

Elkin Middle School
School Improvement Plan
2012-2013

School: Elkin Middle School

**School Improvement Plan
Secret Ballot Vote
2012-2013**

Approval by secret ballot vote of the staff on August 30, 2012

Pam Colbert

Principal

Shawna Poindexter

SIT Chairperson

**Elkin City Schools
School Improvement Plan**

2012-2013

Statement of Assurances

The following School Improvement Plan for Elkin Middle School

Has been developed based on the following:

- 1. Needs as identified, but not limited to, the analysis of End of Grade, End of Course Test**
- 2. State Board of Education Strategic Priorities**
- 3. Elkin City Schools Strategic Priorities**
- 4. Input shared by faculty, staff and parents**
- 5. ABC's Guidelines/115C-105.27**
- 6. Collaborative efforts of the identified School Improvement Team Members**

Pam Colbert

Principal

August 30, 2012

Date

**State Board of Education Goals – Future-ready Students for the 21st Century
North Carolina goals reflect Elkin City Schools' goals.**

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Vision:

Elkin Middle School students will acquire the knowledge and skills necessary to become 21st century citizens who exhibit high standards for conduct and enthusiasm for learning.

Mission:

In partnership with parents and the community, Elkin Middle School will create lifelong learners by challenging students to learn, achieve, and reach success.

Motto: EMS- Excellence-Making Strides!

LEA or Charter Name/Number: ELKIN CITY SCHOOLS -861

School Name /Number: Elkin Middle School 312

School Address: 300 Elk Spur Street

Plan Year(s): 2012-2013

Date Prepared: August 2, 2012

Principal Signature: _____

Date

Local Board Approval Signature: _____

Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Pam Colbert-		
Assistant Principal Representative	N/A		
Teacher Representatives	Amanda Burton		
	Lane Beshears	Recorder	
	Shari Lowe		
	Shawna Poindexter	Chairperson	
	Vickie Rountree	Timekeeper	
	Bronson Ericksen	Agenda Writer	
Inst. Support Representative	Adam Beshears		
Teacher Assistant Representative	NA		
Parent Representative	Martha Hill	Report to and from parents	
Counselor	Paige Jackson	Member	

PLAN AND DO

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Attendance is 97%
54% of students made level IV on EOG Tests
14 of 14 AYP Goals Met

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

ELL students are scoring below other groups of students with reading being lower than math
Attendance is improving for most students

3. What is data is missing, and how will you go about collecting this information for future use?

Due to laws we do not have a list of economically disadvantaged students.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Priority 1- Reading Comprehension in both 7th and 8th grade- reading is lower than math in both grade levels.
Priority 2- ELL Learners- There is a gap between ELL and White males and females in both reading and math.
Priority 3- Reduction of Bullying based on survey results students feel there is not enough adult supervision in hallways, gym stairways, bathrooms, or outside areas.

Goal 1 Globally Competitive Students

Area for improvement and supporting data: Reading Proficiency Scores currently for 7th grade is 84.8% and 8th grade is 85.2%

School Goal 1: Increase reading proficiency levels for 7th and 8th grades on the NC Reading EOG to 87%

Supports this District Priority: 1.1

Original: Amendment:

**Indicator:
Increase percent proficient levels in reading to 87% for both 7th and 8th grade.**

Milestone/Target Date: EOG 2013

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
-----------------	---------------------	--------------------------	------------------------------	---

<p>Utilize various literary genres using interpretive and evaluative processes to improve reading comprehension in all curricular areas</p> <p>Incorporate weekly Drop Everything and Read (DEAR)</p>	<p>1. Summer Reading Program</p> <p>2. Daily Use of Higher Order Thinking Skills</p> <p>1. Weekly time planned for all staff, students and volunteers to read.</p>	<p>1. General School funds, business partners At Risk Funds</p> <p>2. General Funds</p> <p>1. None</p>	<p>1. All staff</p> <p>2. Teachers</p> <p>1. All staff and students</p>	<p>1. EOG Scores, Participation Numbers</p> <p>2. Lesson Plans, EOG Scores</p> <p>1. Lesson Plans, EOG Scores, Library circulation numbers</p>
<p>Strategy</p>	<p>Action Steps</p>	<p>Funding Source(s)</p>	<p>Person(s) Responsible</p>	<p>Means of Evaluation (Must have an evaluation for each Action Step)</p>

