



2018-2020 Continuous School Improvement Plan for
Apple Valley Middle School

Approved by majority vote on October 17, 2018.

Peggy Marshall

Ms. Peggy Marshall, *Principal*

Lisa Vierra-Moore

Ms. Lisa Vierra-Moore, *SIT Chair*

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Statement of Assurances

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

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
- NC Accountability Model & ESSA
- AdvancED School Accreditation Standards

School Improvement Team Membership

Team Member Name	Position	Date Elected
Robin Phillips	6th Grade Teacher	October 17, 2018
Lisa Vierra-Moore	7th Grade Teacher	October 17, 2018
Sandra Mood	8th Grade Teacher	October 17, 2018
Julie Siegel	Exceptional Children Teacher	October 17, 2018
Mandy Dalton	Exploratory Teacher	October 17, 2018
Kaitlyn Stone	Support Staff	October 17, 2018
Laura Miller	Teaching Assistant	October 17, 2018
Claudia Dalton	Parent	October 17, 2018
Cathey Lyda	Parent	October 17, 2018
Peggy Marshall	Principal	October 17, 2018
Katelyn Davis	Assistant Principal	October 17, 2018
Justin McKenzie	Assistant Principal	October 17, 2018
Sam Henry	Instructional Coach	October 17, 2018

The membership of our School Improvement Team was elected on October 17, 2018.

The School Improvement Plan was approved by secret ballot vote on October 17, 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle

The success of a child is the result of a collaborative partnership of school, child parent and community.

Henderson County Public Schools' 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 Vision Statement

Our vision at Apple Valley Middle School is to leave a legacy of greatness by empowering one another to lead, learn and serve in our local and global communities.

School Mission Statement

Our daily mission is to:

- Believe that each of us has the potential for success.
- Hold each other to high expectations that lead to success.
- Work together to achieve success.
- Foster strong relationships among students, staff, families, and our community as we achieve success.
- Take ownership of our success.

School Beliefs (Core Values)

Accountability: Knights focus on results by taking ownership of our academic learning and behavior expectations.

Valor: Knights show valor by practicing Kindness, Nobility, Inquiry, Generosity, Humility, Tenacity, and Service in our community.

Motivation: Knights are motivated to lead, learn, and serve in our local and global communities.

Safe Haven: Knights take pride in their school by keeping it safe, orderly, and clean.

School Profile & Narrative Summary

Apple Valley Middle School (AVMS) is located in the beautiful mountains of Western North Carolina. Open for students for the 1993-94 school year, AVMS has worked to create a community of learners. We are situated in a rural community that is home to the North Carolina Apple Country. Our middle school is one of four middle schools in Henderson County and serves over 900 students of various backgrounds. We are comprised of 53% Caucasian, 35% Hispanic and 12% other. Currently, we have 66% of our students who qualify for the Free or Reduced Lunch program. We have 58 highly qualified teachers in 6th, 7th and 8th grades, and we are broken into teams of students. In addition to core teachers, students have music, exploratory and PE teachers. Five elementary schools converge to create our student body which then feeds into North Henderson High School. We are uniquely situated to be on the same campus as our high school and work with them to create a positive and smooth transition as our students continue their education beyond our walls. Apple Valley grows students to become active learners and leaders in their school, their community and beyond. Our students are getting an education not because it is important, but because they are!!!

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

In order to increase instructional time in the areas of English Language Arts (ELA) and Math, AVMS has implemented a 90 minute schedule. Students will take yearlong 90 minute classes in ELA and Math and semester long 90 minute classes in Science and Social Studies. The primary motivation to increase time in core classes is to increase opportunities for small group instruction and differentiated learning. Staff members will be trained on ways to effectively utilize the time, motivate students and increase active learning opportunities.

Homeroom or Round Table (RT) time has been restructured and are now gender-based. Being in small gender-based groups at the beginning of each school day will allow students and staff to build student relationships, focus on goal setting, provide character based education and implement class meetings to focus on specific concerns as presented by students.

AVMS is initiating MATH 180 in order to reach students who have difficulty understanding basic math concepts. Math 180 is taught every day for forty five minutes. There are two sixth grade classes, and two seventh grade classes. Selected students have currently tested at a level one on the NC Math EOG. For the student, MATH 180 provides an engaging software program. First, students take a Math

Inventory assessment. This assessment gives the student and teacher the student's Quantile score. A graph provides the teacher grade level comparisons for Quantile scores. After the assessment, students individually participate in the computer MATH 180 program. This program provides the students with an anchor video that reveals real life careers and how they use math, in order to show math relevance. The program then moves the student to the Learn Zone. The student receives video instruction, practice problems, and corrective feedback on areas where they are struggling based on their Math Inventory assessment. Once the Learn Zone is complete, then students can show off their newly learned skills in the Success Zone. This Success Zone provides the student practice on non-routine problems in a game board format. Students also have the opportunity to use math skills in the Brain Arcade. The simulated games in the Brain Arcade also follow the students current Quantile score. When students are not on the computer, they are in small group instruction with the teacher. The Math Inventory scores are used to separate students into groups based on their current needs. In small group, students work in the mSkills book learning new ways to attack math problems. Students build understanding, reasoning and communication skills, as well as, confidence in small group. The course focuses on mastering multiplication, division, decimals, fractions, and rational numbers. Students have ownership in the program, too. They know their current Quantile score and are working toward increasing that score at the end of each semester when they take a new Math Inventory assessment. It is our goal to build confidence and knowledge in this small group class.

