

School Name: Jacobs Fork Middle School

Catawba County Schools

2009-2012 School Improvement Plan

Mission Statement

Jacob Fork's mission is to teach, learn and lead for the future.

Teach, Learn and Lead

Jacobs Fork Middle School Core Beliefs

- Students learn best when actively engaged in the learning process.
- Positive interactions with adults and other students contribute to learning.
- Students learn best when our staff maintains high expectations for learning.
- Parental, business, and community partnerships are important to the success of our school.
- Teachers and staff members through the curriculum at Jacobs Fork Middle School challenge students to engage in higher-level thinking skills.

Catawba County Schools

Board of Education

Joyce Spencer Chairperson
Charlie Wyant..... Vice Chairperson
Glenn Fulbright..... Member
Sherry Butler Member
David Brittain Member
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Crystal Davis Attorney

Administration

Glenn Barger Superintendent
Steve Demiter Assistant Superintendent Operations
Pat Hensley Assistant Superintendent Human Resources
Beth Isenhour Assistant Superintendent Curriculum & Instruction

Building Leadership Team Members

The following individuals constitute Jacobs Fork's Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
 - Principal
 - Assistant Principal
 - Certified Staff (Instructional Personnel)
 - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
 - Classified Staff
 - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
 - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of classified staff)

Total Eligible to Vote: 59

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley: Yes 48 No 0

Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior" (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld.
9. The District's Safe School Plan is an integral component of the work done at this school. All LEA policies and regulations are followed.
10. The following character traits are addressed per General Statute 115C-12(33): courage, good judgment, integrity, civility, kindness, perseverance, respect, responsibility, and self-discipline. The school assures that these traits are integrated into classroom instruction where appropriate and through school-wide recognitions.

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Jeffrey Isenhour	Principal	/ /	On File	8 / 27 / 10
Dawn Covington	Assistant Principal	/ /	On File	8 / 27 / 10
Jeff Brotherton	BLT Chairperson	6 / 30 / 12	On File	8 / 27 / 10
Erin McRary	Rotation Teacher	6 / 30 / 11	On File	8 / 27 / 10
Rhonda Holberg	Eighth Grade	6 / 30 / 11	On File	8 / 27 / 10
Barbara Matthews	Seventh Grade	6 / 30 / 12	On File	8 / 27 / 10
David Shook	Seventh/Eighth Grade	6 / 30 / 12	On File	8 / 27 / 10
Miriam Butts	Eighth Grade	6 / 30 / 11	On File	8 / 27 / 10
Ellen Fountain	Seventh Grade	6 / 30 / 12	On File	8 / 27 / 10
Carla Durham	Exceptional Children	6 / 30 / 12	On File	8 / 27 / 10
Betsy Lindler	Teacher Assistant	6 / 30 / 12	On File	8 / 27 / 10
Cindy Boger	Parent	6 / 30 / 11	On File	8 / 27 / 10
Lisa Cunningham	Parent	6 / 30 / 11	On File	8 / 27 / 10
		/ /	On File	/ /
		/ /	On File	/ /
		/ /	On File	/ /

Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagNIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County.

In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.

Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>19</u> out of <u>19</u> target goals	<u>Met</u> High Growth	<u>Met</u> Expected Growth	_____ No Recognition
2009-2010	Met <u>17</u> out of <u>17</u> target goals	<u>Met</u> High Growth	<u>Met</u> Expected Growth	_____ No Recognition
2010-2011	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2011-2012	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition

Synthesized Narrative of School

Jacobs Fork School, located in Catawba County, North Carolina has a student population of 575 students, based on the 8th month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and the NMSA School Improvement Report.

Identified Strength	Supporting Evidence and Reflection	Data Source
Increased levels of student achievement in all areas	Testing results showed increases in all areas of achievement (Reading, Mathematics, Science, and Computer Skills). Jacobs Fork met 19 of 19 AYP targets for the 2008-2009 school year while also achieving high growth.	North Carolina Testing and Accountability Catawba County Schools Testing and Accountability
Use of a solid model of inclusion and co-teaching for exceptional children and for English Language Learners receiving services throughout the school	Strong models of co-teaching and inclusion occur at all grade levels and in the areas of mathematics and language arts with exceptional children's and ELL teachers in	Jacobs Fork Middle School Schedules IEP Plans for students Commendation from the National Middle School Association (NMSA Toolkit Survey)

	the area of eighth grade science with teacher assistants. This provides additional resources and support in the regular education setting for students with disabilities.	
Professional development for certified and classified staff (optional) focusing on research based , results driven instructional methods	Faculty and staff have engaged in intensive Learning Centered Schools professional development, professional development from the National Middle School Association on middle level education, and effective instructional strategies as identified by the work of Robert J. Marzano	Learning Centered Schools The Art and Science of Teaching by Robert J. Marzano School Improvement Toolkit Report from the NMSA Professional development completion from Schoollink
Implementation and use of technology in all classrooms at Jacobs Fork Middle School	All classrooms are fully outfitted with mounted LCD projectors and schoolpads. All instructional staff has been trained to use these tools to enhance instruction. In addition, instructional staff continues to use document cameras, classroom responder sets, laptop computers, Skype, GPS units, smart boards, and a variety of software to engage students.	Technology budget purchases Professional development completion through schoollink Classroom observations and lesson planning
Jacobs Fork Middle School offers programs of additional support to accommodate all levels of learners.	Instructional staff offer support before and after school throughout the school year to students who may be struggling or need additional academic support. This support comes in the form of tutoring and small group instruction in the areas of mathematics, science, computer skills, social studies, and language arts. In addition, students may use tutorial based programs such as Plato. During the instructional day,	ABC Testing Data Jacobs Fork Middle School Scheduling EVAAS Data PLATO Data ClassScape Data LDP Data PEPs Portfolios

