



**Hendersonville
Middle School**

2018-2020 Continuous School Improvement Plan for Hendersonville Middle School

Approved by majority vote on October 12, 2018.

A handwritten signature in cursive script, reading "Luke Manuel", positioned above a horizontal line.

Mr. Luke Manuel, *Principal*

A handwritten signature in cursive script, reading "Kash", positioned above a horizontal line.

Mrs. Katy Gash, *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
Peggy Aubrey	7th Grade	10/12/17
Anne Bethea	Assistant	8/26/18
Carolyn Blakely	Counselor	appointed
Anne Boyette	AIG	appointed
Tom Bushe	7th	10/12/17
Amanda Childers	Assistant Principal	appointed
Heather Dermid	PE/Health	10/4/18
Daniel Dickens	Fine Arts	appointed
Katy Gash	8th Grade; Chair	10/12/17
Larry Scooter Gibbs	Parent	9/17/18
Heidi Hilliard	Parent	9/17/18
Luke Manuel	Principal	required
Melinda May	6th	9/13/18
Beverly Myers	EC	10/4/2018
Rena Nisbet	Media Coordinator	appointed
April Paige	Exploratory	10/12/17
Hugh Price	CTE	10/12/17
Jill Raab	EC	10/4/2018
Matt Ramsey	Assistant Principal	appointed
Julie Rogers	6th	9/13/2018
Nadeen Rolfe	8th Grade	10/4/2018
Megan Shawkey	ESL/Art	appointed
Pam Sutton	Instructional Coach	appointed
Michelle Taylor	Spanish	appointed

The membership of our School Improvement Team was elected on the dates listed above. During the 2017-18 school year, our 7th grade team, 8th grade team, and Exploratory Team elected members for 2 years.

During the 2018-19 school year, our 6th grade team, Exceptional Children's team and our Teacher Assistants team elected members for 2 years.

School Improvement Representatives who are listed as appointed were not elected as they are the only staff member in their position and have agreed to serve on the School Improvement Team.

The School Improvement Plan was approved by secret ballot vote on October 12, 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

Each student will achieve academic success and develop a positive character through serving the community while being supported by caring, highly qualified teachers and staff.

School Mission Statement

Hendersonville Middle School is dedicated to developing all students into young, responsible adults who are Honorable in character, Motivated in learning, and Successful in life.

School Beliefs (Core Values)

Hendersonville Middle School affirms the core values of Henderson County Public Schools.

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 Profile & Narrative Summary

Our School Improvement Team utilized various sources of data in completing our comprehensive needs assessment. Data sources include the following: School Accountability Data; Education Value Added Assessment System (EVAAS) growth data; School Attendance data from the office of Student Services; the NC Teacher Working Conditions Survey; the NC School Report Card; the AdvancED Standards for Quality Schools Self Assessment; demographic and socioeconomic data collected by HCPS; and observations by the School Improvement Team. The HMS School Improvement Team relied on a collaborative consensus approach in establishing our goals.

For last year (2017-18) we had 557 students enrolled while we have 558 students enrolled for the 2018-19 academic year. Our minority percentage has increased to 36.3%, while our students with disabilities percentage continues to be high at 19.5% again this school year. Our percentage of students on free and reduced lunch has increased to 46.8%. We are proud of our diverse student population - economically, academically, and demographically. Indeed, it is our student diversity that makes academic life at HMS so rich and unique and we are proud that our demographics more closely model those of our community.

Our School Accountability Growth measures have been 6.20 (2015), 1.47 (2016), and 4.64 in (2017). In 2018, while still in the “met growth” category, our growth measure was -1.13. We want to produce positive growth for all of our students at HMS. In 2017-18, HMS received an overall grade of a B on its NC School Report Card, as issued by the North Carolina Department of Public Instruction, and we met all our participation requirements for accountability. Our overall Reading School Performance Grade was a 74: B. Our overall Math School Performance Grade was a 64: C. For each of our subgroups, we “met growth” despite only meeting 2 of our 14 long term subgroup goals. We recognize this as an area for improvement and have developed this plan to address those needs.

