

LEA or Charter Name/Number:	Bladen County Schools - 090			
Principal Signature:				
				Date
Local Board Approval Signature:				
				Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Mrs. Mary Harrelson		
Assistant Principal	Ms. Dia Collins		
Chairperson	Mrs. Adrian Batten		
Guidance Representative	Mrs. Leslie Pate		
Office Representative	Mrs. Patricia Hester		
Parent Representative	Mrs. Lisa Turbeville		
Teacher Representative	Mrs. Angela Campbell		
Teacher Representative	Mr. James Bower		
Teacher Representative	Mrs. Pamela Bryant		
Teacher Representative	Mrs. Vitha Nemeroff		
Elective Teacher Representative	Ms. Kristen Parker		
Exceptional Children Teacher Representativ	Mrs. Emily Jackson		
Exceptional Children Teacher Representativ	Mrs. Brenda Dean		
ISS Coordinator	Mrs. Deborah Cook		

* Add to list as needed. Each group may have more than one representative.

State Board of Education Goals – Future-ready Students for the 21st Century							
Goal 1 – North Carolina public schools will produce globally competitive students.							
Goal 2 – North Carolina public schools will be led by 21st Century professionals.							
Goal 3 – North Carolina Public School students will be healthy and responsible.							
Goal 4 – Leadership will guide innovation in North Carolina public schools.							
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.							

District Goals for Bladen County Schools

District Goal 1:	High Student Performance								
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.								
District Goal 2:	Healthy, Safe, Orderly and Caring Schools								
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.								
District Goal 3:	Quality Teachers, Administrators, and Staff								
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.								
District Goal 4:	Strong family, Community, and Business Support								
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.								
District Goal 5:	Effective and Efficient Operations								
Supports SBE Goal:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.								

School Vision and Mission Statements

Vision:

Our vision for Bladenboro Middle School is to educate, motivate, and support students in a global community. Students will have success for today and be prepared for tomorrow.

Mission:

The mission of Bladenboro Middle School is to encourage and support student achievement as we strive for excellence according to state and national standards. We seek to do this in a safe environment by developing positive relationships within the school, family, and community. We commit to a comprehensive system of support to assure this outcome to produce students able to interact effectively in a global community.

Data Summary Analysis

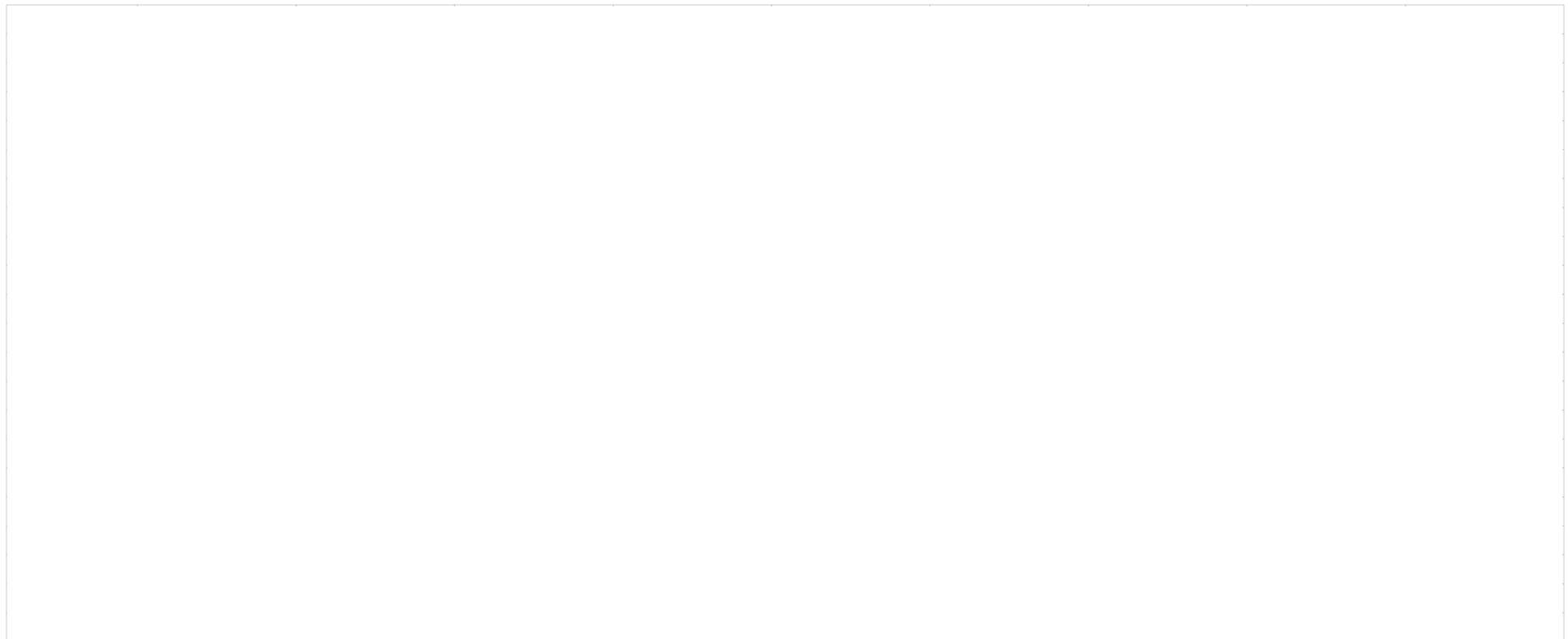
Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

