

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – Every student in the NC Public School System graduates from high school.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, everyday has excellent educators.

Goal 4 – Every school district has up-to-date financial, business, and technology resources.

Goal 5 – Every student is healthy, safe, and responsible.

District Goals for Burke County Public Schools	
District Goal 1:	Customer Service
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
District Goal 2:	Instructional Rounds
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
District Goal 3:	District wide Anti-Bullying program
Supports SBE Goal:	Goal 3 – North Carolina Public School students will be healthy and responsible.
District Goal 4:	Task predicts performance
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 5:	Advocate for all students through the lens of equity
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 6:	Continue to promote Burke County Public Schools
Supports SBE Goal:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.
District Goal 7:	Continue to improve staff education to add value to BCPS
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
District Goal 8:	Continue to work with local partners to prepare our students for the work force and for further secondary education
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 9:	Continue to improve child nutrition program with Chartwells

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions. The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AYP (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nhealthyschools.org)

School Vision and Mission Statements for East Burke Middle School

Vision:

We, the faculty of East Burke Middle School, realize the uniqueness of the middle school student. It is our responsibility to provide equal educational opportunities which will enable each student to reach his/her highest potential both physically and mentally. As educators, we believe in the importance of providing each student with the basic skills and knowledge needed for successful living.

Recognizing the individuality of each student, the faculty feels responsible for providing a comprehensive and challenging curriculum, which allows the student to develop at his/her own pace. Learning experiences should be provided to help the student develop a creative outlook and a questioning attitude, which will enhance life.

The learning environment should be a wholesome and enjoyable one, yet competitive enough to motivate student interest. A successful student-teacher rapport will provide a good learning atmosphere where young people will gain self-worth, realistic goals, environmental responsibility, health awareness, and aesthetic appreciation. Ultimately, our goal is to provide each student the opportunity to develop life skills in order to function in society and become a responsible citizen.

Mission:

The mission of East Burke Middle School is to provide a safe, positive and nurturing environment in which, our faculty and staff will work cohesively to educate our students and prepare them to meet academic, personal, and future challenges. We will prepare our students through the use of 21st century skills such as: collaboration, global awareness, and the integration of technology. Our students will emerge as critical thinkers, ready to realize their potential to be outstanding and productive citizens in the community.

LEA or Charter Name/Number: Burke County Schools - 120
School Name/Number: East Burke Middle School / 315
School Address: 3519 Miller Bridge Road, Connelly Springs, NC 28612
Plan Year(s): 2016 - 2017
Date prepared: 2-Nov-15

Principal Signature:

.....
Date

Local Board Approval Signature:

.....
Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Terry Penland	Principal	
Assistant Principal Representative	Teresa Dale	Asst. Principal Representative	
Teacher Representative - 6th	Tracie Lail	6th grade Representative	
Teacher Representative - 7th	Robin Joines	7th Grade Representative	
Teacher Representative - 8th	Wendy Reid	8th Grade Representative	
Teacher Representative - Electives	Nancy Kelly	Elective Representative	
Inst. Support Representative	Lori Suddreth	Instructional Support Rep.	
Teacher Assistant Representative	Crystal Causby	Teacher Asst. Rep.	
Parent Representative	Nikki Brittain	Parent Rep.	
Parent Representative	Angela Mace	Parent Rep.	
Instructional Support (Classified)	Miranda Pruitt	Instructional Support Rep.	

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

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

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

1. What does the analysis tell you about your schools strengths?

Data from 2015-2016 School Year

- Performance score of 72 B
- 6th & 8th Grade Math met expected growth
- 7th grade math exceeded expected growth
- 6th, 7th, & 8th reading all met expected growth
- 8th grade science exceeded expected growth
- Math 1 met expected growth

- Maintained an attendance rate greater than 95% 2014 & 2015

- 6th Grade Science (Met Expected Growth)
- 7th Grade Science Met expected growth
- 6th Grade SS (Met Expected Growth)
- 7th grade SS met expected growth
- 8th Grade SS met expected growth

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

Reading Proficiency

- All students at 68%
- Asian students at 50.9%
- Hispanic Students at 56.3%

- White students at 70.5%
- Students with Disabilities at 29.9%

Math Proficiency

- All Students at 60.3%
- Hispanic students at 47.9%
- LEP Students did not have enough for a subgroup
- Students with Disabilities at 20.6%
- White students at 61.1%
- Asian students at 64.2%

Growth Breakdown

- 6th Grade Math Quintiles mid-high and high did not make expected growth
- 7th Grade Math Quintiles middle was lowest but made expected growth
- 8th Grade Math Quintiles mid-high and high did not make expected growth
- 6th Grade ELA Quintiles high group did not make expected growth
- 7th Grade ELA Quintiles mid, mid-high, and high did not make expected growth
- 8th Grade ELA Quintiles mid-high group did not make expected growth
- 8th Grade Science Quintiles all exceeded growth
- Math 1 Quintiles all met expected growth

Science EOG

-92.40%

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

Individual student data is missing from this report. That data will be looked at by current regular education teachers, administration, instructional coaches, EC Teachers, LEP Teacher, and Reading Specialist.

