

West Middle School
129 NC Hwy. 109 South
Mt. Gilead, NC 27306

Montgomery County is a rural county located in the U.S. state of North Carolina. According to the (census, 2010) the population was 27,798. Its county seat is Troy which is on the west side of the county. Montgomery County's motto is "The Golden Opportunity". According to the U.S. Census Bureau, the county has a total area of 502 square miles (1,300 km²), of which 492 square miles (1,270 km²) is land and 10 square miles (26 km²) (2.0%) is water.

It is situated in the heart of the Uwharrie National Forest which is also part of the west side of the county. There are 11 schools in Montgomery County's school system; the following schools are located on the west side of the county: Mt. Gilead Elementary, Troy Elementary, Page Street Elementary, West Middle, and West Montgomery High School. The median income for a household in the community is estimated to \$27,000, and the median income for a family is \$35,000.

The per capita income for the community is \$15,000. About 10.90% of families and 15.40% of the population within the county were below the poverty line, including 19.50% of those under age 18 and 17.80% of that age 65 or over. There are 5 major towns in the county; the west side community is made up of Troy and Mount Gilead. The racial profile consists of 52% white, 44% African American and 4% other. The projection rate for the population of the community is around 0.2% by 2019.

West Middle School

129 NC Hwy. 109 South

Mt. Gilead, NC 27306

The demographic profile for West Middle students are below: (see graph below)

****Note: # on the left represent males # on the right represent females # centered represent the total

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American /Alaskan Native	Two or More	Native Hawaiian/Pacific Islander	White	No ethnicities chosen	Unclassified
6	111 52 / 59	5 1 / 4	34 14 / 20	12 6 / 6	0 0 / 0	2 2 / 0	0 0 / 0	58 29 / 29	0 0 / 0	0 0 / 0
7	161 86 / 75	4 3 / 1	40 19 / 21	15 9 / 6	0 0 / 0	6 5 / 1	0 0 / 0	96 50 / 46	0 0 / 0	0 0 / 0
8	154 88 / 66	5 2 / 3	42 26 / 16	17 5 / 12	0 0 / 0	5 4 / 1	0 0 / 0	85 51 / 34	0 0 / 0	0 0 / 0
Total	426 226 / 200	14 6 / 8	116 59 / 57	44 20 / 24	0 0 / 0	13 11 / 2	0 0 / 0	239 130 / 109	0 0 / 0	0 0 / 0

The demographic profiles of the Teachers at West Middle School are: (see graph below)

West Middle Teachers	Ethnicity		Years of Experience	Gender	
	Black	White		Male	Female
	2	33	0-5 yrs. - 12 teachers	10	25
			5-10 yrs. - 7 teachers		
			10-20 yrs. - 4 teachers		
			20-30 yrs. - 12 teachers		

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

School Name: WEST MIDDLE	Year: 2015-2016	Current NCLB Status: met 2 out of 18 targets	Current EVAAS Status: Met growth
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PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection): West Middle School will improve reading proficiency by the following percentages to insure WMS meets State AMO targets by 2017.

- 6th grade: from 44.16% to 65%
- 7th grade: from 46.5% to 65%
- 8th grade: from 35.8% to 65%

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it with your SIP and send it electronically to Jeff James.)

Based on our review of each grade level Goal Summary Report Academic vocabulary and Informational Text had the largest gaps. 6th and 8th grades continue to have negative growth in EVAAS and declined in proficiency from last school year.

Curriculum Goal Data: Difference from 2014 State Mean Pct Correct			
	6th	7th	8th
Language	-6.5	-2.8	-9.7
Reading: Literature	-6.0	-4.7	-7.7
Reading: Informational Text	-6.0	-5.3	-8.7

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

West Middle 6-8

2014-2015	Reading-Math Difference	Reading-Math Composite	Overall Achievement Gap
White	18.4	23.3	23.3
Black	39.5		
Hispanic	33.7		
Asian	0		
Two or More	11.8		
Student with Disabilities	36.1		

West Middle	4	Reading Grades 3-8 Performance	AIG	92.5	66	86.4	N
West Middle	4	Reading Grades 3-8 Performance	ALL STUDENTS	55.1	457	35.2	N
West Middle	4	Reading Grades 3-8 Performance	ASIAN	69.3	13	*	I
West Middle	4	Reading Grades 3-8 Performance	BLACK	40.4	121	22.3	N
West Middle	4	Reading Grades 3-8 Performance	EDS	42.9	298	25.8	N
West Middle	4	Reading Grades 3-8 Performance	HISPANIC	43.0	47	19.1	N
West Middle	4	Reading Grades 3-8 Performance	LEP	27.6	9	*	I
West Middle	4	Reading Grades 3-8 Performance	SWD	30.3	59	28.8	Y
West Middle	4	Reading Grades 3-8 Performance	TWO OR MORE RACES	56.5	11	*	I
West Middle	4	Reading Grades 3-8 Performance	WHITE	65.2	265	43.0	N

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 6 Reading	49.7	44.1	-5.6
MCS Grade 6 Reading	44.4	42	-2.4
End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 6 Math	34.8	38.1	3.3
MCS Grade 6 Math	39.8	39.9	0.1
End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 7 Reading	52.4	46.5	-5.9
MCS Grade 7 Reading	42.7	45	2.3
End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 7 Math	38.8	43.7	4.9
MCS Grade 7 Math	36.8	43.2	6.4
End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 8 Reading	41	35.8	-5.2
MCS Grade 8 Reading	41	34.4	-6.6
End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 8 Math	28.2	28.4	0.2
MCS Grade 8 Math	30.7	31.3	0.6
End-of-Grade	2013-2014	2014-2015	Growth/Difference
West Grade 8 Science	67.3	57.4	-9.9
MCS Grade 8 Science	62.7	57.5	-5.2

