

Flat Rock Middle School

**Continuous School Improvement Plan
2010-2012**

Submitted: November 1, 2010

Table of Contents

School Improvement Team Members, Statement of Assurances.....	2
Mission and Belief Statements.....	3
School Goals.....	4
School Profile Narrative Summary.....	5-6
Action Plan.....	7-9

School Improvement Team Members Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following initiatives;

- Henderson County Public Schools Strategic Plan
- ABC's Accountability Model
- SACS/ CASI School and District Accreditation Standards
- No Child Left Behind Act

The following are members of the School Improvement Team as specified by legislation.

Team Member	Position	Team Member	Position
Missy Miles	6 th Grade Teacher	Emily Coolbeth	6 th Grade Teacher
Kim McMinn	7 th Grade Teacher	Tony McMinn	7 th Grade Teacher
Jackie Campbell	8 th Grade Teacher	Michelle Furbee	8 th Grade Teacher
Mandy Parr	Elective Teacher	Jessica Shepherd	Elective Teacher
Bruce Gilliam	PE Teacher	Cindy Felosa	Counselor
Jennifer Northrup	Media Coordinator	Barry Trahan	EC Teacher
Ricardo Hernandez	Teacher Assistant	Renee Davenport	AIG
Beth Romer	Parent	Melanie Adams	Assistant Principal
Jeff Roper	Assistant Principal	W. Scott Rhodes	Principal
Suzy Riddle	ESL Teacher		

Members of the School Improvement Team were elected by their representative groups.

The School Improvement Plan was approved by secret ballot and finalized on October 25, 2010.


 Principal Date 10/28/10


 School Improvement Chair Date 10/28/10

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Every student will achieve success and graduate as a life-long learner, globally competitive, prepared for career, college, and life.

Henderson County Public Schools' Strategic Plan – Core Values

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Mission Statement

The mission of Flat Rock Middle School is to provide a caring environment where academic achievement and social growth lead to responsible citizenship in an emerging global society.

The FRMS staff embraces the HCPS Core Values as our own and would add the following:

- We honor our differences and recognize our similarities by practicing acceptance and respect for all.
- We provide a nurturing environment for staff and students to pursue their learning potential.
- We believe a safe environment is a collaborative effort among students, staff, parents, and the community.

School Improvement Plan Goals

Goal 1. Flat Rock Middle School will become an Honor School of Excellence with High Growth measured by ABC and AYP guidelines.

Goal 2. Flat Rock Middle School will provide a variety of instructional and assessment methods to meet the diverse needs of all students as evidenced by a 3-5 % increase in overall ABC composite scores.

Goal 3. Flat Rock Middle School will provide a safe, orderly and nurturing learning environment as evidenced by a 5% decrease in student Intervention Center Unit referrals and a 10% reduction in short-term suspensions.

These goals were developed based on the following criteria:

- Identified needs by analysis of student EOG achievement, district developed test results, and staff's professional development activities
- New Teacher Evaluation Instrument with a focus on building 21st Century Skills
- ABC Guidelines
- "No Child Left Behind" – Federal Legislation – Adequate Yearly Progress (AYP)
- The Schools-To-Watch Guidelines
- Governor's Teacher Working Condition Survey
- SACS Guidelines

School Profile Narrative Summary

The Flat Rock Middle School Improvement Plan was developed by staff members and parents who looked at a collection of test data, results from professional development activities, perception data (i.e., NSSE Parent / Student / Staff Surveys, Governor's Working Condition Survey), and current research on best practices for middle schools. Through a collaborative effort, the teachers and parents identified strategies for improving student achievement using state and SACS accreditation standards.

By continually analyzing data, assessing needs, and relating this information to student performance, faculty members have a high stake in staff development and how it impacts student learning. Through Learning Focused training and grade level departmental meetings, the staff has developed common strategies that allow students to become more focused and engaged during instruction. As students become familiar with these strategies, teachers can spend more time focusing on content and new concepts. This is initiated across all subject areas.

The core beliefs of FRMS are based on the "5 Cs". These Cs are communication, collaboration, consistency, compassion, and commitment. All staff members are expected to utilize the Cs when interacting with students and their families. Communication between all stake holders is an essential part of our success. Collaboration between teachers provides consistency in the level of instruction that takes place in the classroom. In addition, consistency is expected when dealing with student behaviors. Compassion and commitment to the job are critical to providing a caring, productive learning environment.

Flat Rock Middle School has been recognized as a "School of Distinction" with high growth the past two years (2009 and 2010). All AYP goals were met in 2009 and 24 of 25 goals were met in 2010. Since 2007 reading composite scores have increased from 65.9% passing to 79.4% passing. Math composite scores have increased from 85.4% passing to 90.4% passing.

Flat Rock Middle School is committed to meeting the needs of all learners. By implementing the "ROCK 45" instructional period, teachers are able to work with at-risk students in small group settings. Strategies for remediation are being adapted to include more previewing and extended thinking activities during "Rock 45".