<p>Incorporate more informational text in all curricular areas</p>	<ol style="list-style-type: none"> 1. Utilize informational print and web sites 2. Study Island 3. Benchmarking 4. Daily Newspaper Delivery and Utilization in SS 5. Incorporate Newspaper Activities in Team Time Weekly 6. Multi discipline units 7. ClassScape 	<ol style="list-style-type: none"> 1. State Funds 2. At Risk Funds 3. Grant money 4. Grant Funded 5. Community Donation 6. School 7. Grant Funded 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Teachers, Curriculum Facilitator, Principal 4. Teachers 5. Teachers 6. Teacher 7. Teacher 	<ol style="list-style-type: none"> 1. EOG Scores 2. Score Reports, EOG Scores 3. Benchmark scores, lesson plans 4. EOG Scores, lesson plans 5. EOG Scores, lesson plans 6. EOG Scores, lesson plans 7. EOG, Benchmark, lessons
--	--	--	--	---

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
<p>Utilize Write To Learn to improve written expression as it applies to reading comprehension</p>	<ol style="list-style-type: none"> 1. Incorporate Write to Learn to summarize information in Content Subjects 	<ol style="list-style-type: none"> 1. None 	<ol style="list-style-type: none"> 1. Teachers 	<ol style="list-style-type: none"> 1. Lessons Plans, Scores

Incorporate vocabulary skills in all areas to increase content knowledge and understanding	1. Differentiating instruction 2. Utilization of SIOP Strategies 3. Vocabulary Development in all Content areas 4. Benchmarking 5. Utilization of Scope (Literary magazines focused on nonfiction)	1. None 2. None 3. None 4. Grant 5. School Funds	1. Teachers 2. All Staff 3. Teachers 4. All Staff, Curriculum Facilitators, Principal 5. Teachers	1. EOG Scores , lesson plans 2. EOG Scores, lesson plans 3. EOG Scores, lesson plans 4. EOG Scores, Benchmark scores 5. EOG Scores
--	--	--	---	--

Goal 2 Globally Competitive Students

Area for improvement and supporting data: 13% of students scored level 1 or 2 on reading and math

School Goal 2:

Decrease the number of level 1's and 2's in both reading and math from 13% to 10%

Supports this District Priority: Priority 1 and 2

Original:

Amendment:

Indicator: Decrease the number of level 1's and 2's from 13% to 10% in reading

**Milestone/Target Date:
EOG 2013**

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation
----------	--------------	-------------------	-----------------------	---------------------

Provide afterschool tutoring in all subject areas	<ol style="list-style-type: none"> 1. Tutoring for all level 1's and 2's 2. Study Island 3. Utilize Team Time for additional instruction 4. Progress Reports and benchmarking information for parents. Engrade 5. Tutoring Logs 6. Parent/Volunteer/Student tutors 7. Bus Transportation 3 days per week 	<ol style="list-style-type: none"> 1. None 2. At Risk Funds 3. None 4. State Funds 5. None 6. None 7. At Risk Funds 	<ol style="list-style-type: none"> 1. Teachers 2. Staff principals 3. All staff 4. Staff 5. Teachers 6. volunteers 7. Finance Officer 	<ol style="list-style-type: none"> 1. Tutoring logs 2. Usage Reports, EOG Scores 3. EOG Scores 4. Progress Reports, EOG Scores 5. Tutoring Logs, EOG Scores 6. EOG Scores 7. Bus Rosters, EOG Scores
---	---	--	--	---

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Utilize agendas to record homework, testing, benchmarking and behavior notes	<ol style="list-style-type: none"> 1. Purchase agendas 2. Train students to utilize agendas 3. Students record daily assignments and information 4. Parent/teacher communication in agendas 	<ol style="list-style-type: none"> 1. State Money 2. None 3. None 4. None 	<ol style="list-style-type: none"> 1. Principal and SIT 2. Teachers 3. Students 4. Teachers, parents 	<ol style="list-style-type: none"> 1. EOG Scores 2. EOG Scores 3. EOG Scores 4. EOG Scores, participation

Goal 2 21st Century Professionals

Area for improvement and supporting data: Improve reading(85.2%), math (91.8%) and science (93%) scores, improve ESL scores from 74.4% to 75%

