



Overhills Middle School

Tina Tasker
Principal
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"We are Overhills, where Panthers Lead"

December 1, 2015

Dear Harnett County School Board Members:

2015-2016 is the "Year of the Panthers: ON THE MOVE" at Overhills Middle School. Our initial School Plan for Improvement was originally developed and submitted on October 26, 2015 to North Carolina Department of Public Instruction. Feedback from NCDPI was provided on October 27, 2015 based on overall alignment to the required criteria. There was one entry of public feedback to consider and it was expressly addressed in Goal 1 as a means to address teacher effectiveness. The Curriculum and Instruction Team met with our school leadership on December 1, 2015 to discuss positive feedback and provide clarification of goals and strategies.

We have reviewed the plan within our school. Based on that input, we bring a revised final plan for your approval. Some of the differences when comparing the preliminary plan and the final plan are as follows:

- Self-Assessment –
 - Data Analysis: A description and analysis of demographics was added to the final plan based on NCDPI feedback.
 - Data Analysis: Discipline data by subgroup was added to the data section under Discipline and Attendance Data.
 - Data Analysis: Links to particular goals were made for clear alignment of goals to needs of the school based on data points.
- Goal One–
 - Based on NCDPI feedback, Goal 1 was amended to include a percentage of increase of 10% and now includes the leadership of Mr. Massengill as the point of contact.
 - Feedback from NCDPI indicated that the Goals 2 and 3 in the initial School Plan for Improvement were actual strategies to support Goal 1. Toward that end, the original goals regarding writing and 21st century skills were embedded into Goal 1 in Action Steps.
- Goal Two –
 - Goal 2 now reads "By June 2016, Overhills Middle School will decrease teacher turnover by 5% and will work to increase teacher capacity to improve achievement indicators (reading proficiency from 46% to 55%, math proficiency from 25% to 55%, through high-quality bi-monthly PLT discussions and feedback."
 - The goal was further amended to include the leadership of Ms. Nixon as the point of contact for the overall goal 2.





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- Strategies and Action Steps are also aligned to staff morale in an effort to address the data regarding teacher turnover rates.
- Goal Three –
 - Based on feedback, Goal 3 was read as follows: "Decrease discipline referrals and increase student attendance with our at-risk population."
 - Strategies and Action Steps are directly aligned to the Discipline and Attendance Data section.
 - The final plan indicates specific numbers of days that students in various subgroups have missed over the last three years and a plan for improvement to decrease disciplinary referrals by 20% and increase student attendance up to 97% within our at-risk population.
 - Goal 3 now also addresses student morale and notes Ms. Jones as the point of contact.

We thank you for your ongoing support as we work together to increase student achievement and teacher capacity at Overhills Middle School.

