

## **Granville County Public Schools School Improvement Plan Template 2015-2016**

### **Overview:**

This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide*. The template is aligned with the recommendations found in the Guide.

We have provided an overview page listing the district goals with a framework of the District Improvement Plan (DIP). It is intended to provide easy to access reference points for schools in drafting their School Improvement Plans (SIPs).

Space has also been provided for schools to present their mission and vision as well as an overview of each school's data and to identify areas of strength and areas of improvement.

### **Directions (ask your grade level Director if you have questions):**

- Each school SIP goal should be from a District Improvement Plan Objective.
- Each school SIP committee should address Goal 1 Objectives 1 & 2 and at least one additional Objective.
- Each school goal should be aligned with the district objective.
- Each school goal should have at least 3 objectives.
- Each objective should be specific to each goal and be measureable.
- Whenever possible, all remaining headings within the plan should be completed (funding source, lead person, completion dates, etc.).
- After each completed goal insert a page break (start new goal on a separate page).
- Once completed and approved by the Board of Education, save as a PDF and post to your school's website.
- A Snapshot highlighting the school's strengths and areas of improvement (an example will be provided).

### **Timeline:**

- Revised DIP available & posted - July 15, 2015
- SIP first draft due to grade level directors - July 31, 2015
- First edited draft returned - August 17, 2015
- Final Copy Submission Date to Deborah Dupree (Signature Sheet hard copy, PDF of SIP and SIP Snapshot) - September 8, 2015
- Presentation to the Board of Education (All Schools) – October 5, 2015
- Post PDF copy of the plan to school's website

**Granville County Public Schools  
District Improvement Plan (DIP) Overview**

***District Goal-1 – Increase academic achievement in a personalized learning environment for every child to graduate college and career ready.***

**Objectives**

1. Increase proficiency on state EOG/EOC assessments, by 10% by 2017, as measured by student grade-level cohort groups (EOG) or content area (EOC).
2. Eighty percent of schools will meet or exceed expected growth as measured by EVAAS by 2017
3. Increase the district four-year cohort graduation rate to 85% by June 2017
4. Increase the level of performance on the ACT and WorkKeys to the state average by 2017
5. Increase the percentage of students by 10% who complete a CTE pathway, and who score at least a silver level on the WorkKeys test by 2017
6. Increase the number of students who graduate from high school with post-secondary credit
7. Provide all students and staff the appropriate technology by June 30th of each year to meet the needs, which are identified in a district assessment.

***District Goal 2 – Every student has highly qualified and effective teachers and leaders through recruitment, retention and professional development***

**Objectives**

1. Reduce the teacher turnover rate by 10% by April 2017
2. One hundred percent of our schools will be trained on the district comprehensive recruitment plan by April 2017.
3. Develop and support teachers to increase their effectiveness so that 80% of the teachers meet or exceed expected growth as measured by EVAAS.
4. Develop and support highly effective administrators by providing three professional development sessions per year.

***District Goal 3 – Financial, business, technology systems, and auxiliary services support students, parents, and district personnel to meet district, state, and federal standards.***

**Objective**

1. Provide all schools with effective and efficient infrastructures needed to support digital learning as outlined by the GCPS technology plan.
2. Develop and manage an annual budget, approved and adopted by June 30th, which maximizes the use of funds as measured by monthly budget reports to the GCPS Board of Education.
3. Strategically maintain and improve facilities as evidenced by the five-year capital outlay plan by the end of each fiscal year.

***District Goal 4 – Ensure students and staff remain healthy and safe***

**Objectives**

1. Every school will maintain a Crisis Management Plan, which is updated before the start of each school year.
2. Every PE teachers will use Fitness Test Data to improve students' fitness in grades k-12
3. All schools will implement 2 vigorous 1 minute physical activity breaks to promote student movement
4. Increase the daily percentage of students in attendance by 5%
5. Decrease the number of reportable offenses by 10%

## Signature Page

<b>LEA Name/Number</b>	Granville 390		
<b>School Name/Number</b>	Butner-Stem Middle School (390)		
<b>School Address:</b>	501 E D St, Butner, NC 27509		
<b>Plan Year(s):</b>	2015-2016		
<b>Date Prepared:</b>	September 2015		
<b>Principal Signature:</b>			<b>Date: 9/15/15</b>
<b>Local Board Approval:</b>			<b>Date:</b>

### **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.”

<b>Committee Position*:</b>	<b>Name</b>	<b>Committee Position</b>	<b>Name</b>
Principal:	Lauren Allen	School Counselor:	Joe Williams
Assistant Principal:	Bethany Bonnemere	School Counselor:	Blake Crow
Teacher Representative:	Emily Rinker	Instructional Support:	Julie Fountain
Teacher Representative:	Beth Crowe	Teacher Assistant:	Antoinette Green-Anderson
Teacher Representative:	Apryl Holbert	Parent Representative:	Lisa Mangum
Teacher Representative:	Tammie Haddock		

*\*Add to list as needed, each group may have more than one representative.*

**School Mission and Vision**

*Please include information about your school's mission and vision:*

BSMS Mission: Butner-Stem Middle School Students will be academically and socially prepared to succeed in a global society.

