

# **Hunters Creek Middle School Strategic Plan 2015-2018**





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## School Executive's Message

**Purpose:** To Prepare Children for the Future

**Mission:** Hunters Creek Middle School will provide our students with the best possible education while giving them opportunities to showcase their knowledge and talents; with a goal to create future leaders.

**Vision:** Excellence is not a goal, but a standard!



### Hunters Creek Middle School Executive's Message:

At Hunters Creek Middle School we continue to strive to improve our status. The importance of middle school is to help build a foundation of both academics and leadership, while developing a responsible citizen. That is MY focus for HCMS. Our students should be in the stages of discovering HOW to make positive decisions that will impact life's outcomes and later choices. We all want our students to be globally competitive and ready for the 21<sup>st</sup> Century, but getting to those levels takes practice and it takes time for students to understand the relevance of any and all decisions they make.

The teaching experience at HCMS varies. 39% of the staff has less than 5 years of experience. 35% of the staff has 6 to 15 years of experience and 25% of the staff has more than 15 years' experience in the teaching profession. Just as our student population is transient, the case is the same for the staff. 63% of our staff is NOT native to North Carolina and have relocated from various states. Of the remaining 24% that are native to North Carolina, more than half are products of the Onslow County School system. We are home-growing our educators and who better to relate to the needs of our community than the leaders of our community, coming back to create future leaders for Onslow County.

A few of the challenges include an EDS percentage (economically disadvantage) rate of about 45.5% and a transient population of students due to the close proximity of Camp Lejeune Marine Corps base. Our Exceptional Children's population has increased from 15% to 16.2% so far for the 2015-16 school year.

### Overall Goal(s) of 2015-2016 of Hunters Creek Middle School Strategic Plan

As a community school, we need to increase student proficiency in all sub-group areas in both Math and Reading in all grade levels. We must also continue to meet the demands of using technology as an instructional tool, while demonstrating to our students the importance and power of being a "good digital citizen". Within parameters of Federal regulation and funding we will continue to work to better serve our EC population and restructure as needed; therefore, we need to create a more inclusive environment in all classes. HCMS will work to develop an environment in which all students are being provided an opportunity and receive strategies to ensure academic success, as well as become socially aware of their behaviors and responsible citizens of the WO community. We will implement programs such as SAVE and FOR (Friends of Rachel) and other mentoring groups to target at-risk students and help them become socially responsible and decrease bullying across the campus. HCMS will work with its feeder schools to bridge the growth and development of students of the White Oak district and Onslow County.



# School Profile

## A. 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 an estimated population of 187,589. Only 18% of the population 25 years and older has a Bachelor's degree or higher. The median family household income in Onslow County is \$45,450. The per capita income for the county is \$21,455 and 15.2% of children in Onslow County live below the poverty line. Racial demographics include the following statistics: 66.9% white; 15.8% African-American; 12.1% Hispanic; 0.9% Native American; 2.2% Asian and less than 2% of other races.

The dominating characteristics of Onslow County is its proximity to the Marine Corps Bases of Camp Lejeune, New River Air Station, and MARSOC. Camp Lejeune is the largest amphibious military base in the world. The newly opened MARSOC is located at Stone Bay on Camp Lejeune. 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. 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, Hunters Creek Middle School, and White Oak High School have built a strong tradition of articulation from Kindergarten to 12<sup>th</sup> grade over the last several years. The administration and faculties of the schools in this district have worked very hard to articulate across the district the implementation of AVID (Advancement Via Individual Determination, Global Initiatives (Guest Chinese Teachers, VIF teachers), district wide strategic planning, 1:1 Digital Initiative and to maintain open lines of communication to aid our students in their transition from elementary to secondary schools.

### 2. School Characteristics

Hunters Creek Middle School was opened in 1990, built for 560 students but was over capacity with 787 students. Since that time, it has fluctuated in size and as of the twentieth day of the 2015-2016 school year, we have a student enrollment of 771. Hunters Creek Middle School is one of thirty-seven public schools in Onslow County and one of eight middle schools. Students are served in grades six through eight. The school year is 180 days in length with core classes spanning the entire 180 days and Encore 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, Civic Oration, National Geographic Bee, National Junior Honor Society, Student Government Association, Tri-M Music Society, Math Counts, Odyssey of the Mind, SAVE (Students Against Violence Everywhere), FOR Club (Friends of Rachel- Rachel's Challenge), Heart and Sole, and Fellowship of Christian Athletes.



*Student Body:* The student body is diverse. The breakdown of student groups in the population has remained largely unchanged over the last few years. Currently, male to female percentage is 53.3% males to 46.7% females. In addition, 53.6% of the student body is Caucasian, 24% is African-American, 13% is Hispanic, 8% designate themselves as Multi-Racial, and less than 2% identify themselves as either Asian, American Indian or Hawaiian Pacific. The only significant change among racial demographics is among our Hispanic population which has almost doubled in percentage in the last five years. Of the total student population, about 45% are identified as economically disadvantaged (receive free or reduced lunch), 11% are Academically and Intellectually Gifted (AIG), and 16% are Exceptional. Although our English as a Second Language (ESL) population has remained unchanged reflecting less than 1%, our number of ESL students has doubled from 3 during the 2014-15 school year to 6 for the 2015-16 school year. One of the most obvious qualities of the Hunters Creek student body is the percentage of students affiliated with the military through their parents. Based on 20<sup>th</sup> day count during the 2014-15 school year, 42% of our students either have a mother or father in the military, or have a parent that works on one of the many military installations in our county and surrounding area. 2015-2016 military data has not been provided at this time. This school, as well as the staff, is committed to high expectations for students.

*Faculty and Staff.* The faculty and staff of Hunters Creek Middle School are diverse as well, although not totally reflective of the student body. There are currently 64 full-time licensed and classified staff members on campus, including 47 teachers, 1 guidance counselor, 1 media specialist, 1 DLTF. We have 6 part-time licensed personnel that are shared with other schools within the county (Instructional Coach; EC Instructional Coach; Speech Therapist; School Psychologist; School Social Worker, Instructional Technology Technician and School Nurse), 3 administrators, 5 para-professionals, 1 school secretary, 1 receptionist, 1 data manager, and 4 custodians. We are very fortunate this year that we are part of a Global Initiative in which we have a Chinese Guest Teacher and a Spanish teacher from Columbia through the VIF program. Currently, our demographics surrounding faculty and staff reflect 76.9% of the staff being Caucasian, 15.3% of the staff being African-American; and 6% of the staff being either Multi-Racial, Asian or Hispanic. 20.1% of the staff is male and 79.9% of the staff is female. 34.3% of the licensed employees have a Master's Degree or some other Advanced Degree. Approximately 17% of our staff has served in the military or the spouse of an active duty military personnel. This is a point of pride for the entire Hunters Creek Middle School community. 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. One disadvantage of having a high percentage of military-affiliated staff members is having a high turnover rate.