According to the 2014-2015 testing data, academically our strengths are writing and reading for BMS. Our performance composite according to North Carolina's proficiency with all of our subgroups (EC, economically disadvantaged, black, etc.) for math/reading is 43% which BMS now has a grade of "D". That was a 4% increase from the previous year. Our 7th grade math students were able to exceed expected growth with over 500 points overall. Title I funds are Study Island as a supplemental resource for all subject areas.(Math, Reading, Science, and Social Studies) Students elective times were used for remediation as a strategy to prepare for the EOG. All teachers were on board and dedicated to ensure the success of our students.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Our school improvement team was able to disaggregate the 2014-2015 state EOG results. According to our AMO target goals, we made 21 out of 37 targets. In the areas of reading and math, no sub group (black, hispanic, white, EDS, SWD, and AIG). We were not able to achieve expected growth in those areas. The group that identified math as the area that needs improvement is school-wide. In addition, reading had a weakness across the grade levels with informational text. There were other factors to consider that may have been contributing factors) for low performances in grades. We decided to ensure that each teacher will comply with the district and prepare three LDC modules to increase rigor in their lessons. Teachers will use SchoolNet assessments every three weeks to monitor student's progress.



3. What is data is missing, and how will you go about collecting this information for future use?

The teacher's working condition survey is missing. However, teachers will receive a survey to monitor their progression and working conditions.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. By the end of 2015-2016 school year, BMS will increase teacher effectiveness of using student assessment data to design instructional strategies that will increase student growth by 15% in math and 8% in reading as measured by the NC READY EOG and common core standards. 2. By the end of the 2015-2016 school year, teachers will increase their usage of technology with their instructional presentations and assessments by 5% of their instructional schedule. 3. By the end of the 2015-2016 school year, BMS will increase the level of parent involvement by 10% by having engaging curriculum and informational nights to gain the rapport with parents.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
Achieve AYP in Reading on End Of Grade test.

School Goal 1: [1] Increase the number of proficient students in Reading during the 2015-2016 school year.

Supports this district goal: [2] High Student Performance

Target: Increase the number of proficient students in reading from 35% to 40% during the 2015-2016 school year.

Indicator: Benchmark data, EVAAS, and End Of Grade Test data

Milestone date: 1/1/2016

Plan/Do

Strategy 1:	Strategy: Identify students with 40% to 70% predicted probability of being proficient.	
	Action steps:	
	1. Review EVAAS	5. STAR testing
	2. Review previous year's EOG Scores	
	3. Teacher made Pre-Test and Post-Test	
	4. Study Island	
	Strategy: Increase remediation for targeted students	
	Action steps:	
	1. Grade level enrichment/remediation electives	5. SPIRE Reading program for EC students
	2. Use of online learning programs	6. SRA Reading Labs (8th grade)
	3. Schoolnet	7. Conferencing with students to create individual goals, as well as track student progress and mastery.
	4. Share key strategies through PLCs	8. Critical Thinking Reading Detective
Strategy 3:	Strategy: Increase literacy school-wide	
	Action steps:	
	1. Implementation of LDC and Literacy Plan	5. Utilize Articles of the Week
	2. Incorporate more informational text in lessons	6. College and career readiness anchor standard
	3. Word Walls	7. Practice reading in the content area
	4. Integrate writing across the curriculum	8. Incorporate Greek and Latin roots (science)

Plan/Do

How will we fund these strategies?

Funding source 1: [3]	Title I	Funding amount:	\$6,400
Funding source 2: [4]		Funding amount:	
Funding source 3: [5]		Funding amount:	
Funding source 4: [6]		Funding amount:	

	Funding source 5: [7]				Funding amount:			
					Total initiative funding:		\$6,400	
	Review freque							
Assigned implementation team:		Teachers and Administration						

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Lesson plans, walk-throughs, classroom observations, PLC minutes, final LDC products, increased reading informational text and online articles
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Benchmark scores, schoolnet reports, accelerated reader reports, formative and summative assessments, study island reports
	What does data show regarding the results of the implemented strategies?
	We will review the data quarterly and at the end of the year to note the results.

Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
Achieve AYP in Math on the End of Grade test.

School Goal 1: [8] Increase the number of proficient students in Math during the 2015-2016 school year.

Supports this district goal: [9] High Student Performance

Target: Increase the number of proficient students in math from 21% to 30% during the 2015-2016 school year.

Indicator: Benchmark Data, EVAAS, and End of Grade Test Data

Milestone date:

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do	Strategy 1:	Strategy: Identify students with 40% to 70% predicted probability of being proficient.		
		Action steps:		
		1. Review EVVAS		
		2. Review previous year's EOG scores		
		3. Share key strategies through PLCs		
	Strategy 2:	Strategy: Increase remediation for target students		
		Action steps:		
		1. Grade-level enrichment/remediation		5. Peer observations
		2. SchoolNet		6. Conferencing with students to create individual goals, as well as track student progress and mastery.
		3. Use of online programs- tenmarks.com, buzzmath.com, and Study Island		7. Increase computational skills
	Strategy 3:	Strategy: Incorporate 21st Century skills into all math classes		
		Action steps:		
1. Use technology in daily lessons				
2. Collaborate with CTE				
3. Relate math to real world applications				
	4. Vertical PLCs			

How will we fund these strategies?

Plan/Do	Funding source 1: [10] Title I	Funding amount:	\$5,500
	Funding source 2: [11]	Funding amount:	
	Funding source 3: [12]	Funding amount:	

	Funding source 4: [13]		Funding amount:		
	Funding source 5: [14]		Funding amount:		
			Total initiative funding:		\$5,500
	Review freque				
	Assigned implementation team:				

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Surveys of teachers, Observations, Review of Lesson Plans, EOG Test Data, Review of report cards
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Analysis of EVAAS data, EOG data, SchoolNet data, teacher designed formative assessments
	What does data show regarding the results of the implemented strategies?
	We will review the data quarterly and at the end of the year to note the results.

Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

The Teacher's Working Condition Survey shows that teachers feel that parents do not support teachers in contributing to the success of students.

School Goal 1: [15] Increase the level of parental involvement in the school.

Supports this district goal: [16] Strong Family, Community, and Business Support.

Target: Decrease the percentage of teachers who do not feel supported by parents from 45% to 35%.

Indicator: In house survey of teachers/Teacher's Working Condition Survey

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do	Strategy 1:	Strategy: Invite parents to participate in the following curriculum/extracurricular activities.	
		Action steps:	
		1. Beta Club	5. Battle of the Books
		2. Science Olympiad	6. Cultural Nights
		3. Whole School Curriculum Nights	7. Talent Show
		4. Award Nights	8. Fine Arts Nights
	Strategy 2:	Strategy: Increase parent and community participation at BMS	
		Action steps:	
		1. Compile a list of volunteers	5. Inservice projects (PTA)
		2. Conduct parent surveys	6. Use social media to inform parent about upcoming events
		3. Increase parent/teacher communication	7. Diverse membership on Parent Advisory Council
	Strategy 3:	Strategy: Parents will participate in various academic workshops throughout the school year to promote collaboration between school and home.	
Action steps:			
1. Family Reading Night			
2. Family Math Night			
3. Title I Parent Workshops			
4. Teachers update Web Pages			

How will we fund these strategies?

Plan/Do	Funding source 1: [17] Title I (Parent Involvement)	Funding amount:	\$1,627
	Funding source 2: [18]	Funding amount:	
	Funding source 3: [19]	Funding amount:	
	Funding source 4: [20]	Funding amount:	
	Funding source 5: [21]	Funding amount:	

Area for improvement and supporting data:

Writing test scores from the 2014-2015 school year show that of students are writing at a proficient level or above.

School Goal 1: [22] Improve student writing scores on the 7th grade writing test.

Supports this district goal: [23] High Student Performance

Target: Student scores on the writing test will increase from 19 to 30 distinguished.

Indicator: Student test data

Milestone date: 6/1/2016

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:	Strategy: Incorporate writing across the curriculum	
		Action steps:	
		1. Teachers develop vocabulary lists for their content area.	5. Conduct in-house staff development about anchor standards for writing
		2. Language arts teachers will collaborate in their grade level with other subjects.	6. Conduct in-house staff development on writing strategies
		3. Teachers will use a minimum of three LDC units per year	
		4. Teachers will be familiar with and implement the Anchor Standards for writing	
	Strategy 2:	Strategy: Monitor students writing in grades 5-7 leading up to the writing test	
		Action steps:	
		1. Collect 2 to 3 writing samples from core subjects	
		2. Conduct conferences with student to create a writing goal to address weaknesses	
		3. Allow students to journal about things that interest them at least twice a week	
	Strategy 3:	Strategy: Teach students to research strategies in all classes	
Action steps:			
1. Reinforce internet safety rules			
2. Conduct staff development on the 4 C's			
	3. Allow students to practice research skills using a variety of resources.		