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

Cite relevant evidence from your analysis to support these priorities.

Priority 1 - Target all white students in all subjects.

Priority 2 - Target all AIG students in reading and math to get the growth.

Priority 3 - Target all LEP students in math, reading, and science.

Priority 4 - Continue strategies with SWD students in reading, math, and science

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [1] EBMS will increase our percentage of students who show proficiency on the reading EOG to 66.3% in 2017

Supports this district goal: [2] Increase reading proficiency

Target: SWD 47.7% in 2017; White 73.8% in 2017; Asian 77.1% in 2017; Hispanic 57.2% in 2017; EDS 57.1% in 2017; AIG 94.3% in 2017

Indicator: 2015/2016 data

Milestone date: June, 2017

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

Strategy 1:	Focus on literacy instruction across all disciplines with a focus on critical thinking and writing.	
	Action steps:	
	Provide Professional development as needed	Follow the BC Schools Writing plan
	Use graphic organizers, word walls, journals	Use PLC's for planning daily instruction
	Use "Word Within A Word" vocab. program	Use Language! Program with certain identified EC students
	Utilize the Reading Plus software	Year 2 of Literacy Design Collaborative

Strategy 2:	Schedule more students to utilize the Reading Plus software that are identified as At-Risk.	
	Action steps:	
	Determine students needing Reading Plus software based on test scores and teacher input	Schedule whole classes to go to lab to use the Reading Plus software.
	Schedule lab time with reading specialists during elective time	

Strategy 3: Remediation
Action steps:

GEAR UP after school tutoring program in Spring, 2017. Students will stay 2x per week after school	Moby Max Computer Adaptive Remediation Software

Strategy 4:	Collaborative Planning		
	Action steps:		
	1. Data Discussion		5.
	2.Share Resources		6.
	3.Intervention Strategies		7.
	4. Integration		8.

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group [3]	Course name/title	Course provider	Date completed
Instructional Coaches			
Administration			
Testing and Accountability	Data Review		
ELA Teachers	LDC Trainings	Instructional Coaches	
District PLC Meetings	<i>rigor, lesson plans, goal summaries</i>	Instructional Coaches	
Dist. Vertical Alignment Mtgs.	Subject vertical align	Instructional Coaches	
Weekly EBMS PLC mtgs	Subject PLC's	Administration	

How will we fund these strategies and associated professional development?

Funding source 1: [4 Select a funding source	Funding amount:	\$0
Funding source 2: [5 Select a funding source	Funding amount:	\$0
Funding source 3: [6 Select a funding source	Funding amount:	\$0
Funding source 4: [7 Select a funding source	Funding amount:	\$0
Funding source 5: [8 Select a funding source	Funding amount:	\$0
	Total initiative funding:	\$0

Review frequency: Quarterly

he	Assigned implementation team: Asst. Principal and Instructional Coach
	What data will be used to determine whether the strategies were deployed with fidelity?
	Data from the Reading Plus software EOG Testing Data Notes and lesson plans from PLC Meetings Teacher walk through observations School Net benchmark data fall 2015 and spring 2016 for reading
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Formative data from classroom teachers School Net benchmark data fall 2015 and spring 2016 for reading Evidences from PLC's Lesson Plans Evidences of higher order thinking skills utilized throughout lessons and disciplines Revised Writing portfolios Evidences from Vertical Alignment mtgs.
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [9]

Improve student performance on class based, district, and statewide assessments in math by increasing their understanding of mathematical concepts. EBMS will increase proficiency on the math EOG to 65.5% in 2017.

Supports this district goal: [10]

Target:

Increase overall math EOG proficiency for Hispanic 59.5% in 2017. . White 72.2% in 2017 and SWD 47.6% in 2017. Asian 82.8% in 2017. EDS 56.5% in 2017. AIG 94.9% in 2017

Indicator:

2015/2016 data

Milestone date:

June, 2017

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Increase math rigor in mathematics instruction

Action steps:

Strategy 1:

Teachers will work with IC's to develop rigorous lesson plans and class activities

Use differentiated lesson plans to address all levels of students in their classes.

