

Table of Contents

[Cover Sheet & School Improvement Team Members](#)

[State and Local Goals](#)

[School Vision and Mission](#)

[Data Summary and Analysis](#)

[School Goal 1](#)

[School Goal 2](#)

[School Goal 3](#)

[School Goal 4](#)

[School Goal 5](#)

LEA Name/Number:	Alamance-Burlington Schools - 010		
School Name/Number:	Southern Alamance Middle School 390		
School Address:	771 Southern High School Rd. Graham, NC 27253		
Plan Year(s):	2017 - 2018: Year 2 of 2 for 2016 - 2018 School Improvement Plan Cycle		
Date prepared:			
Principal Signature:			
Local Board Approval Signature:			

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Heather Ward	Teacher Representative	Amanda Hunt
Assistant Principal Representative	Elizabeth Fogleman	Teacher Representative	Kelsey Simpson
Assistant Principal Representative	Matt Ritter	Teacher Representative	Mackenzie Kiger
Teacher Representative	Kimberly Hall	Teacher Representative	Anna Peepers
Inst. Support Representative	Amanda Addlesberger	Teacher Representative	Denise Gurley
Teacher Assistant Representative	Suzanne Graves	Teacher Representative	Sandra Johnson
Parent Representative	Kelly Coble	Student Support Service Rep	Sarah Carter
Teacher Representative	Jana Cartner	EC Representative	Tracy Moore
Teacher Representative	Teressa Penny	Student Support Service Rep	Joy Hayes
Teacher Representative (AIG)	Nancy Thomas	Student Support Service Rep	Kris Hahn
Teacher Representative	Emilie Cahill	Teacher Representative	Ryan Miller
		Teacher Representative	Robin Duggins

--	--	--	--

* Add to list as needed. Each group may have more than one representative.

State Board of Education Goals – Future-ready Students for the 21st Century

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

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

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

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

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

District Goals for Alamance-Burlington School System

ABSS Goal 1: Exemplary Classroom Teaching and Instructional Leadership

ABSS Goal 2: Master Plan for Specialized Programs

ABSS Goal 3: Written Five-Year Facilities Plan

ABSS Goal 4: World Class Teacher Working Conditions

ABSS Goal 5: Compensation for Building-Level Employees

ABSS Goal 6: Classroom and School Supports

School Vision and Mission Statements for Southern Alamance Middle School

Vision:

Providing engaging work for all students and establishing high academic standards for all students will enable SMS to educate all students to become responsible citizens in a rapidly changing world.

Mission:

- Receive timely and focused interventions and enrichment,
- Participate in collaborative learning that meets the demanding skill sets needed of 21st Century learners and globally responsible citizens,
- Hold themselves to high academic standards by submitting quality work and being responsible for meeting academic deadlines,
- Student's varied needs met through a balanced curriculum delivered by

School Data Summary and Analysis

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

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

1. What does the analysis tell you about your school's strengths?

Time for teachers to collaborate; Parent and community support (communication between stakeholders); teachers feel this is a good place to work; instructional time is conducted with minimal interruptions; most grade level groups made positive growth in math and reading CCR; most of our interventions lead to positive CCR growth; Each grade-level group made positive GLP growth; both AA and Hisp population made growth in Reading and Math in both GLP and CCR

1a. Please summarize the relevant data used to determine your school's strengths.

EOG data, impact of interventions on student achievement, TWCS

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

School leadership needs to increase the atmosphere of trust and shared ownership of decision making and problem solving; communication practices; professional development practices (differentiation, follow-up); 6th grade math and Math 1 groups had negative growth; each grade-level cohort made negative CCR growth; staff turnover (related to Math); student motivation levels; overall EC population has room for growth in reading and Math; in general, 8th gr. cohort performance decreased, however there were some highlights with students of color improving

2a. Please summarize the relevant data used to determine your school's gaps and opportunities for improvement.

TWCS, EOG data, impact of interventions on student achievement

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

School-wide discipline and attendance data (relative to CCR)

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

Cite relevant evidence from your analysis to support these priorities.

Priority 1	
Based on subgroup data (SMS and feeder schools) we know that EC students will need more support towards CCR	
Priority 2:	
Based on EOG data, we want to focus on 8th graders CCR	
Priority 3:	
Based on the TWCS, we need to readdress our school's internal communication practices (from leadership and among teacher groups) as well as focusing on professional development practices that need to be readdressed (to be more individualized to teachers and teacher groups, to be more reflective of observed needs, to include better follow-up to ensure effectiveness, prioritized toward student achievement)	
Priority 4:	
Focusing on individual student growth in both reading and math	
Priority 5:	

Recommended Data Sources for Analysis by School Improvement Teams

Links are provided below to assist you in accessing and evaluating your data.

Strategic

To access the following data:

Strategic Targets

The files linked here are your schools annual targets aligned with the overall ABSS strategic goals for 2019.

Click Here:

[Targets](#)

Summative

To access the following data:

School Summary Spreadsheet (Will be updated with 2016 data as soon as testing is completed.)

This spreadsheet provides data on your school's performance indicators, including multi-year trends and major subgroups.

Click Here:

[Summary](#)

Goal Summary Reports by School - 2016

Goal Summary Reports by content grade/subject for your school can be found at this link. Goal summaries for each grade/subject are also provided for each major subgroup. Goal summaries by teacher are available upon request.

