

# EDGECOMBE COUNTY PUBLIC SCHOOLS

(West Edgecombe Middle School)  
*STRATEGIC IMPROVEMENT PLAN*  
2015-2016

**SCHOOL/DEPARTMENT:** West Edgecombe Middle School

**VISION:** Explore, Expose, Engage

**MISSION:** To create college and career ready citizens who will lead and succeed in a global technology-rich environment.

## DATA ANALYSIS

### End-of-Grade (EOG)

EOG Performance Indicators	2013-2014 Achievement (ACH)	2014-2015 Achievement (ACH)	(+/-)
Reading	28.3%	33.3%	+5%
Math	23.6%	23.0%	-.6%
Science	33%	54.3%	+21.3%

### Student Discipline Data

ODR Data	2013-2014	2014-2015	Notes
	??? infractions	573 infractions (47% were from the eighth grade, students are no longer with us)	Majority of referrals were in the classroom. 29% were for disruptive behavior 14% were for inappropriate language/disrespect

## NEEDS ASSESSMENT

### What does the analysis tell us about strengths?

For the 2014 - 2015 school year, we were strong in stakeholder involvement. Communication within the school, as well as communication between the school and community was open and relevant.

We grew in 8th grade Science 21.3%

Technology and facilities use was also identified as a strength. Most classroom teachers consistently used a variety of technology services in support of 21st century practices. Throughout the year on-going professional development was provided to staff in support of this aspect.

### What does the analysis tell us about our gaps or opportunities for improvement?

#### High expectations and performance

- Reading EOG - 33.3%
- Math EOG - 24%
- Science EOG (8th grade) - 54.7%

#### Student Support Management

- Inconsistent support for students resulted in numerous referrals
- No organized character education program
- Majority of referrals were from 8th grade

### How will 2015 - 2016 data be collected?

- EOG progress

	<ul style="list-style-type: none"> <li>○ Pre/post assessments</li> <li>○ Benchmark data</li> <li>○ Data notebooks</li> <li>○ Data dissemination during content PLCs</li> <li>● Student Services management <ul style="list-style-type: none"> <li>○ ODR reports</li> <li>○ Data dissemination during PLCs/staff meetings</li> <li>○ Guidance reports</li> </ul> </li> </ul> <p><b>Based on the analysis, what 3 - 4 top priorities emerge?</b></p> <ul style="list-style-type: none"> <li>● Reading EOG proficiency</li> <li>● Math EOG proficiency</li> <li>● Science EOG proficiency</li> <li>● Student discipline</li> </ul>
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**TOP PRIORITIES (3-4)**

<b>SMART GOAL #1</b>	<b>WHAT SUCCESS LOOKS LIKE</b>
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<p>West Edgecombe Middle School students will achieve a <b>30% increase in End-of-Grade (EOG) Reading Performance Indicators</b> at a score of at least 43.3% by the end of the 2015-2016 school year.</p>					
	<b>Performance Indicator</b>	<b>2014-2015 Achievement</b>	<b>2015-2016 Achievement</b>	<b>Percentage Points (≥)</b>	<b>Percentage Growth (≥)</b>
	<b>Reading</b>	<b>33.3%</b>	<b>43.3%</b>	<b>(≥) 10</b>	<b>(≥) 30%</b>

<b>SMART GOAL #2</b>	<b>WHAT SUCCESS LOOKS LIKE</b>
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<p>West Edgecombe Middle School students will achieve a <b>42% increase in End-of-Grade (EOG) Math Performance Indicators</b> at a score of at least 34% by the end of the 2015-2016 school year.</p>					
	<b>Performance Indicator</b>	<b>2014-2015 Achievement</b>	<b>2015-2016 Achievement</b>	<b>Percentage Points (≥)</b>	<b>Percentage Growth (≥)</b>
	<b>Math</b>	<b>24%</b>	<b>34%</b>	<b>(≥) 10</b>	<b>(≥)</b>