Plan/Do

How will we fund these strategies?

	Funding source 1: [24]	Title I	Funding amount:	\$500
	Funding source 2: [25]		Funding amount:	
	Funding source 3: [26]		Funding amount:	
	Funding source 4: [27]		Funding amount:	
	Funding source 5: [28]		Funding amount:	
				Total initiative funding:
Review freque				
Assigned implementation team:	Administration, teachers, media coordinator			

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Observations, walk-throughs, writing samples
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Student writing will be assessed throughout the year by core teachers, work samples will be collected and scoring of the writing assessment
	What does data show regarding the results of the implemented strategies?
	We will review the data quarterly and at the end of the year to note the results.

Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [29] Identify and provide intervention/support to students at risk for attendance infractions.

Supports this district goal: [30] High student performance

Target: Increase student attendance to 95%

Indicator: Student attendance data

Milestone date: 6/1/2016

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do	Strategy 1:	Strategy: Create an attendance team and matrix.	
		Action steps:	
		1. Timely meetings with students that are at risk for attendance	
		2. Attendance team will monitor at risk students from last year's data	
		3. Implement a system for alerting the attendance team for students who are approaching excessive absences	
	4. Attendance team will develop partnerships with parents to support school attendance		
	Strategy 2:	Strategy: Offer incentives to students that are present	
		Action steps:	
		1. Dress down last Friday of the month for perfect attendance (no charge)	
		2. Popcorn party with music for ALL students with perfect attendance for each nine weeks	
		3. Pizza party for the homeroom with the best attendance for each nine weeks	
	Strategy 3:	Strategy:	
Action steps:			
1. Parental intervention			
2. Notify parents of attendance policies and consequences			
3. Make parents aware before student reach a certain amount of absences that they will be charged if student doesn't properly attend school			

	How will we fund these strategies?									
	Funding source 1: [31]		Fundraisers			Funding amount:		\$800		
	Funding source 2: [32]					Funding amount:				
	Funding source 3: [33]					Funding amount:				
	Funding source 4: [34]					Funding amount:				
	Funding source 5: [35]					Funding amount:				
						Total initiative funding:		\$800		
	Review freque									
	Assigned implementation team:									
	Check	What data will be used to determine whether the strategies were deployed with fidelity?								
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)										
What does data show regarding the results of the implemented strategies?										
We will review the data quarterly and at the end of the year to note the results.										
Act	Based upon identified results, should/how should strategies be changed?									

Safe Schools Plan

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Mrs. Mary Harrelson

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Teachers are responsible for establishing a set of rules and consequences which will be posted in their classrooms. Teachers must ensure that students are following the rules at all times, and in the event that they are not, referring them to the administration for further disciplinary action. School personnel also have the responsibility of reporting any suspected cases of child abuse/neglect.

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

All students are expected to follow the rules set forth in the Bladen County Code of Conduct. Students who are disruptive are placed in in-school suspension. Students who are repeatedly disruptive are referred to the Student Assistance Team (SAT). Students, teachers, guidance counselor, and administration meet to discuss strategies to help the student function in an appropriate manner. At-risk students are also given the opportunity to participate in a mentoring program with leaders from the community to help them make better choices.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Bladenboro Middle School uses classroom performance data, SchoolNet results, EVAAS data, PowerSchool data, and discipline reports to identify students who are at risk. The Student Assistance Team meets to address areas of concern, and with the assistance of the school's social worker and guidance counselor, teachers identify strategies to help the students succeed. If students are suspected of needing services from the Exceptional Children's program, they are referred in accordance to with the policies of Bladen County Schools.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

There is no longer an alternative school in Bladen County, therefore, students are placed in in-school suspension for minor offenses and out of school suspension for more serious offenses. After the have served the allotted time due to their infraction, they are returned to the regular classroom setting.

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Resource Officer is in place at school during activities as well as after school activities (dances, athletic events, etc.) Crisis plan has been updated and the School Resource Officer is aware of the procedures to be implemented in the result of a crisis at the school. Collaboration with law enforcement and evacuation sites will occur to ensure student safety.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

Parents will be notified of emergency situations through the Connect 5 phone messaging system. Parents are also notified of closings through local television and radio stations. We also use use the school website and school Facebook page to convey information to parents.

