

School Plan for Improvement

District Name:		School Name:		School Code:		Year:	
Cumberland County		Luther Nick Jeralds Middle School		358		2015-2016	
Principal Name (or Designee)		Maria Pierce-Ford		Principal Name (or Designee) Email		bmusselwhite@ccs.k12.nc.us mariaford@ccs.k12.nc.us	
School Mission		The mission of Luther Nick Jeralds Middle School is to provide all students with the opportunity to achieve academic success for tomorrow's challenges, to develop technological and social skills in a safe, orderly and caring environment with the help of home and community.					
School Vision		Excellence is an Expectation.					
2014-2015 Data							
Reading	35.4						
Math	26						
Science	58.3						
Comp	36						
SPG	41/D						
Growth Status	Not Met						

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Goal #1:	<i>Follow the Cumberland County Schools Academic Plan for Student Achievement to increase growth from "did not meet" or "met" to "Exceeds".</i>						
SBE Goal Alignment	<i>Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.</i>						
CCS Goal Alignment	<i>Every student in Cumberland County Schools graduates from high school prepared for work, further education and citizenship.</i>						
Strategy #1:	<i>Utilize county made standards mastery assessments(SMA's) to determine student academic mastery of the tested standards to inform instructional decisions for reteaching, remediation, and acceleration at the school and classroom level.</i>						
Progress:	Progress Monitoring Status:		Has Begun				
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)		2015 - 2016 CCS District Design Assessment Plans, completed SMA testing results in SchoolNet; completed lesson planning documentation reflecting data driven reteaching and/or student grouping for small group instruction; organized plan reflecting remediation/tutoring provided for students who have not mastered the targeted standard				
	Person(s) Responsible		C&I Team members (facilitate the development), administration, instructional coach(es), teachers, tutors (implement), C&I and School Support, (monitor and support)				
	Timeline:		September 2015 - June 2016				
	Budget Amount: (if applicable)		varies for coaches and tutors		Budget Source: (if applicable)		state, local, and Title I
Strategy #2:	<i>Strengthen teacher instructional capacity through collaborative efforts using the global communication network (weekly instructional conversations, content on demand sessions, networking)</i>						
Progress:	Progress Monitoring Status:		Has Begun				
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Curriculum specialists will hold weekly office hours and scheduled meetings using the global communication network to increase availability to teachers in different schools at the same time</i>						
	Evidence: (Identify documents and artifacts)		recorded sessions between curriculum specialists and school personnel				
	Person(s) Responsible		curriculum specialists, school personnel (administration, instructional coach(es), teachers)				
	Timeline:		September 2015 - June 2016				
	Budget Amount: (if applicable)		varies for coaches		Budget Source: (if applicable)		state, local, and Title I

Strategy #3:	Reduce the effect of transiency on our students by standardizing the pacing of the delivery of the curriculum in our schools.				
Progress:	Progress Monitoring Status:	Partially Implemented			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Curriculum specialists, with input from teachers, will create pacing guides that outline weekly delivery of instruction by standards in core classes.				
	Evidence: (Identify documents and artifacts)	pacing guides			
	Person(s) Responsible	curriculum specialists and teachers			
	Timeline:	June 2015 - ongoing			
	Budget Amount: (if applicable)	varies per content	Budget Source: (if applicable)	State	
Strategy #4:	Strengthen teacher instructional capacity through focused learning walks utilizing the Curriculum and Instruction Focused Learning Walk form				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Focused learning walks will be completely weekly by school personnel as well as central services staff members to identify practices that need improvement as well as those that should be shared. Feedback from the learning walks will be given to teachers to support, improve, or reinforce practice.				
	Evidence: (Identify documents and artifacts)	Completed focused learning walk forms with evidence of feedback conferences, improved teacher practice resulting in improved student performance on assessment			
	Person(s) Responsible	School instructional team, teachers, curriculum specialists, School Support directors			
	Timeline:	August 2015 - June 2016			
	Budget Amount: (if applicable)	varies for coaches	Budget Source: (if applicable)	state, local, and Title I	
Strategy #5:	Implement initiative to reduce tardies and early checkouts (Every Minute Counts) in an effort to reduce lost instructional time.				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Media campaign to stress importance of being in school all day every day, hire Community Liaison to do home visits to chronically tardy /checking out students, work with local law enforcement, judges, and DSS to create enforceable consequences for chronic offenders.				
	Evidence: (Identify documents and artifacts)	Posters, media coverage, meetings with those in law enforcement and DSS, hiring of Community Liaison, evidence of home visits by liaison			
	Person(s) Responsible	Superintendent, Communications department, principals, community liaison			
	Timeline:	July 2015 - ongoing			
	Budget Amount: (if applicable)	salary, benefits, printing costs, mileage (TBD)	Budget Source: (if applicable)	local budget	