TEACHING EVERYONE TAKES EVERYONE

Transylvania County Schools

School Improvement Plan
2016-2018

Brevard Middle School
Jeff Bailey, Principal
Jodi Huggins and Emily Atkinson,
School Improvement Co-Chairs

School Improvement Plan
A Continuous Improvement Strategic Plan

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School Improvement Plan
A Continuous Improvement Strategic Plan

Mission, Vision, Motto, Goals, and Values
Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education

Mission Statement: The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

Vision Statement: Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Motto: Teaching Everyone Takes Everyone

Goals:
1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.

2. Every Transylvania County Schools student, every day has excellent educators.

3. Every Transylvania County Schools student is healthy, safe, and responsible.

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.

- High expectations will result in high achievement.

- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.

- Children are our most important resource.

- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.

- All educators, students, and parents deserve respect.

- Minds and hearts are the focus of education.

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Brevard Middle School

Vision

Students, educators, parents and the community will work together to provide all students with a well-rounded education including academic and extracurricular educational experiences in a safe and supportive environment, that will allow them to achieve success and personal responsibility through the three R's: Rigor, Relevance, and Relationships.

Mission

BLUE for Blue Devils:
Believe All Children Can Learn, (Rigor)
Learn for the Future, (Relevance)
Unify our School Community, (Relationships)
Enrich through a Safe and Supportive Environment.

School Improvement Team Membership

Jeff Bailey, Principal
Laurie Kleppe, Assistant Principal
Jennifer Bost, Assistant Principal
Emily Atkinson, Elective Teacher, Chair
Jodi Huggins, EC Teacher, Chair
Jayme Case, 6th grade Teacher
Teresa Duvall, 7th grade Teacher
Leah Hammond, 8th grade Teacher
Emily McGraw, Counselor
Amy Galloway, Media Specialist
Bridgett Whitlock, Instructional Technologist
Matt Mason, Parent / Custodian
Jodi Mason, Parent
Cindy Cochran, Parent

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School Data and Summary Analysis

Strengths

Brevard Middle school reported 87.04% of staff participating in the North Carolina Teacher Working Condition Survey (NCTWCS). 89% of teachers feel they are protected from duties that interfere with their essential role of educating students. This is substantially higher than NC Middle schools reporting at 73%. 96% of BMS teachers feel they have adequate access to instructional technology. 96% of reporting staff feel there is adequate access to communication technology. 96% agree the facilities and grounds are clean and well maintained. Rankings on adequate communication with community stakeholders and parents are at 90% or higher on various question. 98% of reporting faculty feel the school is a safe environment. Over 90% of teachers agree they are encouraged to participate in school leadership roles. 94% of teachers agree there is an atmosphere of trust and mutual respect at BMS, therefore they are comfortable raising issues that are important to them, and over 95% agree the school leadership consistently supports teachers. 96% of teachers agree they are trusted to make sound professional decisions about instruction, and 100% of teachers at BMS believe they are held to a high standard of delivering instruction. 100% of teachers at BMS also report reflecting on their practice.

According to the 2015-2016 school accountability growth estimates reported by the North Carolina Department of Public Instruction (NCDPI) through Education Value Added Assessment (EVAAS), Brevard Middle School exceeded expected growth in math in grades six and eight. The index score for grade six was 3.7, continuing a three-year trend of exceeding expected growth for grade six in math and demonstrating an increase from the previous year's index score of 3.0. Additionally, students in grade eight met expected growth with an index score of -1.7, also continuing a three-year trend of meeting expected growth for grade eight in math. In the area of reading, BMS met expected growth in grades six, seven, and eight. The growth index for students in grade six was -0.4. Students in grade seven had a growth index of -1.9. Students in grade eight met expected growth with an index score of -1.1. BMS also met expected growth in social studies in grade eight with an index score of 0.8 and in science in grade eight with an index score of -0.7.

Gaps or Opportunities for Improvement

According to the 2015-2016 school accountability growth estimates reported by NCDPI through EVAAS, there is opportunity for growth in both reading and math. While growth calculations demonstrate that student achievement at BMS is on the rise, the proficiency levels reached in 2016 remain an area of concern.

The percentage of students in grade 6 who scored proficient at level 3 and above for math was 65.4%. This is greater than the state average which was only 52.0%. The percentage of students in grade 7 who scored proficient in math at level 3 and above for math was 57.6%, while the state average was 48.9. The percentage of students in grade 8 who scored proficient in math at level 3 and above was 59.8% while the state average was 44.7%.

