

0121

# *North Asheboro Middle School*

## **2011-12 Continuous Improvement Plan**

*Asheboro City Schools*

### *Contents*

#### Leadership Team Members

- A. Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D. Goals and Action Plans (including Safe Schools and Professional Development)
- E. Additional Information
  - a. Compliance Statements
  - b. Focused Intervention / Remediation Plan
  - c. Waiver Requests
  - d. Provision for Distribution of ABC Incentive

Approved by Staff:

Date of Secret Ballot Election:

Results For:

Opposed:

38

4

*Cardace Call*

Principal's Signature

*10/7/11*

Date

Approved by Superintendent of Schools

Signature

*Diane L. Grant*

*10-14-11*

Date

Approved by Board of Education

Signature

*Robert P. ...*

*10-13-11*

Date

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

**A. Vision, Mission, and Belief Statements**

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

NAME	SIGNATURE	ROLE
Candace Call	<i>Candace Call</i>	Principal
April Thompson	<i>April Thompson</i>	Assistant Principal
Jordi Roman	<i>Jordi Roman</i>	Principal Intern
Mandy Davidson	<i>Mandy Davidson</i>	Co-Chair; Elective Representative
Melanie Richey	<i>Melanie Richey</i>	Co-Chair; 8 <sup>th</sup> Grade Representative
Julia Bynum	<i>Julia Bynum</i>	8 <sup>th</sup> Grade Representative
Connie Stone	<i>Connie Stone</i>	8 <sup>th</sup> Grade Representative
Linda Hollingsworth	<i>Linda S. Hollingsworth</i>	7 <sup>th</sup> Grade Representative
Karen Cooper	<i>Karen B. Cooper</i>	7 <sup>th</sup> Grade Representative
Makenzie Hussey	<i>Makenzie Hussey</i>	7 <sup>th</sup> Grade Representative
Helene McQueen	<i>Helene McQueen</i>	6 <sup>th</sup> Grade Representative
Natasha Chandler	<i>Natasha Chandler</i>	6 <sup>th</sup> Grade Representative
Sue Shumaker	<i>Sue Shumaker</i>	6 <sup>th</sup> Grade Representative
Teresa Matthews	<i>Teresa Matthews</i>	Elective Representative
Vickie Essick	<i>Vickie Essick</i>	Elective Representative
Heather Robb	<i>Heather Robb</i>	EC Representative
Jay Williams	<i>Jay Williams</i>	Instructional Technology Specialist
Vanessa Olson	<i>Vanessa Olson</i>	Media Coordinator
Junior Goldston	<i>Junior Goldston</i>	Head Custodian
Faye McLeod	<i>Faye McLeod</i>	Lead Secretary
Doris Neilson	<i>Doris Neilson</i>	Teacher Assistant Representative
Donna Howard	<i>Donna Howard</i>	Parent Representative
Tracy Walden	<i>Tracy Walden</i>	Parent Representative
Mandy Davidson	<i>Mandy Davidson</i>	PTO Parent

Janice Rush

*Janice Rush*

Guidance Counselor

**A. Vision, Mission, and Belief Statements**

<b>Our School's Vision</b>	North Asheboro Middle School, in partnership with parents and the community, will empower our 21 <sup>st</sup> century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.
----------------------------	---

<b>Our School's Mission</b>	<i>Learning Today.....Leading Tomorrow</i>
-----------------------------	--

To lead us toward our vision and mission, our school community shares the following beliefs:

1. We believe staff, students, parents, and the community share responsibility of supporting the school's vision and mission.
2. We believe all students can learn, achieve, and be successful academically and behaviorally.
3. We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success.
4. We believe students learn best when they have the appropriate and multiple opportunities for success.
5. We believe students learn in different ways, and it is our responsibility to meet the needs of all our students.
6. We believe that by creating and maintaining positive relationships with students and modeling mutual respect among staff, our students will become a more confident learner and this will enhance their self-esteem.
7. We believe students learn best when they are actively engaged in the teaching and learning process.
8. We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs.
9. We believe that our staff collaborates and plans so that curriculum and instruction becomes rigorous and relevant and our teaching and learning strategies which are based upon the developmentally appropriate learning activities.
10. We believe cultural diversity provides opportunities for understanding different people and their cultures.
11. We believe that by holding students to high expectations, we will see a significant and relevant increase in both individual student achievement and positive behavior decisions.
12. We believe that exceptional students require unique services and extended resources.