BSMS Vision: Butner-Stem Middle School will strive to achieve a unified community, focused on the academic success of all students and fostering the unique qualities of all individuals.

Student Friendly Mission and Vision:

- I am unique.
- I am a Falcon.
- I work hard each day.
- I will be ready to take on the world.

Falcons SOAR at BSMS: We are Safety-Conscious, Open-Minded, Always Prepared, Respectful and Responsible.

**School Data Summary and Analysis**

*Please provide an overview of your school's data and identify areas of strength and areas of improvement:*

**Analysis of 2014-15 School Year Data**

	Reading Proficiency	Reading Growth	Math Proficiency	Math Growth	Science Proficiency	Science Growth
6 <sup>th</sup> Grade	37.2%	Met Expected Growth (1.5)	25.74%	Did Not Meet Expected Growth (-2.6)		
7 <sup>th</sup> Grade	30.5%	Met Expected Growth (1.1)	21.9%	Met Expected Growth (1.2)		
8 <sup>th</sup> Grade	29.7%	Did Not Meet Expected Growth (-4.5)	8.5%	Did Not Meet Growth (-3.0)	47.7%	Did Not Meet Expected Growth (-2.5)
Math I			50.0%	Met Expected Growth (-2.0)		

Significant gaps still exist between subgroups, and data shows that all subgroups are in need of additional support to meet their AMO targets for the 2015-16 school year and beyond. BSMS met just one of its performance targets for Annual Measurable Outcomes (AMOs) for the 2014-15 school year – black students in Science. This is the second year in a row that subgroup has met its performance target.

- In Reading, the percentage of students meeting Career and College Ready Standards (Levels IV and V) decreased or remained the same for all subgroups except Academically and Intellectually Gifted (AIG) and Students with Disabilities (SWD).
- In Math, two subgroups showed an increase in the percentage of students meeting CCR standards, White and Multiracial.
- On the 8<sup>th</sup> Grade Science EOG, the percentage of students meeting CCR standards in two subgroups, Economically Disadvantaged (ED) and Limited English Proficient (LEP), increased.

***Butner Stem Middle School* IMPROVEMENT PLAN 2015-2016**

**Reading Performance and Targets for 2014-15**

All Students		Black		Hispanic		Multiracial		White		Economically Disadvantaged		Limited English Proficient		Students with Disabilities		Academically and Intellectually Gifted	
Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target
30.0	55.1	26.0	47.8	22.5	43.0	35.0	56.5	36.5	65.2	24.1	42.9	<5	27.6	<b>7.8</b>	30.3	<b>86.2</b>	92.5

**Math Performance and Targets for 2014-15**

All Students		Black		Hispanic		Multiracial		White		Economically Disadvantaged		Limited English Proficient		Students with Disabilities		Academically and Intellectually Gifted	
Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target
12.9	53.9	9.4	37.8	9.2	46.1	<b>10.0</b>	53.6	<b>16.9</b>	63.0	9.7	42.1	<5	34.0	<5	30.0	69.0	93.3

**Science Performance and Targets for 2014-15**

All Students		Black		Hispanic		Multiracial		White		Economically Disadvantaged		Limited English Proficient		Students with Disabilities		Academically and Intellectually Gifted	
Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target	Prof	Target
36.9	61.8	32.4	46.0	27.5	51.7		63.3	42.3	71.7	<b>31.1</b>	50.0	<b>20.0</b>	33.2	<5	36.4	90	94.4

Teacher Working Conditions Survey data suggests that there is a negative perception of our school in the community and among staff. At this time, we lack any perception data about our school from the students, parents, or community, but we will compile it throughout the school year.

**Analysis of Three Year Trends**

Demographic Data

SCHOOL YEAR	TOTAL ENROLLMENT	AFRICAN-AMERICAN	WHITE	HISPANIC	MULTI-RACIAL	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ACADEMICALLY AND INTELLECTUALLY GIFTED	ATTENDANCE
2012-13	474	23.6	49.8	22.6	3.6	57.6	8.4	13.7	12.4	>95
2013-14	448	22.3	47.1	25.9	4.5	59.1	7.4	16.1	8.5	>95
2014-15	410	23.4	42.4	28.5	4.9	65.5	7.2	18.5	7.1	>95
2015-16	404	22.5	42.3	30	4.2	69	8.4	17.6	5.9	>95

Analysis of our school’s demographic data shows several trends over the last three years and continuing into the current school year.

- While the percentages of African-American and Multi-Racial students enrolled at BSMS has remained relatively flat, the percentage of White students has declined more than seven percent since 2012. Looking back further, it has declined more than 11% since 2009. There has been a corresponding increase in the percentage of Hispanic students enrolled at BSMS since 2012, from 22 percent to 30 percent. That percentage has nearly doubled since 2009.
- The percentage of students classified as Economically Disadvantaged has increased by 12% since 2012. This is our first year as a Title I School. We used our allotment to add two additional core teachers and decrease class size in seventh and eighth grade. BSMS purchased Discovery Education Benchmarks with the remainder of the funds.
- The number of English Language Learners enrolled at BSMS has been consistent in the last three years, but during that same time period, the number of Students with Disabilities has continued to rise.
- Since 2012, the number of Academically and Intellectually Gifted Students enrolled at BSMS has decreased by nearly seven percent. This decline coincides with the opening of a charter school a few miles away from BSMS. Many AIG students from BSMS have chosen to enroll there.
- Enrollment has declined each year over since 2012, with a loss of 70 students. According to our analysis, 65 BSMS students have chosen to enroll in a charter school since July 2012.
- Attendance continues to be strength for BSMS. No subgroup data was available for attendance.



