

Strategic Plan

2010-2012



Southwest
Middle
School

EXCELLENCE IN
EDUCATION

Southwest Middle School Action Teams 2011-2012

Principal – Lisa Brewer

Assistant Principal – Freda Bruton

Relevant and Rigorous	Families/Communities	21 st Century Professionals	Effective and Efficient /Ethical and Healthy
<p>Committee Members: Lisa Brewer Sherry Simma Audrey Samuel Tiffany Fluharty Allison Buckley Daryl Witt Jennifer Urban/Winnifred Onstott Joe Sarrero Brenda Berti Clovene Whitby Chris Davis Julie Allmer Heather Price</p> <p>(meets in the office conference room)</p>	<p>Committee Members: Amy Evans Terry Grant Karen Stevens Deborah Sinclair Kim Morton Joseph Walker Jean Williams Jennifer Royse Randy Sisson Amy Morton Sue Lanier Brenda Davis</p> <p>(meets in the Science/copying room in 6th grade hall)</p>	<p>Committee Members: Stephanie Peedin Deborah Myers Jennifer Bowden Nicole Petrock Jodi Armenta Greg Peele Stephanie Peedin Jared Hughes Megan Hamby Anne Chick Tonya Dunn</p> <p>(meets in the Media PLC room)</p>	<p>Committee Members: Freda Bruton Beth Sundbom Baron Brown Lisa Brown Daveria Hutsell Hillary Boutwell Markeeter Simmons Teresa Parker Tammy Whitehead Ann Aldrich Robin Hunt Bill Allison Crystal Homer Angela Meller</p> <p>(meets in the media center)</p>

Committee chairs are reflected in **orange**.

Principal's Message

As we begin a new phase of planning we are now faced with new challenges of meeting the diverse needs of all of our students. No longer does at-risk mean below grade level. We now must address our high achievers in this area as well. With Race To The Top, Adequate Yearly Progress and the New Evaluation Process major factors in our school decision making progress, we must now address all student groups, diversities, and academic levels to obtain proficiency as well as high growth.

Staff members and parents must work together as a team to meet these challenges. We must assist and provide our students with the opportunities to learn and grow and to be prepared for the future that will be theirs to lead. Staff and parents have worked diligently to develop a strategic plan that will help mold, develop and prepare our students with 21st century skills and to be global leaders

Data has been gathered, studied and utilized to help us develop strategies to increase student achievement and to have all of our students performing on or above grade level, to meet ABC proficiency, High Growth and knowledgeable of the Common Core Standards.





School Profile

Profile

Introduction

In this section of our school improvement plan an overview of school characteristics, student and community demographic data, stakeholder perspectives on the quality of education, and student performance data is provided in section A. A summary of the major sets of data within each of these categories is outlined in Section

School and Community Demographic Data

Jacksonville and Onslow County are located on the coast of North Carolina just fifteen miles from the beach. Onslow County has a population of 150,355. The racial composition of the county is predominantly white at 72.1%, with approximately 19% African American, 7.3% Hispanic, 0.7% Native American, 1.7% Asian, 0.2% Pacific Islander, and 3.6% from other races. Only 10.3% of the population 25 years and older has a bachelor's degree or higher. The median family household income in Onslow County is \$33,756. In addition, 16.7% of children in Onslow County live in poverty. In the Southwest area, 11.4% of the families are classified as living in poverty. The median household income in this area of Onslow County is \$29,869. The dominating factor of Onslow County is Marine Corps Base Camp Lejeune. Camp Lejeune is the largest amphibious military base in the world. Many of the students in Onslow County are the children of current or retired military officers or enlisted personnel. This location contributes to a diverse and highly transient student population. Though once a community of small family owned farms, much of the farmland is now becoming residential. In the past 10 years, the community has experienced rapid growth in terms of housing, businesses, and schools.

The Southwest School district includes Blue Creek Elementary, Meadowview Elementary, Southwest Elementary, Southwest Middle, and Southwest High School.

School Characteristic

Southwest Middle School is a public, suburban school. The school was built in 1990 and has since added one additional classroom wing. Southwest Middle School has a student population exceeding 500 students and approximately 60 staff and faculty. Southwest Middle School is one of thirty-seven public schools in Onslow County and one of eight middle schools. There are 44 certified staff members on campus, including 40 teachers, 1 guidance counselors, 1 media specialists, 1 technology facilitator, 2 administrators, 7 para-professionals, 1 school secretary, 1 receptionist, 1 NCWISE data manager, and 4 custodians.