Our faculty is committed to the use of research-based strategies that are not only effective, but developmentally appropriate. While we continue to provide engaging and differentiated instruction using Learning Focused® strategies (correlating with a HCPS system-wide initiative), we are also incorporating formative assessment techniques to provide ongoing data about current levels of performance. In the past several years, teachers have participated in formative assessment training with comprehensive training in: Learning Targets, Collecting and Documenting Evidence, Analyzing Data and Descriptive Feedback, Homework and Formative Assessment. Formative assessment has enabled teachers to target specific deficiencies and to continuously assess student progress. Our Instructional Coach works with teachers to implement research-proven strategies and ongoing formative assessment practices. The Instructional Coach

provides continuing, job-embedded professional development and works with beginning teachers to provide support and guidance.

Teachers are working in more close collaboration than ever to provide equal access to content standards to all students through the implementation of Professional Learning Communities (PLC's) during planning time and on early release days. In 2018, we are working to build the capacity of our teaching teams by working on enhancing effective communication. Our teachers are continuing to collaborate to implement the NC State standards across all curriculum areas. Teachers are planning together weekly, sharing classroom strategies and best practice, reviewing student performance and data, creating dynamic and effective student-centered lessons, and developing common assessments to monitor student progress. For students who are not making the anticipated progress, teachers are developing tailored, scaffolded interventions to target the unique learning needs of all students based on ongoing assessments and reflection of student progress and performance. This weekly PLC time is completely dedicated (included in our formal planning-period time table) for all teachers and supported and attended by the school's Instructional Coach and administrators. During this time, core teachers along with our ESL teacher, EC teachers, and our AIG specialist are able to focus specifically on the cycle of instruction/assessment/intervention. Together our PLCs work to unpack their standards in an effort to identify what students must learn and do in order to show grade level proficiency. This proficiency is defined through the use of teacher-created rubrics that are shared with students so they will have a clear idea of what is expected.

Our attention this year is on increasing subgroup performance and increasing student growth across the board, especially for our students with disabilities population. At HMS, over 19% of our student population is identified as having a disability. The majority of these students are provided services in an inclusion classroom while we do have some students who require additional supports and are served in a resource or special education classroom according to the student's individual needs and to ensure these students make progress on grade level standards. In order to achieve this, we are working to identify each individual student's academic needs. During our dedicated PLC meeting times, our administrative team and instructional coach focus on delivering personalized professional development through by deeping our PLCs and answer the following questions:

1. What do we expect students to learn? (We will reference standards and pacing guides.)
2. How will we effectively teach the skills/concepts for this learning to occur? (We will introduce the HMS Common Instructional Framework.)
3. How will we know when they have learned it? (We will review data from common formative assessments.)
4. How will we respond when they don't learn? (We will develop specific, targeted interventions.)
5. How will we respond when they already know it? (We will use pre-assessments to provide enrichment and deeper Depth of Knowledge tasks.)

For the 2018-19 school year, HMS is working on implementing the HMS Common Instructional Framework that is modeled after the former NC New Schools Early College model. During each PLC meeting this year, we are working to individualize our professional development based on the needs of the PLC members. According to the NC Teacher Working Conditions Survey and feedback from staff members, teachers have expressed the need for increased professional development that is specific to content. While teachers are participating in district wide professional development, at HMS we are providing individualized professional development through PLCs. All of our staff members took a survey on the instructional methods and based on the survey data, our Instructional Coach and administrators are working to provide professional development on those areas during PLC meetings. The motto of the CIF is “Every student reads, writes, thinks and talks in every classroom every day.” A link to a one page description of the CIF can be found [here](#). The CIF is based on the research-based and highly effective instructional practices of: utilizing collaborative group work; writing to learn; literacy groups; effective questioning; scaffolding for all students; and utilizing effective classroom talk. These elements of instruction are being imbedded into the Learning Focus model of lesson planning that our district uses.

