HALLSBORO MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

School Improvement Team

Committee Position	Name	Signature
Principal	Adam Thompson	_____
Chairperson	Sherrill Stevens	_____
Sixth Grade Representative	Josie McKoy	_____
Seventh Grade Representative	Amy Williamson	_____
Eighth Grade Representative	Melissa Priest	_____
Computer	Renee Wright	_____
Computer Lab Representative	Claudette Lee	_____
Parent Representative	Ashley Barnhill	_____
Parent Representative	Christy Patrick	_____

Hallsboro Middle School
Vision/Mission

Vision:

Hallsboro Middle School students will be prepared to live, work and contribute in a global society.

Mission:

Hallsboro Middle School mission is to lead, guide and challenge each student to reach his/her potential through respect, self-discipline and literacy in order to function effectively in a global society.

SBE Goal 1: NC Public School will produce globally competitive students.

CCS Priority Goal 1: Student Academic Success

Priority Goal 1: Hallsboro Middle School will raise the overall percentage of students' proficiency from 38.9% to 49.5% overall according to the 2013-2014 End-of-Grade Reading Test results.				
Strategies	**CCS Strategic Objective Alignment**	**Action Steps**	**Key Personnel**	**Performance Measure/Resources**
1.1 -Involve parents in the educational process of their children each quarter through email, phone contact, conferences, report cards, progress reports, SIT meetings, and advisory council meetings.	4.1.1 – Implement advisory councils for parents, teachers, students, minority, faith based organizations and business/industry for schools and district-wide feedback. 4.1.2 – Invite advisory councils to participate in school functions. 4.2.4 – Distribute individual student progress reports to parents.	1.1.1 - Maintain regular contact with parents as measured by Teacher/Parent contact log. 1.1.2 - Inform parents of student progress at least twice each quarter. 1.1.3 - Customize intervention to meet the needs of all students within the instructional periods.	• Classroom teachers • Itinerant teachers • Lab Manager • Tutor • Principal • Librarian • Parents • Students • Central Office staff • Advisory Council • School Improvement Team	***Resources*** • PowerSchool • Data Notebook • PLC meetings • Professional Development • CWT • Lesson Plans ***Performance Measure*** • Progress Report • Report Card • Parent Contact Log • SuccessMaker • EOG results (Reading increase from 38.9 % to 49.5% overall)

1.2 - Utilize High Yield Strategies during daily lessons to improve student participation and ensure higher order thinking skills.	2.2.1 – Ensure and enforce the instruction of NC Standard Course of Study/Essential Standards in Healthful Living and Physical Education.	1.2.1- Continue to seek staff development on High Yield Strategies for all faculty members. 1.2.2 - Incorporate High Yield Strategies in weekly lesson plans to prepare for summative assessments. 1.2.3 - Actively engage students during instructional lessons.		• EOG results (White subgroup) increase from 51.7 to 60.9 to meet the Federal AMO and State Target.
1.3 - Incorporate instructional technology to continually enhance the delivery of reading.	1.2.1 – Expand virtual learning opportunities for middle and high school students.	1.3.1- Utilize technology such as Smartboards and internet-based programs to actively engage students during lesson presentations. 1.3.2 - Employ grade level computer labs to enhance lessons through student products. 1.3.3- Continue to facilitate tech programs such as Successmaker, Write to Learn, Schoolnet and Accelerated Reader.		

1.4 - Implement vertical Professional Learning Communities in order to promote teacher collaboration, reflection, and utilization of data.	3.2.2 – Provide opportunities for county-wide collaboration, both vertically and horizontally, through Professional Learning Communities.	1.4.1 - Schedule PLC's in order to gather and analyze data to monitor progress of at-risk students in reading. 1.4.2 - Collaborate among colleagues to implement strategies and best practices.		
1.5 - Disaggregate data from the 2013 End-of-Grade Reading test to plan, present and future instructional strategies and assessments, to ensure student growth.	1.1.2 – Utilize a balanced assessment system (formative, summative and benchmark) to consistently monitor and ensure student mastery of curriculum.	1.5.1 - Utilize scores from EOG Goal Summary Report to individualize student lessons and interventions. 1.5.2 - Gather data weekly from Successmaker, Write-to-Learn and other common assessments to identify mastered objectives. 1.5.3 - Analyze student data to assist with peer tutoring, intervention, and acceleration.		

1.6 – Utilize Title I monies to reduce class size in tested areas, to ensure students receive small group/one-on-one instructional benefits.	4.4.1 Seek funding to provide additional educational opportunities.	1.6.1 – Employee additional teacher to ensure class size is reduced. 1.6.2 – Employee a Successmaker lab manager to assist with small group instruction.		

SBE Goal 2: NC Public School will produce globally competitive students.