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

WMS EVAAS

Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	-5.1 R	0.2 G	-0.9 G	-1.9 R
Standard Error	1.0	1.0	1.0	0.6
2014 Growth Measure	-0.0 G	1.2 G	-1.5 G	-0.1 G
Standard Error	1.0	1.0	1.1	0.6
2015 Growth Measure	-0.6 G	0.1 G	-1.4 G	-0.6 G
Standard Error	1.0	1.0	1.0	0.6
3-Year-Average Growth Measure	-1.9 R	0.5 G	-1.2 R	-0.9 R
Standard Error	0.6	0.6	0.6	

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?

*Reading 180
* Remediation and Enrichment period daily

Cohort data shows improvement in percent proficient.

2. What opportunities for improvement do you notice?

*Continuation of iReady with fidelity
*Schoolwide vocabulary focus
*Expand use of SIOP strategies
*Implementation of AVID program and selected strategies
*Implement Scholastic Reading Counts for 6th grade
*Even though 2015 EVAAS data shows improvement, we still have negative indexes for 6th and 8th grade reading. Additionally, the three-year trend is negative.

3. What seems to be the root cause of the problem and how do you know?

*Retention of information based on EOG results
*Lack of prior knowledge when learning new vocabulary
*Lack of fidelity in program implementation
*High turn over rate for teachers in this subject

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

Target SMART Goal (One year projection):

West Middle School will improve reading proficiency percentages by June, 2016:

6th grade: 44.16% to 55%

7th grade: 46.5% to 57%

8th grade: 35.8% to 50%

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

Continue iReady with fidelity; Content-based vocabulary and word walls in each classroom; disaggregate data from EOG, iReady, and predictive assessments; refresher of SIOP strategies in PLCs; integrate technology into ELA instruction; launch Scholastic Reading Counts for 6th graders.

D DO: Develop and Implement Deployment Plan					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Class data will be evaluated via PDSA. Students who do not demonstrate proficiency at the conclusion of the cycle will receive intervention during scheduled remediation time. Classroom Strategies include AVID quick writes and Cornell Notes	Core and exploratory teachers, IT, IF, Assistant Principal, and Principal	PLC and VTM minutes will reflect discussion of PDSA strategies being implemented within classrooms, CWT	Sept, 2015	June, 2016
2	At least one Unit Plans for ELA will be developed using MCS curriculum maps and discussed in PLCs. These units will focus on	Core and exploratory teachers, IT, IF,	Grade-level content based minutes will reflect unit plan development.	Sept, 2015	June, 2016

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

	Informational Text which comprises 44% - 46% of the Reading EOG and based on 2014-2015 Goal Summary report had the widest gap.	Assistant Principal, and Principal	PDSA data will reflect implementation of units		
3	i-Ready will be an integral part of our program. Data from the iReady diagnostic test will be used to identify strengths and weaknesses and determining student grouping for remediation/enrichment. Grade level PLCs and vertical curriculum teams will utilize iReady data to plan lessons and assessments in the regular class and during remediation/enrichment. This process will be noted in PLC minutes, lesson plans, vertical team minutes and on classroom PDSA boards. Print and toolbox materials will be used in homework and interventions to reinforce the current learning targets.	ELA teachers, IT, IF, Assistant Principal, and Principal	Data analysis will be evaluated at least once per grading period in PLCs or VTMs. ELA teachers will collaborate weekly and use iReady data to develop rigorous lessons.	Sept, 2015	June, 2016
4	ELA teachers will develop and implement content-based vocabulary and word walls.	ELA teachers, IF, IT, Assistant Principal, and Principal	Grade-level ELA minutes/notes and word walls will reflect vocabulary words to be taught. Analyze iReady and PDSA data to determine effectiveness.	Sept, 2015	June, 2016
5	Analyze CWT and Instructional Rounds data during PLCs noting strengths, areas for improvement and questions. Our staff PDSA will then target one area of improvement at a	Core and exploratory teachers, IT, IF, Assistant Principal,	PLC minutes will reflect discussion of data from CWT and Instructional Rounds.	Sept, 2015	June, 2016

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

	time. Staff PDSA will run approximately a ten day cycle in order for administration and facilitator to gather data and share during PLCs. Mini-PD sessions will be provided based on areas needing improvement.	and Principal	Outline of mini-PD sessions		
6	Reading 180 program will be used with fidelity and data reviewed monthly to identify gaps and plan interventions to close those gaps. System 44 will be used with identified students until they progress into Reading 180.	Reading 180 assistant, IF, Assistant Principal, Principal	Reading 180 assistant will relay data progress to the IF and information will be shared with teachers during PLCs.	Sept, 2015	June, 2016
7	SRC Deployment for 6 th graders. The sixth grade team along with Media Specialist and administration will launch Reading Counts program including monitoring number of words read and incentives for students.	6 th grade teachers, Media Specialist, Assistant Principal, Principal	“Words Read” will be graphed. Incentives plan will be developed	Oct, 2015	June, 2016
8	Integrate technology into ELA instruction using laptops, mobis, websites, blogs, padlet, and other tools.	Core and exploratory teachers, IT, IF, Assistant Principal, Principal	CWT and IR data, lesson plans	Sept, 2015	June, 2016
9	Use CWT data to identify gaps in levels of student engagement, pace, and rigor. IF will coach identified teachers.	IF, Prin, AP, Central Office	CWT	Oct, 2015	June, 2016