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## Performance Data by Subgroup

ACADEMICALLY AND INTELLECTUALLY GIFTED	Math	Reading	Science
2012-13	71.2	>95	83.9
2013-14	71.1	84.2	>95
2014-15	69	86.2	90
ALL			
2012-13	17.7	35.2	26.5
2013-14	13.3	31.8	38.9
2014-15	12.9	30	36.9
BLACK			
2012-13	10.7	29.5	20.1
2013-14	12.2	28.6	36.8
2014-15	9.4	26	32.4
ECONOMICALLY DISADVANTAGED STUDENTS			
2012-13	11.8	27.6	19.7
2013-14	10.6	25.5	28.7
2014-15	9.7	24.1	31.1
FEMALE			
2012-13	14.5	36.4	25.4
2013-14	11.6	35.3	31.5
2014-15	14.6	33.7	35.6
HISPANIC			
2012-13	12.3	29.2	20.8
2013-14	10.6	24.8	28.6
2014-15	9.2	22.5	27.5

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LEP	Math	Reading	Science
2012-13	<5	7.5	<5
2013-14	<5	<5	7.1
2014-15	<5	<5	20
MALE			
2012-13	20.7	34.1	27.4
2013-14	14.8	28.8	44.9
2014-15	11.3	26.4	38
MULTIRACIAL			
2012-13	17.6	35.3	26.5
2013-14	5	35	50
2014-15	10	35	
STUDENTS WITH DISABILITIES			
2012-13	<5	5.1	<5
2013-14	<5	<5	26.9
2014-15	<5	7.8	<5
WHITE			
2012-13	22.8	40.5	31.6
2013-14	16.1	37	42.5
2014-15	16.9	36.5	42.3

For the purposes of this analysis, we are including only those students that were Career and College Ready during the 2013-14 and 2014-15 school year. Our analysis of subgroup performance on EOGs indicates that all subgroups are falling well below both Annual Measurable Objective (AMO) Targets and statewide averages for subgroups with one exception, Multi-Racial students in Math. In Reading, our overall performance lags behind state averages and we did not meet AMO Targets, but there are several subgroups that are performing as well as or above their peers from across the state: AIG, Black, ED, Hispanic, and LEP. In Science, all subgroups are performing below their peers from across the state. In 2013-14, one subgroup met its AMO Target – Black Males in Science.

Growth Data

**Report:** School Accountability Growth  
**Year:** 2015

**School:** Butner-Stem Middle  
**District:** Granville County Schools

School Accountability Growth Estimates						
School Accountability Growth Type	2015		2014		2013	
	Index	Level	Index	Level	Index	Level
Overall	-3.73	Does Not Meet Expected Growth	-5.21	Does Not Meet Expected Growth	-7.53	Does Not Meet Expected Growth

Math

Grade	Estimated School Growth Measure			Growth Measure over Grades Relative to Growth Standard
	6	7	8	
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	1.2 G	-3.6 R	-6.5 R	-3.0 R
Standard Error	1.0	0.9	1.0	0.6
2014 Growth Measure	-0.0 G	-5.7 R	-3.7 R	-3.1 R
Standard Error	1.0	1.0	1.0	0.6
2015 Growth Measure	-2.6 R	1.2 G	-3.0 R	-1.5 R
Standard Error	1.0	1.0	1.1	0.6
3-Year-Average Growth Measure	-0.5 G	-2.7 R	-4.4 R	-2.5 R
Standard Error	0.6	0.6	0.6	0.3

Reading

Grade	Estimated School Growth Measure			Growth Measure over Grades Relative to Growth Standard
	6	7	8	
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	1.9 G	-1.8 G	-2.4 R	-0.8 G
Standard Error	1.1	1.1	1.1	0.6
2014 Growth Measure	2.8 B	-1.2 G	-0.1 G	0.5 G
Standard Error	1.0	1.2	1.1	0.6
2015 Growth Measure	1.5 G	1.1 G	-4.5 R	-0.6 G
Standard Error	1.1	1.1	1.2	0.7
3-Year-Average Growth Measure	2.1 B	-0.6 G	-2.4 R	-0.3 G
Standard Error	0.6	0.6	0.6	0.3

School Growth Measures indicate that students are not progressing as expected at BSMS. While our Growth Index has improved each year, the school did not meet Expected Growth for the third consecutive year in 2014-15. Analysis over three years shows our greatest successes have been in Sixth Grade Reading and Math and in Seventh Grade Reading. Eighth Grade Math and Reading fell below expectations over the last three years.