[School Goal Summaries](#)

Goal Summary Reports by District - 2016

Goal Summary Reports for the district can be found at this link for the purpose of helping you identify relative areas of strength and weakness for your school.

[District Goal Summaries](#)

Achievement Level Frequency Reports by School - 2016

Achievement Level Frequency Reports by content grade/subject for your school can be found at this link. Achievement level frequencies for each grade/subject are also provided for each major subgroup. Achievement level frequencies by teacher are available upon request.

[School Achievement Level Frequencies](#)

Achievement Level Frequency Reports by District - 2016

Achievement Level Frequency Reports for the district can be found at this link for the purpose of helping you identify relative areas of strength and weakness for your school.

[District Achievement Level Frequencies](#)

2016 EOG & EOC Results Disaggregated

Provides detailed data for summative assessment, including the number and percentage of students at each achievement level by subgroup, school and district. (Will be posted as soon as it is available from NC DPI.)

2016 Disaggregated

2015 EOG & EOC Results Disaggregated

Provides detailed data for summative assessment, including the number and percentage of students at each achievement level by subgroup, school and district.

[2015 Disaggregated](#)

North Carolina School Report Card

Provides detailed data on state, district and school outcomes. Also provides school information including class size, student access to technology, attendance and school safety. In addition, staff turnover, teacher experience % qualification information may be accessed here.

[NC School Report Card](#)

Growth

To access the following data:

Click Here:

EVAAS Reporting The EVAAS site provides a "Decision Dashboard" which provides a global view of school growth within the accountability content areas. Value-Added and Diagnostic reports are available. In addition, Feeder Pattern reports provide for long-range planning, and Academic Preparedness and Custom reports provide predictions for current-year planning.	EVAAS
2016 EVAAS Value-Added and Diagnostic Reports for your School (Will be posted when available in mid-autumn) Pre-printed VA and Diagnostic Reports will be posted here when they are available in late summer or early autumn.	2016 EVAAS Reports
2015 EVAAS Value-Added and Diagnostic Reports for your School Pre-printed Dashboard, VA and Diagnostic Reports can be found here.	2015 EVAAS Reports
2017 EVAAS Projected EOG/EOC Performance for your Students Spreadsheet - Access restricted to principal (Will be posted when EVAAS is updated - Likely in November)	2017 EVAAS Projections
Graduation	
<i>To access the following data:</i> Cohort Graduation Rates for Schools and the District Dissaggregated 4-Year Cohort Graduation Reports. Includes 2013, 2014, 2015 & 2016 (2016 will be added as soon as it is available.)	<i>Click Here:</i> CGR
ACT	
<i>To access the following data:</i> ACT Reporting for your School School Profile Report includes 5-year trends; college-readiness and more. Disaggregated by most subgroups. (2015 report - will be updated when 2016 is available.)	<i>Click Here:</i> ACT - School
ACT Reporting for the District School Profile Report includes 5-year trends; college-readiness and more. Disaggregated by most subgroups. (2015 report - will be updated when 2016 is available.)	ACT - District
Data Warehouse	
<i>To access the following data:</i> Data Warehouse The Data Warehouse supports a variety of data, which differ by grade span, but generally include high level views of attendance, discipline, formative data and Rtl Tier distributions. Drilling down to teacher or student levels provides more extensive detail.	<i>Click Here:</i> DWH
Teacher Perception	
<i>To access the following data:</i> 2016 NC Teacher Working Conditions Survey Results This link will provide direct access to the detailed reporting from the 2016 NC Teacher Working Conditions Survey for all schools in the state when results become available. (Release is scheduled for approximate May 1, five weeks after the survey closes.)	2016 TWC Results
2014 NC Teacher Working Conditions Survey Results This link provides direct access to the detailed reporting from the 2014 NC Teacher Working Conditions Survey for all schools in the state.	2014 TWC Results

Teacher Working Conditions Survey Local Analysis The files linked here provide a summary of your school's survey data from 2012, 2014 and 2016. (Will be available as soon as possible after data is received in May)	TWC Summary & Comparison
TWC Resources Resources for TWC Data Analysis and Follow-Up	TWC Resources
Formative	
<i>To access the following data:</i>	<i>Click Here:</i>
DIBELS - mCLASS The Amplify log-in page may be accessed here.	Dibels - mClass
TRC - Will be populated ASAP after EOY Your school's TRC summaries for BOY, MOY and EOY are linked here.	TRC
mClass Composite - Will be populated ASAP after EOY Your school's TRC summaries for BOY, MOY and EOY are linked here.	Composite
Attendance	
<i>To access the following data:</i>	<i>Click Here:</i>
Month 9 PMR Export w Filters Your school's Month 9 PMR includes all periods for the year. (Will be available as soon as Month 9 PMR is complete.)	M9 PMR

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading achievement as indicated by negative overall CCR and GLP growth across grade level cohorts.

School Goal 1: By June 2018, Southern Middle School will increase overall reading CCR from 45.1% to 56.8%.

Supports this district goal: ABSS Goal 1: Exemplary Classroom Teaching and Instructional Leadership

Target: Increase overall CCR from 45.1% in 2015-2016 to 56.8% on the 2017-2018 reading EOG

Indicator: We will assess progress toward goal Lexile measures as attained through ORF three times per year.