### 3. School Performance Profile

Based on New Annual AMO Targets, HCMS met 33 out of 49 (67%) of their total targets.

CCR: Career College Readiness (Levels 4, 5): 33.4%

GLP: Grade level Prof. (Levels 3, 4, 5): 42.8%

Growth Status: Not Met (-6.77)

#### RDYSTAT- Ready Overview

Indicator	Denominator	Percent
Performance Comp CCR	1839	33.4
Performance Comp GLP	1839	42.8
Growth Status	Not Met	
Growth Index	-6.77	

**Areas of targeted focus that appear to impact the decline in growth over the last 3 years include**

**7<sup>th</sup> grade math; and 6<sup>th</sup> grade math, among all subgroups. In addition 6<sup>th</sup> grade reading has shown a decline in growth. Attention to instruction, resources and personnel (transient population and teacher retention) will be addressed.**

## AMOSTAT- Target Overview

Subject	#Met	# Target	Percent
Reading Grade 3-8	8	16	50.0
Math Grades 3-8	8	16	50.0
Science Grades 3-8	12	12	100.0
Current EOC (Math 1)	4	4	100.0
Attendance	1	1	100.0
<b>Total Targets</b>	33	49	<b>67.3</b>

## SPGSTAT- School Performance Grade

Subject	Ach	Growth	Perf	Grade
Overall	43	55.3	45	D
Reading	47	66.2	51	D
Math	27	54.7	33	F
Science	73			
Math 1	69			

## AMOTARG- Target Detail

Reading 3-8											
	All	AMIN	ASIA	BLACK	HISP	MULTI	WHITE	EDS	LEP	SWD	AIG
Proficiency	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Goal											
Proficient Percent	36.2	N/A	N/A	29.7	33.3	37.3	40.8	27.8	N/A	15.0	86.3
Status	Not Met	Insuf	Insuf	Not Met	Not Met	Not Met	Not Met	Not Met	Insuf	Not Met	Not Met
Math 3-8											

	All	AMIN	ASIA	BLACK	HISP	MULTI	WHITE	EDS	LEP	SWD	AIG
<b>Proficiency</b>	<b>53.9</b>	41.6	77.0	<b>37.8</b>	<b>46.1</b>	<b>53.6</b>	<b>63.0</b>	<b>42.1</b>	34.0	<b>30.0</b>	<b>93.3</b>
<b>Goal</b>											
<b>Proficient Percent</b>	<b>21.7</b>	n/a	N/A	<b>13.5</b>	<b>12.3</b>	<b>16.9</b>	<b>28.6</b>	<b>12.6</b>	N/A	<b>&gt; 5.0</b>	<b>72.6</b>
<b>Status</b>	<b>Not Met</b>	Insuf	Insuf	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	Insuf	<b>Not Met</b>	<b>Not Met</b>
<b>Science 5 and 8</b>											
	All	AMIN	ASIA	BLACK	HISP	MULTI	WHITE	EDS	LEP	SWD	AIG
<b>Proficient</b>	<b>61.8</b>	51.9	76.5	<b>46.0</b>	<b>51.7</b>	<b>63.3</b>	<b>71.7</b>	<b>50.0</b>	33.2	<b>36.4</b>	<b>94.4</b>
<b>Goal</b>											
<b>Proficient Percent</b>	<b>61.0</b>	N/A	N/A	<b>40.8</b>	<b>N/A</b>	<b>N/A</b>	<b>70.8</b>	<b>53.1</b>	N/A	<b>34.2</b>	<b>89.7</b>
<b>Status</b>	<b>Met/C</b>	Insuf	Insuf	<b>Met</b>	Insuf	Insuf	<b>Met/C</b>	<b>Met</b>	Insuf	<b>Met/C</b>	<b>Met/C</b>

### 2015-16 Targets

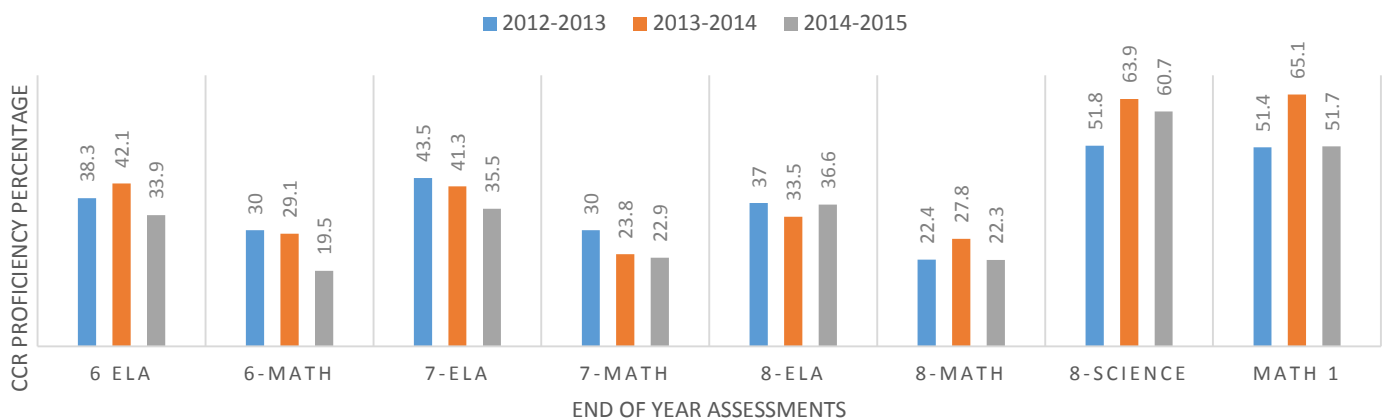
STANDARD	SUBJECT	2014-2015 RESULTS	2015-2016 TARGET
<b>CCR</b>	EOC PERF COMP	51.7	54.7
<b>GLP</b>	EOC PERF COMP	68.5	71.5
<b>CCR</b>	EOG PERF COMP	32.5	35.5
<b>GLP</b>	EOG PERF COMP	41.5	44.5
<b>CCR</b>	MATH 6	19.5	22.5
<b>GLP</b>	MATH 6	24.9	27.9
<b>CCR</b>	MATH 7	22.9	25.9
<b>GLP</b>	MATH 7	28.6	31.6
<b>CCR</b>	MATH 8	22.3	25.3
<b>GLP</b>	MATH 8	28.1	31.1
<b>CCR</b>	MATH I	51.7	54.7
<b>GLP</b>	MATH I	68.5	71.5
<b>CCR</b>	READ 6	33.9	36.9
<b>GLP</b>	READ 6	45.8	48.8
<b>CCR</b>	READ 7	35.5	38.5
<b>GLP</b>	READ 7	46.9	49.9
<b>CCR</b>	READ 8	36.6	39.6
<b>GLP</b>	READ 8	47.8	50.8
<b>CCR</b>	SCIENCE 8	60.7	63.7
<b>GLP</b>	SCIENCE 8	72.8	75.8



