

TABLE OF CONTENTS

Part 1: General Information

- A. Overview
- B. Timeline and Key Dates

Part 2: School Improvement Plan Template

- Section 1: School Improvement Team Information
- Section 2: Vision, Mission, and Values
- Section 3: Data Profile
- Section 4: Strengths and Needs Analysis
- Section 5: School Priority Areas and Goals
- Section 6: School Improvement Strategies and Implementation Timeline

Overview

General Information (*General school information and demographics*)

- Grade Range: 6-8
- Regular school with a traditional schedule
- Title I school
- Small inner city school located in Whiteville, NC
- Diverse population of students
- Enrollment of 536
- Growth status: high growth performance
- Over 94% fully licensed teachers
- National board certified teachers on staff
- Career and technical education courses offered (Computer Applications, Agriculture, and Biotechnology)
- Offer Accelerated Math and Science courses

Timeline	Key Dates
School Improvement Team reviews and finalizes mission and vision	10/15/15
School Improvement Team analyzes school data to inform goal setting	9/30/15
School Improvement Team designs four/five Goals for School Improvement Plan	9/16/15
School Improvement Team finalizes School Improvement Plan Document	10/28/15
School Improvement Team submits SIP to Federal Programs	11/4/15
School Improvement Plans approved	
School communicates and publishes plan to stakeholders, parents, and students	

Section 1: School Improvement Team Information

Name of School:	Central Middle School
School Address:	310 S. Martin Luther King Jr. Ave. Whiteville, North Carolina 28472
Principal's Name:	Christopher Burton
Grade Levels:	6 th , 7 th 8 th
School Improvement Team Members: <i>(include all stakeholders)</i>	Jennifer Hester (chair), Mary Bannerman, Lou Conner, June Hewett, Vicki Frink (AP), Geraldine Hinson, Allisia Long, Hilda Meares, Patricia Shepherd, Patricia Slater (parent)
Plan Year(s):	2015-2016
School Principal Signature:	
Date:	

Section 2: Vision, Mission, and Values

Instructions: Using the space provided below, insert the school's vision statement describing the school's aspirations for the future. Insert the mission statement explaining the school's driving purpose. Lastly, define the core values or guiding beliefs that are to be embodied by all staff, students, and members of the community.

What is the school's Vision?
Enhance the educational setting so that it is conducive for all students to learn and promote their well being through the use of 21 st century tools.

What is the school's Mission statement?
Prepare all students for high school and beyond by providing life-long skills needed for the future.

What are the schools' Core Beliefs and Values?
We believe all students can learn and have the ability to be successful.

Section 3: Data Profile Strength and Needs Assessment

Grades:	6-8	No. of Administrators:	2
Student Enrollment:	536	No. of Teachers:	35
		No. of Support Staff:	9
Student Demographics			
American Indian	5	AIG	76
Asian	4	Limited English Proficient	53
Black	220	Students with Disability	59
Hispanic	54		
White	226		
Other	24		
END OF GRADE Achievement Data			
READING College and Career Ready/Grade Level Proficient			
Grade 6			
All Students	72.3%	36.3%CCR/48.9% GLP	44.8%CCR / 56.5% GLP
American Indian	60.0%	<5CCR/ <5GLP	< 5 CCR / < 5 GLP
Asian	<5	<5CCR/ <5GLP	< 5 CCR / < 5 GLP
Black	64.3%	17.9%CCR/ 32.1%GLP	34.3 CCR / 45.7% GLP
Other	63.6%	21.4%CCR/-H 50%(MR)CCR/ 35.7%H- GLP	61.4 CCR / 71.9% GLP
White	80.5%	56.8% CCR/ 68.9 %GLP	
Grade 7			
All Students	72.2%	47.7%CCR/ 55.7 % GLP	35.0%CCR / 43.3% GLP
American Indian	80.0%	<5 CCR/ <5GLP	< 5 CCR / < 5 GLP
Asian	<5	<5% CCR/ <5%GLP	< 5 CCR / < 5 GLP
Black	55.4%	32.2% CCR/ 37.3 %GLP	25.6 %CCR/ 32.1% GLP
Other	66.7%	40% CCR/ 46.7% GLP	20%(H) 22%(MR) 26.7%(H) 33.3% (MR)
READING College and Career Ready/Grade Level Proficient			
White	86.3%	56.8%CCR/ 67.4% GLP	48.1%CCR 58.4% GLP
Grade 8			
All Students	67%	34.7%CCR/ 45.5% GLP	46.5%CCR/54.7% GLP
American Indian	66.7%	<5 CCR/<5 GLP	< 5 CCR / < 5 GLP
Asian	<5	<5 CCR/<5 GLP	< 5 CCR / < 5 GLP
Black	52.9%	23.2%CCR/ 28%GLP	29.6% CCR/37.0 GLP
Other	66.7%	33.3%CCR/ 55.6%GLP	47.6 (H) /52.4 (H)
White	81.9%	48.6%CCR/65.7%GLP	55.6% CCR/63.3% GLP
MATH College and Career Ready/Grade Level Proficient			
Grade 6			
All Students	75.3%	42%CCR/ 51.4%GLP	46.1% CCR/50% GLP
American Indian	40.0%	<5 CCR/<5 GLP	<5 CCR/<5 GLP
Asian	<5	<5 CCR/< GLP	<5 CCR/<5 GLP
Black	67.1%	22.9% CCR/ 28.9%GLP	35.7%CCR/40.0% GLP
Other	72.7%	35.7%CCR-(H) 62.5% CCR (MR)/ 64.3%(H)GLP,	CCR:16.7% (MR)/27.8% (H); GLP: 16.7 (MR)/27.8% (H)