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Required Program Components	Goal(s)	Budget Allocation
1. Documentation of a comprehensive needs assessment process	During summer, expectations to initiate changes around the school were created and presented to staff. Additional researched based programs were purchased and those proven to be ineffective were discontinued. From the results of the needs assessment, students and teachers will have clear expectations.	
2. School-wide reform strategies	We will strive to create a positive school environment where students feel like they belong. Student belonging will be increased through academics, athletics, clubs, and school uniforms. By encouraging students to make positive choices in academics and behavior, we plan to turn the school around in a positive way.	
3. Instruction by highly qualified teachers	Bladenboro Middle School employs 100% highly qualified teachers in all core classes. Advanced degrees are held by 22% of the staff with additional teachers pursuing advanced degrees. When new employees are hired, an interview committee ensures that the people who are hired are highly qualified in the area they will be teaching. Two teachers are national board certified.	
4. High-quality and ongoing professional development	Bladenboro Middle School teachers are involved in high quality professional development including modules through NCDPI. In house staff development conducted by teachers who will/have attended conferences. Teachers are also involved in PLCs where they have the opportunity to learn from fellow teachers in their grade/subject area.	
5. Strategies to attract highly-qualified teachers to high-needs schools	By providing teachers with the opportunity to work with technology like SMART boards, laptops, document cameras in all classrooms, teachers have opportunities they might not have in other schools. We are also working to strengthen discipline at the school. The opportunity to teach in a safe and orderly learning environment is a desirable trait in a school.	

<p>6. Strategies to increase parental involvement</p>	<p>Bladenboro Middle School regularly uses SAT meetings to involve parents when there are concerns about issues involving attendance, behavior, or academics. We also conduct curriculum nights to meet with parents to discuss topics that are being taught in the classes, as well as sharing expectations with parents. We also request parent volunteers to come to school to help with various activities. Parents are invited to participate in a variety of curricular/extracurricular events.</p>	
<p>7. Plans for assisting transition from preschool to elementary, elementary to middle school programs</p>	<p>Bladenboro Middle School is a 5-8 school so the transition from preschool to elementary school does not apply to us.</p>	
<p>8. Measures to include teachers in decisions regarding the use of academic assessments</p>	<p>Teachers at our school use various methods to assess student learning. Formative assessment takes place on a daily basis. In addition, SchoolNet assessments and a variety of online resources that provide teachers with measurable feedback. Data is viewed by teachers through programs like EVAAS and SchoolNet to determine student progress and guide instruction.</p>	
<p>9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance</p>	<p>Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan: (1) Remediation during the entire school year during enrichment classes taught by core teachers. (2) Teachers volunteer during planning times.</p>	
<p>10. Coordination and integration of Federal, State, and local services, programs, and funding</p>	<p>Students in the Exceptional Children's program are served by two different teaches. One teacher has a self-contained class with an assistant, and the other teacher works in conjunction with the regular classroom teachers to supplement their instruction. The majority of the Title I money the school has received has been allocated for teaching positions. Other available are used for technology and media resources.</p>	

Title II Professional Development Plan			
Purpose	Goal/Strategy Alignment to SIT Plan / Follow-Up	Tools and Resources	Budget

SIP - School Level Technology Goals for 2015-16

Identify a minimum of three (3) priority goals that are clearly defined and measurable as it relates to the use and application of technology in your school. In addition, provide a timeline and monitoring plan to ensure implementation with fidelity of your goals and strategies.

Goals	Strategies	Resources - Human/Material	Person(s) Responsible	Budget	Evaluation Methods	District Goal(s) Alignment	Timeline	Monitoring Plan
Student emails will be utilized .	Teachers will expose students to email and email functions.	Classroom Teachers, Media Coordinator	Classroom Teachers, Media Coordinator	N/A	Google Docs and student communication	Producing responsible digital citizens	12/1/2015	School improvement team will report
Update network printing capabilities for all classrooms	Continuing working with Tech Services and Toshiba on one-by-connections	Toshiba Service Technician and Tech Services/Media Specialist	Tech Services, Media Specialist	N/A	Continue to allow teachers to print to a central location	Continuing reducing operating cost	1/1/2016	Keep monitoring work ticket completion
Implement 21st Century learning environments in all classrooms by June 2016	Continue using SMART boards, laptops, document cameras in lessons (documented in lesson plans)	Technology Department, Media Coordinator	SIT Team, Media Coordinator	N/A	Continue to increase student interactions with chrome books and computers. Provide teachers with the technology skills to integrate 21st century skills into their lessons.	Producing responsible digital citizens.	6/1/2016	Lesson Plans will incorporate technology on a daily basis.