Use of SchoolNet questions for instruction and assessments

Utilize small group instruction as a way to intervene with students who are at-risk (HR, AA, and class time)

Incorporate Moby Max Math Remediation

Follow the BC Schools Pacing guides

Integrate math literacy throughout the school

Action steps:

Strategy 2:

All staff will use correct math terminology

Use of Math Word Walls for vocabulary and concept development

PLC's will develop plans integrating math

Math Design Collaborative Activities

Collaborative Planning

Strategy 3:	Action steps:	
	Data discussion	
	Share Resources	
	Intervention strategies	
	Integration	
Strategy 4:	Peer Observation	
	Action steps:	
	Teachers observe other teachers in same subject/other grade levels for a minimum of 30 minutes once per semester	

Professional development - Identify the professional development required to successfully implement the strategies above			
Staff person or group [11]	Course name/title	Course provider	Date completed
Instructional Coach	Differentiation	EBMS	Jun-14
Instructional Coach	School Net Training	EBMS	
Instructional Coaches	PD of choice on Differentiation	District	
District PLC Meetings	rigor, lesson plans, goal summaries	Instructional Coaches	
Dist. Vertical Alignment Mtgs.	Subject vertical align	Instructional Coaches	
Weekly EBMS PLC mtgs	Subject PLC's	Administration	
Selected Math Teachers	MDC Training	Instructional Coaches	

How will we fund these strategies and associated professional development?			
Funding source 1: [1 Select a funding source	Funding amount:		\$0
Funding source 2: [1 Select a funding source	Funding amount:		\$0
Funding source 3: [1 Select a funding source	Funding amount:		\$0
Funding source 4: [1 Select a funding source	Funding amount:		\$0
Funding source 5: [1 Select a funding source	Funding amount:		\$0
	Total initiative funding:		\$0
Review frequency: Quarterly			

	Assigned implementation team: Math Teachers, Math IC, and School Administration
hec	What data will be used to determine whether the strategies were deployed with fidelity? Student growth of EOG's Student performance on benchmark tests Notes and lesson plans from PLC Meetings Teacher walk through observations Data from Reading Plus
hec	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Formative data from classroom teachers Evidences from PLC's Lesson Plans School Net benchmark data at the beginning, middle, and end of school year Evidences of higher order thinking skills utilized throughout lessons and disciplines
hec	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

Act	
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Priority Goal 3 and Associated Strategies		
Area for improvement and supporting data:		
School Goal 1: [17]	Students in science and SS will meet or exceed expected growth on the Science EOG, Science Final Exams, and the SS Final Exams.	
Supports this district goal: [18]	All students make growth in each academic area.	
Target:	Improve proficiency for SWD subgroup - EOG 64.5% in 2017. Increase student growth with AIG/High Quentile subg	
Indicator:	2015-2016 EOGs and Final Exams	
Milestone date:	June, 2017	
Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.		
Strategy 1:	Science and SS teachers will work together to design rigorous and relevant units of study to challenge students by incorporating technology, utilizing real world simulations and experiences, collaborative/cooperative groups, incorporate literacy, math, maps, and graphing into daily lessons.	
	Action steps:	
	Use of hands on labs	Purchase equipment and update science lab
	Vocabulary Development and Word Walls	Use of Quizlet
	Writing Journals	County Pacing Guides utilized
	School Net quizzes	Discovery Education
CNN Student News	Learning targets/essential questions posted for students daily	
Strategy 2:	Provide additional materials to use with science that correspond to the EOG test.	
	Action steps:	
	1. Science World Magazines	5.
	2. NC Coach for 8th grade science	6.
	3.	7.
	4.	8.
Strategy 3:	Collaborative Planning	
	Action steps:	
	1. Data Discussion	5. School Net Assessments
	2. Share Resources	6. Weekly PLC mtgs.
	3. Intervention strategies	7. Monthly Vertical Alignment mtgs.
	4. Integration	8.