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Discipline Data by Subgroup

	ISS	OSS
Black or African American		
2013-14	70	1
2014-15	43	1
Hispanic		
2013-14	27	1
2014-15	27	3
Multi-Racial		
2013-14	14	1
2014-15	18	
White		
2013-14	84	2
2014-15	112	5
Students with Disabilities		
2013-14	64	3
2014-15	42	2
Limited English Proficient		
2013-14	27	1
2014-15	17	3
Female		
2013-14	33	2
2014-15	29	
Male		
2013-14	162	3
2014-15	171	9

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Our analysis of discipline data shows us that males, White Students, and Students with Disabilities are more likely to receive ISS or OSS than their peers. In addition, their rate of suspensions is higher than that of other subgroups. The biggest disparity is with male students. They are five times more likely to receive ISS or OSS than female students at BSMS. While no subgroup data exists to track the suspension rates of Economically Disadvantaged Students, we hypothesize that those students are more likely than their Non-Economically Disadvantaged peers to received ISS or OSS. It is important to note that during this time period, schools in our district used OSS sparingly because we used a “Suspend to School” model where students that may normally have received OSS went to another school for the duration of their short-term suspension. Any OSS days from 2013-2015 indicate a student was suspended from that program, not BSMS. That model is no longer being utilized for short-term suspensions, so we expect our OSS numbers to rise this year.

BSMS continues to have low numbers of reportable offenses per 100 students.

- 2012-13: 1.47
- 2013-14: 2.95
- 2014-15: 0.70

Teacher Qualification Data

SCHOOL YEAR	HIGHLY QUALIFIED	TEACHERS WITH ADVANCED DEGREES	NATIONAL BOARD CERTIFIED TEACHERS	0-3 YEARS EXPERIENCE	4-10 YEARS EXPERIENCE	10+ YEARS EXPERIENCE	TURNOVER RATE
2012-13	100%	21%	0%	22%	33%	44%	15%
2013-14	100%	27%	0%	22%	22%	56%	18%
2014-15	100%	22%	0%	22%	43%	35%	34%
2015-16	100%	20%	0%	20%	32%	48%	

BSMS teachers are all Highly Qualified, and none are on an Emergency License. Over the last four years, BSMS has decreased the number of Beginning Teachers and increased the number of teachers with ten or more years of experience. Upon further analysis, it was noted that the majority of teachers with limited teaching experience were in critical areas (ELA, Math, and EC). The Turnover Rate nearly doubled in 2014-15. Included in that number were four retirements and two teachers leaving because of health issues. Last year, two teachers

left BSMS because of performance related issues. Two teachers transferred to other positions within the school district. One teacher left to move to another state.

Based on our analysis of the data, we have identified the following priorities:

- Increase proficiency in Reading, Math, and Science and exceed Expected Growth.
- Continue to support LEP students, Hispanic students, and Students with Disabilities through the implementation of the SIOP Framework.
- Create systems of support for students struggling with attendance, behavior, health, and academics.
- Increase teacher efficacy through coaching and professional development.
- Target Male students and Students with Disabilities through the use of Positive Behavior Intervention and Support, Refocus, and the School Counseling Program to reduce suspensions.
- Build supports for Economically Disadvantaged students by training staff on the Framework for Understanding Poverty.
- Provide additional enrichment and extension activities for AIG students and those that have mastered grade level standards to increase enrollment of AIG students.
- Use survey results to plan interventions to improve the perception of our school among students, parents, community members, and staff members.

#### Promotion and Retention Data

At BSMS, no students have been retained in the last three school years. Upon investigation, this is due to three factors. First, many students that may have been considered for retention were in the Exceptional Children's program and fell under the school board's retention exception. In addition, until this year, the middle school's promotion policy did not require that students pass all classes to be promoted. This summer, middle school principals met to revise the policy and strengthen promotion requirements across the district. Finally, some students that may have met the requirement for retention had already been retained in previous grades more than once and the school-based team did not feel retention was appropriate. In all cases, students that may have been retained and were not retained were placed on improvement plans to support them in the next school year.

<b>DISTRICT GOAL 1: Increase academic achievement in a personalized learning environment for every child to graduate college and career ready.</b>							
<b>SCHOOL GOAL 1:</b> <i>Increase proficiency on NC READY Assessments.</i>		<b>Data or Evidence to Support the need for this objective:</b> Student performance in Reading, Math, and Science fell well below targets for the 2014-15 school year on the NC READY Assessments. <ul style="list-style-type: none"><li>• Reading – Target 55.1% Proficiency, Actual Proficiency 30.0%</li><li>• Math – Target 53.9% Proficiency, Actual Proficiency 12.9%</li><li>• Science – Target 61.8% Proficient, Actual Proficiency 36.9%</li></ul> Quarterly benchmark data and EXPLORE Test scores (8 <sup>th</sup> grade only) for the 2014-15 school year indicated that student performance would be higher than the actual results. While no subgroup or district comparison results were available for last year, BSMS is working with the district to ensure that data is available in the future. In addition, this year BSMS is focusing on analyzing benchmark data by standard rather than by overall proficiency in order to better track student progress toward goals. At the district level, BSMS is working with other middle schools to create common assessments to track student progress. <ul style="list-style-type: none"><li>• 6<sup>th</sup> Grade Final Benchmark: Reading 43.1% proficient, Math 48.9% proficient</li><li>• 7<sup>th</sup> Grade Final Benchmark: Reading 35.5% proficient, Math 32.4% proficient</li><li>• 8<sup>th</sup> Grade Final Benchmark: Reading 34.6% proficient, Math 25.6% proficient</li></ul>					

