



Dunn Middle School

1301 Meadowlark Road Dunn, North Carolina 28334

Telephone: (910) 892-1016 Fax: (910) 892-7923

Janet J. Doffermeyre, Principal
jdoffermeyre@harnett.k12.nc.us

Steven C. Murphy, Assistant Principal
smurphy@harnett.k12.nc.us

November 30, 2015

Dear Harnett County School Board Members:

2015-2016 is the "Year of the Champion" at Dunn Middle School. Our initial School Plan for Improvement was originally developed and submitted on October 23, 2015 to North Carolina Department of Public Instruction. Feedback from NCDPI was provided on November 3, 2015 to indicate overall alignment to the required criteria. There was no feedback provided by parent and community stakeholders to consider. The Curriculum and Instruction Team met with our school leadership on November 30, 2015 to discuss positive feedback and provide clarification of goals and strategies.

We have reviewed the plan within our school. Based on that input, we bring a revised final plan for your approval. Some of the differences when comparing the preliminary plan and the final plan are as follows:

- Goal 1, Strategy 2: We clarified the "tutor" to read "certified, high performing teacher for math."
- Goal 1, Strategy 2: In addition, our math coach is providing professional development support that is customized to our site and even to specific teachers. Our team has also added the opportunity for emphasis on subgroup data analysis over time with regard to various data points.
- Goal 1, Strategy 3: We are including students in the feedback and implementation of the increased academic performance via report card conferences. These will be piloted in quarter two by Student Government Association in all grade levels and, based on the feedback, extended to sixth grade in the quarter three term.
- Goal 1, Strategy 3: We added common formative assessments, EVAAS data, benchmark data, and discipline and attendance data to consider for multiple data points. We intended to increase the emphasis on triangulation of data that aligns to student achievement overall.

Our team recognizes that all items tweaked were in the area of academic performance. The strengths of the plan lie in the progress monitoring and the involvement of school stakeholders – teachers, students, parents, and community members – in the process of data analysis and instruction via quarterly reviews in an effort to continuously improve. We strive to lead as leaders who are learners. Further growth will continue with support from district team members and a view from an external lens.

We thank you for your ongoing support as we work together to increase student achievement.

Respectfully,

A handwritten signature in black ink that reads "Janet Doffermeyre".

