



## South Asheboro Middle School

### 2015-2016 Continuous Improvement and Title I Implementation Plan

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#### Staff Approval

Date of Secret Ballot 11/2/2015  
Results For 54  
Results Against 1


J. Brian Saunders 11/12/15  
Signature Date

#### Approved by Superintendent of Schools:

Terry W. Worrell 11/12/15  
Signature Date

#### Approved by Board of Education:

Jane H. Redding 11/12/15  
Signature Date

 <p><b>Our School's Vision</b></p>	<p>South Asheboro Middle school will be school of excellence where each student is prepared to be globally competitive for college, careers and citizenship.</p>
<p><b>Our School's Mission</b></p>	<p>South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.</p>
<p><b>Core Beliefs</b></p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none"><li>• We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept.</li><li>• We believe that with the support of parents and the community we provide our students with a rigorous 21st Century learning experience.</li><li>• We believe in providing students with a variety of activities both in and outside the classroom that complement the Common Core and Essential State Standards.</li><li>• We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.</li><li>• We believe that high expectations and positive discipline provide a supportive learning environment within our school.</li><li>• We believe that with guidance students can make positive and responsible choices.</li></ul>



**Strategic Objectives:**

- ✓ Engage Each Student
- ☐ Assessment for Learning
- ✓ Improved Achievement
- ☐ Create Opportunities
- ☐ Capacity Building

**Strategic Focus/Foci:**

- ◆ 21st Century Skills
- ◆ Literacy Instruction
- ◆ Expand learning opportunities

**Current Level of Performance:**

Based upon recent EOG data (2014/15), our grade level reading proficiency rates in grades 6,7,& 8, were respectively 62.9,50.7 and 53.6.

Based upon recent EOG data (2014/15), our reading College and Career proficiency rates in grades 6,7,& 8, were respectively 46.7, 41.5, 38.3

**Annual Goal 1:**

**With a 2 year goal of 80% reading proficiency in all grade levels, overall reading proficiency on the 2015-2016 Reading EOG will increase as follows:**

**2015-2016**

- 6th grade: 62.9 to 71.45
- 7th grade: 50.7 to 65.35
- 8th grade: 53.6 to 66.80


**2016-2017**

- 6th grade: 71.45 to 80.00
- 7th grade: 65.35 to 80.00
- 8th grade: 66.80 to 80.00




**Action Steps for Goal 1**

Action Steps for Goal 1	Implementation		Monitoring				Completion
	Team Members	Resources/ Prof. Dev. Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Teachers will participate in quarterly grade level data discussions led by support staff (IF, AIG consultant, Media specialist) that focus on current assessment data (classroom assessments, SRI, benchmarks, etc.) to appropriately address instruction to meet students' needs.	All core teachers Betsy Hammond Megan Smith Julia Dawson	SchoolNet Excel Assessment/ Data Spreadsheet	Betsy Hammond Megan Smith Julia Dawson	Benchmark reflection sheets Student remediation and enrichment lists and rosters Student data tracking sheets	December 1, 2015 March 1, 2016	Nov. 2015: Ela and Math teachers completed the first collaborative discussion in October following the first district benchmark. IF shared reflection questions and teachers discussed reteaching and enrichment for use in 7th period and during regular instruction.	May 2016
Leadership Team will participate in instructional rounds to identify problems of practice and to analyze instructional practices and strategies used in all classrooms.	Leadership Team	Schedule for instructional rounds <u>Instructional Rounds in Education</u>	Megan Smith Betsy Hammond	schedule Instructional Rounds narratives	November 3, 2015 February 2, 2016 May 3, 2016	Team conducted Instructional Rounds focusing on level of questioning	April 2016

		<p>Eleot</p> <p>observation tool</p> <p>Questioning</p> <p>Articles from Educational Leadership Magazine</p>		<p>leadership team minutes</p>		<p>and number of teacher vs. student questions during the last week of October. Data reflects high number of teacher questions vs. students. Data also shows that the questions being posed of students are predominantly lower level. Follow up PD was held during staff meeting on Nov. 10 by Kerri Lamb about student generated question resources from AVID.</p>	
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 <p>Students and teachers will participate in One Book, One School reading the novel <i>A Long Walk to Water</i>, in order to increase global awareness and promote service learning, while reinforcing literacy skills so that we build a community of independent readers.</p>	<p>Julia Dawson Brian Saunders 7th period teachers</p>	<p>SAMS <u>Long Walk to Water</u> Weebly David Bare (Randolph Public Library) Guest speakers related to the book Books from Kiser Middle School</p>	<p>Julia Dawson 7th period teachers</p>	<p>SAMS <u>Long Walk to Water</u> Weebly Student, Parent, Teacher Survey Results Attendance at PTO Public Library night</p>	<p>October 6, 2015</p>	<p><i>One Book One School</i> completed at end of September; Over 200 in attendance at the Public Library. Lost Boy of Sudan was a guest speaker on October 14th.</p>	<p>September 30, 2015</p>
<p>Promote a culture of reading by organizing a school-wide reading incentive program (40 Book Challenge, Accelerated Reader, DEAR) and celebrating students for their success in literacy.</p>	<p>ELA Teachers Julia Dawson Kim Hoffman 7th period teachers</p>	<p>Accelerated Reader program 40 book challenge resources reading incentives</p>	<p>ELA Teachers Julia Dawson Kim Hoffman 7th period teachers</p>	<p>SRI data Media Center circulation statistics AR reports/ statistics Progress charts/logs</p>	<p>October 6, 2015 January 5, 2016 April 5, 2016</p>	<p>Parent brochure went home Monday, Oct. 12th with report cards for our 40 Book Challenge (our school wide reading incentive program). Each grade level will read across specific genres. 8th grade 120 pages, 7th grade 150 pages, 8th grade 180 pages represents a book.</p>	<p>May 20, 2016</p>



						<p>Incentives are in brochure for each 9th weeks and end of year.</p> <p>Jan. 2016: Superintendent's Reading Challenge going well with students reading over 2400 books and staff participating as well. School wide incentives continue into next 9 weeks. Students must read at least 10 books during each Nine Weeks to participate in rewards.</p>	
<p>ELA teachers will complete weekly formative assessment and analyze</p>	<p>EOG/EOC Teachers</p>	<p>Google Doc template for</p>	<p>Keri Hill Bethany Adams</p>	<p>Google Doc template for</p>	<p>Nov. 3, 2015 March 1, 2016</p>	<p>Nov. 2015: During weekly</p>	<p>May 2016</p>