In the area of reading, students in grade 6 who scored proficient at level 3 and above was 71.2% and the state average was 58.7%. At grade 7, the percentage of students who scored proficient at level 3 and above in reading was 66.9% and the state average was 58.5%. Students in grade 8 who were proficient at level 3 or above was 66.9% and the state average was 53.4%.

The data demonstrates that while we are above the state average for proficiency in both reading and math, there remains the need to increase the percentage of students that demonstrate proficiency on End of Grade tests as well as increase the number of students who are meeting expected growth.

According to the NCTWCS 2015-2016 school year results, teachers request more specific Professional Development (PD). 54% of teachers would like more PD in their content area; while 45-60% of teachers want more PD on differentiated instruction, student assessment, closing the achievement gap, and meeting the needs of special education students. In

addition, BMS teachers would like a more hands on approach to determining the type of PD that is offered and 26.2% of teachers disagree that the purpose and evaluation of professional development is communicated to them. An external factor affecting instructional analysis and improvement is the time it takes for state assessment data reporting to reach the local level. 52.5% of BMS teachers agree this wait time is a problem for student success.

Missing Data/Procedure to Gather Needed Data to Make Improvements

EVAAS data, benchmark data, and classroom formative/summative assessments, will be used to determine the best way to meet the academic needs of each child. Teachers will work within their Professional Learning Communities (PLC) groups to disaggregate EVAAS data, compare benchmark data, and classroom assessment data to collectively gauge how each student is progressing towards standards mastery. Various measurement tools, Mastery Connect for example, will be used to monitor student progress. Additionally, the historical record of each student serves as a valuable resource to inform instructional planning. Formative assessment data and summative assessment data collected by teachers are recorded throughout the year (PowerSchool/PowerTeacher). Teachers and staff will also use surveys, needs assessments, and communication with students, parents, and stakeholders to determine the continuing social/emotional needs and growth of the students.

Improvement Priorities for the School

Based upon the analysis conducted, the priorities that emerge for the school are those that center on student achievement and growth. Most students at BMS are making progress toward meeting state standards as demonstrated by the growth measures calculated within the Value Added Model reported by NCDPI using the EVAAS system in both reading and math. There are two areas that did not meet expected growth and both areas are addressed in our plan. Our main focus is on growth although the percentage of students demonstrating proficiency remains a concern. Teacher standards also indicate the need for an increase in student achievement. Evidence of this can be seen within the historical record of individual students that are failing one or more classes. Systematic review of student achievement data is completed throughout the school year to determine the best way in which individual students' needs can be met, and appropriate processes are utilized to create and implement an instructional support plan (Multi-Tier System of Support). Brevard Middle School believes in more than just test scores. We believe in developing well rounded students and, thus, we are renewing our focus on behavioral strategies as well as maintaining a continued emphasis on character education.

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School Name:	Year:	Principal:	SIT Co-Chairs:
Brevard Middle School	16-17	Jeff Bailey	Emily Atkinson, Jodi Huggins

P	PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection): Brevard Middle School will exceed expected academic growth in math as measured by state standards by December 2018.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

According to 2015-2016 school accountability growth measures reported by NCDPI through EVAAS, Brevard Middle School exceeded growth expectations in sixth grade math and met growth expectations in eighth grade math. However, BMS did not meet expected growth in math for seventh grade students. Math is a critical area of concern based on EVAAS data that show a general trend of declining growth from 2013 to 2016. See BMS EVAAS data below.

North Carolina Department of Public Instruction

Report: School Value Added   **Test:** End of Grade
School: Brevard Middle   **Subject:** Math
District: Transylvania County Schools
Year: 2016

Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2014 Growth Measure	4.5 B	1.2 G	0.8 G	2.1 B
Standard Error	0.9	0.8	0.9	0.5
2015 Growth Measure	3.0 B	-0.3 G	-0.3 G	0.8 G
Standard Error	0.9	0.9	0.9	0.5
2016 Growth Measure	3.7 B	-2.0 R	-1.7 G	-0.0 G
Standard Error	0.9	0.9	0.9	0.5
3-Year-Average Growth Measure	3.7 B	-0.4 G	-0.4 G	1.0 B
Standard Error	0.5	0.5	0.5	0.2

