

LEA or Charter Name	Moore County Schools	Number:	630
School Name	New Century Middle School	Number:	331
School Address:	1577 Union Church Road Cameron, NC 28326		
Plan Year(s):	2014-2015		
Date prepared:	September 8, 2015		
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	Tracy Metcalf	Parent	
Assistant Principal	Julia Brown	Parent	
Teacher	Leah Bartram	Parent	
Teacher	Chase Cameron		
Teacher	Ana Haywood		
Teacher	Ebony Littlejohn		
Teacher	Marissa Grooms		
Support Staff	Heather Lineberger		
Classified Staff	Mandy Blackburn		
Teacher Assistant	Daniel Armstrong		
Media Specialist	Beverly Almond		



School Improvement Plan

School: New Century Middle School

Principal: Tracy Metcalf

Pathway:		Critical Element:		
X Learning	Community	Alignment to Standards	Current Growth Stage:	
Culture	Leadership		Beginning	X Progressing
			Advancing	Excelling

What data provides evidence of current growth stage?

Our initial proficiency data indicates difficulties in 6th ELA in 2014-15 and although we met expected growth in all three grade levels the growth is relatively stagnant. Our cohort data indicates that although there was an initial decrease in reading, proficiency has been relatively stagnant in both subjects.

At the end of the 2014-15 school year:

- 70% of the teachers were consistently using higher level questioning 60% of the time
- 100% of the certified teachers were using higher level questioning within their daily lesson at less than a 60% rate
- 100% of common assessments included higher level questioning at the 60% rate, but individual teacher assessments varied
- 100% of common assessments were aligned with the content of the NCSCoS, but not always the rigor level of the standard and only 50% of classroom summative assessments aligned with the content and rigor of the NCSCoS and EOG/NCFEs
- 65% of observed classroom activities (either observation or walkthrough) and lesson plans engaged students in rigor/problem solving on a consistent basis

Although our efforts have improved in this area, our data indicates that we have not yet hit the target. We need to focus on consistency in increasing the rigor for all of our students. We can do this by continuing some of the strategies but increasing our targeted outcomes and modifying others to target specific needs identified through data. We also have 7 new teachers on staff who will need to meet the same standards.

Annual Objective:

New Century Middle School will exceed expected growth in reading, grades 6-8

Mid Year Target:

Increased proficiency from first to midyear benchmark scores for 75% of students.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will design and implement rigorous lessons using research based strategies and assess them using effective grading practices to reflect true academic mastery.	Metcalf Certified Teachers	Professional development on rigor using the book, Rigor is Not a Four Letter Word.	Metcalf/Brown Grade Level Teams	PLC focus on analyzing student work for rigor. Student data from the Scholastic Reading Inventory, Benchmarks, Reading Plus and ALEKS Student-led Conferences Observations and walkthroughs	SIT meetings for the months of: October January March May	May 30, 2016	

<p>Proficient students will be enrolled in a Flex enrichment programs that focus on building higher level thinking skills, non-fiction literacy skills, and problem solving through a school-wide topic.</p>	<p>Metcalf Flex Curriculum Writing Team Enrichment Teachers</p>	<p>Flex Curriculum Writing team will work at NCCAT in October to create a new flex curriculum. Non-fiction text/ELANews</p>	<p>Metcalf Brown Flex Curriculum Team</p>	<p>Instructional design of flex enrichment classes Formative assessments throughout semester Benchmarks Renaissance Festival and World War II showcase in the fall and spring.</p>	<p>SIT meetings for the months of: October January March May PLC Meetings each month from Sept - April</p>	<p>May 30, 2016</p>	
<p>Non-proficient students will be enrolled in Flex remediation groups that focus on building literacy through research based remediation programs. Student data will be reviewed at each 9 weeks and at the semester to determine if students can be moved to enrichment.</p>	<p>Metcalf ELA/EC and Remediation Teachers</p>	<p>Corrective Reading Reading Plus Remediation software and lessons</p>	<p>Metcalf Brown</p>	<p>Student data from the Scholastic Reading Inventory, Benchmarks, Reading Plus</p>	<p>SIT meetings for the months of: October January March May PLC meetings each month from Sept-April</p>	<p>May 30, 2016</p>	