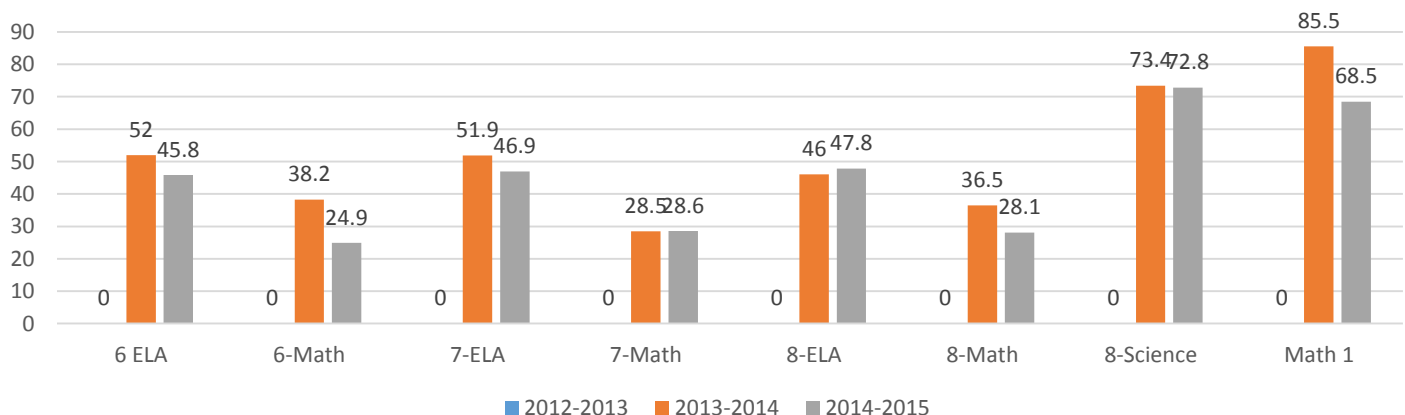
**3 year Overview:** In 2012-2013, the Achievement Levels for school performance was based on a Level 1-4 proficiency scale, with level 3 or higher as the indicator that students are demonstrating a mastery of grade level subject matter. As indicated below, Grade Level Proficiency (GLP) and College Career Readiness (CCR), 1-5 scale proficiency scales, were adopted in the 2013-2014 school year. Proficiency is demonstrated at levels 3 (sufficient command), 4 (solid command) and 5 (superior command) of each category. CCR (levels 4 and 5 are used as Federal accountability standards and GLP (levels 3, 4 and 5) ratings are used for state accountability standards (Annual Measureable Objectives or AMO).

Indicator	Denominator			Percent		
	12-13	13-14	14-15	12-13	13-14	14-15
Performance Composite	1872	1850	1839	37.0	38.8 (CCR)	33.4 (CCR)
Performance Composite GLP	NA	1850	1839	NA	48.6	42.8
Growth Status/Index	Not Met -2.5	Not Met -4.84	Not Met -6.77			

### CCR 3 YEAR PROFICIENCY TREND



### GLP 3 Year Proficiency Trend



AMO Target subgroups that have not met growth over the last three years in Reading are: All and White. In math, the subgroups not meeting growth over the last three years of are: All, Hispanic, Multi-Racial, White, Economically Disadvantaged Students (EDS) and Students With Disabilities (SWD). The areas that have not met growth in two or more years since 2012-13 to 2014-15 in Reading are: Black; SWD and AIG (AIG did not qualify as a subgroup during 2012-2013). In the area of Math the following subgroups have had two years of not demonstrating growth: Black and AIG. This data indicates that targeted focus needs to be provided to all subgroups to assist with meeting targeted goals.

AMO Target Overview										
School Year	Target Goals Met			Target Subgroups Goals			Total Targets			
AMO's	12-13	13-14	14-15	12-13	13-14	14-15	12-13		13-14	14-15
							State	Fed		
○ Read Grades 6-8	12	11	8	14	16	16	85.7	85.7	68.8	50.0
○ Math Grade 6-8	8	8	8	14	16	16	57.1	57.1	50.0	50.0
○ Science Grade 8	9	12	12	9	12	12	100.0	NA	100.0	100.0
○ Current EOC	2	3	4	2	3	4	100.0	NA	100.0	100.0
○ Attendance	1	1	1	1	1	1	100.0	100.0	100.0	100.0
○ Total Targets	32	35	33	40	48	49	80.0	72.4	72.9	67.3

*Promotion:* An evaluation system of student academic performance is necessary to help ensure that all students are succeeding within the framework of the educational standards set by Onslow County and the state of North Carolina. Formal administration of variable types of evaluations (formative and summative) promotes continuous assessment of a student's performance. This data informs the student, his or her parents or guardians, and appropriate school personnel about the student's performance and progress and provides a system of notice which allows intervention strategies to be implemented, if necessary, to improve the student's performance. Teachers are encouraged to pursue innovative methods of evaluating progress. Teachers have established a system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. Regular communication with parents, so that they may be informed and involved in their child's education, is a component of this system.

