

SCHOOL IMPROVEMENT PLAN

Nash-Rocky Mount Public Schools/640

Red Oak Middle School

3170 Red Oak Battleboro Rd. Battleboro NC 27809

2010-2012

Approvals:

Date of Secret Ballot Election on
Which the Staff Approved Plan:

Results:

Principal's Signature:

Date:

Local Board Approval Signature

Date:

State Board of Education Goals

Future Ready Students for the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Goal 1: NC will produce globally competitive students.

Goal 2: NC will be led by 21st century professionals.

Goal 3: NC students will be healthy and responsible.

Goal 4: Leadership will guide innovation in NC.

Goal 5: NC will be governed and supported by 21st century systems.

District Goals

Goal 1: By the end of the 2011-2012 school year NRMPS will decrease the dropout rate 15% by addressing the needs of at-risk students to produce globally competitive students.

Supports SBE Goal: NC will produce globally competitive students.

Goal 2: By 2011-2012 school year 95% of teachers will use effective instructional strategies to meet the needs of all types of learners as documented by walkthroughs and observation data in order for NRMPS to be led by 21st Century professionals.

Supports SBE Goal: NC will be led by 21st century professionals.

Goal 3: By 2011-2012 teachers in NRMPS will improve the learning of all students by 5% on EOG and EOC assessments using disaggregated student data to determine learning priorities, monitor progress, and sustain continuous improvement.

Supports SBE Goal: NC will produce globally competitive students.

School Vision and Mission Statements

Mission Statement

It is the mission of **Red Oak Middle School** to:

- T**eam with parents, students, and the community to
- I**nstill high expectations and appropriate student behaviors,
- G**uarantee quality instruction from a highly qualified staff,
- E**quip all students with the tools for success, and
- R**espect and value diversity in a
- S**afe and orderly environment.

Vision Statement

Red Oak Middle School envisions that its students will become globally productive adults, who demonstrate knowledge, perform appropriate job related tasks, exhibit character and integrity, and support the communities in which they live.

To lead us toward our mission and vision, our school community shares the following beliefs:

- High expectations and quality instruction enable our learners to achieve academic growth.
- Instruction must be based on the NCSCOS.
- Appropriate behavior establishes character and promotes self-worth.
- Continuous communication with all stakeholders is of utmost importance.
- Staff development provides the tools to allow flexibility in accommodating a diverse population of learners.

School Team Members

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.”

Name	Committee Position
Jennifer Joyner	Chairperson
Robin May	Administration Rep.
Chris Sivills	Administration Rep.
Janis Knight	Administration Rep.
Heather Thompson	Guidance Rep.
Mary Beth Holzworth	Exceptional Education Rep
Amy Keith	Academic Coach
Tasha Jones Dixon	7 th grade Rep.
Kay Tyndall	6 th grade Rep.
Laverene Askew	Elective Rep.
Ingrid Wester	CTE Rep.
Alice Therrien	8 th grade Rep.
Linda Hardy	Media Rep.
Jo Collins	6 th grade Rep.
Michelle Davis	Parent Rep.

Data

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

- Reading scores on the NC EOG improved in all grades except grade 6. Thirty percent of our population made a 1 or 2. Red Oak Middle met high growth in 6th grade Reading and met expected growth in 7th and 8th grade Reading. Based on 2009-2010 data 10% of our population performed below expectations. This is based on Dr. Lane Mills' data.
- Math scores on the NC EOG have remained stable, with slight decreases in grades 6 and 8. Fifteen percent of our population made a 1 or 2. Red Oak Middle met high growth in grades 6 and 8 and met expected growth in grade 7. Based on 2009-2010 data 7% of our population performed below expectations. This is based on Dr. Lane Mills' data.
- Red Oak Middle did not meet AYP with our Students with Disabilities Subgroups in either Reading or Math. We met AYP in Math with our Black subgroup with Safe Harbor and our Economically Disadvantaged Subgroup with Confidence Interval.
- PLC's have been formed for each grade level. PLC's meet weekly to collaborate. PLC's meet as grade levels, teams, and subject areas.
- Activboards have been placed in most core subject area classrooms. Training is ongoing with the boards.
- Thinking Maps training began this year. Teachers are utilizing the maps in each subject area.