Respectfully,



Tina C. Tasker, Principal



School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Overhills Middle School	#430370	2015-16
Principal Name (or Designee)	Tina Tasker	Principal Name (or Designee) Email	ttasker@harnett.k12.nc.us
School Mission	The mission of Overhills Middle School is to ensure a safe environment where teaching and learning take place everyday for every student.		
School Vision	<p>We are Overhills, where Panthers Lead.</p> <p>2015-2016 THEME: Panthers, ON THE MOVE! SONG: On the Move (Ain't No Stopping Us Now)</p>		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p> <p>DEMOGRAPHICS: For the 2013-2014 school year American Indian students comprised 1.82% of the student body, Asian students .55%, Hispanic students 14.08%, Black students 33.35%, White students 43.51%, Two or More race students 5.97%, and Pacific Islander students .8%. For the 2014-2015 school year American-Indian students comprised 1.4% of the school population, .42% were Asian, 14.14% Hispanic, 32.94% Black, 42.84% White, 8.06 Two or More races, and .58% Pacific Islander. For the 2015-2016* year, the most current PMR reports a student body comprised of 2.26% American-Indian students, .85% Asian, 10.41% Hispanic, 35% Black, .81% Pacific Islander, 41.37% White and 12.44% Two or More races. Demographic challenges include the transiency of students due to military connected status in addition to the fact that 51.7% of students were classified as Economically Disadvantaged in the most recently reportable year, 2014-2015. These two factors alone present challenges when discussing student growth and proficiency. (Source: NCDPI, Financial and Business Services, Data & Reports)</p> <p>PROFICIENCY: In reviewing the NCDPI released data for school performance over the three year span from 2013 to 2015, the team determined there has been a decline in student proficiency for the following content areas: Math 1 from 88.7% in 2013 to 85.0% in 2015, Reading grade 7 from 50.4% in 2013 to 46.4% in 2015, Math grade 6 from 25.9% in 2013 to 21.5% in 2015, Math grade 7 from 34.0% in 2013 to 28.9% in 2015, Math grade 8 from 35.4% in 2013 to 22.9% in 2015. From the data review the team determined there needs to be a focus on Reading and Math for all grade levels and subgroups, and EOG performance for female, male, Black, Hispanic, White, EDS, and SWD subgroups. (see Goal #1)</p> <p>GROWTH: In further disaggregating the data there was a decline in performance from 2013 to 2015 in the following areas: over all of the subgroups including AIG, Math was consistently declining, White student performance for all content areas, EOC performance for Black and female students, and EOG performance for Black, Hispanic, White, Female, and Male students. The team reviewed AMO data from 2013 to 2015 and determined the following subgroups consistently did not meet the target: Multi-racial, White, EDS, and SWD. In Reading the SWD subgroup did not meet the target over the three- year span. Black, White, and EDS subgroups did not meet the target for two consecutive years. In Math, Black and Hispanic subgroups did not meet the target for two consecutive years. (see Goal #1)</p> <p>DISCIPLINE and ATTENDANCE: Student discipline data shows an increase in the number of instructional days lost due to suspensions out of school. Of the students that were suspended, Black students that were assigned out of school suspension missed 48% of the instructional days in 2013, 56% in 2014, and 46% in 2015. Black males account for the majority of the out of school suspensions during each school year. Followed by white students, with 30% of the instructional days lost in 2013, 31% in 2014, and 33% in 2015. White</p>			

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<p>males account for the next largest amount of out of school suspensions during the three year period. There has been a vacillation in the percentage of instructional days missed by Hispanic students at 14% in 2013, 9% in 2014, and 11% in 2015. Hispanic males account for the majority of out of school suspension days for this subgroup. In the 2014-2015 academic year, students were suspended from school for a total of 370 school days, resulting in an approximate loss of 2,960 direct instructional hours. Additionally, students were assigned to ISS for a total of 669 days resulting in a total loss of approximately 5,352 direct instructional hours. This data supports our focus on decreasing the number of suspension for all students, but particularly for students in the aforementioned subgroups which happen to correlate with our low achieving subgroups.</p> <p>In terms of attendance, the three year average for Average Daily Membership ending in academic year 2014-2015 is 95.06%. While the ADM average represents an upward trend and is above the LEA average of 94.61%, it is noted that students in our targeted subgroups also tend to be the students who have the most absences. This data presents challenges to achieving growth and proficiency and calls for measures to address student attendance and morale. (see Goal #3)</p> <p>BUILDING CAPACITY: The NC School Report Card shows an increase in teacher turnover rate from 20% in 2012 to 26% in 2014. Teachers relocating due to military affiliation, pursuing other careers, relocating, and the opening of a new middle school in the district, are factors of the increase. In 2014, 53% of the teachers had 0 to 3 years of experience compared to the district at 32%, 26% had 4 to 10 years compared to the district at 27%, and 21% had over 10 years of experience compared to the district at 41%. Our school is bordered by multiple counties whose tax base leads to more competitive salary and benefits. According to the Teacher Working Conditions Survey comparison of data from 2012 and 2014 there was a 25.7% drop in teacher response to the question, "Overall, my school is a good place to work and learn". There have been two changes in administration since the 2012 Teacher Working Conditions Survey was completed. In addition, the student population for the school is very transient. Over the past three years approximately 50% or more of the student population is military connected. Transiency among both students and staff, teacher turnover, and on going staffing challenges are barriers to student achievement. Based on this data we are renewing our focus on building capacity to increase student achievement. For example, we will annually train staff on reviewing EVAAS teacher effectiveness data with a focus on meeting the needs of our instructional staff.(see Goal #2)</p> <p>*Note: The 2015-2016 School Year presented with a decrease in student population due to reassignments caused by Board of Education re-districting of the attendance area.</p>			