The curriculum at Southwest Middle School includes courses as outlined by the North Carolina Standard Course of Study. Our curriculum also includes Accelerated Math, Accelerated Reader, AVID (Advancement Via Individual Determination), academically gifted, curriculum assistance, and enrichment. We have a strong school-wide emphasis on reading with forty minutes dedicated to reading during the Enrichment period.

During the 2004-2005 school year, AVID was implemented. While AVID targets students "in the middle" we have emerged three of the AVID principles school wide: Cornell notes, AVID binders, and WICR (Writing, Inquiry, Collaboration, and Reading). In addition, we have expanded the AVID program to all grade levels and exploring the possibilities of having multiple AVID classes in each grade level. In 2006 we were named a Nationally Certified AVID school. In spring of 2009 we became an AVID National Demonstration site, one of only two in the state. Each year we work closely with our feeder elementary schools to promote the AVID program and to also interview students they may want to be potential middle school AVID students. We also work with our the high school in recruiting tutors for weekly



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tutorials and in making sure that our 8th grade AVID students continue in the program once entering into high school.

The school year is 180 days in length with core classes spanning the entire 180 days and “encore” or electives classes taking up two 90-day semesters. In addition to the curricular program, Southwest Middle School offers a variety of athletic teams, clubs, and academic extra-curricular activities such as Academic Derby, Battle of the Books, and Odyssey of the Mind.

Student Body. The student body is diverse. This includes 49% males and 51% females. In addition, 60% of the student body is Caucasian, 20% are African-American, 12% are multi-ethnic, 5% are Hispanic, 2% are Asian, and only 1% are American Indian. The economic status of our students ranges from lower to middle with 54% of our students being on free and reduced lunch. Of these students, 15% are Academically and Intellectual Gifted (AIG) and 13% are exceptional children.

Faculty and Staff. The faculty and staff at Southwest Middle School are diverse as well. The staff is also diverse in terms of the years of experience. 32% of staff have 3 or fewer years of experience, 38% of staff have 4 to 10 years of experience and 30% of staff have between 10 and 20 years of experience. Only 10% of our staff has more than 20 years of experience. In terms of professional experience and education level, 35% of teachers have earned a master’s degree and two teachers have earned AIG licensure. We have two staff National Board certificated.

State Budgetary Allotments. Southwest Middle School’s state funding has decreased over the last two years because of economic hardship. This has occurred as new federal (NCLB) and state mandates for accountability have been implemented and rising operational costs have increased.

Student Performance Data

National Measures.

The national student performance data collected includes the Adequate Yearly Progress measures for the last two years. Although Southwest Middle School has consistently had a high percentage of students and student groups proficient on end-of-grade measures of student achievement, it has not attained its goals with students with exceptional needs in reading or mathematics for two years. In 2006 the state standards for mathematics changed which drastically impacted the proficiency level of all students. Southwest Middle barely met the goals for black, multi-ethnic, and economically disadvantaged students in reading; only making AYP in those areas through Safe Harbor in 2008-2009. In the 2009 school year Southwest did not make AYP missing the mark in reading and mathematics for students with disabilities. Black students and economically disadvantaged students also did not meet the cut-off percentage. During the 2009 school year AYP was again not met with student with disabilities and blacks missing the mark in the area of math. AYP was met during the 2009-2010 school year, 25 out of 25 goals were met, as was high growth.

State Measures.

State assessments are conducted each spring in the following subjects: 6th-8th grade reading and math, 8th science, Algebra I. Other assessments include On-line Computer Skills Testing and VOCATS testing which occurs in the fall and spring semester. North Carolina’s ABC Accountability model uses a school’s assessment data to determine the school’s level of distinction.

7th grade students also test in the area of writing. The students compose two content-specific pieces and two on-demand pieces.

District Measures.

District-wide assessments of student achievement are available to schools on an elective use basis. In addition, VoCATS testing occurs at all middle schools to evaluate mastery of vocational objectives in Business Computer Technology and Keyboarding. Although these assessments are mandated by the state, they have no impact on State Accountability measures. Instead, they are utilized by the district to



School Profile



evaluate progress. In conjunction with the state assessments the district provides local assessments each spring for 6th and 8th grade writing.