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Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?	2. What opportunities for improvement do you notice?	3. What seems to be the root cause of the problem and how do you know?
BDT Intervention in math has shown improvements for individual students	Expand focused BDT intervention model to other areas of need.	Deficits (gaps) in students' mathematical knowledge base as seen in specific feedback from EVAAS.
Math lab improves student achievement as evidenced in the classroom.	Identify other times/methods for remediation through MTSS process.	
6th grade math (which has exceeded EVAAS growth) utilizes team teaching and ability grouping that may contribute to student success.	Increase communication and collaboration amongst instructional staff: effectively utilize common grade level and departmental planning time.	
All grade levels utilize interactive notebooks in math instruction.	Consider how to schedule math classes to maximize learning	
Faculty and staff at BMS are dedicated to identifying ways to help students succeed by using a Multi-Tier System of Support (MTSS).		

Target SMART Goal (One year projection): Eighth grade students will meet expected growth in math as measured by state standards by December of 2017.

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What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)? To address deficits in students' mathematical knowledge base, we will continue BDT intervention as well as identify and implement additional opportunities for remediation and re-teaching.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Use 2015-16 data to identify students for math interventions in 2016-2017	Staff and Administration	Master list of students in need of intervention	8/16	12/17
2	Implement 8th grade BDT Math Intervention	8th Grade Teachers	BDT Math Curriculum developed and taught to students	8/16	12/17
3	Progress monitor students in BDT intervention and math core instruction	8th Grade Teachers and Administration	Progress monitoring reports: benchmarks, pretest and posttest	10/16	12/17
4	Identify other times for remediation	Staff and Administration	Meeting minutes	11/16	12/17
5	Collaborate with colleagues to identify specific gaps as informed by benchmark data and share teaching techniques.	Staff and Administration	PLC and Department Meeting notes	9/16	12/17
6	Implement additional methods and opportunities for remediation	Staff and Administration	Scheduling of remediation	1/16	12/17
7	Progress monitor students in additional remediation opportunities	Staff and Administration	Progress monitoring reports	1/16	12/17

8	Analyze EVAAS data from 2016-2017	Staff and administration	2016-17 EVAAS data	8/17	9/17

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

MTSS team support, continued PD, time for collaboration between teachers and remediation.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

No additional funding is needed.

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Continue to learn, develop and utilize a Multi-Tier System of Support (MTSS).

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)
2016-17 EOG test results EVAAS scores for 16-17 growth	Same as A	Same as A

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S	Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No
Identified students' scores improved as a result of BDT math interventions. Students were targeted throughout the school year, at each BDT session they were given a pre and post assessment to measure their progress with each topic or standard.	Quarterly benchmark testing data was not helpful in diagnosing student needs. Benchmarks given were not consistent and time was not available to properly analyze data.	

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

☐ Target goal has been met and is changed to a new target goal. ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	X Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. ☐ Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

We will shift from teacher-made quarterly benchmarks to a standardized district-wide benchmark (CASE21) approach to gathering student data in math.

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Step # Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1. Use 2016-17 data to identify students for math interventions in 2017-2018	Staff, administration	Master list of students in need of intervention	9/17	12/17
2. Implement school-wide BDT math intervention	Staff, administration	BDT math curriculum developed and taught to students	11/17	5/18
3. Utilize other times for remediation (before/after school, smart lunch)	Staff, administration	PLC and grade level minutes and notes	9/17	5/18
4. Progress monitor students in BDT intervention and math core instruction	Staff, administration	Progress monitoring reports, pretest and posttest results	9/17	5/18
5. Plan instructional content and pacing to match sequencing of the new district quarterly math benchmarks from CASE21.	Staff	PLC and grade level minutes and notes	9/17	5/18
6. Administer district quarterly math benchmarks to identify specific gaps	Staff, administration, CASE21 data analysts	Assessment data provided from CASE21	11/17	5/18
7. Analyze data from the district math quarterly benchmarks to change focus of BDT interventions and	Staff, administration	CASE21 Item Analysis and Class Reports, PLC and grade level minutes and notes,	11/17	5/18

inform teachers' regular instruction. Changes to planning and pacing will also be made to address whole group strengths and weaknesses.		Benchmark Reflection Forms		
8. Implement strategies to focus on areas of concern (student gaps and instructional practices)	Staff, administration	PLC notes, Benchmark Reflection Forms	11/17	5/18
9. Analyze EVAAS data from 2017-18	Staff, administration	2017-18 EVAAS data	8/18	9/18