Amount available	\$0	
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Bladenboro Middle School

Bladenboro Middle School						Achievement = 80% Growth = 20% of SPG				
Student Demographics		All Students	Black	White	EDS	NC School Report Card Data (School Performance Grade 15 point scale)				
							Achievement	Growth	Performance	Grade
5th Grade Reading		34.6 (81)	20.0 ((20)	45.1 (51)	28.9 (45)	Overall	37	67.4	43	D
6th Grade Reading		30.7 (75)	33.3 (15)	33.3 (48)	22.2 (45)	Reading K-8	35	77.4	43	D
7th Grade Reading		37.6 (93)	23.8 (21)	46.4 (56)	19.6 (46)	Math K-8	21	66.2	30	F
8th Grade Reading		35.9 (103)	16.7 (24)	44.4 (63)	24.5 (49)	Science	63			
Student Demographics		All Students	Black	White	EDS	Math I (EOC)	92 (26)			
5th Grade Math		25.9% (81)	15.0 (20)	31.4 (51)	13.3 (45)	Growth Status	-2.52	Not Met	SPG	D
6th Grade Math		8.0 (75)	6.7 (15)	8.3 (48)	6.7 (45)					
7th Grade Math		26.9 (93)	19.0 (21)	32.1 (56)	6.5 (46)					
8th Grade Math		19.4 (103)	12.5 (24)	19.0 (63)	14.3 (49)					
Student Demographics		All Students	Black	White	EDS					
5th Gr Science		67.1 (82)	50.0 (20)	70.6 (51)	60.9 (46)					
8th Gr Science		60.2 (103)	41.7 (24)	65.1 (63)	51.0 (49)					

State Accountability Model READY

All Subjects All Grades	School Performance Composite:	36.7% (915 Scores)
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Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)

Number of Scores				Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data	Areas of Need	
81	5th Reading			Comm Core				
				ELA Concepts	15.3%	62.9	-10.1	
				Literature	42.7%	61.2	-8.4	
				Informational	42.0%	58.6	-9.6	
75	6th Reading			Comm Core				
				ELA Concepts	18.1%	59.8	-14.2	
				Literature	38.2%	55.3	-13.6	
				Informational	43.75%	49.8	-15.2	
93	7th Reading			Comm Core				
				ELA Concepts	22.2%	59.3	-11.0	
				Literature	34.0%	60.6	-12.5	
				Informational	43.8%	52	-9.7	
103	8th Reading			Comm Core				
				ELA Concepts	20.3%	61.0	-9.2	
				Literature	33.6%	58.7	-7.8	
				Informational	46.2%	52.0	-9.9	

Number of Scores		Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)								
				Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
81	5th Math			Calculator Inactive	50.0% with 13.6% Gridded	37.2% with 25.1% Gridded	-18.5 with Gridded -24.7			
				Calculator Active	50.0%	45.1	-14.7			
		Common Core Math Domains	Operations Algebraic Thinking	6.8%	54.3	-5.0				
			Number Oper Base 10	25.0%	43.7	-13.5				
			Number Oper Fractions	50.0%	39.1	-18.0				
			Measurement and Data	13.6%	39.1	-22.0				
			Geometry	4.6%	36.4	-19.7				
Number of Scores		Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)								
				Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
75	6th Math			Calculator Inactive	30.0% with 18.0% Gridded	26.6% with 17.6% Gridded	-18.6 with Gridded -19.5			
				Calculator Active	70.0%	33.1	-20.6			
		Common Core Math Domains	Ratios and Proportional Relationships	14.0%	32..2	-21.7				
			The Number System	30.0%	32.5	-18.3				
			Expressions Equations	30.0%	29.2	-18.7				
			Geometry	16.0%	29.3	-23.2				
			Statistics Prob	10.0%	34.7	-21.2				
Number of Scores		Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)								
				Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
93	7th Math			Calculator Inactive	30.0% with 18.0% Gridded	31.1% with 19.7% Gridded	-12.6 with Gridded -13.5			
				Calculator Active	70.0%	44.8	-7.3			
		Common Core Math Domains	Ratios and Proportional Relationships	26.0%	43.2	-9.5				
			The Number System	10.0%	20	-9.0				
			Expressions Equations	26.0%	44.2	-9.8				
			Geometry	24.0%	39.2	-6.4				
			Statistics Prob	14.0%	47.2	-10.1				
Number of Scores		Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)								
				Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
103	8th Math			Calculator Inactive	30 % with 18.0% Gridded	26.1% with 16.1% Gridded	-14.8 with Gridded -12.8			