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

Funds for copies and instructional supplies, System 44 student workbooks, Reading Counts celebrations, additional 5 mobi tablets

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

School General Fund, District and State Instructional Supply Funds, EC funds

If funding is not available, identify the steps from the implementation plan that will address the funding gap.
 Fundraisers, Donations

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Refresher in SIOP strategies, Data Analysis, Vertical PLCs, Vocabulary Strategies, Canvas

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>CWT, Instructional Rounds, PDSA, Observations, Lesson plans</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>CWT, Instructional Rounds, PDSA, Observations, Lesson Plans</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>i-Ready data, PA data, formative assessment data</p>
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S Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p>1. What worked and how do you know?</p>	<p>2. What didn't work and how do you know?</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</p>
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Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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A Act – Revise or continue with implementation plan based on data analysis.

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Step #	Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions		
A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
S	Study – Analysis of data after implementing an approach	
At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:		
1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?
Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.		
A	Act – Continue with the Target Goal or revise the Target Goal for next year.	
<input type="checkbox"/> Overall goal has been met and School Improvement Plan focus will change for next year. Or... <input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2015-16 SIP to take our work to sustaining. <input type="checkbox"/> Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.		
Schedule your 2015-2016 SIP Coaching Session.		

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

School Name: West Middle School	Year: 2015-2016	Current NCLB Status: met 2 out of 18 targets	Current EVAAS Status: Met Growth
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P	PLAN: Identify the gap and the approach
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Overall SMART Goal (Two year projection): West Middle School will work to increase student academic growth over a 2 year period with regards to the percentages below in Math. Steps toward state proficiency. (Please see attachment)

- 6th grade = 38.06% to 70%
- 7th grade = 43.67% to 65.5%
- 8th grade 28.4% - 65.5%

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why?

Improving student growth and proficiency to further increase our School Performance Grade Grade and EVAAS.

Subject	Standard (CCR - Level 4 & 5, GLP - Level 3 & Above)	All Students	Female	Male	American Indian	Asian	Black	Hispanic	Two or More Races	White	EDS	LEP	SWD	AIG
EOG Math Grade 6	College and Career Ready	27.8	32.5	23.5	*	*	17.9	14.3	60.0	29.2	24.5	*	10.0	93.3
EOG Math Grade 7	College and Career Ready	39.1	45.9	33.3	*	80.0	17.1	43.8	33.3	46.2	29.5	*	18.2	88.5
EOG Math Grade 8	College and Career Ready	23.8	21.7	26.3	*	*	12.2	27.8	*	28.1	20.2	14.3	17.4	72.0
EOG Math Grade 6	Grade Level Proficient	38.6	45.5	32.1	*	*	20.5	28.6	60.0	43.8	34.0	*	10.0	93.3
EOG Math Grade 7	Grade Level Proficient	44.7	51.4	39.1	*	80.0	22.0	50.0	33.3	52.7	35.2	*	22.7	92.3
EOG Math Grade 8	Grade Level Proficient	30.4	29.3	31.6	*	*	16.3	27.8	*	37.5	25.7	14.3	26.1	84.0

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

WMS EVAAS

Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	-8.7 R	-1.5 G	-8.4 R	-6.2 R
Standard Error	0.9	0.9	0.9	0.5
2014 Growth Measure	-5.0 R	1.6 G	-3.7 R	-2.4 R
Standard Error	1.0	0.9	1.0	0.5
2015 Growth Measure	-1.7 G	4.5 B	-1.1 G	0.6 G
Standard Error	1.0	0.9	0.9	0.5
3-Year-Average Growth Measure	-5.1 R	1.5 B	-4.4 R	-2.7 R
Standard Error	0.5	0.5	0.5	0.2

Achievement Gap Data

2014-2015	Reading-Math Difference	Reading-Math Composite	Overall Achievement Gap
White	18.4	23.3	23.3
Black	39.5		
Hispanic	33.7		
Asian	0		
Two or More	11.8		
Student with Disabilities	36.1		

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

Data Analysis. Answer the data analysis questions.		
<p>1. What is contributing to your success in this area and how do you know?</p> <ul style="list-style-type: none"> • Math PLC's/PD's - (I-ready), our school met growth last year. 	<p>2. What opportunities for improvement do you notice?</p> <ul style="list-style-type: none"> • Recruit / Maintain certified HQ Teachers and • PD for teachers with regards to data use; during PLC's, EVAAS data usage, MTSS Team and i-Ready Data usage. This data usage will drive instructional practices. • Subgroup data indicates that SWD, LEP, and Black students are performing significantly below state, district, and school averages. • Multi-Tiered System of Support deployment • AVID deployment 	<p>3. What seems to be the root cause of the problem and how do you know?</p> <ul style="list-style-type: none"> • Lacking pre-require Math and reading skills- Teacher Observation / Pre-Test • Fidelity to PDSA process • Deep understanding of CCSS • Vertical alignment • BT math support • Cultural Proficiency

Target SMART Goal (One year projection): West Middle School will work to increase student academic growth over a 1 year period with regards to the percentages below. Steps toward state proficiency. (Please see attachment)