The faculty of HMS is committed to the shared vision that Hendersonville Middle School is dedicated to producing young adults who are **Honorable in character, Motivated in learning, Successful in life**. This vision is played out on a daily basis in our building with all that happens as the spirit of unity and collaboration continues to grow. HMS is a great place to work and to learn. In fact, when asked if they agree that “my school is a good place to work and learn” on the NC Teacher Working Conditions survey, 83.8% agreed in 2014, 91.3% agreed in 2016 and 93.2% agreed in 2018. We seek to have over 95% of teachers agree that HMS is a good place to work and learn.

Teachers are encouraging one another and working together for the good of all. The teachers at HMS are a dedicated group of professionals that are involved with local and state educational groups, conferences and individual learning opportunities. We have multiple teachers with advanced degrees or seeking advanced degrees as well as teachers who have won state level awards and recognition. On a daily basis, we witness teachers working side by side with their colleagues to access the funds of knowledge possessed to build a stronger working and learning community knowing that together we are more powerful than we are separately.

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.

1. iReady and the alternative iReady Schedule. iReady is a K-8 district wide initiative for personalized math support and intervention. To implement the program to fidelity, each students must complete 45 minutes of active working time using the iReady program. In order to successfully implement the iReady program at HMS, we developed an alternative iReady Schedule that allows students to go to their homeroom class one day a week for a 45 minutes block of time devoted to iReady. This block has been staggered in our schedule to address the technology limitations of our school.
2. TechFit as a 7th grade Encore Course with Mrs. Jackson (math) and Ms. Aubrey (science). TECHFIT is an acronym for Teaching Engineering Concepts to Harness Future Innovators and Technologists. The programs equips teachers with a variety of practical STEM skills and fitness experiences, so they can innovate and implement a functional, prototype, technology-based, fitness game (exergame) of their own design. Each teacher team then teaches their students the same things via an afterschool program or an in-school class, so their students can invent, program, and build their own exergames.
3. Dual Language Program. A new program that we have at HMS for the 2018-19 school year is a Dual-Language program for students who have been participating in the program since Kindergarten at one of our feeder elementary schools. The beginning cohort is now in 6th grade and these students are fluent in both Spanish and English. At HMS, these students are part of a regular 6th grade team, but they also have Math and Social Studies classes delivered in Spanish by a certified teacher who is also bilingual.

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 agreed to implement the HMS master daily schedule which provides teachers with ninety minutes of planning time each day. Our school recognizes that planning is an essential element of successful teaching practices, and is especially important in preparing lessons in a Learning Focused format and completing required tasks such as grading and progress monitoring. A regular block of planning time also allows team members time to collaborate on lessons, problem solve student or classroom issues, as well as time to meet with PLCs. This time is also critical to teacher success in contacting and meeting with parents and meeting with our administrators and instructional coach.

Duty Free Lunch

With staff input, the School Improvement Team decided that core teachers will work with their grade level team to develop a schedule for supervising their grade levels lunches with half of the teachers supervising one week and the other half supervising the next week. This allows the core teachers to have duty-free lunches every other week. Given the nature of our schedule, it is very difficult to assign exploratory or encore teachers lunch duty on a regular basis. When possible, an administrator and/or our School Resource Officer supervises lunches as well.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Hendersonville Middle School LEA Number: 450 School Number: 335

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.

At HMS, we seek to first establish clear expectations with staff members and students. As an administrative team we seek to involve our staff and stakeholders in decision making so that some problems or concerns can be discussed in the problem-solving process. All of our administrators have open-door policies for teachers, students and parents to share their concerns. Our administrative team meets and talks through difficult and complicated issues together to seek additional input and other perspectives. At times, we seek outside administrative advice from other school based administrators and central office administrators. We also follow a chain of command as deemed by the HCPS board of education Policy with regards to complaints ([School Board Policy: 1742/5060 Responding to Complaints](#)) - including having complaints received and addressed at the level closest to which the complaint originated.

Conflict with Staff:

At our first Faculty Meeting of the year, our administrative team reviews the Code of Ethics, standards, specific board policies, as well as HMS expectations for staff members. These expectations are presented in a PowerPoint discussion as well as provided to each staff member in written form. Our administrators feel that by being specific about our expectations, much conflict can be avoided.