 <p>data during weekly collaborative planning sessions in order to drive instruction.</p>		<p>formative assessment data</p>	<p>Kerri Lamb  Anthony Ross Cortney Mere Kelly Hagood</p>	<p>formative assessment data Formative assessments aligned to standards</p>	<p>May 3,  2016</p>	<p>collaborative meetings Hammond &amp; Smith are working with teachers on making sure we are using Common assessments and providing either remediation/instruction for those that do not reach the 80% proficiency and enrichment for those who meet required proficiency. We are continuing implementation of this action step.</p>	
<p>Select teachers will participate in Reading Foundations Training to strengthen reading instruction and intervention strategies so that students' reading problems will be addressed appropriately.</p>	<p>Reading Foundations Participants Cohort 1 and 2</p>	<p>Reading Foundations PD: Aug 18 Oct 8 Jan 7 Feb 15 Mar 7</p>	<p>Tamara Myers (Kelly Hagood, Cortney Mere)</p>	<p>PD Log PD Homework assignments Student interventions</p>	<p>Nov. 3, 2015 March 1, 2016 May 3, 2016</p>	<p>Nov. 2015: Tammy Myers shared out reading strategies and the importance of vocabulary, chunking or</p>	<p>March 2016</p>



						<p>breaking down text,</p> <p>concepts covered during Reading Foundations Training. The selected group of teachers will continue this PD.</p>	
<p>Select teachers participate in the Literacy Design Collaborative PD to design modules so that students will engage in reading rich texts and writing.</p>	<p>LDC participants</p>	<p>LDC PD: Sept. 24, 2015 Oct. 15, 2015 Nov. 18, 2015 Feb. 11, 2016 March 10, 2016 April 14, 2016</p>	<p>Fleming Mere Herrin Cope</p>	<p>Formative assessments aligned to standards</p>	<p>Sep. 23, 2015 Oct. 14, 2015 Nov. 17, 2015 Feb. 10, 2016 March 9, 2016 April 13, 2016</p>		<p>June 2016</p>
<p>7th period CoRe (<b>Comets Return</b>) implemented to provide interventions so that students will get additional help in reading in order to meet or exceed expected growth.</p>	<p>7th period ELA teachers</p>	<p>CoRe schedule Instructional Facilitator/ AIG Specialist C3 wikispace</p>	<p>7th period ELA teachers</p>	<p>Lesson plans Schedules Walk through/ video teacher exemplars Benchmark data</p>	<p>October 6, 2015 March 1, 2016</p>	<p>October 2015: 7th period intervention block is off to a great start with a variety of approaches being employed by teachers in their classrooms during this time. Teachers are using formative weekly assessments to</p>	<p>June 2016</p>



						help plan	
						remediation and enrichment for 7th period.	
						Jan. 2016: Plan to start remediation/enric hment rotations on April 4th. Groupings will be based on benchmark data and teacher recommendation s. Instructional Team will add more lessons for ELA and Math so rotations can last	



**Strategic Objectives:**

- ✓ Engage Each Student
- Assessment for Learning
- ✓ Improved Achievement
- Create Opportunities
- Capacity Building

**Strategic Focus/Foci:**

- ◆ 21st Century Skills
- ◆ Expand learning opportunities

**Current Level of Performance:**

Based upon recent EOG data (2014/15), our math proficiency rates in grades 6,7,& 8, were respectively 55.5, 42.0 and 42.30.

Based upon recent EOG data (2014/15), our math College and Career proficiency rates in grades 6,7,& 8, were respectively 42.8, 33.7, 27.0

Based upon recent EOC data (2014/15), our Math 1 College and Career proficiency was 62.7 and proficiency was 82.7.

**Annual Goal 2:**

**With a 2 year goal of 80% math proficiency in all grade levels, overall math proficiency on the 2015-2016 Math EOG will increase as follows:**

**2015-2016**


- 6th grade: 55.50 to 67.75
- 7th grade: 42.00 to 59.00
- 8th grade: 42.30 to 58.85


**2016-2017**


- 6th grade: 67.75 to 80.00
- 7th grade: 59.00 to 80.00
- 8th grade: 58.85 to 80.00



Action Steps for Goal 2	Implementation		Monitoring				Completion
	Team Members	Resources/ Prof. Dev. Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Leadership Team will participate in instructional rounds to identify problems of practice and to analyze instructional practices and strategies used in all classrooms.	Leadership Team	Schedule for instructional rounds <u>Instructional Rounds in Education</u>	Leadership Team	Schedule Instructional Rounds narratives Leadership team minutes	November 3, 2015 February 2, 2016 May 3, 2016	Team conducted Instructional Rounds focusing on level of questioning and number of teacher vs. student questions during the last week of October. Data reflects high number of teacher questions vs. students. Data also shows that	May 3, 2016

						<p>the</p> <p>questions being posed of students are predominantly lower level. Follow up PD was held during staff meeting on Nov. 10 by Kerri Lamb about student generated question resources from AVID.</p>	
<p>7th period CoRe (<b>Comets Return</b>) implemented to provide interventions so that students will get additional help in math in order to meet or exceed expected growth.</p>	<p>7th period math teachers</p>	<p>CoRe schedule Instructional Facilitator/ AIG Specialist C3 wikispace</p>	<p>7th period math teachers</p>	<p>Lesson plans Schedules Walk through/ video teacher exemplars Benchmark data</p>	<p>October 6, 2015 March 1, 2016</p>	<p>October 2015: 7th period intervention block is off to a great start with a variety of approaches</p>	<p>June 2016</p>

