

School Improvement Plan

Comprehensive Needs Assessment

School: Carroll MS

Plan Year 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p>EVAAS 2011-2012 to 2012-2013 comparison When comparing scores from 2011-2012 to 2012-2013, growth was made for each of the grade levels in reading and math. Growth was also made for 8th grade Science and Algebra I.</p> <p>6th Reading -3.0 to -1.4 6th Math -5.9 to -5.4 7th Reading -1.1 to 2.0 7th Math -4.6 to 0.0 8th Reading -1.6 to -1.3 8th Math -4.8 to 1.1 8th Science -2.4 to -1.7 Algebra I -4.0 to -1.5</p> <p>In the 2012-2013 EVAAS chart, we scored better than the district in 7th grade Reading and Math as well as in 8th grade Math.</p> <p>Based on the AMO Status Report in both Reading and Math, our White subgroup met reading proficiency in 2012-2013.</p>	<p>2011-2012 Overall EOG proficiency was 63.6 compared to the district average of 82 based on EOG Composite Scores. All three grade levels are <i>below</i> the district average on the EOG performance composite in both reading AND math:</p> <p>6th grade reading = 68.0 vs. 79.8 for district 7th grade reading = 54.1 vs. 73.9 for district 8th grade reading = 59.7 vs. 76.6 for district</p> <p>6th grade math = 65.2 vs. 84.9 for district 7th grade math = 58.7 vs. 84.3 for district 8th grade math = 65.1 vs. 85.6 for district</p> <p><i>When comparing all three grade levels within our school, 6th grade had the highest reading and the highest math scores.</i></p> <p>Only 21 of 29 (72.4%) federal target goals were met according to the federal AMO status report. The lowest performing subgroups were Black (31.6%), Hispanic (41.2%), Asian (41.2%), Economically Disadvantaged (34.7%), LEP (18.2%), and SWD (24.2%). The majority of these subgroups showed a <i>decrease</i> in scores when compared to the 2010-2011 report.</p> <p>2012-2013 Overall EOG proficiency is at 28.7 compared to the district average of 55 for 2012-2013 EOG scores. <i>We are below the district average in all areas.</i></p> <p>The average Reading proficiency for all grades is 31.7 compared to district average of 54. The average Math proficiency for all grades is 20.2 compared to the district average of 48. CCMath1 has an average proficiency is 45.5 compared to the district average of 68. 8th grade Science scored a proficiency of 38 compared to the district score of 70.</p> <p>All three grade levels are below the district average on the EOG performance composite in both reading AND math:</p> <p>6th grade reading = 29.7 vs. 55 for district 7th grade reading = 39.8 vs. 56 for district 8th grade reading = 26.7 vs. 50 for district</p> <p>6th grade math = 19.7 vs. 51 for district 7th grade math = 23.5 vs. 50 for district 8th grade math = 17.8 vs. 42 for district</p> <p><i>Within our school, 7th grade had the highest scores in Reading and Math when compared to 6th and 8th grade.</i></p> <p>For 2012-2013, we met 18 of 29 (62.1%) of the federal AMO targets and 35 of 52 (67.3%) of the state AMO targets. Our Black, Hispanic, Economically Disadvantaged, LEP, SWD, and AG subgroups performed below target in both reading and math. The White subgroup also did not meet target expectations in math.</p> <p>2013-2014 All three grade levels are below the district average on the EOG performance composite in both reading AND math:</p> <p>6th grade reading 29.7% vs. 55.5% district 7th grade reading 39.7% vs 56.4% district 8th grade reading 31.7% vs 54.1% district</p> <p>6th grade math 19.7% vs 51.0% district 7th grade math 23.5% vs 50.4% district 8th grade math 20.2% vs 54.3% district Overall EOG proficiency was 31.7% in reading compared to the district average of 54.1%, whereas in math 20.2% compared to the district average of 54.3%</p>
Instructional Practices/Strategies	<p>VMATH</p> <p>Vmath curriculum is targeted daily instruction in essential math concepts, skills, and problem-solving strategies.</p> <p>Vmath works to bring the concept of understanding content from a low level up to a higher level of understand for application in regular math classes</p>	<p>n/a</p>