	Implementation			Monitoring		Timeline	
	Strategies ( <del>Action Steps</del> )	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. Increase proficiency of	1. Focus on three-year plan for	School Reform	N/A	Bonnemere	Completed Timeline	September	April 2016

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<p>Hispanic and Limited English Proficient (LEP) students, Hispanic students, and Students with Disabilities by 10% on the Reading EOG by June 2016.</p> <p>Monitoring Plan: The SIOP Team will meet monthly to review trends in data collected from classroom walkthroughs observations, sample lesson plans, professional development evaluations, and classroom artifacts. They will, in conjunction with the School Improvement Team, make adjustments to the timeline for the school year.</p>	implementation of Sheltered Instruction Observation Protocol (SIOP) across all content areas (2015-2016 Focus: Strategies, Interaction, Review and Assessment, and Language Objectives)	Strategies				2015	
	2. Conduct monthly professional development sessions on SIOP	Professional Development	N/A	Bonnemere, Macaulay	PD Evaluations, Classroom Walkthrough Observations, Teacher Artifacts	September 2015	April 2016
	3. Visit SIOP model schools.	Professional Development	Title III, School Funds	Allen	Teacher Reflections	November 2015	March 2016
	4. Use Classroom Walkthrough Instrument to monitor SIOP Implementation and provide feedback to teachers.	Professional Development	N/A	Staff, Allen, Bonnemere, Haddock	Lesson Plans, Classroom Walkthrough Instrument and Data Collection	September 2015	June 2016
	5. Lesson Preparation: Create lessons in all content areas that have both a content and language objective.	Professional Development	N/A	Bonnemere, Macaulay, Allen	Lesson Plans, Classroom Walkthrough Data and Teacher Artifacts	September 2015	June 2016
	6. Interaction: Plan instruction that requires interaction to develop listening and speaking skills.	Professional Development	N/A	Bonnemere, Macaulay, Allen	Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts	October 2015	June 2016
	7. Strategies: Build capacity to teach students	Professional	N/A	Bonnemere, Macaulay,	Lesson Plans, Classroom	November 2015	June 2016



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	<p>strategies to take ownership of their learning.</p> <p>8. Review and Assessment: Develop formative assessments and strategies for tracking student learning.</p> <p>9. Provide direct instruction to LEP students through pullout and inclusion instruction.</p>	<p>Development</p> <p>Professional Development</p> <p>Intervention Strategies</p>	<p>N/A</p> <p>N/A</p>	<p>Allen</p> <p>Bonnemere, Macaulay, Allen</p> <p>Macaulay</p>	<p>Walkthrough Data and Student Work Artifacts</p> <p>Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts</p> <p>ESL Teacher Schedule</p>	<p>December 2015</p> <p>August 2015</p>	<p>June 2016</p> <p>June 2016</p>
<p>B. Increase overall performance in Reading by at least 10% and exceed Expected Growth as measured by the Reading EOG by June 2016.</p> <p>Monitoring Plan: The Administrative Team, along with the School Improvement Team will meet monthly to track indicators from the Classroom Walkthrough Feedback Form and make</p>	<p>1. Use SIOP Strategies in all content areas to support development of productive and receptive literacy skills.</p> <p>2. Teach PIRATES Test-Taking Strategy school-wide.</p> <p>3. Increase use of Formative Assessment in ELA classrooms.</p> <p>4. Hold weekly ELA tutoring sessions.</p>	<p>Intervention Strategies</p> <p>Comprehensive Needs Assessment</p> <p>Professional Development</p> <p>Intervention</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>All Staff, Bonnemere, Allen, Macaulay</p> <p>Woodlief, Rachlin, All Staff</p> <p>ELA PLC, Allen</p> <p>ELA and SS</p>	<p>Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts</p> <p>Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts</p> <p>Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts</p> <p>School Calendar, Student Sign In</p>	<p>August 2015</p> <p>January 2016</p> <p>November 2015</p> <p>August 2015</p>	<p>June 2016</p> <p>June 2016</p> <p>June 2016</p> <p>June 2016</p>