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

**B. School Community Profile**

Historical Ethnicity Information (% of population, 20<sup>th</sup> school day)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Black	17.11 (78)	14.2 (65)	14.7 (65)	14.0 (65)	12.4 (62)
Asian	2.85 (13)	1.5 (7)	2.3 (10)	2.1 (10)	1.8 (9)
White	39.47 (179)	37.1 (169)	35.4 (157)	36.4 (169)	36.1 (181)
Hispanic	35.96 (163)	41.9 (191)	42.6 (189)	42.7 (198)	45.5 (228)
American Indian	0.66 (3)	0.8 (4)	0.7 (3)	1.1 (5)	.4 (2)
Other/Multi-Cultural	3.95 (18)	4.1 (19)	4.3 (19)	3.7 (17)	3.8 (19)
<b>Total Population</b>	<b>456</b>	<b>455</b>	<b>443</b>	<b>464</b>	<b>501</b>

Historical Population Data (percentages)

	2006-07	2007-08	2008-2009	2009-2010	2010-2011
Exceptional Children	17.8 (81)	10.3 (47)	8.6 (38)	8.2 (38)	13.6 (68)
AIG	15.8 (72)	9.4 (43)	11.5 (51)	13% (61)	16 (80)
Limited English Proficient	17.3 (88)	24.2 (110)	25 (111)	21% (96)	23 (115)
Total F/R Lunch	60.35 (275)	67.7 (308)	55.3 (245)	68% (311)	79 (396)

Student Attendance Data

	Percent
2005-2006	95.2
2006-2007	95.8
2007-2008	95
2008-2009	96.1
2009-2010	95.7
2010-2011	96.4

Staffing Summary

	2006-07	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100%	100%	100 %	100%	100%
Teachers with advanced degrees (above bachelors)	24%	24%	24%	24%	19%
Teachers with NBPTS certification	5%	5%	5%	5%	17%
Teachers trained as Mentors	24%	24%	24%	24%	1%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
15.4%	6%	14%	17.9%	10.5%	13.9%

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

<b>C. School Results</b>
--------------------------

**Promotion Percentages**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
6 <sup>th</sup> grade	100%	100%	100%	100%	100%
7 <sup>th</sup> grade	100%	100%	100%	100%	100%
8 <sup>th</sup> grade	100%	100%	100%	100%	100%

**Total Performance Composite**

Performance Composite	06-07	07-08	08-09	09-10	10-11
		71.2	55.2	60.1	64%

**End of Grade Percent Proficient by Grade: Historical**

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
6	43.1	55.3	60.1	57.2	53.3	60.4	76.7	68.9
7	40.3	48.9	58.1	49.1	56.0	56.8	70.3	73.6
8	41.0	48.3	51.4	57.5	57.1	66.9	69.3	80.2
OVERALL	41.4	51.2		54.8	55.5	61.5		74.1

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
6	39.6	46.5	54.9	49.7
7	37.4	43.9	53.9	46
8	36.6	46.3	47.5	54.5

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

End of Grade Percent Proficient by Subgroup (Historical)

Reading

Grade	6			7			8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	55.3	60.1	57.2	48.9	58.1	49.1	49.0	51.4	57.5
Am Indian	*	*		*	*		*	*	
Asian	*	*		*	*	50.0	*	*	75.0
Black	33.3	40.7	44.0	38.9	26.7	11.1	31.0	40.0	36.8
Hispanic	52.9	55.6	54.4	37.3	48.1	43.1	37.3	39.0	48.8
Multi Racial	62.5	66.7	85.7	28.6	50.0	66.7	*	66.7	75.0
White	63.2	73.4	64.3	67.3	75.5	66.2	71.2	68.6	75.4
Male	55.6	51.3	47.9	44.6	60.0	44.7	45.6	47.3	52.3
Female	55.1	67.8	67.4	53.8	56.0	52.9	52.9	56.1	63.0
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	9.1	50	20.0	12.5	11.1	37.5	5.0	6.3	8.3
Non EC	58.8	61.2	61.9	53.7	61	50.3	53.7	57.7	61.3
LEP	42.0	24.2	23.5	15.6	21.6	10.0	20.0	8	15.2
Non LEP	61.5	69.2	70.5	58.9	69.5	57.9	57.9	61.4	67.9
F/R Lunch	48.6	56	53.3	33.3	50	42.5	40.0	40.5	46.5
Non F/R Lunch	70.8	68.5	76.7	70.7	82.1	64.0	67.3	69.1	92.5