When faculty conflict does arise, the administrators work quickly to resolve faculty conflict by meeting with those involved individually and together if need be. Each party has an opportunity to be heard and to share their perspective on the situation. At times, the situation can be mediated with an administrator. Other times, individual conferences will be followed up on by administrators to ensure that the learning and working environment is optimal for all parties.

Conflict with Students:

When dealing with students, we stress the importance of teachers communicating early and often for things that are deemed as good news as a way to building positive working relationships with students and parents. If conflict does arise, it is our expectation at HMS that parents/guardians are contacted by the end of the school day - preferably before the student goes home. At HMS, our administrators will investigate all issues/concerns fully by utilizing personal interviews, the Report-It, Don't Ignore It App, witness interviews, statements from those involved, video footage, other digital media footage as available, etc. and documenting the investigation. Each person involved will be provided with due process rights and have an opportunity to share his or her experience. Based on the outcomes of the investigation, our administrators will follow all laws, board policies, and local disciplinary practices that may apply to the situation in a fair manner. Especially with middle school students, we seek for students to learn lessons from their mistakes as well as develop plans so that those mistakes don't recur. One way that we accomplish this is through a staff - student mentoring program that is fluid in nature. Teachers from each grade level recommend students who need special focus in order to achieve success at school. The names of those students are shared with staff members who then step in and monitor the students' progress, serve as a sounding board and role model while at school. We have found that these relationships can not only boost the confidence and performance of the student during a specific school year, but often last into the future with high school students dropping by to visit and share their success stories after they leave us.

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

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

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

- increase the collective capacity of our instructional staff through effective PLCs which will lead to HMS having positive growth on our School Accountability growth measure.

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

- intentionally make personal contact with over 95% of our student's families either through individual meetings, extra-curricular events, personal phone calls, or parent information events hosted by HMS.

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

- increase the percentage of students meeting proficiency standards by a minimum of 6% in reading and 6% in math;
- meet 50% of our subgroup Long Term Goals as a way to close the achievement gap.

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

- address the needs of the whole child so that over 95% of teachers agree that "my school is a good place to work and learn" on the North Carolina Teacher Working Conditions survey in 2020.

Area One Goals: Human Resources

Human Resource Goal One:

By 2020, Hendersonville Middle School will work to increase the collective capacity of our instructional staff through effective PLCs which will lead to HMS having positive growth on our EVAAS growth measure.

Strategies to Achieve this Goal:

- Protected and scheduled common planning
- Lateral and vertical PLCs
- In house professional development (sharing of instructional strategies)
- Common instructional framework (CIF)
- School-wide adoption of the iReady schedule to create a supportive and shared responsibility for county initiatives
- Formalize and share a common calendar for cross-curricular learning opportunities to broaden the knowledge of all teachers, and create an environment in which all subjects become more meaningful.
- Instructional walkthroughs to adopt ideas from peers
- Administration supported access to professional learning opportunities for faculty members (webinars, WRESA-led trainings, NCEES modules, etc.)
- Promote student-teacher opportunities within HMS and its classrooms to encourage and nurture prospective teachers.

Measure of Success:

- Protected time demonstrated in the school's weekly calendars (PLC and collaborative planning on Wednesdays)
- Documentation of PLC meeting agenda and notes with data driven discussions and reflection on teacher practices
- Evaluations/Surveys from in house professional development (Google Forms) to assess effectiveness and next steps
- Scheduled observations and reflections on use of CIF
- Positive feedback from Teacher Working Conditions Surveys
- EVAAS and teacher effectiveness ratings
- Create a Google Classroom for Collaboration between subject areas, and have all grade levels and disciplines actively participate.

Persons Responsible

- Administrators
- All Teachers
- Teacher Leaders
- Instructional Coach
- School Improvement Team

Target Date:

June 2020

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

By 2020, Hendersonville Middle School will seek to increase community and family engagement by intentionally making personal contact with over 95% of our student's families either through meetings, extra-curricular events, personal phone calls, or parent information events hosted by HMS.