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

MTSS team support, continued PD, time for collaboration between teachers and for remediation.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

No funding is needed

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Grade level training to support analysis of benchmark data

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data) Quarterly benchmark data

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Case 21 Benchmark Data: Item Analysis and Class Reports PLC notes (pacing, modifications to instruction, and BDT intervention strategies will be located in these notes)	**correctly? (Fidelity of implementation.)** PLC notes indicate content pacing fidelity and BDT/core class interventions. Benchmark data analyzed and documented on Benchmark Reflection Forms. Administrative observations of classroom content/teaching	2017-18 EOG test results EVAAS scores for 17-18 growth

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School Name: **Brevard Middle School**	Year: **16-17**	Principal: **Jeff Bailey**	SIT Co-Chairs: **Emily Atkinson/Jodi Huggins**

P	**PLAN: Identify the gap and the approach**

Overall SMART Goal (Two year projection):

Brevard Middle School will continue to support a growth mindset beyond academic performance through social-emotional learning strategies and Multi-Tiered System of Support (MTSS) implementation.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

Because students are at various developmental stages, improving social emotional growth supports academic growth, self-esteem, communication, and develops 21st century skills. [See BMS 2016-2017 Student Needs Survey Results below.]. Students identified self-esteem and communication to be their greatest needs in the 2016-2017 Student Needs Survey. According to Maurice J. Elias, increased social-emotional learning results in improved self-esteem and communication skills as well as academic performance.
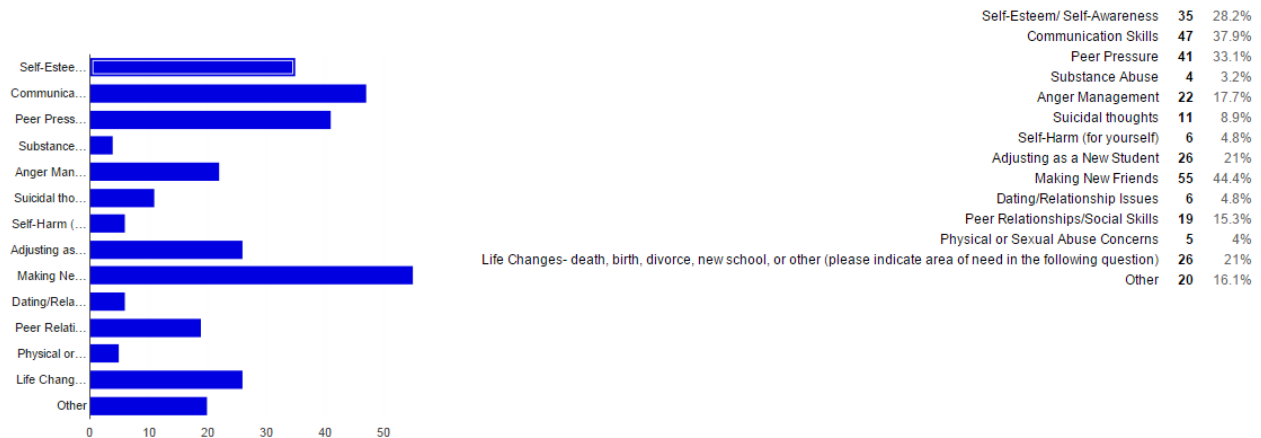
6th Grade Student Needs Survey Results

150 responses

View all responses   Publish analytics

Summary

Please choose the top THREE topics most important to YOU:

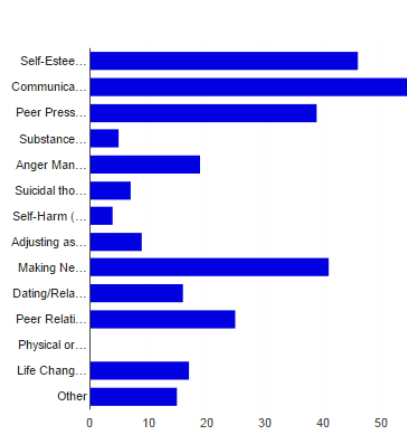|		
Self-Esteem/ Self-Awareness	35	28.2%
Communication Skills	47	37.9%
Peer Pressure	41	33.1%
Substance Abuse	4	3.2%
Anger Management	22	17.7%
Suicidal thoughts	11	8.9%
Self-Harm (for yourself)	6	4.8%
Adjusting as a New Student	26	21%
Making New Friends	55	44.4%
Dating/Relationship Issues	6	4.8%
Peer Relationships/Social Skills	19	15.3%
Physical or Sexual Abuse Concerns	5	4%
Life Changes- death, birth, divorce, new school, or other (please indicate area of need in the following question)	26	21%
Other	20	16.1%