					42%
SMART GOAL #3	WHAT SUCCESS LOOKS LIKE				
West Edgecombe Middle School students will achieve a 15% increase in End-of-Grade (EOG) Science Performance Indicators at a score of at least 62.8% by the end of the 2015-2016 school year.	Perfo rman ce Indica tor	2014- 2015 Achie veme nt	2015- 2016 Achie veme nt	Perce ntage Points (≥)	Perce ntage Grow th (≥)
	Scienc e	54.7%	62.8%	(≥) 8.1	(≥) 15%
SMART GOAL #4 (Optional)	WHAT SUCCESS LOOKS LIKE				
West Edgecombe Middle School students will achieve a 15% decrease in disciplinary infractions at a number of no more than 487 processed referrals by the end of the 2015-2016 school year.	Perfo rman ce Indica tor	2014- 2015	2015- 2016	Less (-) Infrac tions	Perce ntage Decre ase (≥)
	Overa ll Infrac tions	573	487	85	(≥) 15%

## EDGECOMBE COUNTY PUBLIC SCHOOLS

(West Edgecombe Middle School)

*Targeted Priority Areas*

SMART Goal 1:	West Edgecombe Middle School students will achieve a 30% increase in End-of-Grade (EOG) Reading Performance Indicators at a score of at least 43.3% by the end of the 2015-2016 school year.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Continuous Improvement	Identify number of students to make target proficiency.	August 2015	N/A	Administration and instructional coach	Data	Lexile List
	Develop, implement and monitor student Personalized Education Plans (PEPs).	October 2015	N/A	Core teachers and students	PEPs	Student work
	Provide Intervention/Enrichment (I/E) daily to all students. Implement strategic use of data in PLCs, Data Days and faculty	September 2015	N/A	All certified staff	Data I/E rosters	Master schedule

	<p>meetings in an effort to re-teach, remediate and/or enrich.</p> <p>Create and administer common formative assessments.</p> <p>Conduct frequent formal and informal observations and provide descriptive feedback for improvement.</p> <p>Research and provide data-supported resources and professional development opportunities, designed to increase student achievement rates in the specified area.</p>	<p>August September October 2015</p> <p>August 2015</p> <p>August 2015</p>	<p>N/A</p> <p>N/A</p> <p>School funds</p>	<p>All certified staff</p> <p>Administration Instructional coach Mentor teachers</p> <p>Administration and certified staff</p>	<p>SchoolNet tests</p> <p>Walk-through True North Logic</p> <p>VIF External resources</p>	<p>SchoolNet results</p> <p>Walk-through True North Logic</p> <p>VIF Badges</p>
Rigorous Curriculum and Instruction	<p>❖ <i>see Continuous Improvement strand</i></p> <p><i>In addition,</i> Utilize lesson plans and pacing guides, provided from external sources (i.e., district, state, etc.) to enrich instructional practices.</p> <p>Implement schoolwide vocabulary initiative</p>	<p>August 2015</p> <p>August 2015</p>	<p>N/A</p> <p>N/A</p>	<p>All certified staff</p> <p>ELA teachers</p>	<p>Lesson plan template Pacing guides Data notebooks PLCs</p> <p>Wordly Wise 3000 series</p>	<p>Lesson plans PLC minutes</p> <p>Student work</p>
Relationships	Enhance collaborative relationships with ALL stakeholders (i.e.,	August 2015	School Funds	Stakeholders	Parent contact logs Class Dojo	Class Dojo Reports Remind 101

	parents/guardians, teachers, students, coaches, student services, administration, etc.)				Remind 101 Attendance Rosters Agendas Good News Cards	messages
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### Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	

## EDGECOMBE COUNTY PUBLIC SCHOOLS

(West Edgecombe Middle School)