Emphasis on reading and Learning Focused strategies has allowed students to utilize higher levels of cognition identified by Marzano's Dimensions of Thinking. Through the instructional program and the application of concepts, students will acquire higher order thinking skills.

The FRMS mission is achieved through a nurturing environment where social equity is evident. Faculty and staff strive to ensure that all students are treated with mutual respect. It is through a strong and collaborative effort that students achieve success in all aspects of their school experience.

School Improvement Plan for 2010-2012

FRMS Goal 1: FRMS will become an Honor School of Excellence with High Growth measured by ABC and AYP Guidelines.

HCPS Strategic Plan Correlation: Goal 1 – Objectives A,B; Goal 2 – Objective D; Goal 3 Objective B

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted	Person(s) Responsible
1. 90% of all students will achieve Math proficiency on the NC EOG.	<p>1. Evaluate current practice and correlate 21st Century Skills using project-based learning and technology integration.</p> <p>2. Implement the use of Learning Focused Units for vocabulary development and differentiated instruction to enhance the learning of all students and specifically address the weaknesses of at-risk learners such as EC, LEP, and economically disadvantaged.</p> <p>3. Utilize Rock 45 for previewing and acceleration according to the Learning Focused Model.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Benchmark Assessments Midterms Progress Reports <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> 5x5 evaluations Intel training Pacing guides EATS Lesson Plans 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Quarterly Every 4.5 weeks <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Weekly Monthly 	<ul style="list-style-type: none"> Learning Focused Training Learning Focused Units Intel Training 	<p>C/I Instructional staff & Instructional Coach</p> <p>Benchmark assessment program</p>	All teachers, administrators, and Instructional Coach
2. FRMS will have an overall 90% composite score on EOG tests.	<p>1. Analyze test data and Benchmarks to identify student strengths, weaknesses, and growth.</p> <p>2. Identify and integrate instructional strategies based on Learning Focused training to enhance the learning of all students and specifically address the weaknesses of at-risk learners such as EC, LEP, and economically disadvantaged.</p> <p>3. Implement Read180 and System 44 programs.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Benchmark Assessments Midterms Progress Reports <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> EVAAS Reports 5x5 evaluations Benchmark assessment reports EC IEP Process W-APT reports for LEP students 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Quarterly Every 4.5 weeks <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Weekly Monthly Quarterly 	<ul style="list-style-type: none"> Learning Focused Training Intel Training Professional learning community training Read 180 and System 44 training EVAAS Training 	<p>C/I Instructional staff & Instructional Coach</p> <p>Benchmark assessment program</p> <p>Stimulus funding</p>	All teachers, administrators, and Instructional Coach
3. FRMS will meet 100% of AYP goals.	<p>1. Analyze test data and Benchmarks to identify student strengths, weaknesses, and growth.</p> <p>2. Identify and integrate instructional strategies based on Learning Focused training to enhance the learning of all students and specifically address the weaknesses of at-risk learners such as EC, LEP, and economically disadvantaged.</p> <p>3. Utilize Rock 45 for previewing and acceleration according to the Learning Focused Model.</p> <p>4. Any SWD who did not meet proficiency standards on their Language Arts EOG will receive Read 180, regular LA instruction, and previewing/acceleration.</p> <p>5. Any LEP student who did not meet proficiency standards on their Language Arts EOG will receive Read 180, regular LA instruction, and previewing/acceleration.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Benchmark Assessments Midterms Scholastic Assessments <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> EVAAS Reports 5x5 evaluations Benchmark assessment reports Collaborative planning logs EATS Lesson Plans Scholastic assessment reports. 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Quarterly Every 4.5 weeks <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Weekly Monthly Quarterly 	<ul style="list-style-type: none"> Learning Focused Training Intel Training EVAAS Training Professional Learning Community training. SIOP Training NC Falcon Training 	<p>C/I Instructional staff & Instructional Coach</p> <p>Benchmark assessment program</p> <p>READ 180 Support</p>	All teachers, administrators, and Instructional Coach

School Improvement Plan for 2010-2012

FRMS Goal 2: Flat Rock Middle School will provide a variety of instructional and assessment methods to meet the diverse needs of all students as evidenced by a 3-5 % increase in ABC composite scores.

Alignment to District Strategic Plan: Goal 1 – Objective A, B, C; Goal 3 – Objective B