i-Ready is a software program being used at AVMS in all Math classes. It encompasses student diagnostic assessments, individualized student instruction, and progress reports for teachers. These reports enable teachers to organize and provide specific, differentiated class instruction to small groups of students. Students have ownership in the program, as they try to increase their assessment scores and earn tokens to play i-Ready video games after successfully completing each customized lesson. Our goal with i-Ready is to increase student success in math, as well as, provide student engagement at all levels of learning.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board Policy 3430](#), our School Improvement Team has created a schedule which allows teachers to receive approximately 90 minutes of duty free planning per day. During this time teachers plan individually, by team, by department and by grade level. They also participate in staff development and hold parent conferences during this time.

Duty Free Lunch

With staff input, the School Improvement Team decided to offer duty free lunch on Fridays. School administrators and counselors will monitor students. Teachers must supervise students at lunch on all other days.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Apple Valley Middle

LEA Number: 450

School Number: 301

Building-Level Waiver Information

Please insert the waiver you are requesting:

When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.

Identify the law, regulation or policy from which you are seeking an exemption:

General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education

Please state how the waiver will be used.

There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.

Please state how the waiver will promote achievement of performance goals.

While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps at our school to resolve conflict.

Our specific strategies for students include:

- Class meetings during Round Table (RT) to discuss student issues
- Gender based RTs to promote deeper conversations related to sensitive topics
- Leadership class based on the 7 Habits of Highly Effective Teenagers to help students be proactive and seek win-win solutions
- Counselors and social worker available for individual and small group sessions
- Accessibility of administrators to assist with conflict between students
- Availability of Refocus Room for calming down and reteaching of effective behavior strategies

Our specific strategies for staff include:

- Discussions during School Improvement Team and/or Professional Learning Community meetings
- Optional book study on *The Leader in Me* and how to be proactive and seek win-win solutions
- Mediation meetings as needed
- Taking steps to address the Teacher Working Condition Survey results
- Open door policy with administrators

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

We Value Excellence In:



Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

H - In the area of Human Resources, we plan to:

- Provide professional development related to best practices for 90 minute schedule and support during PLCs for 100% of our core teachers.
- Increase staff morale as evidenced by a 5% increase in positive ratings on the Teacher Working Conditions Survey (TWCS) on Question 10.6.

C - In the area of Community and Family Engagement, we plan to:

- Increase positive ratings on the TWCS by 5% in the area of Community Support and Involvement.

P - In the area of Personalized Learning, we plan to:

- Increase EOG proficiency by 5% and meet or exceed growth by providing differentiation of learning during ELA.
- Increase EOG proficiency by 5% and meet or exceed growth by providing differentiation of learning during Math.

S - In the area of Safe and Nurturing Environments, we plan to:

- Train 100% of AVMS faculty and staff on ensuring a safe school environment throughout the year.
- Decrease office referrals by 3% each year by implementing strategies for student success.

Area One Goals: Human Resources

Human Resource Goal One:

Provide professional development related to best practices for 90 minute schedule and support during PLCs for 100% of our core teachers.

Strategies to Achieve this Goal:

- Weekly professional development for each grade level and subject area during PLCs (analyzing data, sharing best practices for instruction and planning for intervention and enrichment strategies)
- Recording and sharing of PD notes
- WRESA and NCCAT professional development
- Instructional Coach training on ways to structure the time

Measure of Success:

- Increase proficiency on EOGs by 5%
- Meet or exceed growth on EOGs
- Meet or exceed growth in all subgroups

Persons Responsible

- Administration
- Instructional Coach
- Teachers

Target Date:

June, 2019

Human Resource Goal Two:

Increase staff morale as evidenced by a 5% increase in positive ratings on the Teacher Working Conditions Survey (TWCS) on Question 10.6.

Strategies to Achieve this Goal:

- Increase recognition systems (e.g. monthly recognition of a Teacher of the Month and Staff Member of the Month; monthly staff meetings with Knight Pride recognitions, positive notes)
- Increase number of events on and off campus for staff for team building (e.g. monthly meals with grade level and exploratory communities, tailgating, potluck meals)

Measure of Success:

- Teacher and staff retention

- Increase of positive responses on TWCS Q10.6 by 5%

Persons Responsible

- Administration

Target Date:

June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

Increase positive ratings on the TWCS by 5% in the area of Community Support and Involvement.

