

Chowan Middle School  
Improvement Plan  
2014-2015



"Be respectful, be responsible, be the best you  
can be!"

# School Improvement Team Members

*“Team Leaders Council”*

2014-2015

Tanya Turner	Administration
Phillip Gatling, Sr.	Administration
Catherine Baker	Administration
Tula Polvadore	Guidance Counselor
Krista Perry	6 <sup>th</sup> Grade
Shaunte’Hunt	6 <sup>th</sup> Grade
Cindy Olson	7 <sup>th</sup> Grade
SeLisa Godfrey	7 <sup>th</sup> Grade
Susan Clifton	8 <sup>th</sup> Grade
Andrew Henson	8 <sup>th</sup> Grade
Brenda Miller	EC
Carrie Spivey	ITF
Heather Winslow	Health/PE
Mara Swindell	Exploratory
Jenny Wells	Media Coordinator
Gloria Bond	Teacher Assistant
Gwen Brown	Cafeteria Manager
Gerald Frost	Head Custodian
Ricky Winebarger	SRO
Lisa McNair	Parent (7th)
Officer Hill	Parent (6th)
William Leary	Parent (6th)
Glenda Dillard	Parent (8th)

# Chowan Middle School

## *School Improvement Plan*

### **Student Learning Goals**

(Aligned with SBE Goal 1: Globally Competitive Students; Goal 2: Led by 21<sup>st</sup> Century Professionals; Goal 4: Leadership for Innovation)

#### ***By 2015:***

- I. 6<sup>th</sup> – 8<sup>th</sup> grade students per grade/per subject will score at or above state average on all state administered summative assessments.
- II. 6<sup>th</sup> – 8<sup>th</sup> grade students per grade/per subject will meet high growth annually as measured by the state.
- III. 6<sup>th</sup> – 8<sup>th</sup> grade students per subject/ per subgroup will meet high growth annually as measured by the state.

### **Organizational Effectiveness Goals**

(Aligned with SBE Goal 3: Healthy, Responsible Students; Goal 5: 21<sup>st</sup> Century Systems and Golden Leaf Grant)

#### ***By 2015:***

- I. Chowan Middle School will reduce the number of short term suspensions per 100 students by three. (2012-2013 = 44 and 2013-2014 = 40 which equates to 8% to 7% or 8 out of 100 to 7 out of 100.)
- II. Ninety-five percent of teachers at CMS will effectively integrate technology to improve student engagement and achievement. (Summative, walk-through data, STNA data)
- III. Ninety-five percent of CMS students will utilize technology resulting in improved engagement and achievement (Student STNA data, EOG Results).

## I. Student Learning Projects and Initiatives

### Projects

(New strategies that Chowan will implement in order to move us towards achieving our goals.)

**\*SLG=Student Learning Goal**

1. Learning Teams will meet weekly for 45 minutes per team to continue to develop individual teacher CANVAS accounts, develop TPACK lessons for each unit within CANVAS, develop lessons for differentiation through the use of technology, and continue to learn more about effective 1:1 implementation strategies for increased student achievement.
2. ITFs will model lessons in the classrooms and collaborate with media coordinators and teachers on best practices for the integration of technology and global education.
3. Staff and students will proficiently use a common learning management system (CANVAS) for classroom instruction, assessment, and communication.
4. Sponsor two school-wide STE”A”M Days where every classroom will participate (Fall and Spring), utilize the outdoor classroom for STE”A”M lessons, continue the ENCORE summer camp, continue the STEM Crazy club, and establish a STE”A”M committee for development of the STEM application for school recognition from DPI.
5. Utilize homebase time for targeted differentiation through the use of technology. (Adjust schedule so that lunch is shortened, homebase extended, intramurals on Fridays, and Fit Fridays are on Friday rather than Wednesday.)
6. Vertical Teams will engage in Content Area Studies based on TWC Survey Data: Mini DBQs in Social Studies, Notice and Note (Close Reading Strategies) by Kylee Beers in ELA, Accessible Mathematics: 10 Instructional Shifts that Raise Student Achievement (NCCTM) in Math, and Doing Good Science in Middle School (A Practical STEM Guide) in Science. (CTE TBD and Arts/Health and PE Performance Based Assessment - ASW/Analysis of Student Work)
7. Organize a RTI committee to develop strategic instructional plans for students who are performing well below grade level.
8. A subcommittee will study additional forms of assessment to monitor and encourage independent reading across grade levels in addition to the use of AR.
9. A subcommittee of ELA teachers will study, train, and lead the implementation of teaching strategies for effective expository writing instruction using the Judith Hochman Writing Revolution Materials.