	85.7%	(MR)GLP-75.0%	
White		60.8 %CCR/ 70.3%GLP	64.95% CCR/70.2%GLP
Grade 7	84.5%	51.7% CCR/ 58.5%GLP	48.1%CR/58.4% GLP
All Students	>95	<5 CCR/<5GLP	<5 CCR/<5 GLP
American Indian	<5	<5 CCR/<5GLP	<5 CCR/<5 GLP
Asian	76.9%	28.8%CCR/ 40.7%GLP	
Black	77.8%	60 %CCR/ 66.7%GLP	
Other	92.6%	62.1%CCR/ 66.3%GLP	
White			
Grade 8			
All Students	86.4%	29.3 %CCR/ 35.9%GLP	46.5% CCR/ 54.7% GLP
American Indian	83.0%	<5 CCR/ <5 GLP	< 5 CCR / < 5 GLP
Asian	<5	<5 CCR/ < GLP	< 5 CCR / < 5 GLP
Black	80.9%	12.2 CCR/ 18.3%GLP	29.6 CCR / 37.0%
Other	83.3%	33.3 CCR/ 33.3%GLP	47.6 %(H)/52.4 (H)
White	90.4%	50.0 CCR/ 58.6%GLP	55.6% CCR/63.3% GLP
Math I			
All Students	>95%	<5	<5
American Indian	<5	>95%	>95
Asian	<5	<5	<5
Black	<5	<5	<5
Hispanic	<5	<5	<5
Other	>95	>95	>95
White	>95%	>95%	>95%
SCHOOLWIDE DATA			
	2012-2013	2013-2014	2014-2015
Number of AMO Targets	25/25	26/34	29/37
Student Attendance	Met 90% target	>95%	>95%

Section 4: Strength(s) and Needs Assessment

Instructions: Prior to identifying goals and strategies, school teams must engage in a thorough needs assessment to evaluate the current state of the school. Carefully analyze school data to identify school strengths and areas for development. Consider strengths and weaknesses in the following areas: academic achievement, teacher and leader effectiveness, curriculum and instruction, family and community engagement, time management, data driven decision making, culture and climate, and nonacademic supports. Summarize the school's greatest strengths and growth areas and provide specific data points to support the analysis.

Summarize the school's most significant strengths.	
Strength(s)	Data Support
-Alignment of curriculum with rigor and relevance to the NCSCOS.	-NCSCOS, curriculum guides
-Tutoring in academic areas	-Progress reports, tutoring sign in sheets
-Computer technology aids	-Chromebooks, Remind 101
-Accelerated math program	-100% pass rate for Math I students
-Accelerated science program	-Project based learning and 80% pass rate for EOG
-Rewards program and incentives	-Fewer office referrals, honor roll increase
-Individual and small group support	-Improved rapport with students, higher academic achievement
-PIES Program (Positive Interventions and Enrichment for Students)	-weekly meetings with student sign-in logs, rapport building, career and college readiness
-Extra curricular activities (sports, band, clubs)	-fewer office referrals, more positive school climate, increased parent involvement
-Smartboards installed in classrooms	-21 st century learning
-Parent Nights & Breakfast for Parents	-rapport building, more communication with all stakeholders, stronger partnership
Career and College Readiness Program	College visits, career fair, field trips

Summarize the school's most significant areas of growth.	
Area of Need	Data Support
Improve academic performance of at-risk students	Benchmark assessment, progress reports, report cards, academic interventions
Improve communication with stakeholders	Open house, parent nights, ConnectEd, Parent Breakfasts, Remind 101, weekly newsletters
Improve the EOG growth rate of the gifted students	Duke TIP program, college visits, project learning, College and Career Readiness Programs

Section 5: School Priority Areas and Goals

Instructions: Successful and sustainable school improvement requires a targeted and focused approach on the school's most pressing needs and challenges. Reflect upon school data and the needs assessment to identify a manageable set of priorities to guide the school's improvement efforts over the next three years. Based on these identified priorities develop 4 or 5 goals that are specific, measurable, attainable, results-oriented, and time-bound. Goals should align to and support the district's vision, mission, and goals.

Step 1: Priority Areas

Priority Areas: Based upon the analysis conducted, what 4 or 5 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

1. Overall composite scores/EOG scores.

2. Instruction

3. Relationships

4. Reading comprehension

5. Technology

Goal #1: Insert goal below	Identify district strategic alignment below:
Increase the school's overall composite scores/improve EOG scores.	Intervention and remediation, EOG Prep classes, after school tutoring

Goal #2: Insert goal below	Identify district strategic alignment below:
Identify research-based strategies for instructional use.	PLC meetings, professional development, integrate 21st century learning strategies in all lesson plans

Goal #3: Insert goal below	Identify district strategic alignment below:
Improved relationships and communication between all stakeholders.	Parent nights per 9 weeks, teacher wiki pages, student planners, parent conferences, Remind 101, parent participation in Powerschool

Goal #4: Insert goal below	Identify district strategic alignment below:
Improve reading comprehension across all grade levels.	Reading intervention strategies, use of high interest reading materials, Battle of the books, Positive Intervention and Enrichment Strategies Program

Goal #5: Insert goal below	Identify district strategic alignment below:
Utilize existing technology within the school to increase student achievement.	Completing bench marks with technology, Use of technology in the classroom for academic support and for instructional classwork activities