

CMS School Improvement Plan 2012-2013
Whitewater Middle School

CMS SCHOOL IMPROVEMENT PLAN REPORT

School:	<u>Whitewater Middle School</u>
Principal:	<u>Dr. Valarie Williams</u>
Title I Specialist:	<u>Tanisha Abernathy</u>
Address:	<u>10201 Running Rapids Road</u> <u>Charlotte NC 28214</u>
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Learning Zone:	<u>Central Secondary</u>
Zone Superintendent:	<u>Charity Bell</u>

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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MISSION STATEMENT

District: ***Maximize academic achievement by every student in every school.***

School: Our mission is to build positive relationships while providing a safe, stable, and nurturing learning environment in which all students can acquire the skills to become confident, self directed, life-long learners and productive citizens.

BELIEFS

Students deserve a positive and safe learning environment where cultural diversity is respected and open communication is promoted.

- Responsible students excel as part of a learning team that includes enthusiastic teachers and involved, supportive parents working together to achieve academic excellence.
- The whole child is nurtured in a school environment through academics, physical activity, technology, fine arts, extracurricular activities, and character development.
- Each student is treated as a unique individual where equal opportunities take place through a variety of learning styles.
- Technology is accessible and integrated into the curriculum as a means of instructional delivery and effective communication among parents, students and teachers.
- Students, staff, and parents engage in effective communication regarding expectations of students and opportunities to achieve academic excellence.
- "Teachers must inspire, Principals must lead, and Parents must instill..." -President Obama

VISION

District: ***CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.***

School: The vision of the Whitewater Middle School is to create and ensure a path to college or a career for all students through Academy themed base learning.

Academy 1: International Business and Relations
Academy 2: Community, Leadership & Development
Academy 3: Wellness Information Science & Health

SMART GOALS

Based upon analysis of data and Self Evaluation, our focus will be upon the following outcomes:

- Increase end of year assessment scores in reading, math, and science by five percentage points as compared to last year's end of year data.
- Increase Parent Involvement through the creation of a Parent Teacher Association.
- Develop a plan to recognize/celebrate excellence and achievements by students, staff, and academies on a monthly basis..

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ASSESSMENT DATA and SCHOOL PROFILE SNAPSHOTS

Whitewater Middle school was opened in order to alleviate overcrowding at Coulwood Middle and Wilson Middle School. Whitewater Middle School has three elementary feeders. The feeder schools are Allenbrook Elementary, Tuckasegee Elementary and Whitewater Academy. We have seen an increase in our enrollment every year since Whitewater opened four years ago.

Whitewater Middle School shares a bus lot with Whitewater Academy. With approximately 700 students, Whitewater Academy is our largest feeder school. Whitewater Middle serves a very diverse population of students. We are identified as a Title I school due to the fact that over eighty-five percent of our student population is identified as economically disadvantaged.

The projected enrollment for the 2012-2013 school year is 915 students. This year, we currently have 548 Black students that comprised 61.3% of the total student population. Hispanics students totaling 164, made up 18.3% of the student population. There were (84, 76, 79, and 105 students) that were White, Asian, Multi-Racial, or American Indian enrolled in the school that made up 9.4%, 8.5%, 8.8%, and 11.7%, respectively. Over 85% of the students at Whitewater Middle School will qualify for federal assistance due to poverty. In addition, 10% of the student population is identified as LEP and 15% EC.

The percentage of students that passed reading and mathematics in the 2011-2012 school year at Whitewater Middle School, (performance composite), are listed below:

	<u>School Composite</u>
<i>All Students</i>	59.1%
<i>Black</i>	54.3%
<i>Hispanic</i>	60.1%
<i>Asian</i>	65.3%
<i>White</i>	76.7%
<i>ED</i>	56.4%
<i>LEP</i>	29.2%
<i>SWD</i>	34.8%