## Initiatives

(Strategies that are currently in place at Chowan and moving us towards our goal.)

We will:

1. continue to conference with students who are currently not proficient on EOG tests as measured by the state and /or in danger of not meeting local standards at least once a nine weeks and contact the parents.
2. Continue utilizing benchmark assessments to determine student proficiency.
3. Continue to refine and implement the pyramid of research based interventions linked to causes of student performance problems in order to yield greater and faster gains in student performance.

## II. Organizational Effectiveness Projects and Initiatives

### Projects

(New strategies that Chowan will implement in order to move us towards achieving our goals.)

**\*OEG=Organizational Effective Goal**

1. Create a system/form to teach students to manage their accounts/passwords. (i.e. Password Box)
2. Revise the current PBIS program to include suggestions from the SET Data Letter:
  - a. Conduct a PBIS Self-Assessment Survey to measure school community members' perceptions annually.
  - b. Include students on the PBIS planning team to include student input and perceptions.
  - c. Each team will determine how they will reward students on a consistent basis at consistent intervals.
  - d. Include probable motivation on school discipline form.
  - e. Implement the Box Top program to raise money to fund PBIS rewards and celebrations. Involve churches (Ministers' Council in the collection process.)
  - f. Purchase sweat pants and t-shirts that students are required to wear when dress code is violated.
  - g. Display PBIS matrices throughout the school along with digital citizenship posters to teach proper behavior expectations on and off line.
3. Improve communication between home and school through the use of the parent portal, parent/student email, and CANVAS.
4. Begin a Chowan Sisterhood Mentoring Program to mentor at-risk young ladies in the 7th & 8th grade by professional women in the area.
  - a. Monthly meetings with activities that support learning opportunities (ex: self-defense, cooking, etiquette)
  - b. Other non-scheduled meetings may also occur (eat lunch together, sporting events, birthday recognition)
  - c. Mentor-mentee program will last for future school years.

5. Begin a SOY (Save Our Youth) program for students who are or will be 16 prior to entering JAH to decrease drop-out rates and increase high school graduation rates.

### Initiatives

(Strategies that are currently in place at Chowan and moving us towards our goal.)

We will:

1. Continue Kids and Cops program for successful transitioning of 5th graders to 6th grade utilizing middle school student mentors, law enforcement officers, 4-H, and CMS staff members to build positive relationships.
2. Continue to refine and implement a pyramid of behavior interventions.
3. Implement **seventh** year of PBIS (Positive Behavior Intervention Support) with reforms school wide.
4. continue the Young Men of Direction during club time to target at-risk male students who are in danger of not meeting state and local standards due to behaviors.
5. continue a Step Team for the young men and young ladies to encourage positive behavior.
6. provide teachers with a character education curriculum through CANVAS during homebase.
7. (counselor) provide small group sessions in areas of need for identified students.
8. continue the principal advisory council and student council.
9. continue to send parent weekly emails for school updates and important announcements via email.
10. continue to update the school website for effective community communication about the school.
11. continue to involve students in service learning projects.

# CMS Dropout Prevention

## Programs & Interventions

### Academic Interventions

- RTI
- Student Development Center in lieu of suspension
- Online Courses
- Promotion to JAH mid-year
- Summer School
- Clubs

### Judicial Attendance Council

### Gear Up Program

### College Awareness

- College Signs by each Door
- College Colors Day
- College Programs in Homebase
- College Field Trips

### Counseling

### Young Men of Direction

### Chowan Sisterhood

### Kids & Cops Program

### STEM Awareness

- STEM Lab
- STEM Days
- STEM Summer Discovery Camp

## Defining Characteristics of Chowan Middle School

The list of strategies below are compiled from past projects and initiatives that were part of the SIP but are now embedded in the way Chowan will continue to educate students in being the best they can be.

### Student Learning

1. We embrace and implement the middle school concept.
2. We embrace learning school wide through professional learning teams.
3. We explicitly teach students to be strategic readers, writers, and critical thinkers through thinking maps.
4. We hold reading and writing across the curriculum as a school expectation. We integrate and explicitly teach these strategies across all content areas.
5. We offer quality professional development to support the full implementation of a balanced literacy program across the curriculum in grades 6 through 8.
6. We implement the Accelerated Reader (Independent Reading) incentive program in a manner that will encourage a greater number of students to read independently at their level.
7. We administer and continually refine our reading and math assessments and the reports generated to individual students and parents.
8. We have DEAR time at least once weekly school wide during homebase.
9. We recognize high achieving students through Gold and Maroon Club awards.
10. We support teachers in pursuit of National Board Certification.
11. We hold team meetings and curriculum meetings in addition to the learning team meetings weekly during grade level planning time.

### Organizational Effectiveness

1. Administration and the resource officer will continue to regularly visit classrooms. We collect data on classroom instruction and student engagement.
2. We update returning staff and train new staff in non-violent crisis intervention.
3. We have intramurals as a part of our Health/PE program.
4. We hold positive behavior celebrations in order to reinforce positive behavior at school and the establishment of a safe and friendly environment.
5. We require all volunteers and visitors to sign in at the office and wear a visitor's badge.
6. We hold safety drills as required by the state and system.
7. We keep secondary entrances to the school closed.
8. We hold students accountable for their job responsibilities through the weekly penalty box.
9. We catch students reading on the bus program through our "Caught Reading on the Bus" program to encourage positive behavior on the bus.



## STATEMENTS OF ASSURANCE

1. **General** -- The School Improvement Plan (SIP) for Chowan Middle School is developed and approved in accordance with the provisions of G.S. 115C-105.27.
2. **Professional Development** – As prescribed by G.S. 115C-105.30 over 75% of the state staff development funding allotment (when available) has been distributed to our school. The school improvement team insures that these funds are used to implement the school improvement plan. All staff development activities in this school embrace the professional development vision adopted by the North Carolina State Board of Education in March 2003.
3. Classroom practice and school leadership in North Carolina will be improved through tailored, intensive professional development that includes follow-up, support, practice, feedback and evaluation. It is a collaborative effort that provides every student access to a competent, caring and highly-qualified teacher. All fiscal and human resources within the educational community support classroom instruction and interactions that prepare students to thrive and contribute to a complex, dynamic global and multicultural society. Activities result in implementation of classroom practices that lead to improved student achievement.
4. **Planning Time and Duty-Free Lunch** – In accordance with G.S. 115C-105.27(b)(6.) there is a plan in place to assure planning time during the regular student contact hours and duty-free lunch to the extent resources are available. Our school planning team has developed a lunch duty plan that has been shared and approved according to the School Improvement Plan approval process. In addition, a planning time schedule has been developed, shared and approved that details our progress in providing a minimum of five hours of planning time per week for every teacher.
5. **Safe Schools Plan** -- In accordance with G.S. 115C-105.47 our school has developed a safe school plan, which promotes a climate of respect and appropriate personal conduct for students and school personnel, and provides for safety, security and order. This plan is on file in the principal's office.
6. **Healthy Active Children (K-8 schools)** – The components of State Board of Education policy HSP-S-000 Healthy Active Children (HAC) have been considered in the school plan and are imbedded in the school schedule. The school is committed to providing regular physical activity for students both with a physical education specialist and during recess. In accordance with HSP-S-000 recess will not be taken away as a punishment.