6th grade - 38.06% – 65%

7th grade - 43.67% – 60%

8th grade - 28.4% –60%

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.) Addressing foundational mathematical skills during school wide remediation. Continue iReady with fidelity; Content-based vocabulary and word walls in each classroom; disaggregate data from EOG and EVAAS, iReady, and predictive

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

assessments; PLCs; integrate technology into Math instruction					
D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	PLC's and PDs with Dr. Bosse – Skype	If/ Bosse	PLC minutes	Sept. 2015	June 2016
2	Vertical Goal Team meetings (1) per month- Crucial curriculum conversations	McMillan/ IF	Vertical Minutes	Sept. 2015	June, 2016
3	Common Assessments, (use of I-Ready Data and EVAAS Data) the data will be used to drive classroom instruction in the classroom.	Grade Level	Data	Sept. 2015	June, 2016
4	Integrating Technology into Math WMS would like to see the use of technology along with the curriculum. Technology will be used to enhance the curriculum being taught not technology driving the curriculum. Training will be implemented based on the needs of the Math teachers.	Waln	Teacher Lesson Plans	Sept. 2015	June, 2016
5	CWT, Observations and Instructional Rounds- Focus on student engagement, rigor, differentiated instruction, 8 Mathematical Practices	Principal, Assistant Principal, IF	Observation feedback, lesson plans, PLC's	Sept. 2015	June, 2016
6	Recruitment and retention- Pending absences and retirements warrants an aggressive recruitment plan. The principal and leadership will attend job fairs, diligently seek teachers from surrounding universities.	Principal Teacher	Applications Contracts	Sept. 2015	July, 2016

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

7	Cultural Proficiency activities during monthly faculty meetings.	Principal, AP, IF, Teachers, Mesha	PA data, Classroom observations, referrals	Sept. 2015	June, 2016
8	AVID deployment of Cornell Notes/Quick Writes	AVID Site Coordinator	PDSA "DO" "Act"	Sept. 2015	June, 2016
9	MTSS deployment method for data-drive decision making.	MTSS Team Brie	MTSS documents, plan, feedback from Brie	Sept. 2015	June, 2016
10	Grade levels will meet to create a plan for Intervention that incorporates i-Ready monitoring. Teachers will establish individual student goal targets to reflect growth of 140-150%. Include direct instruction on particular skills for students as identified by i-Ready reports using resources including i-Ready toolbox materials.	Grade Level Teams, PLC, Math Goal Team	Completed Plans	Sept. 2015	June, 2016

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle? **Data,**

Observation/ Feedback, Dr. Bosse, IF, aligned benchmarks

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? **N/A**

If funding is not available, identify the steps from the implementation plan that will address the funding gap. **N/A**

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Bosse PD (instructional practices) , EVAAS PD, Canvas PD and EVAAS PD with regards to using technology and data to drive classroom instruction. Teachers can use EVAAS data during PLC's to help drive and plan classroom instruction.

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team

B. List the information or measures the team will

C. List the information or measures the

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

<p>will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>CWT, Instructional Rounds, PDSA, Observations, Lesson plans</p>	<p>use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>CWT, Instructional Rounds, PDSA, Observations, Lesson Plans</p>	<p>team will use to determine what worked and what didn't work? (Impact data)</p> <p>I-Ready Data, PA data, formative assessment data, EVAAS Data</p>
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S Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

<p>1. What worked and how do you know?</p>	<p>2. What didn't work and how do you know?</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</p>
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Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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A Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Step #	Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)

S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

		for Cycle 2? ___ Yes ___ No From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2015-16 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

Schedule your 2015-2016 SIP Coaching Session.

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

School Name: West Middle School	Year: 2015-2016	Current NCLB Status:	Current EVAAS Status:
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P	PLAN: Identify the gap and the approach
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SAFETY GOAL

Overall SMART Goal (Two year projection): All staff at West Middle School will have read, have a clear understanding and have practiced their part in the event of a school crisis.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it with your SIP and send it electronically to Jeff James.)

All members of the staff need to be aware of what to do in a crisis. Full knowledge of the safety/crisis plan and the process that needs to occur when a crisis happens must be understood by all staff members.

Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know?</p> <ul style="list-style-type: none"> • Select staff members have been identified and have had training as First Responders. • Various ways to communicate with staff members when an incident occurs (all-call using lock down or key 	<p>2. What opportunities for improvement do you notice?</p> <ul style="list-style-type: none"> • Creating plans to determine who will cover the classes for certain staff members when needed. • Specific protocol for approaching unidentified strangers in the building (training on what to say to these individuals) 	<p>3. What seems to be the root cause of the problem and how do you know?</p> <p>Cuts in positions make it more complicated to cover classes for Crisis Team/First Responders.</p>
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Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

phrases, walkies, teacher intercom system).	and being consistent with this process. <ul style="list-style-type: none"> • Training or procedure in place for substitutes in the building as relating to crisis plan. • 	
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Target SMART Goal (One year projection): All the staff at West Middle School will have read and have a clear understanding of their part in the event of a school crisis. 100% of the staff will know the plans for all possible incidents.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

Collaborate with Crisis Team to develop a plan to overcome the lack of personnel.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Staff will meet during the opening week of school to review the Crisis Plan and responsibilities, and discuss any gaps.	Administration and staff members	Agenda and sign-in sheet.	August 19 th , 2015 at opening faculty meeting	By September 1 st , 2015
2	“10 day plan during remediation time” will be established, which includes detailed procedures to	Teachers for implementation	Practice drills, fire drill practice and times.	August 24 th , 2015	By September 4 th , 2015