			Calculator Active	70.0%	42.3	-11.8				
			Common Core Math Domains							
			Functions	24.0%	38.1	-13.2				
			The Number System	6.0%	14.6	-10.1				
			Expressions Equations	32.0%	35.4	-13.3				
			Geometry	22.0%	46.2	-11.6				
			Statistics Prob	16.0%	37.3	-13.0				
Number of Scores			Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)							
82	5th Science			Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
			Physical Science	36.9%	64.9	-1.2				
			Forces/ Motion	13.3%	74.1	+3.1				
			Matter	14.7%	68.4	-0.8				
			Energy	8.9%	45.2	-9.0				
			Earth Science	Earth Systems	17.8%	55.2	+6.7			
			Life Science	45.4%	66.2	-4.5				
			Structures; Functions	15.6%	56.5	-13.3				
			Ecosystems	16.7%	68.8	+2.9				
			Evolution	13.1%	75.0	-4.1				
Number of Scores			Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)							
103	8th Science			Percent of Test based on 100%	BBM Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
			Phys Science	26.7	45.1	-9.2				
			Matter	16.7	45.8	-9.1				
			Energy	10.0	44.0	-9.4				
			Earth Science	25.0	51.9	-6.5				
			Earth Systems	13.3	56.7	-5.1				
			Earth History	11.7	46.5	-8.0				
			Life Science	48.3	51.0	-11.8				
			Structures; Functions	17.2	54.4	-10.5				
			Ecosystems	11.1	49.8	-14.4				
			Evolution	13.3	51.2	-13.0				
			Molecular Bio	6.7	43.0	-9.3				
Number of Scores			Goal Summaries: Comparison against State Mean Percent Correct (2014 Data)							
26	MATH I	(ONLINE)		Percent of Test based on 100%	EAS Weighted Mean % Correct	Difference from State 2014 Data		Areas of Need		
			Calculator Inactive	30.6 % with 20.4% Gridded	52.3% with 50.0% Gridded	+17.5 with Gridded +20.1				
			Calculator Active	69.4%	67.6	+16.1				

			Common Core Math Domains	Algebra	30.6%	67.9	+21.8				
				Functions	37.7%	59.0	+16.0				
				Geometry	10.2%	66.9	+9.3				
				Number and Quantity	6.1%	46.2	+13.4				
				Statistics Prob	15.3%	66.3	+13.4				

Federal Accountability Model AMO Targets: BMS Met 21 of 37 Targets 56.8%

Reading 3-8 AMO Results

Subgroup	All	Amer Ind	Asian	Black	Hispanic	Multi	White	EDS	LEP	SWD	AIG
95% Part	355 (>95%)	*	*	81 (>95%)	34 (>95%)	*	219 (>95%)	187 (>95%)	*	38 (>95%)	35 (>95%)
Status	MET	*	*	MET	MET	*	MET	MET	*	MET	MET
Prof Goal	55.1	*	*	40.4	43.0	*	65.2	42.9	*	30.3	92.5
Proficiency	28.9	*	*	13.3	17.6	*	36.8	18.8	*	<5	82.9
Status	NOT MET	*	*	NOT MET	NOT MET	*	NOT MET	NOT MET	*	NOT MET	NOT MET
	329 @ 140 days	*	*	75 @ 140 days	34 @ 140 days	*	204 @ 140 days	170 @ 140 days	*	35 @ 140 days	35 @ 140 days

Math 3-8 AMO Results

Subgroup	All	Amer Ind	Asian	Black	Hispanic	Multi	White	EDS	LEP	SWD	AIG
95% Part	355 (>95%)	*	*	81 (>95%)	34 (>95%)	*	219 (>95%)	187 (>95%)	*	38 (>95%)	35 (>95%)
Status	MET	*	*	MET	MET	*	MET	MET	*	MET	MET
Prof Goal	53.9	*	*	37.8	46.1	*	63.0	42.1	*	30.0	93.3
Proficiency	18.5	*	*	12.0	17.6	*	21.1	7.6	*	<5	77.1
Status	NOT MET	*	*	NOT MET	NOT MET	*	NOT MET	NOT MET	*	NOT MET	NOT MET
	329 @ 140 days	*	*	75 @ 140 DAYS	34 @ 140 days	*	204 @ 140 days	170 @ 140 days	*	35 @ 140 days	35 @ 140 days

Science AMO Results

Subgroup	All	Amer Ind	Asian	Black	Hispanic	Multi	White	EDS	LEP	SWD	AIG
95% Part	185 (>95%)	*	*	44 (>95%)	*	*	114 (>95%)	95 (>95%)	*	*	*
Status	MET	*	*	MET	*	*	MET	MET	*	*	*
Prof Goal	61.8	*	*	46.0	*	*	71.7	50.0	*	*	*
Proficiency	48.6	*	*	33.3	*	*	55.0	42.4	*	*	*
Status	NOT MET	*	*	MET w CI	*	*	NOT MET	MET W CI	*	*	*
	179 @ 140 days	*	*	42 @ 140 days	*	*	111 @ 140 days	92 @ 140 days	*	*	*