Math

Grade	6			7			8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	60.4	76.7	68.9	56.8	70.3	73.6	67.1	69.3	80.2
Am Indian	*	*		*	*		*	*	
Asian	*	*		*	*	50.0	*	*	75.0
Black	38.9	77.8	64.0	61.1	53.3	55.6	65.5	65.0	73.7
Hispanic	61.4	74.6	70.0	42.4	67.1	75.0	59.3	61.0	81.3
Multi Racial	62.5	66.7	71.4	57.1	100	100.0	*	66.7	75.0
White	63.2	79.7	69.6	71.2	73.6	78.5	78.8	80.8	82.5
Male	61.7	76.3	63.8	51.4	67.5	72.4	58.2	63.5	76.7
Female	59.0	77.0	74.4	63.1	73.3	74.7	77.1	75.8	84.0
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	9.1	50	20.0	18.8	11.1	43.8	23.1	37.5	8.3
Non EC	64.2	80.3	75.0	61.8	74	76.9	71.3	73.4	85.8
LEP	52.0	57.6	49.0	25.0	45.9	46.7	42.9	40	66.7
Non LEP	64.2	82.3	76.7	66.4	78	79.7	74.9	75.7	83.6
F/R Lunch	56.8	81.5	66.0	45.7	66.4	69.0	63.0	61.2	76.4
Non F/R Lunch	68.8	75.2	83.3	72.4	82.1	84.0	75.5	81.8	92.5

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

Achievement Gap Data

Reading

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Black	20.4	24.9	24.4	33.3	35.5	36.2
Hispanic	15.7	21.6	32.8	24.0	23.4	19.3

Mathematics

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Black	35.4	38	20.9	13.9	10.4	14.2
Hispanic	24.9	26.2	16	16.0	9.9	3.8

End of Grade Results: Developmental Scale Score Mean

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
6	349.6	349.6	349.6	349.5	352.9	351.3	355.6	354.4
7	353.1	353.6	354.9	353.7	357.2	355.5	358.1	356.4
8	355.2	355.7	355.6	357.6	359.0	360.2	359.7	361

Goal Summaries, Grades 6-8, Percent Correct

Reading	Gr 6			Gr 7			Gr 8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 1: Cognition	56.2			66.6			58.1		
Goal 2: Interpretation	62.1	54.8	53.6	56	71.6	63.2	58.0	62.9	66.6
Goal 3: Critical Stance	57.5			63.6			61.2		
Goal 4: Connections		52.2	56.2		64.3	60.7		59.2	62.3
Goal 5: Interpretive/Evaluative		59.5	59.1		65.3	62.7		59.6	66.6
Literary Reading		60.0	59.7		65.6	63.0		58.7	65.1
Informational Reading		56.7	55.5		66.2	63.4		59.9	62.7
Calculator Inactive		53.4	52.2		55.2	52.5			
Calculator Active		58.9	55.9		58.0	53.9			
Goal 1: Number Sense	50.3	56.8	54.2	50.7	55.1	55.0	64.0	65.0	64.7
Goal 2: Geometry and Measurement	44.2	54.1	52.5	50.2	56.6	53.9	56	52.5	51.7
Goal 3: Patterns	46.8	65.4	58.4	48	59.4	56.7	49.7	48.0	54.6
Goal 4: Data, Probability, Statistics	52	59	55.2	54.2	57.7	52.1	61.5	60.7	64.0
Goal 5: Algebra	45	51.2	53.5	53.5	57.2	51.2	52.6	48.7	51.4

North Asheboro Middle School  
 Continuous Improvement Plan  
 2011-2012

Writing

NC Writing Assessment

Grade 7	07-08	08-09	09-10	10-11
	53.6	N/A	N/A	N/A

Science

North Carolina Science End-of-Grade Test

8 <sup>th</sup> Grade	08-09	09-10	10-11
	58.8%	49.3%	67.1

Percent Passing, Additional Testing

	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Alg. 1 EOC</b>	88.1	100	100	100	N/A
<b>Computer Skills</b>	82.4	73.6	78.3	N/A	N/A