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Subject	Demographic Subgroup	2009-2012 % Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	2010-2011 % Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	2011-2012 % Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio
Algebra I	Total	96.2	42.3	-0.145	0.7	95.2	47.6	-0.058	0.9	94.1	56.7	-0.098	1.3
Grade 06 Reading	Grade Total	60.4	53.1	0.015	1.1	51.0	45.5	-0.046	0.8	52.1	47.9	-0.045	0.9
Grade 06 Math	Grade Total	62.3	42.7	-0.085	0.7	47.5	21.2	-0.333	0.3	63.8	52.2	-0.039	1.1
Grade 06 Total	Grade Total	61.3	47.9	-0.036	0.9	49.2	33.2	-0.191	0.5	58.0	50.1	-0.042	1.0
Grade 07 Reading	Grade Total	52.0	69.3	0.281	2.3	43.3	50.6	-0.015	1.0	44.4	51.3	-0.015	1.1
Grade 07 Math	Grade Total	75.7	74.5	0.277	2.9	72.1	63.7	0.164	1.8	59.8	48.1	-0.046	0.9
Grade 07 Total	Grade Total	63.9	71.9	0.279	2.6	57.7	57.2	0.075	1.3	52.1	49.7	-0.031	1.0
Grade 08 Reading	Grade Total	45.8	51.5	0.025	1.1	52.2	51.4	0.052	1.1	56.1	62.9	0.111	1.7
Grade 08 Math	Grade Total	77.7	77.5	0.379	3.5	79.6	81.0	0.390	4.3	72.3	76.5	0.276	3.3
Grade 08 Science	Grade Total	39.8				49.2				62.9			
Grade 08 Total	Grade Total	54.4	64.6	0.203	1.8	60.3	66.2	0.221	2.0	63.8	69.7	0.194	2.3
Reading Total	Total	53.2	57.7	0.101	1.4	48.7	49.1	-0.004	1.0	50.7	53.7	0.013	1.2
Math Total	Total	71.3	63.6	0.174	1.7	66.0	54.8	0.067	1.2	65.1	58.2	0.055	1.4
Science Total	Total	39.8				49.2				62.9			
EOG Total	Total	59.3	60.6	0.138	1.5	56.3	52.0	0.032	1.1	58.5	56.0	0.034	1.3
EOC Total	Total	96.2	42.3	-0.145	0.7	95.2	47.6	-0.058	0.9	94.1	56.7	-0.098	1.3
School Composite	Total	60.0	60.1	0.130	1.5	56.9	51.9	0.030	1.1	59.1	56.0	0.031	1.3

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Academic data will be collected and processed several ways during the 2012-2013 school year. Teachers will assess students formally and informally each school day and week. District quarterly tests in reading and math will be used to assess students' progress throughout the school year. State assessments in reading and math will occur at the end of the school year using specific normed-reference instruments. Some of the forms used may include teacher made tests (school), mini assessments (district), quarterly assessments (district), End-of-Grade Tests (state). Collected data, will be reviewed by administrators and teachers immediately after each tests has been administered, to assess its impact on student learning.

For the 2012-13 school year, Whitewater Middle School has experienced a full administrative team change which includes a new principal, assistant principal, three deans of students and an academic facilitator. Due to the second assistant principal retiring, effective November 1, we currently have an assistant principal vacancy. During the summer of the 2012-13 school year, there were twelve teacher vacancies. Since the school year began in August, we have experienced six more vacancies, (AVID, ECGC, In-School-Suspension, 6th Grade Language Arts, 7th/8th Grade Social Studies and an Academic Facilitator)

Whitewater Middle School Staff Profile

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Position Title	Count	Number of Years Experience for Teachers (in CMS only)													
Total	69	0-3		3-5		5-7		7-10		10-15		15-20		20+	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Principal, Middle School	1	32	54.2	6	10.2	4	6.8	8	13.6	4	6.8	4	6.8	1	1.7
Assistant Principal, Middle Sc	1	<p>Bar chart showing teacher experience distribution. The y-axis represents the number of teachers (0 to 60). The x-axis represents experience ranges. The bars are: 0-3 Yrs (54.2), 3-5 Yrs (10.2), 5-7 Yrs (6.8), 7-10 Yrs (13.6), 10-15 Yrs (6.8), 15-20 Yrs (6.8), 20+ Yrs (1.7).</p>													
Assistant Principal, Elementar	1														
Assistant Principal 11mth	1														
Dean Of Students	3														
Counselor, Middle School	2														
Facilitator, Math	1														
Teacher, EC General Curriculum	6														
Teacher, 7-12 Choral Music	1														
Teacher, Middle Grades Language	12														
Teacher, CTE Business Education	3														
Teacher, EC Spec Academic Curric	2														
Teacher, Science - 6Th Grade O	3														
Teacher, Physical Education	3														
Teacher, Middle Grades Math	12														
Substitute, Certified Teacher	1														
Teacher, Middle Grades Science	4														
Teacher, Secondary Dance	1														
Teacher, Middle Grades Social	5														