School Plan for Improvement

District Name:		School Name:	School Code:	Year:
Harnett County Schools		Overhills Middle School	#430370	2015-16
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	GOAL 1: Increase achievement in Reading and Math proficiency by 10% by the end of the 2015-2016 academic school year. (Led by Mr. Massengill, Assistant Principal)			
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.		
	LEA Goal Alignment:	Increase performance in all content areas through the use of Superintendent Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-15 Strategic Plan).		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Student academic performance will be monitored within our professional learning teams (PLT) as teachers create, administer, and analyze data from common assessments. Teachers will also analyze and discuss SchoolNet and iReady data during PLT meetings. Additionally, data from assessments will be included in teacher data notebooks and will be disaggregated to track low performance subgroups. The School Improvement Team (SIT) will analyze the data from Common Assessments monthly and particularly focus on analyzing subgroup performance every quarter. These steps will be enriched and compounded by the use of tutoring sessions, Learning Focused implementation in the classrooms, and administration review of student performance gains. The team will identify concerns and celebrations resulting from the data analysis and create next steps for continuous improvement. The School Improvement Team will share discussions and next steps with the faculty on a monthly basis.		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	GOAL #2: By June 2016, Overhills Middle School will decrease teacher turnover by 5% and will work to increase teacher capacity to improve achievement indicators (reading proficiency from 46%-55% and math proficiency from 25% to 55%) through high quality bi-monthly PLT discussions and feedback. (Led by Ms. Nixon - Assistant Principal)			
	SBE Goal Alignment:	North Carolina public schools will produce globally competitive students. North Carolina public schools will be led by 21st Century professionals.		
	LEA Goal Alignment:	Increase performance in all content areas through the use of Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-2015 Strategic Plan). Increase proficiency with 21st Century skills (increase attendance--students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	The Goal Two manager and her team will collect and analyze PLT minutes and look for rich discussions surrounding student learning (building of common assessments, analysis of common assessment data, and planning of intervention and enrichment activities as reaction to the data. The administrative team will monitor PLT discussions by attending and facilitating assigned PLT meetings and having discussions centered around class, subgroup and individual student data.		

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GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	GOAL #3: Decrease disciplinary referrals (ISS days lost 669 days, reduce by 20%) and increase student attendance up to 97% within our at-risk population (Led by Mrs. Jones, Guidance Counselor)			
	SBE Goal Alignment:	North Carolina public schools will produce globally competitive students. North Carolina public school students will be healthy and responsible.		
	LEA Goal Alignment:	Increase proficiency with 21st Century skills (increase attendance--students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Student behavior and attendance will be monitored within our subject-area professional learning teams (PLT) and during grade level PLT meetings. School discipline data will be disaggregated by subgroup on a monthly basis. The School Improvement Team (SIT) will analyze monthly and quarterly the data from attendance and discipline referrals and specifically will analyze the number of days in which students have been removed from direct instruction due to disciplinary action. The team will identify concerns and develop celebrations resulting from the data analysis and create next steps for continuous improvement. The School Improvement Team will share discussions and next steps with the faculty on a monthly basis. The SIT will also monitor the intramural celebration initiative in which students can earn time for physical and social activity on a bi-quarterly basis for decreased absences and tardies, common assessment growth and proficiency, completed assignments and decreased disciplinary incidents.		