Strategies to Achieve this Goal:

- Meet the Teacher / Open House (sign in sheets)
- Beta Induction
- Bearcat Awards
- Twitter, Facebook, Teacher Websites, Powerschool Portal
- Parent Email
- PTO (Sign in sheets)
- End of Year Awards Ceremony
- Music Concerts
- Athletic Events
- Positive Postcards mailed home
- Positive Office calls home (tracked through Google Docs)
- 8th grade job fair
- 6th grade symposium
- Showcase Night 2nd Semester
- Hosting multiple Parent Information Night Events (sign in sheets)
- Holding parent meetings for Dual Language Program (sign in sheets)
- Student Council Community events
- Utilize translator services to overcome language barriers

Measure of Success:

We will track participation in school based events through sign in sheets and logs of attendance. We will track positive calls home through google docs. We will have a master list for parent contacts that we will keep on the T:Drive for staff members to add contacts to. Quarterly we will review the spreadsheet and intentionally target students whose families have not been contacted. By June 2020, we will have made contact, as documented on the spreadsheet with at least 95% of our students' families.

Persons Responsible

Stakeholders will include administration, teachers, parents and our community partners (PTO) to reach our family engagement goal.

Target Date:

June, 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

By 2020, Hendersonville Middle School will increase the percentage of students meeting proficiency standards by a minimum of 6% in reading and 6% in math.

Strategies to Achieve this Goal:

- i-Ready to monitor math progress (Math)
- Encore groups (ELA, Math, Science)
- Read 180 (ELA)
- PLC meetings (all curricula)
- Identify specific students who need interventions; develop interventions; monitor students (MTSS)
- Collaborative planning (all curricula)
- TIER/MTSS (at-risk students)
- Project Empower (all curricula)
- Differentiation (all curricula; and at-risk students)
- Prodigy (Math)
- Before or after-school tutoring available
- Common Instructional Framework
- Reading Across the Curriculum (all curricula)
- Error Analysis (all curricula)
- Cross-curricular math (timelines, graphs, charts, etc)

Measure of Success:

Our specific targets for 2020 for Math include: All students being 60.9% proficient. Black students being 38.7% proficient; Hispanic students being 43.0% proficient; Two or More Races being 55.0% proficient; White students being 68.2% proficient; Economically Disadvantaged students being 49.5% proficient; and Students with Disabilities being 18.8% proficient.

Our specific targets for 2020 for Reading include: All students being 66.3% proficient. Black students being 36.2% proficient; Hispanic students being 55.3% proficient; Two or More Races being 55.9% proficient; White students being 73.6% proficient; Economically Disadvantaged students being 52.6% proficient; and Students with Disabilities being 22.7% proficient.

Persons Responsible

School Administrators
All instructional staff
All support staff
Central Office staff (curriculum and instruction specifically)
Exceptional Children's staff
ESL staff
AIG staff
Student Services staff

Target Date:

June 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal Two:

By 2020, Hendersonville Middle School will meet 50% of our subgroup goals for reading and math.

Strategies to Achieve this Goal:

- i-Ready to monitor math progress (Math)
- Encore groups (ELA, Math, Science)
- Read 180 (ELA)
- PLC meetings (all curricula)
- Identify specific students who need interventions; develop interventions; monitor students (MTSS)
- Collaborative planning (all curricula)
- TIER/MTSS (at-risk students)
- Project Empower (all curricula)
- Differentiation (all curricula; and at-risk students)
- Prodigy (Math)
- Before or after-school tutoring available
- Common Instructional Framework
- Reading Across the Curriculum (all curricula)
- Error Analysis (all curricula)
- Cross-curricular math (timelines, graphs, charts, etc)

Measure of Success:

For 2020, we will meet at least half of these academic long-term goal targets:

Math: All students being 60.9% proficient. Black students being 38.7% proficient; Hispanic students being 43.0% proficient; Two or More Races being 55.0% proficient; White students being 68.2% proficient; Economically Disadvantaged students being 49.5% proficient; and Students with Disabilities being 18.8% proficient.