	Amer History I		36 Points Possible					8th Social Studies		36 Points Possible with 2 CR Items			
	Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median Score		Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median (Middle) Score
East Bladen	109	17.17	13	34	3	17	BMS	101	17.28	16	34	6	16
West Bladen	116	19.4	20 & 14	31	9	20	CSD	98	16.74	18	30	5	17
Bladen	225						EAS	13	16.08	23, 19, 16, 12	23	10	16
							ETM	81	14	13	27	6	13
							THM	86	18.71	20	32	7	18.5
	Amer History II		36 Points Possible					Bladen	293				
	Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median Score							
East Bladen	104	19.23	19	36	4	19		7th Social Studies		37 Points Possible No CR Items			
West Bladen	43	21.84	26, 21, 19	35	8	21		Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median (Middle) Score
Bladen	147						BMS	89	18.16	13	35	6	17
							CSD	86	20.92	27, 22	34	6	22
							EAS	24	18.33	11	33	8	15.5
	Civics and Econ		38 Points Possible				ETM	Not Given	Long Term Sub				
	Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median Score	THM	68	19.1	16	33	7	18.5
East Bladen	163	19.81	23	36	5	19	Bladen	175					
West Bladen	185	19.5	23, 18	34	5	20		6th Social Studies		37 Points Possible No CR Items			
Bladen	348							Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median (Middle) Score
							BMS	70	20.73	16	34	7	20.5
	World History		36 Points Possible										
	Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median Score	CSD	88	25.32	26	37	11	26.5
East Bladen	179	15.4	15	32	4	15	EAS	19	18.84	11	34	6	18
West Bladen	222	15.77	13, 14	32	4	15	ETM	79	22.01	27	34	8	24
Bladen	401						THM	73	24.01	27	36	10	25
							Bladen	329					
	US History		44 Points Possible					5th Social Studies		38 Points Possible No CR Items			
	Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median Score	BTW	34	16.65	11, 10	29	6	15
East Bladen	16	16.31	11	22	11	17	ETM	122	19.52	14	36	4	19
West Bladen	5	20.80	13	30	13	23	BMS	Not Given	EOG Value Added Data for Teachers				
Bladen	21						Bladen	156					
								4th Social Studies		38 Points Possible No CR Items			
								Number Tested	Scale Score Mean	Mode Value (most often)	High Score	Low Score	Median (Middle) Score
							BTW	34	18.09	18	28	8	18
							Bladen	34					

Chemistry						
	Number Tested	Scale Score Mean	36 Points Possible Mode Value (most often)	High Score	Low Score	Median Score
East Bladen	85	23.15	25	37	14	23
West Bladen	37	19.08	18	28	8	18
Bladen	122					
Earth Env Science						
	Number Tested	Scale Score Mean	40 Points Possible Mode Value (most often)	High Score	Low Score	Median Score
East Bladen	157	21.75	24	37	6	22
West Bladen	235	21.91	22	37	5	22
Bladen	392					
Physical Science						
	Number Tested	Scale Score Mean	40 Points Possible Mode Value (most often)	High Score	Low Score	Median Score
East Bladen	58	18.76	18	31	7	18
West Bladen	84	18.75	14	31	6	18.5
Bladen	142					

7th Science NCFE						
	Number Tested	Scale Score Mean	35 Points Possible No CR Items Mode Value (most often)	High Score	Low Score	Median (Middle) Score
BMS	90	15.37	13, 11	30	4	15
CSD	88	19.27	15	31	8	19
ETM	86	17.19	17	31	6	17
THM	71	15.68	21, 14, 12	26	4	16
Bladen	335					
6th Science NCFE						
	Number Tested	Scale Score Mean	35 Points Possible No CR Items Mode Value (most often)	High Score	Low Score	Median (Middle) Score
BMS	Did Not Test	Long Term Sub				
CSD	89	23.45	27	34	7	24
ETM	79	20.25	22	32	6	22
THM	Did Not Test	Long Term Sub				
Bladen	168					

- [1] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [2] Identify the supported district goal here.
- [3] Select a funding source from the drop-down list.
- [4] Select a funding source from the drop-down list.
- [5] Select a funding source from the drop-down list.
- [6] Select a funding source from the drop-down list.
- [7] Select a funding source from the drop-down list.
- [8] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [9] Identify the supported district goal here.
- [10] Select a funding source from the drop-down list.
- [11] Select a funding source from the drop-down list.
- [12] Select a funding source from the drop-down list.
- [13] Select a funding source from the drop-down list.
- [14] Select a funding source from the drop-down list.
- [15] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [16] Identify the supported district goal here.
- [17] Select a funding source from the drop-down list.
- [18] Select a funding source from the drop-down list.
- [19] Select a funding source from the drop-down list.
- [20] Select a funding source from the drop-down list.
- [21] Select a funding source from the drop-down list.
- [22] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [23] Identify the supported district goal here.
- [24] Select a funding source from the drop-down list.
- [25] Select a funding source from the drop-down list.
- [26] Select a funding source from the drop-down list.
- [27] Select a funding source from the drop-down list.
- [28] Select a funding source from the drop-down list.
- [29] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [30] Identify the supported district goal here.
- [31] Select a funding source from the drop-down list.
- [32] Select a funding source from the drop-down list.
- [33] Select a funding source from the drop-down list.

[34] Select a funding source from the drop-down list.

[35] Select a funding source from the drop-down list.