

Swansboro Middle School



Purpose—#PiratesSupport

Vision—Pirates excel today, impacting tomorrow!

Mission—Pirates support each other,
every day!

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Grade Level/Department Chairs

Ellen Matthews, Grade 6

Abby Oqueli, Grade 7

Jay Miller, Grade 8

Debora Caraway, Encore

Rose Mary Adams, Exceptional Children

Michele Bolton, Teacher Assistants

Strategic Team Members

Parents	Staff
Clara Talton	Vikki Childress
DeeDee Gradus	Jacob Mabry
Gregoria Beraud	Janell Starlin
John Beraud	Ashley Heintzelman
Jennifer Vega	Sean Trees
Joyce Ryden	Nalani Nelson
Christiana Alkire	Kelly Mitchell
Stephanie Boaz	Michele Bolton
Suzanna Hardy	Alie Styons

School Executive's Message

Swansboro Middle School is a school that embraces the challenges that are a result of the dynamic nature of education today. We realize that the recent changes in education are a direct result of the ever-evolving world in which we now live. The staff of Swansboro Middle School focuses their instruction on preparing students for life in that world. They create lessons with real-world context and applications. While providing students the opportunity to master the prescribed curriculums, they encourage students to be adaptable, critical thinkers and problem solvers, and to assume leadership roles within the school. To that end, we are focused on the following goals at Swansboro Middle School:

- Creating a reading class for addressing student literacy at Swansboro Middle School
- Promoting the use of AVID as a school-wide strategy to provide for rigorous instruction at all levels.
- Providing opportunities to integrate the arts, technology, and kinesthetic activities into the core subjects and for core subjects to be integrated into student electives.
- Providing students with globally relevant lessons including a world language program, interactive virtual field trips and lessons, and project-based learning with real world context.
- Offer students the opportunity to participate in clubs based on their interests.
- Fostering effective communication between the school, home, and community.
- Creating an effective transition plan for students entering grade nine.
- Utilizing resources to provide students and staff with current instructional technologies.

It is our duty as educators to provide students with the tools they will need to succeed once they have left the realm of public education. The staff at Swansboro Middle School does their best to instill in students a love of learning that will last a lifetime and the skill, acumen, and desire to succeed at any endeavor they choose. It is our goal that their experience at Swansboro Middle School will serve them well in their roles as citizens in an ever-changing, globally connected society.

School Profile

Swansboro Middle School is located in the town of Swansboro in the northeastern section of Onslow County, North Carolina. Swansboro schools serve the communities of Swansboro, Hubert, Stella, and Midway Park. There are approximately 20,000 residents in these areas. It is difficult to extract data for the communities that surround Swansboro as the U.S. Census Bureau does not keep statistics separating the residents in these areas into different populations. Of all the regions served by Swansboro Middle School, specific data such as population, median income, and crime rates are kept only for the 1.22 square miles that represents the Swansboro town proper. The town of Swansboro contains a total population of over 2,600 individuals according to the U.S. Census Bureau.

This is a small percentage of the area population and to extrapolate data from this small of a sample size might provide an inaccurate portrait of the community served by Swansboro Middle School. It can be stated with some certainty, however, that the population of Swansboro and the surrounding areas has increased dramatically.

Swansboro Middle School was originally constructed in 1952 and served as the area high school. It became Swansboro Middle School once Phase 1 of construction was completed on what is now Swansboro High School in 1991. The population of Swansboro Middle School steadily increased until the student body became too large for the existing facility. To accommodate the growing student population, a nearby elementary school became part of Swansboro Middle School. This became known as the Swansboro Middle School Annex. The addition of the annex increased the total size of Swansboro Middle School to 31 acres, making it the largest middle school in Onslow County in terms of physical size. With the completion of the new media center and accompanying classrooms in 2008, Swansboro Middle School included a total of 51 classrooms and two dedicated computer labs in six buildings.

In 2014, Swansboro Middle School served 829 students in grades six, seven, and eight. That population has fallen to 798 as of the twenty day count in 2015.