**School Goal 3: Increase reading, math and science EOG scores 85.2% to 87% in reading from 91.8% to 93% in math and from 93% to 93.5% in science
Increase ESL scores from 74.4% to 75% proficient**

**Supports this District Priority:
Priority Goals 2 , 3 and 6**

Original: Amendment:

**Indicator:
EOG scores in reading, math and science**

**Milestone/Target Date:
2013 EOG Scores**

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Utilization of WIDA and SIOP strategies to improve student learning.	<ol style="list-style-type: none"> 1. Staff Development as needed 2. SIOP Strategies Review 3. Quarterly Assessment Meetings 4. Quarterly Data Notebooks/ Data Walls 5. Benchmark Data 	<ol style="list-style-type: none"> 1. District Staff Development Funds 2. None 3. None 4. School Funds 5. None 	<ol style="list-style-type: none"> 1. Staff 2. Staff 3. Teachers, principal 4. Staff 5. Staff 	<ol style="list-style-type: none"> 1. Sign in Sheets 2. Lesson Plans 3. Calendar of Dates, Notes from meetings 4. EOG Scores, quarterly scores, growth predictors 5. EOG Scores

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Improve literacy proficiency for all students on EOG testing	<ol style="list-style-type: none"> 1. Staff Development on Common Core and strategies 2. Incorporate a variety of literacy strategies in lessons 3. Benchmarking 4. Use of Weekly Reading Logs 5. Parent Information link on Website 	<ol style="list-style-type: none"> 1. Common Core and Essential Standards Team 2. None 3. None 4. None 5. None 	<ol style="list-style-type: none"> 1. Staff, Central Office Staff, Teacher Academy Staff 2. Teachers 3. Staff 4. Students and ELA Teachers 5. Staff 	<ol style="list-style-type: none"> 1. Sign in sheets from training 2. Lesson Plan books 3. EOG Scores 4. Reading Log 5. Website Counter, EOG Scores

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Incorporate technology in daily instruction	<ol style="list-style-type: none"> 1. Staff training as needed 2. Use of projectors in lesson plans 3. Student technology Showcase event 4. Increase student technology usage of mobile labs 	<ol style="list-style-type: none"> 1. School funds 2. Technology funds 3. School Funds 4. Technology Funds, County Commissioner Funds 	<ol style="list-style-type: none"> 1. Staff 2. Teachers 3. Students, staff 4. Students, staff 	<ol style="list-style-type: none"> 1. Sign in sheets 2. Lesson Plans 3. Survey Results 4. Lesson planning

Goal 3: Healthy and Responsible Students

Area for improvement and supporting data: Safe and Drug Free Schools data and physical fitness screening

School Goal 4: Improve student health and fitness by decreasing the number of office referrals for bullying from 38% to 25% and increasing the number of students receiving the presidential fitness award from 20 to 30 students

Supports this District Priority: Priority goal 4 and goal 5

Original: Amendment:

Indicator:
Survey Data for Safe and Drug Free Schools Survey

Milestone/Target Date: Spring 2013 Survey, Number of presidential fitness awards

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
----------	--------------	-------------------	-----------------------	---

Incorporate health instruction into weekly encore schedule	<ol style="list-style-type: none"> 1. Create a rotating schedule for health 2. Instruction on specific health concerns of teens 3. Provide Parent Information Center 4. Utilize Safe and Drug Free Surveys 	<ol style="list-style-type: none"> 1. None 2. None 3. School Funds, At Risk Funds 4. None 	<ol style="list-style-type: none"> 1. PE Staff Principal 2. Teachers 3. Staff 4. Staff 	<ol style="list-style-type: none"> 1. Schedule, increase in health education service for all students 2. Lesson Plan Check, BMI Results 3. Information Center Created 4. Survey results with improvements in 2013
Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Implement PBIS (Positive Behavior Intervention Support) to improve student responsibility for behavior	<ol style="list-style-type: none"> 1. Power Point lessons for all PBIS Expectations 2. Implement PBIS Plans 3. PBIS Reward System 4. Discipline Data from NC Wise in monthly meetings 5. Reminders on announcements 6. Scheduled plan for instruction on Expectations 7. Implement PBIS Module 3 as needed 	<ol style="list-style-type: none"> 1. None 2. None 3. School Funds 4. None 5. None 6. None 7. Grant Monies 	<ol style="list-style-type: none"> 1. Teacher 2. Staff 3. PBIS Team 4. Principal 5. Principal 6. Principal 7. Principal, Teachers 	<ol style="list-style-type: none"> 1. Lesson Plans 2. Lesson Plans 3. PBIS Plan 4. Data reports for behavior 5. Announcement notebook 6. Schedule 7. Schedule of Strategies