Janet Doffermeyre, Principal

Our vision is for every student to acquire the skills to lead a successful life.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Dunn Middle School	#430332	2015-16
Principal Name (or Designee)	Janet Doffermyre	Principal Name (or Designee) Email	jdoffermyre@harnett.k12.nc.us
School Mission	The mission of Dunn Middle School is to provide every student with the opportunity to maximize his/her potential academically, socially, and physically.		
School Vision	Our vision is for every student to acquire the skills to lead a successful life. (Theme: Year of the CHAMPIONS! Song: Hall of Fame by The Script ft. Will.I.am)		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p> <p>(Community Data) Dunn Middle School is located in the city of Dunn, North Carolina, which has a population of 9,758 (US State Census Bureau, 2013). The population is made up primarily of the following ethnicities: Caucasian (50.23%), African American (42.53%), Hispanic (5.30%), other (2%). Changes in population as indicated by the 2010 Census include an increase in the African American population by 112 persons and a decrease in the Caucasian population by 365 persons. The median household income in 2014 was \$38,550.</p> <p>(Power School Demographic Data) Over the past three years, the student population at Dunn Middle School has fluctuated. The three-year trend indicates a decrease in student enrollment. The Caucasian population steadily decreased from 156 in the 2012-2013 school year to 137 in the 2014-2015 school year. The African American population continues to represent the largest racial subgroup of the student population with slight increases from year-to-year. In 2014-2015, 74.65% of students qualified for free or reduced lunch as compared to 72.04% in 2013-2014 and 74.37% in 2012-2013.</p> <p>(NC School Report Card Data) There has been a decreasing trend in the number of classroom teachers over the past several years due to budget constraints. Data indicates the experience level of teachers has also decreased. The number of teachers with 10+ years of experience has decreased from 56% in 2011-2012 to 41% in 2013-2014 while the number of teachers with 0-3 years of experience has increased from 15% in 2011-2012 to 28% in 2013-2014. Increased teacher turnover and reduced staffing parallels our increased number of unmet AMO targets- (2015 met only Reading (AIG) and Science (White). These variables make capacity-building PLT's essential for increased proficiency (see Goal 2).</p> <p>(NC School Report Card Data, EVAAS Data) For the past two years, Dunn Middle School has received a School Performance Grade of D and has met growth. In the 2014-2015 school year, the performance composite CCR percentage was 28.7, increasing from 27.4 for the previous year. The performance composite GLP increased to 36.4 from 36.0 the previous year. Academically, student proficiency rates have consistently been below the district mean. Reading and Math EOG data from the three previous years indicates that students' proficiency increases in the 7th grade while decreasing in the 8th grade within the following subgroups: African Americans, Caucasians, and the Economically Disadvantaged. Data from our students with disabilities shows a decrease in proficiency between grades six and seven and an increase between grades seven and eight. Additionally, our sixth graders perform below both seventh and eighth graders in both Reading and Math. The sixth graders come to us far below grade level and employee licensure constraints have limited our ability to use more experienced teachers, therefore, we have been unable to get them to grade-level proficiency during their initial year at Dunn Middle School. SuccessMaker data tells us that a large percentage of 6th graders are below grade level with a large number of students several years below grade level (see Goals 1 and 2). Again, higher proficiency levels in seventh grade in both Reading and Math appear to be a result of our seventh grade Reading and Math teachers, who are two of the most experienced teachers on our staff. In addition, unlike our newer, less experienced teachers, these veteran teachers are from the Dunn community and have been successful in teaching a diverse population with a wide range of learning needs.</p> <p>(Power School/NCWise Discipline Reports, TWC Survey, Local Stakeholder Surveys, attendance reports) Student discipline data reveals a high percentage of out-of-school suspensions over the past few years, with 120 suspensions in 2012-2013, 253 suspensions in 2013-2014, and 118 suspensions in 2014-2015. The majority of suspensions each year were for male students with percentages over the past three years of 66%, 84%, and 74%. An overwhelming majority of suspensions were from African-American students with 73% in 2012-2013, 69% in 2013-2014, and 73% in 2014-2015. The student cohort that entered 6th grade in 2013-2014 had the highest rate of out-of-school suspensions for the past two years. The high numbers of out-of-school suspensions, as well as teacher perception data of the TWC survey and local surveys prompted the new administration to implement new discipline</p>			

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Dunn Middle School	#430332	2015-16
<p>procedures for the 2015-2016 school year along with an Alternate Learning Center (ALC) for intervention between In-School Suspension and Out-of-School Suspension. The ALC allows for appropriate consequences for students, while keeping them in an academic setting, completing school work and receiving interventions in math and reading (see Goal 3). (Power School Attendance Data) Student attendance rate has slightly increased over the past three years with 94.58 in 2011-2012, 93.62 in 2012-2013, 94.47 in 2013-2014, and 94.59 in 2014-2015. Because we remain below the ADA:ADM school ratio of 25th percentile (94.72), attendance continues to be an area of focus. If students are not present, we struggle to help them meet proficiency and growth. The SIP for 2015-2016 calls for a monthly analysis of student data by subgroup as well as the number of PBIS awards for students who have had no absences. There will also be a monthly analysis of faculty absences (see Goal 3).</p>			