	students struggling with reading are scheduled to attend reading enrichment sessions every other day for the entire year.	
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Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
Economically disadvantaged students and students with disabilities while meeting AYP standards demonstrate achievement gaps in levels of student achievement for future levels of AYP progress	Results for 2008-2009 showed students in reading having overall proficiency of 79.3% and mathematics of 93.2%. AYP levels of proficiency for the 2010-2011 school year in reading are for 71.6% and for mathematics of 88.6%. At present levels of proficiency, Jacobs Fork does not meet these levels of proficiency with economically disadvantaged students and students with disabilities in the areas of reading and mathematics.	ABC Testing Data AYP Goals for 2010-2011 EVAAS Data
The overall performance of students in reading skills has increased tremendously at Jacobs Fork. Achievement and performance skills in the areas of critical literacy, comprehension, and higher order thinking skills must increase for achievement results and to have a profound effect on achievement across all content areas.	Results for 2008-2009 showed overall reading proficiency at 79.3%. Science achievement results increased dramatically in the eighth grade, however, approximately 14% of students in science continue to not pass the EOG in science.	ABC Testing Data EVAAS Data
Refinement needed for the school's advisory program	Based on survey results to school faculty through NMSA and K-12 Insight	NMSA and K-12 Insight Survey Data
Bullying	District student surveys indicated 74.91% of students, 75.17% of parents, and 89.75% of certified staff have a slight to great concern about bullying	District Survey Data

Summarization of SMART Goals for Jacobs Fork Middle School

SMART Goal One: By June 2012, the ED subgroup will increase to proficiency levels of 85.5% in reading and 95% in math and SWD subgroup will increase to proficiency levels of 83.9% in reading and 89.4% in math.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8
NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Two: By June 2012, schoolwide reading achievement will be 91.9%.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8
NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Three: By June 2012, students, parents, and teachers indicating a concern of bullying will be reduced to 50.0%.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8
NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Four: By June 2012, _____.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8
NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Five: By June 2012, _____.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8
NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal #1 2009-2010

Overall SMART Goal: By 2011-2012 Jacobs Fork Middle School will increase student achievement for two major subgroups of concern in the areas of reading and math as measured by the North Carolina Testing Program . In reading, economically disadvantaged students (ED) will increase a minimum of 8.25% per year and students with disabilities (SWD) will increase a minimum of 9.0% per year. In math, economically disadvantaged students (ED) will increase a minimum of 2.5% per year and students with disabilities (SWD) will increase a minimum of 5.5% per year.

Target SMART Goal/Measure: By June 2010, the ED subgroup will increase to proficiency levels of 73% in reading and 90.4% in math and SWD subgroup will increase to proficiency levels of 70.6% in reading and 80.3% in math .

Target SMART Goal/Measure: By June 2011, the ED subgroup will increase to proficiency levels of 79% in reading and 92.7% in math and SWD subgroup will increase to proficiency levels of 77% in reading and 84.7% in math .

Target SMART Goal/Measure: By June 2012, the ED subgroup will increase to proficiency levels of 85.5% in reading and 95% in math and SWD subgroup will increase to proficiency levels of 83.9% in reading and 89.4% in math .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study		1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?			
	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	ABC data shows that we will be below expected AYP levels for these two subgroups in future years. The data does not show our specific identification of ED students. We will rely on VIS data to determine students	Students in groups have been identified through EVAAS data and VIS data that has been provided to teachers. Targeted students also being served in enrichment classes. Professional development focusing on effective strategies using Marzano text and introduction to Learning Bridges is	Targeted students continue with services in enrichment classes. Marzano text and introduction to Learning Bridges is underway.	Targeted students continue with services in enrichment classes. Marzano text will be completed and introduction to Learning Bridges continues.

		needing services. Improvements made to this point include LCS training and continued improvements across schoolwide technology goals. The opportunities for improvement include a true pursuit of ensuring the most effective strategies are used for teaching disadvantaged students and closing achievement gaps.	underway.		
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SMART Goal #1 2009-2010

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal	Principal	Principal	Principal
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Purchase of Robert Marzano Texts (\$1000) Brain Pop(\$1500)	Purchase of Robert Marzano Texts (\$1000)	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	ClassScope Training (1-3 hours, HQ) Professional Learning Communities using Marzano strategies and Learning Bridges (PLCs - Various hours, HQ) EVAAS Review with Faculty	PLCs are forming and continuing to form to address various chapters in The Art and Science of Teaching and teachers have registered for Learning Bridges assessments and review of strategies	PLCs are continuing to address various chapters in The Art and Science of Teaching and Learning Bridges will be reviewed in small teacher groups.	PLCs are continuing to address various chapters in The Art and Science of Teaching and Learning Bridges will be reviewed in small teacher groups.
Parent & Community Involvement during each quarter	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events (All PEP conferences have occurred at this time	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events (Follow-up PEP conferences are occurring at this time	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events (Follow-up PEP conferences are occurring at this time

<p>How is technology an integral part of the strategy's deployment?</p>	<p>Learning Bridges Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems</p>	<p>Learning Bridges Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems. Team teachers have also been exposed to Reading Rockets website for information on weaknesses in reading skills and diagnosing issues</p>	<p>Learning Bridges Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems. T-I Navigators have been added to two math teams.</p>	<p>Learning Bridges Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems. T-I Navigators have been added to two math teams.</p>
<p>Set up deployment plan.</p>	<p>Administration, BLT, PLCs, Data Team</p>	<p>Administration, BLT, PLCs, Data Team</p>	<p>Administration, BLT, PLCs, Data Team</p>	<p>Administration, BLT, PLCs, Data Team</p>

SMART Goal #1 2009-2010

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>A. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information</p> <p>B. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>C. ClassScape, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>A. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information</p> <p>B. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>C. ClassScape, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>A. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information</p> <p>B. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>C. ClassScape, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>A. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information</p> <p>B. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>C. ClassScape, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>

SMART Goal #1 2009-2010

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2009-2010

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	ClassScape Training	Administration/Testing and Accountability Staff	Staff Attendance and Plan of Initiation determined by teachers and Data Team	10 / 23 / 09
2.	EVAAS Review with Staff and provision of reports	Principal	Staff Attendance and Completion of Reports	10 / 23 / 09
3.	Initiation of PLC meetings to complete review of Learning Bridges strategies and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	10 / 23 / 09
4.	Use of ClassScape to a minimum of three times per quarter in addition to required district benchmarks	Language Arts, Math, Science Teachers	ClassScape Data	10 / 23 / 09
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Initiation of PLC meetings to complete review of Learning Bridges strategies and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	1 / 22 / 10
2.	Use of ClassScape to a minimum of three times per quarter in addition to required district benchmarks	Language Arts, Math, Science Teachers	ClassScape Data	1 / 22 / 10
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #1 2009-2010

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Initiation of PLC meetings to complete review of Learning Bridges strategies and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	4 / 1 / 10
2.	Use of ClassScape to a minimum of three times per quarter in addition to required district benchmarks	Language Arts, Math, Science Teachers	ClassScape Data	4 / 1 / 10
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Initiation of PLC meetings to complete review of Learning Bridges strategies and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	6 / 11 / 10
2.	Use of ClassScape to a minimum of three times per quarter in addition to required district benchmarks	Language Arts, Math, Science Teachers	ClassScape Data	6 / 11 / 10
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #2 2009-2010

Overall SMART Goal: Jacobs Fork Middle School will increase proficiency in schoolwide reading achievement by 4.2% points each school year.