*Targeted Priority Areas*

SMART Goal 2:	West Edgecombe Middle School students will achieve a 42% increase in End-of-Grade (EOG) Math Performance Indicators at a score of at least 34% by the end of the 2015-2016 school year.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Continuous Improvement	Identify number of students to make target proficiency.	August 2015	N/A	Administration and instructional coach	Data	Lexile List

	Develop, implement and monitor student Personalized Education Plans (PEPs).	October 2015	N/A	Core teachers and students	PEPs	Student work
	Provide Intervention/Enrichment (I/E) daily to all students. Implement strategic use of data in PLCs, Data Days and faculty meetings in an effort to re-teach, remediate and/or enrich.	September 2015	N/A	All certified staff	Data I/E rosters	Master schedule
	Create and administer common formative assessments.	August September October 2015	N/A	All certified staff	SchoolNet tests	SchoolNet results
	Conduct frequent formal and informal observations and provide descriptive feedback for improvement.	August 2015	N/A	Administration Instructional coach Mentor teachers	Walk-through True North Logic	Walk-through True North Logic
	Research and provide data-supported resources and professional development opportunities, designed to increase student achievement rates in the specified area.	August 2015	School funds	Administration and certified staff	VIF External resources	VIF Badges
Rigorous Curriculum and Instruction	❖ <i>see Continuous Improvement strand</i> In addition, Utilize lesson plans and pacing guides, provided from external sources (i.e., district, state, etc.) to enrich instructional practices.	August 2015	N/A	All certified staff	Lesson plan template Pacing guides Data notebooks PLCs IXL	Lesson plans PLC minutes IXL Reports
Relationships	Enhance collaborative	August	School Funds	Stakeholders	Parent contact	Class Dojo

	relationships with ALL stakeholders (i.e., parents/guardians, teachers, students, coaches, student services, administration, etc.)	2015			logs Class Dojo Remind 101 Attendance Rosters Agendas Good News Cards	Reports Remind 101 messages
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### Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	

## EDGECOMBE COUNTY PUBLIC SCHOOLS

(West Edgecombe Middle School)

*Targeted Priority Areas*

SMART Goal 3:	West Edgecombe Middle School students will achieve a 15% increase in End-of-Grade (EOG) Science Performance Indicators at a score of at least 62.8% by the end of the 2015-2016 school year.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Continuous Improvement	Identify number of students to make target proficiency.	August 2015	N/A	Administration and instructional coach	Data	Lexile List



	<p>Provide Intervention/Enrichment (I/E) daily to all students.</p> <p>Implement strategic use of data in PLCs, Data Days and faculty meetings in an effort to re-teach, remediate and/or enrich.</p> <p>Create and administer common formative assessments.</p> <p>Conduct frequent formal and informal observations and provide descriptive feedback for improvement.</p> <p>Research and provide data-supported resources and professional development opportunities, designed to increase student achievement rates in the specified area.</p>	<p>September 2015</p> <p>August September October 2015</p> <p>August 2015</p> <p>August 2015</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>School funds</p>	<p>All certified staff</p> <p>All certified staff</p> <p>Administration Instructional coach Mentor teachers</p> <p>Administration and certified staff</p>	<p>Data I/E rosters</p> <p>SchoolNet tests</p> <p>Walk-through True North Logic</p> <p>VIF External resources</p>	<p>Master schedule</p> <p>SchoolNet results</p> <p>Walk-through True North Logic</p> <p>VIF Badges</p>
Rigorous Curriculum and Instruction	<p>❖ <i>see Continuous Improvement strand</i> In addition, Utilize lesson plans and pacing guides, provided from external sources (i.e., district, state, etc.) to enrich instructional practices.</p>	August 2015	N/A	All certified staff	<p>Lesson plan template</p> <p>Pacing guides</p> <p>Data notebooks</p> <p>PLCs</p>	<p>Lesson plans</p> <p>PLC minutes</p>
Relationships	Enhance collaborative relationships with ALL stakeholders (i.e., parents/guardians, teachers, students, coaches, student services, administration, etc.)	August 2015	School Funds	Stakeholders	<p>Parent contact logs</p> <p>Class Dojo</p> <p>Remind 101</p> <p>Attendance Rosters</p>	<p>Class Dojo</p> <p>Reports</p> <p>Remind 101 messages</p>