Milestone date: Fall, winter, spring screener administration.

PLAN/DO

Goal 1 Improvement Strategies – Strategies should address the ABSS Core Four (Curriculum/Standards; Pedagogy; Rigor & Data and Assessment) and employ research-based strategies whenever possible.

Strategy 1:	Core Literacy	
	Action steps:	
	1. Student goal setting (and tracking) for CFA's (Common Formative Assessments) and other formative assessment.	5. TPCK (Technology, Pedagogy, and Content Knowledge) and SAMR (Substitution, Augmentation, Modification, and Redefinition) frameworks PD to help teachers integrate technology use into their instructional practices effectively.
	2. PD on specific literacy strategies (taken from the LDC Core Tool mini-tasks) for all classrooms.	6. 4 C's (Collaborating, Communicating, Critically thinking, and creating) PD to help teachers infuse their classes with 21st century skills.
	3. Web programs for differentiated core vocabulary (vocabulary.com) and literacy (readtheory.org and IXL) instruction.	7. 40% of our non-math core teachers will begin to utilize LDC modules for training and delivering literacy instruction.
	4. Implement district Differentiated Core Plan.	8.
	Supplemental Literacy	

Strategy 2:	Action steps:	
	1. Focus time for targeted foundational interventions for students on tier 2 based on screening data: SRA, Language Live, Literacy First, and reading strategies.	5.
	2. Progress monitoring done regularly for students receiving MTSS tier 2 or 3 supplemental support.	6.
	3. Mastery time for targeted curricular intervention based on CFA and classroom performance.	7.
	4. Core teachers will meet every 6 weeks to review individual MTSS tier 2 or 3 student data and discuss appropriate intervention placement.	8.

Strategy 3:	Intensive Literacy	
	Action steps:	
	1. Appropriate students will be served with a double dose of interventions to address math and reading gaps.	5.
	2.	6.
	3.	7.
	4.	8.

CHECK

What data will be used to determine whether the strategies were deployed with fidelity?

Formal and informal teacher observations/evaluations; Walk-through data; PLC minutes; Data Team process minutes; Literacy PD plans and attendance rosters; Completed LDC modules (LDC implementation spreadsheet); Focus Placement Data Spreadsheet; Tier 2 tracking paperwork in Data Warehouse; Team Mastery placement notes (spreadsheet).

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

ORF Lexile levels, District benchmarks, Classroom CFAs, AimsWeb Data, focus data

What does data show regarding the results of the implemented strategies?

We are currently on track to meet this goal by the end of the year.

ACT

Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Math achievement as indicated by negative overall CCR and GLP growth across grade level cohorts.

School Goal 2: By June 2018, Southern Middle School will increase overall math CCR from 48.5% to 55.1%.

Supports this district goal: ABSS Goal 1: Exemplary Classroom Teaching and Instructional Leadership

Target: Increase overall CCR from 48.5% in 2015-2016 to 55.1% on the 2017-2018 math EOG.

Indicator: We will assess progress toward goal Quantile measures as attained through MI three times per year.

Milestone date: Fall, winter, spring MI administration.

PLAN/DO

Goal 2 Improvement Strategies – Strategies should address the ABSS Core Four (Curriculum/Standards; Pedagogy; Rigor & Data and Assessment) and employ research-based strategies whenever possible.

Strategy 1:	Core Math	
	Action steps:	
	1. Student goal setting (and tracking) for CFA's (Common Formative Assessments) and other formative assessment.	5. TPCK (Technology, Pedagogy, and Content Knowledge) and SAMR (Substitution, Augmentation, Modification, and Redefinition) frameworks PD to help teachers integrate technology use into their instructional practices effectively.
	2. Web tool (IXL) for differentiated core math instruction.	6. 4 C's (Collaborating, Communicating, Critically thinking, and creating) PD to help teachers infuse their classes with 21st century skills.
	3. 100% of our core math teachers will use MDC FALs to implement data-based instructional practice in their classrooms.	7
	4. Implement district Differentiated Core Plan.	8.
	Supplemental Math	
	Action steps:	

Strategy 2:	1. Focus time for targeted foundational interventions for students on tier 2 based on screening data: Fact fluency, fraction application, Saxon Math, VMath, Think Through Math, and Double Dip.	5.
	2. Progress monitoring done regularly for students receiving MTSS tier 2 or 3 supplemental support.	6.
	3. Mastery time for targeted curricular intervention based on CFA and classroom performance.	7.
	4. Core teachers will meet every 6 weeks to review individual MTSS tier 2 or 3 student data and discuss appropriate intervention placement.	8.

Strategy 3:	Intensive Math	
	Action steps:	
	1. Appropriate students will be served with a double dose of interventions to address math and reading gaps.	5.
	2.	6.
	3.	7.
4.	8.	

CHECK

What data will be used to determine whether the strategies were deployed with fidelity?

Formal and informal teacher observations/evaluations; Walk-through data; PLC minutes; Data Team process minutes; MDC PD plans and attendance roster; Completed MDC FALs; Focus Placement Data Spreadsheet; Tier 2 tracking paperwork in Data Warehouse; Team Mastery placement notes (spreadsheet).

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

District benchmarks, Classroom CFAs, AimsWeb Data, focus data

What does data show regarding the results of the implemented strategies?

We are currently on track to meet this goal by the end of the school year.

