left Behind): Federal legislation passed in 2001 to help reform education. The key components are: measurement of student progress, accountability for every school and the district, highly qualified staff in the classrooms, English proficiency for limited English speaking students, increase of parent involvement and safe learning environments for all children.

NSSE (National Study of School Evaluation): A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation

OCLC (Onslow County Learning Center): An alternative school for students who require special services for behavior modification

Percentile: A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him

Performance Assessment: Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and skills under study; the final score evaluates both the product and processes involved

Processes: a series of actions that support a specified strategy in order to reach a defined goal

Process Management System: The system of processes that is designed and delivered to support the quality system

Proficiency: A level of achievement that assures attainment of fully adequate knowledge and skills

Quality Council: A group, representing the school community, who oversees the implementation of the strategic plan for the school system

Quality Process Tools: Statistical methods capable of producing data
Root Cause: Underlying reason for an existing condition

SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement): A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs

SAT (Scholastic Achievement Test): A national test required for entrance into many colleges and universities

S.A.T., Inc. (Sponsors for Academic Talent, Inc.): A nonprofit organization that provides scholarship for students who meet performance and volunteer standards



SBE (State Board of Education): The governing body of the public schools of North Carolina

School-based: Usually refers to decisions that are made at the school level and by those persons most affected by the decisions

Schools of Distinction: Recognition of schools that have 80% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

Schools of Excellence: Recognition of schools that have 90% or more of students achieving at or above grade level and have met growth in accordance with the North Carolina ABC Program

Stakeholder Focus: Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven

Stakeholders: Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization

Standard Course of Study: A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools

Strategy: A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable

Testing Code of Ethics: Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers

TQM/TQE (Total Quality Management/Total Quality Education): A systematic stakeholder-focused approach to continuous performance improvement; a philosophy and set of guiding principles which represent the foundation for continuously improving the organization through employee involvement

Vision: A clear, positive, forceful statement expressed in simple, specific terms

VoCATS (Vocational Competency Achievement Tracking System): An instructional management and assessment process used by Career Technical Education



**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2004-2007**

School Hunters Creek Middle Date Submitted 10/02/2007

1. Number of School Improvement Plan Team Members 18
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). X Yes No
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.) 100%
4. Date of vote 09/27/2007
5. A secret ballot vote for staff approval of the plan was conducted. Check one: X Yes No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: X Yes 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 one: X Yes No
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 one: X Yes No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. X Yes No
11. All required local, State and Federal programs have been addressed in the School Strategic Plan. X Yes No

Principal's Signature

Signature, SSPT Facilitator/Chairperson



Signature of Elected Parent Representative

Signature of Elected Parent Representative

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