## Teacher Survey Results: 2009-2010:

\*results are from NC Teacher Working Conditions Survey that was completed in Spring 2010

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site for 2009-2010:

**Points of Pride for NAMS:**

1. Our teachers have greater access to instructional technology than we did two years ago.
2. Our school environment is clean and well maintained.
3. Our staff is satisfied with administrative support of teachers in managing student discipline and creating a safe environment.
4. Teachers feel like they are trusted to be a part of the decision making process.
5. We had two elements rated at 100% approval: #1: 3.1f: Clean Environment #2: 5.1e: Discipline in classroom
6. Our staff is more satisfied overall according to the survey.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2009-2010:

**Areas in need of improvement:**

1. Our staff still wants a reduction routine paperwork for teachers (still a question of what this means)
2. Our staff has serious concerns about the reliability of internet connections.
3. Professional Development – continuous and ongoing with multiple opportunities, school level, choice, differentiation, ½ staff is asking for PD in special education, LEP, differentiated instruction etc.
4. We recognize that we need to continue to search for ways to increase parent involvement and community involvement, utilizing our community resources and our PTO.

What are 2 significant changes or trends in survey results?

We noticed three significant changes in our teacher survey data from the NC Teacher Working Conditions Survey:

1. Overall, managing student behavior has become more consistent. Administrators support teachers' in-class behavior management system in order to create a safer school environment.
2. Our teachers feel they are given more opportunities to lead or voice their opinions about educational problems within the school.
3. The school leadership has made large strides in creating a shared vision, creating mutual respect and supporting high standards.

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

### Student Survey Results: 2010-2011

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2011: We are very excited about the overall outcomes of this survey!

1. 79.7% of our students indicate that school is a welcoming and friendly place. This is a 24% gain.
2. 78.4% of our students are proud of their school. This is an 18.9% gain.
3. 77.8% of students indicate that teachers care about students as individuals. This is 13.8% gain.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2011:

1. Although 81.8% of students indicate that they use technology in classes to show what they learn have learned this number decreased 4.3%.
2. Student comments indicate that we have a serious issue with verbal harassment through name-calling and gossip. 27.4% of students reported that bullying is an issue. Office referral data from the beginning of the school year supports this concern.
3. While the percentage of students who indicate that students respect each other increased by 5.7%, the number is still low at 41.9%.

North Asheboro Middle School  
 Continuous Improvement Plan  
 2011-2012

Adequate Yearly Progress

Percent of AYP Targets Met		
2005-2006	12 of 15	80%
2006-2007	20 of 29	69%
2007-2008	16 of 22	73%
2008-2009	27 of 27	100%
2009-2010	26 of 27	96%
2010-2011	20 of 29	69.0%

Targets Not Met

	2007-08			2008-09			2009-2010			2010-2011		
	Not Met	CI	Safe Harbor	Not Met	CI	Safe Harbor	Not Met	CI	Safe Harbor	Not Met	CI	Safe Harbor
Reading 6-8					Black	ED LEP	LEP			All, Black Hispanic, ED,SW D	White	LEP
Math 6-8	All Hispanic White ED LEP SWD		Black			All Black Hispanic White ED LEP			All, Black, Hispanic, ED, LEP	All, Black, White, SWD		Hispanic, ED, LEP,

## GENERAL CONCLUSIONS

**Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2011-2012 school year along with our intervention plan.**

**1. Overall, North Asheboro Middle School made Expected Growth for the 2010-2011 school year. A significant point of pride is the 10.1 gain in math scores for the 8<sup>th</sup> grade cohort. Eighth Grade Science scores increased 17.8% to a 67.1% proficiency rate. While we celebrate the gains made in closing the Hispanic/White Learning Gap in Math and Reading, we are committed to implementing differentiated and best practices to eliminate the achievement gaps for our Black Students and Economically Disadvantaged Students while ensuring growth for all students. W/B Gap in Reading-36.2, W/H Gap in Reading 19.3, W/B Gap in Mathematics-14.2, W/H Gap in Mathematics 3.8**

**2. North Asheboro Middle School made significant gains in student attendance improving to 96.4 for a .7% gain. In addition to office calls and AlertNow messages, we will continue to focus on building relationships with students and parents, setting high expectations for students and ourselves in regards to attendance. We will continue to support a school culture that sets high expectations for student learning while maintaining an inviting atmosphere for students and parents. We are committed to modeling these behaviors for our students and community.**

**3. A strength of our school is the commitment for continuous growth of adults as professional educators. We want to build on the professional knowledge base our staff has to ensure that adult learning will directly affect student learning. Our vision is to become a school where AVID, PBIS, RtI, and ExC-ELL strategies are implemented school wide by trained staff.**

**D. Goals and Action Plans**

**Goal 1:** Students will complete one summarizing activity per unit in each content area, based on appropriate text, with descriptive feedback from the teacher.