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Teacher, EC Autistic (Self-Con)	2	Degrees Held By Teachers				Highly Qualified Teachers			
Teacher, 7-12 Band	1								
Teacher, Bilingual / ESL	1	Bachelor's		Advanced		Highly Qualified		Not Highly Qualified	
Teacher, Spanish	1	N	%	N	%	N	%	N	%
Teacher, 4-6	1	33	55.9	26	44.1	42	71.2	17	28.8

Student Remediation

Whitewater Middle School has developed a comprehensive remediation program to assure objective mastery for all students. The teachers at WMS will continue to work on specific common core curriculum and essentials that identify the most important and relevant student learning objectives. Each teacher will identify a uniform system of lesson delivery, using the learning focused model, assessments, tracking, re-looping, problem and project based instruction as well as gathering of student work. This may include binders, trackers, goal vocabulary, guided notes, qualifiers and re-test. The goal is to master or obtain 85% or higher on the identified skills. Time will be provided weekly for re-looping during Gator Time.

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Instructional and Organizational Effectiveness and Highly Qualified Staff

The school's major focus is providing a high quality of instruction as well as support services for all students at Whitewater Middle. In addition to district provided teaching positions the school has three deans of students that are also instructional coaches. The school also has a full time social workers, two guidance counselors and a communities and schools coordinator. The school has a total of 58 certified teaching positions which include self-contained exceptional children's teachers and inclusion teachers. There is also 1 part-time nurse, 1 part-time speech pathologist, 1 part-time psychologist, 3 secretarial positions teacher assistants, 1 in-school suspension assistant, 2 campus security guard and 1 Charlotte-Mecklandburg School Resource Officer (SRO). Title I funds were used to purchase three classroom teachers. Due to our unique composite of students, our staff members are 100% Highly Qualified as required by the guidelines of Title I and No Child Left Behind.

Parental and Community Involvement

Community and Parent involvement continues to remain a major focus at Whitewater Middle School. We provide ample opportunity for our parents to immerse themselves with Gator Pride.

- Whitewater Middle School is a school wide Title 1 site. Our school will be able to provide our students and teachers with essential tools to help improve our achievement gap and overall goals of the school. This year we hope to expand our community partnerships; thus far, we are continuing our partnerships with Olive Garden and Wal-Mart and have established new partnerships with the Whitewater Center and Farms to School.*
- Our parents are really excited and on board to help move our PTA program to the next level. We will have our PTA meeting in conjunction with our Title 1 nights. Information regarding these meetings will be posted on our website.*
- Parents and community partners will work with the Principal and the SLT to develop Whitewater Middle's Parent Engagement Policy. The plan will be reviewed at our October Title 1 meeting*
- Parent compacts were reviewed and revised with our student and parent body during our Open House, Title I meeting held in July 2012. The school retained all signed copies of the compact that will remain on file in the Title 1 crate for evidence.*
- Our Communities in Schools (CIS) coordinator has presented a list of programs that are available to our families. The CIS coordinator will work together to provide opportunities for our students to engage in community outreach programs, educational programs, and social programs.*

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I. Comprehensive Needs Assessment

Whitewater Middle School is a part of the Central Secondary Zone. The school is identified as a School-wide Title I school. According to the 2011-2012 State End-of-Grade test results, Whitewater Middle School made overall Expected Growth. Our composite proficiency rate for reading and math was 66.9 percent. This means that 50.8 percent of our students were at or above grade level in reading, 64.9 percent in math and 62.9 percent in eighth grade science. Compared to the previous year, there was an increase in our overall composite proficiency rate.

The focus this school year will be to increase the number of students who achieve above proficient or one/or more year's growth on state identified end of year assessments. The overall percentage of students achieving a level IV on composite EOG test will increase by a minimum of five percentage points. 80% of students in our growth cohort who entered their current grade at a level I or level II reading and or math EOG will have a reading and or math growth index of $\geq .25$. We will also reduce the achievement gap in proficiency by 15 points between the two lowest performing subgroups Students with Disabilities (SWD) and Limited English Proficiency (LEP) and the highest performing subgroup White (W).