Strategy 4:	Peer Observations		
	Action steps:		
	Teachers observe teacher in same subject area in another grade level for a minimum of 30 minutes once per semester		5.
			6.
			7.
		8.	
Professional development - Identify the professional development required to successfully implement the strategies above			
Staff person or group [19]	Course name/title	Course provider	Date completed
Instructional Coach	PD of choice on Differentiation	District	
Instructional Coaches	Intervention Strategies	EBMS	
How will we fund these strategies and associated professional development?			
Funding source 1: <input checked="" type="checkbox"/> School general funds	Funding amount:	\$8,579	
Funding source 2: <input checked="" type="checkbox"/> Select a funding source	Funding amount:	\$0	
Funding source 3: <input checked="" type="checkbox"/> Select a funding source	Funding amount:	\$0	
Funding source 4: <input checked="" type="checkbox"/> Select a funding source	Funding amount:	\$0	
Funding source 5: <input checked="" type="checkbox"/> Select a funding source	Funding amount:	\$0	
	Total initiative funding:	\$8,579	
Review frequency: Quarterly			
Assigned implementation team: School Administration, Science Chair, and SS Chair			
What data will be used to determine whether the strategies were deployed with fidelity?			

Act

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [25] Maintain a safe and supportive school environment for all students by setting high behavior expectations and ensuring that protocols are in place in the event an emergency situation would occur.

Supports this district goal: [26] No match

Target: EBMS school and community
Indicator:
Milestone date: June, 2017

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

an/l	Supervision Plan		
	Strategy 1:	Action steps:	
		Teachers in hallways during class changes	
		Teachers/Staff on duty for arrival and dismissal of students	
		Camera System on most hallways of building	
	Strategy 2:	Continue to focus on reducing student bullying and harassment.	
		Action steps:	
		Provide Guidance intervention	
		Define expectations clearly to students/parents	
	Strategy 3:	Hold drills as required by state and district to ensure student safety.	
		Action steps:	
		Hold 2 lockdown drills per year	
Hold monthly fire drills			
	Assess the situation before using the Red card for a medical emergency during a lockdown procedure.		

Utilize Red/Green cards for fire drills
 Ensure all staff have BC Schools flipchart
 (Emergency Response Plan)

Earthquake drill each spring

Professional development - Identify the professional development required to successfully implement the strategies above

Staff person or group [27]	Course name/title	Course provider	Date completed
Terry Penland	Drill Review	Terry Penland/SRO Clemens	

How will we fund these strategies and associated professional development?

Funding source 1: [2] School general funds	Funding amount:	
Funding source 2: [2] Select a funding source	Funding amount:	\$0
Funding source 3: [3] Select a funding source	Funding amount:	\$0
Funding source 4: [3] Select a funding source	Funding amount:	\$0
Funding source 5: [3] Select a funding source	Funding amount:	\$0
	Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: District Administration, School Administration, and EBMS Staff

What data will be used to determine whether the strategies were deployed with fidelity?

- Teacher observations
- AA lesson Plans-remediation, FCA, "Raising Respect" character education plan
- Monthly Fire drill and sanitation reports
- Documentation of 2 reverse lockdown drills (one fall and one spring)
- Documentation of earthquake drill each spring



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [33]	EBMS will strive to increase the knowledge and skill level of all teachers so that technology can be effectively integrated into instruction.
Supports this district goal: [34]	

Target:	All staff
Indicator:	
Milestone date:	June, 2017

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Begin utilizing Chromebooks (1:1 initiative) -	
	Action steps:	
	9 carts of Chromebooks arrived fall, 2016	
	Teachers have access every other day to carts	
Strategy 2:	Utilize mobile devices (MacBook's, iPads, etc.) in the classrooms	
	Action steps:	
	Teachers will continue utilizing mobile devices on checkout basis	
	Instructional labs are available on checkout basis	
Strategy 3:	Teachers will continue exploring educational software with students	
	Action steps:	
	Moby Max subscription - Math and ELA	Edmoto Activities
	Reading Plus - Seereaders	Renaissance Learning
	Social Media - Twitter - School promotion	

Professional development - Identify the professional development required to successfully implement the strategies above

Professional development - Identify the professional development required to successfully implement the strategies above

Staff person or group [35]	Course name/title	Course provider	Date completed
EBMS	Twitter Challenge	Erin Wolfhope - ITF	Fall, 2016
EBMS	Chromebook Orientation	Instructional Technology Facilitator	Fall, 2016
EBMS	Discovery Education	Instructional Technology Facilitator	2016-2017

How will we fund these strategies and associated professional development?

Funding source 1: [3] School general funds	Funding amount:	\$0
Funding source 2: [3] Select a funding source	Funding amount:	\$0
Funding source 3: [3] Select a funding source	Funding amount:	\$0
Funding source 4: [3] Select a funding source	Funding amount:	\$0
Funding source 5: [4] Select a funding source	Funding amount:	\$0
	Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Principal, Asst. Principals, Instructional Technology Facilitator

What data will be used to determine whether the strategies were deployed with fidelity?