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changes needed to the professional development and coaching plans for the school, small groups, and individual teachers.	5. Place at-risk 6th graders in yearlong READ 180 Encore class.	Intervention Strategies	N/A	Bonnemere, Hollowell	Class Roster, SRI Progress from BOY to MOY to EOY	August 2015	June 2016
	6. Implement school wide academic vocabulary program.	Comprehensive Needs Assessment	N/A	Content Area PLCs	Academic Vocabulary Plans, Lesson Plans	August 2015	June 2016
	7. Use Close Reading Strategies in all content areas. – UNWRAP (Underline the title and make a prediction, Number the paragraphs, Walk through the questions, Read the passage twice and summarize each paragraph, Answer the questions, and Prove your answer two times)	Comprehensive Needs Assessment	N/A	Content Area PLCs	Lesson Plans, PLC Minutes	October 2015	June 2016
C. Increase overall performance in Math by at least 10% and exceed Expected Growth as measured by the Math EOG by June 2016.	1. Use 8 Mathematical Practices to guide Math instruction and develop students as mathematical thinkers.	Professional Development	N/A	Math PLC	Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts	October 2015	June 2016
Monitoring Plan: The Math PLC will meet weekly to evaluate the effectiveness of their instruction by analyzing student data and	2. Use SIOP Strategies to support student understanding of Math Vocabulary.	Intervention Strategies	N/A	Math PLC, Bonnemere, Allen, Macaulay	Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts	August 2015	June 2016

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making plans for enrichment and intervention. They will also use data from the Classroom Walkthrough Feedback Form to track implementation of 8 Mathematical Practices Model and SIOP Strategies in Math classrooms on a monthly basis.	3. Increase use of Formative Assessment in Math classrooms.	Professional Development	N/A	Math PLC, Allen	Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts	September 2015	June 2016
	4. Identify and teach a problem-solving strategy to students in all Math classes school-wide. – CUBES (Circle the key numbers, Underline the question, Box any math action words, Evaluate, Solve and check)	Comprehensive Needs Assessment	N/A	Math PLC	PLC Meeting Minutes, Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts	October 2015	June 2016
	5. Teach PIRATES Test-Taking Strategy school-wide.	Comprehensive Needs Assessment	N/A	Woodlief, Rachlin, All Staff	Lesson Plans, Classroom Walkthrough Data and Student Work Artifacts	January 2016	June 2016
	6. Hold after-school math tutoring sessions each week.	Intervention Strategies	N/A	Math and Science Teachers	School Calendar, Student Sign In Sheet	August 2015	June 2016
	7. Provide parent education sessions to develop deeper understanding of math standards.	Parent Involvement	School Funds, Twin Talon Club (PTO and Booster Club)	Math PLC, Allen, Bonnemere	Advertising to Community, Sign In Sheets	November 2015	June 2016

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	8. Participate in district wide Math PLC focused on book study of Principles to Action: Mathematical Success for All.	Professional Development	N/A	Math PLC	Sign In Sheets	September 2015	May 2016
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**DISTRICT GOAL 2: Eighty percent of schools will meet or exceed expected growth as measured by EVAAS.**

<b>SCHOOL GOAL 1:</b> <i><b>BSMS students will receive personalized education that empowers at least eighty percent of students to meet or exceed expected growth.</b></i>	<b>Data or Evidence to Support the need for this objective:</b> <ol style="list-style-type: none"> <li>1. EVAAS Data shows that students in the lowest and highest quintiles were least likely to make growth in Reading and Math.</li> <li>2. Over time, our data shows that students are becoming less proficient in both reading and math the longer they are at Butner-Stem Middle School. In addition, they are less likely to make growth.</li> <li>3. Teacher Working Conditions Survey Results and other staff surveys indicated a need for more collaborative time in content area teams and a focus on a unified vision as a staff.</li> </ol>
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	Implementation			Monitoring		Timeline	
	Strategies (Action Steps)	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. Ensure 80% of students not meeting grade level standards demonstrate a year’s worth of growth with the support of Tier II or III research-based interventions as measured by the Reading, Math, and Science EOGs by June 2016.  Monitoring Plan: At monthly SST meetings, team members will review Tier III intervention plans and make recommendations for next steps. The team will also	1. Meet with Student Support Team (SST) on a monthly basis to review progress of students who receive Tier III interventions.	Intervention Strategies	N/A	Allen	Team Roster and Minutes	August 2015	June 2016
	2. Revise rubric for evaluating the quality of intervention plans.	School Reform Strategies	N/A	SST Team	Completed Rubric	September 2015	September 2015
	3. Provide coaching to teachers on how to write and monitor effective interventions.	Highly Qualified Staff	N/A	SST team	Agendas from PD Sessions, Completed Intervention Plans	October 2015	June 2016
	4. Create an intervention center staffed with community volunteers to provide	Intervention Strategies	N/A	Allen, Bonnemere	Intervention Center Schedule and Progress Monitoring Results	September 2015	September 2015

