

Our Direction

Swain County Middle School

Date of Report: 11/4/2022

Team Members:

Katie Aldridge School Counselor
Romona Parsons Teacher
Tim Sale Music/Band Elective Teacher
Nancy Bogdanowicz Parent
Sally Butler 6th Grade Science Teacher
Amber Gilliam 8th ELA Teacher
Heather Herron Instructional Coach
Timothy Kurr Principal
Megan Lucas 6th Social Studies Teacher
Ryan McMahan Assistant Principal
Jennifer Oetting 7th Grade Math Teacher
Rachel Payne EC Teacher
Jennifer Rutkosky Parent
Janet Shuler 7th Grade EC Teacher

Vision:

At Swain Middle School we are student-centered with an inviting atmosphere. As leaders, we show integrity, have accountability for personal and academic growth, and empower individuals to find their voice. #StandingMaroonStrong

Values:

Be Proactive
Begin with the end in mind
Put first things first
Think win/win
Seek first to understand, then to be understood
Synergize
Sharpen the saw

Mission:

To prepare every student to succeed in a college/career and to lead a balanced life.

Goals:

- By June 2023, Swain Middle will improve school culture for students, as scored on the Measurable Results Assessment from a 67 to at least an 80. Specifically focusing on the “Supportive Student Environment” measure.

Performance Measure(s)

Performance Indicator: A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)		
Action(s); Anti-bullying lessons provided during Leadership class and Maroon meetings - focus on how words and actions impact each other. Have guest speakers and training for the SaySomething app. Mentoring program established through leadership class - trusting relationships were a “63” on the MRA. Establish relationship with BBBS and CO for mentors. Non-leadership teachers strategically placed with students who need extra mentorship (Mr. Jamison, Mr. Roper, Mrs. Herron, Mrs. Sutton, Mrs. Kathy, Mr. Mac, Mr. Kurr, Coach Payne, Mr. King, Mrs. Aldridge, Mrs. Dodge, Mrs. Cunningham) Teachers will have made at least 6 leadership contacts per year with families- at least three should be curriculum focused and as many as possible should include celebrations of the student’s accomplishments		
Data Source: WIG Sessions, Lighthouse Team	Baseline Year: 2022	Baseline: 0%
Target Date: 2023	Target: 100%	Actual:

- By June 2023, SMS students' proficiency in Math will increase from 43% to 60%.

Performance Measure(s)

Performance Indicator: A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Action(s); All math teachers will implement I-Ready with fidelity. Students will complete 45 minutes of lessons consistently, passing one lesson per week from their learning path Based on Administrative Super Evaluations, Math Teachers will be assigned individualized PD. For most, the focus will be on differentiation and/or accelerated learning. Implement intentional interventions twice a week within the math block Three times this year, all Math teachers will participate in peer observations of exceptional math instruction, followed up by conversations with the Teaching and Learning Coach and/or administration, to implement best practices in individual classes.		

Data Source: I-Ready, Lesson Plans, Super Evaluations in NCESS	Baseline Year: 2022	Baseline: 50%
Target Date: 2023	Target: 80-90%	Actual:

- By June 2023, SMS students' proficiency in Reading will increase from 47% to 60%.

Performance Measure(s)

Performance Indicator: A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Action(s): 60-90 minutes per week of standards-based interventions in Reading Professional Learning Community will meet monthly. Common assessments will be created for each unit so that the data can be assessed in data digs. Students will pass one lesson in Reading per week and teachers will dedicate at least 45 minutes per week for students to work on iReady		
Data Source: MTSS Team	Baseline Year: 2022	Baseline: 0%
Target Date: 2023	Target: 90%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Facilitated Assessment of MTSS Needs:

- structure and implementation
- professional development and coaching: database problem solving on multi-tiered instruction intervention
- intervention protocols

Emerging and developing:

- implementation
- scheduling the development and coaching
- scheduling behavior and social emotional assessments
- schedule is adequate for instruction and intervention
- processes/procedures for: data base problem solving, decision making of administration of assessments and data
- MTSS resources identified and allocated
- staff engagement in MTSS implementation
- integrated data base problem solving: including diverse groups
- instructional and intervention plans: IEP, DEP and LEP, core and some intensive SEL
- aligning instruction to state

Operational:

- schedule allows for common planning
- strong family and community engagement
- core academic practices exist: define core practices: with intervention protocols
- core behavior expectations are defined: with intervention protocols
- data sources are monitored for consistency, accuracy, and collection protocols.
- +Strongest component is communications and collaboration

Student Outcome Data:

Our data includes:

Data spreadsheet for the 2021-22 school year is here: [SMS Data 2021-22](#). This includes our EOG data and our I-Ready data from 2021-22. Our results from our first I-Ready Diagnostic of the 22-23 school year is here: [BOY I-Ready, 22-23](#)

Proficiency numbers for the 2021-22 school year are below. Our numbers are not where we want them, especially in Math, where we are below the state average. This is why we are taking specific action steps with Math to provide our Math teachers with the necessary support and PD, with a focus on differentiation.

Overall, our Reading proficiency on the EOG was around 46% on the 2022 EOG, which is right at the state average. In Math, our proficiency on the EOG was 40% overall.

Reading EOG scores by grade level, Grade-Level Proficient, 2022: 6th - 49.6% proficiency / 7th - 40.8% proficiency / 8th - 44.6% proficiency

Math EOG scores by grade level, Grade-Level Proficient, 2022: 6th - 42.7% proficiency / 7th - 53.1% proficiency / 8th - 33.6% proficiency

Our goal for this school year is to reach 60% proficiency in Reading and Math across the board. This is a daunting task, but we want to reach high with our goals.

In terms of where we are right now after our initial assessments on I-Ready - it is clear that we have a lot of work to do to reach our goals. Currently here are the percentage of students on grade-level

Math: 6th - 23% / 7th - 23% / 8th - 21%

Reading: 6th - 32% / 7th - 43% / 8th - 29%

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

A4.01 - 67% implemented - we have begun intervention periods and a PLC process has become more focused on analyzing data from common assessments. We are able to drill deeper into where students need the most help. I-Ready has been very helpful for having data, although we would like it produce more frequent data points. Our MTSS team has also begun monthly meetings, determining definite criteria for who is placed in Supplemental or Intensive services.

A4.06 - 75% - All students are receiving core SEL lessons through the Leader in Me program twice a week. Our guidance counselor has begun to target students that need Tier 2/Tier 3 support. Most of these students have been assigned a mentor who are receiving monthly meetings, and many have been referred to our in-school counseling services through Blue Ridge Health. We added another goal to have transparent tracking of the students being served by the Social Worker and School Counselor, so that the MTSS team can determine effectiveness of program delivery.

E.1.06 - 50% - We have advisory/leadership contacts for each teacher that focus on conversations around the curriculum of the home. This has strengthened over the years. We are still working on family curriculum nights four times a year, tied to After School. We have had one with our Fall Festival, but we are not sure we will get to four events this year.

B3.03 - 50% - We have implemented planned, organized walkthroughs with a formal instrument. However, it has been difficult to sustain it this year with all the observation requirements we have. WE hope to get it going strong after the Super Evaluations are finished. Also, new teachers and those deemed "low performing" are turning in lesson plans weekly after their Super Evaluation with the Principal.

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)