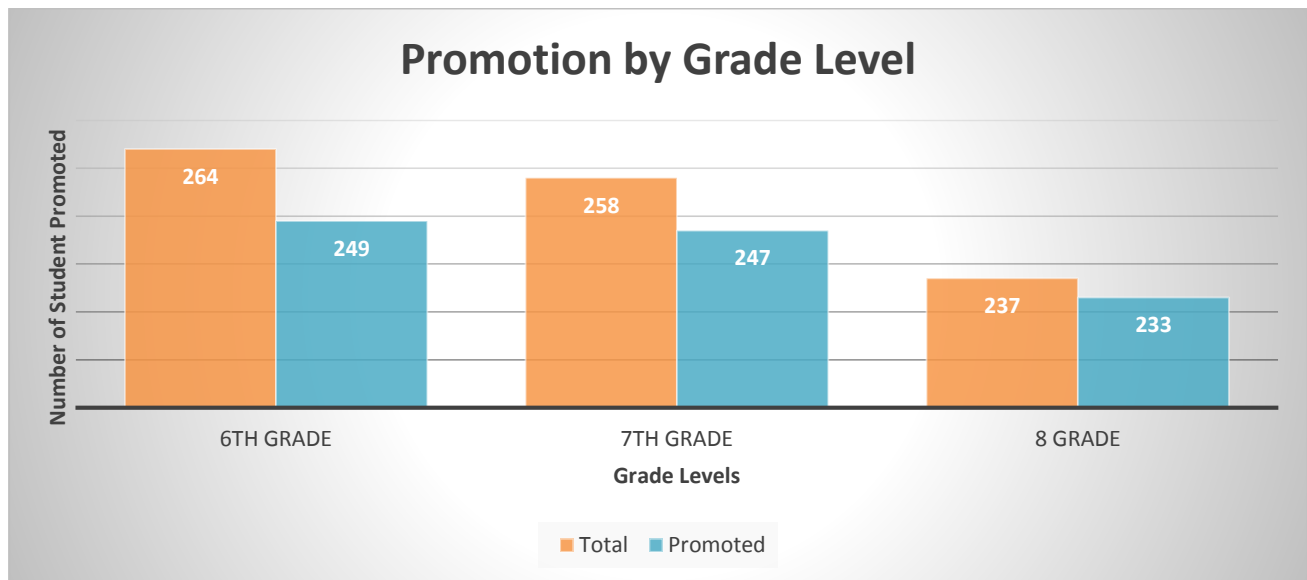
**3-8 Promotion Requirements:** In order to be considered for promotion, students in grades 3 through 8 shall perform at least at grade level as identified by the state end-of-grade tests, observations, grades, teacher-generated, locally-generated, and state-generated assessments; work samples, portfolios and/or other factors in all areas of the curriculum.

**6-8 Additional Promotion Requirements:** Students in grades six through eight must earn a passing grade in a minimum of 5 yearlong or equivalent yearlong combination curricular classes, two of which should be language arts and mathematics.

It is recognized that the final authority to grade and place students is the responsibility of the principal, in accordance with G.S. 115C-288(a). The principal shall consider the pupil's classroom work and grades, the student's scores on standardized tests, and the best educational interests of the student.

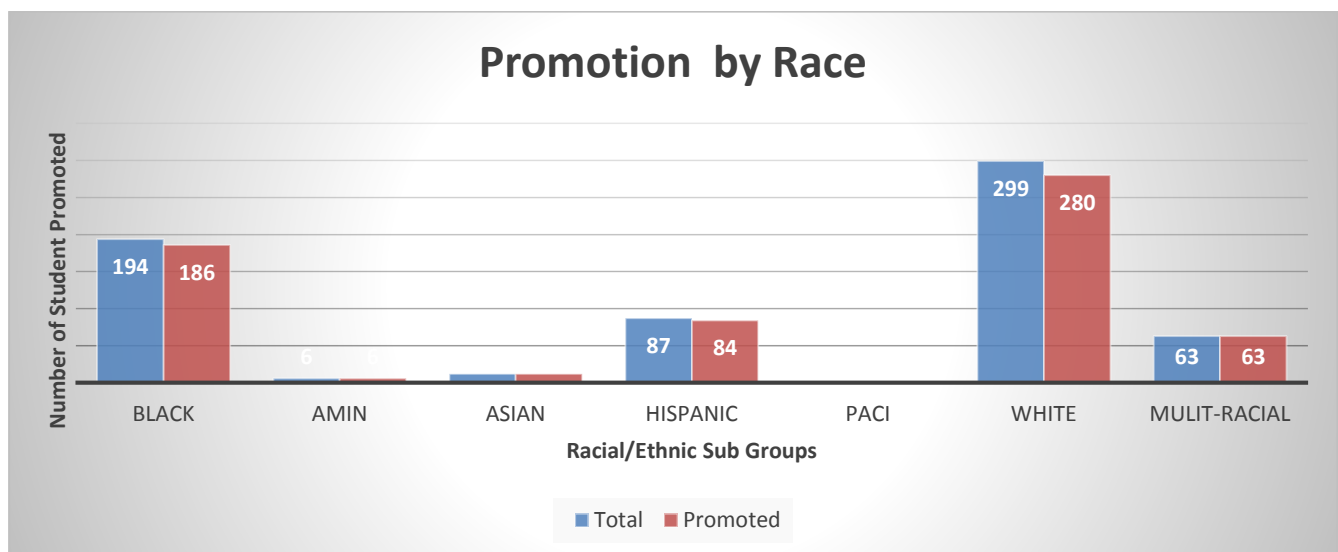
At the end of the 2014-2015 school year, the student population was 759 students. Promotion Rates are as follows:

- ✓ 94.3% 6<sup>th</sup> Grade
- ✓ 95.7% 7<sup>th</sup> Grade
- ✓ 98.3% 8<sup>th</sup> Grade



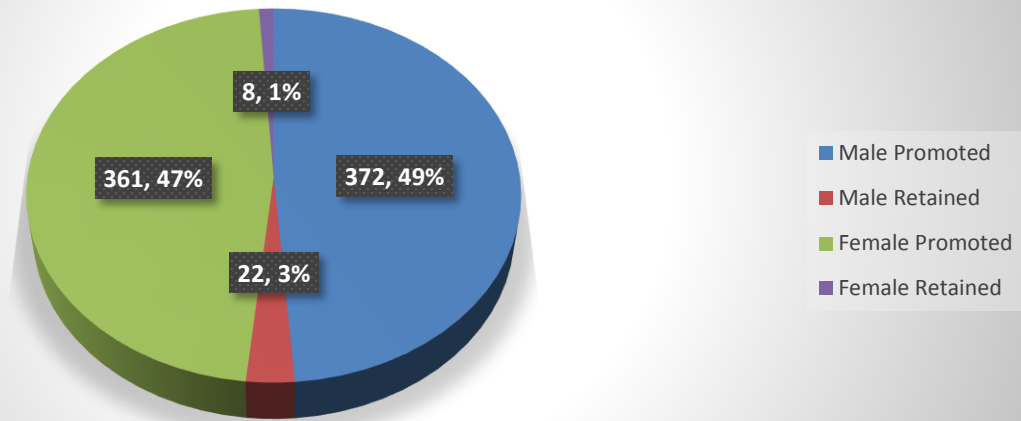
By Racial Demographics:

- ✓ 95.8% Promotion Rate among Black Students
- ✓ 96.6% Promotion Rate among Hispanic Students
- ✓ 94.6% Promotion rate among White Student
- ✓ 100% Promotion Rate among students identified as AMIN; Asian; PACI and Multi-Racial



Distribution between male and female promotion rates are relatively equal. There is a 94.4% of our total males promoted and 97.8% of our total females are promoted. The chart below indicates promotion and retention percentages based on total student population.