Of these students, 72% are white, 11% are Latino/Hispanic, and 17% identify as other.

In addition, 18% of the students at Swansboro Middle School are classified as exceptional and 13% are characterized as academically and intellectually gifted.

Swansboro Middle School is host to a number of families who are employed by the federal government aboard one of the military bases located in and around Onslow County. These include the Marine Corps bases of Camp Johnson, New River Air Station, Cherry Point Air Station, Camp Geiger, and Camp Lejeune, which is the largest amphibious training base in the world. According to data provided by the Marine Corps, there are 180,000 active duty or retired marines and their dependents in the areas surrounding the Camp Lejeune military complex. Swansboro Middle School military connected student population is 23%.

Swansboro Middle School currently employs 70 full time staff members, which is down from 80 last year. In 2014-2015 we had 51 full time teachers. This year, 2015-2016 we have been reduced to 45 teacher classroom teachers. There are also three administrators, two counselors, three office support staff and five custodians. We have also seen a reduction in teacher assistants from 8 to 4.

At the completion of the 2014-2015 school year, 100% of classes were taught by teachers considered highly qualified in their discipline.

Swansboro Middle School continues to progress academically. For four years in a row, Swansboro Middle School has Exceeded Expected Growth as a school.

School Proficiency as a Whole

	CCR	GLP
2013-2014	46.7	55.6
2014-2015	46.1	54.7

6th Grade Proficiency Data

	2013- 2014 CCR	2014- 2015 CCR	2013- 2014 GLP	2014- 2015 GLP	Difference In GLP
Read	39.2	49.1	52.5	56.6	+4.1
Math	32.1	31.0	45.5	38.1	-7.4
Total	35.7	40.0	44.5	47.2	+2.7

7th Grade Proficiency Data

	2013- 2014 CCR	2014- 2015 CCR	2013- 2014 GLP	2014- 2015 GLP	Difference In GLP
Reading	43.8	34.1	54.8	42.2	-12.6
Math	37.7	33.3	41.6	41.9	+0.3
Total	40.7	33.7	48.2	42.1	-6.1

Same kids from grade 6 to grade 7 Proficiency

	CCR	GLP
6 th Math	32.1	36.6
7 th Math	34.1	42.2
Difference 6th to 7th	+2	+5.6
6 th Read	39.2	52.5
7 th Read	34.1	42.2
Difference 6th to 7th	-5.1	-10.3

8th Grade Proficiency Data

	2013- 2014 CCR	2014- 2015 CCR	2013- 2014 GLP	2013- 2014 GLP	Difference in GLP
Math	47.7	45.2	58.8	53.3	-5.5
Reading	41.5	43.8	57.3	56.3	-1.0
Science	76.6	76.1	81.6	85.3	+3.7
Total	55.3	55.0	65.9	65.0	-0.9

Same kids from grade 7 to grade 8

	CCR	GLP
7 th grade math	37.7	41.6
8 th grade math	45.2	53.3
Difference 7 to 8	+7.5	+11.7
7 th grade Reading	43.8	54.8
8 th grade Reading	45.2	53.3
Difference 7 to 8	+1.4	-1.5

Math I

	CCR	CCR
2013-2014	<95	<95
2014-2015	<95	<95

Overall School Growth

	2011- 2012	2012- 2013	2013- 2014	2014- 2015
SBMS	8.0	7.5	4.91	4.34

School Growth in Math

Grade	Estimated School Growth Measure		
	6	7	8
Growth Standard	0.0	0.0	0.0
2013 Growth Measure	1.4 G	4.1 B	4.7 B
Standard Error	0.8	0.8	0.7
2014 Growth Measure	-1.7 R	1.5 B	6.5 B
Standard Error	0.8	0.7	0.8
2015 Growth Measure	-3.5 R	3.4 B	6.8 B
Standard Error	0.7	0.7	0.7
3-Year-Average Growth Measure	-1.3 R	3.0 B	6.0 B
Standard Error	0.4	0.4	0.4