II. School Reform Strategies

In order to address the needs of our students that fell below one year's growth as identified by EOG and report card data, Whitewater Middle School will continue to provide staff development for our reading, writing, science and mathematics teachers. The teachers and staff will plan, implement and conduct workshops for parents in the tested areas of reading, mathematics and science. Some workshop proposals includes: Train all Teachers in Differentiated Instruction, Learning Focused Inclusion Practices, and Raising Secondary ESL Student Achievement. A school plan will be implemented for students that fell below grade level on the 2011-2012 End-Of-Grade Tests in reading and mathematics and for students that need extra learning time. The majority of the extended time sessions will be held on school days and Saturdays. Transportation will be provided for the students that will attend on Saturdays as well as for those that will stay after school. The school will seek community volunteers in an effort to enhance the total school program including the instructional and testing program. Instructional technology and tutorials will be stressed for students lacking technology skills to assist with increasing their 21st century skill set.

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In order to address the instructional needs of the students of Whitewater Middle School, we have developed several strategies including the following:

- *School-wide goal mastery focus during Gator Time. This will occur 90 minutes per week.*
- *Differentiated Model of Learning in order to accelerate or remediate student learning*
- *Daily use of Technology (Study Island, TI Navigator, Plato, Smartboards, and Promethean Boards).*
- *More appropriate placement of teachers based teacher effectiveness*
- *A need to continue to develop the competence of the staff overall, particularly in classroom management and instructional delivery methods.*
- *Implementation of a more responsive and tailored approach to staff development for teachers*
- *Continued development and implementation of parental engagement activities*
- *Alignment of college theme-based academies with common core standards.*
- *Implementation of the Learning Focused Model.*
- *Continued efforts to utilize Title I funds to provide remediation opportunities for students and professional development opportunities for staff members*

The above strategies will be monitored through frequent classroom visits (walk-throughs), team meetings, professional development, parent meeting and feedback. Teachers will use content planning time to create common assignments and assessments. They will also administer formative assessments and desegregate the data. The teachers will use this information to help drive instruction. Parents will be informed of students' progress through the use of progress reports, conferences, email, phone calls and Parent Assistance.

III. Highly Qualified Staff and Staff Characteristics

Whitewater Middle School has all new administrators this year. This includes a new principal, two new assistant principals and three new deans of students. There are 58 certified staff members at Whitewater Middle School. Of the 58

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staff members, 9 are from the Teach for America Program and have less than three years of teaching experience. Whitewater Middle School has 20 staff members that are at the Career Status level. The school has two counselors, one Social Worker, and three newly hired dean of students. There are four self-contained Exceptional Children's teachers, along with 4 inclusion teachers on staff. We have two ESL teachers: one full-time and one part-time. There is also a full time Communities in Schools Coordinator. The staff works collaboratively and meets daily to plan lessons, discuss student performance and reflect on successes and areas for improvement.

Whitewater Middle School will continue to seek the very best competent and certified teachers to instruct the students enrolled at the school. The goal is to have 100% of the staff Highly Qualified. Currently, we have three teachers that are not listed as highly qualified. Two are serving as substitutes and one teacher is awaiting her licensure to arrive. Parents have been notified in writing of the teacher's non-highly qualified status.

IV. High Quality Ongoing Professional Development Plan (See attached Professional Development Plan)

Whitewater Middle School has a comprehensive professional development plan which was developed based on the expressed and determined needs of the staff and the students. All PD is ongoing and its use will be monitored throughout the school year. Surveys will be conducted to evaluate the effectiveness of the PD. Staff development for teachers is considered the most important determinant for successful learning at Whitewater Middle School. The North Carolina Teachers Academy, University Instructors, and district staff development opportunities will provide ongoing professional development for teachers in the 2012-13 school year. Professional development chosen for the 2012-13 school year will be centered around techniques of teaching Limited English Proficient Learners, Exceptional Children and raising proficiency in reading, math, science and understanding the common core and essential standards for all students. Attendance at all PD will be logged via sign-in sheets.