## Promotion Retention by Gender



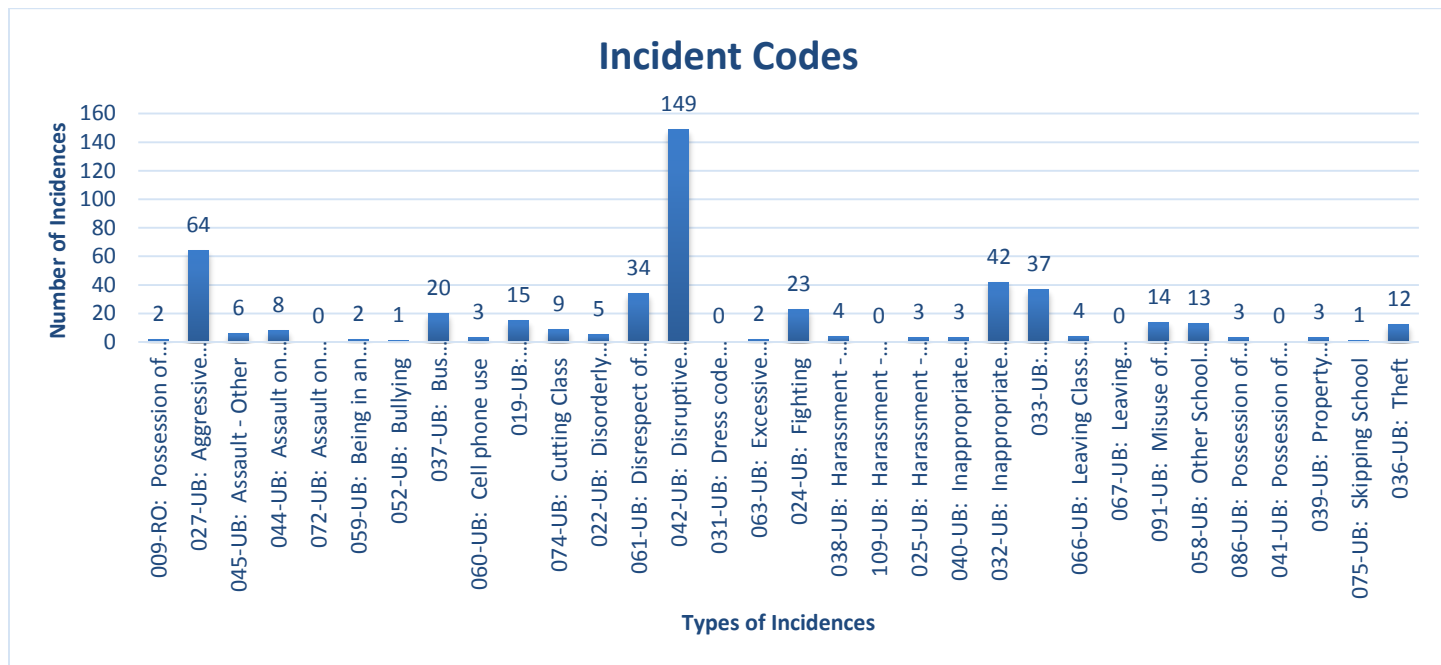
**Attendance:** Based on the Principal's Monthly Report (PMR) for the first month of the 2015-2016 school year, Hunters Creek Middle School has 771 students enrolled. HCMS has an Average Daily Membership (ADM) of 764 students with an Average Daily Attendance (ADA) of 731. The enrollment per grade is as follows:

Grade	AMIN		Asian		Hispanic		Black		PACI		White		Two or More		Total		ADM	ADA
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
6	0	1	2	1	15	15	29	18	0	1	83	53	7	9	136	98	232	223
7	2	0	3	1	16	21	39	36	0	0	69	59	12	14	141	131	269	257
8	1	1	2	2	15	16	36	28	0	1	69	72	11	10	134	130	263	251
<b>Total</b>	<b>5</b>		<b>11</b>		<b>98</b>		<b>192</b>		<b>2</b>		<b>405</b>		<b>63</b>		<b>770</b>		<b>764</b>	<b>731</b>

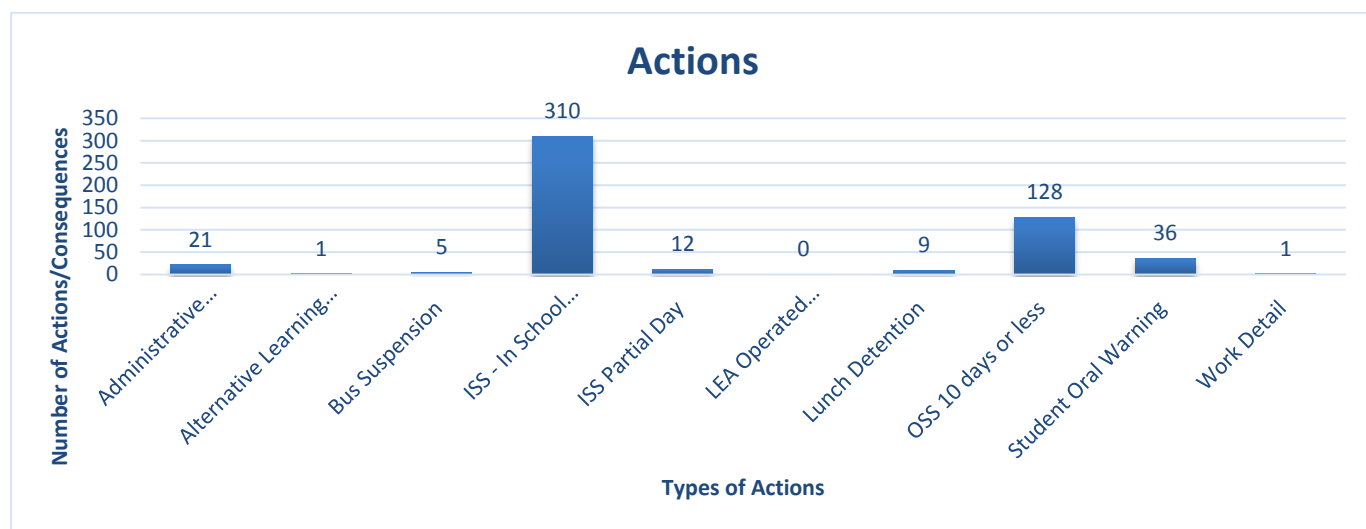
Teachers work diligently communicating to parents the importance of attendance and its impact on education. We also work closely with support staff such as the school Social Worker to assist with more difficult student issues.