Target SMART Goal/Measure: By June 2010, schoolwide reading achievement will be 83.5%.

Target SMART Goal/Measure: By June 2011, schoolwide reading achievement will be 87.7%.

Target SMART Goal/Measure: By June 2012, schoolwide reading achievement will be 91.9%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>ABC data shows that reading achievement has increased substantially from the 2008 school year. Improvements made to this point include LCS training, use of EVAAS data, ClassScape training, and the need for Learning Bridges training. The opportunities for improvement</p>	<p>Targeted students also being served in enrichment classes. Professional development focusing on effective strategies using Marzano text and introduction to Learning Bridges is underway.</p> <p>Teachers have registered in Learning Bridges and introduction to resources for diagnosing reading issues is also being planned with assistance of Martha Lamb, Instructional Coach.</p>	<p>Targeted students also being served in enrichment classes. Professional development focusing on effective strategies using Marzano text and introduction to Learning Bridges is underway.</p>	<p>Targeted students also being served in enrichment classes. Professional development focusing on effective strategies using Marzano text and introduction to Learning Bridges is underway.</p>

		include a focus on consistent and effective use of formative assessment.			
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SMART Goal #2 2009-2010

Action Step/Strategy: Focus on schoolwide literacy skills.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal	Principal	Principal	Principal
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Purchase of Robert Marzano Texts (\$1000) Purchase of Junior Scholastic Magazines for JAM time (\$2475)	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	ClassScape Training (1-3 hours, HQ) Professional Learning Communities using Marzano strategies and Learning Bridges (PLCs - Various hours, HQ) EVAAS Review with Faculty	Professional Learning Communities using Marzano strategies and Learning Bridges (PLCs - Various hours, HQ)	Professional Learning Communities using Marzano strategies and Learning Bridges (PLCs - Various hours, HQ)	Professional Learning Communities using Marzano strategies and Learning Bridges (PLCs - Various hours, HQ)
Parent & Community Involvement during each quarter	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events (PEP Meetings)	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events (PEP Meetings)	Team Meetings and Parent Conferences, IEP Meetings, Curriculum Nights/Events (PEP Meetings)
How is technology an	Learning Bridges	Learning Bridges	Learning Bridges	Learning Bridges

<p>integral part of the strategy's deployment?</p>	<p>Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems</p>	<p>Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems. Team teachers have also been exposed to Reading Rockets website for information on weaknesses in reading skills and diagnosing issues</p>	<p>Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems. T-I Navigators have been added to two math teams.</p>	<p>Professional Development, Use of formative assessment such as ClassScape and Plato, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, and response systems. T-I Navigators have been added to two math teams.</p>
<p>Set up deployment plan.</p>	<p>Administration, BLT, PLCs, Data Team</p>	<p>Administration, BLT, PLCs, Data Team</p>	<p>Administration, BLT, PLCs, Data Team</p>	<p>Administration, BLT, PLCs, Data Team</p>

SMART Goal #2 2009-2010

Action Step/Strategy: Focus on schoolwide literacy skills.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>D. What data will you use to determine if the strategy was deployed?</p> <p>E. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>F. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>D. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScope Data, VIS Information</p> <p>E. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>F. ClassScope, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>D. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScope Data, VIS Information</p> <p>E. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>F. ClassScope, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>D. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScope Data, VIS Information</p> <p>E. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>F. ClassScope, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>D. 2008-09 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScope Data, VIS Information</p> <p>E. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>F. ClassScope, EVAAS, Plato, Individual Student Grades, NCWise Grade Distribution Data</p>

SMART Goal #2 2009-2010

Action Step/Strategy: Focus on schoolwide literacy skills.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2009-2010

Action Step/Strategy: Focus on schoolwide literacy skills.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Academic note booking and/or Journaling in all team classrooms	Team Subject Teachers	Classroom Observations and Lesson Planning	10 / 23 / 09
2.	Use of Junior Scholastic for weekly reading enrichment in JAM Time (Advisor-Advisee)	All Advisors	Observations and Lesson Planning	10 / 23 / 09
3.	Initiation of PLC meetings to complete review of Learning Bridges and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	10 / 23 / 09
4.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment Data from enrichment classes, EVAAS Data, ClassScape Data	10 / 23 / 09
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Academic note booking and/or Journaling in all team classrooms	Team Subject Teachers	Classroom Observations and Lesson Planning	1 / 22 / 10
2.	Use of Junior Scholastic for weekly reading enrichment in JAM Time (Advisor-Advisee)	All Advisors	Observations and Lesson Planning	1 / 22 / 10
3.	PLC meetings to complete review of Learning Bridges and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	1 / 22 / 10
4.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment Data from enrichment classes, EVAAS Data, ClassScape Data	1 / 22 / 10
5.				/ /

6.				/ /
7.				/ /

SMART Goal #2 2009-2010

Action Step/Strategy: Focus on schoolwide literacy skills.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Academic note booking and/or Journaling in all team classrooms	Team Subject Teachers	Classroom Observations and Lesson Planning	4 / 1 / 10
2.	Use of Junior Scholastic for weekly reading enrichment in JAM Time (Advisor-Advisee)	All Advisors	Observations and Lesson Planning	4 / 1 / 10
3.	PLC meetings to complete review of Learning Bridges and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	4 / 1 / 10
4.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment Data from enrichment classes, EVAAS Data, ClassScape Data	4 / 1 / 10
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Academic note booking and/or Journaling in all team classrooms	Team Subject Teachers	Classroom Observations and Lesson Planning	6 / 11 / 10
2.	PLC meetings to complete review of Learning Bridges and Marzano strategies	Administration, PLC Groups	Staff Attendance and Completion of Professional Development	6 / 11 / 10
3.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment Data from enrichment classes, EVAAS Data, ClassScape Data	6 / 11 / 10
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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SMART Goal #3 2009-2010

Overall SMART Goal: To decrease the percentage of teachers, students, and parents indicating a concern of bullying at Jacobs Fork Middle School to a combined measure of 50% (slight concern, moderate concern, and great concern) as measured by the district survey, administered by June, 2012.