CCS Priority Goal 1: Student Academic Success

Priority Goal 2: Hallsboro Middle School will raise the overall percentage of students' proficiency in Mathematics from 28.6% to 38.6% overall according to the 2013-2014 End-of-Grade Mathematics Test results.				
Strategies	**CCS Strategic Objective Alignment**	**Action Steps**	**Key Personnel**	**Performance Measure/Resources**
2.1 - Involve parents in the educational process of their children each quarter through email, phone contact, conferences, report cards and progress reports.	4.1.1 – Implement advisory councils for parents, teachers, students, minority, faith based organizations and business/industry for schools and district-wide feedback. 4.1.2 – Invite advisory councils to participate in school functions. 4.2.4 – Distribute individual student progress reports to parents.	2.1.1-Maintain regular contact with parents as measured by Teacher/Parent contact log. 2.1.2- Inform parents of student progress at least twice each quarter. 2.1.3- Customize intervention to meet the needs of all students within an instructional period.	• Classroom teachers • Itinerant • Lab Manager • Tutor • Principal • Librarian • Parents • Students • Central Office staff	***Resources*** • PowerSchool • Data Notebook • PLC meetings • Professional Development • Classroom Walk Throughs • Lesson Plans ***Performance Measure*** • Progress Report • Report Card • Parent Contact Log • SuccessMaker • EOG results (Mat. Increase from 28.6 % to 38.6% overall)

2.2 -Utilize High Yield Strategies during daily lessons to improve student interaction in class and overall performance on the Mathematics EOG.	2.2.1 – Ensure and enforce the instruction of NC Standard Course of Study/Essential Standards in Healthful Living and Physical Education.	2.2.1- Continue to seek staff development on High Yield Strategies for all faculty members. 2.2.2 - Incorporate High Yield Strategies in weekly lesson plans to prepare for summative assessments. 2.2.3 - Actively engage students during instructional lessons daily.		• EOG results (White sub group) increase from 39.0 to 58.4 in Math to meet the Federal AMO and State Target.
2.3 - Incorporate instructional technology to continually enhance the delivery of Mathematics.	1.2.1 – Expand virtual learning opportunities for middle and high school students.	2.3.1 - Utilize technology such as Smartboards and internet-based programs 3-5 days a week, to actively engage students during lesson presentations. 2.3.2 - Employ grade level computer labs to enhance lessons through student products. 2.3.3 - Continue to facilitate tech programs such as Successmaker and Schoolnet.		

2.4 - Implement vertical Professional Learning Communities in order to promote teacher collaboration, reflection, and utilization of data.	3.2.2 – Provide opportunities for county-wide collaboration, both vertically and horizontally, through Professional Learning Communities.	2.4.1- Schedule PLC's in order to gather and analyze data to monitor progress of at-risk students in math. 2.4.2 - Collaborate among colleagues to implement strategies and best practices.		
2.5 - Disaggregate data from the 2013 End-of-Grade Math test to plan, present, and assess student learning.	1.1.2 – Utilize a balanced assessment system (formative, summative and benchmark) to consistently monitor and ensure student mastery of curriculum.	2.5.1 - Utilize scores from EOG Goal Summary Report to individualize student lessons and interventions. 2.5.2 - Gather data weekly from Successmaker and other common assessments to identify mastered objectives. 2.5.3 - Analyze student data to assist with peer tutoring, intervention, and acceleration.		

2.6 – Utilize Title I monies to reduce class size in tested areas, to ensure students receive small group/one-on-one instructional benefits.	4.4.1 Seek funding to provide additional educational opportunities.	2.6.1 – Employee additional teacher to ensure class size is reduced. 2.6.2 – Employee a Successmaker lab manager to assist with small group instruction.		

SBE Goal 3: NC Public School will produce globally competitive students.

CCS Priority Goal 1: Student Academic Success

Priority Goal 3: Hallsboro Middle School will raise the overall percentage of students' proficiency in Science from 42.0% to 52.0% overall according to the 2013-2014 End-of-Grade Science Test results.				
Strategies	**CCS Strategic Objective Alignment**	**Action Steps**	**Key Personnel**	**Performance Measure/Resources**
3.1 - Involve parents in the educational process of their children each quarter through email, phone contact, conferences, report cards and progress reports.	4.1.1 Implement advisory councils for parents, teachers, students, minority, and faith based organizations and business/industry for schools and district-wide feedback. 4.1.2 – Invite advisory councils to participate in school functions. 4.2.4 – Distribute individual student progress reports to parents.	3.1.1-Maintain regular contact with parents as measured by Teacher/Parent contact log. 3.1.2-Inform parents of student progress at least twice each quarter. 3.1.3- Customize intervention to meet the needs of all students within an instructional period.	• Classroom teachers • Itinerant • Lab Manager • Tutor • Principal • Librarian • Parents • Students • Central Office staff	***Resources*** • PowerSchool • Data Notebook • PLC meetings • Professional Development • CWT • Lesson Plans ***Performance Measure*** • Progress Report • Report Card • Parent Contact Log • EOG results (Sci. Increase from 42.0 % to 52.0% overall)

3.2 - Utilize High Yield Strategies during daily lessons to improve interaction in class and overall performance on the Science EOG.	2.2.1 – Ensure and enforce the instruction of NC Standard Course of Study/Essential Standards in Healthful Living and Physical Education.	3.2.1 - Continue to seek staff development on High Yield Strategies for all faculty members. 3.2.2 -Incorporate High Yield Strategies into weekly lesson plans to prepare for summative assessments. 3.2.3 - Actively engage students during instructional lessons daily.		
3.3 - Incorporate instructional technology to continually enhance the delivery of science.	1.2.1 – Expand virtual learning opportunities for middle and high school students.	3.3.1 - Utilize technology such as Smartboards and internet-based programs 3-5 days a week, to actively engage students during lesson presentations. 3.3.2 - Employ grade level computer labs to enhance lessons through student products. 3.3.3 -Continue to facilitate tech programs such as Successmaker and Schoolnet.		