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted	Person(s) Responsible
1. 100% of staff members will monitor at-risk students, as defined by grades, attendance, EOG score, and EVAAS data.	<p>1. Benchmark assessment data and formative classroom assessment data will be used to target interventions for individual students.</p> <p>2. Parents will be notified by phone or email when students are absent 6 total days.</p> <p>3. Students who fail any core class within any nine week period will be monitored through the PEP process.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Benchmark Assessments • Midterms • Progress Reports <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Contact logs • PEPs 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Semi-Quarterly • Quarterly <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Quarterly • Semi-Quarterly • Weekly 	<ul style="list-style-type: none"> • Learning Focus • Moodle • NC Wise • Ruby Payne Research • SIOP • EVAAS Training 	<p>Remediation Funds</p> <p>School Funds</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional Coach</p> <p>School Counselors</p> <p>Media Coordinator</p>
2. 88.2% of our EC math students will pass the Math EOG.	<p>1. Classroom and EC teachers will collaborate to design/implement previewing and scaffolding strategies.</p> <p>2. EC students will be scheduled into inclusion classes.</p> <p>3. Teachers will evaluate quarterly benchmark results.</p> <p>4. EC math teachers will use CPS clickers to assess student learning and use data to drive instruction.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Benchmark Assessments • Midterms • Progress Reports • ROCK 45 <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Collaborative planning logs • EVAAS reports • Evaluate benchmark assessment reports 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Semi-Quarterly • Quarterly • Weekly <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Quarterly • Semi-Quarterly • Weekly 	<ul style="list-style-type: none"> • Learning Focus • Intel Training • NC Wise • Ruby Payne Research • SIOP • Rick Welsh Training • CPS Systems 	<p>Remediation Funds</p> <p>School Funds</p> <p>Exceptional Children and ESL funding</p>	<p>Teachers</p> <p>Instructional Coach</p> <p>Administrators</p> <p>School Counselors</p> <p>Media Coordinator</p>
3. 100% of students will be exposed to 21 st Century skills.	<p>1. Teachers will demonstrate proficiency in integrating technology into classroom instruction.</p> <p>2. Implement multiple means of instruction into the culture of each classroom through inquiry lessons, project based learning, and research projects.</p> <p>3. CTE will implement 21st Century life and career skills to prepare students for the global market.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Gaggle • 8th Grade Computer Competency • Student products • School of Hard Knocks <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Application of Intel Training • Learning Focused Units 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Daily • Weekly • Semi Quarterly • Quarterly <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Daily • Weekly • Semi Quarterly • Quarterly 	<ul style="list-style-type: none"> • Intel Training • Learning Focus • Math Partners • Differentiation Training 	<p>School Funds</p> <p>County Funds</p> <p>CTE Funds</p>	<p>Teachers</p> <p>Administrators</p> <p>School Counselors</p> <p>Instructional Coach</p> <p>Media Coordinator</p>

School Improvement Plan for 2010-2012

FRMS Goal 3: FRMS will provide a safe, orderly, and nurturing learning environment as evidenced by a 5% decrease in student ICU referrals and a 10% reduction in short-term suspensions.

Alignment to District Strategic Plan: Goal 1 Objective A, Objective C. Goal 5 Objective A

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted	Person(s) Responsible
1. The percentage of students sent to Intervention Center Unit will decrease by 5%.	<ol style="list-style-type: none"> Continue Eagle Connection (mentor program) for all 6th grade students. Continue using Ruby Payne relationship building strategies by faculty and staff. 	<p>Student Outcomes: Bi-monthly student meetings</p> <p>Teacher Outcomes: Ruby Payne refresher activities</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Every 2 weeks <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Each semester 	<ul style="list-style-type: none"> Ruby Payne Book study refresher Counselor-led mentor training for new teachers 	<p>Remediation funds</p> <p>School Funds</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional Coach</p> <p>School Counselors</p>
2. The percentage of discipline referrals as reported in NCWISE will decrease by 10%.	<ol style="list-style-type: none"> Contact parents when students behave inappropriately in class. Analyze NCWISE discipline data to create grade level discipline behavior plans. Continue using Character Education program with all grade levels. 	<p>Teacher Outcomes: Parent phone logs Grade level team discipline plans</p> <p>Student Outcomes: Bi-monthly Character Education lessons during homeroom</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Every 2 weeks <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Technology Training: Continued teacher training for Character Education lessons 	<p>Remediation funds</p> <p>character education materials</p> <p>School funds</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional Coach</p> <p>School Counselors</p>
3. 100% of all teachers will communicate expectations for student behavior.	<ol style="list-style-type: none"> Teachers will post classroom rules and expectations that are visible to all students. Teachers will review and send home a copy of the HCPS Student Code of Conduct. Staff members will consistently enforce rules and expectations. 	<p>Student outcomes: Signed Code of Conduct sheet</p> <p>Teacher outcome: Posted rules</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> First 10 days of school <p>Teacher Outcome:</p> <ul style="list-style-type: none"> Monthly 	<ul style="list-style-type: none"> Teacher in-service training 	<p>School funds</p>	<p>Teachers</p> <p>Administrators</p> <p>Instructional Coach</p> <p>School Counselors</p>

Duty Free Planning

Flat Rock Middle School master schedule has designated planning time for each grade level core, elective, and exploratory teacher. The duty is scheduled for the morning and afternoon supervisor of students arriving and leaving FRMS's Campus.

Duty Free Lunch

Flat Rock Middle School's School Improvement Team established a reward time for students during the lunch period. Administrators and guidance counselors monitor all students who qualify for the free time during the lunch period. This allows staff members who have students to have a duty free lunch.

Principal : _____

Date: __/__/__

School Improvement Chair : _____

Date: __/__/__