Target SMART Goal/Measure: By June 2010, students, parents, and teachers indicating a concern of bullying will be reduced to 66.5%.

Target SMART Goal/Measure: By June 2011, students, parents, and teachers indicating a concern of bullying will be reduced to 58.0%.

Target SMART Goal/Measure: By June 2012, students, parents, and teachers indicating a concern of bullying will be reduced to 50.0%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? Survey data from 2008-2009 shows that there is a spectrum of concerns related to bullying. The data does not show what students, parents, and staff perceive to be bullying behaviors. The opportunities for improvement include improving student behaviors and learning due to a feeling of safety	Student survey has been administered and data is being prepared to be analyzed by Data Team.	Student survey has been administered and data is being prepared to be analyzed by Data Team. Parent survey created and sent home.	Presentation of student survey data in conjunction with state and district legislation with bullying to faculty and staff. Presentation of Bullying Powerpoint as directed by state legislation. Analysis of data from SIP surveys and presented to faculty.

		and security as well as creation of a non-threatening environment.			
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SMART Goal #3 2009-2010

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal, Assistant Principal, School Counselor	Principal, Assistant Principal, School Counselor	Principal, Assistant Principal, School Counselor	Principal, Assistant Principal, School Counselor
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	NA	NA	NA	NA
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Officer	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Officer	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Officer	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Office
Parent & Community Involvement during each quarter	Informational Session at PTO, Advisory Council, and Parent/Team Meetings/Conferences	Informational Session at PTO, Advisory Council, and Parent/Team Meetings/Conferences	Informational Session at PTO, Advisory Council, and Parent/Team Meetings/Conferences	Informational Session at PTO, Advisory Council, and Parent/Team Meetings/Conferences
How is technology an integral part of the strategy's deployment?	K-12 Insight Student and District Survey	K-12 Insight Student and District Survey	K-12 Insight Student and District Survey	K-12 Insight Student and District Survey
Set up deployment plan.	Administration, Counselor, BLT, Data Team	Administration, Counselor, BLT, Data Team	Administration, Counselor, BLT, Data Team	Administration, Counselor, BLT, Data Team

SMART Goal #3 2009-2010

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>G. What data will you use to determine if the strategy was deployed?</p> <p>H. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>I. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>G. Survey data, Schoollink data</p> <p>H. Survey data and observations of student discussions in advisor/advisee time</p> <p>I. Survey data, reduction of specific incidents found in disciplinary data</p>	<p>G. Survey data, Schoollink data</p> <p>H. Survey data and observations of student discussions in advisor/advisee time</p> <p>I. Survey data, reduction of specific incidents found in disciplinary data</p>	<p>G. Survey data, Schoollink data</p> <p>H. Survey data and observations of student discussions in advisor/advisee time</p> <p>I. Survey data, reduction of specific incidents found in disciplinary data</p>	<p>G. Survey data, Schoollink data</p> <p>H. Survey data and observations</p> <p>I. Survey data, reduction of specific incidents found in disciplinary data</p>

SMART Goal #3 2009-2010

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 2009-2010

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Counselor and Resource Officer	Attendance	10 / 23 / 09
2.	Administering of student perception surveys	Data Team	Survey Results	10 / 23 / 09
3.	Administration of parent perception surveys	Administration and Data Team	Survey Results	10 / 23 / 09
4.	Character education and bullying awareness prevention activities in advisor/advisee time	Advisors	Observations, Feedback from Advisors	10 / 23 / 09
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Counselor and Resource Officer	Attendance	1 / 22 / 10
2.	Administration of parent perception surveys	Administration and Data Team	Survey Results	1 / 22 / 10
3.	Character education and bullying awareness prevention activities in advisor/advisee time	Advisors	Observations, Feedback from Advisors	1 / 22 / 10
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2009-2010

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Counselor and Resource Officer	Attendance	4 / 1 / 10
2.	Administration of parent perception surveys	Administration and Data Team	Survey Results	4 / 1 / 10
3.	Character education and bullying awareness prevention activities in advisor/advisee time	Advisors	Observations, Feedback from Advisors	4 / 1 / 10
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Counselor and Resource Officer	Attendance	6 / 11 / 10
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Jacobs Fork School Code: 342

Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

SMART Goal #1 2010-2011

Overall SMART Goal: By 2011-2012 Jacobs Fork Middle School will increase student achievement for two major subgroups of concern in the areas of reading and math as measured by the North Carolina Testing Program . In reading, economically disadvantaged students (ED) will increase a minimum of 8.25% per year and students with disabilities (SWD) will increase a minimum of 9.0% per year. In math, economically disadvantaged students (ED) will increase a minimum of 2.5% per year and students with disabilities (SWD) will increase a minimum of 5.5% per year.

Target SMART Goal/Measure: By June 2010, the ED subgroup will increase to proficiency levels of 73% in reading and 90.4% in math and SWD subgroup will increase to proficiency levels of 70.6% in reading and 80.3% in math .

Target SMART Goal/Measure: By June 2011, the ED subgroup will increase to proficiency levels of 79% in reading and 92.7% in math and SWD subgroup will increase to proficiency levels of 77% in reading and 84.7% in math .