School Growth in Reading

Estimated School Growth Measure				
Grade	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure	-1.3 G	0.2 G	0.9 G	-0.0 G
Standard Error	0.8	0.9	0.8	0.5
2014 Growth Measure	-4.2 R	-0.6 G	-0.0 G	-1.6 R
Standard Error	0.9	0.8	0.9	0.5
2015 Growth Measure	-2.7 R	-1.5 G	0.1 G	-1.4 R
Standard Error	0.8	0.8	0.8	0.5
3-Year-Average Growth Measure	-2.7 R	-0.6 G	0.3 G	-1.0 R

School Growth in 8th Grade Science

Subject	Grade	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Science	8	2013	230	252.7	58	250.8	50	1.8 B	0.3
		2014	188	255.2	65	251.6	51	3.5 B	0.4
		2015	218	254.4	60	251.4	49	3.0 B	0.3
		3-Yr-Avg	636	254.0	61	251.2	51	<u>2.8 B</u>	0.2

SBMS School Growth over 4 year period

	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
SBMS	8.0	7.5	4.91	4.34

School Growth in Math I

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Math I	2013	47	263.2	91	257.9	80	4.6 B	0.6
	2014	38	264.6	92	260.0	83	4.0 B	0.6
	2015	46	264.5	91	260.7	84	3.3 B	0.6
	3-Yr-Avg	131	264.0	92	259.5	83	4.0 B	0.4

AMOs

Reading Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Part Den	808	5	8	63	77	46	601	342	5	132	116
Part Pct	>95	*	*	>95	>95	>95	>95	>95	*	>95	>95
Part Status	Met	Insuf	Insuf	Met	Met	Met	Met	Met	Insuf	Met	Met
Prof Den	748	5	8	54	72	45	556	315	<5	124	114
Prof Pct	42.0	*	*	25.9	40.3	33.3	44.8	33.3	*	7.3	85.1
Goal Pct	49.5	36.1	65.4	33.0	35.9	51.1	60.9	35.8	18.5	21.6	91.6
Prof Status	Not Met	Insuf	Insuf	Met /C	Met	Not Met	Not Met	Met /C	Insuf	Not Met	Not Met

Math Grades 3-8

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Part Den	808	5	8	63	77	46	601	342	5	132	116
Part Pct	>95	*	*	>95	>95	>95	>95	>95	*	>95	>95
Part Status	Met	Insuf	Insuf	Met	Met	Met	Met	Met	Insuf	Met	Met
Prof Den	748	5	8	54	72	45	556	315	<5	124	114
Prof Pct	40.2	*	*	22.2	30.6	28.9	44.2	30.5	*	6.5	91.2
Goal Pct	48.1	34.3	74.1	30.0	39.4	47.8	58.4	34.9	25.7	21.2	92.5
Prof Status	Not Met	Insuf	Insuf	Met /C	Met /C	Not Met	Not Met	Met /C	Insuf	Not Met	Met /C

Science Grades 5&8

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Part Den	262	<5	<5	19	27	10	200	115	<5	43	39
Part Pct	>95	*	*	*	*	*	>95	>95	*	>95	>95
Part Status	Met	Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Met	Met
Prof Den	239	<5	<5	16	25	9	183	106	<5	39	39
Prof Pct	77.8	*	*	*	*	*	78.7	73.6	*	30.8	>95
Goal Pct	57.0	45.9	73.5	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7
Prof Status	Met	Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Met	Met

Current Year EOC

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Part Den	47	<5	<5	<5	<5	<5	39	14	<5	<5	29
Part Pct	>95	*	*	*	*	*	>95	*	*	*	*
Part Status	Met	Insuf	Insuf	Insuf	Insuf	Insuf	Met	Insuf	Insuf	Insuf	Insuf

Attendance

	ALL										
Att Pct	>95										
Status	Met										

Target Status Options:

/A = Met Using Alternate Cohort (Current+Exited for SWD & LEP, or Extended rate for CGR)

/C = Met Using Confidence Interval Upper Bound

/I = Met Using Improvement (0.1% for ATT, 2% for Standard CGR, 3% for Extended CGR)