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GOAL #1:	GOAL 1: Increase achievement in Reading and Math proficiency by 10% by the end of the 2015-2016 academic school year. (Led by Mr. Massengill, Assistant Principal)		
Strategy #1: Describe the strategy that will support this goal	(Key Process 1.1) - Teachers will implement the Learning Focused model in all classrooms with a high level of fidelity.		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>(Action Step 1.1.1) Utilize three of the five research based High Yield Strategies and writing in daily instruction. Increase the frequency of Higher Order Thinking questioning during daily instruction. Vocabulary strategies, word walls, collaborative pairs, and summarizing will be utilized during instruction. Learning Focused High Yield Strategies and Higher Order Thinking questions will be included in teacher lesson plans that will be posted by the classroom door.</p> <p>(Action Step 1.1.2) Incorporate the use of Tiered Assignments and choice activities to enhance learning for all students at their individual level.</p> <p>(Action Step 1.1.3) Instructional Coach, Technology Facilitator, and Administration will provide feedback and training on Learning Focused strategies and technology use for the 1:1 initiative through the use of walkthrough observation data and professional development during PLT meetings.</p> <p>(Action Step 1.1.4) Increase monitored independent reading through ELA classes.</p> <p>(Action Step 1.1.5) The key process manager (Mr. Massengill) for this step, along with the entire administrative team, Dr. Williams (Instructional Coach) and Learning Focused team, will visit classrooms on a regularly scheduled basis to look for implementation of Learning Focused components and record the data through a common electronic classroom walkthrough form designed for this task. The team will analyze the data and report monthly to the SIT on the status of implementation in all classrooms.</p>		
	Evidence: (Identify documents and artifacts)	Documentation from 5 by 5 observations, classroom walkthrough data, PLT minutes, and lesson plans.	
	Person(s) Responsible:	Administration, Instructional Coach, Technology Facilitator, ELA teachers, Learning Focused Team	
	Timeline:	8 June 2016 (review dates November 17, January 12, April 19)	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<p>(Key Process 1.2) - Teachers will follow the protocol and schedules for students to have access to iReady.</p> <p>(Key Process 1.3) - Teachers and Math Tutor(s) will provide tutorial access for students to increase overall academic achievement.</p>		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>(Action Step 1.2.1) - Utilize iReady to increase academic scores in Reading and Math. iReady data will be analyzed in the subject PLTs as well as monthly by SIT (led by Key Process 1.2 manager-Massengill).</p> <p>(Action Step 1.3.1) - Each subject PLT will provide after school tutorial opportunities for a minimum of one hour per week and that information will be posted in each teacher's classroom. Key Process 1.3 manager (Massengill) will collect data through attendance rosters that teachers will complete and submit after each tutorial session. The data will be analyzed and discussed at each monthly SIT meeting.</p> <p>(Action Step 1.3.2) - Implement school-wide, research-based Math computer programs and texts during EXCEL daily.</p>		

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	(Action Step 1.3.3) - Utilize the Weekly Math Review CD problems from Great Educators weekly during instruction. (Action Step 1.3.4) - HCS Math Coach will provide additional strategies and training for teachers to increase overall Math scores.							
	Evidence: (Identify documents and artifacts)		iReady reports and Common Assessment data will be utilized by the teachers on a monthly basis to compare gains in student performance with the expectation that classroom pedagogy and differentiation will be a logical response to reviewing the data. iReady reports will monitor the fidelity of implementation based on time logged in by the students as well as their level of mastery. Teachers will turn in a bi-weekly log to Mr. Massengill of those students who took advantage of the after school tutorial process provided by the members of the subject PLT. Math Coach will supply notes and feedback of classroom observations with Instructional Coach and Administration. Math Coach will also provide rosters of collaboration and PD sessions.					
	Person(s) Responsible:		Administration, Instructional Coach, HCS Math Coach, Technology Facilitator, Math teachers, EXCEL teachers					
	Timeline:		8 June 2016 (review dates November 17, January 12, April 19)					
	Budget Amount: (if applicable)				Budget Source: (if applicable)			
Strategy #3: Describe the strategy that will support this goal		(Key Process 1.4)- Monitor academic performance through grade distribution and alignment of state testing, school report card, and rigor of curriculum. (Key Process 1.5)- By January 2016, the faculty of Overhills Middle School will develop and implement a school-wide grading policy and student grade recovery program.						
Progress:		Progress Monitoring Status:						
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(Action Step 1.4.1) - Each quarter we will gather data on teacher grade distribution and later compare this data to EOG, EOC, and NCFE results. We will also analyze whether the academic rigor in our classrooms aligns with state assessments and expectations. (Action Step 1.4.2) - Utilize Data Walls in each core classroom and in the PLT meeting room to drive instruction and determine focus standards for instruction. Provide and utilize a common template for teachers' Individual Data Notebooks to be kept throughout the school year. (Action Step 1.5.1) - Research best practices of schools that have created grade recovery plans for students and provide a draft for the SIT. (Action Step 1.5.2) Provide and utilize a common template for students' Individual Data Notebook that will be included in the school-wide AVID binder organization.							
	Evidence: (Identify documents and artifacts)		Data analysis will take place quarterly and include the following: <ul style="list-style-type: none"> • PowerSchool grade distribution report • State assessment data • Lesson plan artifacts and teacher observations • Collect quarterly Principal's List, Honor Roll, BUG, and Character rewards data and plan for assembly and celebration. Will be monitored by other measurements within Goal 1.					