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

- 30% of our population made a 1 or 2 on the NC Reading EOG.
- 15% of our population made a 1 or 2 on the NC Math EOG.
- 10% of our population is performing below expectations on Reading EOG
- 7% of our population is performing below expectations on Math EOG
- AYP was met in Reading or Math with our Students with Disabilities subgroup
- Goal Analysis shows areas of need are critical thinking in Reading and geometry and measurement in Math.
- There will need to be more training with Thinking Maps and the use of Activ-boards for differentiation and increasing rigor in the classroom.

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

Our school would like to be able to have a code to identify our Academy of Math students and our students in the Corrective Reading program to gather data about their performance on the EOG.

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.

Implementing a variety of instructional strategies (Thinking Maps, ActivInspire) to increase the performance of all subgroups, with a particular focus on our black and economically disadvantaged students. Red Oak Middle met AYP in these two subgroups either with Safe Harbor or Confidence Interval.

Working with our at risk population (both EC and regular education students) to increase their success rate. Our EC population did not meet AYP in Reading or Math. Seven percent of our population did not meet expected growth in Math and ten percent did not meet expected growth in Reading.

Increasing the rigor of the instructional plan for our AIG students. These students are proficient, but are not showing steady growth year to year. Data shows that students in our 5th quintile in Reading are not consistently making predicted progress based on EVAAS predictions.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Working with our at risk population of students to increase their success rate. Percentage of non-proficient students in Reading and Math has been steady for the past two years. 30% of students are non-proficient in Reading. 15% of students are non-proficient in Math. Red Oak Middle did not meet AYP with Students with Disabilities in either Reading or Math.

School Goal 1:

By the end of the 2012 school year Red Oak Middle School will decrease the number of non-proficient students in the Students with Disabilities category by 20 percent in Reading and Math.

Supports this district goal:

NRMPS presently has a dropout rate of 4.63 in grades 7-12.

Evidence supports that students who graduate from high school are better prepared for work, postsecondary education, and life in the 21st Century.

Target: A 10% decrease in non-proficient students each year. 28.99% proficient in Reading, 40.78% in Math

Indicator: Test data (AYP – percentage of proficient students) 21.1% currently proficient in Reading, 34.2% currently proficient in Math

Milestone date: June 2011

Goal Established by the State Board of Education: Globally Competitive Students 21st Century Professionals
 Healthy, Responsible Students Leadership for Innovation 21st Century Systems

Title I Components: Needs Assessment Reform Strategies Highly Qualified Staff Professional Development
 Attract HQ Teachers Teachers included in Decisions Regarding Assessment Use Parental Involvement
 Pre-School and Transition Activities for Children Experiencing Difficulties Coordination of Federal, State, Local Services

AdvancEd: Vision and Purpose Governance and Leadership Teaching and Learning
 Documenting and Using Results Resources and Support Systems
 Communications and Relationships Continuous Improvement

Strategy 1	Resource/ Budget	Assigned Implementation Team	Review Frequency
Host an Open House specifically for students that are selected for the Corrective Reading program. Educate parents about their child's reading level and their schedule.	State/local funds	Guidance School Administrators Teachers Academic Coach Parents Students	Feedback from parent surveys

Action Steps:	Timeline
1. Open House scheduled	October 2010
2. Agenda	October 2010
3. Parent Surveys	October 2010

Strategy 2	Resource/ Budget	Assigned Implementation Team	Review Frequency
Implement the Corrective Reading program with students that are non-proficient in Reading, both EC and regular education students.	State/Local Funds	Guidance Teachers and Teacher Assistants assigned to the Reading Enrichment class School Administrators	Monthly

Action Steps:	Timeline
1. *Train 4 staff members in the Corrective Reading program	August 2010
2. Schedule students based on test data	August 2010
3. Administer the placement test to selected students	August 2010
4. Monitor the progress of selected groups through common assessments	January 2011, June 2011
5. Review EOG data to chart growth of students using this program	June 2011

Strategy 3	Resource/ Budget	Assigned Implementation Team	Review Frequency
Implement the <u>Middle School Student's Guide to Ruling the World!</u> program with all 6 th grade students through Social Studies classes.	State/Local Funds	6 th grade Social Studies teachers School Administrators Students	Monthly

Action Steps:	Timeline
1. Purchase materials	August, 2010
2. *Train social studies teachers on implementation	August, 2010
3. Share organizational tools from the guide with other 6 th grade teachers in PLCs	September, 2010
4. Monitor student use of survival strategies	Every 6 weeks through June 2011