**Evidence of Need:** Data reflect that students are not reading on grade level.

**Strategic Plan Objective:** 1.5 –All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

1.1 – Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional development to define summarizing & collect/review previously used summarizing strategies	August 22, 2011 Documented in team notes	Implementation of this strategy will be monitored by Leadership Team members Karen Cooper, Sue Shumaker, Connie Stone, Vickie Essick, Kerri Lamb, Candace Call, April Thompson	Grade level notes Professional Development Log		
Professional development to identify common features of summarizing using	-Monthly meetings with ACS Literacy	Implementation of this strategy will be monitored by	Google documents, Professional Development log.		

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

consistent vocabulary	coach -Documented in team notes	Leadership Team members <i>Linda Hollingsworth, Natasha Chandler, Julia Bynum, Mandy Davidson</i> Kerri Lamb Candace Call April Thompson	student work samples	
Through professional, development opportunities, develop a school wide rubric using the identified common features of summarizing	The rubric will be completed by October 31, 2011 The use of the rubric will be monitored at team meetings on a monthly basis.	Vertical & grade level teams to be monitored by <i>Melanie Richey, Makenzie Hussey, Helene McQueen, Teresa Matthews</i> Candace Call April Thompson Kerri Lamb	Completed rubrics	
Ongoing professional development to utilize and assess the use of summarizing strategies across all content areas	Monthly PD with Kerri Lamb 10/11, 11/21, 12/19, 1/24, 2/21, 3/27, and 4/24 June 10, 2012	All teachers, to be monitored by <i>Karen Cooper, Sue Shumaker, Connie Stone, Vickie Essick</i> Candace Call, April Thompson, Kerri Lamb	Team meeting minutes, Professional development log in, Google documents, Blog responses	
Teachers will implement a variety of summarizing strategies in units and assess student progress based on the rubric guidelines.	Monitoring dates along with narrative and data feedback will be added to the team notes template June 10, 2012	All teachers, to be monitored by <i>Linda Hollingsworth, Natasha Chandler, Julia Bynum, Mandy Davidson</i> Candace Call, April Thompson	Admin walk through, student work samples, lesson plans,	

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

**Professional Development for this Objective**

- Monthly PD with Kerri Lamb
- Monthly PD with Administrators
- Book studies-Readicide and Threads of Reading
- RtI training
- PD 360

**Goal 2: Teachers will engage students in argumentative writing and presenting strategies at least once every six weeks in all content and elective classes.**

**Evidence of Need:** on the 4<sup>th</sup> and 7th grade writing assessments show that all students are not proficient in writing.

**Strategic Plan Objective:** 1.1 Every student graduates college and career ready.

**State Board of Education Goal:** NC Public Schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Implementation/PD of ExC-ELL writing strategies	Oct. 10th and Nov. 14th PD Monthly PD and coaching sessions	Jordi Roman, Melanie Richey, Connie Stone, Julia Bynum	Classroom formative assessments, writing rubrics, data from benchmarks, data from EOG		
Implementation/PD of Avid writing strategies	Monthly AVID elective teachers will share and model an AVID strategy during grade level meetings.	Julia Bynum Mandy Davidson Ryan Gibbs Makenzie Hussey April Thompson	Classroom formative assessments, writing rubrics, data from benchmarks, data from EOG		
Writing strategies from PD with Literacy Coach	Monthly PD with literacy coach during grade level	Kerri Lamb, Connie Stone, Melanie Richey, Julia Bynum,	Classroom formative assessments, writing rubrics, data from		