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conduct random quality checks each month to track progress monitoring of interventions. Grade level teams will review the progress of students on Tier I and II Intervention Plans at weekly grade level meetings.	interventions to students on Tier II and III during the school day.  5. Include 15 minutes for “Kid Talk” in each Grade Level Team Meeting to review Tier II and III.	Teacher Participation	N/A	Bonnemere, Allen	Grade Level Team Minutes, Updated PEPs	September 2015	June 2016
<p>B. Provide students with experiences to explore future academic and career opportunities to increase their interest in future education as reflected in student surveys indicating a 10% decrease in the number of students planning to drop out by June 2016.</p> <p>Monitoring Plan: The School Improvement Team and Principal’s Student Advisory Council will analyze student survey results twice yearly to review impact of strategies.</p>	1. Follow GCPS guidelines for placing students in Math I for high school credit.	Transitions	N/A	Bonnemere	Correct Placement of Students in High School Math Courses, Rise in End of Course Test Scores	May 2016	May 2016
	2. Provide eighth grade students with an average 85% or above with the option of taking high school classes in Granville Online (GO) Electives.	Transitions	N/A	Crow, Bonnemere, Hollowell	Placement Criteria, Rise in Student Participation and Grades in GO Electives	Semester	June 2016
	3. Offer Credit by Demonstrated Mastery (CDM) Assessments for students to earn high school credit without completing seat time.	Transitions	N/A	Bonnemere, Thomas	Advertising to Community, Completion of Application and Assessment by Interested Students	October 2015	June 2016
	4. Place students in Math 6+ and Math 7+ for accelerated instruction in Math.	Teacher Participation	N/A	School Improvement Team, Math PLC	Pacing Guides	August 2015	August 2015

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	5. Develop Pacing Guide for Math 7+.	Teacher Participation	N/A	School Improvement Team, Math PLC	PLC Meeting Notes, Pacing Guide	September 2015	June 2016
	6. Refer eligible students to Duke TIP.	Transitions	District AIG Funds	Williams, Crow, Thomas	List of Referred Students	October 2015	October 2015
	7. Refer eligible students for possible placement in the Academically and Intellectually Gifted (AIG) Program.	Teacher Participation	N/A	Lanham, Walker	List of Referred Students	October 2015	October 2015
	8. Cluster group AIG students in core classes.	Teacher Participation	N/A	Bonnemere	School Calendar, Lesson Plans	August 2015	August 2015
	9. Require all core teachers to meet GCPS Local Criteria in AIG.	Professional Development	N/A	Allen	Sign In Sheets, Lesson Plans, Professional Development Evaluations	August 2015	June 2016
	10. Establish club days on Early Release days so students can explore self identified areas of interest.	Parent Involvement	Twin Talon Club	All Staff	Student Projects	Monthly	June 2016
C. Create a Professional Learning Community (PLC) at BSMS that emphasizes teacher impact on student learning so that all teachers Meet or	1. Hold weekly Hallway Huddle focused on mission and vision.	School Reform Strategies	N/A	Allen	School Calendar	August 2015	June 2016
	2. Focus Content Area Teams on 4 Essential	Comprehensive	N/A	Allen,	PLC Meeting Minutes	September	June 2016

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<p>Exceed Expected Growth on EVAAS as measured by the NC READY Assessments and Analysis of Student Work by June 2016.</p> <p>Monitoring Plan: The School Improvement Team will survey staff twice yearly to monitor staff perceptions of school climate and implementation of school-wide initiatives and act based on the results of that data.</p>	Questions of a PLC.	Needs Assessment		Bonnemere		2015	
	3. Focus Grade Level Team meetings on Tier II and III interventions.	Teacher Participation	N/A	Allen, Grade Level Teams	Grade Level Team Minutes	November 2015	June 2016
	4. Use SST to support development of quality interventions school-wide.	Teacher Participation	N/A	SST Team	SST Team Minutes	September 2015	June 2016
	5. Hold twice-monthly Learning Labs focused on SIOP and increasing teacher efficacy.	Professional Development	N/A	Allen, Macaulay, Bonnemere	Agendas, Professional Development Evaluations	September 2015	June 2016
	6. Use a tiered model for instructional coaching to provide feedback to all teachers.	Highly Qualified Staff	N/A	Allen, Bonnemere	Lesson Plans	October 2015	June 2016
	7. Provide grant writing training and support to all staff.	Professional Development	N/A	Allen, Hines, Bonnemere	Professional Development Evaluations	December 2015	December 2016
	8. Survey staff twice yearly to determine progress of PLCs and supports needed to continue PLC development.	Comprehensive Need Assessment	N/A	Allen, Bonnemere	Surveys	August 2015, January 2016	January 2016
	9. Provide training to staff on the Framework for Understanding Poverty	Comprehensive Needs Assessment	N/A	Allen, Williams	Professional Development Evaluations	January 2016	June 2016





DISTRICT GOAL 4: Ensure students and staff remain healthy and safe.	
SCHOOL GOAL 5: <i>Create and maintain a healthy, safe, and respectful school environment and promote it within our community.</i>	<b>Data or Evidence to Support the need for this objective:</b> 1. Percentage of Students Earning PBIS Rewards in 2014-15 – 65% 2. Number of Office Discipline Referrals in 2013-14 – 467 3. Teacher Working Conditions Survey Data indicates a decline in positive perception of our school since 2012. No perception data exists from parents, students, or community members at this time, however, an increasing number of students have chosen to enroll in Charter Schools since 2012 (65 transfers to Charter Schools since July 1, 2012).