						<p>being employed by teachers in their classrooms during this time. Teachers are using formative weekly assessments to plan 7th period.</p>	
<p>Provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards.</p>	<p>SAMS staff</p>	<p>AHS National Honors Society After school bus route Teacher tutoring rotation ASAP Remediation resource SAMS Instructional Support Wikispace</p>	<p>SAMS staff</p>	<p>Tutoring rosters Bus routes</p>	<p>Jan. 12, 2016 May 10, 2016</p>		<p>May 2016</p>
<p>Weekly collaborative planning with math teachers and support staff to increase math</p>	<p>Math teachers Betsy Hammond Megan Smith</p>	<p>Connected Math investigations School based Professional</p>	<p>Math teachers Betsy Hammond Megan Smith Julia Dawson</p>	<p>Collaborative planning minutes Lesson plans</p>	<p>Jan. 5, 2016 May 3, 2016</p>		<p>May 2016</p>


 <p>investigations, word problems and critical thinking skills in classroom instruction.</p>	<p>Julia  Dawson</p>	<p>development for math Schoolnet/ Powerschool lessons</p>		<p>Common  assessments Walk through/ video exemplars</p>			
<p>Utilize math words walls, number talks and anchor charts in math classrooms to build mathematical vocabulary and number sense.</p>	<p>Math teachers Wendy Rich</p>	<p>School based professional development with Wendy Rich <u><a href="#">Making Number Talks Matter</a></u></p>	<p>Math teachers Wendy Rich</p>	<p>PD roster Collaborative planning minutes Lesson plans Walk through/ video and photo exemplars</p>	<p>September 3, 2015 Jan. 5, 2016</p>	<p>Wendy Rich offered professional development during math planning at all grade levels on August 27th. She covered the purpose (efficiency and effectiveness ) while building number sense. Samples of number talks and resources were shared with math teachers.</p>	<p>Aug 27th</p>

	<p>Teachers will participate in collaborative grade level data discussions led by support staff (Instructional Facilitator, AIG specialist, Media specialist) that focus on current benchmark assessment data to appropriately address instruction to meet students' needs.</p>	<p>All core  teachers Betsy Hammond Megan Smith Julia Dawson</p>	<p>SchoolNet Six Week Benchmarks Excel Assessment/Data Spreadsheet</p>	<p>Betsy  Hammond Megan Smith</p>	<p>Benchmark reflection sheets Student remediation and enrichment lists and rosters</p>	<p>December 1 , 2015 March 1, 2016</p>	<p>Nov.  2015: Ela and Math teachers completed the first collaborative discussion in October following the first district benchmark. IF shared reflection questions and teachers discussed reteaching and enrichment for use in 7th period and during regular instruction.</p>	<p>May 2016</p>
							<p>Next collaborative discussions will be held in January.</p>	



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 <p>Math teachers will complete weekly formative (skills/knowledge) assessment and analyze data during weekly collaborative planning sessions in order to drive instruction.</p>	EOG/EOC teachers	<p>Google Doc Data</p> <p>Template for formative assessment data</p> <p>Formative assessments aligned to standards</p>	<p>Callie Everett/ Kristin</p> <p>Runnfeldt Sarah Trollinger/Lee Wright Sherry Ferree/Dave McElroy</p>	<p>Google Doc Data Template for formative assessment data</p>	<p>November 3, 2015 March 1, 2016</p>		<p>May 2016</p>
<p>Select teachers participate in the Math Design Collaborative PD to design modules so that students will gain a deeper understanding of mathematical concepts</p>	MDC participants	<p>MDC PD: Sept. 24, 2015 Oct. 15, 2015 Nov. 18, 2015 Feb. 11, 2016 March 10, 2016 April 14, 2016</p>	<p>Trollinger Ferree</p>	<p>Formative assessments aligned to standards</p>	<p>February 2, 2016</p>		<p>June 2016 (but it will continue into the next two school years)</p>

**Strategic Objectives:**

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✓ Engage Each Student

**Strategic Focus/Foci:**

- ◆ 21st Century Skills
- ◆ Literacy Instruction

**Current Level of Performance:**

African American to White Achievement Gap

Reading: 32.7  
6th: 40.1



- Assessment for Learning
- Improved Achievement

- Create Opportunities
- Capacity Building

- ◆ Expand learning opportunities
- ◆ Academic proficiency in Core Curriculum

7th: 28.8  
8th: 28.9  
Math: 38.0  
6th: 45.1  
7th: 38.1  
8th: 30.8  
Math 1: 9.7  
Science 8th: 36.4

Hispanic to White Achievement Gap

Reading: 22.5  
6th: 28.6  
7th: 17.1  
8th: 21.6  
Math: 19.9  
6th: 28.3  
7th: 20.4  
8th: 11.7  
Math 1: 1.5  
Science 8th: 26.1

**Annual Goal 3:**

**GOAL 3**

**Due to historical gaps in achievement as indicated by levels of proficiency, we will reduce achievement gap in half on EOG/EOC tests by accelerating growth in Black and Hispanic subgroups.**



**6th grade Reading**

The Black subgroup achievement gap will reduce from 40.1 to 20.05

The Hispanic subgroup achievement gap will reduce from 28.6 to 14.3

**6th grade Math**

The Black subgroup achievement gap will reduce from 45.1 to 22.55

The Hispanic subgroup achievement gap will reduce from 28.3 to 14.15

**7th grade Reading**

The Black subgroup achievement gap will reduce from 28.8 to 14.4

The Hispanic subgroup achievement gap will reduce from 17.1 to 8.55

**7th grade Math**

The Black subgroup achievement gap will reduce from 38.1 to 19.05

The Hispanic subgroup achievement gap will reduce from 20.4 to 10.2

**8th grade Reading**

The Black subgroup achievement gap will reduce in from 28.9 to 14.45

The Hispanic subgroup achievement gap will reduce in from 21.6 to 10.8

**8th grade Math**

The Black subgroup achievement gap will reduce in from 30.8 to 15.4

The Hispanic subgroup achievement gap will reduce in from 11.7 to 5.85

**8th grade Science**

The Black subgroup achievement gap will reduce in from 36.4 to 18.2

The Hispanic subgroup achievement gap will reduce in from 26.1 to 13.05

**Math 1**


The Black subgroup achievement gap will reduce in from 24.8 to 12.4


The Hispanic subgroup achievement gap will reduce in from 1.5 to 0


Action Steps for Goal 3	Implementation		Monitoring				Completion
	Team Members	Resources/ Prof. Dev. Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date