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

	be shared with students throughout the building.	Administration for plan set-up			
3	SIT and or Crisis Team will review the Crisis Plan and change or modify accordingly.	SIT and or Crisis Team members	Agenda (minutes) for SIT or Crisis Team.	August, 2015	By the end of September, 2015
4	Each semester, staff members (Crisis Team will lead this) will revisit the plan during a staff meeting and revise as needed.	Administration and Crisis Team	Staff Meeting agendas, sign-in sheets	Onset of school year (August)	After the first semester (January)
5	Monthly fire drills and inspections	Administration and staff members	Fire drill and inspection reports/timing of fire drills	September, 2015	June, 2016
6	Practice Lockdown and tornado drills.	Administration and staff members	Reports, Crisis Team notes	August, 2015	June, 2016

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle? Copier cost for printing Crisis Plans

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

First Aid/CPR Training for First Responders and ACCUTRAIN videos.

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>Timed drills, Monthly Drill and Inspection Reports.</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>Timed drills, Monthly Fire Drill and Inspection Reports.</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>Crisis Team and/or SIT notes/minutes.</p>
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S Study – Analysis of data after implementing an approach

At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No
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Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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A Act – Revise or continue with implementation plan based on data analysis.

4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Step #	Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, list the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)

S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

		you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2015-16 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

Schedule your 2015-2016 SIP Coaching Session.

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

School Name: West Middle School	Year: 2015-2016	Current NCLB Status:	Current EVAAS Status:
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P

PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection): West Middle School will improve positive student behavior by reducing the number of in school and out of school suspensions by 10%.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it with your SIP and send it electronically to Jeff James.)

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

Monthly Membership & Attendance % by School
Month 1-9
2013-2014

SCHOOL	1	2	3	4	5	6	7	8	9
West Middle	490	492	492	489	490	491	490	487	488
	97.99	96.56	97.56	97.96	97.14	97.96	97.55	97.95	98.77
District Data									
Membership 13-14	4146	4156	4141	4131	4115	4093	4083	4094	4090
Attendance% 13-14	97.44	96.8	96.35	95.16	95.09	96.04	95.59	95.7	95.87
Membership 12-13	4277	4284	4297	4303	4275	4256	4256	4221	4223
Attendance% 12-13	96.3	94.6	93.5	93.7	94.3	93.8	94.3	95	94
Membership 11-12	4222	4217	4201	4205	4213	4326	4312	4305	4290
Attendance% 11-12	96.5	94.6	93.5	93.6	94.7	94.4	93.7	94	92.8

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

Monthly Membership & Attendance % by School
Month 1-9
2014-2015

SCHOOL	1	2	3	4	5	6	7	8	9
West Middle	481	482	483	483	490	494	495	492	493
	97.92	97.77	97.51	96.89	97.14	96.96	97.97	97.96	98.58
District Data									
Membership 14-15	4092	4113	4102	4100	4068	4063	4068	4051	4043
Attendance% 14-15	95.8	94.77	95.77	93.89	94.75	93.5	94.59	95.53	92.94
Membership 13-14	4146	4156	4141	4131	4115	4093	4083	4094	4090
Attendance% 13-14	97.4	96.8	96.35	95.16	95.09	96	95.59	95.7	95.87
Membership 12-13	4277	4284	4297	4303	4275	4256	4256	4221	4223
Attendance% 12-13	96.3	94.6	93.5	93.7	94.3	93.8	94.3	95	94
Membership 11-12	4222	4217	4201	4205	4213	4326	4312	4305	4290
Attendance% 11-12	96.5	94.6	93.5	93.6	94.7	94.4	93.7	94	92.8

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

Monthly Membership & Attendance % by School
Month 1
2015-2016

SCHO OL	1
West Middle	424
	97.87

Chart of Offenses: 2013-2014

Incident Date	Offender Type Code	Offender Gender	Offender Race/Ethnicity Code	Offender Grade Level	Offender Age on Incident Date	Offender EC Code	Behavior 1
9/11/2013	1	M	B	7	12		027-UB: Aggressive behavior
10/9/2013	1	M	B	7	12		027-UB: Aggressive behavior
10/24/2013	1	M	W	6	11		027-UB: Aggressive behavior
10/24/2013	1	M	W	6	11		027-UB: Aggressive behavior
10/24/2013	1	M	W	8	13		027-UB: Aggressive behavior
10/24/2013	1	M	W	8	13		027-UB: Aggressive behavior
10/4/2013	1	M	W	8	13		022-UB: Disorderly conduct (G.S. 14-288.4(a)(6))
9/13/2013	1	M	B	7	12		027-UB: Aggressive behavior
10/7/2013	1	M	B	7	12		032-UB: Inappropriate language/disrespect
9/10/2013	1	M	W	7	12		032-UB: Inappropriate language/disrespect