School Measure Southwest Middle School conducts a variety of assessments throughout the year. At the beginning of the school year, teachers will assess their students using ClassScape to benchmark. The teachers utilize this information to develop lesson plans with focused remediation and enrichment activities to ensure that all students are learning the essential content and skills. Plato is also administered at each 9-week period to assess students' academic growth and areas of deficiencies.



School Profile

Student/Community Data	2007-2008	2008-2009	2009-2010
Total Number of Students (20 th school day)	554	541	520
African-American	121	126	101
American-Indian	1	1	4
Asian	7	5	11
Caucasian (White)	344	321	312
Hispanic	30	25	30
Multi-Racial	51	63	61
Learning Disabled (LD)	33	30	34
Behaviorally Mentally Handicapped (BEH)	2	1	4
Emotionally Mentally (EMD)	5	6	3
Other EC Students	25	18	24
Total EC Students	65	55	65
AIG Students	74	64	46
Low Income (Free/Reduced)	283	283	291
Attendance Rate	96.0	96.0	96.1
Assessment Measures			
National			
Reading All		62.1	65.4



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Reading Black		49.6	51.5
Reading Multi-Racial		57.4	63.5
Reading White		68.4	76.1
Reading Economically Disadvantaged (Free/Reduced)		50.6	62.4
Reading Students with Disabilities		24.6	38.5
Math All	64.2	77.0	78.8
Math Black	44.4	65.2	70.1
Math Multi-Racial	66.0	72.1	75.0
Math White	69.7	82.1	82.0
Math Economically Disadvantaged (Free/Reduced)	57.7	68.0	73.9
Math Students with Disabilities	33.9	44.4	51.4
8 th grade science		57.1	63.7
AYP GOALS	Met 17 of 19 (math)	Met 25 of 25 goals	Met 25 out of 25



School Profile

ADEQUATE YEARLY PROGRESS	N	Y	Y
6 th Grade EOG Reading (% Prof)		69.3	73.0
6 th Grade EOG Math (% Prof)	52.0	68.1	74.2
7 th Grade EOG Reading (% Prof)		59.8	62.2
7 th Grade EOG Math (% Prof)	62.5	80.7	80.8
7 th Grade Writing (% Prof)	52.6		
8 th Grade EOG Reading (% Prof)		57.1	61.2
8 th Grade EOG Math (% Prof)	78.6	69.3	78.0
8 th Grade Computer Skills (% Prof)	85.1	82.1	83%
Algebra I EOC (% Prof)	90.3	90.3	95.4
Performance Composite	67.1	69.9	71.8
Career and Technical Education	61.2	83.5	83.6



School Profile

Notable Characteristics of SWMS.

- ❖ **Advance Courses**
 - Advance Math
 - Pre-Algebra
 - Algebra I
 - AIG
 - AVID
- ❖ **Extra-Curricular Opportunities**
 - Academic Derby
 - Math Counts
 - Odyssey of the Mind
 - Battle of the Books
 - National Junior Honor Society
 - Athletic Program
- ❖ **New Teacher Support**
 - New Teacher Survival Guide
 - Mentors for all Beginning Teachers
 - Grade level Buddies for new teachers at SWMS
- ❖ **Remediation for At-Risk Students**
 - PLATO
 - Accelerated Reader
 - Accelerated Math
 - Language!
 - After School Tutoring
 - Renaissance Place
 - ZAP
- ❖ **Parent School Communication**
 - Report Card Round-up
 - Open House
 - 6th Grade Orientation
 - AVID Information Meetings
 - AVID Parents' Night
 - Monthly Newsletter
 - School Website
 - PLATO
 - Teacher websites
- ❖ **Staff & Student Recognition**
 - Staff Member of the Month
 - Teacher of the Month
 - Academic Awards Ceremony
 - AR Celebration
 - EOG Celebration
 - Renaissance
 - Colt Pride

Vision and Mission Statements for Southwest Middle School

Vision:

We will give our students the power to believe, achieve and succeed.

Mission:

We will prepare our students to be successful leaders and responsible citizens through rigorous instruction with a globally competitive curriculum.