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 <p>We will have reports generated by the ACS testing office that disaggregate benchmark scores by race so that teachers can discuss discrepancies and trends in that data as a part of their planning discussions.</p>	<p>All  teachers</p>	<p>EVAAS Common Planning Google doc for tracking student performance</p>	<p>Core  Teachers Nikki Domally</p>	<p>List of  non-proficient students per benchmark Collaborative Data Discussion Reflections</p>	<p>October 13 January 12 March 8 May 10</p>		<p>May 2016</p>
<p>7th period CoRe implemented to provide interventions so that students will get additional help in math in order to meet or exceed expected growth.</p>	<p>7th period math teachers</p>	<p>CoRe schedule Instructional Facilitator/ AIG Specialist C3 wikispace</p>	<p>7th period math teachers</p>	<p>Lesson plans Schedules Walk through/ video teacher exemplars Benchmark data</p>	<p>October 6, 2015 Jan. 5, 2016 March 1, 2016</p>	<p>October 2015: 7th period intervention block is off to a great start with a variety of approaches being employed by teachers in their classrooms during this time. Teachers are using formative weekly assessment s to help plan remediation and enrichment</p>	<p>June 2016</p>

						<p>for 7th  period.</p>	
<p>Provide before and after school tutoring opportunities so that students have multiple exposures to content for filling in gaps and mastering grade level standards</p>	<p>SAMS staff</p>	<p>AHS National Honors Society After school bus route Teacher tutoring rotation ASAP Remediation resource SAMS Instructional Support Wikispace</p>	<p>SAMS staff</p>	<p>Tutoring rosters Bus routes</p>	<p>Jan. 12, 2016 May 10, 2016</p>		<p>May 2016</p>
<p>Science and Social Studies teachers will integrate culturally responsive reading strategies into their instruction weekly so that all students develop high level reading strategies.</p>	<p>Science and Social Studies Teachers</p>	<p>PD on culturally responsive reading strategies Grade Level ELA Teachers</p>	<p>Instructional Facilitator Lead ESL Teacher Rachel Marinucci Cortney Mere</p>	<p>PD Rosters Lesson Plans Student exemplars of strategy</p>	<p>November 20 -Feb 12 Oct. 20</p>		<p>May 2016</p>

							
<p>Administrators will track and analyze discipline data in order to identify trends with regard to discipline disproportionality so that staff can identify solutions to maximize the instructional time of minority students.</p>	<p>All staff</p>	<p>Discipline data</p>	<p>Nikki Domally Brian Saunders</p>	<p>Staff Meeting Agendas Data reports</p>	<p>October 13 January 12 March 8 May 10</p>		<p>May 2016</p>
<p>PBIS and Discipline Disproportionality will plan PD in conjecture with Dr. McCamish so that staff can identify solutions to maximize the instructional time of minority students.</p>	<p>All staff</p>	<p>Professional literature</p>	<p>PBIS/ Discipline Disproportionality team Dr. McCamish</p>	<p>PD roster</p>	<p>December 8</p>		<p>April 2016</p>
<p>We will increase our parent and community involvement with specific focus on partnering for student academic support.</p>	<p>Brian Saunders Nikki Domally Tracii Miller</p>	<p>Partnership with community churches and other non-profit groups A needs assessment outlining the areas we need</p>	<p>Traci Miller</p>	<p>Additional Volunteers for after School Tutoring Completion of the Career Exposure Program Comprehensive Plan for Summer</p>	<p>January 5th April 5th</p>		<p>This action step, it is safe to say, will continue well past this school year.</p>

		community involvement		Enrichment Opportunities Sign-in sheets from parent events hosted on campus and/or at community hubs.			
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## Title I Compliance

### Actions taken to meet the ten essential components of a School-Wide Title I Program

<p><b>1. A Comprehensive Needs Assessment of the entire school</b></p>	<p>Appendix 2 describes our community profile, including our ethnicity, student information regarding special needs and free/reduced, attendance data, and staffing summary.</p> <p>Appendix 3 details our school results at all grade levels over several years. This section also includes information on the achievement gap and annual measurable objectives. Our middle school students do not appear to be adequately able to apply literacy skills to writing or reading. Title I services are crucial in providing these students with the support of literacy resources.</p>
<p><b>2. School-Wide Reform Strategies</b></p>	<p>Annual Goals and Action Steps are found beginning on page 3</p>
<p><b>3. Instruction by a Highly Qualified Professional Staff</b></p>	<p>Staffing Summary indicated below</p>
<p><b>4. High Quality and Ongoing Professional Development</b></p>	<p>Professional development plan listed for each goal</p>
<p><b>5. Strategies to Attract Highly Qualified Teachers to High Need Schools</b></p>	<p>District recruitment plan</p> <p>Staffing Summary indicated below</p> <p>Assessment data is used to place highly qualified teachers in areas of need, allowing for reduced class sizes to meet the developmentally appropriate needs of students</p>
<p><b>6. Including Teachers in Decisions Regarding the Use of Assessment</b></p>	<p>Evaluation strategies for continuous improvement plan</p> <p>Participation in school leadership team</p> <p>Participation in district leadership planning</p> <p>Participation in benchmark data analysis discussions and classroom data analysis led by Instructional Team (Instructional Facilitator, AIG consultant, Media Specialist)</p>
<p><b>7. Strategies to Increase Parent Involvement</b></p>	<p>ESL/Curriculum/Cultural parent nights</p> <p>Report card pick-up nights</p> <p>Home visits at the outset of each school year and as needed throughout the school year</p> <p>PTO special events</p> <p>Parent contact logs</p> <p>Volunteer logs</p> <p>School calendar on website</p> <p>Connect5 phone &amp; email messages each Sunday evening from Mr. Saunders</p> <p>SAMS newsletter sent biweekly (created by teachers for the consumption of all SAMS stakeholders)</p> <p>Regularly updated teacher websites</p> <p>Parent education opportunities (i.e. English class with Donna Beck)</p> <p>Watch D.O.G.S. program</p>



