

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Crain's Creek Middle School	Number:	
School Address:	4631 Union Church Road Carthage, NC 28327		
Plan Year(s):	2015-2016		
Date prepared:			
Principal Signature:			
Local Board Approval Signature:			Date
			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	Committee Position*	Name
Principal	Chad Chisholm	Assistant Principal	Charlene Vermeulen
Instructional Personnel	Jennifer Smith	Instructional Personnel	TJ Martin
Instructional Personnel	Lea Howard	Instructional Personnel	Gloria Dickson
Instructional Support	Kim Gilbert	Parent	Jacinta Gilchrist
Instructional Personnel	Angela McDougald	Parent	Angela Taylor

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School Improvement Plan

School: Crain's Creek Middle School

Principal: Chad Chisholm

Pathway:		Critical Element:	Current Growth Stage:	
X Learning	Community	Assessment for Learning	Beginning	X Progressing
Culture	Leadership		Advancing	Excelling

What data provides evidence of current growth stage?

2014-2015 AMO Math Proficiency Data: All students 34.0%, Black students 14.3%, Hispanic students 29.7%, White students 39.1%, ED students 22.3%, SWD 25.6%, AIG 80.4%.

2014-2015 EOG Composite: 45.3% Proficient

EVAAS Growth Report Data: 6th Grade "Did Not Meet Growth" ; 7th & 8th Grades "Exceeded Growth"

2014 Teacher Working Condition Survey results: 52.2% of teachers say state assessment data are available in time to impact instructional practices, 73.9 % of teachers think state assessments provide schools with data that can help improve teaching, and 43.5% of teachers think state assessments accurately gauge student's understanding of standards.

TWC Survey Results: School Leadership: 77% of teachers think that the school leadership consistently supports teachers; 77% of teachers feel comfortable raising any issues that are important to them; 96% of teachers feel there is an atmosphere of trust and mutual respect in this school.

TWC Survey Results: Teacher Leadership: 77% of the faculty has an effective process for making decisions to solve problems; 85% feel teachers have an appropriate level of influence on decision making in this school; 96% of teachers are encouraged to participate in school leadership roles.

Annual Objective:

Using targeted interventions, groups who did not meet their AMO goal in math will meet the new AMO proficiency target as measured by EOG testing in 2015-2016.

(All students will improve from 34.0% to 59.7%; Black students will improve from 14.3% to 45.6%; Hispanic students will improve from 29.7% to 52.8%; White students will improve from 39.1% to 67.6%, EDS will improve from 22.3% to 49.3%, SWD will improve from 25.6% to 38.8%, and AIG students will improve from 80.4% to 94.1%)

Mid Year Target:

Using targeted interventions, 65% of all subgroups will be proficient on interim assessments provided through School Net.

Action Steps/Strategies	Implementation	Monitoring	Completion
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	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continuous monitoring of targeted students and referrals made to SST so that intervention strategies can be implemented and/or modified as needed for student growth.	All math teachers	EVAAS data, EOG scores, master schedule, EC Head Count, Common Core Standards, Tiered Interventions, RTI	Kim Gilbert SST	interim/common assessment results, SST minutes, SST referrals	October 23, 2015 January 22, 2016 March 29, 2016 May 27, 2016	June 2016	
Administer assessments (Common and District-Level) through SchoolNet and analyze data so that teachers are able to identify trends and provide necessary remediation for at-risk students.	All math Teachers	MCS Interim assessments through SchoolNet, MCS Testing and Accountability resources, master schedule, Turn Around Tuesday	Chad Chisholm, Charlene Vermeulen, Math teachers	assessment data, School Net, formative assessments, data Wall/data Notebook	October 23, 2015 December 4, 2015 January 22, 2016 February 26, 2016 March 25, 2016 May 6, 2016	June 2016	.
Incorporate targeted and consistent PD for district leadership with relevant training through online and district-wide resources.	Dr. Mike Metcalf, Lacey Miller, Lisa Martin, Chad Chisholm, Charlene Vermeulen	MCS power point training materials, SchoolNet, digital resources	Chad Chisholm, Charlene Vermeulen	Attendance of PD, PLC minutes	September 30, 2015 October 13, 2014	June 2016	
Implement Web based math intervention programs so that teachers can monitor student achievement.	All math teachers	IXL, TenMark, Front Row, Khan Academy	Math Teachers, Chad Chisholm, Charlene Vermeulen	student reports generated from programs.	October 23, 2015 December 4, 2015 January 22, 2016 February 26, 2016 March 25, 2016 May 6, 2016	June 2016	

