



School Improvement Plan
2014-2016

Brevard Middle School
Kerry Putnam, Principal
Lynda Jayne, School Improvement 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	Kerry Putnam
Assistant Principal Representative	Jeff Bailey
Lead Teacher Representative	Tonya Treadway
Inst. Support Representative	Amy Galloway
Teacher Assistant Representative	Amanda Kingdon
Parent Representative	Dana Tabor
6th Grade Teacher Representative	Laurie Kleppe
6th Grade Teacher Representative	Lewis Whiteside
7th Grade Teacher Representative	Teresa Duvall
7th Grade Teacher Representative	Glenda Bingle
8th Grade Teacher Representative	Kelly Muse
SIT Chair/EC Teacher Representative	Lynda Jayne
Technology Instr. Representative	Alyse Hollingsworth
Inst. Support Representative	Hanna Woody

School Data and Summary Analysis

Strengths

Brevard Middle school reported 91.6% of staff participating in the NCTWCS. 88% 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 68%. 97% of BMS teachers feel they have adequate access to instructional technology. 100% of reporting staff feel there is adequate access to communication technology. 97% 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. 97% of reporting faculty feel the school is a safe environment. 96% of teachers agree they are encouraged to participate in school leadership roles. 100% of teachers agree the amount of control they have over their own teaching techniques is sufficient, and 94% of these teachers believe they are held to a high standard of delivering instruction. 97% of teachers at BMS report reflecting on their practice. 100% of teachers report using the Common Core Standards to guide their instruction and 94% agree that assessment data is also used to guide instruction. According to the 2013-2014 school accountability growth estimates reported by NCDPI through EVAAS, Brevard Middle School exceeded expected growth with an overall index score of 2.18. At the state level, only 31.8% of NC schools exceeded expected growth. In the area of math, BMS exceeded growth in grade 6 with an index score of 4.6. This is a significant gain considering the 2013 average gain for that group was -2.9. Additionally, students in grade seven met growth with an index score of 1.3 and students in grade 8 met growth with an index score of 0.4. Data for Math 1 students also reflects that expected growth was met with an index score of 0.2. Of the students that participated in Math 1 at BMS in 2014, 93.2% scored proficient at level 3 and above. In the area of reading, BMS met growth in grades 6, 7, and 8. The growth index for students in grade 6 was 0.7, which was a significant gain compared to the 2013 average gain of -3.6. Students in grade 7 had a growth index of 0.8 which is an increase from the 2013 average gain of 0.5. Students in grade 8 met expected growth with an index score of -1.6 in grade 8. In the area of science, BMS met expected growth with an index score of -0.7. This is a significant increase from the previous year. In 2013 BMS did not meet expected growth and had an index score of only -4.4

Gaps or Opportunities for Improvement

According to the 2013-2014 school accountability growth estimates reported by NCDPI through EVAAS, there is an 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 2014 remain an area of concern.

The percentage of students in grade 6 who scored proficient at level 3 and above for math was 63%. This is greater than the state average which was only 46.8%. The percentage of students in grade 7 who scored proficient in math at level 3 and above for math was 47.9, while the state average was 45.9. The percentage of students in grade 8 who scored proficient in math at level 3 and above was 41.1 while the state average was 42.2.

In the area of reading, students in grade 6 who scored proficient at level 3 and above was 66.6 and the state average was 56.8. At grade 7, the percentage of students who scored proficient at level 3 and above in reading was 63.7 and the state average was 57.3. Students in grade 8 who were proficient at level 3 or above was 53.7% and the state average was 47.6%.

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. The State Board of Education goals for school performance in 2013-2014 was above 60% proficient (level 4 and above) and meet/exceed expected growth. Unfortunately, only 16.4% met that goal (based on 2,514 of 2,565 public schools). According to the NCTWCS 2013-2014 school year results, teachers request more specific Professional Development. 68% of teachers would like more PD in their content area; while 60-70% of teachers want more PD on common core, differentiated instruction, and meeting the needs of special education students. One major factor that is out of BMS control, but hinders BMS improvement is the time it takes in state assessment data reporting to reach the local level. 69% of BMS teachers agree this wait time is a problem for student success. BMS teachers would like a more hands on approach to determining the type of PD that is offered and 55% of teachers disagree that the purpose and evaluation of professional development is communicated to them.