7th Grade Student Needs Survey

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114 responses

View all responses   Publish analytics

Summary

Please choose the top THREE topics most important to YOU:

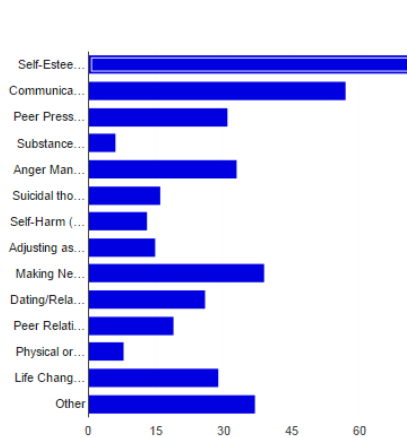|		
Self-Esteem/ Self-Awareness	46	45.1%
Communication Skills	55	53.9%
Peer Pressure	39	38.2%
Substance Abuse	5	4.9%
Anger Management	19	18.6%
Suicidal thoughts	7	6.9%
Self-Harm (for yourself)	4	3.9%
Adjusting as a New Student	9	8.8%
Making New Friends	41	40.2%
Dating/Relationship Issues	16	15.7%
Peer Relationships/Social Skills	25	24.5%
Physical or Sexual Abuse Concerns	0	0%
Life Changes- death, birth, divorce, new school, or other (please indicate area of need in the following question)	17	16.7%
Other	15	14.7%

8th Grade Student Needs Survey

155 responses

View all responses   Publish analytics

Summary

Please choose the top THREE topics most important to YOU:

Self-Esteem/ Self-Awareness	72	49.7%
Communication Skills	57	39.3%
Peer Pressure	31	21.4%
Substance Abuse	6	4.1%
Anger Management	33	22.8%
Suicidal thoughts	16	11%
Self-Harm (for yourself)	13	9%
Adjusting as a New Student	15	10.3%
Making New Friends	39	26.9%
Dating/Relationship Issues	26	17.9%
Peer Relationships/Social Skills	19	13.1%
Physical or Sexual Abuse Concerns	8	5.5%
Life Changes- death, birth, divorce, new school, or other (please indicate area of need in the following question)	29	20%
Other	37	25.5%

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?	2. What opportunities for improvement do you notice?	3. What seems to be the root cause of the problem and how do you know?
Sense of community; relationships between staff and students	Check in/check out (mentoring program) Common language	Self-esteem and communication based on results of student surveys.

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Good formal and informal communication between staff about students.	Consistent expectations	
	Classroom management	
	Student growth in self-esteem and communication	
Current character education programs	Increase in positive behavior recognition	
High rates of participation in extracurricular activities.	Decrease discipline referrals	
	Increase attendance	
An established tier-based process of support that is transitioning to a Multi-Tier System of Support (MTSS) for students.		

Target SMART Goal (One year projection):

BMS will revisit and review communication and behavioral expectations as part of the tier one process.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

Improve communication through student centered expectations and positive behavior incentives.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Review current behavioral expectations with grade levels	Staff and Administration, MTSS Team	Meeting notes	9/16	1/17
2	Receive feedback from staff to identify needs	Staff and Administration, MTSS Team	Meeting notes	10/16	1/17
3	Receive feedback from parents to identify areas of need via multiple communication methods	Staff and Administration, MTSS Team	Surveys, communication logs, parent conferences, program referrals	11/16	3/17
4	Address any identified needs in current expectations	Staff and Administration, MTSS Team	Meeting notes	11/16	3/17

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5	Complete any needed edits to behavioral expectations matrix	Staff and Administration, MTSS Team	Tier one behavior matrix	1/17	5/17

Implementation Plan Quality Check:
What resources/budget needs do you have for the first cycle?   Printing budget.   If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?   School instructional supply funds   If funding is not available, identify the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?   Continued professional development in implementation of MTSS.