Regulatory Information and Assurance Statement 2015-2016

School:	Swansboro Middle
Date Submitted:	10/20/2015

1	Number of Plan Team Members	18
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Mark Yes/No	1
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	98%
4	Date of vote	10/16/2015
5	A secret ballot vote for staff approval of the plan was conducted. Mark Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Mark Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments Mark Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Mark Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Mark Yes/No	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Mark Yes/No	YES

Principal's Signature	<i>Vikki B. Childress</i>
Signature, SSPT Facilitator/Chairperson	<i>Jacob Mabry</i>
Signature, Elected Parent Representative	<i>Clara Talton</i>
Signature, Elected Parent Representative	<i>DeeDee Gradus</i>

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

SBMS Strategic Plan

Swansboro Middle School

Onslow County Schools

Mrs. Vikki Childress
1240 West Corbett Avenue
Swansboro, NC 28584

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Overview

Plan Name

SBMS Strategic Plan

Plan Description

Strategic Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student is healthy, safe and responsible	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Every student at Swansboro Middle School has excellent educators, every day	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Swansboro Middle School has up-to-date financial, business and technology systems to serve its students, parents, and educators.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	Every student at Swansboro Middle School has a personalized education and leaves middle school prepared for high school, graduation and work or further education.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$1000

Goal 1: Every student is healthy, safe and responsible

Measurable Objective 1:

collaborate to reduce student tardies and absences by 06/10/2018 as measured by the average student attendance rate, drop from 8.94 to 7.94 days and student tardies should be reduced from 3308 to 2308 annually..

Strategy 1:

Attendance Awareness - We will include attendance information in SBMS' weekly newsletters to parents stressing the academic importance of student attendance.

Research Cited: Epstein, J. (2010). Families, schools, and community partnerships.

Activity - School Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly, administration will incorporate research-based evidence of the link between increased student attendance and improved academic achievement in the school setting. School Messenger will generate calls to students who are absent each day.	Parent Involvement	09/01/2015	06/10/2018	\$0	No Funding Required	Administration Data Manager

Strategy 2:

Reduce Tardies - Tardies will be tracked by small teams among grade levels, generating a competitive atmosphere. At the end of each nine weeks, the small team with the fewest student tardies on each grade level will be given an incentive, kona ice, pizza party etc....

Research Cited: Sheldon, S. (2007) Improving school attendance, with school, family and community partnerships. Journal of Educational Research. 100(5), 267-275.

Activity - Advisory Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory was moved to the end of the day for the 15/16 school year. Core classes and encores now begin at 7:20. Through parent and student input we learned that when advisory was at the beginning of the day parents felt less urgency to get their students to school on time.	Behavioral Support Program, Academic Support Program	08/24/2015	06/10/2018	\$0	No Funding Required	Administration Data Manager Scheduling Team

Goal 2: Every student at Swansboro Middle School has excellent educators, every day

Measurable Objective 1:

collaborate to increase teacher effectiveness as measured by goals 1-6 on the North Carolina Educator Evaluation System by 06/10/2018 as measured by 100% of teachers receiving a teacher effectiveness score of at least 0.0 or higher in EVAAS.

Strategy 1:

Common Formative Assessments across content areas - Each week, teachers will create common formative assessments to gauge students' understanding of content. The teachers will use the data gathered to differentiate and personalize instruction.

Research Cited: Stiggins, R., DuFour R. (2009) Maximizing the Power of Formative Assessments,

Activity - Create and implement common formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers will create and deploy weekly common formative assessments. Teachers will then disaggregate the data to inform instruction, plan and remediate. Administration and the instructional coach will help dissect data for effectiveness.	Direct Instruction	09/01/2015	06/08/2018	\$0	No Funding Required	Teachers, Administration, Instructional coach

Strategy 2:

Revised Bloom's Taxonomy - Teachers will incorporate questions and activities from the upper tiers of Revised Bloom's Taxonomy.

Research Cited: Gray, K. (2002). Multiple intelligences meet Bloom's Taxonomy. Kappa Delta Pi Record. 38(4),184.