 <p><b>8. Transition Strategies</b></p>	<p>Plans are developed to assist students in their transition from grade 5 into middle school and from grade 8 into high school.</p>
<p><b>9. Activities for Children Experiencing Difficulty</b></p>	<p>District use of Personal Education Plans (PEPs)          Daily intervention participation (7th period CoRe--<b>Comets Return</b>)          Parent conferences          Data conversations between IF and teacher          Student Success Team          Partnership with contracted mental health agencies          Partnership with Communities In Schools</p>
<p><b>10. Coordination and integration of Federal, State, and Local Services</b></p>	<p>Federal programs implemented in this school include:</p> <ul style="list-style-type: none"> <li>• Title I, Title II-A, Title II-D, Title III</li> <li>• State programs implemented in this school include: English as a Second Language o (PRC 054); DSSF (PRC 024)</li> </ul> <p>Coordination and integration of these programs are outlined in the school's intervention plan and individual federal grant applications</p>



**PBIS School Action Plan**

Task	Who	When	Completion Date
PBIS team at each school schedules monthly meetings and maintains a PBIS notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	In-School Coach/PBIS team leader, PBIS team, & assistant principal	Monthly through the 2015-2016 school year.	June 10th, 2016
School team representatives will attend District level bi-annual PBIS meetings.	In-School Coach/PBIS team leader, designated team member, or assistant principal	One training session in the fall and one meeting in the spring.	June 10th, 2016
Each PBIS team at the school level will complete an Implementation Inventory and submit to the central office.	In-School Coach/PBIS team leader, PBIS team	By October 31, 2015	October 13, 2015
Each PBIS team at the school level will complete the School Evaluation Tool and score 90% or higher. We plan to maintain Exemplar Status according to NC PBIS criteria	In-School Coach/PBIS team leader, PBIS team, assistant principal, & school staff	By June 1, 2016	June 10th, 2016
Utilize PBIS Data instrument to target discipline disproportionality amongst various demographic groups	In-School Coach/PBIS team leader, principal or assistant principal, district-level consultant	Monthly PBIS Meetings & Staff meetings	July 8, 2016



**Compliance Statements**

<b>Healthy Active Children Policy</b>	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Students are engaged in physical activity through physical education classes, scheduled intramurals, athletic team participation, and open gym opportunities.
<b>Pledge of Allegiance</b>	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge is recited daily at the beginning of morning announcements.
	4. Flags of the United States and North Carolina are displayed in this school.	4. Flags of the United States and North Carolina are displayed outside of the building, as well as other locations inside the school.
<b>Duty-free Lunch</b>	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. A duty-free lunch period for every teacher must be provided on a daily basis or as otherwise approved by the school improvement team.
<b>Duty-free Instructional Planning</b>	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week, must be provided for every full-time assigned classroom teacher.
<b>Redundant Reporting Requirements</b>	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The continuous improvement team monitors on a regular basis redundant and unnecessary reporting requirement for teachers to identify more expeditious manners of providing information to the board.




## Parent Involvement

**Overview:** Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child’s learning;
  - That parents are encouraged to be actively involved in their child’s education at school; and
  - That parents are full partners in their child’s education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

### 6 Types of Parent Involvement

<p><b>1. Parenting:</b> Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<p>We offer a variety of ways to help teachers and families of adolescents understand how to help our students be successful. We provide training to our staff on family issues such as poverty, homelessness, language barriers, and social/emotional development for gifted students. We also invite our families to AVID and ELL parent nights, and our district provides FAN (Family Alliance Network) nights. After the eighth graders take the EXPLORE test, we offer information sessions for these parents to assist them in understanding their students’ scores. In addition, we have a partnership with UNCG that targets our Latino families. We also are initiating student-led conferences so our students can take an active role in explaining their learning and growth to their parents.</p>
<p><b>2. Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>We understand the value and the importance of keeping the lines of communication open between parents and the school. We make available the following as means of communication:</p> <ul style="list-style-type: none"> <li>• Alert Now Weekly and Bi-weekly Newsletter</li> <li>• EduVision Podcast and videos</li> <li>• Report Card Pick-Up Nights</li> <li>• Progress Reports</li> <li>• HomeBase parent modules</li> <li>• PowerSchool Parent Portal (teachers update grades weekly)</li> <li>• Open Houses</li> <li>• Parent/Student/Teacher Conferences</li> <li>• Home Visits</li> </ul>
<p><b>3. Volunteering:</b> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<p>Here at SAMS, we provide various volunteer opportunities through our PTO, our office, and our academic/athletic programs. PTO provides a platform for its members to (no fee or dues required) to interact with students and teachers at dances offered 4-6 times annually, at teacher appreciation events, and at incentive programs for students (i.e. dodgeball, bounce parties,) We are purposeful about scheduling meetings at various times so that our families can attend according to their busy schedules. For example, through communities in schools, we offer mentor training to our Watch DOGS (Dads of Great Students) provided at various times during the day and evening.</p>

 <p><b>4. Learning at Home:</b> Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<p>Our school provides each family with bookmarks designed to help parents assist their children with their reading comprehension. The bookmark includes specific questions parents can ask students about both informational and fiction texts. Additionally, teachers provide students with digital resources that they can access from home via online learning platforms like Canvas and Edmodo.. These include but are not limited to: classroom notes, videos, presentations, and exemplar work samples. Students can access these resources via teacher webpages, Edmodo, Canvas, and/or school websites. The following resources are also available to students via the school website.</p> <ul style="list-style-type: none"> <li>● Destiny – ebooks</li> <li>● NCWise Owl databases</li> <li>● Connect Math Online</li> </ul>
<p><b>5. Decision-Making:</b> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<p>We invite at least 2 parents to be members of our school improvement team each year. Parent input given in various annual surveys is analyzed and used in decision making with regard to CIP planning and our parent involvement and communication plan.</p>
<p><b>6. Collaborating with Community:</b> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>	<p>We believe that establishing partnerships with the community is essential to our students' and families' success. We partner with Communities in Schools to offer both the Backpack Pals program for those students to need food on the weekends and a mentor program for our students. We have a partnership between Asheboro City Schools and several mental health agencies. Our school has been adopted by Journey Church and they have provided resources for both our students and our faculty. We have also established after school tutoring with the National Honor Society at Asheboro High School. Mr. Saunders has specifically worked to strengthen the number of parents involved with PTO, while Ms. Domally is working to establish firm partnerships with the Eastside church community.</p>



