

Morehead City Middle School

School Improvement Plan 2009-2012

Excellence: Every Day...Every Student!

Morehead City Middle School provides a personalized environment which supports every student's intellectual, ethical, social and physical development.

Mission: Morehead City Middle School believes in an intentional approach to creating a culture for adolescent learning which includes:

- *Educators who value working with this age group and are prepared to do so.*
 - *Courageous, collaborative leadership.*
 - *A shared vision that guides decisions.*
 - *An inviting, supportive and safe environment.*
- *High expectations for every member of the learning community.*
 - *Students and teachers who engage in active learning.*
 - *An adult advocate for every student.*
- *School-initiated family and community partnerships.*

LEA or Charter Name/Number:	Carteret County Public Schools – 160	
School Name/Number:	Morehead City Middle School – 318	
School Address:	400 Barbour Road, Morehead City, NC 28557	
Plan Year(s):	2010-2012	
Date prepared:	October 15, 2011	
Principal Signature:	Dr. Sue Kreuser	Date: October 19, 2011
Local Board Approval Signature:		Date:

School Improvement Team Membership

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

Committee Position	Name
Principal	Dr. Sue Kreuser
Assistant Principal Representative	Jenny Bell
Teacher Representative	Megan Pinkerton
Teacher Representative	Allison Whitaker
Teacher Representative	Melodie Willis
Teacher Representative	Lori McNeil
Teacher Representative	Alice Boulia
Teacher	Jasa Ellis

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Representative	
Teacher Representative	Rodney Woods
Inst. Support Representative	Libby Tripp-Cox
Teacher Assistant Representative	Anna Frost
Parent Representative	Susan Sullivan

School Data and Summary Analysis

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

1. What did the analysis tell us about our school's strengths?

Data shows that overall our school shows growth and exceeds State standards in Math and Reading. In 2011 we were a School of Distinction, with expected growth. Our overall proficiency in reading was 83.7 and math was 93.8. In 2011, three out of the six AIG subgroups met predicted growth. The previous year, only one out of the six AIG groups met growth. Greater than 95% of our students (40 out of 40), were at or above grade level in algebra. 85.5% of our eighth grade students demonstrated proficiency on the science test. Our student attendance rate was 95%. The number of acts of school crime or violence per 100 students was .00. Our staff members are happy working at our facility and are part of a collaborative environment. According to the Teacher Working Conditions Survey (TWCS-2010) 95% teachers responded that the school was a good place to work and learn. We are strong in leadership capacity. According to the TWCS 100% of teachers responded that school leadership use data to make decisions.

2. What did the analysis tell us about our school's gaps or opportunities for improvement?

According to the TWCS we scored an average of 47% on these areas. There is a significant gap in Math and Reading scores for Exceptional Children (EC), Economically Disadvantaged Children (ED), and English Language Learners (ELL) from the general population of students. In 2011, AIG subgroups in Math and Reading did not meet expected growth in sixth grade math and reading as well as seventh grade reading. The 2012 target scores are yet to be calculated. We need to continue to work on establishing our professional development needs within departments and becoming creative to provide ourselves with opportunities to grow together.

3. Below was the data we were missing during our analysis and how we will collect this data in the future:

We need to survey teachers about the meaning or interpretation of their responses on the Teacher Working Conditions Survey and check our progress toward improvement.

4. Based upon the analysis conducted, the following were the 3-5 top priorities that emerged for our school with the relevant evidence to support them:

Priority areas include: professional development and filling gaps in the achievement levels of subgroups including: English Language Learners, AIG, Economically Disadvantaged, and EC. Additionally, staff development in content areas will be a priority.

Priority Goal 1 and Associated Strategies

Plan/Do	Area for improvement and supporting data:
	Professional Development (PD)- According to the Teacher Working Condition Survey, 53% of teachers feel that there is a lack of professional development that deepened their specific content knowledge area.

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School Goal 1:	Increase the teacher satisfaction with the Professional Development being offered for their content knowledge.		
Supports this district goal:	Goal 2: Schools will be led by 21st Century professionals.		
Target:	Raise teacher response on the TWCS from 47% to 80%		
Indicator:	TWCS		
Milestone date:	June 10th, 2012		
Goal 1 Improvement Strategies			
<i>Strategy 1: Provide at least one Professional Development opportunity to deepen content knowledge per trimester, which is differentiated by teacher needs.</i>	Action steps:		
	1. Survey teacher needs by Survey Monkey		
	2. Use Survey Monkey results to generate offerings		
	3. Collaboratively schedule PD opportunities for the upcoming school year including optional and mandatory workdays, power planning, team meetings, department, grade level and PLCs.		
	4. Monitor implementation by department		
	5. Provide regular opportunities for teacher feedback		
<i>Strategy 2: Explore online staff development for content areas.</i>	6. Explore opportunities for encore collaboration		
	Action steps:		
	1. Create a web page attached to school website which allows teachers to share and explore outside opportunities		
	2. Utilize PD Repository, NC FALCON and NCLearn		
<i>Strategy 3: Department PLCs include the use of professional readings and resources.</i>	3. Explore the use of Skype to communicate with other professionals about content		
	Action steps:		
	1. Explain expectations to Department Chairs		
	2. Model practices by administration		
	3. Continue access to professional materials provided by NMSA, NCMSA, and ASCD		
	4. Continually purchase updated professional resources for school library		
4. Explore the use of EBSCOS Host to assist with professional reading			
5. Encourage department members to assume the responsibility for creating professional growth opportunities for themselves as well as department members			
How will we fund these strategies?			
Funding source 1:	School general funds	Funding amount:	\$0.00
Funding source 2:	Local district funds	Funding amount:	\$0.00
Funding source 3:	State funds DSSF	Funding amount:	\$0.00
Funding source 4:	State funds for at-risk students	Funding amount:	\$0.00
Funding source 5:	State funds for EC	Funding amount:	\$0.00
Total Initiative Funding:			\$0.00

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	Review frequency:	Trimesters: November, 2011; February, 2012; and May, 2012
	Assigned Implementation Team:	
		Allie Whitaker, Jasa Ellis, and Rodney Woods, and Alice Boulia
Check	We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:	
	Records of Professional Development, Teacher Survey, and Teacher Feedback	
	We used the following data to determine whether the strategies helped to achieve the goal:	
	Regular review of the collected data	
Act	After implementing the strategies, the data revealed the following results:	
	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:	
Priority Goal 2 and Associated Strategies		
Plan/Do	Area for improvement and supporting data:	
	There is a significant gap in Math and Reading scores for Exceptional Children from the general population of students. In 2011, the MCMS general population included a proficiency rate of 82.1%. The EC subgroup included 43.1% proficiency.	
	School Goal 2:	<i>Increase the number of students demonstrating proficiency and growth in the subgroup of Students with Disabilities.</i>
	Supports this district goal:	Goal 1: Schools will produce globally competitive students.
	Target:	
	Indicator:	EOG's
	Milestone date:	June 1, 2012
	Goal 2 Improvement Strategies	
Strategy 1: Benchmark	Action steps:	

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<i>expectations for student work that consistently incorporate national and state standards.</i>	<ol style="list-style-type: none"> 1. Use grade level and department meetings to review student work. 2. Create and utilize authentic and relevant assessments to use within content areas in grade levels 3. Complete the NC FALCON to improve formative assessment methods by staff 		
Strategy 2: Provide Professional Development in differentiation in instruction and co teaching.	<p>Action steps:</p> <ol style="list-style-type: none"> 1. EC specialists provide support and training during optional and mandatory workdays, team meetings and department meetings. 2. Create a plan for accountability for differentiation in the classroom. 		
Strategy : Support students to create their own growth plans.	<p>Action steps:</p> <ol style="list-style-type: none"> 1. Develop a template that students can use to evaluate their learning styles, abilities, and achievements. 2. Homeroom Teachers provide guidance for viewing data and setting goals using resources such as EVAAS, SRI, Achieve 3000, AM, Fastt Math, and Fraction Nation 3. Teacher Teams and counselors partner with student, parents, and administrators to review goals and growth. 4. Assist students to plan for high school, college, and post graduate careers with use of CFNC resources. 		
How will we fund these strategies?			
Funding source 1:	School general funds	Funding amount:	\$0.00
Funding source 2:	Local district funds	Funding amount:	\$0.00
Funding source 3:	State funds DSSF	Funding amount:	\$0.00
Funding source 4:	State funds for at-risk students	Funding amount:	\$0.00
Funding source 5:	State funds for EC	Funding amount:	\$0.00
Total Initiative Funding:			\$0.00
Review frequency:			
Review frequency:		Trimester	
Assigned Implementation Team: Melodie Willis, Jessica Hopkins, Kristen Yanity, Terri Miles, and Christi West			
We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:			
EOG, Achieve 3000, SRI. And Accelerated Math, Fastt Math, and Fraction Nation			

Check

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Act	We used the following data to determine whether the strategies helped to achieve the goal:
Act	After implementing the strategies, the data revealed the following results:
Act	Based upon identified results, the following modifications (if any) to the strategies are necessary for success:

Priority Goal 3 and Associated Strategies	
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Plan/Do	Area for improvement and supporting data:	
	ELL subgroup lags behind all students in math and reading proficiency. The Hispanic subgroup had 50% proficiency as compared to 82.1% of our overall student body.	
	School Goal 3:	Reach the 2012 proficiency targets for Reading and Math for the ELL subgroup
	Supports this district goal:	Goal 1: Schools will produce globally competitive students.
	Target:	
	Indicator:	EOG
	Milestone date:	June 1, 2012
	Goal 3 Improvement Strategies	
	Strategy 1: Improve parent communication and involvement.	Action steps:
		<ol style="list-style-type: none"> 1. Translate all written communication 2. Translate all verbal communication 3. Facilitate a parent evening as needed for ELL students' parents
Strategy 2: Professional Development for ELL teaching strategies.	Action steps:	
	1. Provide teachers support from ELL specialists	
	2. Consider the purchase of additional resources	
	3. Explore free professional development repository program provided by DPI.	
	4. Make Rosetta Stone available to teachers	
5. Consider sending a team to SIOP training		

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Check	Strategy 3: Improve students' language acquisition skills		Action steps:	
			1. Increase students' use of Rosetta Stone	
			2. Immersion in Core content classes	
			3. Resource ESL when needed	
			4. Cluster ESL students	
	How will we fund these strategies?			
	Funding source 1:	School general funds	Funding amount:	\$0.00
	Funding source 2:	Local district funds	Funding amount:	\$0.00
	Funding source 3:	State funds DSSF	Funding amount:	\$0.00
	Funding source 4:	State funds for at-risk students	Funding amount:	\$0.00
Funding source 5:	State funds for EC	Funding amount:	\$0.00	
Total Initiative Funding:				
Review frequency:	Trimester			
Assigned Implementation Team:				
Lori McNeil, Debbie Butcher, Kathy Miller, Marie Sherrill, and Trish Sheppard				
Act	We used the following data to determine whether the strategies helped to achieve the goal: EOG scores, enrollment, completion of PD's, progress in Rosetta Stone.			
	We used the following data to determine whether the strategies helped to achieve the goal: Review of classroom assessments, analysis of EOG achievement, and review teacher response on effectiveness of professional development.			
After implementing the strategies, the data revealed the following results:				
Based upon identified results, the following modifications (if any) to the strategies are necessary for success:				

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Priority Goal 4 and Associated Strategies							
Plan/Do	<p>Area for improvement and supporting data: Proficiency in the subgroup of AIG on the EOGs - In 2010, AIG subgroups in Math and Reading did not meet expected growth, with the exception of 8th grade Math. In 2011, 6th grade reading, 7th grade math and 8th grade math and reading EOG's included expected growth for AIG students.</p>						
	<table border="1"> <tr> <td style="width: 20%;">School Goal 4:</td> <td>Achieve at least expected growth in the subgroup of AIG on the EOGs</td> </tr> </table>	School Goal 4:	Achieve at least expected growth in the subgroup of AIG on the EOGs				
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	Indicator:						
	Milestone date:	June 1, 2012					
Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.							
Strategy 1:	<table border="1"> <tr> <td>Strategy: Benchmark expectations for student work that consistently incorporates national and state standards.</td> </tr> <tr> <td>Action steps:</td> </tr> <tr> <td>1. Use grade level and department meetings to review student work.</td> </tr> <tr> <td>2. Create and utilize authentic and relevant assessments to use within content areas in grade levels</td> </tr> <tr> <td>3. Staff complete the NC FALCON to improve their formative assessment methods</td> </tr> <tr> <td>4.</td> </tr> </table>	Strategy: Benchmark expectations for student work that consistently incorporates national and state standards.	Action steps:	1. Use grade level and department meetings to review student work.	2. Create and utilize authentic and relevant assessments to use within content areas in grade levels	3. Staff complete the NC FALCON to improve their formative assessment methods	4.
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Action steps:							
1. Use grade level and department meetings to review student work.							
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Strategy 2:	<table border="1"> <tr> <td>Strategy: Provide Professional Development in differentiation in instruction and co teaching.</td> </tr> <tr> <td>Action steps:</td> </tr> <tr> <td>1. AIG specialist provide support and training during optional and mandatory workdays, team meetings and department meetings.</td> </tr> <tr> <td>2. Create a plan for accountability for differentiation in the classroom.</td> </tr> <tr> <td>3.</td> </tr> </table>	Strategy: Provide Professional Development in differentiation in instruction and co teaching.	Action steps:	1. AIG specialist provide support and training during optional and mandatory workdays, team meetings and department meetings.	2. Create a plan for accountability for differentiation in the classroom.	3.	
Strategy: Provide Professional Development in differentiation in instruction and co teaching.							
Action steps:							
1. AIG specialist provide support and training during optional and mandatory workdays, team meetings and department meetings.							
2. Create a plan for accountability for differentiation in the classroom.							
3.							

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		4.		
Plan/Do	Strategy 3:	Strategy: Support students to create their own growth plans		
		Action steps:		
		1. Develop a template that students can use to evaluate their learning styles, abilities, and achievements.		
		2. Homeroom Teachers provide guidance for viewing data and setting goals using resources such as EVAAS, SRI, AM, and Achieve 3000		
		3. Teacher Teams and counselors partner with student, parents, and administrators to review goals and growth.		
		4. Assist students to plan for High School, College, and post graduate careers with use of CFNC resources.		
How will we fund these strategies?				
	Funding source 1:	School general funds	Funding amount:	\$0
	Funding source 2:	Select a funding source	Funding amount:	\$0
	Funding source 3:	Select a funding source	Funding amount:	\$0
	Funding source 4:	Select a funding source	Funding amount:	\$0
	Funding source 5:	Select a funding source	Funding amount:	\$0
			Total initiative funding:	\$0
	Review frequency:	Trimester		
	Assigned implementation team:			
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	EOG, SRI, EVAAS, AM, and Achieve 3000			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	What does data show regarding the results of the implemented strategies?			
Act	Based upon identified results, should/how should strategies be changed?			