ON SLOW COUNTY SCHOOLS STRATEGIC PLAN

Regulatory Information and Assurance Statement

2011-2012

School:	Southwest Middle School
Date Submitted:	10/5/2011

1	Number of Plan Team Members	12
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Check Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100
4	Date of vote	10/5/2011
5	A secret ballot vote for staff approval of the plan was conducted. Check Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments. Check Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan.	YES

Principal's Signature	Lisa Brewer
Signature, SSPT Facilitator/Chairperson	Tiffany Fluharty
Signature, Elected Parent Representative	Marsue Barker
Signature, Elected Parent Representative	<i>Joann McViegh</i>

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

LEA Number: Onslow County Schools - 670
School Name/Number: Southwest Middle-345
School Address: 3000 Furia drive Jacksonville, NC
Plan Year(s): 2010-2012
Date prepared: 13-Oct-10

Principal Signature: _____ *Lisa Brewer* _____ 13-Oct-10
 _____ Date

Local Board Approval Date: _____ _____
 _____ Date

School Strategic Planning Team

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
Assistant Principal Representative	Freda Bruton	Teacher Rep	Tiffany Fluharty
Teacher Representative	Allison Buckley	Teacher Rep	Lisa Brown
Inst. Support Representative	Stephanie Peedin	Teacher Rep	Joseph Walker
Teacher Assistant Representative	Tonya Dunn	Teacher Rep	Audrey Samuel
Parent Representative		Parent	Marsue Barker
		Parent	Jo Ann McVeigh
		Parent	Karen Humphries

* Add to list as needed. Each group may have more than one representative.

Goal 1 and Associated Strategies

NC Goal 1:	Goal 1 – North Carolina public schools will produce globally competitive students.		
OCS Goal 1:	Onslow County students will be globally competitive through the mastery of a relevant and rigorous curriculum.		
SWMS Goal1:	Southwest Middle School will be globally competitive through the mastery of a relevant and rigorous curriculum.		
Target: (Desired Result)	To increase student achievement in growth and proficiency in reading ,math and science at all grade levels by 10%		
Indicator: (Measure)	EOG test sores and AYP sub group percentiles		
Strategy: (Needs Assessment, Question #4)	Expand student oportunities for learning through a variety of academic initiatives that target and improve student learning		
Action Steps: (Processes/How)	1Hold.ZAP (Zeros Are Not Permitted) Fridays and Tutorial Thursdays		
	2. Implement the MATCH program (wellness and 7th grade SCOS integrated program)		
	3. Implement Corrective Reading program for Special Needs students		
	4 Develop SMART goals in vertical PLC's targeting student academic areas		
Strategy:	Provide staff-development opportunities to teachers to enhance reading and math classroom strategies/teaching		
Action Steps:	1Training and implement Curriculum, Instruction and Assessment plans		
	2 Train Staff in AVID Critical Reading strand and implement strategies		
	3 Training and utilization of NCFalcon		
	4		
Strategy:	Utilize benchmarking assessments to guide instruction		
Action Steps:	1 Training in Classscape (formative and summative assessment program)		
	2Training in USA Testprep		
	3 Training in using testing data from ClassScape		
	4		
How will we fund these strategies?			
Funding source 1:	State funds for at-risk students	Funding amount:	\$600 manuals
Funding source 2:	State funds for at-risk students	Funding amount:	\$650 math mani
Funding source 3:	Other	Funding amount:	\$5, 000 MATCH
Funding source 4:	Select a funding source	Funding amount:	grant
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	
Review frequency:	Monthly		
Action Team: (Who is responsible)	Relevant and Rigorous Curriculum action team		
What data will be used to determine whether the strategies were deployed with fidelity?			
EOG scores show improvement, Benchmark assessment data (NCFALCON, ClassScape)), Staff-development training agendas (CIA, Critical reading), ZAP forms, Tutorial survey			

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data

Increase in EOG scores (summative), benchmark data (NCFALCON certificates, ClassScape)(formative throughout the year), CIA plans(formative)

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

We implemented the Zap program this year, where students were given the opportunity to complete missed work every Friday during their enrichment period. The teachers would provided the students with a list of missing weekly assignments to complete. This become an additional chore for the teacher filling out the form each week. Also the students would have more missing assignments then they could complete in the period assigned. We had to redesign the program. The MATCH program was very successful. The students participated in integrate health and wellness lessons in their math, science, social studies, language arts and physical activities classes. The students received physical activity equipment, backpacks, pedometers, notebooks as well as a celebration at the end of the year. The ECU medical staff also came twice during the year to weigh and measure them. All of our Exceptional needs teachers were trained this year on how to use the Corrective Reading series. They began using this as well as the AIMS web