ACT

Based upon identified results, should/how should strategies be changed?

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Science achievement as indicated by low overall achievement.

School Goal 3: By June 2018, Southern Middle School will increase overall science CCR from 71.5% to 75%.

Supports this district goal: ABSS Goal 1: Exemplary Classroom Teaching and Instructional Leadership

Target: Improve 8th grade science CCR from 71.5% in 2015-2016 to 75% on 2017-2018 EOG.

Indicator: Science benchmarks, CFAs

Milestone date:

PLAN/DO

Goal 3 Improvement Strategies – Strategies should address the ABSS Core Four (Curriculum/Standards; Pedagogy; Rigor & Data and Assessment) and employ research-based strategies whenever possible.

Strategy 1:	Core Science	
	Action steps:	
	1. Student goal setting (and tracking) for CFA's and other formative assessment	5
	5. TPCK (Technology, Pedagogy, and Content Knowledge) and SAMR (Substitution, Augmentation, Modification, and Redefinition) frameworks PD to help teachers integrate technology use into their instructional practices effectively.	6
	3. 4 C's PD	7.
	4. Use LDC literacy strategies (mini-tasks and full modules) to promote science literacy.	8.
	Supplemental Science	

Strategy 2:	Action steps:	
	3. Mastery time for targeted curricular intervention based on CFA and classroom performance in 6th, 7th , and 8th gade to build a strong science foundation.	5.
	2.	6.
	3.	7.
	4.	8.

Strategy 3:	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

CHECK

What data will be used to determine whether the strategies were deployed with fidelity?

Formal and informal teacher observations/evaluations; Walk-through data; PLC minutes; Data Team process minutes; Team Mastery placement notes (spreadsheet), benchmark retakes, cycle back on Fridays.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

District benchmarks, Classroom CFAs

What does data show regarding the results of the implemented strategies?

There was improvement from benchmark to retake of benchmark.

ACT

Based upon identified results, should/how should strategies be changed?

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

8th grade students seem to perform poorly across EOG measures. Inferences made behind the data: Lack of motivation to perform to ability (apathy) on assessments increases as students get older.

Supporting Data sources: EOG summaries, Needs Assessment, College Mentality Survey, End of Year Reflection, Naviance Career assessments, Attendance Summary and Individual data, Disciplinary Summary (ODR coding) and Individual data

School Goal 4:	By June 2018, Southern Middle School will increase Habits and Behaviors for Learning, which will indirectly positively affect EOG scores.
-----------------------	--

Supports this district goal:	ABSS Goal 6: Classroom and School Supports
-------------------------------------	---

Target:	80% of students report proficiency in the Success Habits areas. Lower the percentage of students within a cohort that are absent 10 or more days for school year 2017-18. Lower the number of ISS and OSS days assigned to students for school year 2017-18. Cohorts will maintain levels of CCR on EOGs (2016-17 7th 50.4% R, 45.6% M; 8th 45% R, 50.8% M) as shown by EOGs as they progress through middle school.
----------------	--

Indicator:	We will assess progress toward self-reported student needs using survey input from students. Attendance and discipline data will be gathered from PowerSchool.
-------------------	--

Milestone date:	Semester end and year end
------------------------	---------------------------

PLAN/DO

Goal 4 Improvement Strategies – Strategies should address the ABSS Core Four (Curriculum/Standards; Pedagogy; Rigor & Data and Assessment) and employ research-based strategies whenever possible.

	Core Support	
	Action steps:	
Strategy 1:	1. Success Habits Unit taught through Focus classes	4. Administration will communicate regularly with staff at monthly grade level meetings about student attendance (all day, a.m./p.m tardies).
	2. Naviance Core Curriculum by grade (6.1 Success Habits (goal), Needs Assessment, 6.2 Strengths Explorer, 6.3 Explore Careers & Roadtrip Nation, Reflection; 7.1 Success Habits (goals), Needs Assessment, 7.2 Strengths Explorer, Conflict Resolution, 7.3 Cluster Finder, College Mentality Survey, Reflection; 8.1 Success Habits (goals), Needs Assessment, 8.2 Career Key, Holland Codes, 8.3 HS Knowledge Kahoot, 8.4 Sample SAHS schedule and transcripts, 8.5 Transition to HS & College Mentality Surveys, Reflection	5. Through SIP Goals 1, 2, and 3, core instructional practices will b

	3. College Awareness and campus visits (8th to ACC and 7th to UNCCH)	
--	---	--

Strategy 2:	Supplemental Support	
	Action steps:	
	1. EVAAS identification of 8th grade students for accelerated classes i	5
	2. College Club	6
	3. Small Groups for organization and study skills as needed	7
	4	8.

Strategy 3:	Intensive Support	
	Action steps:	
	1. Individual counseling with Student Support Services staff	5. Social/emotional and study skills/organization/attention groups
	2. Attendance and academic conferences with individual students	6. "Why Try" Focus group 5x/wk
	3. Individual progress monitoring within social/emotional and study skills/organization/attention groups	7. Check-in/check-out
	4. Individual goal progress tracked for all students	8.

CHECK

What data will be used to determine whether the strategies were deployed with fidelity?

Formal and informal teacher observations/evaluations; Walk-through data; PLC minutes; Focus Placement Data Spreadsheet; MTSS tracking data; Staff meeting minutes; Teacher lesson plans

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOG summaries, Needs Assessment, College Mentality Survey, End of Year Reflection, Naviance Career assessments, Attendance Summary and Individual data, Disciplinary Summary and Individual data.