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

9/5/2013	1	M	B	7	12	ED	074-UB: Cutting class
10/17/2013	1	M	W	8	13		042-UB: Disruptive behavior
10/17/2013	1	M	B	8	13		042-UB: Disruptive behavior
9/17/2013	1	M	B	7	12		042-UB: Disruptive behavior
10/22/2013	1	M	B	7	12		042-UB: Disruptive behavior
9/18/2013	1	M	M	6	12	LD	042-UB: Disruptive behavior
9/17/2013	1	M	M	6	12	LD	042-UB: Disruptive behavior
9/11/2013	1	M	B	7	12		042-UB: Disruptive behavior
9/11/2013	1	M	B	7	12		042-UB: Disruptive behavior
9/17/2013	1	M	B	7	12		032-UB: Inappropriate language/disrespect
9/25/2013	1	M	B	7	12		042-UB: Disruptive behavior
9/24/2013	1	M	H	6	11		027-UB: Aggressive behavior
9/6/2013	1	M	B	6	11	LD	027-UB: Aggressive behavior
9/6/2013	1	M	H	6	11		027-UB: Aggressive behavior
9/12/2013	1	M	B	6	11	ED	037-UB: Bus misbehavior
10/30/2013	1	M	B	6	11		037-UB: Bus misbehavior
9/5/2013	1	M	W	7	12	AR	037-UB: Bus misbehavior
10/4/2013	1	F	B	6	11		037-UB: Bus misbehavior
10/7/2013	1	F	W	6	11		037-UB: Bus misbehavior
8/30/2013	1	M	B	6	11		037-UB: Bus misbehavior
10/31/2013	1	F	W	8	13		068-UB: Mutual sexual contact between two students
10/11/2013	1	M	B	8	13		037-UB: Bus misbehavior
10/18/2013	1	M	W	6	11		037-UB: Bus misbehavior
9/11/2013	1	M	B	6	12		037-UB: Bus misbehavior
10/11/2013	1	M	B	6	11	LD	042-UB: Disruptive behavior
10/11/2013	1	M	B	6	11	ED	042-UB: Disruptive behavior
10/11/2013	1	M	B	6	11	LD	042-UB: Disruptive behavior
9/19/2013	1	M	B	6	11	LD	032-UB: Inappropriate language/disrespect
10/9/2013	1	F	B	7	12		042-UB: Disruptive behavior

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

9/17/2013	1	M	B	7	12	ED	042-UB: Disruptive behavior
9/9/2013	1	M	B	7	12	ED	042-UB: Disruptive behavior
9/9/2013	1	F	B	7	12		032-UB: Inappropriate language/disrespect
9/13/2013	1	M	W	7	12		032-UB: Inappropriate language/disrespect
10/9/2013	1	M	W	6	11		042-UB: Disruptive behavior
10/28/2013	1	M	B	8	13		037-UB: Bus misbehavior
9/20/2013	1	M	B	6	11	LD	037-UB: Bus misbehavior
9/6/2013	1	M	W	6	12	LD	037-UB: Bus misbehavior
9/12/2013	1	M	B	6	11		042-UB: Disruptive behavior
10/8/2013	1	F	B	7	12		027-UB: Aggressive behavior
9/10/2013	1	F	B	7	12		074-UB: Cutting class
9/17/2013	1	M	H	7	12		042-UB: Disruptive behavior
9/27/2013	1	M	B	7	12		032-UB: Inappropriate language/disrespect
10/8/2013	1	M	M	7	12		042-UB: Disruptive behavior
10/2/2013	1	M	W	6	11		032-UB: Inappropriate language/disrespect
9/27/2013	1	F	A	8	13		042-UB: Disruptive behavior
9/27/2013	1	M	B	8	13		042-UB: Disruptive behavior
9/4/2013	1	M	W	8	13		032-UB: Inappropriate language/disrespect
9/9/2013	1	F	B	7	12		042-UB: Disruptive behavior
9/10/2013	1	F	B	7	12		074-UB: Cutting class
9/18/2013	1	F	B	6	11		042-UB: Disruptive behavior
9/13/2013	1	M	B	7	13	LD	042-UB: Disruptive behavior
10/10/2013	1	M	B	7	12		042-UB: Disruptive behavior
9/25/2013	1	M	W	6	10		024-UB: Fighting
11/7/2013	1	F	H	8	14		037-UB: Bus misbehavior
11/6/2013	1	F	H	7	12		037-UB: Bus misbehavior
11/6/2013	1	F	W	7	12		037-UB: Bus misbehavior
11/7/2013	1	F	B	8	13		032-UB: Inappropriate language/disrespect
10/24/2013	1	M	B	7	12		037-UB: Bus misbehavior

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

11/14/2013	1	M	W	7	15	LD	027-UB: Aggressive behavior
11/14/2013	1	M	H	7	12	LD	027-UB: Aggressive behavior
11/15/2013	1	M	B	6	11		019-UB: Communicating threats (G.S. 14-277.1)
11/6/2013	1	M	B	6	11		037-UB: Bus misbehavior
11/18/2013	1	M	B	8	13		061-UB: Disrespect of faculty/staff
11/18/2013	1	M	B	8	13		037-UB: Bus misbehavior
10/22/2013	1	M	W	7	12		027-UB: Aggressive behavior
10/18/2013	1	F	W	6	12		027-UB: Aggressive behavior
11/19/2013	1	M	W	7	12		037-UB: Bus misbehavior
11/19/2013	1	M	B	8	13	LD	037-UB: Bus misbehavior
10/18/2013	1	M	B	6	11		027-UB: Aggressive behavior
11/20/2013	1	M	W	8	13		027-UB: Aggressive behavior
11/25/2013	1	M	B	7	12	ED	027-UB: Aggressive behavior
10/11/2013	1	F	W	8	13		027-UB: Aggressive behavior
11/6/2013	1	M	B	7	12	ED	027-UB: Aggressive behavior
12/6/2013	1	M	M	7	12		042-UB: Disruptive behavior
12/5/2013	1	M	B	7	13		024-UB: Fighting
12/5/2013	1	M	H	7	12	LD	024-UB: Fighting
12/11/2013	1	M	B	7	12	ED	027-UB: Aggressive behavior
12/13/2013	1	M	B	7	12		024-UB: Fighting
12/17/2013	1	M	M	7	12		092-UB: Repeat offender
1/9/2014	1	M	B	6	11		044-UB: Assault on student
1/16/2014	1	F	B	7	13		027-UB: Aggressive behavior
1/15/2014	1	M	B	6	11		027-UB: Aggressive behavior
2/6/2014	1	M	W	6	12		052-UB: Bullying
2/6/2014	1	M	B	6	11		052-UB: Bullying
3/27/2014	1	M	W	7	13		032-UB: Inappropriate language/disrespect
3/28/2014	1	F	B	7	12		027-UB: Aggressive behavior
3/28/2014	1	F	B	7	13		027-UB: Aggressive behavior