<p>Staff will participate in vertical planning in each core subject area with 5th grade and 9th grade teachers.</p>	<p>Certified Teachers in core areas</p> <p>Feeder School teachers and high school teachers.</p> <p>Curriculum specialists</p>	<p>Structured vertical planning meeting to prioritize curriculum and align assessments.</p>	<p>Metcalf Brown</p>	<p>Prioritized Curricula</p> <p>Common Assessments</p> <p>Vertically aligned lessons</p>	<p>SIT meetings for the months of: October January March May</p>	<p>May 30, 2015</p>	
<p>Teachers will host two academic nights during the year - one in the fall focusing on the NCSCofS and one in the spring focusing on the EOG and testing taking strategies.</p>	<p>All teachers</p>	<p>NCSCofS and access to curriculum specialists.</p>	<p>Kelly Frey Heather Lineberger Marissa Grooms</p>	<p>Parent Sign In Sheet</p>	<p>SIT meetings for the months of: October May</p>	<p>October, 2016 May, 2016</p>	



School Improvement Plan

School: New Century Middle School

Principal: Tracy Metcalf

Pathway:	Critical Element:	Current Growth Stage:	
X Learning	Alignment to Standards	Beginning	X Progressing
Culture		Advancing	Excelling
Community Leadership			

What data provides evidence of current growth stage?

Our initial proficiency data indicates difficulties in 7th grade ELA and 7th grade math this year. Although we met expected growth in all grade levels for math, the growth is still stagnant. Our cohort data indicates that proficiency has been relatively stagnant in both reading and math. Although we were proficient in 8th grade science, we did not meet expected growth for the third year.

At the end of the 2014-15 school year:

- 70% of the teachers were consistently using higher level questioning 60% of the time
- 100% of the certified teachers were using higher level questioning within their daily lesson at less than a 60% rate
- 100% of common assessments included higher level questioning at the 60% rate, but individual teacher assessments varied
- 100% of common assessments were aligned with the content of the NCSCoS, but not always the rigor level of the standard and only 50% of classroom summative assessments aligned with the content and rigor of the NCSCoS and EOG/NCFEs
- 65% of observed classroom activities (either observation or walkthrough) and lesson plans engaged students in rigor/problem solving on a consistent basis

Although our efforts have improved in this area, our data indicates that we have not yet hit the target. We need to focus on consistency in increasing the rigor for all of our students. We can do this by continuing some of the strategies but increasing our targeted outcomes and modifying others to target specific needs identified through data. We also have 7 new teachers on staff who will need to meet the same standards.

Annual Objective:

New Century Middle School will exceed expected growth in math, grades 6-8, and meet expected growth in science, grade 8.

Mid Year Target:

Increased proficiency from first to midyear benchmark scores for 75% of students in science and math.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will design and implement rigorous lessons using research based strategies and assess them using effective grading practices to reflect true academic mastery.	Metcalf Certified Teachers	Professional development on rigor using the book, Rigor is Not a Four Letter Word.	Metcalf/Brown Grade Level Teams	PLC focus on analyzing student work for rigor. Student data from the Scholastic Reading Inventory, Benchmarks, Reading Plus and ALEKS Student-led Conferences Observations and walkthroughs	SIT meetings for the months of: October January March May PLC Meetings from Sept-April	May 30, 2016	