School Plan for Improvement

District Name:		School Name:	School Code:	Year:
Harnett County Schools		Dunn Middle School	#430332	2015-16
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	To improve overall academic performance as indicated by higher EOG results. Increase proficiency in math and reading by 10%. (Led by Mrs. Swaim)			
	SBE Goal Alignment:	North Carolina public schools will produce globally competitive students.		
	LEA Goal Alignment:	Increase performance in all content areas through the use of Mr. Williams' K-12 Non-Negotiables (as stated within the Harnett County Schools 2013-2015 Strategic Plan).		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Student academic performance will be monitored within our professional learning teams (PLT) as teachers create, administer, and analyze data from common assessments. Teachers will also analyze and discuss SuccessMaker data during PLT meetings. The School Improvement Team (SIT) will analyze monthly and quarterly the data from SuccessMaker, tutoring sessions, Learning Focused implementation in the classrooms, and grade distribution. The team will identify concerns and celebrations resulting from the data analysis and create next steps for continuous improvement. The School Improvement Team will share discussions and next steps with the faculty on a monthly basis.		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	To improve the effectiveness and consistency of the PLT process (Led by Mrs. Mangum)			
	SBE Goal Alignment:	North Carolina public schools will produce globally competitive students. North Carolina public schools will by led by 21st Century professionals		
	LEA Goal Alignment:	Increase performance in all content areas through the use of Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-2015 Strategic Plan). Increase proficiency with 21st Century skills (increase attendance--students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	The Goal Two manager and her team will collect and analyze PLT minutes and look for rich discussions surrounding student learning (building of common assessments, analysis of common assessment data, and planning of intervention and enrichment activities as reaction to the data. The administrative team will monitor PLT discussions by attending and facilitating assigned PLT meetings and having discussions		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Decrease discipline referrals and increase student attendance within our at-risk population (Led by Mrs. Brown)			
	SBE Goal Alignment:	North Carolina public schools will produce globally competitive students. North Carolina public school students will be healthy and responsible.		
	LEA Goal Alignment:	Increase proficiency with 21st Century skills (increase attendance--students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)			

District Name:		School Name:	School Code:	Year:
Harnett County Schools		Dunn Middle School	#430332	2015-16
Progress:	Progress Monitoring Status:	<p>Student behavior and attendance will be monitored within our subject-area professional learning teams (PLT) and during grade level hall meetings. The School Improvement Team (SIT) will analyze monthly and quarterly the data from attendance and discipline referrals. The team will identify concerns and celebrations resulting from the data analysis and create next steps for continuous improvement. The School Improvement Team will share discussions and next steps with the faculty on a monthly basis. The SIT will also monitor the Greenwave Bucks program (PBIS initiative) in which students earn one buck per week in each class for 1-no absences 2- no tardies 3- all assignments turned in on time 4- no discipline referrals.</p>		

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Dunn Middle School	#430332	2015-16
GOAL #1:	To improve overall academic performance as indicated by higher EOG results. Increase proficiency in math and reading by 10%. (Led by Mrs. Swaim)		
Strategy #1: Describe the strategy that will support this goal	(Key Process 1.1) - Teachers will implement the Learning Focused model in all classrooms.		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(Action Step 1.1.1) - Implement the following Learning Focused components in the classrooms to increase academic performance both in the classroom and on state tests in the areas of Reading and Math. The components are: <ul style="list-style-type: none"> Word walls Essential questions Distributive summarizing Graphic organizers Activating strategies 		
	The key process manager (Hollins) for this step, along with her Learning Focused team, will visit classrooms on a regularly scheduled basis to look for implementation of Learning Focused components and record the data through a Google form designed for this task. The team will analyze the data and report monthly to the SIT on the status of implementation in the classrooms.		
	Evidence: (Identify documents and artifacts)	Documentation from 5 by 5 observations, classroom checklist, and lesson plans.	
	Person(s) Responsible:	Mrs. Hollins	
	Timeline:	June 10, 2016	
Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	(Key Process 1.2) - Teachers will follow the protocol and schedules for students to have access to SuccessMaker. (Key Process 1.3) - Teachers and Math Tutor(s) will provide tutorial access for students to increase overall academic achievement.		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(Action Step 1.2.1) - Utilize SuccessMaker to increase academic scores in Reading and Math. SuccessMaker data will be analyzed in the subject PLTs as well as monthly by SIT (led by Key Process 1.2 manager-McGee).		
	(Action Step 1.3.1) - Each subject PLT will provide after school tutorial opportunities for a minimum of one hour per week and that information will be posted in each teacher's classroom. Key Process 1.3 manager (Hardin) will collect data through a Google form teachers will complete and submit after each tutorial session. The data will be analyzed and discussed at each monthly SIT meeting,		

