

2014 - 2016 Mount Holly Middle School Improvement Plan

## Mount Holly Middle School Contact Information

School	Mount Holly Middle School	Courier Number	360456
Street Address	124 South Hawthorne Street	Phone Number	704-827-4811
City, State, Zip Code	Mount Holly, NC 28120	Fax Number	704-822-1049
School Website	<a href="http://www.gaston.k12.nc.us/Domain/37">http://www.gaston.k12.nc.us/Domain/37</a>	Principal	Jennifer Reep

## Mount Holly Middle: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Jennifer Reep	jbreep@gaston.k12.nc.us	8/18/2014
Assistant Principal	Charlotte Friday	chfriday@gaston.k12.nc.us	8/18/2014
Teacher Representative	Carrie Messer	clmesser@gaston.k12.nc.us	8/18/2014 (1 year term. Replaced a former rep.)
Teacher Representative	Chad Milner	cwmilner@gaston.k12.nc.us	8/18/2014
Teacher Representative	Alice Brewton	abbrewton@gaston.k12.nc.us	8/18/2014
Teacher Representative	Kimberly Blackwood	kkblackwood@gaston.k12.nc.us	8/1/2013
Teacher Representative	Kaley Donoghue	kkdonoghue@gaston.k12.nc.us	8/1/2013
Instructional Support Representativ	Jan Cameron		8/18/2014
Parent Representative	Lisa Hutson		8/18/2014

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: _____	Date: _____	Date Prepared: _____
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GCS Board Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

GCS Board Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 2014 - 2016 Mount Holly Middle School Improvement Plan

### Gaston County School's Values

	Beliefs		Four C's	
	Safety		Commitment	
	Diversity		Community	
	Innovation		Communication	
	Collaboration		Choice	
	Excellence			

### Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

### Mount Holly Middle School's Mission and Vision Statement

Vision: The vision of MHMS is to empower students to take charge of their own learning.

Mission: With the support of staff and parents, students will be academically and socially prepared for high school.

### Mount Holly Middle SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Based on school focus area --- different for each school

**2. AMO and Ready Accountability Model Targets ---- every school**

## Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area	1.1 Increase the graduation rate
	1.2 Increase students completing Career and Technical Education courses and opportunities
	1.3 Increase the number of students who graduate from high school with post-secondary credit

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
	2.2 Increase the strategies and tools available to ensure success of all students
	2.3 Increase opportunities for a wide variety of academic choices

Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
	3.2 Provide employees increased access to quality, research-based professional development
	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate

Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
	4.2 Increase the use of technology as a communication tool for all stakeholders
	4.3 Increase the number of teachers and students who effectively use digital learning tools

Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
	5.2 Increase anti-bullying efforts at every school
	5.3 Increase community resources to maximize student support systems

## 2014 - 2015 Mount Holly Middle School Improvement Plan

Smart Goal # 1		School Improvement Team decides what the focus will be	
Strategic Plan Goal: Goal 2: Increase Math proficiency from 46.65 to 51.		Goal 1	
Strategic Plan Goal focus area: Math		1.1, 1.2	
Current Status: Overall proficiency for "All" category is 46.65%			
School Interim Goal 2014-2015: Increase to expected proficiency of 48.9%			
School Goal 2014-2016: Exceed expected proficinecy to 51.31%			
Data Used: NCDPI report card			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
We will identify students who are two grade levels behind and not making adequate progress (one month's progress for one month of class) by the end of the first nine weeks. We will place those students in a 30 minute remediation period during connections time from 8:00 -8:30 with either Carrie Messer or Angela Riethman where the teacher will focus on the deficits identified in each students Tier II plan. Students will remain in remediation until their STAR math scores indicate they are currently making progress at the same rate as students on Tier I plans and are less than two years below grade level.	Math teachers, MTSS team	STAR Math	MTSS team, remediation teacher
Students in Tier I on MTSS and making progress in the classroom but are still below grade level will be scheduled for Classworks remediation during connections.	MTSS team, math teachers	Classwork progress reports	Twice a month
At risk students who failed math last year will be monitored by and meet in a target group with counselors 10 times during the fall semester. This group will have multiple purposes. One will be to provide consistent follow up and progress monitoring as students will be expected to set individual goals. The second will be to identify factors that may be interfering with progress.	Guidance Department	Monitoring of grades	Weekly on Tuesday's
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
MTSS members	MTSS training	Angela Newton	TBD

Section I. Goal # 1:			
13-14 (Current Status) -	Overall proficiency for "All" category is 46.65%	2014-15 Target - Increase to 48.9%	Increase to expected proficiency of 48.1%
		2015-16 Target	Increase to 51.31% proficiency
Status as of June/July 2015	45.86%	Year one target met?	No
Section II Year One Target Met			
Adjusted Target for 2015-16		**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2015-16		**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
With the number of new mathematics teachers, we will allow another year for our strategies from year one of our SIP to be practiced and work. We will continue to focus on implementation and fidelity of implementation.			
Section IV. What Professional Development is needed for year two?			

