**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. |

**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. |

**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) |

**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 |

**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 |