District Name:		School Name:		School Code:		Year:		
Harnett County Schools		Dunn Middle School		#430332		2015-16		
	(Action Step 1.3.2) - HCS Math Coach will observe Math teachers and provide additional strategies and specific site-based training for teachers to increase overall Math scores. (Action Step 1.3.3) - Certified high-performing Math teacher will provide tutoring. The tutor will work one-on-one with students to help with the improvement of math skills.							
	Evidence: (Identify documents and artifacts)		SuccessMaker reports will be utilized by the teachers on a monthly basis to evaluate the effectiveness of teacher instruction with the expectation that classroom pedagogy and differentiation will be a logical response to reviewing the data. SuccessMaker reports will monitor the fidelity of implementation based on time logged in by the students as well as their level of mastery. Teachers will turn in a bi-weekly log to the principal of those students who took advantage of the after school tutorial process provided by the members of the subject PLT. Math Tutor(s) will submit student rosters to the principal of those who attend tutoring sessions. Math Coach will supply notes and feedback of classroom observations with Instructional Coach and Principal. Math Coach will also provide rosters of collaboration and PD sessions.					
	Person(s) Responsible:		Mrs. McGee, Ms. Hardin, HCS Math Coach, and DMS Math Tutors					
	Timeline:		June 10, 2016					
	Budget Amount: (if applicable)				Budget Source: (if applicable)			
Strategy #3: Describe the strategy that will support this goal		(Key Process 1.4)- Monitor academic performance through grade distribution and alignment of state testing, school report card, and rigor of curriculum. (Key Process 1.5)- By January 2016, the faculty of Dunn Middle School will develop and implement a school-wide grading policy and student grade recovery.						
Progress:		Progress Monitoring Status:						
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		(Action Step 1.4.1)- Each quarter we will gather data on teacher grade distribution and later compare this data to EOG, EOC, and NCFE results. We will also analyze whether the academic rigor in our classrooms aligns with state assessments and expectations. Analyze common formative assessment and benchmark data to plan for next steps. (Action Step 1.5.1) - Research best practices of schools that have created grade recovery plans for students and provide a draft for the SIT. (Action Step 1.5.2) - Pilot student report card conferences with our Student Government Association for sixth grade at the end of the second quarter and plan to implement for the third quarter.						
Evidence: (Identify documents and artifacts)		Data analysis will take place quarterly and include the following: <ul style="list-style-type: none"> • PowerSchool grade distribution report • State assessment data • Lesson plan artifacts and teacher observations • Collect quarterly Principal's List, Honor Roll, BUG, and Character rewards data and plan for assembly and 						

District Name:		School Name:		School Code:		Year:	
Harnett County Schools		Dunn Middle School		#430332		2015-16	
		celebration.					
		Will be monitored by other measurements within Goal 1.					
	Person(s) Responsible:	Mrs. Jones and Mrs. Doffermyre					
	Timeline:	June 10, 2016					
	Budget Amount: (if applicable)		Budget Source: (if applicable)				

School Plan for Improvement

District Name:	School Name:	School Code:	Year:	
Harnett County Schools	Dunn Middle School	#430332	2015-16	
GOAL #2:	To improve the effectiveness and consistency of the PLT process (Led by Mrs. Mangum)			
Strategy #1: Describe the strategy that will support this goal	(Key Process 2.1) - Improve the effectiveness, consistency, and fidelity of the PLTs through administrative presence, guidance and support, and review of weekly PLT templates and assessment and data artifacts.			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>(Action Step 2.1)- Subject PLTs will meet weekly at a designated time and location.</p> <p>(Action Step 2.2) - Administration and the Instructional Coach will facilitate PLTs as assigned to provide guidance, support, and accountability. Discussions will be facilitated to ensure the fidelity of the PLT.</p>			
	Evidence: (Identify documents and artifacts)	<p>PLTs will submit electronic copies of the PLT template to the principal and Instructional Coach on a weekly basis. On the template, the PLT will respond to the DuFour question that corresponds with the task at hand:</p> <ul style="list-style-type: none"> What do we expect students to learn? (Create lesson plans) How will we know when students have learned it? (Create common formative assessment) How will we respond when some students do not learn? (Analyze data/design intervention strategies) How will we respond when some students already know it? (Design enrichment strategies) <p>PLTs will submit hard copies of the common formative assessment and the data chart to the Instructional Coach.</p> <p>The leadership PLT will meet bi-weekly to discuss and analyze the PLT process and address issues and concerns to ensure the fidelity of the PLT process.</p>		
	Person(s) Responsible:	Mrs. McNeill		
	Timeline:	June 10, 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal				
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.				
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Dunn Middle School	#430332	2015-16
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal			
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.			
	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline:		
	Budget Amount: (if applicable)		Budget Source: (if applicable)

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Dunn Middle School	#430332	2015-16
GOAL #3:	Decrease discipline referrals and increase student attendance within our at-risk population (Led by Mrs. Brown)		
Strategy #1: Describe the strategy that will support this goal	(Key Process 3.1) - Monitor discipline referrals to identify students, infractions, and locations of misbehavior to better equip our staff to more effectively educate those students, keep them in class, and create a positive learning environment along with increased attendance for all students.		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Action Step 3.1 - Provide quarterly data to staff based on discipline referrals that will provide information on students, infractions, locations, and by referring teachers. Action Step 3.2 - Based on quarterly data, Dunn Middle School leadership team will provide staff development to better equip teachers to manage student behaviors and improve student academic and behavioral performance. Action Step 3.3 - Identify students with excessive absences and follow through on attendance interventions. Action Step 3.4 - Continue to monitor strategies and data surrounding Dunn Middle School's PBIS implementation.		
	Evidence: (Identify documents and artifacts)	Data analysis will take place quarterly and will include the following: <ul style="list-style-type: none"> PowerSchool discipline referral report Discipline Record Sheet (Google Doc) Copies of discipline referrals Analyze discipline referral data and teacher grade distribution data to look for an increase in student academic performance and a decrease in discipline referrals. Collect and analyze data (documentation of parent contact from homeroom teachers, list of unexcused 3, 6, and 10 day letters sent, weekly excessive absence report after 7 absences, quarterly attendance report) received from the following sources to monitor student attendance and the utilization of attendance <ul style="list-style-type: none"> Homeroom teachers Attendance counselor Data manager Guidance counselor Social worker Data analysis will take place monthly and will include the following: <ul style="list-style-type: none"> Collect and analyze Greenwave Bucks student rewards and utilization data. (Weekly classroom reward rosters, report of Greenwave Bucks expenditures, and quarterly analysis of students rewarded and expenditures). Collect quarterly perfect attendance data, create invitations, and plan for celebration. Plan additional PBIS activities and events. Plan ways to improve the PBIS process. 	
	Person(s) Responsible:	Mrs. Hobbs, Administration, Mrs. Johnson, and Mr. Zehr	

District Name:		School Name:		School Code:		Year:	
Harnett County Schools		Dunn Middle School		#430332		2015-16	
		Timeline:		June 10, 2016			
		Budget Amount: (if applicable)				Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal		(Key Process 3.2) - Market and publicize the successes of Dunn Middle School on a monthly basis.					
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		(Action Step 3.2) - Communicate through newspapers and other forms of media, civic organizations and the Harnett County Schools Board of Education about the successes of Dunn Middle School.					
		Evidence: (Identify documents and artifacts)		Measurements are as follows: <ul style="list-style-type: none"> School Website Harnett County Schools Facebook page Dunn Middle School Facebook page Electronic portfolios Newspaper articles 			
		Person(s) Responsible:		Mrs. Dixon			
		Timeline:		June 10, 2016			
		Budget Amount: (if applicable)				Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal							
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.							
		Evidence: (Identify documents and artifacts)					
		Person(s) Responsible:					
		Timeline:					
		Budget Amount: (if applicable)				Budget Source: (if applicable)	