Act	Based upon identified results, what action should be taken? (Next steps)
	<p>We will revisit ZAP this year to rework the program to make it more efficient for the teachers and make it so that the students are not taking advantage of not doing their assignments when they are supposed to. The MATCH program is a grant program through ECU and DPI and it will continue again this year. The teachers are working on developing their CIA plans now and posting them in to Rubicon Atlas. Critical Reading Strategies are cross curricular so all teachers can integrate these into their classroom and this will aid in helping our low reading scores. ClassScape will continue to be used to assess students skills and content knowledge and the teachers are using the information to differentiate instruction/tier lessons and flexible group students. Other strategies that we are implementing this year are book clubs within the Language Arts classrooms to differentiate the levels and interest of the reading/learning. We are also purchasing AIMS Math and Science materials so that the teachers can provide more hands-on/project-based learning activities for the students in the math and science classroom. Our Exceptional needs students(mild) are all inclusion this year and the EC teacher will be in the regular classroom for all class periods(co-teacher). They will be able to pull out student who need extra time in reading and math as well. They will be incorporating the Read To Achieve this year with their students.</p>

Goal 2 and Associated Strategies

Plan/Do	NC Goal 2:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.		
	OCS Goal 2:	Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.		
	SWMS Goal 2:	Southwest Middle School will be lead by creative, passionate, and technologically skilled professionals.		
	Target: (Desired Result)	100% of staff will utilize technology for communication		
	Indicator: (Measure)	teacher webpages, use of e-mail accounts, gaggle.net accounts		
	Strategy: (Needs Assessment, Question #4)	Teachers construct and upkeep websites for weekly communication with parents and students		
	Action Steps: (Processes/How)	1 Train teachers on construction of site and possibilities of it use		
		2 Teachers post weekly assignments/messages/ notifications		
		3 Update weekly		
		4		
	Strategy:	Staff utilizes public folders for information: master calendar, attendance, PEP info, NCSCOS,		
	Action Steps:	1 Train staff on how to access public folders		
		2		
3				
4				
Strategy:	Staff and students will have a gaggle.net account set up			
Action Steps:	1 Training for staff-Oct 7			
	2 Teachers will set up accounts for all students			
	3 Students will be trained on use of gaggle.net			
	4 Teachers and students will use gaggle.net throughout the year			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	Monthly			
Action Team: (Who is responsible)	21st Century Professional Action team			
What data will be used to determine whether the strategies were deployed with fidelity?				
Teacher websites, gaggle.net accounts, training agendas				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data

monitoring component of websites to track teacher usage, gaggle.net accounts (formative throughout the year)

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

All of our students(520) and teacher(45)had an gaggle.net account. 608 e-mails were sent using gaggle.net, 2,204 blogs were read, 1,541 user logins, 380 locker files uploaded, 167 social walls posted, 85 videos reviewed, 248 unique logins. As of 5/23/2011 31/39 teachers or 84% had posted some type of information about something going on in their classroom. The rest had only posted once all year. All of the teacher had a teacher website. Teachers posted things like lesson plans, monthly activities on a calendar, vokis, classroom photo journals, list of weekly activities, school supply list, classroom management plans, EOG practice review, and websites. Not all of the teachers keep their site up weekly. A master calendar was posted in the public folders section in the Outlook e-mail. Staff could access information about activities scheduled at the school.

Act

Based upon identified results, what action should be taken? (Next steps)

We will continue using the gaggle.net accounts for the students and teachers to use as a way of communicating and sharing assignments and information. Teachers are also expected to utilize the teacher website as a form of parent communication. They are also to post their lesson plans on their page each week. Some teachers are now developing a parent e-mail distribution list to send out parent communication through the e-mail. We will be piloting the NCWISE Parent Access Module this September, so that the parent will have access to their child's grades and student demographics.