<p>Proficient students will be enrolled in a Flex enrichment programs that focus on building higher level thinking skills and problem solving through a school-wide topic.</p>	<p>Metcalf Flex Curriculum Writing Team Enrichment Teachers</p>	<p>Flex Curriculum Writing team will work at NCCAT in October to create a new flex curriculum.</p> <p>Non-fiction text/ELANews/Read Theory</p> <p>Science kits aligned to NCSCoS</p>	<p>Metcalf Brown Flex Curriculum Team</p>	<p>Instructional design of flex enrichment classes</p> <p>Formative assessments throughout semester</p> <p>Data from Benchmarks</p> <p>Renaissance Festival and World War II Showcase in fall and spring.</p>	<p>SIT meetings for the months of: October January March May</p> <p>PLC Meetings from Sept-April</p>	<p>May 30, 2016</p>	
<p>Non-proficient students will be enrolled in Flex remediation groups that focus on building math skills through research based remediation programs. Student data will be reviewed at each 9 weeks and at the semester to determine if students can be moved to enrichment.</p>	<p>Aleks and Math Remediation Teachers</p>	<p>ALEKS program</p> <p>Data Analysis activities</p>	<p>Metcalf Brown</p>	<p>Data from benchmarks, ALEKS</p>	<p>SIT meetings for the months of: October January March May</p> <p>PLC Meetings from Sept-April</p>	<p>May 30, 2016</p>	

<p>Science teachers will vertically align lessons with curriculum and assessments to increase the level of rigor for all students.</p>	<p>Science teachers Metcalf Brown</p>	<p>Science Kits i3 Laser supplies Professional development on the Rigor book and opportunities for vertical alignment of lessons.</p>	<p>Metcalf Brown</p>	<p>Data from benchmarks and classroom assessments Observations and walkthroughs Increased rigor demonstrated in lesson plans</p>	<p>SIT meetings for the months of: October January March May</p>	<p>May 30, 2016</p>	
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School Improvement Plan

School: New Century Middle School

Principal: Tracy Metcalf

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

What data provides evidence of current growth stage?

Our initial proficiency data indicates difficulties in 6th and 7th grade ELA and 7th grade math this year. Although we met expected growth in all grade levels for reading and math, the growth is still stagnant. Our cohort data indicates that proficiency has been relatively stagnant in both reading and math. Although we were proficient in 8th grade science, we did not meet expected growth for the third year. Our cohort data indicates that although there was an initial decrease in reading, proficiency has been relatively stagnant in both subjects. We did not meet our AMOs in math and only two of the four in reading, despite specifically targeting those students in our School Improvement Plan. As we have seen decreases in 6th and 7th grade math, the gap has widened for our sub-groups.

Annual Objective:

New Century Middle School will increase the proficiency rate of African Americans to 47.8 in reading and 45.6 in math; EC students to 39 in reading and 38.8 in math; and Economically Disadvantaged students to 50 in reading and 49.3 in math.

Mid Year Target:

Increased proficiency from first to midyear benchmark scores for 75% of students.

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

<p>Students in each subgroup will be placed in targeted remediation of reading and math through Flex groups to increase basic skills.</p>	<p>Metcalf Brown Math/ELA Teachers</p>	<p>Corrective Reading, Reading Plus, and ALEKS</p> <p>Implementation of lexile incentive programs</p> <p>AYPYN Program tutoring</p>	<p>Metcalf/Brown</p> <p>Grade Level Teams</p>	<p>Data from Aleks, Reading Plus, SRI, Benchmarks, Classroom Assessments</p>	<p>SIT meetings for the months of: October January March May</p> <p>PLC meetings using analysis of student work for rigor.</p>	<p>May 30, 2016</p>	
<p>Teachers will implement instructional strategies that focus on rigorous learning for all students.</p>	<p>PLC Team</p> <p>Grade Level Teams for training</p>	<p>Professional development on instructional strategies using Rigor is Not A Four Letter Word</p>	<p>Metcalf/Brown Certified Teachers</p>	<p>Data from school net, SRI, Aleks, and Reading Plus</p>	<p>SIT meetings for the months of: October January March May</p> <p>PLC meetings using analysis of student work for rigor.</p>	<p>May 30, 2016</p>	
<p>Students will participate in an Advisor/Advisee program with members of the staff to build relationships, set goals, and measure progress in order to improve academic achievement.</p>	<p>All staff</p>	<p>Advisor/Advisee curriculum lessons</p> <p>Data from classroom, benchmarks, SRI, Aleks, and Reading Plus</p>	<p>Heather Lineberger Marissa Grooms</p>	<p>Student reflections</p> <p>Data from local and state assessments.</p>	<p>SIT meetings for the months of February March April May</p>	<p>January to May 2016</p>	

Teachers will identify students in subgroup and provide additional EOG test-taking skills.	Metcalf Brown Walls Certified Teachers	Professional development - vertical planning School net	Metcalf/Brown Certified Teachers Lineberger	Lesson plans incorporating specific test taking skills	SIT meetings for the months of: October January March May	May 30, 2016	
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School Improvement Plan

School: New Century Middle School

Principal: Tracy Metcalf

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

What data provides evidence of current growth stage?