- Increase usage of applications for teachers: Edmodo, Discovery, TenMarks, Class DoJo for parents, Quizlet, XtraMath, Reading Theory, QAR codes, etc.
- Increased usage of mobile devices (MacBook's, iPads, etc.)
- Google Apps used for collaboration and documents will be created for use by staff
- Lesson Plans with Technology integration
- Collaboration with ITF

	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Teacher Lesson Plans Increased student usage of web apps Increased teacher usage of mobile devices Transition to use of Google Calendar to sign out mobile devices Teacher attitudes in regard to technology Collaboration/sharing of technology ideas and resources among teachers
hec	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Checklist of State-required On-going Operational Activities	
All Schools	
Does this school:	
<u>Yes</u>	Implement strategies for improving performance of all students?
<u>Yes</u>	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
<u>Yes</u>	Plan use of staff development funds?
<u>Yes</u>	Plan for use of assessments to monitor student progress?
<u>No</u>	Provide daily duty-free lunch to teachers?
<u>Yes</u>	Provide at least five hours of planning time for teachers each week?
<u>Yes</u>	Implement strategies for involving parents and the community in the educational program?
<u>Yes</u>	Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?
K-8 Schools Only	
Does this school:	
<u>YES</u>	Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.	

EBMS SIP 2016-2017.xlsx

Safe School Plan for East Burke Middle School	
Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.	
Name and role of person(s) responsible for implementing this plan:	Terry Penland, Principal East Burke Middle School
Statement of Responsibility for the School Principal	
In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.	
In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)	
Statement of the Roles of Other Administrators, Teachers, and Other School Personnel	
In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:	
Assistant Principal(s): All East Burke Middle Asst. Principals	
Teachers: All EBMS Teachers	
Teacher Assistants: All EBMS TA's	
Other School Staff: All EBMS Staff and the SRO	
Services for At-risk Students	
Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.	
Student Success Team Referrals, Parent Teacher Conferences, IEP plans modified as needed, PEP plans developed and followed, LEP Action Plans modified and followed, Behavior Support Coach and Behavior plans created, Counselor Interventions, Day Treatment referrals	
Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.	
East Burke Middle School has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including: - Student Conferences - Team Conference - Parent Conference - Counseling - Mediation - Detention (Before/After School) - Character Education Initiatives - Parental Involvement - Social Worker Assistance - Positive Behavior Support (CHAMPS) - Mediation with an Administrator - School Nurse Assistance - Counselor Home Visits - Mental Health Services - In-school Suspension, Support from District Behavior Coach, and BATS Program. These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.	
Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.	
Students who are referred to Hallyburton Academy have a history of chronic misbehavior and who have had interventions by the school counselor and/or system behavior coaches for exceptional children or regular education. Students who are sent to Hallyburton Academy are required to stay one semester and/or until they transition to the high school. Students assigned to Hallyburton must meet certain behavior goals established by the school staff and parents of the students. Once students have successfully met their goals, they will be transitioned back to their home school.	
In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)	
Goal:	Increase Parent and Community Involvement for the 2016/2017 school year
Target:	All families of the EBMS Community
Indicator:	Increase in PTA memberships and parents attending PTA Meetings - Parents helping with duty-free lunch
Milestone Date:	June, 2017
Goal:	
Target:	
Indicator:	
Milestone Date:	

EBMS SIP 2016-2017.xlsx

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			

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

East Burke Middle School has installed a panic button that will automatically alert law enforcement that a critical incident is occurring on our campus. Authorized users will be: Principal, Asst. Principals, Secretaries, and the SRO.

EBMS SIP 2016-2017.xlsx

Notes

- [1] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [2] Identify the supported district goal here.
- [3] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")

- [4] Select a funding source from the drop-down list.
- [5] Select a funding source from the drop-down list.
- [6] Select a funding source from the drop-down list.
- [7] Select a funding source from the drop-down list.
- [8] Select a funding source from the drop-down list.
- [9] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [10] Identify the supported district goal here.
- [11] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")

- [12] Select a funding source from the drop-down list.
- [13] Select a funding source from the drop-down list.
- [14] Select a funding source from the drop-down list.
- [15] Select a funding source from the drop-down list.
- [16] Select a funding source from the drop-down list.
- [17] The school goal should be an overall goal based upon the priorities you identified following data analysis.
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Notes

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