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V. Teacher Recruitment and Placement

Newly hired teachers at Whitewater Middle School are assigned a mentor and the guidelines of the Mentor Plan are followed. Vacancies are posted by zone Human Resource Managers and applicants are interviewed by teacher teams. Monthly beginning teacher support meeting will be held to assist new teachers with the transition into the profession. Whitewater Middle School initiated several strategies to recruit, attract and retain highly qualified teachers to the school and will continue to employ the strategies listed below for the 2012-13 school year.

- . Provide support for each teacher, e.g., mentor teacher*
- . Recruit Highly Qualified teachers at job fairs*
- . Provide continuous professional development for current staff*
- . Select the best teachers during the transfer process*

VI. Strategies to increase parental Engagement (See attached Parent Engagement Plan)

Whitewater Middle School has developed a plan to increase parent engagement throughout the school. Activities are planned for families and surveys are completed by parents at the end of each planned activity. Whitewater has a goal of having 100 % of the parent compacts signed.

Strategies for increasing parental involvement listed below will continue throughout the 2012-13 school year. Some of the ways that parents are involved in planning, School Leadership Team, PTA, Team meetings, and parent workshops. Parents will be notified that they are required to complete a school compact prior to the opening of school and at each open house, PTA meeting, parent/teacher conferences and newsletters. Parents will also have the opportunity to voice opinions on the school's operations through the School Leadership Team meeting. School Leadership meetings will take place at times appropriate for parents that work.

- . Use parents as resource in classes*
- . Seek parent volunteers to perform certain administrative tasks*
- . Hold parent appreciation night*
- . Schedule a computer awareness day for parents*
- . Invite parents to serve on school committees*

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- . *Plan parent night activities*
- . *Plan open house and meet the teacher's night*
- . *Set up a parent suggestion box*
- . *Send parents monthly newsletters*
- . *Communicate with parents through the School's marquee*
- . *Schedule School Improvement Meetings, PTA Meetings, Parent/Teacher Conferences, and other school events at times beneficial for parents*
- . *Provide information to parents in Spanish and English*
- . *Seek and establish community partners*
- . *Increase the number of workshops for parents*

VII. Transitioning

Several events will be held during the spring and summer to ensure a smooth transition for all students. Regular communication will also be mailed to parents during the summer regarding school policies, important dates, grade placement and assignment, transportation and school uniform information.

School for Rising Sixth Grade Students

Strategies for transitioning fifth grade students to middle school include the following activities:

- . *Send registration letters to parents*
- . *Meet the Principal Day*
- . *Visit rising students to inform them of the registration process*
- . *Hold registration forum and curriculum night for parents and students*
- . *Provide field trip for 5th grade students to visit Whitewater*
- . *Invite students and their parents to attend the schools' planned school activities (Sports events, band and strings concerts, etc)*
- . *Determine nurturing needs of students, such as team configuration*
- . *Hold open house for students and parents prior to the opening of school*

Eighth grade students are informed early in the school year of the requirements for promotion to 9th grade. The students are informed of the local as well as the state requirements for promotion. For rising ninth grade students, parents and

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students are informed by written correspondence and workshops of the high school requirements and standards. High School principals request assemblies to explain school regulations. Students and parents receive course selection guide. School counselors work with students in scheduling classes for high school.

VIII. Teacher Involvement in Assessment Use

Whitewater Middle School has an established Data Wise Team designed to lead the monitoring of student progress and help guide classroom instruction. The Academic Facilitator, Dean of Students, Assistant Principals, Language Arts, Science and Math teachers attend quarterly zone meetings where they design and develop common assignments and assessments.

Whitewater Middle School will continue to align teaching and assessment to the district's goals in the 2012-13 school year. Current teachers will be refreshed on how to retrieve and analyze data; new teachers will be trained to disaggregate student data in several ways. New teachers will undergo the training at the beginning of the new school year. Disaggregate data will consist of teacher made test data, mini tests data, attendance data, end-of-grade tests data, district quarterly tests data, grade distribution data, writing tests data, classroom discipline data and other forms of raw data needed for proper instruction. Teachers will be involved in decisions regarding the use of assessments in several ways. Teachers will score the assessments and spend quality content time analyzing the strengths and weaknesses of the results to better prepare students. The results of the assessments will be reviewed by all core and elective teachers during quality content planning time each week

IX. Instructional Activities for Identified Students

Whitewater Middle School follows established district procedures to identify students with special needs. When a student is experiencing continual academic and/or behavioral difficulties, the student is referred to the school intervention team, which works together to develop strategies to assist the student in becoming more successful.