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			Data notebook, classroom data walls, student data template, SchoolNet assessments, PLT minutes				
	Person(s) Responsible:		Administration, Instructional Coach, Math Coach, Technology Facilitator, Teachers, Students				
	Timeline:		8 June 2016 (review dates November 17, January 12, April 19)				
	Budget Amount: (if applicable)				Budget Source: (if applicable)		

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District Name:	School Name:	School Code:	Year:	
Harnett County Schools	Overhills Middle School	#430370	2015-16	
GOAL #2:	GOAL #2: By June 2016, Overhills Middle School will decrease teacher turnover by 5% and will work to increase teacher capacity to improve achievement indicators (reading proficiency from 46%-55% and math proficiency from 25% to 55%) through high quality bi-monthly PLT discussions and feedback. (Led by Ms. Nixon - Assistant Principal)			
Strategy #1: Describe the strategy that will support this goal	(Key Process 2.1) - Improve the effectiveness, consistency, and fidelity of the PLTs through administrative presence, guidance and support, and review and discussion of weekly PLT templates and assessment and data artifacts.			
Progress:	Progress Monitoring Status:	Quarterly reflections throughout the year		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(Action Step 2.1.1) - Subject PLTs will meet weekly at a designated time and location. (Action Step 2.1.2) - Administration and the Instructional Coach will facilitate PLTs as assigned to provide guidance, support, and accountability. Discussions will be facilitated to ensure the fidelity of the PLT and to increase morale.			
	Evidence: (Identify documents and artifacts)	PLTs will submit electronic copies of the PLT template to the principal and Instructional Coach on a weekly basis. On the template, the PLT will respond to the DuFour question that corresponds with the task at hand: <ul style="list-style-type: none"> • What do we expect students to learn? (Create lesson plans) • How will we know when students have learned it? (Create common formative assessment) • How will we respond when some students do not learn? (Analyze data/design intervention strategies) • How will we respond when some students already know it? (Design enrichment strategies) PLTs will submit hard copies of the common formative assessment and the data chart to the Instructional Coach. The leadership PLT will meet bi-monthly to discuss and analyze the PLT process and address issues and concerns to ensure the fidelity of the PLT process.		
	Person(s) Responsible:	Ms. Nixon (monitoring), Administrative Team, Instructional Coach, Teachers		
	Timeline:	8 June 2016 (review dates November 17, January 12, April 19)		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	(Key Process 2.2) - Improve staff morale.			
Progress:	Progress Monitoring Status:	PLT discussions and survey responses.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(Action Step 2.2.1) - Provide monthly attendance incentives for staff. (Action Step 2.2.2) - Hold an end-of-the-year recognition ceremony for staff. (Action Step 2.2.3) - Provide opportunities for staff engagement and increased capacity for teacher leadership through three school improvement team correlates (Staff Morale and Retention, Academic Achievement and Growth, and External and Community Involvement).			

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	Evidence: (Identify documents and artifacts)		TWC Survey Response to Question, "My school is a good place to work and learn."					
	Person(s) Responsible:		Ms. Nixon (monitoring), Administrative Team, Instructional Coach, Teachers					
	Timeline:		8 June 2016					
	Budget Amount: (if applicable)				Budget Source: (if applicable)			
Strategy #3: Describe the strategy that will support this goal								
Progress:		Progress Monitoring Status:						
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.								
		Evidence: (Identify documents and artifacts)						
		Person(s) Responsible:						
		Timeline:						
		Budget Amount: (if applicable)				Budget Source: (if applicable)		