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

Writing strategies from PD with Literacy Coach	planning and vertical meetings	Makenzie Hussey, Karen Cooper, Heather Robb, Linda Hollingsworth, Natasha Chandler, Sue Shumaker, Helene McQueen, Vickie Essick, Mandy Davidson, Theresa Matthews	benchmarks, data from EOG	
Teachers will teach and implement argumentative writing strategies.	Reviewed each grading period with observations and discussion noted on team notes template	All teachers	Student work samples	

**Professional Development for this Objective**

- AVID Training
- ExC-ELL Training
- Monthly PD with Kerri Lamb
- Book studies-Readicide and Threads of Reading
- Rtl training
- PD 360
- NC Falcon

North Asheboro Middle School  
 Continuous Improvement Plan  
 2011-2012

**Goal 3: Students will participate in at least one structured discussion activity around grade level text, per unit in each content area.**

**Evidence of Need:** Data reflects that students are not reading on grade level.

**Strategic Plan Objective:** 1.1 – Every student graduates college and career ready.

1.5 All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

**State Board of Education Goal:** North Carolina public schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Staff will receive professional development in AVID Strategies such as: Philosophical Chairs, Fishbowl Speeches & Socratic Seminars	November 2011	<ul style="list-style-type: none"> <li>Candace Call</li> <li>April Thompson</li> <li>AVID Site Team</li> <li>Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Logs</li> <li>Team notes</li> </ul>		
AVID students will create instructional videos demonstrating discussion strategies. The videos will be used school-wide during Advisory.	December 2011	<ul style="list-style-type: none"> <li>Julia Bynum, Ryan Gibbs, Makenzie Hussey, Mandy Davidson</li> <li>AVID Students</li> <li>Jay Williams</li> <li>Vanessa Olson</li> <li>Instructional Staff</li> <li>April Thompson &amp; Melanie Richey</li> </ul>	<ul style="list-style-type: none"> <li>Student produced videos</li> <li>School-wide Advisory Lesson Plans</li> </ul>		
Kerri Lamb will provide resources & professional	Professional Development	<ul style="list-style-type: none"> <li>Kerri Lamb</li> </ul>	<ul style="list-style-type: none"> <li>Live Binder with resources on staff</li> </ul>		

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

development describing best practice using discussion strategies.	Meetings at NAMS in September 2011 November 2011		Google site • Team Meetings • Team notes	
Math & ELA teachers will implement a common content specific vocabulary.	January 2012	• Math Staff • ELA Staff • ESL & EC Staff	• Vertical team minutes • Lesson Plans	
Staff will develop a rubric to assess student work and provide feedback to students.	December 2011	• Vertical Teams • Grade level/Elective Teams	• Completed rubrics • Student rubric samples	

**Professional Development for this Objective**

- Book studies-Readicide and Threads of Reading
- Monthly PD with Kerri Lamb
- AVID Training
- RtI training
- PD 360
- EduVision

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

**Goal 4:** We will strengthen community support with an emphasis on parent involvement.

**Evidence of Need:** EOG data, parent survey, teacher survey, student survey

**Strategic Plan Objective:** 4.2 Increase communication and outreach to parents.

**State Board of Education Goal:** North Carolina public schools will produce globally competitive students.

**Action Plan:**

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Communications from the school to the community.	August 25-June 8, 2012	Faye McLeod, Maricela Zepeda All teachers Ms. Call J. Williams	NAMS Website Daily Attendance Log Parent Contact Logs Alert Now Log		
Parent nights highlighting AVID strategies, technology, literacy strategies, standard-based grading, and how to use Atomic Learning McTeacher Nights.	September 26 October 17 November 3 January 25 March 12 June 7 June 8	All staff J. Williams Faye McLeod AVID Team	Parent Attendance Logs NAMS Website Alert Now Log		
Weekly AlertNow to all NAMS parents with upcoming events including grade level and elective events, school wide events, and athletic events.	August 25- June 8, 2012	Administration All staff updating info for the AlertNow Maricela Zepeda Jay Williams	Alert Now logs Alert Now Archives Team Minutes		

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

School Wide Career Fair	December 2, 2011	Mrs. Rush Jay Williams April Thompson	Speaker Sign in Log Student's Reflections and Summaries	
Positive communications (postcards, phone calls, and emails) Every student will receive at least one positive postcard from a staff member.)	September 2011- June 2011	All staff Natasha Chandler Julia Bynum Linda Hollingsworth	Google Docs and Logs	

**Professional Development for this Objective**

- AVID Training
- ISTE Presentations and Training
- Continued training for and implementation of PBIS strategies
- Parent Nights
- Atomic Learning
- Technology Showcase for Parents and Community

**E. Additional Information**

**Compliance Statements**

For each statement, explain how the policy is implemented or enforced.