					Agendas Good News Cards	
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### Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	

## EDGECOMBE COUNTY PUBLIC SCHOOLS

(West Edgecombe Middle School)

*Targeted Priority Areas*

### Priority Area #4:

<div> <div>SMART Goal 4:</div> <div>West Edgecombe Middle School students will achieve a 15% decrease in disciplinary infractions at a number of no more than 487 processed referrals by the end of the 2015-2016 school year.</div> </div>						
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Safe Schools	Enforce and publicize schoolwide discipline plan for all infractions.	August 2015	N/A	All stakeholders	Student Handbook	ODR Report

	Enforce the Positive Behavior Intervention Support (PBIS) Implementation	August 2015	PBIS funds	All stakeholders	Student/Parent Discipline Agreement  PBIS Committee Class Dojo/West Bucks	Student/Parent Discipline Agreement  PBIS Committee Minutes Class Dojo Report West Bucks Register
Continuous Improvement	Create, implement and monitor a schoolwide duty schedule.	August 2015	N/A	Administration	Duty Schedule True North Logic	True North Logic
Relationships	Create a mentor program for at-risk students for academics and behavior.	September 2015	ECU Grant	Select Stakeholders	Mentor/Mentee List Discipline Reports	Meeting Log

### Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	



Edgecombe County Public Schools

**THE KEYS TO SUCCESS: HOME, SCHOOL, COMMUNITY**

**Edgecombe County Board of Education**

**Re:** *Low Performing Schools Summary Plan*

**Date:** October 12, 2015

**From:** John D. Farrelly, Superintendent

**Background and Overview**

The North Carolina General Assembly has recently enacted legislation (G.S. 115c-105.37) regarding public schools that have been identified as “Low performing”. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. 115C-83.15. Seven (7) ECPS schools have met this definition. They are as follows:

Princeville Elementary

Coker-Wimberly Elementary

Stocks Elementary

West Edgecombe Middle

Phillips Middle

Martin Millennium Academy

Within 30 days of the initial identification of a school as a low-performing by the State Board, the superintendent shall submit to the local board of education a preliminary plan for improving both the school performance grade and school growth score, including how the superintendent and other central office administrators will work with the school and monitor the school's progress.

### **District School Improvement Planning Process**

The ECPS school improvement planning process is a systematic, data-driven process for planning and evaluating improvement over time. Improvement planning aims to reduce the gap between a school's current level of performance and its potential performance. Each ECPS school improvement team conducted a needs assessment to identify current gaps and their driving factors. Each school then set out to create rigorous yet attainable goals. Our school improvement planning process focused on student learning, and a planning approach that will result in positive change for all students.

School improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective school improvement planning contributes to overall school performance by:

- (1.) Establishing an understanding of the “big picture” of a school's current state, including student achievement, school environment, teacher community, parent community, and administrative issues;
- (2.) Reaching consensus across the school community on which needs represent the highest priorities for action based upon the potential to improve overall student and school performance; and
- (3.) Identifying for implementation goals and strategies, including specific targets, indicators and milestones required to address the school priorities.

The ECPS school improvement plan process is guided by the five (5) ECPS core values: Community, Relationships, Safe Schools, Continuous Improvement and Rigorous Curriculum and Instruction. The District has a comprehensive multi-tiered approach to providing support to all schools within the District with a special emphasis on the seven (7) school designated as “Low-performing”. The goal is to increase school accountability measures including school performance grades and growth measures. Our Board of Education, administration and staff are committed to providing safe learning environments, educating every child and implementing strategies that will enable each student to achieve grade level proficiency and beyond. We are committed to preparing students to be globally competitive problem solvers who can be contributing members of society. Recognizing and investing in family involvement in our schools is paramount to our mission. Student achievement increases when the responsibility for children's learning is shared by the home, school and community. Strong communicative

relationships both within the school system and throughout the school community are vital to growth in our school system. We welcome and encourage parent involvement.