Goal 4 Leadership will guide innovation

Area for improvement and supporting data: Teacher Working Conditions Survey, CTE scores

School Goal 5: Improve participation for 8th graders in Future Ready activities from 95% to 99% participation

Supports this District Priority: Priority goal 5

Original: Amendment:

Indicator:
CTE Exams and Participation in Reality Store, Job Shadowing and Career Fair

Milestone/Target Date: Semester CTE Exams for first and second semester, Rosters for Future Ready activities

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Organize job shadowing for 8 th graders during both first and second semesters	<ol style="list-style-type: none"> 1. Provide Mentors for all students 2. Follow up Thank You Notes 3. Provide Transportation 4. Student interest surveys 5. Increase number of community volunteers 	<ol style="list-style-type: none"> 1. None 2. School Funds 3. Local Funds 4. None 5. None 	<ol style="list-style-type: none"> 1. CTE Director 2. Students 3. School Board 4. CTE Director 5. CTE Director 	<ol style="list-style-type: none"> 1. Mentor Roster 2. Lesson Plans 3. Transportation Log 4. Survey Results 5. Participation Lists

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Provide Reality Store Experience for all 8h grade students to practice real world budgeting	<ol style="list-style-type: none"> 1. Provide volunteers to set up “store” 2. Schedule rotation through Reality Store 3. Students will balance a “check book” 	<ol style="list-style-type: none"> 1. none 2. none 3. School Funds 	<ol style="list-style-type: none"> 1. CTE Director 2. Principal 3. Students 	<ol style="list-style-type: none"> 1. List of volunteers 2. Schedule 3. Balance sheets from students

Strategy	Action Steps	Funding Source(s)	Person(s) Responsible	Means of Evaluation (Must have an evaluation for each Action Step)
Provide Career Fair	1. Educate students with choices for careers	1. District	1. CTE Director	1. Sign in Sheet

Goal 5 21st Century Systems

Area for improvement and supporting data: Improve teacher perceptions and results of Working Conditions Survey

Safe School Plan for (Elkin Middle School)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Pam Colbert, Principal	
------------------------	--

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:
(INSERT APPROPRIATE INFORMATION HERE)

****SAFE SCHOOLS PLAN ATTACHED

--

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

(INSERT APPROPRIATE INFORMATION HERE)

--

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

--

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Students determined to be at risk for academic or engaged in disruptive or disorderly behavior will be addressed in a PEP(Personal Education Plan) written by the teacher. The PEP will be developed to determine which goals are appropriate for the student to be able to accomplish and experience success. The PEP will be written in the first twenty days and will be signed by the teacher, student and parent. In addition to a PEP, any student who is at risk may also be referred to the School Assistance team. Teachers referring student will follow the guidelines and processes set up by the Safe Schools Planning committee. Teachers must complete the form and go thru the appropriate steps. The teacher will indicate classroom strategies being used. During the meeting, team members will work together to develop an intervention plan that is appropriate to the individual needs for the student. Teachers will implement the intervention plan and will have follow up with the student, parent and team. The plan may continue and may include recommendation for referral for testing with the exceptional children's program.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.) **See Elkin City Schools Safe Schools Plan

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2012-2013**

LEA or Charter School Name/Number:				Select your school district/charter school
School Number(s)				Request for Waiver
Elkin Middle School	312	300 Elk Spur St.	Elkin, NC	1. Please describe the waiver you are requesting.
				2. Identify the law, regulation, or policy from which exemption is requested.
				3. State how the waiver will be used.
				4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

Signature of Superintendent/Designee

Date

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2012-2013**

LEA or Charter School Name/Number:				Select your school district/charter school
School Number(s)				Request for Waiver
Elkin Middle School	312	300 Elk Spur St.	Elkin, NC	1. Please describe the waiver you are requesting. Permission to exceed teacher load limitations or class size in grades 7-8
				2. Identify the law, regulation, or policy from which exemption is requested.
				3. State how the waiver will be used. Waiver would be used to accommodate the number of students with the current number of staff members
				4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

Signature of Superintendent/Designee

Date