**Intervention Plan**

<b>A. Overview</b>	SAMS' teachers, guidance counselor, and other support staff work collaboratively to address the varied needs of students. On a weekly basis, teachers meet in team and grade level meetings to make recommendations for students who are not exhibiting mastery of given standards. Data conversations occur after each district benchmark. Each student identified as at-risk of failing has their own Personalized Education Plan (or PEP) that his/her teachers devise and follow. Before- and after-school tutoring is available every Wednesday with bus transportation also available. 7th period each day is our designated intervention period (that occurs during the actual school day) from 2:45-3:30pm.
<b>B. Target Population</b>	Students who are performing below grade level or who are making Ds or Fs in their core courses.
<b>C. Measureable Intended Outcome</b>	High Growth and grade-level proficiency
<b>D. Description of activities or services to be provided</b>	Focus sessions via weekly subject area PLCs resulting in adjusted instructional approaches to address the learning needs of individual students in core classes, use of AVID strategies throughout campus; inclusion of target area students in classes using the co-teaching model; tutoring; community outreach, family involvement via discussions of specific student needs as addressed in PEP conferences; and district data. ESL students will focus on ExC-ELL strategies, and continue Parent English Academy.
<b>E. Evaluation of Results</b>	Student achievement data (EOGs, MSLS, Common Assessment, SRI/Lexile, EVAAS growth data)

**Waiver Request**

<b>The Waiver to be Requested</b>	<b>How the waiver will be used:</b>
1. To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.	1. The textbook waiver would allow South Asheboro Middle School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.
2. To increase the class size above 29 whenever the need arises. (G.S. 115c-301)	2. A waiver in class size will allow us to provide services to all students with the current teacher allotment.



**Leadership Team Members**

*The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:*

Name	Signature	Role
Brian Saunders		Principal
Nikki Domally		Assistant Principal
Megan Smith		AIG Specialist, Chairperson
Keri Hill		Sixth Grade Representative
Kerri Lamb		Seventh Grade Representative
Dave McElroy		Eighth Grade Representative
Betsy Hammond		Instructional Facilitator
Corey Masterson		Teacher of the Year
Glenn Fleming		PBIS Representative
Jeff Melberger		School Social Worker
Nicole Brown		Parent Representative
Jacqueline Trinkley		Parent Representative



## Appendix 1: Current State of the School

### Celebrations

According to 2014-2015 school achievement data, the following are true:

- End of Grade and End of Course tests showed an increase in student performance in reading, math, and eighth grade science from the previous year. Scores rose 4 to 16 percentage points for proficiency in math across all grade levels, 5-18 percentage points in reading across all grade levels, and 14 percentage points in 8th grade science.
- The class of 2019 (last year's 8th grade) increased proficiency scores each year in grades 6 through 8 for a total increase of 21.7 points in math and 15.9 points in reading.
- The two year trend for Math I student performance indicates an increase of almost 40 percentage points from 2012-13 (42.9) to 2014-15 (82.7).

According to AdvancEd survey results parents, students, and staff commented on the positive climate of the school and the quality of relationships within the school building between teachers and students. Furthermore, stakeholders appreciate the variety of afterschool and enrichment opportunities available. The C3 tutoring program was noted as a successful addition to available supports for students.

Staff members at SAMS indicated that they are a part of a collaborative, supportive, professional learning environment with a focus on building meaningful relationships and connections with parents and students in order to best meet the needs of our students.

### Areas Needing Improvement

According to 2014-2015 school achievement data, the following are true:

- We did not meet our AMOs (Annual Measurable Objectives) for proficiency goals in reading or math for any subgroup.
- Our school has significant achievement gaps with all subgroups, the smallest being 8.0 percent between Hispanic to White students in 8th grade math. The largest gaps in math exist between EC and non EC students in 6th grade math (42.9) and between those students receiving free and reduced lunch and those who do not in 7th grade math (40.1). In reading, smallest gap is in 7th grade reading between Hispanic and White students (19.9). The largest gap is in 6th grade reading between Black to White students (44.6).
- Fewer than 50% of our students across all grade levels in both reading and math are college and career ready (scoring at a level four or five on the End of Grade or End of Course tests).

According to AdvancEd survey results, responding parents indicated a desire for increased communication including but not limited to updated teacher websites and up to date grades in PowerSchool.

Trends from the student survey indicate a need for focus on improvement with consistency in discipline and classroom management procedures. Students also expressed concern regarding levels of respect shown toward other students, property, and building personnel.





**Appendix 2: School Profile**

<b>Historical Ethnicity Information</b> (% of population on 20 <sup>th</sup> day)	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Black	17.4	16.8	15.7	16.6	17.2
Asian	1.4	0.7	1.1	13.6	1.9
White	51.9	52.1	48.4	46.2	41.0
Hispanic	23.0	25.3	29.1	30.9	34.7
American Indian	0.0	0.2	0.6	0	0.0
2+ Races	6.27	5.0	3.9	4.5	0.4
Total Population	574	601	642	659	558

<b>Historical Population</b> (% of Population)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Exceptional Children		14.5	12.1		14.2
AIG		22.1	16.5	16.9	17.9
Limited English Proficient		10	8.4		
Total Free/Reduced Lunch		58.9	59.5	63.6	64.3

<b>Student Attendance Data</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Average Daily Attendance	95.6	96.2	95.9	95.8	97.8
Mobility (starting 2012-13)			12.5	12.2	11.1

<b>Staffing Summary</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Teachers "highly qualified" (classes taught)	97%	96%	100	100	100
Teachers with advanced degrees	15%	7%	27%	29%	16%
Teachers with NBPTS Certification	7	5	6	7	7
Teacher Turnover Rate	10%	11%	24%	37%	18%



**Appendix 3: Student Performance Results**

Promotion Rates	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 6	100	100	100	100	100
Grade 7	99.46	100	100	100	100
Grade 8	100	99.83	100	99.5	100

Grade Level Proficiency in Mathematics	2010-11	2011-12	2012-13*	2013-14	2014-2015
Grade 6 (EOG)	84.5	80.8	20.6	38.7	55.5
Grade 7 (EOG)	76.9	72.8	30.5	25.3	42.0
Grade 8 (EOG)	80.5	85.3	20.5	38.2	42.3
MATH 1 (EOC)			42.9	76.6	82.7