Strategies to Achieve this Goal:

- Increase two-way parent and teacher communication (e.g. Parent Lighthouse Team, email contacts, phone contacts, Remind 101 app, parent-teacher conferences, messaging through student agendas)
- Increase parent-involvement activities (Sixth Grade Orientation, Meet the Teacher Day, Open House, Student Showcase)
- Increase positive parent contacts (positive postcards, semester Honor Roll ceremonies, attendance recognition, Student of the Month)

Measure of Success:

- Positive and improved ratings on Q4.1 concerning Community Support and Involvement in your school
- Increase in attendance at school functions
- Decrease in office referrals and suspensions
- Increase in student attendance

Persons Responsible

- Staff
- Students
- Parent Leadership Team
- Parents/Guardians

Target Date:

June, 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

Increase EOG proficiency by 5% and meet or exceed growth by providing differentiation of learning during ELA.

Strategies to Achieve this Goal:

- All middle school ELA teachers will participate in county wide Professional Development
- Community Meetings will be held once a month covering various topics including small group instruction
- Increase instructional time by moving to a 90 minute schedule that includes intervention and enrichment time during ELA Core

Measure of Success:

- Increase growth on ELA Check-In results from Quarter 1, Quarter 2, Quarter 3
- Increase proficiency on ELA EOG at all grade levels by 5%
- Increase growth on ELA EOGs at all grade levels and in all subgroups

Persons Responsible

- ELA teachers
- Instructional Coach
- Administration

Target Date:

June, 2019

Personalized Learning Goal Two:

Increase EOG proficiency by 5% and meet or exceed growth by providing differentiation of learning during Math.

Strategies to Achieve this Goal:

- County wide iReady training and continued support
- Teacher participation in county-wide PLCs
- Book study on *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching* by Jo Boaler
- Increase instructional time by moving to a 90 minute schedule that includes intervention and enrichment time during ELA Core

Measure of Success:

- Increase growth on Math Check-In results from Quarter 1, Quarter 2, Quarter 3
- Increase proficiency on Math EOG at all grade levels by 5%
- Increase growth in Math EOGs at all grade levels and in all subgroups

Persons Responsible

- Math teachers
- Administration
- Instructional Coach

Target Date:

June, 2019

Area One Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Train 100% of AVMS faculty and staff on ensuring a safe school environment throughout the year.

Strategies to Achieve this Goal:

- Provide professional development days to certified staff on Mental Health First Aid
- Provide training on the School Safety Plan
- Schedule frequent training exercises for lockdowns, severe weather and fire safety procedures
- Utilize the School Resource Deputy to work with staff members and students on school safety awareness
- Discuss strategies for students during team and community meetings
- Implement a mentoring program for at-risk students
- Ensure that the School Safety Team meets regularly

Measure of Success:

- 100% of AVMS faculty and staff will participate in trainings and put into place the strategies learned during trainings
- 100% of certified teachers will complete Mental Health First Aid Training by June, 2020

Persons Responsible

- AVMS administration
- AVMS faculty and staff
- School Resource Deputy
- Counselors
- Social Worker

Target Date:

June, 2019

Safe and Nurturing Environments Goal Two:

Decrease office referrals yearly by 3%, based on the total number of referrals made the previous year.

Strategies to Achieve this Goal:

- Have group discussions with students in RT about the 7 Habits and character education, as those directly relate to students owning their success
- Utilize a refocus period, which is an intentional space for students to step away from the conflict and think through their next actions
- Implement a mentoring program for at-risk students

Measure of Success:

- 3% reduction in office referrals from the previous year
- End of year qualitative reflection for students in the mentoring program

Persons Responsible

- RT teachers
- Teachers and assistants
- Administration
- ISS Teacher
- Counselors
- Social Worker

Target Date:

June, 2019

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

Measures	2015-2016	2016-2017	2017-2018
Achievement	63	61	56.2
Growth Score	68.2	62.6	59.5
Overall School Performance	64C	61C	57C
Growth Level	Not Met -2.36	Not Met -3.48	Not Met -4.26
EOG Reading with Growth Factored	69C	59C	64C -.53 Met
EOG Math with Math Factored	55C	58C	49C -6.67 Not Met

Subject	2015-2016	2016-2017	2017-2018
Gr. 6 ELA	66.3	63.4	63.1
Gr. 7 ELA	70.3	62.5	58.7
Gr. 8 ELA	63.9	51.5	57
Overall ELA	67	59	59.6
Gr. 6 Math	53.6	53.4	48
Gr. 7 Math	49.4	52.9	52.6
Gr. 8 Math	55.7	51.8	39.3
Overall Math	53	53	46.8
Gr. 8 Science	80.7	79.9	77
Overall Composite	63	60.6	56.5

Subgroup	2015-2016	2016-2017	2017-2018
ALL	50.5	60.6	57 Not Met
AMIN	N/A	N/A	N/A
ASIAN	50	76.9	N/A
BLCK	25.9	38.8	36 Met
HISP	43.2	51.5	52 Met
MULT	53.1	61.2	54 Met
WHITE	54.6	65.7	63 Not Met
EDS	40.6	52.3	51 Not Met
ELS	12.4	10.3	45 Met
SWD	9.9	19.2	26 Not Met

Attendance	2015-2016	2016-2017	2017-2018
School Data	95.2	95.5	Not published yet