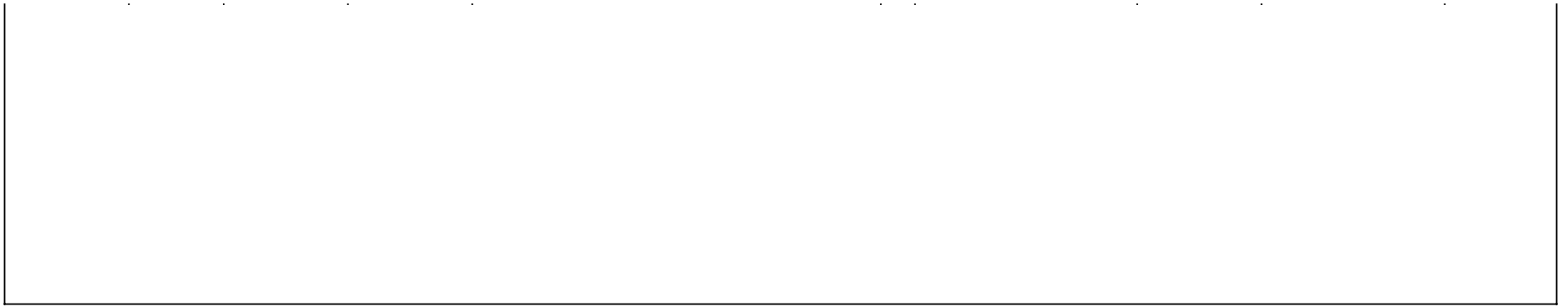
What does data show regarding the results of the implemented strategies?

During the 206-16-17 school year, 98% of SMS students accessed the Naviance Curriculum. 98% of 8th graders completed Career Key and 95% of 7th graders completed the Learning Style Inventory. According to SMS College Mentality Survey, 85% of 7th graders reported that they wanted to attend college after high school. 35% of student surveyed in SMS Counseling EOY reflection had met with a counselor for individual counseling about a personal/social or academic issue and of that number 87% thought that meeting with a counselor was helpful.

ACT

Based upon identified results, should/how should strategies be changed?

For the 2017-18 school year the Student Support Services Department will add more small groups to address organization and study skills for students in need of additional support in these areas. Additionally, on each grade level, an additional lesson will be added to address college and career readiness and academic rigor. Classroom teachers will track academic progress with all students. Student Support Department Staff will attend Grade Level Meetings to identify and address teacher/student concerns.



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

According to the 2016 NC Teacher Working Conditions Survey, the following areas need to be addressed: School leadership needs to increase the atmosphere of trust and shared ownership of decision making and problem solving. Communication practices need to be more consistent, more efficient, and more comprehensive in order for the staff and overall community to feel more informed and involved. Professional development practices need to be differentiated to meet the needs of individual, and groups, of teachers. Professional development needs to include follow up to ensure transfer of learning into instructional practice and to better support teachers with new strategies.

School Goal 5:	Environment for Teaching (culture and climate)
Supports this district goal:	ABSS Goal 4: World-Class Teacher Working Conditions
Target:	<ul style="list-style-type: none"> -Increase positive response (agree or strongly agree) to question 6.1e (shared problem solving) from 54% in 2016 to 78% in 2018. -Increase positive response (agree or strongly agree) to question 8.1e (differentiated professional development) from 47% in 2016 to 68% in 2018. -Increase positive response (agree or strongly agree) to question 8.1i (follow-up to professional development) from 53% in 2016 to 76% in 2018. -Increase positive response (agree or strongly agree) to question 6.2d (teacher input for professional development) from 28% in 2016 to 55% in 2018.
Indicator:	Teacher surveys after each professional development delivered staff-wide.
Milestone date:	October 19, December 7, January 25, April 26, May 17

PLAN/DO

Goal 5 Improvement Strategies – Strategies should address the ABSS Core Four (Curriculum/Standards; Pedagogy; Rigor & Data and Assessment) and employ research-based strategies whenever possible.

Culture/Climate

Action steps:

1. Designate time at staff meetings to recognize accomplishments made by teachers.

5.

Strategy 1:	2. Provide structures and supports for PLCs that allow for teacher ownership of and autonomy in instructional decision-making.	6.
	3. Advertise and recognize opportunities for teachers to take leadership roles in the school and the district.	7.
	4. Provide a digital platform for staff members to recognize other staff members (publicly or anonymously).	8.

Improve PD practices		
Action steps:		
Strategy 2:	1. Differentiate PD on 5 ER days to meet individual and group needs teachers (based on program enrollment, SIP goals 1-3, and teacher surveys).	5.
	2. Provide follow-up coaching sessions for teachers via AC, colleagues, outside coaching services, and admin to support ER day PD sessions.	6.
	3. Provide ongoing instructional coaching for teacher via AC and admin.	7.
	4.	8.

Improve communication practices		
Action steps:		
Strategy 3:	1. Install regular, open-invitation, SILT meetings to address needs and concerns of school community.	5.
	2. Utilize anonymous open survey to garner input or concerns from community members regarding SILT issues.	6.
	3.	7.
	4.	8.