Goal 3 and Associated Strategies

Plan/Do	NC Goal 3:	Goal 3 – North Carolina Public School students will be healthy and responsible.		
	OCS Goal 3:	Onslow County students will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	SWMS Goal 3:	Southwest Middle School will learn in a safe and civil environment to be ethical, healthy and productive citizens.		
	Target: (Desired Result)	Decrease the number of discipline referrals by 10%		
	Indicator: (Measure)	NCWISE data		
	Strategy: (Needs Assessment, Question #4)	Implement a school wide after school detention program		
	Action Steps: (Processes/How)	1 Develop guidelines for the program		
		2 Make a schedule for teachers to sign up for duty		
		3 Assign teachers for duty		
		4 keep attendance of students who attend		
	Strategy:	Re-vamp the ISS program and Sweep program		
	Action Steps:	1 Revise rules to be more structured		
		2 Involve teacher participation in the ISS/Sweep process		
3 Incorporate a character education writing assignment				
4 Teachers monitor students in halls for tardiness				
Strategy:	Develop and implement a Peer mediation program			
Action Steps:	1 Select and train peer mediators			
	2 Present peer mediation program to homerooms			
	3 Schedule times for peer mediation			
	4 Develop referral form for mediation			
How will we fund these strategies?				
Funding source 1:	State funds for at-risk students	Funding amount:	\$1,000 forms	
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	Monthly			
Action Team: (Who is responsible)	Ethical and Healthy Foundations team			
What data will be used to determine whether the strategies were deployed with fidelity?				
NC WISE discipline data , 360 degree survey data				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data

NCWISE data(formative-monthly), 360 degree survey data(summative), peer mediation referral forms- (formative-monthly)

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

Referral decreased this year from 784 to 689. ISS decreased as well dropping from 362 to 271. Our OSS number did increase this past year from 130 to 183. This was due to more serious infractions being committed. We did send several of our repeat offenders to the School Treatment Program and a couple received shortened day or homebound services. Guidelines for after school detention were shared with the teachers on Sept 7. ASD was held two afternoons a week. Guidelines were developed for the following-assigning students to detention, keeping record of the students who serve and rules for the students who served. ASD was held on T/Th from 3:15-4:15 from Sept.14-May 19. Teachers were asked to serve 4 days duty during the school year. Two teachers served duty at the same time. Rules were also revised for ISS and were share with the ISS teacher and the staff. Guidelines listed the responsibilities for the administration, ISS teacher, and classroom teacher. The lss teacher was given guidelines for the ISS program. Teachers were required to check on students during their planning periods. SWEEP procedures were shared with the teachers. A character education prompt for the school-wide content specific writing was shared with the teachers in January. On April a school wide assembly on Anti-bullying strategies was held for the student body. During the assembly students read excerpts from their Character Ed, essays. Teachers were directed to stand in the hallways during transitions. Again some teachers have not

Act

Based upon identified results, what action should be taken? (Next steps)

On March 3 the ASD duty was over and the teachers asked the administration to continue with it. Based on the reduction of the Level 3 referrals and teacher request the ASD program will be implemented again. We will continue to implement the program the same way we did last year except that the teachers will have to sign up for more days due to a reduction in staff. ISS will continue as the program was set up last year. It has been moved to a mobile unit and will have its own restrooms, so students will not need to leave the room for that reason. Teachers will be expected to check on students during their planning period as they did last year. The SWEEP program will continue this year with the elective teachers following the students all the way down the hallway ensuring that the students do not linger in the halls and get to class on time. We have developed strategies to address the areas (gym locker room and rest room) so that students will feel safer. This year we will be piloting the Positive Behavior Interventions and Support Program (PBIS) as a school-wide positive approach to discipline/classroom management. Our early release professional development will focus on how to use this model.

Goal 4 and Associated Strategies				
Plan/Do	NC Goal 4:	Goal 4 – Leadership will guide innovation in North Carolina public schools.		
	OCS Goal 4:	Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.		
	SWMS Goal 4:	Southwest Middle School will foster innovation in the Onslow County School System in cooperations with families and community partners.		
	Target: (Desired Result)	Increase parent involvement in student activites (baseline increase from 2 to 4 over 2010-2012)		
	Indicator: (Measure)	Number of activities scheduled on master calendar , teacher contact logs		
	Strategy: (Needs Assessment, Question #4)	Hold more cultural arts and global activities for students and parents		
	Action Steps: (Processes/How)	1 Band, chorus , orchestra perform with globally connected theme		
		2 Invite performers with global connections- Example: Polynesian Dancers		
		3 Hold a school talent show		
		4 Hold a school drama/play sponsored by the drama class		
	Strategy:	Increase parent attendance at PEP conferences from one 9 weeks to the next 9 weeks		
	Action Steps:	1Log students who have PEPs		
		2 Schedule PEP conference each 9 weeks		
3 Mark parents who attend PEP conferences				
4 Make comparison chart				
Strategy:				
Action Steps:	1			
	2			
	3			
	4			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	Monthly			
Action Team: (Who is responsible)	Family and Community Action team			
What data will be used to determine whether the strategies were deployed with fidelity?				
master schedule of activities, calendar of scheduled PEP conferences				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data