Math teachers will implement effective teaching strategies gained from participation in Teaching Studies, a tool from Skillful Observation and Coaching Laboratory, and Peer Collaboration to increase teacher capacity so that student achievement increases.	All math teachers, administration	Vertical teams, teaching studies protocols, lesson plans	Chad Chisholm, Charlene Vermeulen	teacher observations, verbal feedback.	November, 2015 January, 2016 February, 2016 March, 2016 April, 2016	June 2016	
Utilize learning labs and FLEX lessons to remediate targeted students (borderline proficiency) based on EOG data results so that students receive remediation and interventions strategies are implemented. Utilize Turn Around Tuesday as additional remediation in Math for all students.	Brent Buckley, math teachers	2014-2015 EOG testing data, pacing guides, School Net, learning Labs, T.A.T.	Math teachers, Chad Chisholm, Charlene Vermeulen	Common Assessment Data, MS Interim Assessment Data EOG Scores, lesson plans	October, 2015 January, 2016 March, 2016 May, 2016	June 2016	
Provide instruction using Common Core academic vocabulary so that students have an understanding of assessment language. Incorporate rich Math tasks to improve students comprehension and achievement in Math.	All teachers	word walls, Common Core documents, released tests, illustrative mathematics, illuminations, inside mathematics, MARS	Chad Chisholm, Charlene Vermeulen	interim assessments, common Assessments	October, 2015 January, 2016 March, 2016 May, 2016	June 2016	

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School Improvement Plan

School: Crain's Creek Middle School

Principal: Chad Chisholm

Pathway:		Critical Element:	Current Growth Stage:	
X Learning	Community	Assessment for Learning	Beginning	X Progressing
Culture	Leadership		Advancing	Excelling

What data provides evidence of current growth stage?

2014-2015 Reading AMO Data: All students: 47.9%, Black students: 20.4%, Hispanic students: 29.7%, White students: 56.9%, ED students: 34.0%, students with disabilities: 20.5%, AIG: >95%

AMO Performance Composite - College Career Ready: 45.3%, Performance Composite: GLP: 56.0%

EVAAS Data: 6th grade "met growth" ; 7th grade "did not meet growth"; 8th grade "met growth"

2014 Teacher Working Condition Survey results: 52.2% of teachers think state assessment data are available in time to impact instructional practices; 73.9% of teachers think state assessments provide schools with data that can help improve teaching ; 43.5% of teachers think state assessments accurately gauge student's understanding of standards .

TWC Survey Results: School Leadership: 77% of teachers believe that the school leadership consistently supports teachers; 77% of teachers feel comfortable raising any issues that are important to them; 96% of teachers believe there is an atmosphere of trust and mutual respect in this school.

TWC Survey Results: Teacher Leadership: 77% of teachers think that the faculty has an effective process for making decisions to solve problems; 85% of teachers think that teachers have an appropriate level of influence on decision making in this school; 96% of teachers believe that teachers are encouraged to participate in school leadership roles.

Annual Objective:

Using targeted interventions, groups who did not meet their AMO goal or meet by confidence interval in reading will meet the new AMO proficiency target as measured by EOG testing in 2015-2016.