Students who speak a language at home other than English are also evaluated for the necessity of additional services. Such students are assessed in English proficiency by the International Center upon initial enrollment in the district. If the student is found to have limited English proficiency (LEP), services are provided accordingly. A LEP committee has also

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been formed to assess students and provide classroom accommodations that will enable students to be more successful.

Inclusion is at every grade level with staff identifying and supporting the unique needs of EC students using various co-teaching approaches. There are heterogeneous groupings with EC and ESL students. Technology such as Smartboards, TI Navigators and Study Island are used as tools to enhance lesson effectiveness and engage students.

Each teacher will target 10 students based on impacted AYP subgroups, attendance, and EOG scale scores. Those targeted students will receive focused instructional strategies obtained through AVID and Differentiation Professional Development throughout the year. Teachers will develop, deploy, and monitor Student Learning Objectives designed to address the academic deficiencies of the identified groups of students.

X. Coordination and Integration of Federal, State, and Local Services

Achievement and behavioral data will be utilized to integrate services from regular allotments and Title I funds to focus efforts toward high levels of student achievement and an appropriate learning environment. Title I funds will also be utilized to secure additional positions, advanced technology and materials. It will also be used to provide on-going and meaningful professional development and student remediation / enrichment opportunities. Federal funds are used to enhance learning activities for students in the school. The Title I budget does not replace the state or local funds at the school. At Whitewater, Title I funds are used to supplement state funding. Because the need exist to boost reading and math scores proficiency, three additional teachers are employed to lower class size. Teachers working in classes with lower size may have a better opportunity to connect with individual students.

At Whitewater Middle School, we have generated partnerships with The Whitewater Academy, and are one of the recipients of the Farm to School Grant Initiative.

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ART GOAL (1): *Increase student achievement by achieving at least one year's growth per student in all grade levels as measured by end of year testing. High Growth Status on EOGs and EOCs, increase the number of students scoring a level 4 by 10%, and achieving an overall growth index of .25 in all grade levels and subject areas.*

Data Used: School Composite - % Proficient 66.9, % Making Growth 52.8, Average Growth 0.0451, Growth Status - Met

SP 2014 Tactic: (#1, 3) – Effective Teaching and Leadership, Increasing the Graduation Rate

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start-End <ul style="list-style-type: none"> • Interim Check Dates
1. Provide time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practices. <ul style="list-style-type: none"> • Meet weekly with subject area teachers to plan, discuss, and create higher order thinking activities into their coursework. • Provide intensive training and demonstration lessons to all teachers with an emphasis on first and second year teachers as well as those that are having difficulty teaching the common core and essential standards. 	Administrators (Dr. Williams, Mrs. Noel, Mr. Lis, Ms. Johnson, Mr. Brann) Academic Facilitator	Collaborative lesson plans and student assignment with increased mastery noted per aligned assignment. Attendance and successful implementation of best practices attained from professional development sessions.	None	Whitewater Middle School's staff	August 2012-June 2013 with checkpoints monthly on the fourth Wednesday of each month.

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<ul style="list-style-type: none"> • Work daily with substitutes to ensure that lesson plans are available and curriculum is taught during the absences of the academic teacher. • Administers mini assessments throughout the school year in reading and mathematics. Teachers will score the assessments and spend quality content time analyzing the strengths and weaknesses of the results to better prepare students. 	<p>Administrators (Dr. Williams, Mrs. Noel, Mr. Lis, Ms. Johnson, Mr. Brann)</p> <p>All Teachers</p>	<p>Video-taped lesson plans</p> <p>Scored assessments with quality time spent on analyzing strengths and areas needing improvement.</p>			
<p>2. Implement instructional strategies that will provide a variety of challenging and engaging activities that are specific to all EOG standards, concepts, and skills being taught and will be tailored to meet the individual needs of all subgroups.</p> <ul style="list-style-type: none"> • Incorporate activities based on students learning styles. • Each teacher will write, post, and implement higher order thinking questions and rigorous problem based activities daily that are designed to assess student understanding throughout the lesson. • Teachers will track student learning based on objective mastery to 	<p>Mr. Brann, Dean of Students Administrative Team: V. Williams. S. Noel S. Lis A. Johnson</p> <p>K. Stokes, Social Worker, Ms. Barber - Attendance Secretary</p>	<p>Increase in overall school composite by five percentage points</p> <p>Students will demonstrate at least one year of positive growth.</p> <p>All students administered a learning styles survey and 100% of lessons planned geared towards student's identified style.</p>	<p>\$2000.00/ Instructional budget</p> <p>\$20,000 Title I Budget for Technology (Prometh. Bds)</p>		<p>Aug 2012- June 2013</p>