### **Turnaround the lowest performing schools**

ECPS provides wrap-around services to the lowest performing schools that includes:

- Selection and implementation of instructional models based on student needs
- Job embedded professional development designed to build capacity
- Effective use of district pacing guides and exemplar lesson plans
- Continuous use of data to inform and differentiate instruction
- Providing ongoing community and family engagement programming
- Sufficient operating flexibility
- Technical assistance
- Mentorships
- Implementation of strategies to recruit and retain exemplary staff

### **Comprehensive Themes**

The District strategic plan builds on the foundational transformation work embedded in four core comprehensive themes:

1. College and career standards
2. Data systems to guide teaching and learning
3. Evaluate and support teachers and school leaders
4. Turnaround the lowest performing schools

### **College and Career Standards**

Edgecombe County Public Schools has demonstrated growth for success in college and career standards. North Carolina has focused on the graduation rate for many years and is encouraged at the increase made in many local education units. ECPS has shown significant increases in high school graduation rates in the past three to five years. The districts alternative learning programs offer greater support to those at higher risk of not graduating due to poor attendance. Flexibility in face-to-face or virtual instruction as well as flexible instructional hours makes school more appealing and obtainable to some students.

ECPS maintains on-going business and industry partners that support school events, participate in career days, and provide guest speakers. Community programming enhances these partnerships and presents a keen focus on connections of *Common Core Standards* and *NC Essential Standards* to the workplace as a means of adding relevance to the standards.

### **Global Education Professional Development**

Edgecombe County Public Schools is partnering with VIF International to provide global education professional development in all 14 schools within the District. ECPS teachers logged more than 14,000 hours of online and face to face global competency based instruction in the 2014-15 academic year. VIF International Education ([www.vifprogram.com](http://www.vifprogram.com)) builds global education programs that prepare students for success in an interconnected world. For more than 25 years, educators have leveraged VIF's professional development and curriculum, language acquisition, and teacher exchange programs to generate engaging learning environments where students can excel in core curriculum as well as develop valuable critical and creative thinking skills. VIF provides a pathway for teachers, schools and districts to become globally designated. Our globally based lessons will equip students with the critical thinking, problem solving, global awareness and cultural sensitivity to succeed in an interconnected world.

### **Evaluate and Support Teachers and School Leaders**

Every student in Edgecombe County Public Schools is deserving of a great teacher in every classroom. Exemplary teachers are difference makers and a high priority in the ECPS. While most North East North Carolina Tier 1 counties struggle with attracting and retaining highly effective teachers, ECPS has created several innovative programs to attract and retain talent at both the school and administrative levels. ECPS has created incentive bonuses for hard to fill certification areas (Math, Science, and Special Education). In addition, Coker-Wimberly Elementary School, one of the lowest performing elementary Schools as identified by the North Carolina Department of public Instruction; provides student achievement based incentives to all academic teaching staff. Beyond growing outstanding teachers, ECPS has a commitment to growing and supporting exemplary leaders is as equally emphasized. Edgecombe County Public Schools is involved in a very unique, innovative administrative partnership program with NC State University. ECPS participates in North Carolina State University's Northeast Leadership Academy (NELA). The Northeast Leadership Academy is an innovative leadership program designed to help participating districts plan for the future by building a deep pool of highly qualified 21<sup>st</sup> Century school leaders. NELA is designed to develop highly skilled school leaders in fourteen northeast North Carolina school districts. The program focuses on preparing principals who are instructional leaders for rural, high poverty schools.