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

4/11/2014	1	M	B	6	13	IDMI	042-UB: Disruptive behavior
4/14/2014	1	M	M	6	12	LD	042-UB: Disruptive behavior
5/5/2014	1	F	W	8	14		041-UB: Possession of tobacco
5/9/2014	1	M	B	6	12		024-UB: Fighting
5/9/2014	1	M	B	6	11	LD	024-UB: Fighting
6/5/2014	1	M	M	6	12	LD	042-UB: Disruptive behavior
6/6/2014	1	M	M	8	13		042-UB: Disruptive behavior
6/10/2014	1	M	B	8	13		042-UB: Disruptive behavior
6/10/2014	1	M	W	8	13		042-UB: Disruptive behavior
6/11/2014	1	M	B	6	12		042-UB: Disruptive behavior
5/28/2014	1	M	A	7	13		006-RO: Possession of marijuana
6/6/2014	1	F	B	8	13		027-UB: Aggressive behavior

Chart of Offenses: 2014-2015

Incident Date	Offender Type Code	Offender Gender	Offender Race/Ethnicity Code	Offender Grade Level	Offender Age on Incident Date	Offender EC Code	Behavior 1
9/2/2014	1	M	B	7	13	IDMI	036-UB: Theft
9/2/2014	1	M	B	8	14		061-UB: Disrespect of faculty/staff
9/4/2014	1	M	W	6	11	LD	024-UB: Fighting
9/19/2014	1	M	B	8	13		040-UB: Inappropriate items on school property
9/19/2014	1	F	B	8	13		027-UB: Aggressive behavior

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

9/30/2014	1	M	B	8	13	IDMI	024-UB: Fighting
9/30/2014	1	M	B	6	12		024-UB: Fighting
10/6/2014	1	F	B	8	13		019-UB: Communicating threats (G.S. 14-277.1)
11/14/2014	1	M	B	6	12	OH	027-UB: Aggressive behavior
11/21/2014	1	M	B	7	12		024-UB: Fighting
12/3/2014	1	M	W	7	13		074-UB: Cutting class
12/4/2014	1	M	B	7	12	LD	024-UB: Fighting
12/5/2014	1	M	B	6	12		091-UB: Misuse of school technology
12/10/2014	1	M	B	6	12		040-UB: Inappropriate items on school property
12/10/2014	1	M	W	7	13		040-UB: Inappropriate items on school property
12/12/2014	1	M	W	7	14		040-UB: Inappropriate items on school property
12/15/2014	1	F	B	8	13		040-UB: Inappropriate items on school property
1/6/2015	1	M	B	8	14		042-UB: Disruptive behavior
1/13/2015	1	M	B	8	14	ED	027-UB: Aggressive behavior
1/15/2015	1	M	B	7	12		027-UB: Aggressive behavior

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

1/22/2015	1	M	M	8	13		032-UB: Inappropriate language/disrespect
1/28/2015	1	M	B	7	13		027-UB: Aggressive behavior
2/2/2015	1	M	W	7	12		024-UB: Fighting
2/9/2015	1	M	B	6	11		040-UB: Inappropriate items on school property
3/3/2015	1	M	M	8	13		114-UB: Inappropriate Behavior
3/4/2015	1	M	H	8	13	LD	042-UB: Disruptive behavior
3/11/2015	1	M	W	7	14		040-UB: Inappropriate items on school property
3/16/2015	1	M	B	8	13		027-UB: Aggressive behavior
3/17/2015	1	M	M	8	13		027-UB: Aggressive behavior
3/17/2015	1	M	B	7	12		032-UB: Inappropriate language/disrespect
3/18/2015	1	F	B	6	12	ED	052-UB: Bullying
3/18/2015	1	M	B	7	13		024-UB: Fighting
3/20/2015	1	F	B	6	11		032-UB: Inappropriate language/disrespect
3/26/2015	1	M	B	7	12		027-UB: Aggressive behavior
3/26/2015	1	M	B	8	14		032-UB: Inappropriate language/disrespect