Activity - Administrative and Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and peers will observe in classrooms, making note of number of questions and activities from the upper tiers of Revised Bloom's Taxonomy. Revised Blooms Taxonomy strategies will be reinforced to teachers during post conferences, informal observations and staff meetings.	Direct Instruction	09/01/2015	06/10/2018	\$0	No Funding Required	Administration, Peer Observers, Teachers

Goal 3: Swansboro Middle School has up-to-date financial, business and technology systems to serve its students, parents, and educators.

Measurable Objective 1:

collaborate to use the OCS digital platform as an essential resource for instructional delivery and communication with parents and students. by 06/10/2018 as measured by the number of parents who have registered for the Parent Portal and the number of teachers who have attended technology PD .

Strategy 1:

Maximize instruction effectiveness and differenenitiation - Teachers will use the OCS Digital Platform to enhance teacher effectiveness. Including but not limited to, the student 1:1 initiative and staff Tier II program.

Research Cited: Barron, B., Martin, C.K., Takeuchi, L., and Fithian, R. (2009). Parents as learning partners in the development of technological fluency. International Journal of Learning and Media, 1(2), 55-77. doi: 10.1162/ijlm.2009.0021

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided the opportunity for 10 hours of technology training (Class notebook, Office 365, SAMR model, Blended Learning etc...) instructed by the Digital Learning Facilitator.	Professional Learning	09/01/2015	06/10/2018	\$0	No Funding Required	DLTF, Administration and Teachers

Strategy 2:

Increase parent communication, involvement, and support - Effective parent involvement happens during school and after school through continued support of SBMS on the home front. Teachers and SBMS administration will send out weekly newsletters via email to keep parents informed of classroom instruction and school happenings. Parents will register for Parent Portal, Edmodo, remind 101 and other interactive school platforms.

Research Cited: Barron, B., Martin, C.K., Takeuchi, L., and Fithian, R. (2009). Parents as learning partners in the development of technological fluency. International Journal of Learning and Media, 1(2), 55-77. doi: 10.1162/ijlm.2009.0021

Activity - Dissemination of information and blended learning nights for parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly emails to parents from each grade level and from the school level notifying them of upcoming events and due dates. SBMS will also offer parents the opportunity to experience blended learning by attending parent nights with topics such as Edmodo, Parent Portal and other interactive school platforms.	Professional Learning	09/01/2015	06/10/2018	\$0	No Funding Required	DLTF, Administrator s, Teachers and Parents.

Goal 4: Every student at Swansboro Middle School has a personalized education and leaves middle school prepared for high school, graduation and work or further education.

Measurable Objective 1:

collaborate to increase student overall proficiency on math, reading and science EOGs by 3 points annually by 06/10/2018 as measured by EOG scores..

Strategy 1:

Increased ELA instruction for students - Reading class will be added to supplement ELA classes in all grade levels. Reading class will focus on teaching students how to read and understand informational texts. Students have been scheduled based on Lexile scores. It is expected that all students lexiles scores increase by 5 points annually.

Research Cited: OCS 10 Pillars lead by Dr. Louise Burner and Dr. Mark Bulris

Activity - 10 Pillar training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELA and social studies teachers will participate in the 10 Pillars training	Professional Learning	07/13/2015	06/10/2018	\$0	No Funding Required	English Language Arts Teachers, and Social Studies Teachers
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Strategy 2:

Require professional development specific to middle school content areas - All middle school teachers will attend ERPD separated by grade level/content. The ERPD is lead by teachers who have exceeded student growth expectations as outlined by NCDPI. Teachers will share best practices, assist with revising standard division documents, create four common assessments and create one benchmark. Teachers will also share best practices for using data to drive instruction and planning. County- wide common formative assessment data will also be disseminated and teachers can collaborate with one another for the next steps in their classroom based on their data analysis.