### **ECPS Administrators Non-Negotiables**

- Ensure safe school learning environments.
- Lead teacher learning and development.
- Ensure that the curriculum is taught in grades K-12 with rigor and relevance.
- Improve teaching and learning through your influence on staff motivation, commitment and working conditions.
- Be actively involved with teacher teams about effective practices.

### **Central Office Support and Administrator Coaching**

ECPS places high value in growing and sustaining exemplary administrative teams. There are multiple approaches of support the superintendent and central office administrators provide school based leaders including:

\*Summer leadership institute

\*Monthly Principals professional development PLC's

- \*Monthly Assistant Principals professional development PLC's
- \*Individual mentors for each school based administrator
- \*Monthly elementary, middle and high school professional development "Breakout" sessions
- \*Quarterly assessment meetings for all Principals
- \*Classroom and school walkthroughs with Supervisor
- \*Community initiatives assessment of Principals
- \*Faculty meetings assessment of Principals
- \*Surveys and feedback
- \*Quarterly data and assessment meetings

### **Professional Development and Best Practices:**

*The tenets of the ECPS teacher professional development, best practices and support plan are as follows:*

#### **Multiple Group Instruction Approaches**

A differentiated curriculum is one where teachers adapt the curriculum in different ways to meet the needs of all their students. The content taught, the process used, the product expected. Task choices and flexible grouping may be used to accommodate background knowledge and interests of small groups or individual students.

- Direct Instruction
  - 15-20 minutes (Beginning and End of lesson)
- Small Group Instruction
  - Interest/Ability (fluid and interchangeable)
- Differentiated Group Instruction
  - Content
  - Process
  - Product

#### **Literacy Strategies**

- Whole Group Instruction
- Small Group Instruction



- Literacy Centers/Stations
- Read Aloud
- Sharing Reading
- Guided Reading
- Independent Reading

### **Writing Across the Curriculum**

- Modeled and Sharing
- Interactive Writing
- Independent Writing

### **Inquiry Based Learning**

- “A seeking for truth, information, or knowledge—by questioning”
- More than just questions, this framework attempts to convert information and data into useful knowledge (new knowledge)
- Problem Based Learning
- Develop inquiry skills and nurturing of inquiry attitudes (Quest for Knowledge)

### **Project Based Learning**

- Activating
- Investigating/Analyzing
- Synthesizing/Creating

Project Based Inquiry (PBI) is used to develop lesson plans. With this framework, the lesson’s goals are to first activate the student knowledge then have students to investigate/analyze the content to explore at a deeper level and finally synthesize/create to show their understanding of the content.

### **TPACK**

- Technology: The ability to use tools
- Pedagogy: How to teach
- Content: Subject matter
- Knowledge

### **Global Competencies**

- Understanding

- Investigating
- Connecting
- Integrating

### **Instructional Enrichment**

- Enrichment
- Extension
- Reteach
- Remediate

### **Literacy Across the Curriculum**

- Every teacher is a reading teacher
- Vocabulary
- Writing
- Speaking
- Listening

### **Assessment**

- Pre/Post Test
- Benchmark Testing

### **Data**

- Students
- Teacher
- Grade Level/Subject Area
- School
- County
- Data Notebooks
- Interactive Notebooks
- Goal Setting

We believe that a teacher's job is to know where the student falls on the continuum and then to individualize the curriculum to meet the child's needs (scaffolding). We expect that teachers will know the developmental continuum and then use the balanced literacy components to build on what the

child already knows. Our goal is to provide the best possible education through engaging and intriguing lessons. We aspire to assure that all students have a safe and secure school environment with caring and nurturing adults.