**Healthy Active Children Policy**

1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment. 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.  
Yes.

**Pledge of Allegiance**

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance. 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. Flags of the United States and North Carolina are displayed outside of the building as well as in other locations inside the school.

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

**SAFE SCHOOL PLAN – Action Plan**

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	8/9/11 A Thompson C Call F. McLeod J. Roman M. Zepeda	Check Fire Extinguishers	1st week of the month J. Goldston	CPR training for crisis response teams/coaches	TBA/Coaches Training	Monitor sex offender registry/update database
Written supervision plan	8/25/11 CC/AT	Conduct fire drills	1 <sup>st</sup> 10 days of school Done on the 10 <sup>th</sup> or 24 <sup>th</sup> CC/AT/ F McLeod	Conduct lockdown drill	By October 31, 2011 April 5-2011 CC/AT	Pair at-risk youth with mentors
Staff supervision training	8/25/11 CC/AT	Conduct sanitation inspections	J. Goldston	Conduct safety inspection	With Walk Thru Weekly AT/CC/JR/JW	Record incidents in eSIS
Distribute and explain code of conduct	All Teachers during Advisory	Maintain Science Chemical Inventory on \\Central02	K.Cooper/A. Thompson	Drug dog search (secondary)	Spring and Fall Officer Marlowe CC/AT	Attendance letters
Distribute and explain bus code of conduct	8/25-9/23 All Teachers Advisory	Maintain first aid kits	M. Zepeda	Alternate route fire drill	November 2011/ February 2012	Utilize student success teams
Update crisis response plans	9/19/11 CC/AT/ J. Williams	Review ISS and OSS incidents; apply interventions as needed	Monthly Meetings SST Team PBIS Team			Visitor control plan
Fire extinguisher training	OSHA Training TBA J. Williams					Volunteer background check

North Asheboro Middle School  
 Continuous Improvement Plan  
 2011-2012

Customer satisfaction survey	March/April J. Williams/ A. Thompson					
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

Intervention Plan

**Overview:**

What do we do when students are not achieving academic, social, and/or behavioral success at North Asheboro Middle School? We have created a comprehensive plan that addresses these questions and provides measurable outcomes for parent, students, and teachers. Our plan includes a remediation/enrichment plan that occurs during our regular school day. We have also included an action plan for students that are struggling academically and those that are not making positive behavior choices.

- A. Target Population: All Students; students that struggle academically, socially, and behaviorally
- B. Measurable Intended Outcomes:
  - Increase in overall student achievement as seen in the composite score
  - Increase in growth in individual EOG reading and math scale scores
  - Decrease in office referrals
  - Decrease in ISS/OSS consequences
  - Increase in parent academic involvement
  - Increase in positive and informative communication between the home and the school
  - Provide teachers with academic and behavior intervention strategies in order to help support the teacher and the student
- C. Description of Activities or Services to Be Provided:  
Please see attached for description of:
  - Implementation of School-Wide Advisory Program: Middle School 101 (during COMET)
  - Implementation of School-Wide Academic Expectations and Interventions: Response to Instruction (during COMET)
  - Implementation of School-Wide Behavior Expectations and Interventions: Positive Behavior and Intervention Supports (PBIS)
  - C.O.M.E.T (Connecting Our Minds with Enrichment Time)
  - Academic Interventions
  - Behavior Interventions
  - Implementation of Student Services Team model

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

- E. Evaluation of Results:
- EOG scores
  - CASE 21 Data
  - Student Services Team input
  - Assessment Data (common assessments, progress monitoring meetings, and benchmark assessments)
  - Parent Survey Data
  - Student Survey Data
  - Teacher Survey Data
  - Discipline Data
  - Attendance Data
- F. Budget: none needed

North Asheboro Middle School  
Continuous Improvement Plan  
2011-2012

**Waiver Requests:**

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow NAMS to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To increase the class size above 29 whenever the need arises. (G.S. 115c-301)

How the waiver will be used:

A waiver in class size will allow us to provide services to all students with the current teacher allotment.