Target SMART Goal/Measure: By June 2012, the ED subgroup will increase to proficiency levels of 85.5% in reading and 95% in math and SWD subgroup will increase to proficiency levels of 83.9% in reading and 89.4% in math .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? ABC data shows that Jacobs Fork will be in jeopardy of expected AYP levels for these two subgroups with changes in target levels. We will rely on district data and EVAAS data to	To this point in the school year, all Language ! groups have been established and meeting for daily instruction for 45+ minutes. All reading enrichment groups have also been established and have been in place since the beginning of the school year. Students across all	Language! Groups continue to meet for daily instruction for 45+ minutes each day. Reading enrichment groups continue to meet during scheduled rotation times for targeted students. Students across all teams are meeting during academic academy times for enrichment and/or remediation	

		<p>determine students needing services. Improvements made to this point include LCS training, training in the effective strategies of Robert Marzano, and continued improvements with the providing and use of technology in all classrooms. The opportunities for improvement include a true pursuit of ensuring the most effective strategies are used for teaching disadvantaged students and closing achievement gaps.</p>	<p>teams are meeting during academic academy times for enrichment and/or remediation activities. All academic teams are conducting remediation activities at least one day after school each week.</p>	<p>activities. All academic teams are conducting remediation activities at least one day after school each week. SIOP training is continuing at scheduled faculty meetings. Assessment software related to Marzano vocabulary strategies has been purchased for use with key students across both seventh and eighth grades.</p>	
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SMART Goal #1 2010-2011

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal	Principal	Principal	
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Purchase of Marzano text on teaching effective vocabulary (\$400 approximately) Purchase of Brainpop (\$1500)	None	Purchase of Marzano vocabulary software (\$340 approximately)	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	ClassScope Training (1 hour updates for all teachers in core, tested areas, HQ) Professional Learning Communities using Marzano strategies on vocabulary instruction (PLCs - Various hours, HQ) EVAAS Review with Faculty (1 hour review with academic teams), quantile training for mathematics	Professional Learning Communities using Marzano strategies on vocabulary instruction (PLCs – Various hours), EVAAS Review with Faculty (1 hour review with academic teams), quantile training for mathematics department, SIOP Training continued.	Professional Learning Communities using Marzano strategies on vocabulary instruction (PLCs – Various hours), SIOP Training continued.	

	department (Training TBD at this time), SIOP Training for all faculty (HQ), Training on effective writing and implementation of PEPs, Reading Foundations Training for Language Arts Teachers (30 hours, HQ)			
Parent & Community Involvement during each quarter	Team Meetings and Parent Conferences, IEP Meetings	Team Meetings and Parent Conferences, IEP Meetings	Team Meetings and Parent Conferences, IEP Meetings	
How is technology an integral part of the strategy's deployment?	Use of formative assessment such as ClassScape, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, TI Navigators, and response systems	Use of formative assessment such as ClassScape, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, TI Navigators, response systems, and scanners.	Use of formative assessment such as ClassScape, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, TI Navigators, response systems, and scanners. Students are bringing in laptops across all teams and using Gaggle.	

			Additional laptops (32) have been purchased for use in classrooms on mobile carts.	
Set up deployment plan.	Administration, BLT, PLCs, Data Team	Administration, BLT, PLCs, Data Team	Administration, BLT, PLCs, Data Team	

SMART Goal #1 2010-2011

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>J. What data will you use to determine if the strategy was deployed?</p> <p>K. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>L. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>J. 2009-2010 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information from district, PEPs</p> <p>K. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>L. ClassScape, EVAAS, Individual Student Grades, NCWise Grade Distribution</p>	<p>J. 2009-2010 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information from district, PEPs</p> <p>K. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>L. ClassScape, EVAAS, Individual Student Grades, NCWise Grade Distribution</p>	<p>J. 2009-2010 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information from district, PEPs</p> <p>K. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>L. ClassScape, EVAAS, Individual Student Grades, NCWise Grade Distribution</p>	

	Data	Data	Data	
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SMART Goal #1 2010-2011

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2010-2011

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	ClassScape Training and Review	Administration/Testing and Accountability Staff	Staff Attendance and Initiation Plan determined by administration and academic teachers	10 / 28 / 10
2.	EVAAS review with teachers and provision of reports	Principal	Staff Attendance and creation of reports	10 / 28 / 10
3.	Effective PLC meetings for review of vocabulary instructional strategies by Marzano	Administration, PLC groups	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	10 / 28 / 10
4.	Quantile training for math department and EC teachers	Principal, Testing and Accountability Staff, and possible consultant	Staff Attendance and review of data by teachers and data team	10 / 28 / 10
5.	SIOP Training for all faculty	Jacobs Fork trained staff and administration	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	10 / 28 / 10
6.	Review and training on effective PEPs for at-risk students	District staff, principal, SST Chair and committee members	Completion and review of PEPs by school principal	10 / 28 / 10
7.	Language classes for EC students	EC Staff	Language assessments and formative assessment of students	10 / 28 / 10

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Effective PLC meetings for review of vocabulary	Administration, PLC groups	Staff Attendance, completion	1 / 21 / 11

	instructional strategies by Marzano		of professional development and observation of strategies in classroom instruction	
2.	Quantile training for math department and EC teachers	Principal, Testing and Accountability Staff, and possible consultant	Staff Attendance and review of data by teachers and data team	1 / 21 / 11
3.	SIOP Training for all faculty	Jacobs Fork trained staff and administration	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	1 / 21 / 11
4.	Language classes for EC students	EC Staff	Language assessments and formative assessment of students	1 / 21 / 11
5.				/ /
6.				/ /
7.				/ /

SMART Goal #1 2010-2011

Action Step/Strategy: Focus on quality, research-based instruction for ED students and SWD in reading and math.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Effective PLC meetings for review of vocabulary instructional strategies by Marzano	Administration, PLC groups	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	3 / 31 / 11
2.	SIOP Training for all faculty	Jacobs Fork trained staff and administration	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	3 / 31 / 11
3.	Language classes for EC students	EC Staff	Language assessments and formative assessment of students	3 / 31 / 11
4.	Use of Marzano vocabulary software	Language arts teachers	Assessments from software	3 / 31 / 11
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #2 2010-2011

Overall SMART Goal: Jacobs Fork Middle School will increase proficiency in schoolwide reading achievement by 4.2% points each school year.

Target SMART Goal/Measure: By June 2010, schoolwide reading achievement will be 83.5% .

Target SMART Goal/Measure: By June 2011, schoolwide reading achievement will be 87.7%.