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Staff and Student Demographics	Enrollment Data For 2011-2012 school year: Membership = 695 Not FRPL= 295 FRPL = 400 % Not FRPL = 42.4% % FRPL = 57.6% % ESL = 4.6% % LEP = 8.5% 6th grade = 211 7th grade = 240 8th grade = 244 Male students = 386 Female students = 309 Asian = 16 Black = 282 Hispanic = 127 American Indian/Alaskan Native = 2 Multi-racial = 37 Native Hawaiian/Pacific Islander = 0 White = 231 For 2012-2013 school year: Membership = 808 Not FRPL= 316 FRPL = 492 % Not FRPL = 39.1% % FRPL = 60.9% % ESL = 3.3 % % LEP = 11.5% 6th grade = 282 7th grade = 246 8th grade = 280 Male students = 456 Female students = 352 Asian = 19 Black = 325 Hispanic = 193 American Indian/Alaskan Native = 2 Multi-racial = 1 Native Hawaiian/Pacific Islander = 1 White = 244 For 2013-2014 school year: Membership = 837 Not FRPL= 339 FRPL = 498 % Not FRPL = 40% % FRPL = 60% % ESL = 4.1% % LEP = 11.7% 6th grade = 307 7th grade = 277 8th grade = 253 Male students = 468 Female students = 369 Asian = 23 Black = 303 Hispanic = 210 American Indian/Alaskan Native = 2 Multi-racial = 28 Native Hawaiian/Pacific Islander = 1 White = 270 Teacher Data In 2011-2012 and 2012-2013, 100% of Carroll teachers were Highly Qualified Attendance Data For the 2011-2012, 2012-2013 and 2013-2014 school years, Carroll's average attendance percentage has been closely aligned with the district and state attendance averages. <table><tr><td></td><td colspan="3">2011-2012/2012-2013/2013-2014</td></tr><tr><td>Carroll</td><td>95% / 94%</td><td colspan="2">97.5%</td></tr><tr><td>WCPSS</td><td>96% / 96%</td><td colspan="2">95.7%</td></tr><tr><td>NC</td><td>95% / 95%</td><td colspan="2">95.5%</td></tr></table>		2011-2012/2012-2013/2013-2014			Carroll	95% / 94%	97.5%		WCPSS	96% / 96%	95.7%		NC	95% / 95%	95.5%		Behavior Data According to our NCReportCard for 2012-2013 , there were 12 acts of violence (out of 808 students) that occurred. When calculated as the number of crimes/acts of violence per 100 students, our school scored 1.47 in comparison to the district score of .84 and the state score of .91. In the 2011-2012 report there were also 12 acts of violence committed (out of 707 students) and the the score per 100 students was 1.7 for our school vs. the district score of .97 and the state score of .96. In both 2011-2012 and 2012-2013 , Carroll had a larger number of short and long term suspensions than the district with an increase in both categories from year to year. <table><tr><td></td><td colspan="2">2011-2012/2012-2013</td></tr><tr><td>Carroll</td><td>28.27/31.74 (short-term)</td><td>.43/.61 (long-term)</td></tr><tr><td>WCPSS</td><td>16.22/17.10 (short-term)</td><td>.26/.20 (long-term)</td></tr></table> Teacher Data for 2011-2012, teacher turnover rate was 22% for 2012-2013, the teacher turnover rate was 13% and there were 4 National Board Certified Teachers at Carroll for 2013-2014, teacher turnover rate 13.3% Carroll Middles School turnover rate is 1.6% higher than the district (11.7%) and 2% higher than the state (15.3%)		2011-2012/2012-2013		Carroll	28.27/31.74 (short-term)	.43/.61 (long-term)	WCPSS	16.22/17.10 (short-term)	.26/.20 (long-term)
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Perception	<p>The Teacher Working Conditions survey comparison from 2010-2012 showed improvements in several areas. The greatest improvements were in class size satisfaction, professional development and communications resources, parental communication/involvement/support, and teacher support. Teachers felt that they worked in a safe environment and felt encouraged to serve in leadership roles. Positive changes that came along with new administrative leadership include positive changes in new teacher support, effective feedback, evaluation processes, and the level of trust and respect from school leadership. Evaluating professional development and communicating the results to faculty improved and teachers felt supported to try new pedagogy in their classrooms.</p> <p>100% of teachers agree that Carroll is a safe school environment. 88.9% of teachers agree that Carroll is a good place to work and learn</p> <p>According to the Student Survey of 2012-2013, 80% of our students feel safe at school and 67% of students like our school. This is a notable increase from the results of the Student Survey of 2011-2012 where only 68.4% of students reported feeling safe and 61% of students like our school.</p> <p>The parental satisfaction survey (from August 2013-February 2014) showed that the vast majority of parents had a satisfactory visit to our school and that they felt we offered a safe and orderly environment. 1. Was your visit today satisfactory? Yes = 1498 No = 20 2. Is your child in a safe and orderly environment? Yes = 1500 No = 18</p> <p>During the magnet transition process (from 2012-2013 to 2013-2014), 100% of teachers opted in to the re-interview process.</p>	<p>When comparing the Teacher Working Conditions Survey results of 2010 and 2012, the percentage of teachers that agree with the following statements show that we did NOT improve in the following areas:</p> <ul style="list-style-type: none"> time available to collaborate with colleagues down to 46.5% from 70.6% agreement non-instructional time is sufficient down to 41.9% from 47.1% agreement access to technology down to 77.8% from 88.2% agreement local assessment data timely delivered down to 81.0% from 93.8% agreement <p>According to the Student Survey comparison between 2011-2012 and 2012-2013 students rated the overall quality of our school in the following way:</p> <p><u>2011-2012 vs. 2012-2013</u></p> <ul style="list-style-type: none"> excellent = 5.6% vs. 10% good = 38.1% vs. 39% fair = 36.5% vs. 35% poor = 19.8% vs. 15% <p>Overall, only 49% of students rated Carroll as good or excellent in 2012-2013. Although this percentage is still less than half of our students, it is an increase from the student rating in 2011-2012 of 43.7% of students rating Carroll as good or excellent.