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Overhills Middle School	#430370	2015-16
GOAL #3:	GOAL #3: Decrease disciplinary referrals (ISS days lost 669 days, reduce by 20%) and increase student attendance up to 97% within our at-risk population (Led by Mrs. Jones, Guidance Counselor)		
Strategy #1: Describe the strategy that will support this goal	(Key Process 3.1) - Monitor discipline referrals to identify students, infractions, and locations of misbehavior to better equip our staff to more effectively educate those students, keep them in class, and create a positive learning environment along with increased attendance for all students.		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(Action Step 3.1) - Provide monthly data to staff based on discipline referrals that will provide information on students, infractions, locations, and by referring teachers. Specifically, disaggregation of data will focus on the number of instructional hours lost due to the disciplinary infractions. (Action Step 3.2) - Based on monthly data, Overhills Middle School leadership team will provide staff development to better equip teachers to manage student behaviors and improve student academic and behavioral performance. (Action Step 3.3) - Identify students with excessive absences and follow through on school-based attendance interventions and incentives. (Action Step 3.4) - Continue to monitor strategies and data surrounding Overhills Middle School's behavior rewards and incentives program and make suggestions for continual enhancement.		
	Evidence: (Identify documents and artifacts)	Data analysis will take place quarterly and will include the following: <ul style="list-style-type: none"> • PowerSchool discipline referral report • Disciplinary Records (filed in office by individual student) • Copies of discipline referrals Analyze discipline referral data and teacher grade distribution data to look for an increase in student academic performance and a decrease in discipline referrals.	
	Collect and analyze data (documentation of parent contact from homeroom teachers, list of unexcused 3, 6, and 10 day letters sent, weekly excessive absence report after 7 absences, quarterly attendance report) received from the following sources to monitor student attendance and the utilization of attendance <ul style="list-style-type: none"> • Homeroom teachers • Attendance counselor • Data manager • Guidance counselor • Social worker Data analysis will take place monthly and will include the following: <ul style="list-style-type: none"> • Collect and analyze intramural program rubric and eligibility data. (Bi-quarterly classroom intramural and social activity rosters and quarterly analysis of students that participate in incentives for School Improvement Team review). • Collect quarterly perfect attendance data, create invitations, and plan for celebration. • Plan additional student behavior incentive activities and events. 		
	Person(s) Responsible:	Administration, Guidance Counselors, Data Manager, School Social Worker, School Attendance Counselor	

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Harnett County Schools		Overhills Middle School		#430370		2015-16	
		Timeline:		8 June 2016 (review dates November 17, January 12, April 19)			
		Budget Amount: (if applicable)				Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal		(Key Process 3.2) - Improve student morale/voice.					
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		(Action Step 3.2.1) - Provide attendance incentives for students that will be presented during quarterly awards ceremonies. For example, perfect attendance certificate and perfect attendance ID tag, as well as an increased attendance award.					
		(Action Step 3.2.2) - Hold an end-of-the-year awards ceremony for students.					
		Evidence: (Identify documents and artifacts)		Awards ceremonies, High Five Board, attendance data, awards ceremony data			
		Person(s) Responsible:		Administration, Instructional Coach, Data Manager, Grade Level Teachers			
		Timeline:		8 June 2016 (review dates November 17, January 12, April 19)			
		Budget Amount: (if applicable)				Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal		(Key Process 3.3) - Market and publicize the successes of Overhills Middle School on a monthly basis.					
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		(Action Step 3.3.1) - Communicate through newspapers and other forms of media, civic organizations and the Harnett County Schools Board of Education about the successes of Overhills Middle School.					
		(Action Step 3.3.2) - Continue to improve the successes of quarterly and end-of-year award ceremonies to highlight student achievement.					
		Evidence: (Identify documents and artifacts)		Measurements are as follows: <ul style="list-style-type: none"> • School Website • Harnett County Schools Facebook page • Overhills Middle School PTO and Band Facebook page • Electronic portfolios • Newspaper articles • SchoolWay • Twitter • Marquee • Newsletters • SchoolMessenger 			

District Name:		School Name:		School Code:		Year:	
Harnett County Schools		Overhills Middle School		#430370		2015-16	
	Person(s) Responsible:		Mrs. Hitt				
	Timeline:		June 8, 2016				
	Budget Amount: (if applicable)			Budget Source: (if applicable)			