Completion of programs, programs of activities, Teacher PEP contact logs for each 9 weeks-(formative-monthly)

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

This year the teachers participated in a 10 hours in service on PEP's earning 1 CEU. They learned how to correctly write PEP's. All students that were to have a PEP were identified and a PEP was written. They were charted on a form by the homeroom teacher and monitored each 9 weeks. PEP's were checked each 9 weeks by the Encore teachers for accuracy of strategies/goals and objectives. PEP conferences were charted on the forms.(82 conference were held the first 9 weeks, 51 the 2nd, 60 the 3rd and 44 the 2nd) If the parent could not attend a copy of the PEP was sent home. Each 9 weeks a PEP update form was sent home in the students' report card with a PEP conference request form. This year the band, orchestra and chorus selected music that reflected nationalities around the world. A talent show was held the year at the end of the year with several students singing, dancing, and playing instruments. The drama also put on a small drama/musical-Alladin in May.

Act

Based upon identified results, what action should be taken? (Next steps)

This year we will continue with the in-service for PEP's. We also have two teachers who will head up a PEP committee to make sure that the PEP's are correctly completed and monitored through the year. We will continue to chart PEP conferences this year as well. To build global awareness in the school a committee will develop a Global School Action Plan to develop strategies and activities. The school has two talent shows scheduled for this year. One in the fall and one in the spring. The Family and Community Action team are also planning two additional academic family nights.



Goal 5 and Associated Strategies

Plan/Do	NC Goal 5:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.		
	OCS Goal 5:	The Onslow County schools will be supported by effective and efficient processes and systems.		
	SWMS Goal 5:	Southwest Middle School will be supported by effective and efficient processes and systems.		
	Target: (Desired Result)	Minimize interruptions during the instructional day and increase instructional time. Increase positive responses		
	Indicator: (Measure)	Teacher Working Condition Survey data		
	Strategy: (Needs Assessment, Question #4)	Make announcements at the same time morning and afternoon		
	Action Steps: (Processes/How)	1 Provide extra help in the office in the morning so announcements can take place at 7:55/3:05		
		2 Make no announcements made during the day unless it is an emergency		
		3 Place person in the hall to write tardy passes to keep office less congested.		
		4		
	Strategy:	Develop a more organized dismissal procedure		
	Action Steps:	1 Re-organize order of who is dismissed		
		2 Assign staff to specific duty stations		
3 Dismiss buses by grade level				
4				
Strategy:	Change master schedule to lengthen class periods			
Action Steps:	1 Organize a scheduling committee			
	2 Develop two schedules			
	3 Vote on one schedule			
	4			
How will we fund these strategies?				
Funding source 1:	Select a funding source	Funding amount:		
Funding source 2:	Select a funding source	Funding amount:		
Funding source 3:	Select a funding source	Funding amount:		
Funding source 4:	Select a funding source	Funding amount:		
Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:		
Review frequency:	monthly			
Action Team: (Who is responsible)	Effective and Efficient Action team			
What data will be used to determine whether the strategies were deployed with fidelity?				
Master schedule, morning/afternoon announcements (time),				

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data

Teacher Working Conditions Survey-(summative)

What does data show regarding the results of the implemented strategies? (2010-2011, 2011-2012) (Summarize your results.)

A TA was positioned in the hallway each morning to sign in late students keeping them from having to enter the office area freeing the secretary to assist in registration, answering the phone and completing the daily announcements by 8:00. The new system worked very well. We wanted the announcements National Anthem and Pledge to occur at the same time each day. That was also another reason for the hallway check in. Dismissal procedures were changed so that there was less congestion and chaos out at the bus lot. Walkers and car riders were dismissed first. When the halls were cleared the 7th grade bus riders were dismissed, then the 6th grade bus riders and then finally the 8th grade. Having only one grade of students out at a time was definitely easier to control and it was a calmer atmosphere in the afternoon. Staff had specific locations to monitor to assist with traffic flow and student transition.

Act

Based upon identified results, what action should be taken? (Next steps)

The year we once again worked on improving our schedule giving our teachers a more block type schedule for reading and math. We are also continuing the hallway check in procedure to keep the office less congested. We are also continuing the same bus dismissal process we began last year as well as the teacher monitoring stations.