### **Central Office Roles in Supporting Low Performing Schools**

#### ***The central office staff:***

- \*Facilitates a process with instructional staff that focuses on rigorous coursework to prepare all students for the global community.
- \* Regularly and consistently uses formal and informal classroom visits to monitor the alignment of the written, taught, and tested curriculum.
- \* Ensures on-going opportunities for teachers and administrators to learn and practice the use of instructional technology.
- \*The central office has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on the data analysis.
- \* The central office leads teachers and administrators in processes that monitor student work to ensure high standards of rigor and relevancy.
- \* Effectively supports the schools' work in meeting the social and emotional needs of all students.
- \* The central office has a systematic, on-going process for monitoring the progress toward achieving the goals of the strategic plan.
- \* The superintendent and central office have developed effective processes to ensure regular, on-going classroom observations.
- \* Student data and school needs inform the majority of the professional development plan and provide the basis for differentiating professional development offerings.
- \* The central office consistently collaborates with appropriate stakeholders in making budgetary decisions.
- \* Consistently encourages positive relationships with parents by actively sharing best practice parental engagement techniques with all schools.

### **Summary**

Our goals in school improvement and school turnaround aim to improve student outcomes by changing how schools and classrooms operate. While school turnaround can involve quick, dramatic improvement within two - three years, school improvement is often marked by steady, incremental improvements over a longer time. Our approach is a comprehensive sustainable approach that will ensure short and long term gains in student achievement. Our goal is to create conditions that build systemic capacity, create the necessary school-based conditions for success, and build accountability and data systems to track progress and inform decisions.

**West Edgecombe Middle School**

**Amendment for SIP**

1. West Edgecombe has a total of 311 students enrolled during the 2015-2016 school year. There are currently 96 sixth graders in which 52 are African American (24 males, 28 females), 37 are Caucasian (19 males, 18 females) 4 are Hispanic/Latino (2 males, 2 females) and 3 are considered two or more races (2males, 1 female).

There are 97 seventh graders in which 46 are African American (29 males, 17 females), 45 are Caucasian (27 males, 18 females), 2 are Hispanic/Latino (1 male, 1 female) and 4 are two or more races (2 males, 2 females).

There are 118 eighth graders in which 56 are black, (22 males, 34 females), 51 are Caucasian (22 males, 29 females) 5 are Hispanic/Latino (3 males, 2 females) and 6 are considered two or more races (3 males, 3 females).

Overall data shows that improving reading will be an important focus in the future.

6<sup>th</sup> grade reading data: Females, 20 out of 63 were proficient with level III or higher. Males, 14 out of 52 males (26%) were proficient will a level III or higher. Blacks- 14 out of 54 25.9% scored level III or higher. Whites 19 out of 56 (33.9%) scored level III or higher.

7<sup>th</sup> grade: 17 out of 59 (28.8%) scored level III or higher. Males: 18 out of 90 (20%) level III or higher. Black: 17 out of 90 (18.5%), Hispanics 1 out of 5 (5%), White 17 out of 50 (33%).

8<sup>th</sup> grade: 16 out of 55 females (29.1%) Males: 13 out of 68 (19.1%) Black 14 out of 69 (20.3%)  
White 14 out of 49 (28.6%)

2. West Edgecombe EOG data is as followed:

EOG DATA

EOG Performance Indicators	2012-2013 Achievement (ACH)	2013-2014 Achievement (ACH)	2014-2015 Achievement (ACH)	+/-
Reading	23.6	28.3%	33.3%	+9.7%
Math	14.6	23.6%	23%	+8.4%
Science	35.3	33%	54.3%	+19.0%

2. West Edgecombe discipline data for 2014-2015 is as followed:

Sixth graders had 130 ODRs for the year.

Seventh graders had 160 ODRs for the year.

Eighth graders had 269 ODRs for the year.

The most common ODR's were Disruptive Behavior (166), inappropriate language/disrespect (83) and disrespect to faculty/staff (51). African Americans had 419 ODR's while Caucasians had 144 ODR's. October was our largest ODR month with 96 while March was our second ODR month with 87. The loss of instructional time over the years has led to lower EOG scores.

3. West Edgecombe discipline data for 2014-2015 is as follows:

Sixth graders had 130 ODRs for the year.

Seventh graders had 160 ODRs for the year.