## 2014 - 2015 Mount Holly Middle School Improvement Plan

Smart Goal # 2		Ready Accountability and AMO Targets	
Strategic Plan Goal: Improve student engagement in lessons		Goal 2	
Strategic Plan Goal focus area: Student engagement		2.1, 2.2	
Current Status: 70.9% of students indicated that they are engaged in seatwork most or all of the time.			
School Interim Goal 2014-2015: Increase student perception of engaging lessons by 10%			
School Goal 2014-2016: Increase student perception of engaging lessons by 20%			
Data Used: observations/ walkthroughs/ learning walks			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Every core subject teacher will be issued a Chromebook in order to increase comfort and familiarity with Google apps and general usage.	Administration / SIT	spreadsheet	end of first 9 weeks
We will include a weekly description of highly engaged student activities described in PLC notebooks.	PLC's	PLC notebooks	Weekly
We will spotlight engaging lessons in our weekly bulletin.	Administration	Walkthroughs will be used to determine highlighted lesson	Weekly
A student survey will be given at the beginning of the year and then after the third nine weeks to determine what student perception of their own level of engagement is in the classroom based on the format of lessons and style of teaching.	Administration	Survey Data	Beginning of the year and end of the year
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Monthly PD provided by Pinnacle leaders beginning in September	Heather Wilson and Noelle Vandermeid	Sign in sheets and presenter evaluation	Monthly
ITF will conduct Smartboard training 4x's each year.	ITF's	Sign in shsets and presenter evaluation	Quarterly

Section I. Goal # 2:			
13-14 (Current Status) - We conducted a survey in order to set 14-15 target - 70.9% of students indicated that they are engaged in seatwork most or all of the time.		2014-15 Target- Increase student perception of engaging lessons by 10% - Survey should indicate only 63.9% are viewing class as simply seatwork.	
		2015-16 Target - Increase student perception of engaging lessons by 20% - Survey should indicated on 56.72% of students view class as simply seatwork.	
Status as of June/July 2015		Year one target met? (Yes or No) / not as it was measured	
Section II Year One Target Met -			
Adjusted Target			
**** Please add your new strategies below			
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2015-16	All chromebooks will utilized 95% of the time/ walkthrough data will indicate 95% of walkthroughs have 90% of students engaged in the current activity/ student survey will indicate more than 60% of students feel teachers engage them in good lessons. **** Please add your new strategies below		
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
We will include a weekly description of highly engaged student activities described in PLC notebooks.	PLC's	PLC notebooks	Weekly
We will spotlight engaging lessons in our weekly bulletin.	Administration	Walkthroughs will be used to determine highlited lesson	Weekly

A student survey will be given at the beginning of the year and then after the third nine weeks to determine what student perception of their own level of engagement is in the classroom based on the format of lessons and style of teaching.	Administration	Survey Data	Beginning of the year and end of the year
<b>Section IV. What Professional Development is needed for year two?</b>			
<b>Section V. Reviewed by</b>			
<b>Assistant Superintendent for Elementary &amp; Secondary Schools</b>			
<b>Assistant Superintendent for Administration</b>			
<b>Assistant Superintendent for Curriculum &amp; Instruction</b>			
<b>Chief Accountability Officer</b>			



## Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers: Teachers are provided a table in the cafeteria to eat with their colleagues. They are not required to eat lunch with their students.
2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. Each teacher is provided approximately 7 hours of planning each with with an hour and a half of that planning dedicated to meeting with their PLC's.
3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only) :No student will be denied physical activity as a means of discipline. No student will be assigned physical activity as a form of punishment.
4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only). All students will be provided an average of 30 minutes per day of physical activity outside of physical education class. This may come in the form of movement in the classroom, hallways, or laps around the track.

## Title I Statewide Project Summary: Needs Assessment

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary

2. School wide Reform Strategies

3. Instruction by a highly qualified professional staff

4. High quality and ongoing professional development

5. Strategies to attract high quality teachers to high needs schools

6. Strategies to increase parent involvement

7. Preschool transition strategies

8. Including teachers in decisions regarding the use of assessment

9. Activities for children experiencing difficulty