We reached the goal of having 30% of our parents attend academic events at the school, but we were unable to successfully organize a PTA and only 3-5 parents were consistently involved in the parent advisory group.

We have addressed the issues raised in the Teacher Working Conditions survey and PLCs and Vertical Planning teams are beginning to demonstrate the characteristics of shared vision and a collaborative culture. However, there is still no consistently shared belief that we are accountable for all children regardless of their grade level or our teaching assignment. Our two-year staff survey indicated a decrease of 4% in the number of teachers who felt the school was a supportive and inviting place for staff to work. Although we have teachers in leadership roles, it is often the same teachers so only 15% of the staff hold leadership positions.

Annual Objective:

90% of staff will identify the school as a supportive and inviting place to work and 25% of the staff will hold leadership positions. 30% of parents will be involved in PTA programs.

Mid Year Target:

20% of staff will hold leadership positions and 20% of parents will participate in PTA programs.

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

NCMS will organize a PTA which will successfully implement programs to support students, teachers, and parents academically and socially.	Armstrong Metcalf PTA members	PTA organizational materials and training	Armstrong PTA Officers	PTA programs	Monthly PTA meetings and SIT meetings	May 30, 2016	
NCMS will implement the Positive Behavior Intervention System.	PBIS Team Metcalf/Brown	PBIS Training and Materials	PBIS Team	Decrease in serious behavioral incidents. Increased numbers of students and teachers who identify NCMS as a supportive and inviting environment.	Monthly SIT meetings Grade Level Meetings	May 30, 2016	
NCMS will create team building opportunities throughout the year.	Metcalf/Brown Encore Team	Sandhills High Adventure Team Building activities as part of professional development	Metcalf Encore Team	Teacher Surveys	SIT meetings for the months of: October January March May	May 30, 2016	

<p>NCMS will provide leadership opportunities to faculty throughout the year.</p>	<p>Metcalf/Brown School Improvement Team</p>	<p>Training for leadership roles including: PBIS Team PTA Flex Curriculum Team PLC Facilitators Academic Night Facilitators Service Clubs</p>	<p>Metcalf/Brown Coley/Grooms Members of SIT</p>	<p>Increased number of identified leaders Teacher surveys</p>	<p>Monthly SIT meetings Monthly faculty meetings</p>	<p>May 30, 2016</p>	
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2014-15 Data

Our initial proficiency data indicates difficulties in 6th and 7th grade ELA and 7th grade math this year. Our cohort data indicates that although there was an initial decrease in reading, proficiency has been relatively stagnant in both subjects.

Reading

Grade	# tested	# Proficient	% Proficient	# tested	# CCR Proficient	CCR % Proficient	# GLP Proficient	GLP % Proficient	# tested	# CCR Proficient	CCR % Proficient	# GLP Proficient	GLP % Proficient	Difference	
	2013			2014					2015					CCR	GLP
6	175	123	70.3	186	127	68.3	144	77.4	218	122	56	155	71.1	-12.3	-6.3
7	191	114	59.7	181	109	60.2	129	71.3	187	118	63.1	131	70.1	2.9	-1.2
8	183	91	49.7	196	103	52.6	124	63.3	186	113	60.8	131	70.4	8.2	7.1

Math

Grade	# tested	# Proficient	% Proficient	# tested	# CCR Proficient	CCR % Proficient	# GLP Proficient	GLP % Proficient	# tested	# CCR Proficient	CCR % Proficient	# GLP Proficient	GLP % Proficient	Difference	
	2013			2014					2015					CCR	GLP
6	175	91	52	187	108	57.8	123	65.8	218	121	55.5	137	62.8	-2.3	-3
7	191	95	49.7	181	104	57.5	119	65.7	187	101	54	115	61.5	-3.5	-4.2
8	183	66	36.1	197	89	45.2	111	56.3	186	104	55.9	116	62.4	10.7	6.1