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

3/26/2015	1	F	B	6	12	ED	042-UB: Disruptive behavior
3/27/2015	1	M	W	6	12		024-UB: Fighting
3/27/2015	1	M	W	6	12		024-UB: Fighting
3/27/2015	1	M	B	6	12		024-UB: Fighting
3/30/2015	1	M	B	6	11		024-UB: Fighting
3/31/2015	1	F	W	7	12		074-UB: Cutting class
3/31/2015	1	M	W	7	14		074-UB: Cutting class
4/1/2015	1	M	W	7	13		042-UB: Disruptive behavior
4/1/2015	1	M	M	8	13		032-UB: Inappropriate language/disrespect
4/16/2015	1	M	B	8	13	IDMI	042-UB: Disruptive behavior
4/28/2015	1	M	B	8	14		032-UB: Inappropriate language/disrespect
4/28/2015	1	M	W	6	12	LD	024-UB: Fighting
5/4/2015	1	M	W	7	13		024-UB: Fighting
5/12/2015	1	M	B	7	13		024-UB: Fighting
5/12/2015	1	M	B	7	13		024-UB: Fighting
5/20/2015	1	M	W	7	13		024-UB: Fighting
5/20/2015	1	M	B	7	13		032-UB: Inappropriate language/disrespect

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

5/20/2015	1	F	B	7	12		032-UB: Inappropriate language/disrespect
5/25/2015	1	F	B	8	14		032-UB: Inappropriate language/disrespect
5/25/2015	1	M	B	7	13		027-UB: Aggressive behavior
6/2/2015	1	M	B	7	13		027-UB: Aggressive behavior
6/4/2015	1	M	W	7	13	OH	032-UB: Inappropriate language/disrespect
6/9/2015	1	M	B	6	11		114-UB: Inappropriate Behavior
6/9/2015	1	F	B	6	12	ED	052-UB: Bullying
6/10/2015	1	M	W	6	12		024-UB: Fighting
6/11/2015	1	M	W	6	11		024-UB: Fighting
6/15/2015	1	M	B	6	12		024-UB: Fighting

Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know?</p> <p>Classroom interventions</p>	<p>2. What opportunities for improvement do you notice?</p> <p>MTSS training Award ceremonies</p>	<p>3. What seems to be the root cause of the problem and how do you know?</p> <p>Home/School connection Peer interactions</p>
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Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

Positive parent contacts	Incentives PTSO/Parent feedback	
Student Assistance Team		
PLCs and Grade level		

Target SMART Goal (One year projection): West Middle School will improve positive student behavior by reducing the number of in school and out of school suspensions by 5% by 2016.

What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?

D DO: Develop and Implement Deployment Plan					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Continued focus on the positive parent contact MCS strategic goal (at least 2 per semester per child). Revise the process for documenting parent contact.	Teachers and Assistant Principal	Parent contact logs	Aug 2015	June 2016
2	Weekly communication with parent/guardians	Teachers	Weekly newsletters, emails, parent contact log	Aug 2015	June 2016
3	Implementing new character ed program called Random Acts of Kindness	Counselor, Teacher,	Graph of number of recognitions	Aug 2015	June 2016

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

		Assistant Principal			
4	Develop Bystander Empowerment team	Counselor, Students, Teachers, Administrators	Formation of the team List of members Minutes from meetings	Aug 2015	June 2016
5	Implement Positive Reinforcement strategies	Teachers, Administrators, Office, Counselor	Documented incentives (ex. number of dress down days)	Aug 2015	June 2016
6	Weekly meetings for SAT on Wednesday (A. Beard, S. Laucher, T. Gibson) and will work with the MTSS Team when focused on student academics.	SAT Members, MTSS Members	SAT meeting minutes	Aug 2015	June 2016
7	Truancy – Every Wednesday the SAT meets to discuss truancy and/or students with frequent absences. Three, six and ten unexcused absences will result in a letter sent home. After ten days unexcused absences, a meeting is set up with the SAT. After fifteen absences, a meeting is set up to determine possible retention due to absences. The SAT determines the need of a District Truancy Committee Meeting.	SAT Members, Social Worker, Guidance Counselor, School Nurse	SAT meeting minutes, Letters for excessive absences, documentation in PowerSchool	Aug 2015	June 2016
8	Mentors – During Red Ribbon Week, students will identify a go-to person who will serve as their mentor at the school as needed (during Exploratory classes). We will measure success based on individual student behavior and academics.	Chris Jonassen, John McMillan, Students, WMS Staff Members, Community volunteers	Individual student behavior as documented in “monthly discipline reports”	Aug 2015	June 2016

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

Implementation Plan Quality Check:					
What resources/budget needs do you have for the first cycle?					
School level funds for incentives and donations from the community					
If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? No state or federal funds are needed.					
If funding is not available, identify the steps from the implementation plan that will address the funding gap.					
What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?					
N/A					
Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:					
A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) Discipline data by month Student attendance data by month	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.) Discipline data by month Student attendance data by month	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data) Discipline data by month Student attendance data by month			

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

S	Study – Analysis of data after implementing an approach
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At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No
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Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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A	Act – Revise or continue with implementation plan based on data analysis.
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4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

Step #	Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

Montgomery County Schools
School Improvement Plan
 A Continuous Improvement Strategic Plan
 2015-2016

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Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

If funding is not available, list the steps from the implementation plan that will address the funding gap.



What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
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S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the 2014-15 SIP.

A Act – Continue with the Target Goal or revise the Target Goal for next year.

Overall goal has been met and School Improvement Plan focus will change for next year.
 Or...

Montgomery County Schools
School Improvement Plan
A Continuous Improvement Strategic Plan
2015-2016

- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2015-16 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

Schedule your 2015-2016 SIP Coaching Session.