CHECK

What data will be used to determine whether the strategies were deployed with fidelity?
 Staff meeting minutes, PLC and Data Team process minutes, ER PD plan, Staff PD feedback surveys, Coaching notes, SILT minutes, SILT suggestion box (Google Form), SWIS data

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Staff PD feedback surveys

What does data show regarding the results of the implemented strategies?

People involved in committees are participating more actively in their committee.

ACT

Based upon identified results, should/how should strategies be changed?

Affirmation of School Improvement Plan Requirements

Please answer "Yes" or "No" to each of the following questions:

Does this School Improvement Plan:

Contain a plan to improve the performance of all students?

Contain clear, unambiguous targets, explicit indicators, actual measures and expeditious time frames for meeting measurement standards?

Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Include a plan for the use of staff development funds?

Provide daily duty-free lunch to teachers or otherwise as approved by the School Improvement Team?

Provide duty-free planning time for each teacher with the goal of providing an average of at least five hours of each week?

Include a plan to identify and eliminate unnecessary and redundant reporting requirements and streamline the schools reporting systems?

Was this School Improvement Plan:

Developed by a School Improvement Team consisting of the principal and representatives of assistant principals, instructional personnel, instructional support personnel, and teachers assistants assigned to the school building; and also of elected representatives of parents of children enrolled in the school, who reflect the racial and socioeconomic diversity of the students in the school, and are not employees of the school?

Developed in open meetings subject to the requirements of Article 33C of Chapter 143 of the General Statutes and scheduled at a convenient time to ensure substantial parent participation? *(Except for school safety components, which shall be developed and approved in closed session in accordance with General Statutes §143-118.11(a)(8).)*

	Presented by the principal to all school employees for their consideration, voted on by secret ballot, and approved by a majority of staff who voted on the plan?								

Statement of Responsibility for Safe School Plan

Pursuant to General Statute §115C-105.27(2), the School Improvement Plan shall include a plan to address school safety and discipline concerns. In accordance with General Statute §115C-105.27(a2), the safe schools portion of the School Improvement Plan is not public record, and under General Statute §143-318.11(a)(8), shall be developed and approved in closed session. The statement of responsibility below certifies that this school is in compliance with North Carolina General Statutes cited above.

Name of principal responsible for implementing this plan:

Statement of Responsibility for the School Principal

I hereby certify that this school has developed a plan to address school safety and discipline concerns in accordance with General Statutes §115C-105.27(2), §115C-105.27(a2) and §143-318.11(a)(8).

Principal's Signature

Date:

Legislation regarding Development of School Improvement Plans; Required Elements; School Safety Exercises; and Open Meetings

§ 115C-105.27. Development and approval of school improvement plans.

(a) School Improvement Team. - The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team. The team shall develop a school improvement plan to improve student performance.

Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants **shall be elected** by their respective groups by secret ballot.

Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.

Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school improvement plans. To this end, school improvement team meetings **shall be held at a convenient time** to assure substantial parent participation.

(a1) Open Meetings. - School improvement team meetings are **subject to the open meetings requirements** of Article 33C of Chapter 143 of the General Statutes. Deliberations on the school safety components of the plan shall be in closed session in accordance with G.S. 143-318.11(a)(8). The principal shall ensure that these requirements are met.

(a2) Public Records. - The school improvement plan, except for the school safety components of the plan, **is a public record** subject to Chapter 132 of the General Statutes and **shall be posted on the school Web site**. The names of the members of the school improvement team, their positions, and the date of their election to the school improvement team shall also be posted on the Web site.

The school safety components of the plan are not public records subject to Chapter 132 of the General Statutes.

(b) School Improvement Plan. - In order to improve student performance, the school improvement team at each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement for the public schools adopted by the State Board of Education. All school improvement plans shall be, to the greatest extent possible, data-driven. School improvement teams shall use the Education Value-Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to (i) analyze student data and identify root causes for problems, (ii) determine actions to address them, and (iii) appropriately place students in courses such as Algebra I. School improvement plans shall contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards.

The strategies for improving student performance:

(1) Shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting;

(1a) Repealed by Session Laws 2012-142, s. 7A.1(c), effective July 2, 2012.

(2) Shall include a plan to address school safety and discipline concerns;

(3) May include a decision to use State funds in accordance with G.S. 115C-105.25;

(4) Shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;

(5) May include requests for waivers of State laws, rules, or policies for that school. A request for a waiver shall meet the requirements of G.S. 115C-105.26;

(6) Shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and

(7) Shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week; [and]

(8) Shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

(c) School Vote on the Plan. - Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

(c1) Consideration of the School Safety Components of the Plan. - The superintendent shall review the school safety components of the school improvement plans and make written recommendations on them to the local board of education. Prior to a vote to accept a school's improvement plan in accordance with G.S. 115C-105.27(d), the local board of education shall review the school safety components of the plan for that school in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plan nor the board's findings on the safety components of the plan shall be set out in the minutes of the board.

