**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**

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| **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.** |
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| **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.1.2 - Utilize High Yield Strategies during daily lessons to improve student participation and ensure higher order thinking skills.1.3 - Incorporate instructional technology to continually enhance the delivery of reading.1.4 - Implement vertical Professional Learning Communities in order to promote teacher collaboration, reflection, and utilization of data.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. 1.6 – Utilize Title I monies to reduce class size in tested areas, to ensure students receive small group/one-on-one instructional benefits.  | 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. 2.2.1 – Ensure and enforce the instruction of NC Standard Course of Study/Essential Standards in Healthful Living and Physical Education. 1.2.1 – Expand virtual learning opportunities for middle and high school students. 3.2.2 – Provide opportunities for county-wide collaboration, both vertically and horizontally, through Professional Learning Communities. 1.1.2 – Utilize a balanced assessment system (formative, summative and benchmark) to consistently monitor and ensure student mastery of curriculum. 4.4.1 Seek funding to provide additional educational opportunities. | 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.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.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.1.4.1 - 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.1.5.1 - 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.1.6.1 – Employee additional teacher to ensure class size is reduced.1.6.2 – Employee a Successmaker lab manager to assist with small group instruction.  | * 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)
* EOG results (White subgroup) increase from 51.7 to 60.9 to meet the Federal AMO and State Target.
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**SBE Goal 2: NC Public School will produce globally competitive students.**

**CCS Priority Goal 1: Student Academic Success**

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| **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.** |
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| **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.2.2 -Utilize High Yield Strategies during daily lessons to improve student interaction in class and overall performance on the Mathematics EOG.2.3 - Incorporate instructional technology to continually enhance the delivery of Mathematics.2.4 - Implement vertical Professional Learning Communities in order to promote teacher collaboration, reflection, and utilization of data.2.5 - Disaggregate data from the 2013 End-of-Grade Math test to plan, present, and assess student learning.2.6 – Utilize Title I monies to reduce class size in tested areas, to ensure students receive small group/one-on-one instructional benefits.  | 4.1.1 – 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. 2.2.1 – Ensure and enforce the instruction of NC Standard Course of Study/Essential Standards in Healthful Living and Physical Education. 1.2.1 – Expand virtual learning opportunities for middle and high school students. 3.2.2 – Provide opportunities for county-wide collaboration, both vertically and horizontally, through Professional Learning Communities. 1.1.2 – Utilize a balanced assessment system (formative, summative and benchmark) to consistently monitor and ensure student mastery of curriculum.4.4.1 Seek funding to provide additional educational opportunities.  | 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.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.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.2.4.1- 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.2.5.1 - 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.2.6.1 – Employee additional teacher to ensure class size is reduced.2.6.2 – Employee a Successmaker lab manager to assist with small group instruction. | * 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)
* EOG results (White sub group) increase from 39.0 to 58.4 in Math to meet the Federal AMO and State Target.
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**SBE Goal 3: NC Public School will produce globally competitive students.**

**CCS Priority Goal 1: Student Academic Success**

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| **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.** |
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| **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.3.2 - Utilize High Yield Strategies during daily lessons to improve interaction in class and overall performance on the Science EOG.3.3 - Incorporate instructional technology to continually enhance the delivery of science.3.4 - Implement vertical Professional Learning Communities in order to promote teacher collaboration, reflection, and utilization of data.3.5 - Disaggregate data from the 2013 End-of-Grade Science test to plan, present, and assess student learning.3.6 – Utilize Title I monies to reduce class size in tested areas, to ensure students receive small group/one-on-one instructional benefits.  | 4.1.1 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. 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 – Expand virtual learning opportunities for middle and high school students. 3.2.2 – Provide opportunities for county-wide collaboration, both vertically and horizontally, through Professional Learning Communities. 1.1.2 – Utilize a balanced assessment system (formative, summative and benchmark) to consistently monitor and ensure student mastery of curriculum.4.4.1 Seek funding to provide additional educational opportunities. | 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.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.3.3.1 - 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.3.4.1- 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.3.5.1 - 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.3.6.1 – Employee additional teacher to ensure class size is reduced.3.6.2 – Employee a Successmaker lab manager to assist with small group instruction. | * 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)
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**SBE Goal 3: NC Public Schools will be led by 21st century professionals.**

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

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| **Priority Goal 4: Hallsboro Middle School will maintain a 100% Highly Qualified rate among teachers and decrease the turnover rate by 10%.**  |
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| **Strategies** | **CCS Strategic Objective Alignment** | **Action Steps** | **Key Personnel** | **Performance Measure/Resources** |
| 4.1 - Recruit teachers that are highly qualified in their content area. 4.2 - Initiate a teacher incentive program to reward teachers for successfully completing goals and accomplishments.  | 3.1-Recruit, retain and support highly qualified teachers, principals and personnel to ensure each student can compete in a global society.3.2 – Support our teachers, principals, and other personnel in a manner that promotes a continuous learning environment focusing on 21st century skills.  | 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. 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.   | * 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

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

**CCS Priority Goal 4: Stakeholders Collaboration for Students Success**

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| **Priority Goal 5: Hallsboro Middle School will establish an effective communication system with all community stakeholders to improve the educational process.**  |
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| **Strategies** | **CCS Strategic Objective Alignment** | **Action Steps** | **Key Personnel** | **Performance Measure/Resources** |
| 5.1 – Communicate needs, expectations and accomplishments with all community stakeholders. 5.2 – Establish partnerships with local businesses and faith- based organizations.  |  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. 4.2 – CCS will communicate transparently information, expectations, and accomplishments with all stakeholders.  | 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. 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.  | * 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
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