**Discipline:** HCMS is committed to continue utilizing Positive Behavior Intervention and Support (PBIS) as a school-wide discipline program which includes proactive strategies for defining, teaching, and acknowledging appropriate behaviors. Positive student behavior will be acknowledged with Panther Paws (token economy tickets). Students may earn Panther Paws from school staff by demonstrating good behavior that follows the PAWS guidelines. Panther Paws may be used for school supplies from the school store, redeemed for snacks every other Friday afternoon, or entered into weekly Panther of the Week recognition or monthly drawings for gift cards or other prizes. Additionally, students can pay for admission to sporting events, dances and the end-of year block party. Levels of Discipline are used as a pathway for teachers and administrators to determine which behaviors should be addressed in the classroom, thereby diminishing loss of instructional time. These levels are reviewed at the beginning of the year with the staff. Level 1 and Level 2 infractions are handled by the teacher at the classroom level. Strong, clear and continuous communication of expectations can assist

with implementation of these consequences. All disciplinary interventions should include parent contact as part of the strategy. Discipline referrals have decreased over the course of the past four years at HCMS. A total of 482 referrals were submitted to the administration to receive disciplinary consequences during the 2014-2015 school year. This is consistent with the 2013-2014 total infractions of 455 and a decrease since 2012-2013 of 519. The most common disciplinary occurrence on the HCMS campus is described under the category of “disruptive behavior”. This category reflects behaviors that range from not following classroom procedures to interrupting instruction. The 32 most common incidences are indicated below:



Actions taken as a result of the behavioral incidences include Bus suspension and Administrative After School Detention (ASD) to In School Suspension (ISS; whole and/or partial) to Out of School Suspension (OSS).



At the beginning of the 2015-2016 school year there are currently three students placed at the Onslow County Learning Center (OCLC). Two of these students remained at OCLC (from 2014-2015) at the parent request, and the final student transferred in from another middle school in the district. Behavior has always been and continues to be a focus at HCMS. Programs such as Heart and Sole (formerly Girls on the Run), SAVE (Students Against Violence Everywhere) and more recently FOR (Friends of Rachel) are the types of extra-curricular activities that help our students build self-esteem and make good decisions.

# 15-16 Strategic Planning Team Members:

Last Name	Position/Role	Name	Position/Role
Joycelyn Cassidy	Principal	Eric Allgrim	Parent Representative
Bryant Copeland	Asst Principal	Anibal Aviles	Parent Representative
Laurie Strobe	Asst Principal	Ivelisse Aviles	Parent Representative
Lairen Ford	6 <sup>th</sup> Grade Rep	Christopher Bailey	Parent Representative
Juanita Welford	6 <sup>th</sup> grade/EC	Beth Bailey	Parent Representative
Jeffrey Ardito	7 <sup>th</sup> grade Rep	Cathy Jones	Parent Representative
Hannah Hill	7 <sup>th</sup> Grade Rep	Melissa Mahabir	Parent Representative
Erin Holland	8 <sup>th</sup> Grade Rep	Kristine Morrissey	Parent Representative
Connie Oliver	8 <sup>th</sup> Grade Rep Chair	Melissa Gibson	Parent Representative
Brian Edmonds	Encore Rep	Kerstin Stiffler	Parent Representative
Lawanda Jones	Encore Rep	Raeya Withers	Student Representative
Abby Miles	Student Serv. GC	R. J. Agosto	Student Representative
Melissa Light	Student Serv. MC	Jules DeGraff	Student Representative
Christy Torres	Student Serv- DLTF	O. Fennerson	Student Representative
Patti Young	Classified Staff- TA	Dante Jones	Student Representative
		Ayden Kay	Student Representative



# Regulatory Information and Assurance Statement 2015-2016

**School:** Hunters Creek Middle School

**Date Submitted:** October 29, 2015

1	Number of Plan Team Members	31
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). <b>Mark Yes/No</b>	Yes
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.	96.9%
4	Date of vote	10/19/2015
5	A secret ballot vote for staff approval of the plan was conducted. <b>Mark Yes/No</b>	Yes
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. <b>Mark Yes/No</b>	Yes
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	51.6%
8	The required staff development reports have been disseminated to the appropriate persons or departments <b>Mark Yes/No</b>	Yes
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. <b>Mark Yes/No</b>	Yes
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. <b>Mark Yes/No</b>	Yes
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. <b>Mark Yes/No</b>	Yes

Principal's Signature	<i>Joycelyn T. Cassidy</i>
Signature, SSPT Facilitator/Chairperson	<i>Connie Oliver</i>
Signature, Elected Parent Representative	<i>Eric Allgrim</i>
Signature, Elected Parent Representative	<i>Cathy Jones</i>

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

# Hunters Creek Middle School

## Onslow County Schools

Ms. Joycelyn T. Cassidy  
4040 Hunters Trail  
Jacksonville, NC 28546

# TABLE OF CONTENTS

Overview.....	1
Goals Summary.....	2
Goal 1: Every student at Hunters Creek Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship.....	3
Goal 2: Every student at Hunters Creek Middle School has excellent educators, every day.....	4
Goal 3: Hunters Creek Middle School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parent and educators.....	6
Goal 4: Every student at Hunters Creek Middle School is healthy, safe and responsible.....	7
Activity Summary by Funding Source.....	9
Progress Notes.....	13

# Overview

**Plan Name**

Hunters Creek Middle School Strategic Plan 2015-16

**Plan Description**

Strategic Goals

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student at Hunters Creek Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$6000
2	Every student at Hunters Creek Middle School has excellent educators, every day.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$900
3	Hunters Creek Middle School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parent and educators.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
4	Every student at Hunters Creek Middle School is healthy, safe and responsible.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$6900

# Goal 1: Every student at Hunters Creek Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship

This plan includes progress notes which are at the very end of this document

## Measurable Objective 1:

Collaborate to increase all accountability indicators that impact the School Performance Grade at least three points and meet expected growth in Reading, Math and Science in grades 6th, 7th and 8th, among all subgroups by 06/07/2016 as measured by EOG and EOC assessments..

## Strategy 1:

Improve Instructional Practices - Participate in a district-wide PLC to improve instructional strategies and impact student proficiency performance and growth in reading and math in grades 6th, 7th and 8th in the following subgroups: White; African-American; Hispanic; SWD; EDS and Multi-Racial among male and female populations.

Research Cited: Marzano and Dufour

Activity - Diving Deeper ERPD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Professional Development across the district, targeted for Math, ELA, Science and Social Studies teachers for the purpose of creating formative assessments, disaggregating data, and building a better understanding of the Common Core and Essential Standards in those subject areas. Teachers will also engage in discussing, modeling and sharing best practices and resources.	Professional Learning, Academic Support Program	08/19/2015	06/07/2016	\$0	No Funding Required	Administration ; Science, Social Studies, Math and ELA Teachers; Instructional Support Team (IST)

Activity - MTSS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduce to staff and begin review and understanding of MTSS for identifying and supporting students.	Professional Learning, Behavioral Support Program, Academic Support Program	10/20/2015	06/07/2016	\$0	No Funding Required	IST; IC; Teachers; Administration

## Strategy 2:

AVID - Train teachers and implement AVID strategies to increase student proficiency and impact student growth.