Target SMART Goal/Measure: By June 2012, schoolwide reading achievement will be 91.9%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study		1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?			
	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	ABC data shows that reading achievement has increased substantially from the 2010 school year. We are continuing with current goals to stay in track with AYP changes. Improvements made to this point include LCS training, training in the effective strategies of Robert Marzano, and	To this point in the school year, all Language ! groups have been established and meeting for daily instruction for 45+ minutes. All reading enrichment groups have also been established and have been in place since the beginning of the school year. Students across all teams are meeting during academic academy times for enrichment and/or remediation activities. All academic teams are conducting	Language! Groups continue to meet for daily instruction for 45+ minutes each day. Reading enrichment groups continue to meet during scheduled rotation times for targeted students. Students across all teams are meeting during academic academy times for enrichment and/or remediation activities. All academic teams are conducting remediation activities at least one day after school each week. SIOP training is	

		<p>continued improvements with the providing and use of technology in all classrooms. The opportunities for improvement include a true pursuit of ensuring the most effective strategies are used for teaching students who are continuing to struggle with reading.</p>	<p>remediation activities at least one day after school each week. At this point in the school year, the majority of core academic classes are using or experimenting with the use of interactive notebooks as an instructional strategy.</p>	<p>continuing at scheduled faculty meetings. Assessment software related to Marzano vocabulary strategies has been purchased for use with key students across both seventh and eighth grades. The majority of core academic classes are using interactive notebooks as an instructional strategy.</p>	
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SMART Goal #2 2010-2011

Action Step/Strategy: Focus on schoolwide literacy skills.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal	Principal	Principal	
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Purchase of Robert Marzano Texts (\$400) Printing of Essential Vocabulary (\$150)	None	Purchase of Marzano vocabulary software (\$340 approximately)	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	ClassScape Training (1 hour updates for all teachers in core, tested areas, HQ) Professional Learning Communities using Marzano strategies on vocabulary instruction (PLCs - Various hours, HQ) EVAAS Review with Faculty (1 hour review with academic teams), quantile training for mathematics department (Training TBD at this	Professional Learning Communities using Marzano strategies on vocabulary instruction (PLCs – Various hours), EVAAS Review with Faculty (1 hour review with academic teams), SIOP Training continued.	Professional Learning Communities using Marzano strategies on vocabulary instruction (PLCs – Various hours), SIOP Training continued.	

	time), SIOP Training for all faculty (HQ), Training on effective writing and implementation of PEPs, Reading Foundations Training for Language Arts Teachers (30 hours, HQ)			
Parent & Community Involvement during each quarter	Team Meetings and Parent Conferences, IEP Meetings	Team Meetings and Parent Conferences, IEP Meetings	Team Meetings and Parent Conferences, IEP Meetings	
How is technology an integral part of the strategy's deployment?	Use of formative assessment such as ClassScape, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, TI Navigators, and response systems	Use of formative assessment such as ClassScape, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, TI Navigators, response systems, and scanners	Use of formative assessment such as ClassScape, Use of instructional programs such as Brain Pop, Use of instructional equipments such as schoolpads, projectors, document cameras, TI Navigators, response systems, and scanners. Students are bringing in laptops across all teams and using Gaggle. Additional laptops (32) have been	

			purchased for use in classrooms on mobile carts.	
Set up deployment plan.	Administration, BLT, PLCs, Data Team	Administration, BLT, PLCs, Data Team	Administration, BLT, PLCs, Data Team	

SMART Goal #2 2010-2011

Action Step/Strategy: Focus on schoolwide literacy skills.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>M. What data will you use to determine if the strategy was deployed?</p> <p>N. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>O. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>M. 2009-2010 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information from district, PEPs</p> <p>N. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>O. ClassScape, EVAAS, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>M. 2009-2010 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information from district, PEPs</p> <p>N. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>O. ClassScape, EVAAS, Individual Student Grades, NCWise Grade Distribution Data</p>	<p>M. 2009-2010 EOG Data (Goal Summary Data), EVAAS Data, Predictor Scores, ClassScape Data, VIS Information from district, PEPs</p> <p>N. Formal/Informal Observation Data, Teacher Lesson Plans, Formative Assessment Data, Professional Development Planning/Completion in PLCs, Data Team Plan</p> <p>O. ClassScape, EVAAS, Individual Student Grades, NCWise Grade Distribution Data</p>	

SMART Goal #2 2010-2011

Action Step/Strategy: Focus on schoolwide literacy skills.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2010-2011

Action Step/Strategy: Focus on schoolwide literacy skills.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continuation of Academic Notebooking and/or Journaling in all team classroom	Academic Team Teachers	Classroom Observations and Lesson Planning	10 / 28 / 10
2.	Effective PLC meetings for review of vocabulary instructional strategies by Marzano	Administration, PLC Groups	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	10 / 28 / 10
3.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment data from enrichment classes, EVAAS Data, ClassScape Data, Observations	10 / 28 / 10
4.	Language classes for EC students	EC Staff	Language assessments and formative assessment of students	10 / 28 / 10
5.	Reading Foundation Professional Development for Language Arts Teachers	Language arts teachers, administration, district staff	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	10 / 28 / 10
6.	SIOP Training for all faculty	Jacobs Fork trained staff and administration	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	10 / 28 / 10
7.	Enrichment activities during academic academy time focusing on literacy skills	All teaching staff	Classroom Observations and Lesson Planning	10 / 28 / 10

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continuation of Academic Notebooking and/or	Academic Team Teachers	Classroom Observations and	1 / 21 / 11

	Journaling in all team classroom		Lesson Planning	
2.	Effective PLC meetings for review of vocabulary instructional strategies by Marzano	Administration, PLC Groups	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	1 / 21 / 11
3.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment data from enrichment classes, EVAAS Data, ClassScape Data, Observations	1 / 21 / 11
4.	Language classes for EC students	EC Staff	Language assessments and formative assessment of students	1 / 21 / 11
5.	Reading Foundation Professional Development for Language Arts Teachers	Language arts teachers, administration, district staff	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	1 / 21 / 11
6.	SIOP Training for all faculty	Jacobs Fork trained staff and administration	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	1 / 21 / 11
7.	Enrichment activities during academic academy time focusing on literacy skills	All teaching staff	Classroom Observations and Lesson Planning	1 / 21 / 11