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:		
A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) Updated behavior expectations and consistent communication between faculty and staff about these expectations.	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)** Level of understanding of behavior expectations and tier one matrix.	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)** Student surveys, office referrals, attendance

S	Study – Analysis of data after implementing an approach
At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:	

1. **What worked and how do you know?**	2. **What didn't work and how do you know?**	3. **Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes _x_No**
Review of behavior expectations at grade level meetings as evidenced by meeting notes. Based on staff survey we identified the need for consistent behavior expectations.	Currently we are receiving feedback from parents, compiling feedback from stakeholders to complete matrix revision and collective student discipline data.	

More consistent behavior expectations because all teachers have received and displayed behavior matrix. implementation of online behavior logs.		

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?	
☐ Target goal has been met and is changed to a new target goal. x Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	☐ Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. ☐ Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	**Act – Revise or continue with implementation plan based on data analysis.**

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.
We believe our current approach to this goal is showing positive growth so we will continue with the action steps below to support implementation.

Step # Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Parent Survey	Counselor	Data from survey compiled	9/2017	10/2017
Analyzing collected data	SIT team	Meeting notes	10/2017	11/2017
Lesson about behavior expectations with staff at faculty meeting.	Staff and SIT team	Staff prepared to teach lesson to students	10/2017	11/2017
Compile results from staff and create new acrostic of expectations	SIT team	Acrostic options ready to be voted on by staff	11/2017	11/2017
Staff votes on acrostic	Staff	Results of vote	11/2017	11/2017
Pilot lesson to one team of students to expand on acrostic with expectations throughout the building	Staff, Students	Feedback from students and teachers	12/2017	1/2018

Lesson about behavior expectations to guide classroom discussion.	Staff, Students	Completed lesson and notes from discussion.	1/2018	12/2018
Compile feedback	SIT team	SIT meeting notes	2/2018	2/2018
Complete edits to matrix	SIT team	New matrix completed	2/2018	5/2018

Implementation Plan Quality Check:
What resources/budget needs do you have for cycle 2?   Printing budget for revised matrices.   **If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**   Instructional supplies   **If funding is not available, list the steps from the implementation plan that will address the funding gap.**
What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?   Modeled lesson to staff about behavior expectations.

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions		
A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) Updated behavior expectations and consistent communication between faculty and staff about these expectations.	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)** Level of understanding of behavior expectations and tier one matrix. Student responses to discussion of behavior expectations accurately represent the school. Lack of representation, missing viewpoints and perspective specifically from classrooms or teams.	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)** Student surveys, office referrals, attendance

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School Name:	Year:	Principal:	SIT Co-Chairs:
Brevard Middle School	16-17	Jeff Bailey	Emily Atkinson, Jodi Huggins

P	PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection):

Brevard Middle School will exceed expected academic growth in reading as measured by state standards by December 2018.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)

According to 2015-2016 school accountability growth measures reported by NCDPI through EVAAS, Brevard Middle School met expected growth in reading. However, there is a general trend of declining growth from 2013-2016 across all grade levels. In addition, the 2015-16 BMS NC Report Card shows that 68.2% of students demonstrated proficiency in reading (level 3 or above on North Carolina End of Grade test). While this figure is higher than the state average of 61.1%, opportunities exist to increase the percentage of students demonstrating proficiency.

North Carolina Department of Public Instruction

Report: School Value Added   **Test:** End of Grade
School: Brevard Middle   **Subject:** Reading
District: Transylvania County Schools
Year: 2016

Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2014 Growth Measure	0.3 G	0.7 G	-1.9 G	-0.3 G
Standard Error	1.0	0.9	1.0	0.6
2015 Growth Measure	0.6 G	-0.3 G	0.0 G	0.1 G
Standard Error	1.0	1.0	1.0	0.6
2016 Growth Measure	-0.4 G	-1.9 G	-1.1 G	-1.1 G
Standard Error	1.0	1.0	1.0	0.6
3-Year-Average Growth Measure	0.2 G	-0.5 G	-1.0 G	-0.4 G
Standard Error	0.6	0.6	0.6	0.3

B	Significant evidence that the school's students made more progress than the Growth Standard
G	Evidence that the school's students made progress similar to the Growth Standard
R	Significant evidence that the school's students made less progress than the Growth Standard

School Improvement Plan
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2015-16 Brevard Middle School NC Report Card

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 3** (**Sufficient Command** of knowledge and skills) *Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	15.6%	8.7%	8.3%
District	15.1%	9.2%	11.3%
State	11.2%	7.7%	9.6%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 4** (**Solid Command** of knowledge and skills) *Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	37.2%	36.4%	47.9%
District	40.5%	36.1%	46.3%
State	34.5%	29.4%	42.1%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at **Level 5** (**Superior Command** of knowledge and skills) *Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	15.4%	15.6%	29.0%
District	13.9%	17.7%	21.0%
State	11.3%	17.6%	21.0%

N/A = < 5% of students; 95% = ≥ 95%

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?