Science

Grade	# tested	# Proficient	% Proficient	# tested	# CCR Proficient	CCR % Proficient	# GLP Proficient	GLP % Proficient	# tested	# CCR Proficient	CCR % Proficient	# GLP Proficient	GLP % Proficient	Difference	
	2013			2014					2015					CCR	GLP
8	183	111	60.7	196	133	67.9	150	76.5	186	134	72	153	82.3	4.1	5.8

Cohort Data	6	7	8
	2013	2014	2015
Reading Percent Proficient by Cohort Group - CCR	70.3	60.2	60.8
Math Percent Proficient by Cohort Group - CCR	52	57.5	55.9

At the end of the 2014-15 school year:

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We did not meet our AMOs in math and only two of the four in reading, despite specifically targeting those students in our School Improvement Plan. As we have seen decreases in 6th and 7th grade math, the gap has widened for our sub-groups.

Reading

Year	Proficiency Rate (# of Students) All	Proficiency Rate (# of Students) African American	Proficiency Rate (# of Students) Exceptional Children	Proficiency Rate (# of Students) Economically Disadvantaged
2013-14	60.2 (563)	30.4 (69)	17.7 (62)	41 (205)
2014-15	59.7 (591)	37.9 (66)	17.1 (70)	35.5 (183)
Difference	-0.5	7.5	-0.6	-5.5
Proficiency Status	Met (Target = 55.1)	Met/C (Target = 40.4)	Not Met (Target 30.3)	Not Met (Target 42.9)

Math

Year	Proficiency Rate (# of Students) All	Proficiency Rate (# of Students) African American	Proficiency Rate (# of Students) Exceptional Children	Proficiency Rate (# of Students) Economically Disadvantaged
2013-14	53.3 (565)	26.1 (69)	12.9 (62)	31.4 (207)
2014-15	58.8 (572)	24.2(66)	6.9 (72)	20.8 (183)
Difference	5.5	-1.9	-6.0	-10.6
Proficiency Status	Met (Target = 53.9)	Not Met (Target = 37.8)	Not Met (Target 30)	Not Met (Target 42.1)

Although we did increase our parent participation, we would like to expand this participation based on the effectiveness of certain programs last year and parent input on needed programs for the 2015-6 school year.

Math

Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	0.1 G	5.3 B	-2.2 R	1.1 B
Standard Error	0.9	0.9	0.9	0.5
2014 Growth Measure	-1.6 G	1.6 G	-0.3 G	-0.1 G
Standard Error	0.9	0.9	0.9	0.5
2015 Growth Measure	-0.7 G	-0.4 G	-0.4 G	-0.5 G
Standard Error	0.8	0.9	0.9	0.5
3-Year-Average Growth Measure	<u>-0.7 G</u>	<u>2.2 B</u>	<u>-1.0 G</u>	0.1 G
Standard Error	0.5	0.5	0.5	0.2

Reading

Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	4.4 B	1.2 G	2.2 B	2.6 B
Standard Error	1.0	1.0	1.0	0.6
2014 Growth Measure	3.5 B	-5.1 R	-0.9 G	-0.9 G
Standard Error	1.0	1.0	1.0	0.6
2015 Growth Measure	-0.2 G	-1.3 G	1.2 G	-0.1 G
Standard Error	0.9	1.0	1.0	0.5
3-Year-Average Growth Measure	<u>2.5 B</u>	<u>-1.8 R</u>	<u>0.8 G</u>	0.5 B
Standard Error	0.6	0.6	0.6	0.3

Science

subject	Grade	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Science	8	2013	160	250.2	48	252.1	56	-1.8 R	0.4
		2014	165	250.8	47	252.8	55	-2.0 R	0.4
		2015	161	252.5	53	254.7	61	-2.1 R	0.4
		3-Yr-Avg	486	251.2	51	253.2	58	<u>-1.9 R</u>	0.2