Grade Level Proficiency in Reading	2010-11	2011-12	2012-13*	2013-14**	2014-15
Grade 6 (EOG)	73.8	74.5	37.7	44.6	62.9
Grade 7 (EOG)	63.8	57.5	41.0	45.2	50.7
Grade 8 (EOG)	62.4	62.8	31.0	40.1	53.6

Grade Level Proficiency in Science	2010-11	2011-12	2012-13*	2013-14	2014-15
Grade 8 (EOG)	63.0	67.4	39.0	55.8	69.8

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Math CCR Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	20.6	33.3	42.8	30.5	20.3	33.7	20.5	32.7	27.0
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	80.0	*	*	*	*	*
Black	7.1	8.8	21.6	16.7	6.5	13.2	7.9	12.1	11.8
Hispanic	14.1	25.4	34.2	23.2	11.9	29.5	14.0	27.9	25.0
2+ Races	12.5	18.2	36.4	10.0	22.2	36.4	27.3	16.7	12.5
White	27.7	48.5	54.8	37.6	28.3	44.6	28.7	42.5	33.0
Male	28.0	26.1	42.6	29.9	26.5	29.3	18.5	31.7	30.2
Female	13.5	39.3	43.0	31.2	14.8	37.2	22.2	34.0	24.1
AIG	78.1	91.2	87.2	90.9	78.1	95	63.6	95	75.0
EC	14.3	7.1	6.1	3.8	3.7	6.9	5	5	5
Non-EC	21.3	37.5	49.0	34.2	22.7	38.1	22.7	36.6	30.4
LEP	13.0	5	5.9	9.5	5	5	5	5	5
Non-LEP	21.5	37.1	45.8	32.8	22.2	37.3	22.4	35.8	29.4
F/R Lunch	8.9	24.1	35.0	23.1	11.5	20.0	10.9	21.1	19.8
Non-F/R Lunch	38.8	53.9	59.8	43.4	33.7	60.1	37.5	51.1	37.4

Math Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-20.6	-39.7	-33.2	-20.9	-21.8	-31.4	-20.8	-30.4	-21.2
Hispanic (to White)	-13.6	-23.1	-20.6	-14.4	-16.4	-15.1	-14.7	-14.6	-8.0
EC (to non-EC)	-7.0	-30.4	-42.9	-30.4	-19.0	-31.2	-17.7	-31.6	-25.4
LEP (to non-LEP)	-8.5	-32.1	-39.9	-23.3	-17.2	-32.3	-17.4	-30.8	-24.4
FRL (to non-FRL)	-29.9	-29.8	-24.8	-20.3	-22.2	-40.1	-26.6	-30.0	-17.6

Math EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	-7.5	-2.2	2.7	-4.2	-0.4	-0.7	-5.7	5.8	6.8





Reading CCR Proficiency by Subgroup	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All	37.7	34.8	46.7	41.0	36.9	41.5	31.0	32.7	38.3
American Indian	*	*	*	*	*	*	*	*	*
Asian	*	*	*	80.0	*	*	*	*	*
Black	14.3	20.6	18.9	6.7	16.1	23.7	18.4	24.2	17.6
Hispanic	21.9	16.9	32.9	28.6	29.9	34.4	15.8	19.7	27.9
2+ Races	37.5	36.4	63.6	30.0	22.2	36.4	9.1	16.7	37.5
White	54.5	50.5	63.5	56.0	48.1	54.3	47.9	42.5	49.5
Male	38.0	31.5	45.9	36.8	38.2	41.3	25.0	25.2	36.8
Female	37.5	37.5	47.7	46.2	35.7	41.6	36.1	42.6	39.7
AIG	78.1	91.2	91.5	93.2	81.3	91.4	70.5	83.3	77.8
EC	14.3	10.7	9.1	3.8	7.4	10.3	4.2	3.8	10.7
Non-EC	40.4	38.6	53.0	46.2	41.1	46.6	34.7	36.8	42.3
LEP	13.0	5	11.8	5	5	5	5.9	5	5
Non-LEP	40.9	38.8	49.5	45.0	39.4	45.4	33.3	35.8	41.7
F/R Lunch	24.2	24.1	35.7	30.6	26.7	28.9	19.5	20.3	24.4
Non-F/R Lunch	58.8	58.7	70.7	59.2	52.4	65.8	51.4	52.3	58.3

Reading Achievement Gaps	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Black (to White)	-40.2	-29.9	-44.6	-49.3	-32	-30.6	-29.5	-18.3	-31.9
Hispanic (to White)	-32.6	-33.6	-30.6	-27.4	-18.2	-19.9	-32.1	-22.8	-21.6
EC (to non-EC)	-26.1	-27.9	-43.9	-42.4	-33.7	-36.3	-30.5	-33	-31.6
LEP (to non-LEP)	-27.9	-33.8	-37.7	-40	-34.4	-40.4	-27.4	-30.8	-36.7
FRL (to non-FRL)	-34.6	-34.6	-35	-28.6	-25.7	-36.9	-31.9	-32	-33.9

Reading EVAAS Growth	Grade 6			Grade 7			Grade 8		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	1.0	-0.5	3.4	-4.2	-0.8	2.6	-2.7	-0.5	3.5





Science CCR Proficiency by Subgroup	Grade 8		
	2012-13	2013-14	2014-15
All	39.0	42.4	57.7
American Indian	*	*	*
Asian	*	*	*
Black	26.3	24.2	26.5
Hispanic	21.1	29.5	45.8
2+ Races	36.4	16.7	50.0
White	55.3	55.8	74.3
Male	40.2	41.5	65.1
Female	38.0	43.6	50.9
AIG	84.1	95.0	95
EC	5	7.7	10.7
Non-EC	43.8	47.1	64.5
LEP	5.9	10.5	16.7
Non-LEP	42.1	45.5	61.3
F/R Lunch	5.9	34.6	44.3
Non-F/R Lunch	42.1	54.8	77.0