Eighth graders had 269 ODRs for the year.

The most common ODRs were Disruptive Behavior (166), inappropriate language/disrespect (83) and disrespect to faculty/staff (51).

African Americans students had 419 ODRs while Caucasians students had 144 ODRs. October was our largest ODR month with 96 while March was our second ODR month with 87.

We have implemented buddy teachers for those students who need time away from their class. This will eliminate the amount of referrals and classroom disruptions.

PBIS committee disaggregate ODR data and share it with the staff monthly during faculty meetings.

We have added additional PBIS incentives to assist in student behavior. Students are selected each month as our model students. Classrooms teachers reward students with small incentives for being well behaved.

4. Common Formative Assessment and Benchmark data will be reviewed every 3 weeks to determine what additional strategies will be needed.

District Benchmark Assessments, End of Grade Reading Assessment, NCFE Social Studies Assessment, Moby Max Reports, NCFE Science Assessment and 8th Grade Science EOG data will be viewed to come up with future strategies to assist in improving student learning. This data will be used to improve teacher instructional practice and to improve PLC's.

Creating a long range goal will provide a foundation for continuous success. This data will be viewed weekly within our teachers' PLC's and during our monthly staff meetings. Upon reviewing the data our administrators and the instructional coach will provide direct guidance for implementing additional strategies. Our primary strategies will focus on improving reading comprehension, writing and vocabulary over the next few years.

All students will receive the Star Reading test to measure their Lexile growth every nine weeks. This data will be used to monitor our student growth every nine weeks.

5. Technology will be used frequently during classroom time. Teachers will be required to use technology as a part of their weekly lessons. Chrome books will be used to assist student learning. Teachers are trained on the TPACK model and are expected to use technology to enhance their lessons, extend student learning, and increase student engagement. The administrators will perform frequent walk throughs' (at least 10 a week) and observations to make sure that technology is being implemented within the lesson.

6. Teachers will assign students to Edgenuity as a form of intervention. Custom courses can be created based on student need.

Project Based Learning assignments will be implemented monthly to increase student engagement and to ensure that writing across the board is taking place.

To help improve their reading comprehension and writing skills, students have been assigned to a Literature Circle group based on their Lexile levels. This will take place during Wildcat time every day for the duration of the school year.

7. The administrators will use frequent walk through (at least 10 a week) to make sure that state goals are being achieved.

Every week teachers will participate in their PLC's to discuss whether or not the implementation of strategies are working.

The Problem Solving Team which consist of the administrators, the instructional coach, the guidance counselor and an exceptional children teacher will work to identify the number of students needed to make targeted proficiency.

Our school's Literacy Team along with the administrators will make sure that Intervention/Enrichment is being provided to students daily and that the school's data is being used during PLC's, during data days and during our monthly faculty meetings.

The Administrators will perform frequent formal and informal observations as needed to provide feedback to staff in a timely fashion.

The Administrators along with the Literacy team will provide professional development opportunities to ensure that teachers have the opportunity to improve their pedagogy.

Our Parent Involvement Committee will develop and coordinate a school wide/community wide plan to increase parent involvement during school functions.

8. Lesson plans and pacing guides will be used to make sure that instructional practices are being followed within the state guidelines.

Teachers are required to submit lesson plans by eight o'clock Monday morning. The administrators will look at lesson plans every Monday morning to provide feedback for the week.

Literature circles have been implemented to assist in the development of reading strategies for all students. All students have been identified by their Lexile scores so that teachers can provide quality instruction and create differentiated lesson plans so that all students can learn.

Teachers are required to implement writing assignments within every class. At least one Project base learning assignment will be given by every teacher each 9 weeks.

9. Our Exceptional children will receive the HillRap strategies to assist them in growing in reading comprehension and vocabulary. We have also included Literature Circles to help develop our students' reading comprehension. Throughout all classes, writing assignments have been added to our weekly lesson plans.