Research Cited: AVID: Advancement via Individual Determination

Activity - AVID Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

Increase the number of teachers that have not been AVID trained through AVID Summer Institute and local AVID training.	Professional Learning, Academic Support Program	08/24/2015	07/30/2016	\$6000	District Funding, General Fund	District Staff; AVID Site Team; Administrators
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Activity - AVID School wide Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 100% of the teachers and implement the following AVID strategies school wide: WICOR and Cornell Notes	Professional Learning, Academic Support Program	08/24/2015	06/07/2016	\$0	No Funding Required	AVID Site Team; Teachers; Administration

## Goal 2: Every student at Hunters Creek Middle School has excellent educators, every day.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

Demonstrate a behavior of excellent teaching strategies through observations and feedback by 06/07/2016 as measured by ELEOT observation tools and BT observation tools.

### Strategy 1:

Effective Teacher Development - Use of ELEOT tool by Administration to observe teachers and measure student engagement.

Research Cited: ADVANCE-ED ELEOT

Activity - ELEOT Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the ELEOT tool through ADVANCE-ED, the Administrative Staff (including Instructional Coach) will observe student engagement, effectiveness of instruction as identified by ELEOT indicators. Feedback will be provided based on data collected.	Professional Learning, Behavioral Support Program, Academic Support Program	09/15/2015	06/07/2016	\$300	District Funding	Administration ; Teachers

Activity - Beginning Teacher (BT) Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

Using a locally created walk-thru observation tool that focuses on targeted instructional skill, BT will observe a set number of colleagues. The data collected will be used as part of the BT PLC to discuss best practices for instruction and classroom management.	Professional Learning, Behavioral Support Program, Academic Support Program	09/30/2015	06/07/2016	\$0	No Funding Required	Administration ; Teachers
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Activity - Literacy PD/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Development on Literacy Strategies to 100% of the staff to implement in all subject areas.	Professional Learning, Academic Support Program	01/19/2016	06/07/2016	\$0	No Funding Required	Administration ; Teachers; IST; IC

### Strategy 2:

Teacher Recognition - Recognize monthly and quarterly teachers for "extra" participation, attendance and grant submissions.

Research Cited: Supporting Teachers with Recognition by Hans A. Andrews (Australian Journal of Teacher Education Dec 2011)

Activity - EXTRA EXTRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize and score board staff attendance at extra-curricular events that teachers are not directly connected to or required to attend. Results will be score-boarded and EOY incentive will be given.	Professional Learning, Recruitment and Retention	08/24/2015	06/07/2016	\$100	Other	Administration ; Teachers

Activity - Take a Moment to PAWS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize teachers based on the number of times they are praised by a peer and acknowledge a colleague for "something above and beyond or nice". Drawings will be held monthly; winners receive gift card from administration.	Professional Learning, Recruitment and Retention	08/24/2015	06/07/2016	\$100	Other	Administration ; Teachers; Support Staff

Activity - Grant Writing Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize teachers in a quarterly drawing for submission of grant opportunities throughout the school year. Teachers will receive an opportunity to win classroom materials and supplies.	Other - Alternate Funding for Resources, Academic Support Program	08/24/2015	06/07/2016	\$400	General Fund	Administration ; Faculty and Staff

## Goal 3: Hunters Creek Middle School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parent and educators.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

Collaborate to improve communication and engagement with the HCMS community by 06/07/2016 as measured by monitoring parent interaction and attendance to instructional events.

### Strategy 1:

Community Engagement - Provide opportunities for parents to interact, communicate and provide feedback to HCMS through HCMS events. Research Cited: Advance-Ed Assist Survey

Activity - Parent Technology Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share and showcase student work with 1:1 devices and technology programs; once per semester.	Behavioral Support Program, Parent Involvement, Academic Support Program	09/21/2015	06/07/2016	\$0	No Funding Required	Administration ; DLTF; Teachers

### Strategy 2:

Digital Communication - Measure the opportunities through Power School; Parent Portal or other digital communication devices to keep parents informed.

Research Cited: Technology in Education; Education Week, September 1, 2011.

Activity - Parent Portal and Website Count	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Track the number of parent request for parent portal accounts and track website clicks using 2015-16 survey as baseline data.	Parent Involvement, Academic Support Program	10/12/2015	06/07/2016	\$0	No Funding Required	DLTF; ITT; Media Coordinator; Administration ; Teachers

Activity - Online Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

Implement a variety of digital communication systems by 100% of the teachers to keep parents informed of student programs, progress and behavior.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/24/2015	06/07/2016	\$0	No Funding Required	Teachers; DLTF; Administration
Activity - Teacher Websites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve the format of teacher websites by requiring the following information: Teacher Biography; Classroom Information; Grading Policy.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/24/2015	06/07/2016	\$0	No Funding Required	Teachers; Administration ; DLTF; Media Coordinator

## Goal 4: Every student at Hunters Creek Middle School is healthy, safe and responsible.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

Demonstrate a behavior of building responsible citizens and decreasing bullying acts by 06/07/2016 as measured by bullying reports and discipline referrals.

### Strategy 1:

Implement FOR (Friends of Rachel) Club and SAVE Club - Select and train students as members of FOR (Friends of Rachel) Club and SAVE Club to promote acts of kindness and the understanding of bullying throughout the school.

Research Cited: PBIS

Activity - FOR (Friends of Rachel) Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select and train student leaders to implement the principles of the FOR Club. Trainings will take place each semester.	Behavioral Support Program	09/21/2015	06/07/2016	\$0	No Funding Required	FOR Advisors; PBIS Advisors; SAVE Advisors; Teachers; Administration
Activity - SAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

Select and train student leaders to implement the principles of the SAVE Club. Club will meet monthly and attend annual SAVE summit.	Professional Learning, Behavioral Support Program	09/21/2015	06/07/2016	\$500	General Fund	SAVE Advisors; Teachers; Administration
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### Strategy 2:

Positive Behavior Intervention and Support (PBIS) - Implement elements of PBIS with the intent to recognize good/appropriate behaviors throughout the school.