Research Cited: DeFours PLCs

Activity - Professional development for middle school content teachers on early release days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ERPD will be a collaboration of grade/content like peers five times throughout the school year. They will share best practices and data to increase student engagement and achievement. Teachers will also create and analyze assessments.	Professional Learning	08/17/2015	06/10/2018	\$1000	General Fund	ELA, Math, Science, and Social Studies Teachers

Strategy 3:

Implement teacher- led weekly PLCs - Teachers will be provided with protected instructional planning once a week. No meetings will be scheduled. Administration and support staff will attend PLCs for support and assistance in analyzing data, creating common formative assessments, and any other needs that may arise.

Research Cited: DeFour PLC

Activity - Weekly grade level, content specific PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week, grade levels will meet to accomplish four things. 1) Plan for next week. It is the expectation that like grade/content teachers be teaching the same topic each week. 2) Disaggregate data from previous week common assessment. Celebrate what went well and create a plan to reteach what did not go well. 3) Create plan for reassessing content that has been remediated. 4) Create common assessment for next week.	Professional Learning	08/17/2015	06/10/2018	\$0	No Funding Required	All Teachers, Administrators, DLTF, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development for middle school content teachers on early release days	ERPD will be a collaboration of grade/content like peers five times throughout the school year. They will share best practices and data to increase student engagement and achievement. Teachers will also create and analyze assessments.	Professional Learning	08/17/2015	06/10/2018	\$1000	ELA, Math, Science, and Social Studies Teachers
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrative and Peer Observations	Administration and peers will observe in classrooms, making note of number of questions and activities from the upper tiers of Revised Bloom's Taxonomy. Revised Blooms Taxonomy strategies will be reinforced to teachers during post conferences, informal observations and staff meetings.	Direct Instruction	09/01/2015	06/10/2018	\$0	Administration, Peer Observers, Teachers
Dissemination of information and blended learning nights for parents	Weekly emails to parents from each grade level and from the school level notifying them of upcoming events and due dates. SBMS will also offer parents the opportunity to experience blended learning by attending parent nights with topics such as Edmodo, Parent Portal and other interactive school platforms.	Professional Learning	09/01/2015	06/10/2018	\$0	DLTF, Administrator s, Teachers and Parents.
School Newsletter	Monthly, administration will incorporate research-based evidence of the link between increased student attendance and improved academic achievement in the school setting. School Messenger will generate calls to students who are absent each day.	Parent Involvement	09/01/2015	06/10/2018	\$0	Administration Data Manager
Advisory Time	Advisory was moved to the end of the day for the 15/16 school year. Core classes and encores now begin at 7:20. Through parent and student input we learned that when advisory was at the beginning of the day parents felt less urgency to get their students to school on time.	Behavioral Support Program, Academic Support Program	08/24/2015	06/10/2018	\$0	Administration Data Manager Scheduling Team

SBMS Strategic Plan

Swansboro Middle School

Weekly grade level, content specific PLCs	Once a week, grade levels will meet to accomplish four things. 1) Plan for next week. It is the expectation that like grade/content teachers be teaching the same topic each week. 2) Disaggregate data from previous week common assessment. Celebrate what went well and create a plan to reteach what did not go well. 3) Create plan for reassessing content that has been remediated. 4) Create common assessment for next week.	Professional Learning	08/17/2015	06/10/2018	\$0	All Teachers, Administrator s, DLTF, Instructional Coach
10 Pillar training	ELA and social studies teachers will participate in the 10 Pillars training	Professional Learning	07/13/2015	06/10/2018	\$0	English Language Arts Teachers, and Social Studies Teachers
Create and implement common formative assessments	Content teachers will create and deploy weekly common formative assessments. Teachers will then disaggregate the data to inform instruction, plan and remediate. Administration and the instructional coach will help dissect data for effectiveness.	Direct Instruction	09/01/2015	06/08/2018	\$0	Teachers, Administration , Instructional coach
Technology Professional Development	Teachers will be provided the opportunity for 10 hours of technology training (Class notebook, Office 365, SAMR model, Blended Learning etc...) instructed by the Digital Learning Facilitator.	Professional Learning	09/01/2015	06/10/2018	\$0	DLTF, Administration and Teachers
Total					\$0	