



School Improvement Plan
2016-2018

Brevard Middle School

Jeff Bailey, Principal

Emily Atkinson, School Improvement Co-Chair

Jodi Huggins, School Improvement Co-Chair

Transylvania County Schools 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.

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

Committee Position	Name
Principal	Jeff Bailey
Assistant Principal Representative	Laurie Kleppe
Assistant Principal Representative	Jennifer Bost
Parent Representative	Matt Mason
Parent Representative	Jodi Mason
Parent Representative	Cindy Cochran
6th Grade Teacher Representative	Jayme Case
7th Grade Teacher Representative	Teresa Duvall
8th Grade Teacher Representative	Leah Hammond
SIT Co-Chair/Electives Representative	Emily Atkinson
SIT Co-Chair/EC Representative	Jodi Huggins
Instructional Technology Representative	Erik Wahus
Instructional Support Representative	Emily McGraw

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.

Transylvania County Schools

School Improvement Plan

A Continuous Improvement Strategic Plan

School Name: Brevard Middle School	Year: 16-17	Principal: Jeff Bailey	SIT Co-Chairs: Emily Atkinson, Jodi Huggins
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P	PLAN: Identify the gap and the approach
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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

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

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Data Analysis. Answer the data analysis questions.

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

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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).

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

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
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)?		
<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> 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. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.	

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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.				
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
Implementation Plan Quality Check:				
What resources/budget needs do you have for cycle 2?				
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?				
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?				
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 correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)		
S	Study – Analysis of data after implementing an approach			

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At the end of cycle 2, 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 From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- 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 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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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 performance¹.

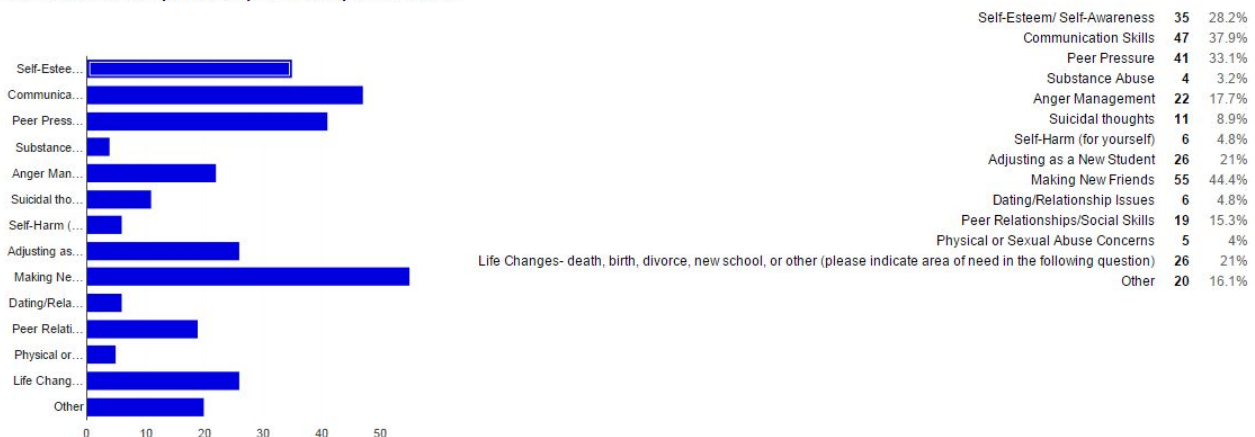
6th Grade Student Needs Survey Results

150 responses

[View all responses](#) [Publish analytics](#)

Summary

Please choose the top THREE topics most important to YOU:



¹ Elias, Maurice J. "The Connection Between Academic and Social-Emotional Learning." The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom, Corwin Press, 2006, pp. 4-14.

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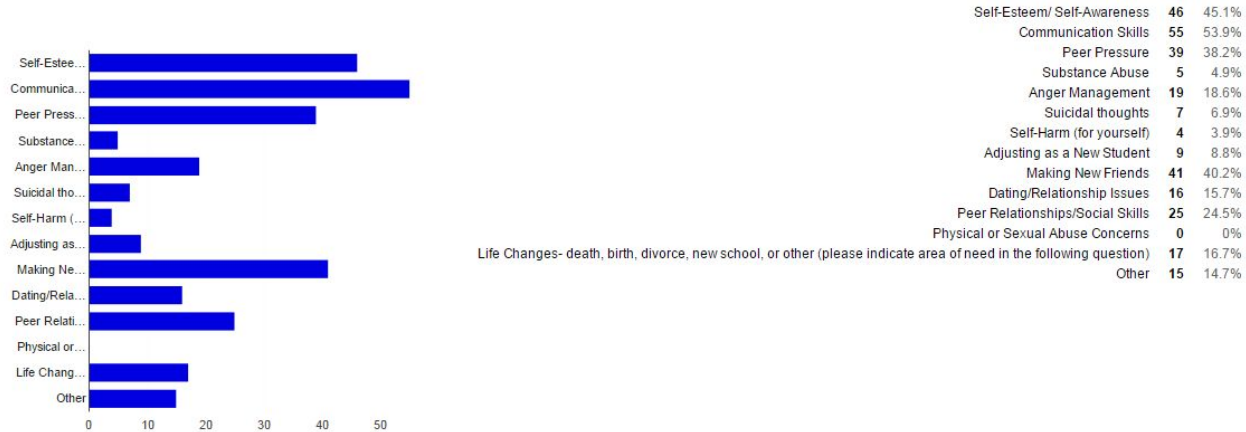
7th Grade Student Needs Survey