</p> <p>Based on High-Five PLT surveys for 2011-2012 (of which 30 teachers responded), the following questions/areas relating to PLTs need attention. These statements are included here because they were the statements <i>most</i> disagreed with on the survey. The percentage of teachers who disagreed is in parenthesis after each statement.</p> <ul style="list-style-type: none"> #17 - require students in need to participate in other learning opportunities (33%) #20 - examine results of assessments to identify students in need (30%) #22 - I am a better teacher because of my work with my PLT (23%) #23 - My students are learning more because of my work with my PLT (23%) #25 - Time spent with my PLT will save me time overall (27%) #27 - My school celebrates team progress toward implementing our PLTs (27%) <p>Based on High-Five PLT surveys for 2012-2013 (of which 14 teachers responded), the following questions/areas relating to PLTs need attention. These statements are included here because they were the statements <i>most</i> disagreed with on the survey. Percentages were not calculated in this data set as the data was reported as COUNTS responding.</p> <ul style="list-style-type: none"> #20 - improve examination of results to identify students in need #21 - improve examination of results to evaluate instructional practices #25 - improve impact of time with PLC #26 - increase feedback and support from leadership #27 - increase celebration of progress toward implementing our PLCs #28 - increase celebration of progress toward SMART goals #29 - use of formative assessments and increased frequency of testing <p>#22 & #23 - the perception that PLTs are impacting teacher instruction and student learning could increase</p> <p>According to the MISO survey of 2012-2013:</p> <ul style="list-style-type: none"> -about 55 - 60% of students agree that they are interested or are confident in mathematics -student confidence in science is not strong where 68% say they cannot do a good job in science -23 - 28% of students disagree that science will be a part of their future -on average about 53% of students are interested or curious about STEM fields -over 75% of students responded that they are confident with the skills needed for 21st century learning -85% of students report planning to go to college. -following a question about if students know adults in STEM fields, Carroll needs to increase connecting students to adults in STEM fields. <p>When comparing the Teacher Working Conditions Survey results of 2012 and 2014, the percentage of teachers that agree with the following statements show that we did NOT improve in the following areas:</p> <table border="1"> <tr> <td>The reliability and speed of Internet connections in this school are sufficient to support instructional practices.</td><td>2012 64.8%</td><td>2014 88.6%</td></tr> <tr> <td>State assessment data are available in time to impact instructional practices.</td><td>70.2%</td><td>81.0</td></tr> <tr> <td>Class sizes are reasonable such that teachers have the time available to meet the needs of all students.</td><td>83.3%</td><td>84.1%</td></tr> </table>	The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	2012 64.8%	2014 88.6%	State assessment data are available in time to impact instructional practices.	70.2%	81.0	Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	83.3%	84.1%
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Program	<p>Positive Behavior Support Data 2013-2014 Tardy to class data shows that we have seen a decrease in 8th grade tardies and 7th grade tardies when comparing 1st and 3rd quarter data. (8th grade down from 16 average tardies per day in 1st qtr to 10.7 average tardies per day in 3rd quarter. 7th grade down from 10 per day to 9.43 per day). 6th grade showed an increase of tardies to class when comparing 1st and 3rd quarter data. (4.9 tardies to class per day in 1st quarter vs. 5.25 tardies to class per day for 3rd quarter) However, 6th grade still has the smallest average of tardies to class per day when compared to the other grade levels in the building.</p> <p>The total number of incidents reported for 2012-2013 was 781 and the total number of incidents reported for 2013-2014 was 459. These numbers show a dramatic decrease in the number of incidents.</p> <p>Leadership IN Technology Magnet Program In 2012-2013, we had 57 applicants to our upcoming magnet program and were able to accept 50 applicants. In 2013-2014, we increased our number of applicants to 109 and were able to accept 54 applicants to join our magnet family.</p>	<p>Positive Behavior Support Data According to compilation statements from the PBIS team, there are a large number of Hispanic students who earned tardies through the 2013-2014 school year. Most students with 3rd quarter tardies also earned tardies 1st quarter. Most students who earn tardies are repeat offenders each day and are late to more than one class throughout the day.</p> <p>In 2012-2013, African American students had the highest number of office referrals (65.5% of the total number of referrals). Although Hispanics make up 15.6% of the total student population, they have 14.5% of the total number of referrals. Also, the data shows that the most frequent locations of referrals for 2012-2013 are the classroom (522 referrals for the year) and the hallway (125 referrals).</p> <p>Although the total number of incidents decreased from 781 in 2012-2013 to 459 in 2013-2014, 7th grade has the highest number of incidents both years. 6th grade = 92 vs. previous year at 172 7th grade = 219 vs. previous year at 328 8th grade = 152 vs. previous year at 281</p> <p>Success Maker data indicates the following amount of average gain per grade level in both reading and math (students are using SuccessMaker who have been identified as needing extra help and have been using the program during LEAD Intervention time): Reading average gain points: 6th grade: .05 7th grade: .07 8th grade: .11 Math average gain points: 6th grade: .10 7th grade: .07 8th grade: .13</p>