Faculty and staff at BMS are dedicated to identifying ways to help students succeed by using a Multi Tier System of Support (MTSS).

BMS has an instructional reading specialist dedicated to providing reading interventions for students.

Literacy-based activities are offered for students: writing

2. What opportunities for improvement do you notice?
Identify times/methods for intervention/remediation through MTSS process.

Increase communication and collaboration amongst instructional staff: effectively utilize common grade level and departmental planning time.

More effectively incorporate cross-curricular literacy skills.

3. What seems to be the root cause of the problem and how do you know?

Deficits (gaps) in students' reading knowledge base are difficult to identify and target for interventions and instruction.

club, 8th grade boys book club, yearbook, Battle of the Books, photography club		

Target SMART Goal (One year projection): BMS students will continue to meet expected growth in reading as measured by state standards by December of 2017.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

To address deficits in students' reading knowledge base, we will continue BDT intervention as well as identify and implement additional opportunities for remediation and re-teaching.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Use 2015-16 data to identify students for reading interventions in 2016-2017	Staff and Administration, MTSS	Master list of students in need of intervention	8/16	12/17
2	Collaborate with colleagues to identify specific gaps as informed by benchmark data and share teaching techniques.	Staff and Administration, MTSS	PLC and Department Meeting notes	11/16	12/17
3	Implement additional methods and opportunities for remediation	Staff and Administration, MTSS	Scheduling of remediation	1/16	12/17
4	Progress monitor students in additional remediation opportunities	Staff and Administration, MTSS	Progress monitoring reports	1/16	12/17

5	Analyze EVAAS data from 2016-2017	Staff and administration, MTSS	2016-17 EVAAS data	8/17	9/17

Implementation Plan Quality Check:
What resources/budget needs do you have for the first cycle?
MTSS team support, continued PD, time for collaboration between teachers and remediation.
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?
PTO funding available for reading instruction
If funding is not available, identify the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
Continue to learn, develop and utilize a multi tier system of support (MTSS).

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**
2016-17 EOG test results		Same as A
EVAAS scores for 16-17 growth	Same as A	

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S	Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes _x__No
Did not exceed growth in any area.	No areas showed exceeded growth. Lost growth in 7th grade.	

Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

☐ Target goal has been met and is changed to a new target goal. ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	☐Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. X Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

We are changing our goal as it is not achievable. The goal now will state that BMS will meet expected growth over all grade levels and exceed expected growth in 1 category (grade level) in Reading according to EVAAS standards for End of Grade testing.

Step # Cycle 2 List the specific steps your team will complete	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

during the second cycle.				
PLC focusing on EOG question stems so that students have a better understanding of the wording of the questions.	ELA	Completion of PLC and formal assessments (EOG's & benchmarks)	8-21-17	12-4-17
Implement New Quarterly Benchmark tests (district wide purchase of Case 21)	ELA	Data provided from benchmarks allows teachers to target specific areas per each student.	10-16-17	4-30-18
Analyze data from Case 21 benchmarks to determine student areas of weakness and instructional focus	Case 21 Benchmarks & ELA	Utilize class reports	11-17	5-18
Implement strategies to focus on areas of concern (student gaps and instructional practices)	ELA Teachers	See improvement on subsequent benchmark scores	11-17	5-18

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2? Quarterly benchmarks purchased by district
n/a
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?
n/a
If funding is not available, list the steps from the implementation plan that will address the funding gap.
n/a

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

PLC collaborating on the best practices for other subjects such as Science & SS.