Science Achievement Gaps	Grade 8		
	2012-13	2013-14	2014-15
Black (to White)	-29	-31.6	-47.8
Hispanic (to White)	-34.2	-26.3	-28.5
EC (to non-EC)	-38.8	-39.4	-53.8
LEP (to non-LEP)	-36.2	-35	-44.6
FRL (to non-FRL)	-36.2	-20.2	-32.7

Science EVAAS Growth	Grade 8		
	2012-13	2013-14	2014-15
	-3.9	-2.6	0.9





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Math 1 CCR Proficiency by Subgroup	Math 1		
	2012-13	2013-14	2014-15
All	42.9	37.3	62.7
American Indian	*	*	*
Asian	*	*	*
Black	16.7	63.6	40.0
Hispanic	30.0	57.7	61.1
2+ Races	40.0	*	*
White	53.7	73.4	65.2
Male	42.5	71.7	65.9
Female	43.1	63.0	58.1
AIG	75.0	95.0	80.0
EC	*	*	*
Non-EC	42.9	*	*
LEP	*	*	*
Non-LEP	42.9	*	*
F/R Lunch	24.4	64.7	45.5
Non-F/R Lunch	58.0	69.7	90.0

Math 1 Achievement Gaps	Math 1		
	2012-13	2013-14	2014-15
Black (to White)	-37	-9.8	-25.2
Hispanic (to White)	-23.7	-15.7	-4.1
EC (to non-EC)	*	*	*
LEP (to non-LEP)	*	*	*
FRL (to non-FRL)	-33.6	-5	-44.5

Math 1 EVAAS Growth	Math 1		
	2012-13	2013-14	2014-15
	-3.6	-0.2	0.1





North Carolina Final Exams						
YEAR	Subject	Social Studies 6	Social Studies 7	Social Studies 8	Science 6	Science 7
2014-2015	Maximum Score	37	37	36	35	35
	High	37	37	34	35	35
	Low	5	2	5	3	3
	Mean	25.72	19.65	18.13	20.65	18.43
	N	224	202	219	224	202
	EVAAS					
2013-2014	Maximum Score	38	38	31	35	34
	High	38	35	27	35	32
	Low	5	5	5	5	5
	Mean	23.26	19.64	15.15	18.98	18.21
	N	201	212	214	201	212
	EVAAS	1.8	1.9	-0.1	-1.1	0.4
2012-2013	Maximum Score	38	38	32	35	34
	High	32	29	32	31	33
	Low	7	4.0	3	5	6
	Mean	17.93	17.47	16.26	18.48	19.52
	N	200	205	197	200	208
	EVAAS	2.8	0.7	-1.0	-0.5	-1.6



AYP Targets/*AMOs Met	Met	Total	Percent Met	Targets Missed
2009-10	29	29	100.0%	
2010-11	23	29	79.3%	Reading – Black, Hispanic, LEP Math – All, Hispanic, LEP
2011-12*	22	29	75.9%	Reading – All, Black, White, ED, SWD Math – All, White
2012-13*	21	29	72.4%	Reading – All, Black, Hispanic Math – All, Black, Hispanic, White, ED
2013-14*	30	48	62.5%	Reading – All, Black, Hispanic, White, EDS, SWD, & AIG Math – All, Black, Hispanic, White, EDS, LEP & SWD Science – All, Hispanic, White & EDS
2014-15**	34	51	66.7%	Reading - All, Black, Hispanic, White, EDS, LEP, SWD & AIG Math - All, Black, Hispanic, White, EDS, LEP, SWD & AIG Science - Black



## Appendix 4: Other Data Sources

### Teacher Survey

<b>Three or more areas of strength</b>	Our teachers' responses indicate a belief that we are strong in standard 1, particularly with regard to using data, goals, actions, and measures for growth in our continuous improvement process. Additionally, in Standard 2, our staff views administration as supportive of an innovative and collaborative culture.
<b>Three or more areas of possible improvement</b>	A score of 5 was the highest possible on this survey. Our lowest scoring standard was "Teaching and Assessing for Learning" with an average score of 3.96. Though this number reflects positive trends, it also indicates a strong self-awareness that there is more growth needed within the classroom with instruction and assessment.
<b>Two significant findings</b>	Purpose and Direction was the highest area among the three stakeholder groups on this survey. Resources and Support were high among parents and staff, but students unfortunately did not agree.  Though we do not have data for multiple years for this survey, what we have noticed is a consistency in responses. There are not any "outliers" that are particularly high or low. Since such numbers don't skew the mean, we feel confident that the average responses are representative of our staff's opinions.

### Student Survey

<b>Three or more areas of strength</b>	Students indicated in standard 3 that they believe they have ample opportunities for enrichment during and after the traditional school day. Also, in standard 3 students implied that they are given a variety of teaching and learning methods to develop skills and various forms of assessment to demonstrate their understanding. Students shared standard 1 that they believe our school has programs and services that help them succeed.
<b>Three or more areas of possible improvement</b>	In standard 1 our students indicated that they are not treated with respect. Students indicated that they do not feel students treat staff with respect. In standard 4 students indicated that they do not believe others' property is respected.
<b>Two significant findings</b>	Students believe that teachers do not adjust their teaching to meet individual learning needs corresponds with the findings in the parent survey.  Students are aware of the opportunities at SAMS and the value they serve in a comprehensive curriculum.



**Parent Survey**

<p><b>Three or more areas of strength</b></p>	<p>Our parents responses indicate they have a strong belief that the school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Within this standard parents indicated that their student knows the expectations for learning at SAMS. Additionally, parents indicated a strong belief that our school has qualified staff member adequate learning resources, and facilities that are safe and support student learning.</p>
<p><b>Three or more areas of possible improvement</b></p>	<p>From standard 5 parents responded that communication from teachers on student progress could be improved. Additionally, in standard 3 parents indicated that they are not informed regularly on how their child is being graded. Also in standard 3 parents belief that teachers do not individualize learning to meet the needs of their student.</p>
<p><b>Two significant findings</b></p>	<p>The two most significant findings are that parents feel good about curriculum and instruction at SAMS, based upon the survey results, and that they desire more regular, rich communication from the school on the things taking place at the school and when they reach out for information (whether it be administrators they contact or teachers).</p>