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support re-looping, GATOR time, effective use of extended day and after school tutorial programs. <ul style="list-style-type: none"> • Math Teachers will research and implement Project Based Learning and Homework strategies 					
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CMS School Improvement Plan 2012-2013

Whitewater Middle School

- **SMART GOAL (2):** Whitewater Middle School Staff will implement Response to Intervention plan to ensure that all students enroll in high school on time

Data Used: 2011-2012 Whitewater Middle School Retention and Report Card Data

SP 2014 Tactic: (# 3) – Increase Graduation Rate

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. Restructure school into three themed academies in order to implement strategic instructional interventions to ensure that all students remain in middle school for their allotted three years only and graduate on time from high school. <ul style="list-style-type: none"> • Three academies were formed in order to provide vertical planning that will allow teachers to discuss specific needs and strategies across all three grade levels and curricular areas. • Provide more opportunities for parents to have direct/face to face interaction with teachers and administrators as well as increase written and verbal communication (ConnectEds). 	Principal – Valarie Williams, Lead Counselor – Erica Stevens	100% pass rate of all students in grades 6, 7, and 8 Connect Ed Message logs Increase parental attendance during ceremonies, parent nights and curriculum nights	Title I Parental Involvement Money	Administrative and counseling team,	August 2012-June 2013

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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SMART GOAL (3): Create a Parent Teacher Association that will aid in increasing *parent engagement and community partnerships* by 25% as compared to last year.

Data Used: 2012 -2013 learning compacts, sign in sheets and parent conference data, PTA Attendance sheets, and Surveys

SP 2014 Tactic: (# 6) – Parent and Community Involvement

Strategies (determined by what data) <ul style="list-style-type: none"> Task Task Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start-End <ul style="list-style-type: none"> Interim Check Dates
1. Increase the opportunities for parents to be involved in the school activities <ul style="list-style-type: none"> Achieve 100% parent compacts signed or three contacts noted. Hold three award's day celebrations for students on A/B honor roll. Provide opportunities for parental volunteering in the classrooms focusing on specific needs of the school. Assigning Thursdays as Parent Conferences days. Post upcoming events on website Creating a parent e-center 	Principal, Valarie Williams, CIS, Ms. Cain, All teachers, Dean of Students, Sandra Noel	Parent Compact Points Collected Attendance Logs from Parent Meetings Positive Parent Survey Results SLT/Academy Newsletters Parent Magazines, Workshops providing educational strategies, and Computer access to Parent Assist	\$ Parent Engagement Source Title 1 Funds	Parents, Teachers, Students, and Community Businesses	<ul style="list-style-type: none"> 10/ /12 1/ /13 6/ /13
2. Increase the number of parent/teacher communication opportunities <ul style="list-style-type: none"> 100% involvement in Parent /Teacher conferences. Provide 3 attempts to enlist parents' support on Home/School Learning Compact Utilize ConnectEd messages Provide translators for LEP parents at all parent meetings 	Whitewater Teaching Staff CIS, Ms. Cain	Log of Parent Communication Parent volunteer Letters Learning Compacts Translation of Communication On-going input into Parent Assist	\$ Parent Engagement Source Title 1 Funds	Parents, Teachers, Students Community Businesses	<ul style="list-style-type: none"> 10/ /12 1/ /13 6/ /13

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<ul style="list-style-type: none"> • Home communication provided in English and Spanish • Use of Parent Assist • Student Agenda Books • Annual Title I Meetings—Fall and Spring 		Title I Crate Copies of Signed Agenda books			
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Bully Prevention Plan