Research Cited: Positive Behavior Intervention and Support (PBIS)

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Re-evaluate and implement PBIS strategies to promote good decision making; appropriate behaviors and student recognition.	Behavioral Support Program, Academic Support Program	08/24/2015	06/07/2016	\$400	General Fund	PBIS Committee; Administration ; Teachers; Support Staff

### Strategy 3:

LEAD (Leader In Me) - Develop student leadership skills, goal setting and character building

Research Cited: Covey; 7 Habits

Activity - LEAD (Leader In Me)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Actively explore and investigate through book study the Leader in Me principles in middle school and by sending teams to LIM symposiums.	Professional Learning, Behavioral Support Program, Academic Support Program	10/12/2015	06/07/2016	\$6000	District Funding, General Fund	Administration ; SPT; Teachers; District Office

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AVID School wide Strategies	Train 100% of the teachers and implement the following AVID strategies school wide: WICOR and Cornell Notes	Professional Learning, Academic Support Program	08/24/2015	06/07/2016	\$0	AVID Site Team; Teachers; Administration
Diving Deeper ERP	Attend Professional Development across the district, targeted for Math, ELA, Science and Social Studies teachers for the purpose of creating formative assessments, disaggregating data, and building a better understanding of the Common Core and Essential Standards in those subject areas. Teachers will also engage in discussing, modeling and sharing best practices and resources.	Professional Learning, Academic Support Program	08/19/2015	06/07/2016	\$0	Administration ; Science, Social Studies, Math and ELA Teachers; Instructional Support Team (IST)
Beginning Teacher (BT) Observations	Using a locally created walk-thru observation tool that focuses on targeted instructional skill, BT will observe a set number of colleagues. The data collected will be used as part of the BT PLC to discuss best practices for instruction and classroom management.	Professional Learning, Behavioral Support Program, Academic Support Program	09/30/2015	06/07/2016	\$0	Administration ; Teachers
Parent Portal and Website Count	Track the number of parent request for parent portal accounts and track website clicks using 2015-16 survey as baseline data.	Parent Involvement, Academic Support Program	10/12/2015	06/07/2016	\$0	DLTF; ITT; Media Coordinator; Administration ; Teachers
FOR (Friends of Rachel) Club	Select and train student leaders to implement the principles of the FOR Club. Trainings will take place each semester.	Behavioral Support Program	09/21/2015	06/07/2016	\$0	FOR Advisors; PBIS Advisors; SAVE Advisors; Teachers; Administration



# Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

Literacy PD/PLC	Provide Professional Development on Literacy Strategies to 100% of the staff to implement in all subject areas.	Professional Learning, Academic Support Program	01/19/2016	06/07/2016	\$0	Administration ; Teachers; IST; IC
MTSS	Introduce to staff and begin review and understanding of MTSS for identifying and supporting students.	Professional Learning, Behavioral Support Program, Academic Support Program	10/20/2015	06/07/2016	\$0	IST; IC; Teachers; Administration
Online Parent Contact	Implement a variety of digital communication systems by 100% of the teachers to keep parents informed of student programs, progress and behavior.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/24/2015	06/07/2016	\$0	Teachers; DLTF; Administration
Parent Technology Nights	Share and showcase student work with 1:1 devices and technology programs; once per semester.	Behavioral Support Program, Parent Involvement, Academic Support Program	09/21/2015	06/07/2016	\$0	Administration ; DLTF; Teachers
Teacher Websites	Improve the format of teacher websites by requiring the following information: Teacher Biography; Classroom Information; Grading Policy.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/24/2015	06/07/2016	\$0	Teachers; Administration ; DLTF; Media Coordinator
<b>Total</b>					<b>\$0</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

LEAD (Leader In Me)	Actively explore and investigate through book study the Leader in Me principles in middle school and by sending teams to LIM symposiums.	Professional Learning, Behavioral Support Program, Academic Support Program	10/12/2015	06/07/2016	\$3000	Administration ; SPT; Teachers; District Office
ELEOT Observations	Using the ELEOT tool through ADVANCE-ED, the Administrative Staff (including Instructional Coach) will observe student engagement, effectiveness of instruction as identified by ELEOT indicators. Feedback will be provided based on data collected.	Professional Learning, Behavioral Support Program, Academic Support Program	09/15/2015	06/07/2016	\$300	Administration ; Teachers
AVID Training	Increase the number of teachers that have not been AVID trained through AVID Summer Institute and local AVID training.	Professional Learning, Academic Support Program	08/24/2015	07/30/2016	\$3000	District Staff; AVID Site Team; Administrators
<b>Total</b>					<b>\$6300</b>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Take a Moment to PAWS	Recognize teachers based on the number of times they are praised by a peer and acknowledge a colleague for "something above and beyond or nice". Drawings will be held monthly; winners receive gift card from administration.	Professional Learning, Recruitment and Retention	08/24/2015	06/07/2016	\$100	Administration ; Teachers; Support Staff
EXTRA EXTRA	Recognize and score board staff attendance at extra-curricular events that teachers are not directly connected to or required to attend. Results will be score-boarded and EOY incentive will be given.	Professional Learning, Recruitment and Retention	08/24/2015	06/07/2016	\$100	Administration ; Teachers
<b>Total</b>					<b>\$200</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAVE	Select and train student leaders to implement the principles of the SAVE Club. Club will meet monthly and attend annual SAVE summit.	Professional Learning, Behavioral Support Program	09/21/2015	06/07/2016	\$500	SAVE Advisors; Teachers; Administration

# Hunters Creek Middle School Strategic Plan 2015-16

Hunters Creek Middle School

LEAD (Leader In Me)	Actively explore and investigate through book study the Leader in Me principles in middle school and by sending teams to LIM symposiums.	Professional Learning, Behavioral Support Program, Academic Support Program	10/12/2015	06/07/2016	\$3000	Administration ; SPT; Teachers; District Office
AVID Training	Increase the number of teachers that have not been AVID trained through AVID Summer Institute and local AVID training.	Professional Learning, Academic Support Program	08/24/2015	07/30/2016	\$3000	District Staff; AVID Site Team; Administrators
Grant Writing Recognition	Recognize teachers in a quarterly drawing for submission of grant opportunities throughout the school year. Teachers will receive an opportunity to win classroom materials and supplies.	Other - Alternate Funding for Resources, Academic Support Program	08/24/2015	06/07/2016	\$400	Administration ; Faculty and Staff
PBIS	Re-evaluate and implement PBIS strategies to promote good decision making; appropriate behaviors and student recognition.	Behavioral Support Program, Academic Support Program	08/24/2015	06/07/2016	\$400	PBIS Committee; Administration ; Teachers; Support Staff
<b>Total</b>					<b>\$7300</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Every student at Hunters Creek Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship		Quarterly common formative assessments and benchmarks will be reported, analyzed and shared with teachers. HCMS will utilize this reporting mechanism to share results and next steps. <b>Data analysis will occur weekly through Department PLC on CFA and benchmark analysis (Pre-assessment (September 3 to September 11); First Quarterly assessment (October 26 to November 7); Mid-year assessment (January 25 to Feb 5); Third Quarterly Assessment (March 9 to March 24). Additional data analysis will occur quarterly among the district utilizing data from CFA's and all Benchmark assessments.</b>	October 17, 2015	Joycelyn Cassidy