Priority Concerns	Root Causes (with evidence)	Solutions
Academic: All students are not meeting proficiency and growth expectations in Reading and Mathematics.	Core instruction needs to improve and PLT use of common assessments must become more frequent. Students need more focused intervention strategies and support. (Evidence = EOC composite score data and AMO status reports on subgroups)	Implementing and supporting continuing improvement in the following: 1. structured literacy and STEM focused lesson planning 2. professional development in digital learning 3. PLT meetings weekly to plan effective remediation aligned with Common Core and CMAPP 4. Project Based Learning 5. Quarterly learning rounds for teachers to observe student engagement and effective core instructional strategies
N/A	N/A	N/A

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Data Summary

Describe your conclusions

A comprehensive look at our data indicates that our strengths include growth according to our EVAAS data, improved perception among the community and teachers, and positive outcomes stemming from our PBIS program work. In addition, our data indicates that our priority concerns are the lack of academic growth for ALL students in Reading and Math (both in proficiency and growth), teacher turnover rate, and student perceptions of our school. To address these concerns, we plan to participate and benefit from various professional development opportunities (such as digital portfolio building, academic vocabulary building, and project based learning), continue to maximize the positive impact of our Leadership IN Technology magnet theme on the student and community perception of our school, and ensure that all teachers feel supported and are represented in decision making processes in order to reduce the teacher turnover rate.