CHECK	<p>What data will be used to determine whether the strategies were deployed with fidelity? Administrative walk throughs during Corrective Reading elective classes and tutorial sessions, lesson plans, data collected through the year (ClassScape, Corrective Reading assessments, Study Island)</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>

	<p>Report card data, benchmark data, and EOG data will be analyzed.</p>
	<p>What does data show regarding the results of the implemented strategies?</p>
<p>ACT</p>	<p>Based upon identified results, should/how should strategies be changed?</p>

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Staff will be trained in instructional strategies based on research of best practices. Research shows that student learning is affected most by the teacher. With 30% of our students non-proficient in reading and 15% of our students non-proficient in math we need to implement a variety of instructional strategies to reach the students. We also have 10% of our population performing below expectations in Reading and 7% in Math.

School Goal 1:

By 2012 95% of teachers will use effective instructional strategies to meet the needs of all learners thereby leading the students into the 21st century as documented by walkthroughs and observation data.

Supports this district goal:

Goal 2: By 2011-2012 school year 95% of teachers will use effective instructional strategies to meet the needs of all types of learners as documented by walkthroughs and observation data in order for NRMPs to be led by 21st Century professionals.

Target: 95% of teachers use effective instructional strategies

Indicator: walk through and observation data

Milestone date: June 2011

Goal Established by the State Board of Education: Globally Competitive Students 21st Century Professionals
 Healthy, Responsible Students Leadership for Innovation 21st Century Systems

Title I Components: Needs Assessment Reform Strategies Highly Qualified Staff Professional Development
 Attract HQ Teachers Teachers included in Decisions Regarding Assessment Use Parental Involvement
 Pre-School and Transition Activities for Children Experiencing Difficulties Coordination of Federal, State, Local Services

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Strategy 1	Resource/ Budget	Assigned Implementation Team	Review Frequency
Sustain PLC concept at the grade level, team, and subject level with an emphasis on instructional strategies and data analysis		Amy Keith Robin May Chris Sivills Janis Knight	Monthly

Action Steps:	Timeline
1. Mini review of PLCs	September 2010
1. Determine meeting schedule	September 2010
2. Monitor meeting topics/discussion	September 2010 – June 2011
3. Collect minutes from all meetings	September 2010 – June 2011

Strategy 2	Resource/ Budget	Assigned Implementation Team	Review Frequency
Offer research based staff development on Thinking Maps and ActivInspire		Amy Keith Robin May Chris Sivills Janis Knight	Monthly

Action Steps:	Timeline
1. *Review for all staff-Initial training for new staff	September 2010
2. Monthly professional development focusing on TMaps and Activ-Inspire	September 2010 – June 2011
3. Notebooks kept with examples of lessons reflecting use of each	June 2011

Strategy 3	Resource/ Budget	Assigned Implementation Team	Review Frequency
Utilize ClassScape assessment as a formative assessment tool to drive instruction.		Amy Keith Robin May Chris Sivills Janis Knight LA, Math, and Science teachers	Monthly

Action Steps:	Timeline
1. Determine assessment schedule	September 2010
2. Subject area teachers will create assessments	September 2010-June 2011
3. Subject area PLCs will be used to review data to drive instruction	September 2010-June 2011

CHECK	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Walkthroughs, Observation data, Lesson Plans, Notebooks with examples, Professional Development Logs</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>

	Benchmark Data, PLC minutes, EOG data
	What does data show regarding the results of the implemented strategies?
ACT	Based upon identified results, should/how should strategies be changed?

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Increased growth in Reading and Math for AIG students. With 30% in reading and 15% of our students struggling with being proficient in Math we need more strategies to reach the students. We also have 10% performing below expectations in Reading and 7% performing below expectations in Math. These percentages includes AIG and EC students

School Goal 1:

Teachers at ROMS will increase the percentage of AIG students that are meeting growth by 4% on EOG and EOC assessments by the end of the 2012 school year.