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 PLC groups to disaggregate EVAAS data, compare benchmark data, and classroom assessment data to collectively gauge how each student is progressing towards standards mastery. Mastery Connect is one tool that 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).

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 staff development. Students at BMS are making progress toward meeting state standards as demonstrated by the growth measures calculated within the Value Added Model reported by DPI using the EVAAS system (exceeded expected growth). It has also been determined that while this growth is significant, the percentage of students that have demonstrated proficiency remains a concern. Teacher standards for student achievement 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 student's needs can be met, and appropriate processes are utilized to create and implement an instructional support plan. Additionally, the continued need to support teacher education through ongoing staff development opportunities will enable BMS teachers to grow as professionals and increase student achievement.

Goal 1

Area for improvement and supporting data:	Student Growth on Reading and Math According to the 2013-2014 school accountability growth estimates reported by NCDPI through EVAAS, there is an opportunity for growth in both reading and math. While growth calculations demonstrate that student achievement at BMS is on the rise, continued growth would be our focus to help increase proficiency levels.
School Goal:	All students will demonstrate personal growth as measured by classroom data, district wide assessments and/or state assessments.
Supports District Goal(s):	1
Target:	Each student will demonstrate growth in one or more of the following indicators: NC End of Grade Tests, Mastery Connect, or Teacher Standards.
Indicator(s):	EVAAS data, Mastery of Content Standards, Teacher Standards
Milestone:	February 2016

Improvement Strategies

Strategy 1: Analyze available data and identify individual student needs. Teachers will review data (both historical and current) to determine existing skill deficits.

Action Steps:
1. Utilize Mastery Connect
2. Analyze EVAAS data
3. Analyze classroom grade reporting
4. Analyze cumulative records

Strategy 2: Work collaboratively with all stakeholders to determine a course of action utilizing available resources. Develop educational plans for students based on needs (PEP/IEP/504/DEP).

Action Steps:
1. Hold PLC group discussions
2. Meet and develop strategies for individual students in Tier Team
3. Engage parents through parent conferences, email, website use
4. Communicate routinely among stakeholders

Strategy 3: Implement differentiated instructional strategies to meet goals. Instructional staff will utilize resources, training, and current research-based strategies to deliver daily lessons.

Action Steps:
1. Develop differentiated lessons and units
2. Utilize regular progress monitoring systems
3. Utilize flexible scheduling

4. Accommodate instruction and assessments (as needed)
5. Create and present staff development sessions that utilize best practices

Funding:

Local district funds			Funding amount:	\$6,000
			Total initiative funding:	\$6,000

Review Frequency: Semi-Annually

Assigned Implementation Team: Lead Teacher, Grade Level Chairs, Department Chairs

What data will be used to determine whether the strategies were deployed with fidelity?
Strategies that are used to determine whether strategies were deployed with fidelity include but are not limited to: meeting notes for Tier team (shared in Google Drive by Tier Team Chairperson), PEP updates with notes regarding effectiveness of interventions, behavior plans shared by teaching teams with appropriate personnel to communicate goals/progress, minutes for IEP meetings, grade level PLC notes from weekly meetings, data from Mastery Connect (shared among teachers and administrators for standards mastery assessments), notes shared by Principal from weekly faculty meetings and round robin discussions that address systems/shared vision of providing personalized education for all students (emphasis on building relationships).
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Once data is received from the 13-14 SY and the 14-15 SY, data will be reviewed and analyzed. Re-norming and new tests have created non-comparable data in EVAAS.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 2

Area for improvement and supporting data:	2013-2014 NCTWCS reports BMS teachers want more decision making capabilities in the type of professional development offered at BMS. High areas of preferred PD are Common Core content area and differentiated instruction. 60% or more of teachers also want more followup from the PD.
School Goal:	BMS faculty will develop and participate in professional development driven by state standards and 21st Century technology.
Supports District Goal(s):	2
Target:	100% of BMS staff will earn 1 CEU.
Indicator(s):	ERO (Electronic Registrar Online)
Milestone:	11/1/15, 11/1/16

Improvement Strategies

Strategy 1: 1 CEU will be provided to staff each school year.

Action Steps:
1. Develop and present four in-house Professional Development sessions devoted to BMS needs (early release days)
2. Develop and present Mastery Connect Professional Development sessions
3. Develop and present Google classroom Professional Development sessions
4. Develop and present Differentiated instruction Professional Development sessions

Strategy 2: Individualized instruction per teacher needs will be offered
by instructional technology facilitator.

Action Steps:
1. Teachers notify instructional technology specialist of their technology needs as they arise
2. Instructional Technology Facilitator notifies teachers of topics for group sessions during plannings
3. Teachers sign up for group sessions
4. Teachers make appointments with facilitator for individual sessions as needed

Strategy 3: Teachers' implementation of skills learned in Professional Development will be shared
through Google Drive shared files and folders.

Action Steps:
1. Utilize moodle or google classroom for class instruction
2. Utilize Mastery connect activity report data
3. Review classroom evidence of differentiation
4. Increase growth on End of Grade Tests as shown in EVAAS

Strategy 4: Provide state required instructional planning and duty free lunch for each teacher per requirements of NC G.S. 115C-105.27.

Action Steps:
1. Review requirements with staff
2. Arrange schedule according to state requirements.

Funding: None required.

Review Frequency: Semi-Annually

Assigned Implementation Team: Faculty and Staff

What data will be used to determine whether the strategies were deployed with fidelity?
ERO will be utilized to track teacher attendance at PD sessions throughout the school year. Mastery Connect data will be collected to determine if teachers are using the program to track students' growth data. EOG and EVAAS data for 2014-2015 school year will be evaluated to determine growth of students and tied back to professional development success.
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
CEU credits toward license renewal.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 3

Area for improvement and supporting data:	Continue expansion and implementation of PBIS program at Brevard Middle School
School Goal:	To increase student recognition for positive behavior and decrease number of office referrals through continued PBIS implementation
Supports District Goal(s):	2, 3
Target:	Reduction of discipline referrals by 20% over the next two years and increase number of student recognition opportunities by 20%
Indicator(s):	Number of discipline referrals and number of student recognition opportunities
Milestone:	June 2016

Improvement Strategies

Strategy 1: Complete local and regional training opportunities for Brevard Middle School staff.

Action Steps:
1. Arrange training for all team members who have not received Module 1
2. Schedule Module 2 training through Melonie Harris (certified trainer)

Strategy 2: Establish a more formalized structure for PBIS at Brevard Middle School.

Action Steps:
1. Re-establish a regular meeting schedule
2. Elect leadership for PBIS team
3. Engage PBIS Committee members in the creation of behavior intervention plans for individual students
4. Give Student Council leadership opportunities with specific tasks/goals

Strategy 3: Increase opportunities for student recognition for positive behaviors.

Action Steps:
1. Award a "Blue Devil Star Award" each quarter from each teacher
2. Offer class reward suggestions to make reward opportunities more motivational
3. Utilize BMS Starbucks for passes into grade level quarterly activities for achieving positive behaviors
4. Provide frequent opportunities to receive BMS Starbucks for demonstrations of positive behavior

Funding: None required

Review Frequency: Semi-Annually

Assigned Implementation Team: PBIS Committee

What data will be used to determine whether the strategies were deployed with fidelity?
Office referrals, satisfaction surveys for parents, students, and staff
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Formative-discussions of quantities of Starbucks students have at given times in grade level meetings, Benchmark - number of students who receive quarterly activity participation, Summative - Review of effectiveness of behavior interventions over the school year for at-risk students, Satisfaction surveys, Observations of teachers shared during "Round Robin" discussions held during the summer months

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?