Strategies/Rationale • Task	Point Person	Evidence of Success	Names of Participants (Add names to titles where appropriate)	Information related to task as indicated	Timeline
		Outcome Measures			
1. School leadership training School leadership is aware of CMS's district-wide plan, provided w/ the <i>Safety and Respect for All</i> BP manual, and provided with train-the-trainer materials.	<i>Principal, AP, & BP Liaison</i>	<i>School leadership will be prepared to lead BP efforts at their school.</i>	Full staff	<i>Bullying information from CMS district-wide plan, agenda notes from staff meeting</i>	Aug 2012-June 2013 • October 2012 • January 2013 • March 2013 • June 2013
2. School staff training School leadership will provide information to all teachers and support staff selected by principal regarding the district-wide program, school efforts and BP awareness.	<i>Principal, AP, & BP Liaison</i>	<i>School staff will have an understanding of school's BP efforts and expectations.</i>	Full staff	<i>Agenda from staff meeting, information collected from staff surveys</i>	Aug 2012-June 2013 • October 2012 • January 2013 • March 2013 • June 2013 (ongoing)
3. Establish a BP taskforce A taskforce is created to assist in the implementation and communication of BP efforts. The following stakeholders should be included: School administrator; BP liaison; parent(s), student(s); counselor, teacher(s), other as indicated by principal.	<i>Principal & BP Liaison</i>	<i>A taskforce representing all stakeholders establishes clear objectives as indicated by Safety and Respect for All district plan.</i>	Principal – Williams Dean – Brann AP-Lis SRO – Glenn CSA – McCathorine and Nash ,Nurse - TBA Social Wkr -Stokes	<i>School wiki, webpage, staff emails</i>	August 2012-June 2013 Monthly meetings
4. Review/Share policy of expectations and processes with students and parents	<i>Teachers BP Taskforce</i>	<i>Parents and students will have an understanding of expectations and BP efforts and discipline management at the school.</i>	<i>Teachers will share Inform. w/ parents at open house. BP Taskforce will share inform. with parents & students at PTA meetings and with students on closed circuit TV or assembly, Vance's Homepage, ConnectEd Messages</i>	<i>Closed circuit TV, ConnectEd Msgs</i>	Monthly throughout the year

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5. Administer on-line BP Survey Survey will provide immediate information of school climate regarding bullying, type of bullying, and places where bullying is taking place so that school staff is aware of hot-spots and issues in school.	<i>BP Taskforce</i>	<i>A diverse sample (10%) of 9th-12th grade students provides immediate information to BP Taskforce regarding bullying at school to inform BP efforts.</i>	Teachers Students Parents	Survey Monkey	Between 9/29 to 10/31
6. Initiate school-wide Bullying Prevention Month Activities • This is a national event that will help establish school culture and set tone for rest of year.	<i>BP Taskforce</i>	<i>Activities during this month will promote student integration, a culture of respect and awareness of the impact of bullying.</i>	All School Stakeholders	www.pacer.org/bullying/index.asp	Ongoing
7. Submit this form with final SIP plan • Copy of this form should be submitted to jose.hparis@cms.k12.nc.us . Please include the name of your school.	<i>Principal & BP Liaison</i>	<i>BP SIP form is filled out with the names of all the stakeholders and information requested.</i>	BP Taskforce	<i>Please indicate here whether you are using the Safety and Respect for All manual, or describe what plan/strategy you are going to use.</i>	10/8/12
8. First semester Bullying-Prevention activities begin with Mix-It Up Day • Mix-It up day is a national event to promote better relationships across all segments of the student population (and staff).	<i>BP Taskforce</i>	<i>School environment is greatly improved when students have established at least some basic knowledge and communication with someone from a different background.</i>	School Stakeholders	www.mixitup.org	By 11/30/12
9. Second semester bullying-prevention activities begin • Bullying activity and discipline issues tend to increase during the last semester of school. It is important to reconnect with stakeholders and sustain BP efforts.	<i>BP Taskforce</i>	<i>Discipline referrals related to bullying and school environment continues to improve. BP Liaisons meet to compare best practices and support.</i>	School Stakeholders	<i>Bully Prevention Best Practices</i>	By 2/28/13
10. Completion of bullying-prevention activities for 2012-2013	<i>Principal & BP Taskforce</i>	<i>Schools will report on how effective BP efforts were through on-line survey and group gathering.</i>	School Stakeholders	<i>Data collected during year from surveys, reports, etc.</i>	5/31/13

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