3.4 - Implement vertical Professional Learning Communities in order to promote teacher collaboration, reflection, and utilization of data.	3.2.2 – Provide opportunities for county-wide collaboration, both vertically and horizontally, through Professional Learning Communities.	3.4.1- Schedule PLC's in order to gather and analyze data to monitor progress of at-risk students in math. 3.4.2 - Collaborate among colleagues to implement strategies and best practices.		
3.5 - Disaggregate data from the 2013 End-of-Grade Science test to plan, present, and assess student learning.	1.1.2 – Utilize a balanced assessment system (formative, summative and benchmark) to consistently monitor and ensure student mastery of curriculum.	3.5.1 - Utilize scores from EOG Goal Summary Report to individualize student lessons and interventions. 3.5.2- Gather data weekly from Write-To-Learn and other common assessments to identify mastered objectives. 3.5.3 - Analyze student data to assist with peer tutoring, intervention, and acceleration.		

3.6 – Utilize Title I monies to reduce class size in tested areas, to ensure students receive small group/one-on-one instructional benefits.	4.4.1 Seek funding to provide additional educational opportunities.	3.6.1 – Employee additional teacher to ensure class size is reduced. 3.6.2 – Employee a Successmaker lab manager to assist with small group instruction.		

SBE Goal 3: NC Public Schools will be led by 21st century professionals.

CCS Priority Goal 3: Distinguished Leaders, Teachers, and Personnel

Priority Goal 4: Hallsboro Middle School will maintain a 100% Highly Qualified rate among teachers and decrease the turnover rate by 10%.				
Strategies	**CCS Strategic Objective Alignment**	**Action Steps**	**Key Personnel**	**Performance Measure/Resources**
4.1 - Recruit teachers that are highly qualified in their content area.	3.1-Recruit, retain and support highly qualified teachers, principals and personnel to ensure each student can compete in a global society.	4.1.1 – Work closely with the North Carolina University System to recruit teachers. 4.1.2 – Access the Human Management Resource System to locate HQ teachers for future positions. 4.1.3 – Attend multiple job fairs throughout Region IV when recruiting for a position.	• Principal • District Office Staff • Interview Team • Teachers/Staff • Community Stakeholders	• Human Resource Management System Data • Percent of Highly Qualified Teachers • Web page • HMS Facebook • NC University System rosters • District Office Team
4.2 - Initiate a teacher				

incentive program to reward teachers for successfully completing goals and accomplishments.	3.2 – Support our teachers, principals, and other personnel in a manner that promotes a continuous learning environment focusing on 21st century skills.	4.2.1 - Provide a back-to-school breakfast during an informational meeting. 4.2.2 - Supply appreciation meals throughout the year. 4.2.3 – Participate in the county wide "Teacher of the Year" program.		

SBE Goal 5: Leadership will guide innovation in NC Public Schools.

CCS Priority Goal 4: Stakeholders Collaboration for Students Success

Priority Goal 5: Hallsboro Middle School will establish an effective communication system with all community stakeholders to improve the educational process.

Strategies	CCS Strategic Objective Alignment	Action Steps	Key Personnel	Performance Measure/Resources
5.1 – Communicate needs, expectations and accomplishments with all community stakeholders.	4.1 – CCS will establish a platform for community involvement in all schools to promote a positive climate. 4.3 – All schools will commit to system improvement based on stakeholder feedback and student needs.	5.1.1 – Collaborate with Advisory Board members in order to publicize our school needs and expectations. 5.1.2 – Utilize the school website and Facebook page for information disbursement. 5.1.3 – Celebrate accomplishments through media, websites and Facebook page.	• Advisory Board Members • Administration • Teachers • Students • Community members • Faith Base Organizations • SCC Talent Search • Indian Affairs Talent Search • School Volunteers	• Surveys • Call Alert • Parent letters • HMS Web- Page • HMS Facebook

5.2 – Establish partnerships with local businesses and faith-based organizations.	4.2 – CCS will communicate transparently information, expectations, and accomplishments with all stakeholders.	5.2.1 – Partner with community entities to enhance school improvement and student performance. 5.2.2 – Work closely with Southeastern Community College and the Talent Search program to provide tutoring for our students. 5.2.3 – Partner with the North Carolina Commission of Indian Affairs Talent Search to mentor students. 5.2.4 – Continue our partnerships with local faith-based organizations to meet the needs of our students.		