

North Carroll Middle School
School Improvement Plan 2019-2020



School Vision / Mission
<p><i>Our North Carroll Middle School community values and embraces the diversity of every young adolescent. We collaborate to create a positive culture that promotes challenging learning experiences. Through innovative approaches, our students will become empowered as successful lifelong learners in a dynamic world.</i></p>

Carroll County Board of Education Strategic Planning Pillars
PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS
<p>Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of students.</p>
STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS
<p>Carroll County Public Schools’ personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.</p>
DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE
<p>Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.</p>
ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS
<p>Carroll County Public Schools’ personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.</p>
<p>From <https://www.carrollk12.org/boe/Pages/StrategicPlanningPillars.aspx></p>

School Needs Assessment

School Improvement Goals to Target Areas from Needs Assessment
<ol style="list-style-type: none"> 1. By 2022, improve the achievement of students in academic classes as evidenced by a 10% reduction in the number of students earning a quarter grade of a D or F in an academic class. (Baseline 2018 – 2019: 159/629 = 25.28%) 2. By 2022, create an environment that engages and challenges students identified as receiving free and reduced meals as evidenced by a 10% decrease in the number of FaRMs students earning a quarter grade of a D or F in an academic course and increase the percentage of students in an Advanced/Honors course who receive free and reduced meals by 5%. (Baseline 2018 – 2019: D/F 63/159 = 39.62%; Adv/Honors = 8.99%)

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Carroll County Public Schools
Building the Future

3. By 2022, create a safe, secure, and healthy learning environment as evidenced by a 15% reduction in major referrals for disrespect, disruption, and foul language. (Baseline 2018 – 2019: 180 major referrals)

School Improvement Goal		
1. By 2022, improve the achievement of students in academic classes as evidenced by a 10% reduction in the number of students earning a D or F in an academic class. (Baseline 2018 – 2019: 159/629 = 25.28%)		
Strategic Actions	Person Responsible	Data Collection
<ul style="list-style-type: none"> • Identify students needing additional support (Grade 7/8: students with D/F in academic course for 2 – 4 quarters in 18 – 19; Grade 6: students with D/F at Interim 1) • Assign identified students to an academic team mentor for weekly academic check-ins • Invite families of identified students to the first conference night and provide information regarding the Boys and Girls Club Program at NCMS • Focus on identified students to participate in the Boys and Girls Club Program at NCMS • Implement a club program during the school day • Implement quarterly events for the families of identified students to build engagement. • Provide differentiated professional learning opportunities related to formative assessment & 2nd chance learning, motivating students & the growth mindset, the trauma informed classroom, and building equity. • Utilize the TIES Grant to create a more inclusive environment for all learners and to create student leaders in the classroom 	<ul style="list-style-type: none"> • School Counselors • Academic Team Leaders • Academic Team Leaders • School Counselors • Administration • School Improvement Team Chairs • Administration • Amy G 	<p>Formative:</p> <ul style="list-style-type: none"> • Interim Grades • Weekly Check-In Data • Student Questionnaire regarding Club Day • Teacher Feedback on Professional Learning <p>Summative:</p> <ul style="list-style-type: none"> • Quarterly Academic Grades • Attendance at Quarterly Family Events vs. Achievement

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School Improvement Goal		
<p>2. By 2022, create an environment that engages and challenges students identified as receiving free and reduced meals as evidenced by a 10% decrease in the number of FaRMs students earning a D or F in an academic course and increase the percentage of students in an Advanced/Honors course who receive free and reduced meals by 5%. (Baseline 2018 – 2019: D/F 63/159 = 39.62%; Adv/Honors = 8.99%)</p>		
Strategic Actions	Person Responsible	Data Collection
<ul style="list-style-type: none"> • Provide Pre-Service Professional Learning for all professional staff related to grading and assessment • Provide support in classes with high numbers of students receiving free and reduced meals • Establish ways to highlight non-academic successes • Implement quarterly events for the families of identified students to build engagement. • Provide differentiated professional learning opportunities related to formative assessment & 2nd chance learning, motivating students & the growth mindset, the trauma informed classroom, and building equity. 	<ul style="list-style-type: none"> • Administration • Administration • PE & Arts Teachers • School Improvement Chairs • Administration 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher Feedback on Professional Learning • Interim Grades <p>Summative:</p> <ul style="list-style-type: none"> • Quarter Grades • Attendance at Quarterly Family Events vs. Achievement

School Improvement Goal		
<p>3. By 2022, create a safe, secure, and healthy learning environment as evidenced by a 15% reduction in major referrals for disrespect, disruption, and foul language. (Baseline 2018 – 2019: 180 major referrals)</p>		
Strategic Actions	Person Responsible	Data Collection
<ul style="list-style-type: none"> • Interim and quarterly rewards/conferences driven by the team • Implement Sources of Strength Campaigns • Implement school-wide activities through the Student Voice Committee • Implement a Power of Words activity during FLEX (week 1) • Provide ongoing professional learning for all faculty and staff to build cultural proficiency • Provide ongoing professional learning for all faculty to gain consistency in discipline (procedures, expectations, and rules) • Utilize the TIES Grant to create a more inclusive learning environment and to create student leaders 	<ul style="list-style-type: none"> • Academic Team Leaders • Cristie V & Sara F • Kierre V & Cathy D • Student Voice • Kierre V & Cathy D • Amy G 	<p>Formative:</p> <ul style="list-style-type: none"> • Student attendance at rewards • Quarterly Discipline Data <p>Summative:</p> <ul style="list-style-type: none"> • End of Year Discipline Data • SOS/SVC Student Survey