Supports this district goal:

Goal 3: By 2011-2012 teachers in NRMPS will improve the learning of all students by 5% on EOG and EOC assessments using disaggregated student data to determine learning priorities, monitor progress, and sustain continuous improvement

Target: 2 % increase in AIG students reaching growth each year, 90% of our AIG students meeting growth

Indicator: ABC growth data, currently 88% of our AIG students have met growth

Milestone date: June 2011

Goal Established by the State Board of Education: Globally Competitive Students 21st Century Professionals
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Title I Components: Needs Assessment Reform Strategies Highly Qualified Staff Professional Development
 Attract HQ Teachers Teachers included in Decisions Regarding Assessment Use Parental Involvement
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Strategy 1	Resource/ Budget	Assigned Implementation Team	Review Frequency
Use ClassScape and Study Island to help assess and prepare students for the Reading and Math EOG		LA, Math, and 8 th grade Science teachers Amy Keith Robin May, Chris Sivills, Janis Knight	Monthly

Action Steps:	Timeline
1. *Training on use of each/review and initial for new hires	September 2010
2. PLC time to develop common assessments and to analyze benchmark data	September 2010 – June 2011
3. Use of ClassScape questions to assess the alignment of teaching and testing	September 2010 – June 2011

Strategy 2	Resource/ Budget	Assigned Implementation Team	Review Frequency
Use data from EVAAS to assess which subgroups of students our school is best meeting the needs of and with which subgroups of school needs to improve.		Amy Keith Robin May, Chris Sivills, Janis Knight	Monthly

Action Steps:	Timeline
1. *EVAAS training sessions during PLCs	September 2010
2. PLC time to analyze and reflect on data	September 2010 – June 2011
3. Reflect on instructional strategies used with different groups of students	September 2010 – June 2011
4. Determine how to meet the needs of the student groups based on the data	September 2010 – June 2011

Strategy 3	Resource/ Budget	Assigned Implementation Team	Review Frequency
Implement Thinking Maps in content areas as an instructional method to increase student comprehension of content material and student retention of difficult core area concepts.		Amy Keith Content Area Teachers	Monthly

Action Steps:	Timeline
1. *Thinking Map professional development	September 2010 – June 2011
2. PLC discussion and review of maps utilized and their effectiveness	September 2010 – June 2011
3.	
4.	
5.	
6.	

CHECK	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>PLC minutes, Benchmark data, EVAAS data, Dr. Mills data</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Lesson Plans, PLC minutes, Benchmark data, EVAAS data, Dr. Mills data</p>
	<p>What does data show regarding the results of the implemented strategies?</p>

ACT	Based upon identified results, should/how should strategies be changed?
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Action Steps: Professional Development

Briefly describe the content and research base for your targeted professional development: We will utilize several research based programs this year to target and increase in Reading proficiency. We will implement Corrective Reading with our EC and regular education at risk students. We will also implement Reading Rewards during a Focus Time with our 7th grade students. In addition we will utilize Thinking Maps to increase comprehension and retention of core content material with a focus on differentiating using the maps. We will sustain and monitor these efforts through PLC discussion and formative assessments using ClassScape and Study Island.

Establish a calendar, including dates for training, implementation, and evaluation (formative and summative):

Formative evaluation:

Formative evaluation will include lesson plan evaluation, minutes from PLC meetings, Thinking Maps notebook analysis, student work samples, benchmark analysis, and walk-through observation data.

Summative evaluation:

Summative evaluation will involve looking at the EOG scores for the students. Summative evaluation will also include summative evaluations and summary comments from PLC meetings.

Month	Targeted Audience	Description of Activity (ex. On-going training sessions, examining student work, peer observations, book study, etc.)
July		
August	ROM certified staff	Thinking Maps Review and PLC Review, PLC meeting to review <u>The Middle School Guide To Ruling the World</u> , Staff Development Sessions on Corrective Reading and Reading Rewards for those implementing these programs
September	ROM certified staff	PLC groups and meeting schedule established. Goal setting for the year in PLC groups. ClassScape review the week of September 13-17.
October	ROM certified staff	PD follow-up for ActivInspire
November	ROM certified staff	PLC Sharing sessions for Thinking Map implementation
December	ROM certified staff	Data Analysis for first common assessment
January	ROM certified staff	PLC sharing sessions-student samples, benchmark analysis
February	ROM certified staff	PD follow-up – Thinking Maps/ActivInspire
March	ROM certified staff	PLC sharing sessions
April	ROM certified staff	PD follow-up
May	ROM certified staff	Evaluation of sessions/benchmark analysis
June		

**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2010-2012**

**LEA or Charter School
 Name/Number:**

School Number(s)	Request for Waiver
	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.

(Please duplicate this sheet as needed for additional waivers.)