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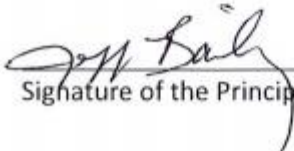| Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions		
A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) CASE21 Benchmark Data with class report CASE21 Item Analysis PLC notes/articles submitted	**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)** ELA teachers will submit articles with question stems to the department chair. She will check for accuracy of question stems. An admin of Mastery Connect will check to make sure that quizzes are being administered.	**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)** 2017-18 EOG test results EVAAS scores for 17-18 growth CASE21 Benchmark results

School Improvement Plan
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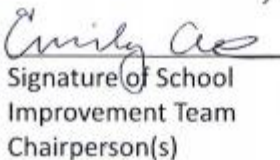
School Improvement Plan Assurances Sheet

School: Brevard Middle School

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

√		Requirement
✓	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
✓	2	The members of the School Improvement Team and their position titled are included with this plan.
✓	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
✓	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
✓	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
✓	6	Professional development has been included in this plan
√	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
	8	Waivers have been included in this plan (if applicable, see Gibbs).
✓	9	Financial flexibility and budget information have been included in this plan.
✓	10	All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on 12\5\2016 . (Date) The results of the vote were as follows: 55 For — O Against — O Abstain
		For Title I Schools Only (Elementary)
		This plan reflects the requirements for Title I School-wide Schools

_____
Signature of the Principal

12-9-16
Date

_____
Signature of School
Improvement Team
Chairperson(s)

12/9/2016
Date

School Improvement Plan
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Year 2 Update Addendum Information

School Professional Development Plan (2017-2018):
Early release days - Sept 20, Oct 18, March 7, May 2
Equity / Diversity Training Awareness (1 part on Sept 20)
Grading / Homework / Assessments (October)
Google Read & Write - Schultz, Huggins, Whitlock - (October)
Process for Tier Team / Paperwork (data collection) / MTSS - ongoing in grade level
Technology - Google / Digital Citizenship - ongoing
ELA departmental PLC - test prep 6-8 & expanding to SS / Science - Case
Suicide Prevention - McGraw (Part 1 - Sept 20)
Trauma effects/ ACE's - McGraw
DSS protocol - McGraw
Vertical Alignment w/ school above and below - Math Dept
ELA Stems work for EOG's - (Aug - Dec) - may expand to Science & SS in January

School Assessment Activities:
Brevard Middle School administers both formative and summative assessments to students to determine standards-based proficiency as well as to inform instructional practices. Assessments help teachers better understand what their students know as well as what gaps they may have in their learning. With this information, teachers can intentionally plan their instruction to address any gaps and help students realize their academic potential.

6th grade:
- EOGs in Reading and Math
- Case21 quarterly benchmarks in reading and math

7th grade:
- EOGs in Reading and Math
- North Carolina Final Exams in Social Studies and Science
- Case21 quarterly benchmarks in reading and math

8th grade:
- EOGs in Reading, Math, and Science
- North Carolina Final Exam in Social Studies
- EOC in Math 1 for select students
- Case21 quarterly benchmarks in reading and math

School Homework Plan/Philosophy:
BMS teachers will assign homework as needed to reinforce concepts, content and skills that have already been covered in the classroom. All teachers were informed of District Policy 3135-R at the opening faculty meeting (August 21, 2017).
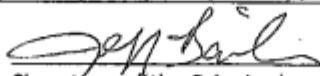
School Improvement Plan
A Continuous Improvement Strategic Plan

Transylvania County Schools
School Improvement Plan Assurances
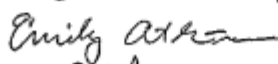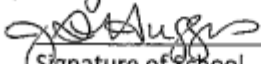**Year 2 Update (2017-2018 School Year)**

School: _Brevard Middle School_

Please complete the following assurance items, sign, date, and attach to the updated School
Improvement Plan for your school.

√		Requirement
√	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27 and BOE Policy 3430
√	2	Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
√	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
√	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
√	5	Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
√	6	Professional development information has been included in this plan.
√	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
	8	~~Waivers have been included in this plan (if applicable, see Gibbs).~~
√	9	SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
√	10	*No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held.* Indicate date(s) of presentation to SIT: 11/20/2017 Indicate date(s) of presentation to school staff: 11/27/2017
		For Title I Schools Only (Elementary)
		This plan supports the requirements for Title I School-wide Schools

[signature]
Signature of the Principal

[signature] Emily Asha
[signature]
Signature of School
Improvement Team
Chairperson(s)

12-4-17
Date

12/4/2017
12/4/17
Date