SMART Goal #2 2010-2011

Action Step/Strategy: Focus on schoolwide literacy skills.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continuation of Academic Notebooking and/or Journaling in all team classroom	Academic Team Teachers	Classroom Observations and Lesson Planning	3 / 31 / 11
2.	Effective PLC meetings for review of vocabulary instructional strategies by Marzano	Administration, PLC Groups	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	3 / 31 / 11
3.	Use of reading enrichment tutor for at-risk students targeted through EOG and EVAAS Data	Reading Enrichment Tutor, Administration, Testing Coordinator	Assessment data from enrichment classes, EVAAS Data, ClassScape Data, Observations	3 / 31 / 11
4.	Language classes for EC students	EC Staff	Language assessments and formative assessment of students	3 / 31 / 11
5.	SIOP Training for all faculty	Jacobs Fork trained staff and administration	Staff Attendance, completion of professional development and observation of strategies in classroom instruction	3 / 31 / 11
6.	Enrichment activities during academic academy time focusing on literacy skills	All teaching staff	Classroom Observations and Lesson Planning	3 / 31 / 11
7.				

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /

5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2010-2011

Overall SMART Goal: To decrease the percentage of teachers, students, and parents indicating a concern of bullying at Jacobs Fork Middle School to a combined measure of 50% (slight concern, moderate concern, and great concern) as measured by the district survey, administered by June, 2012.

Target SMART Goal/Measure: By June 2010, students, parents, and teachers indicating a concern of bullying will be reduced to 66.5%.

Target SMART Goal/Measure: By June 2011, students, parents, and teachers indicating a concern of bullying will be reduced to 58.0%.

Target SMART Goal/Measure: By June 2012, students, parents, and teachers indicating a concern of bullying will be reduced to 50.0%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? Survey data from 2009-2010 shows that there continues to be a spectrum of concerns related to bullying. The data does not show what students, parents, and staff perceive to be bullying behaviors. The opportunities for improvement include improving student behaviors and learning due to	Preliminary discipline data shows a decrease in activities to this point in the school year. Surveys will be conducted during second nine weeks.	Surveys will be conducted during third nine weeks.	

		a feeling of safety and security as well as creation of a non-threatening environment. We have experienced reduction in several areas within the survey, however, need to continue to conduct our own surveys to understand issues within the school community related to the issues of bullying.			
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SMART Goal #3 2010-2011

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administration, Counselor, and SRO	Administration, Counselor, and SRO	Administration, Counselor, and SRO	
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	NA	NA	NA	
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Officer	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Officer	Professional Development for School Faculty on Bullying and Prevention by School Counselor and Resource Officer	
Parent & Community Involvement during each quarter	Advisory Council, and Parent/Team Meetings/Conferences	Advisory Council, and Parent/Team Meetings/Conferences	Advisory Council, and Parent/Team Meetings/Conferences	
How is technology an integral part of the strategy's deployment?	K-12 Insight Student and District Survey	K-12 Insight Student and District Survey	K-12 Insight Student and District Survey	
Set up deployment plan.	Administration, Counselor, Data Team	Administration, Counselor, Data Team	Administration, Counselor, Data Team	

SMART Goal #3 2010-2011

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>P. What data will you use to determine if the strategy was deployed?</p> <p>Q. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>R. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>P. Survey data</p> <p>Q. Survey data</p> <p>R. Survey data, reduction of specific incidents found in disciplinary data</p>	<p>P. Survey data</p> <p>Q. Survey data</p> <p>R. Survey data, reduction of specific incidents found in disciplinary data</p>	<p>P. Survey data</p> <p>Q. Survey data</p> <p>R. Survey data, reduction of specific incidents found in disciplinary data</p>	

SMART Goal #3 2010-2011

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 2010-2011

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Administration, Counselor, SRO	Attendance	10 / 28 / 10
2.	Administration of student perception surveys	Data Team	Survey Results	10 / 28 / 10
3.	Character education and bullying awareness activities	All teachers	Observations, feedback from teachers	10 / 28 / 10
4.	Implementation of student advisory counsel with administration	Principal	Meetings and feedback from students	10 / 28 / 10
5.	Implement strategic placement of faculty and staff to better supervise students	Administration and SRO	Discipline data	10 / 28 / 10
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Administration, Counselor, SRO	Attendance	1/21/11
2.	Administration of student perception surveys	Data Team	Survey Results	1/21/11
3.	Character education and bullying awareness activities	All teachers	Observations, feedback from teachers	1/21/11
4.	Implementation of student advisory counsel with administration	Principal	Meetings and feedback from students	1/21/11
5.	Implement strategic placement of faculty and staff to better supervise students	Administration and SRO	Discipline data	1/21/11
6.				/ /
7.				/ /

SMART Goal #3 2010-2011

Action Step/Strategy: To decrease the amount of bullying at Jacobs Fork Middle School.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Provide professional development to faculty on bullying awareness and prevention	Administration, Counselor, SRO	Attendance	3 / 31 / 11
2.	Administration of student perception surveys	Data Team	Survey Results	3 / 31 / 11
3.	Character education and bullying awareness activities	All teachers	Observations, feedback from teachers	3 / 31 / 11
4.				
5.				
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Jacobs Fork Middle School Code: 342

Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

Appendixes

Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6% .

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5th month of the 2008-2009 school year:

Ethnicity	Number of Students	Percentage of CCS Population
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

Fred T. Foard/Jacobs Fork Feeder Area Profile

The Fred T. Foard High School District lies in southwestern Catawba County. The area has been impacted by significant residential construction and development over the last ten years. According to the most recent census, the population of the Foard feeder area has grown to approximately 23,166 persons in 2004, making it the largest feeder district in the county's school system. The growth of the Fred T. Foard area is 8.3%, which is more than the county growth rate, but it is also less than some of the other feeder districts. Population growth has varied throughout the feeder schools within the Fred T. Foard area. This includes Blackburn Elementary, Banoak Elementary, Mountain View Elementary, Startown Elementary, and Jacobs Fork Middle School. Since 2000, the feeder school areas have experienced population growth as follows: Banoak – 7.2%, Blackburn – 11.8%, Startown – 6.3%, Mountain View – 7.6%, and Jacob's Fork – 7.1%. Total population growth for the Fred T. Foard is 8.3% from 2000 to 2004. As of 2006 due to the county-wide redistricting plan, Startown Elementary was moved to the Maiden Feeder Area. Based on the 8th month Principal's Monthly Report for the 2008-2009 school year, the Fred T. Foard feeder area was the 2nd largest with 3,460 students.