Reading: All students being 66.3% proficient. Black students being 36.2% proficient; Hispanic students being 55.3% proficient; Two or More Races being 55.9% proficient; White students being 73.6% proficient; Economically Disadvantaged students being 52.6% proficient; and Students with Disabilities being 22.7% proficient.

Persons Responsible

School Administrators
All instructional staff
All support staff
Central Office staff (curriculum and instruction specifically)
Exceptional Children's staff
ESL staff
AIG staff
Student Services staff

Target Date:

June 2020

Area One Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Hendersonville Middle School will provide an environment that is safe and conducive to learning by having over 95% of teachers agree that “my school is a good place to work and learn” on the North Carolina Teacher Working Conditions survey in 2020.

Strategies to Achieve this Goal:

- Students and staff will train and participate in proper procedures for fire, lockdown, and tornado drills
- Staff training for medical emergencies - epipen, diabetes, and Bloodborne pathogens
- Rave app training for staff
- Students and staff will be trained on the new county safety initiative “Report it, Don’t Ignore It”
- All students and staff will receive Internet Safety Training
- Safety Team will hold regular meetings to discuss drills and needs/concerns.
- SRO and Safety Team will work to update our “Go Kit” and safety procedures
- Utilize School Counselor and Social Workers to support individual student needs and connect families to needed resources.
- Administrative team will respond to staff concerns in a timely manner.
- Administrative team will increase communication around student disciplinary actions.
- Staff members will communicate student issues with families in a timely manner.

Measure of Success:

- Students will take a Google questionnaire to assess knowledge of safety procedures at the end of each school year and over 95% of students will indicate they know what to do in a variety of emergency situations.
- Staff will complete emergency assessments and drills. Following the drills, all concerns/issues will be specifically addressed by the Safety Team within 2 days of the drill.
- HMS will complete 100% of required safety drills and submit paperwork to the Director of Safe Schools.
- All reports submitted through the “Report it, Don’t Ignore It” system will be investigated and addressed in a timely manner (typically within 24 hours).
- On the 2020 NC Teacher Working Conditions Survey, over 95% of staff will indicate that HMS is a safe place to work and learn.

Persons Responsible

Administrative staff
All staff members
School Nurse
Athletic trainer
School Resource Officers
Director of Safe Schools

Target Date:

June 2020

Data Review

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

School Performance Data (Achievement, Growth, Performance/Grade)

Subject/Group	Achievement	Growth	Performance/Grade
All	70.4	74.3 (-1.13)	71 - B
Reading 6-8	73.1	78.1 (-0.37)	74 - B
Math 6-8	62.9	70.5 (-1.90)	64 - C

School Performance Data (Achievement)

Subject/Group	Achievement
Science	84.5
Black	38.6
Hispanic	58.6
Multiracial	55.4
White	77.6
Economically Disadvantaged	55.4
English Language Learners	52.6
Students with Disabilities	25.6

Testing Data

Grade/Subject	2015-2016	2016-2017	2017-2018
6th Grade Reading	66.1%	76.4%	77.5%
7 th Grade Reading	73.9%	67.0%	75.5%
8th Grade Reading	72.1%	74.2%	65.2%
6 th Grade Math	62.9%	73.7%	68.5%
7th Grade Math	60.2%	53.4%	62.2%
8 th Grade Math	59.5%	61.7%	56.5%
8th Grade Science	86.3%	89.2%	84.2%
English 1	100%	100%	100%
Math 1	100%	100%	100%

NC Final Exams

Grade/Subject	2015-2016	2016-2017	2017-2018
6 th Social Studies	68%	72.5%	83.1%
7 th Social Studies	63.4%	65.5%	63.1%
8 th Social Studies	62.3%	65.0%	55.0%
6 th Science	72.5%	76.7%	83.8%
7 th Science	64.5%	65.8%	67.0%

Attendance Data

Tier Level	# of absences	# of students	% of Student Body
Tier 1	0-8 absences	335	60%
Tier 1.1	9-18 absences	182	32.6%
Tier 2	19-36 absences	34 (including 1 medically fragile)	6.1%
Tier 3	36+ absences	6 (including 2 medically fragile)	1.1%