114 responses

[View all responses](#) [Publish analytics](#)

Summary

Please choose the top THREE topics most important to YOU:



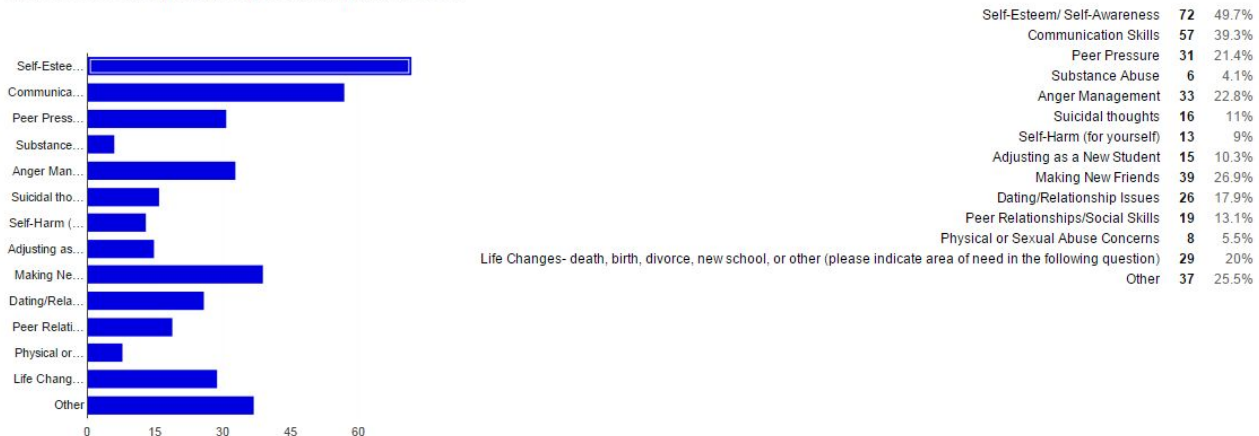
8th Grade Student Needs Survey

155 responses

[View all responses](#) [Publish analytics](#)

Summary

Please choose the top THREE topics most important to YOU:



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Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know?</p> <p>Sense of community; relationships between staff and students</p> <p>Good formal and informal communication between staff about students.</p> <p>Current character education programs</p> <p>High rates of participation in extracurricular activities.</p> <p>An established tier-based process of support that is transitioning to a Multi Tier System of Support (MTSS) for students.</p>	<p>2. What opportunities for improvement do you notice?</p> <p>Check in/check out (mentoring program)</p> <p>Common language</p> <p>Consistent expectations</p> <p>Classroom management</p> <p>Student growth in self esteem and communication</p> <p>Increase in positive behavior recognition</p> <p>Decrease discipline referrals</p> <p>Increase attendance</p>	<p>3. What seems to be the root cause of the problem and how do you know?</p> <p>Self esteem and communication based on results of student surveys.</p>
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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.

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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
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.

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

<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>Updated behavior expectations and consistent communication between faculty and staff about these expectations.</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>Level of understanding of behavior expectations and tier one matrix</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>Student surveys, office referrals, attendance</p>
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S	Study – Analysis of data after implementing an approach
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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:

<p>1. What worked and how do you know?</p>	<p>2. What didn't work and how do you know?</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</p>
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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)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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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.				
Step #	Person(s)	Measure/Indicator	Start Date	End Date
Cycle 2 List the specific steps your team will complete during the second cycle.	responsible for completion of the step.	(How will you know if the step is completed correctly?)		
Implementation Plan Quality Check:				
What resources/budget needs do you have for cycle 2?				
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?				
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S	Study – Analysis of data after implementing an approach
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At the end of cycle 2, 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 From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Overall goal has been met and School Improvement Plan focus will change for next year.

Or...

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 2013-14 SIP to take our work to sustaining.

Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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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

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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.

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.

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Literacy-based activities are offered for students: writing 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 reteaching.		

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

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

<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>2016-17 EOG test results</p> <p>EVAAS scores for 16-17 growth</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>Same as A</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>Same as A</p>
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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
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		and start planning for Cycle 2? ___Yes ___No
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)?		
<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> 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. <input type="checkbox"/> 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.				
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
Implementation Plan Quality Check:				
What resources/budget needs do you have for cycle 2?				
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?				
If funding is not available, list the steps from the implementation plan that will address the funding gap.				

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

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 correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
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S Study – Analysis of data after implementing an approach

At the end of cycle 2, 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 From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A Act – Continue with the Target Goal or revise the Target Goal for next year.

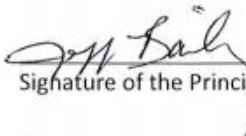
- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

School Improvement Plan Assurances Sheet

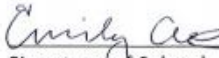
School: Brevard Middle School

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 <u>12/5/2016</u> . (Date) The results of the vote were as follows: <u>55</u> For <u>0</u> Against <u>0</u> 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