Jacobs Fork School Profile

Jacobs Fork Middle School is a part of the Fred T. Foard High School Feeder Area and houses two grade levels: seventh and eighth. Jacobs Fork is fully accredited by the Southern Association of Colleges and Schools (SACS), also known as Advanc-Ed.

Jacobs Fork offers a variety of Core and Elective course offerings to students in both grade levels, as well as an advisor/advisee period each afternoon that emphasizes a focus on relationships, literacy skills, and also presents students with a variety of extra-curricular activities such as intramurals, quiz bowl, and club days. Jacobs Fork has achieved high growth status, as recognized by the State of North Carolina's ABC Accountability Model, in each of the past two school years. Jacobs Fork has also been designated as a "School of Distinction".

Jacobs Fork provides a variety of opportunities for our students to participate in competitive sports. We offer eleven competitive sports, spread over three sports seasons, to our students. In addition to athletics, Jacobs Fork also offers several extracurricular opportunities to all students such as Battle of the Books, Science Olympiads, Envirothon, Math Counts, and the Algebra I Competition.

During the 2009-2010 school year, Jacobs Fork exceeded all academic goals and achieved status of Honor School of Excellence in NC. Currently, Jacobs Fork is in the top 8% of schools for student achievement and met 17 out of 17 AYP targets. New initiatives for the 2010-2011 school year include online courses for high school credit, a course in automation and robotics, additional Algebra I classes, establishment of an earth/environmental science class for high school credit, establishment of a robotics team for 7th graders, establishment of a fitness program, and implementation of a laptop initiative allowing students to bring laptops to school as part of a STEM program through Appalachian State University.

Frequently Used Educational Acronyms

ACT-	Adolescents and Children in Treatment Program
ADA-	Americans with Disabilities Act
AESOP-	Substitute Management System
AIG-	Academically/Intellectually Gifted
AM-	Accelerated Math
AP-	Assistant Principal
AP-	Advanced Placement
AR-	Accelerated Reader
ASCA-	American School Counselors' Association
AT-1-	Written Plan for Student Assistance Team Operation
AUP-	Acceptable Use Policy
AVID-	Advancement via Individual Determination
AYP-	Adequate Yearly Progress

BIP-	Behavior Intervention Plan
BLOG-	Abbreviation for "web log"; an online linear commentary forum
BLT-	Building Leadership Team
BT-	Beginning Teacher
BTI-	Beginning Teacher Induction
CAT-	Central Assistance Team
CDC-	Career Development Coordinator
CDSA-	Children's Developmental Services Agency
CECAS-	Comprehensive Exceptional Children Accountability System
CEU-	Continuing Education Credit
CRISS-	Creating Independence through Student-Owned Strategies
CTE-	Career and Technical Education
CTSO-	Career and Technical Student Organization
CVCC-	Catawba Valley Community College

CVHS-	Catawba Valley High School
DHR-	Department of Human Resources (Public Health, Mental Health, Social Services)
DLT-	District Leadership Team
DOP-	Dropout Prevention
DPI-	Department of Public Instruction
DSS-	Department of Social Services
EAP-	Employee Assistance Program
ED-	Economically Disadvantaged
EEO/AA-	Equal Employment Opportunity/Affirmative Action
ELL-	English Language Learner
EOC's-	End-of-Course Tests (9-12)
EOG's-	End-of-Grade Tests (3-8)
ERATE-	Federal Program for Technology Connectivity Reimbursement
ESL-	English as a Second Language

EVAAS-	Educational Value-Added Assessment System
FAPE-	Free and Appropriate Public Education
FERPA-	Family Education Rights and Privacy Act
FMLA-	Family Medical Leave Act
FRL-	Free and Reduced Lunch
FY-	Fiscal Year
GED-	General Educational Development Program
HQ-	Highly Qualified
HRMS-	Human Resource Management System
NAEP-	National Assessment of Educational Progress
NASW-	National Academy of Social Workers
NBCT-	National Board Certified Teacher
NBPTS-	National Board for Professional Teaching Standards
NCIH-	North Carolina Information Highway

NCLB-	No Child Left Behind
NCSIP-	North Carolina State Improvement Project
NCVPS-	North Carolina Virtual Public School
NCWISE-	North Carolina Window of Information for Student Education
NOM-	National Origin Minority
OCR-	Office of Civil Rights
PAT-	Parent as Teachers
PBS-	Positive Behavior Support
PD-	Professional Development
PEP-	Personalized Educational Plan
PIO-	Public Information Officer
PLC-	Professional Learning Communities
PODCAST-	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet
PSAT-	Pre-Scholastic Assessment Test

RALC-	Regional Alternative Licensing Center
RC-	Reading Counts
RESA-	Regional Educational Service Alliance
RSS-	"Really Simple Syndication" used to subscribe to information through the internet
SACS-CASI-	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
SADFSCA-	Safe and Drug-Free Schools Communities Act
SAT-	Scholastic Aptitude Test
SCOS-	Standard Course of Study
SD-	Staff Development
SD-9A-	Prior Approval Form for Staff Development (aka: the pink sheet)
SEA-	State Education Agency
SHAREPOINT-	CCS web portal that will host district, school, and teacher web pages
SIP-	School Improvement Plan
SIT-	Student Intervention Team

SLD-	Specific Learning Disabled
SLMC-	School Library Media Center
SPC-	Special Populations Coordinator
SRO-	School Resource Officer
SWD-	Student with Disabilities
TA-	Teacher Assistant
TAC-	Teacher's Advisory Council
TPAI-R-	Teacher Performance Appraisal Instrument, Revised
TPAS-R-	Teacher Performance Appraisal System, Revised
TSP-	Technology Service Provider
VIF-	Visiting International Faculty
VOCATS-	Vocational Competency Achievement Tracking System
JAM	Jaguars Accessing Media