(d) Adoption of the Plan. - The local board of education shall accept or reject the school improvement plan. The local board shall not make any substantive changes in any school improvement plan that it accepts. If the local board rejects a school improvement plan, the local board shall state with specificity its reasons for rejecting the plan; the school improvement team may then prepare another plan, present it to the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for a vote, and submit it to the local board to accept or reject. If no school improvement plan is accepted for a school within 60 days after its initial submission to the local board, the school or the local board may ask to use the process to resolve disagreements recommended in the guidelines developed by the State Board under G.S. 115C-105.20(b)(5). If this request is made, both the school and local board shall participate in the process to resolve disagreements. If there is no request to use that process, then the local board may develop a school improvement plan for the school. The General Assembly urges the local board to utilize the school's proposed school improvement plan to the maximum extent possible when developing such a plan.

(e) Effective Period of the Plan. - A school improvement plan shall remain in effect for no more than two years; however, the school improvement team may amend the plan as often as is necessary or appropriate. If, at any time, any part of a school improvement plan becomes unlawful or the local board finds that a school improvement plan is impeding student performance at a school, the local board may vacate the relevant portion of the plan and may direct the school to revise that portion. The procedures set out in this subsection shall apply to amendments and revisions to school improvement plans.

(f) Elimination of Other Unnecessary Plans. - If a local board of education finds that a school improvement plan adequately covers another plan that the local school administrative unit is otherwise required to prepare, the local school administrative unit shall not be required to prepare an additional plan on the matter.

(g) Compliance With Requirements. - Any employee, parent, or other interested individual or organization is encouraged to notify the principal of any concerns regarding compliance with this section. In addition, any employee, parent, or other interested individual or organization may submit in writing to the superintendent concerns regarding compliance with this section. The superintendent shall make a good-faith effort to investigate the concern. The superintendent shall upon request provide a written response to the concern. (1989, c. 778, s. 3; 1991 (Reg. Sess., 1992), c. 900, s. 75.1(b); 1993, c. 38, s. 1; c. 263, s. 2; c. 321, s. 144.2(b); 1995, c. 272, s. 3; c. 450, s. 13; 1995 (Reg. Sess., 1996), c. 716, ss. 2, 3; 1997-159, s. 1; 1997-443, s. 8.29(r)(2); 1999-271, s. 1; 1999-397, s. 1; 2000-67, s. 8.1; 2001-424, s. 28.30(c); 2006-153, s. 1; 2009-223, s. 2; 2010-110, s. 1; 2011-145, s. 7.13(i), (x); 2011-379, s. 6(b); 2011-391, s. 14(b); 2012-77, s. 2; 2012-142, s. 7A.1(c); 2013-226, s. 11(a); 2013-360, s. 8.41(a).)

§ 115C-105.49. School safety exercises.

(a) At least every two years, each local school administrative unit is encouraged to hold a full systemwide school safety and school lockdown exercise with the local law enforcement agencies that are part of the local board of education's emergency response plan. The purpose of the exercise shall be to permit participants to (i) discuss simulated emergency situations in a low-stress environment, (ii) clarify their roles and responsibilities and the overall logistics of dealing with an emergency, and (iii) identify areas in which the emergency response plan needs to be modified.

(b) As part of a local board of education's emergency response plan, at least once a year, each school is encouraged to hold a full schoolwide school safety and lockdown exercise with local law enforcement agencies. (2013-360, s. 8.38.)

Article 33C.

Meetings of Public Bodies.

School Improvement Team Meetings are Subject to Article 33C. The article is excerpted below for your reference in complying with the law.
The full text of the article may be found at <http://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=143>

§ 143-318.9. Public policy.

Whereas the public bodies that administer the legislative, policy-making, quasi-judicial, administrative, and advisory functions of North Carolina and its political subdivisions exist solely to conduct the people's business, it is the public policy of North Carolina that the hearings, deliberations, and actions of these bodies be conducted openly. (1979, c. 655, s. 1.)

§ 143-318.10. All official meetings of public bodies open to the public.

(a) Except as provided in G.S. 143-318.11, 143-318.14A, and 143-318.18, each official meeting of a public body shall be open to the public, and any person is entitled to attend such a meeting.

(b) As used in this Article, "public body" means any elected or appointed authority, board, commission, committee, council, or other body of the State, or of one or more counties, cities, school administrative units, constituent institutions of The University of North Carolina, or other political subdivisions or public corporations in the State that (i) is composed of two or more members and (ii) exercises or is authorized to exercise a legislative, policy-making, quasi-judicial, administrative, or advisory function. In addition, "public body" means the governing board of a "public hospital" as defined in G.S. 159-39 and the governing board of any nonprofit corporation to which a hospital facility has been sold or conveyed pursuant to G.S. 131E-8, any subsidiary of such nonprofit corporation, and any nonprofit corporation owning the corporation to which the hospital facility has been sold or conveyed.

(c) "Public body" does not include (i) a meeting solely among the professional staff of a public body, or (ii) the medical staff of a public hospital or the medical staff of a hospital that has been sold or conveyed pursuant to G.S. 131E-8.

(d) "Official meeting" means a meeting, assembly, or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the members of a public body for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the public business within the jurisdiction, real or apparent, of the public body. However, a social meeting or other informal assembly or gathering together of the members of a public body does not constitute an official meeting unless called or held to evade the spirit and purposes of this Article.