All students will improve from 47.9% proficient to 60.7%, Black students will improve from 20.4% to 47.8%, Hispanic students will improve from 29.7% to 50.1%, White students will improve from 56.9% to 69.5%, EDS will improve from 34.0% to 50.0%, SWD will improve from 20.5% to 39.0%, and AIG will maintain continuous growth >95%

Mid Year Target:

Using targeted interventions, 65% of all subgroups will be proficient on interim assessments provided through SchoolNet.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Using current Lexile data, and other reading assessment data teachers will guide and monitor students' individual goals for growth and together they will track progress throughout the year so that literacy achievement will increase.	administrative team, ELA teachers, Media Specialist, EC teachers, Reading Plus Coordinator	EVAAS Training, master Schedule, student AMO data, classroom teachers, RTI Strategies, Reading Counts training, SRI data, initiatives for reading, vocabulary cards, school-wide read time	Kathy White, Tricia Loving, Jamie Teeter, Gloria Dickson, Chad Chisholm, Charlene Vermeulen	SRI data, student growth chart	October, 2015 January, 2016 May, 2016	June 2016	
Teachers will mentor and monitor the lowest 10 students and , if necessary, make recommendations to SST so that other intervention strategies can be implemented and/or modified as needed for student growth.	administrative team, SST, classroom teachers, parents	EVAAS data, EOG scores, master schedule, EC Head Count, Common Core Standards, tiered Interventions, RTI, SRI Data	Kim Gilbert, ELA teachers, Administration	student growth data, student progress reports, student report Cards, assessment data	October 23, 2015 January 8, 2016 March 11, 2016 May 20, 2016	June 2016	
Continue implementation of specific Lexile-based reading programs so that individual needs for all students are addressed.	All teachers, Patricia Loving, Emily Gordon, Chad Chisholm, Charlene Vermeulen	Reading Plus	Emily Gordon, Patricia Loving, Chad Chisholm	pre/post reading assessment data, student lexile levels, Reading Plus results	January 18, 2016 June 1, 2016	June 2016	

Administer cumulative assessments through SchoolNet and analyze data so that teachers are able to identify trends and provide necessary remediation for at risk students.	All teachers, Administration	MCS MS cumulative assessments through School Net, MCS Testing and Accountability resources	ELA Teachers	assessment data, School Net, formative assessments	January 13, 2016	June 2016	
Engage district leadership to provide targeted PD on common assessments and reading achievement so that teachers can effectively implement assessments and achievement strategies using School Net.	Dr. Mike Metcalf, Dr. Lisa Martin, Lacey Miller, Chad Chisholm, Charlene Vermeulen	MCS power point training materials, School Net, digital resources.	Chad Chisholm, Charlene Vermeulen	attendance at PD, PLC minutes, Flex lesson plans	October 28, 2015 January 25, 2016	June 2016	
Utilize learning labs and FLEX lessons to remediate targeted students (borderline proficiency) based on EOG data results so that intervention strategies are implemented.	Chad Chisholm, Charlene Vermeulen Patricia Loving, Emily Gordon, Elizabeth Jefferson	2014-2015 EOG testing data, pacing guides, School Net	Chad Chisholm, Charlene Vermeulen	cumulative assessment data, common assessment data, EOG Scores, lesson plans	October, 2015 January, 2016 March, 2016 May, 2016	June 2016	
Provide instruction using Common Core Academic vocabulary so that students have a working knowledge of assessment language.	All teachers	word walls, Common Core documents, released tests	Charlene Vermeulen	cumulative assessments, lesson plans	January, 2016 March, 2016 May, 2016	June 2016	
ELA teachers will implement effective teaching strategies gained from participation in Teaching Studies, a tool from Skillful Observation and Coaching Laboratory to promote effective pedagogy so that student achievement increases.	ELA teachers	vertical teams, teaching studies protocol, lesson plans	Chad Chisholm, Charlene Vermeulen, ELA Teachers	verbal feedback and observations	November, 2015 January, 2016 February, 2016 March, 2015 April, 2016	June 2016	

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School Improvement Plan

School: Crain's Creek Middle School

Principal: Chad Chisholm

Pathway:		Critical Element:	Current Growth Stage:	
Learning	Community	Academic Safety	Beginning	X Progressing
X Culture	Leadership		Advancing	Excelling

What data provides evidence of current growth stage?