Objectives	Implementation			Monitoring		Timeline	
	Strategies ( <del>Action Steps</del> )	Title I Component	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. <del>Increase number of students earning PBIS rewards to 85%.</del> Earn Green Ribbon Status for 2015-16 School Year as measured by the PBIS School-Wide Evaluation Tool (SET).  Monitoring Plan: The PBIS Team will conduct two benchmark SET evaluations during the school year to track progress toward Green Ribbon Status.	1. Create plans for teaching expectations during the first 20 days of school.	Transitions	N/A	Grade Level Teams	Timeline, Lesson Plans	August 2015	August 2015
	2. Create a timeline for reviewing school-wide expectations throughout the school year.	Transitions	N/A	PBIS Team	Timeline, Lesson Plans	October 2015	October 2015
	3. Acknowledge students with specific feedback and Butner Bucks when they display expected behaviors.	School Reform Strategies	N/A	All Teachers	Number of Butner Bucks distributed, Observation	August 2015	June 2016
	4. Seek student input in developing rewards.	Comprehensive Needs	N/A	Allen,		August 2015	June 2016

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		Assessment		Principal's Advisory Council	Survey Results	November 2015	
	5. Hold quarterly data meetings with Grade Level Teams to identify patterns and develop solutions.	Teacher Participation	N/A	Allen, Grade Level Teams	Data Analysis, Professional Development Evaluations	Quarterly	June 2016
	6. Display matrix in all classrooms and common areas.	Comprehensive Needs Assessment	N/A	Allen	Observation	August 2015	August 2015
<p>B. Decrease the number of office discipline referrals by 20% through the use of Refocus and School Counseling Program (Number of referrals in 2014-15: 467) by June 2016.</p> <p>Monitoring Plan: The Behavior Support Team will meet bi-weekly to identify trends and identify students or staff members in need of additional supports.</p>	1. Use Refocus to address Level 1 behaviors and minimize time out of class.	Comprehensive Needs Assessment	N/A	All Staff	Referrals to Office for Level 1 and 2 Behaviors Decrease, Discipline Spreadsheet	August 2015	June 2016
	2. Contact parents when students are sent to Refocus.	Parent Involvement	N/A	Dean of Students, Teachers	Parent Contact Log	August 2015	June 2016
	3. Hold one on one counseling session after fourth Refocus.	Comprehensive Needs Assessment	N/A	Teacher, Counselor	Counselor Notes, Discipline Spreadsheet	August 2015	June 2016
	4. Develop a Tier II Behavior Plan after the	Intervention	N/A	Teacher,	Completed Behavior Plans	August 2015	June 2016

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	seventh Refocus to support the student in learning replacement behaviors and strategies.	Strategies		Parent, Counselor, Allen			
	5. Use Refocus data to organize small targeted, counseling groups.	Intervention Strategies	N/A	Williams, Crow	Counselor Notes	November 2015	November 2015, March 2016
	6. Analyze student discipline data weekly in Behavior Support Team Meeting to identify patterns and develop strategies to support students and teachers.	Comprehensive Needs Assessment	N/A	Allen, Bonnemere, Jones, Williams, Crow	Discipline Spreadsheet, Meeting Minutes	August 2015	June 2016
	7. Identify strategies to support Males and Students with Disabilities with behavior inside and outside the classroom.	Comprehensive Needs Assessment	N/A	Student Support Team	Student Support Team Meeting Minutes	November 2015	December 2015
C. Improve staff, student, parent, and community perception of BSMS by 20% as measured by survey data by June 2016.	1. Use Facebook, Twitter, Instagram, text message alerts, and weekly phone calls in addition to the school website to share school news with community.	Parent Involvement	N/A	Allen, Taylor	Falcon Update, Twitter, Instagram, School Website, and Facebook Page	July 2015	June 2016
Monitoring Plan: The School Improvement Team, Principal's Student Advisory Council, and Parent Advisory Council will analyze survey results twice	2. Participate in community events.	Comprehensive Needs Assessment	School Funds	Community Connections Team	Documentation Depends on Event	June 2015	June 2016
	3. Develop student leadership opportunities	Comprehensive	School	Allen	Application, Student Artifacts	July 2015	June 2016

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yearly and identify action steps needed to improve results.	within BSMS.	Needs Assessment	Funds				
	4. Seek feedback on School Improvement Plan (SIP) from Twin Talon Club (PTO and Booster Club).	Parent Involvement	N/A	Allen, Bonnemere	Twin Talon Club Meeting Minutes	August 2015	September 2015
	5. Use weekly posts on school blog to celebrate successes and share stories about BSMS. Share posts with Butner-Creedmoor News for publication.	Parent Involvement	N/A	Allen	Five for Friday Blog Posts, Publication in Butner-Creedmoor News	August 2015	June 2016
	6. Survey students, parents, community members and staff twice yearly to get feedback.	Teacher Participation	N/A	School Improvement Team	Survey Results	November 2015, May 2016	May 2016
	7. Utilize community partners for Early Release Club Days.	Parent Involvement	N/A	Allen	Volunteer Hours	September 2015	June 2015
	8. Communicate information about bullying prevention and reporting.	Comprehensive Needs Assessment	N/A	All Staff	Teacher Websites	August 2015	June 2015
	9. Use Student Data Notebooks to allow	Teacher	N/A	All Staff	Student Data Notebooks	October 2015	June 2015

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	students to set goals and communicate with parents about their progress.	Participation					
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