(e) Every public body **shall keep full and accurate minutes of all official meetings**, including any closed sessions held pursuant to G.S. 143-318.11. Such minutes may be in written form or, at the option of the public body, may be in the form of sound or video and sound recordings. When a public body meets in closed session, it shall keep a general account of the closed session so that a person not in attendance would have a reasonable understanding of what transpired. Such accounts may be a written narrative, or video or audio recordings. Such minutes and accounts shall be public records within the meaning of the Public Records Law, G.S. 132-1 et seq.; provided, however, that minutes or an account of a closed session conducted in compliance with G.S. 143-318.11 may be withheld from public inspection so long as public inspection would frustrate the purpose of a closed session. (1979, c. 655, s. 1; 1985 (Reg. Sess., 1986), c. 932, s. 4; 1991, c. 694, ss. 1, 2; 1993 (Reg. Sess., 1994), c. 570, s. 1; 1995, c. 509, s. 135.2(p); 1997-290, s. 1; 1997-456, s. 27; 2011-326, s. 8.)

§ 143-318.11. Closed sessions.

(a) **Permitted Purposes.** - It is the policy of this State that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed session and exclude the public only when a closed session is required:

(8) To formulate plans by a local board of education relating to emergency response to incidents of school violence or to **formulate and adopt the school safety components of school improvement plans** by a local board of education or a school improvement team.

(c) **Calling a Closed Session.** - A public body **may hold a closed session only upon a motion duly made and adopted at an open meeting.** Every motion to close a meeting shall cite one or more of the permissible purposes listed in subsection (a) of this section. A motion based on subdivision (a)(1) of this section shall also state the name or citation of the law that renders the information to be discussed privileged or confidential. A motion based on subdivision (a)(3) of this section shall identify the parties in each existing lawsuit concerning which the public body expects to receive advice during the closed session.

§ 143-318.12. Public notice of official meetings.

(a) If a public body has established, by ordinance, resolution, or otherwise, a schedule of regular meetings, it **shall cause a current copy of that schedule, showing the time and place of regular meetings, to be kept on file as follows:**

(1) For public bodies that are part of State government, with the Secretary of State;

(2) For the governing board and each other public body that is part of a county government, with the clerk to the board of county commissioners;

(3) For the governing board and each other public body that is part of a city government, with the city clerk;

(4) For each other public body, **with its clerk or secretary**, or, if the public body does not have a clerk or secretary, with the clerk to the board of county commissioners in the county in which the public body normally holds its meetings.

If a public body changes its schedule of regular meetings, it shall cause the revised schedule to be filed as provided in subdivisions (1) through (4) of this subsection at least seven calendar days before the day of the first meeting held pursuant to the revised schedule.

(b) If a public body holds an official meeting at any time or place other than a time or place shown on the schedule filed pursuant to subsection (a) of this section, it shall give public notice of the time and place of that meeting as provided in this subsection.

(1) If a public body recesses a regular, special, or emergency meeting held pursuant to public notice given in compliance with this subsection, and the time and place at which the meeting is to be continued is announced in open session, no further notice shall be required.

(2) For any other meeting, except an emergency meeting, the public body shall cause written notice of the meeting stating its purpose (i) to be posted on the principal bulletin board of the public body or, if the public body has no such bulletin board, at the door of its usual meeting room, and (ii) to be mailed, e-mailed, or delivered to each newspaper, wire service, radio station, and television station that has filed a written request for notice with the clerk or secretary of the public body or with some other person designated by the public body. The public body shall also cause notice to be mailed, e-mailed, or delivered to any person, in addition to the representatives of the media listed above, who has filed a written request with the clerk, secretary, or other person designated by the public body. This notice shall be posted and mailed, e-mailed, or delivered at least 48 hours before the time of the meeting. The notice required to be posted on the principal bulletin board or at the door of its usual meeting room shall be posted on the door of the building or on the building in an area accessible to the public if the building containing the principal bulletin board or usual meeting room is closed to the public continuously for 48 hours before the time of the meeting. The public body may require each newspaper, wire service, radio station, and television station submitting a written request for notice to renew the request annually. The public body shall charge a fee to persons other than the media, who request notice, of ten dollars (\$10.00) per calendar year, and may require them to renew their requests quarterly. No fee shall be charged for notices sent by e-mail.

(3) For an emergency meeting, the public body shall cause notice of the meeting to be given to each local newspaper, local wire service, local radio station, and local television station that has filed a written request, which includes the newspaper's, wire service's, or station's telephone number, for emergency notice with the clerk or secretary of the public body or with some other person designated by the public body. This notice shall be given either by e-mail, by telephone, or by the same method used to notify the members of the public body and shall be given immediately after notice has been given to those members. This notice shall be given at the expense of the party notified. Only business connected with the emergency may be considered at a meeting to which notice is given pursuant to this paragraph.

(d) If a public body has a Web site and has established a schedule of regular meetings, the public body **shall post the schedule of regular meetings to the Web site.**

(e) If a public body has a **Web site** that one or more of its employees maintains, the public body **shall post notice** of any meeting held under subdivisions (b)(1) and (b)(2) of this section prior to the scheduled time of that meeting.

§ 143-318.13. Electronic meetings; written ballots; acting by reference.

(b) Written Ballots. - Except as provided in this subsection or by joint resolution of the General Assembly, a public body **may not vote by secret or written ballot**. If a public body decides to vote by written ballot, each member of the body so voting shall sign his or her ballot; and the minutes of the public body shall show the vote of each member voting. The ballots shall be available for public inspection in the office of the clerk or secretary to the public body immediately following the meeting at which the vote took place and until the minutes of that meeting are approved, at which time the ballots may be destroyed.