2014-2015 Reading AMO Data: All students: 47.9%, Black students: 20.4%, Hispanic students: 29.7%, White students: 56.9%, EDS: 34.0%, SWD: 20.5%, AIG: >95%

2013-2014 AMO Math Proficiency Data: All students 34.0%, Black students 14.3%, Hispanic students 29.7%, White students 39.1%, EDS: 22.3%, SWD: 25.6%, AIG: 80.4%.

AMO Performance Composite - College Career Ready: 45.3%, Performance Composite: GLP: 56.0%

2013-2014 EVAAS Data: 7th and 8th grade "Exceeded Growth" in Math; 6th & 8th grade "Met Growth" in Reading

OCR Survey Results: 55.42% of students agreed that teachers take students' cultural backgrounds into account when teaching.

Annual Objective:

By building and promoting a culture of academic safety, 60% of at-risk students(Black, Hispanic, EDS, and SWD) will meet or exceed growth as measured by AMO's.

Mid Year Target:

By building and promoting a culture of academic safety, 50% of at-risk students will demonstrate proficiency on interim assessments.

Action Steps/Strategies	Implementation	Monitoring	Completion
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	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Increase student participation in "Turn Around Tuesday" after-school program sponsored by AYPYN so that students have more opportunities for academic enrichment.	Barb Coughlin, Angela McDougald, Wendy Martin, Chad Chisholm, Charlene Vermeulen, AYPYN teachers	AYPYN resources and funding, community volunteers, local businesses, Academic Club sponsors, National Honor Society(UPHS)	Barb Coughlin, Chad Chisholm, TAT Teachers	attendance reports, weekly agendas, report cards	October, 2015 November, 2015 December, 2015 January, 2016 February, 2016 March, 2016 April, 2016 May, 2016	May 2016	
Implement a school-wide campaign to promote positive academic contributions and achievements of students so that a learning culture is established and celebrated.	Administrative Team, Encore Teachers, Patricia Loving, Kay Frazier, Debby Fields, Kim Gilbert	Encore celebration program, Reading Wall of Fame, Fabulous Falcons, "Doing it the Falcon Way" program, Honor Roll, Distinguished List, Reading Counts, Beta Club, Weekly "I Can Statements" during morning announcements	Kim Sparks, Chad Chisholm, Debby Fields, Patricia Loving, Charlene Vermeulen, Kim Gilbert	data wall, number of students recognized for achievement, ceremonies, Falcon charms	September, 2015 October, 2015 November, 2015 December, 2015 January, 2016 February, 2016 March, 2016 April, 2016 May, 2016 June, 2016	June 2016	
Implement the "BE 212" motivational series with teachers and students so that students are challenged to meet personal self-improvement goals and teachers are inspired to give a little bit more to improve teaching and learning.	Mrs. Gilbert, Mr. Chisholm, Mrs. Vermeulen, Classroom Teachers	"BE 212" resources and materials, Flex schedule, CCMS news highlights, "I Can" motivational announcements	Mrs. Gilbert, Administration, Jillian Reynolds	data wall, student products, CCMS news highlights, student self-improvement goals, report cards	October, 2015 January, 2016 March, 2016 June, 2016	June 2016	

<p>Establish a mentor program for "at-risk" students using staff members and community members so that students have a support system.</p>	<p>Administrative Team, AYPYN staff, community volunteers</p>	<p>AYPYN resources and funding, community volunteers, Faith-based establishments, military</p>	<p>Chad Chisholm, Charlene Vermeulen, Barb Coughlin</p>	<p>mentor logs, AYPYN attendance rosters, discipline referrals, report cards, interim assessment data</p>	<p>November, 2015 December, 2014 January, 2016 February, 2016 March, 2016 April, 2016 May, 2016</p>	<p>June 2016</p>	
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School Improvement Plan

School: Crain's Creek Middle School

Principal: Chad Chisholm

Pathway: Learning Culture	Community Leadership	Critical Element:	Current Growth Stage: Beginning Advancing	Progressing Excelling
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What data provides evidence of current growth stage?

Annual Objective:

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed