G.C. Hawley Middle School IMPROVEMENT PLAN 2015-2016

Granville County Public Schools
School Improvement Plan Template 2014-2017

Overview:
This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide.* The template is aligned with the recommendations found in the Guide.

We have provided an overview page listing the district goals with a framework of the District Improvement Plan (DIP). It is intended to provide easy to access reference points for schools in drafting their School Improvement Plans (SIPs).

Space has also been provided for schools to present their mission and vision as well as an overview of each school's data and to identify areas of strength and areas of improvement.

Directions (ask your grade level Director if you have questions):
- Each school SIP goal should be from a District Improvement Plan Objective.
- Each school SIP committee should address Goal 1 Objectives 1 & 2 and at least one additional Objective.
- Each school goal should be aligned with the district objective.
- Each school goal should have at least 3 objectives.
- Each objective should be specific to each goal and be measureable.
- Whenever possible, all remaining headings within the plan should be completed (funding source, lead person, completion dates, etc.).
- After each completed goal insert a page break (start new goal on a separate page).
- Once completed and approved by the Board of Education, save as a PDF and post to your school's website.
- A Snapshot highlighting the school's strengths and areas of improvement (an example will be provided).

Timeline:

- Revised DIP available & posted - July 15, 2015
- SIP first draft due to grade level directors - July 31, 2015
- First edited draft returned - August 17, 2015
- Final Copy Submission Date to Deborah Dupree (Signature Sheet hard copy, PDF of SIP and SIP Snapshot) - September 8, 2015
- Presentation to the Board of Education (All Schools) – October 5, 2015
- Post PDF copy of the plan to school's website

Template Created 9-9-14 (edited 7-7-15)

G.C. Hawley Middle School IMPROVEMENT PLAN 2015-2016

Granville County Public Schools
District Improvement Plan (DIP) Overview 2015-17

District Goal-1 – *Increase academic achievement in a personalized learning environment for every child to graduate college and career ready.*

Objectives
1. Increase proficiency on state EOG/EOC assessments, by 10% by 2017, as measured by student grade-level cohort groups (EOG) or content area (EOC).
2. Eighty percent of schools will meet or exceed expected growth as measured by EVAAS by 2017
3. Increase the district four-year cohort graduation rate to 85% by June 2017
4. Increase the level of performance on the ACT and WorkKeys to the state average by 2017
5. Increase the percentage of students by 10% who complete a CTE pathway, and who score at least a silver level on the WorkKeys test by 2017
6. Increase the number of students who graduate from high school with post-secondary credit
7. Provide all students and staff the appropriate technology by June 30th of each year to meet the needs, which are identified in a district assessment.

District Goal 2 – *Every student has highly qualified and effective teachers and leaders through recruitment, retention and professional development*

Objectives
1. Reduce the teacher turnover rate by 10% by April 2017
2. One hundred percent of our schools will be trained on the district comprehensive recruitment plan by April 2017.
3. Develop and support teachers to increase their effectiveness so that 80% of the teachers meet or exceed expected growth as measured by EVAAS.
4. Develop and support highly effective administrators by providing three professional development sessions per year.

District Goal 3 – *Financial, business, technology systems, and auxiliary services support students,*
parents, and district personnel to meet district, state, and federal standards.

Objective
1. Provide all schools with effective and efficient infrastructures needed to support digital learning as outlined by the GCPS technology plan.
2. Develop and manage an annual budget, approved and adopted by June 30th, which maximizes the use of funds as measured by monthly budget reports to the GCPS Board of Education.
3. Strategically maintain and improve facilities as evidenced by the five-year capital outlay plan by the end of each fiscal year.

District Goal 4 – *Ensure students and staff remain healthy and safe*

Objectives
1. Every school will maintain a Crisis Management Plan, which is updated
   before the start of each school year.
2. Every PE teachers will use Fitness Test Data to improve students' fitness in grades k-12
3. All schools will implement 2 vigorous 1 minute physical activity breaks to promote student movement
4. Increase the daily percentage of students in attendance by 5%
5. Decrease the number of reportable offenses by 10%

Template Created 9-9-14 (edited 7-7-15)

G.C. *Hawley Middle* School IMPROVEMENT PLAN 2015-2016

Signature Page

LEA Name/Number	Granville 390		
School Name/Number	G.C. Hawley Middle School 320		
School Address:	2173 Brassfield Road, Creedmoor, NC 27522		
Plan Year(s):	2015 - 2016		
Date Prepared:	October 14, 2015 (revised December 18, 2015)		
Principal Signature:	F. Wiggins		**Date:**
Local Board Approval:			**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:	Frank Wiggins	Teacher:	Sabrina Haverty
Assistant Principal:	Ashley Lloyd	Teacher:	Lizetta Mangum
Teacher Representative:	Sandra Kawasmi	Teacher:	John Chapman
Instructional Support:	Linaka Norman	Teacher:	Gail Eagle
Teacher Assistant:	Mary Jones	Teacher:	Jeff Batten
Parent Representative:	Stacey Barritt	Parent Representative:	Kim Panciera
Teacher:	Justin Dickson	Parent Representative	Aletha McNanama
Add to list as needed, each group may have more than one representative.			

Template Created 9-9-14 (edited 7-7-15)

School Mission and Vision

Please include information about your school's mission and vision:

MISSION: Together we promote student success by challenging and nurturing every child, every day.

VISION: Every student empowered, motivated, and inspired.

CORE VALUES:
We will be consistent.
We will demonstrate integrity.
We will maintain high expectations.
We will work as a team.
We will model social responsibility.
We will be data driven.

BELIEFS:
We, the staff, will appreciate and respect the differences of every student.
We, the staff, will provide a safe and positive learning environment for every student.
We, the staff, will believe in our students, hold them to high standards, and give them the help they need.
We, the staff, will use formative assessment strategies to guide instruction and help students understand during the lesson.
We, the staff, will continually work to enhance our own knowledge of content and successful classroom practices in order to better serve the students.

G.C. Hawley Middle School IMPROVEMENT PLAN 2015-2016
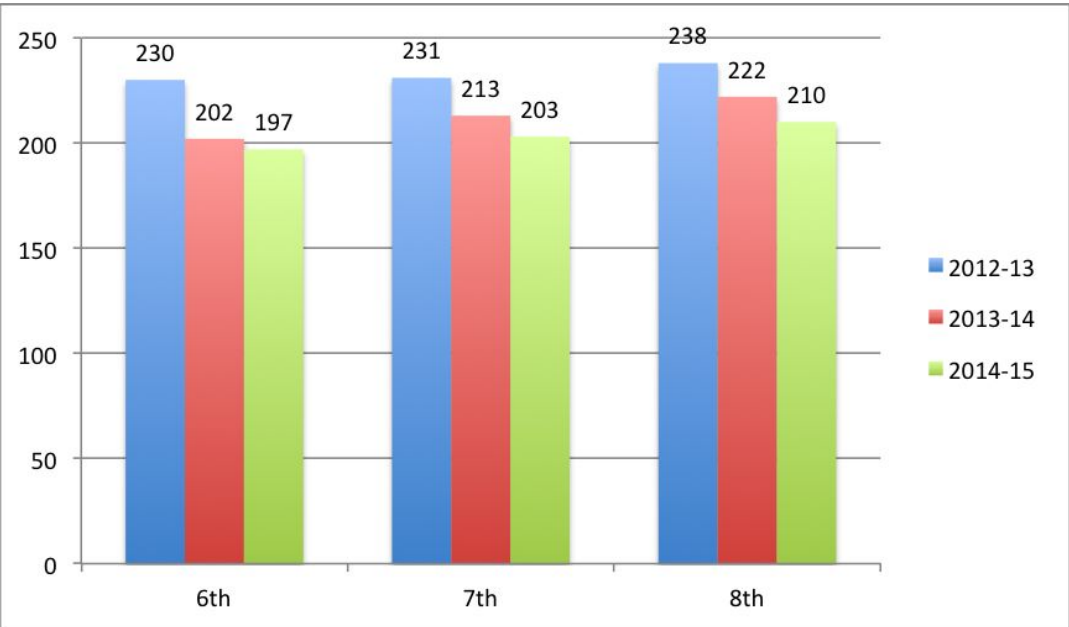

School Data Summary and Analysis

Please provide an overview of your school's data and identify areas of strength and areas of improvement:

3 Year Enrollment
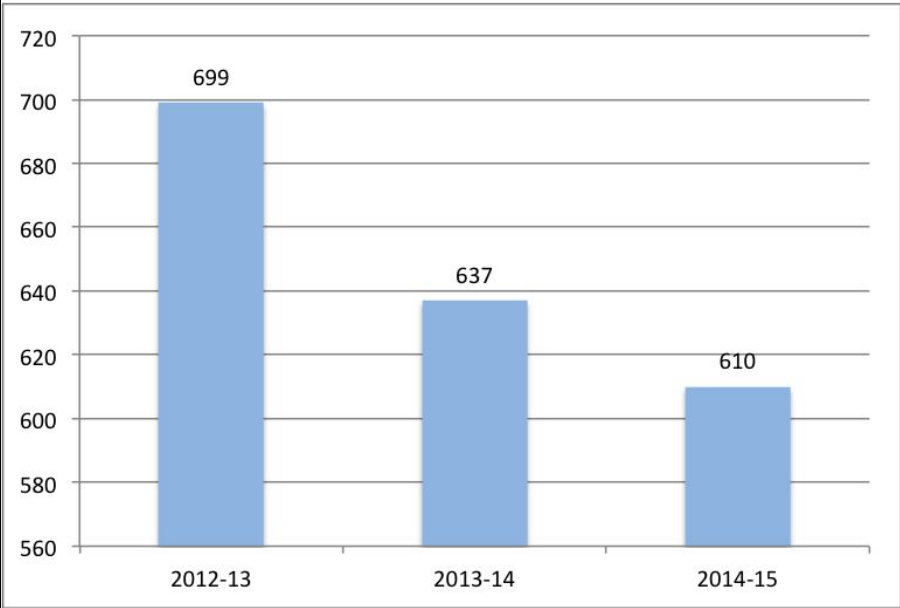
3 Year ADM Comparison

Analysis: Student enrollment has dropped over the last 3 years. Our current enrollment is 556. . A significant number of students have matriculated to a charter school which opened in the 2013-14 school year in our county. The loss of enrollment over the last three years has impacted the number of teaching positions allotted (ADM) and funding per pupil over a three year period.

Template Created 9-9-14 (edited 7-7-15)

**3 Year Subgroup Report of Student Population**
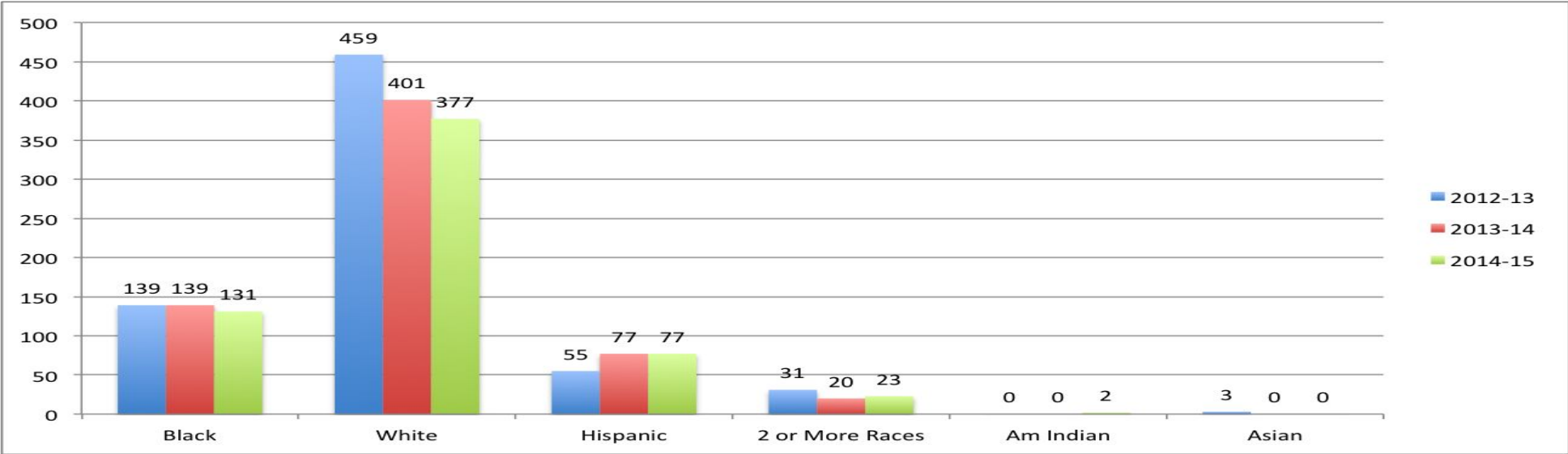
Analysis: A review of our student population indicates that overall our African-American student subgroup has remained constant over a three year span. During that same time frame, the White subgroup has declined by 82 students. The Hispanic population continues to increase. Our school is becoming more diverse and more professional development is needed to prepare for this shift in our student population Current data shows the following breakdown of our student population:
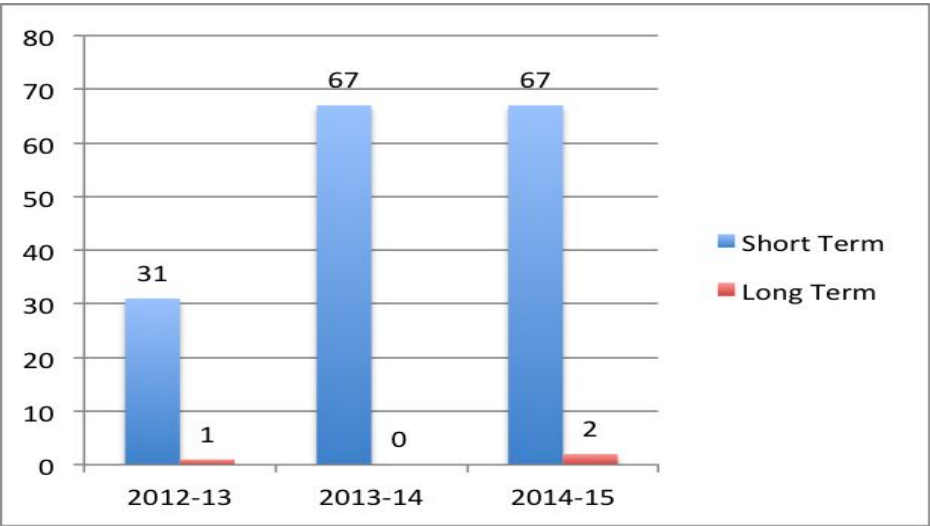
> **African-American subgroup (127)**
> **White subgroup (328)**
> **Hispanic (74)**
> **Multi-racial (24)**

Template Created 9-9-14 (edited 7-7-15)

3 Year Data on Reportable Offenses
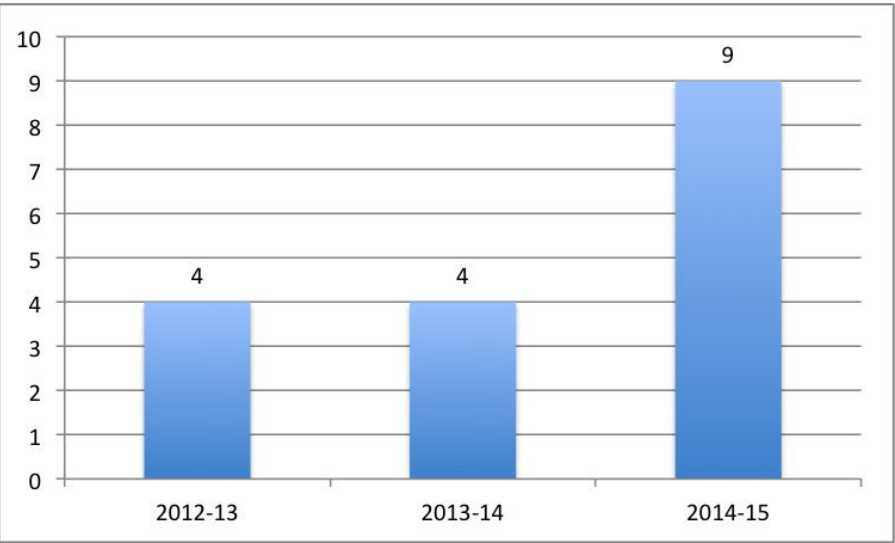
Suspensions

Analysis: Data reveals that the number of reportable offenses more than doubled this past school year. 5 of the reported incidents involved the use of controlled substances or possession of alcohol on campus. Students involved were assigned to a mandatory substance abuse education program that our district provides. Short term suspension data doubled from 2012-13 to the next year and remained consistent last school year. Over the last two years students have been assigned to a suspension center (CIL) for short term suspensions rather than OSS. These were coded as "in school suspension". Although students were sent to the in school suspension program at CIL, a reduction in repeatable offenses was not evident. This school year, our district has redesigned the Center for Innovative Learning and it no longer houses short term suspensions. In addition, all middle schools have created consistent disciplinary procedures and consequences for student conduct. All middle schools have an in house ISS program that will be used as an intervention for repeated level 1 and level 2 offenses. GCHMS would benefit from a Dean of Students.

Template Created 9-9-14 (edited 7-7-15)

G.C. *Hawley Middle* School IMPROVEMENT PLAN 2015-2016

3 Year Attendance Data
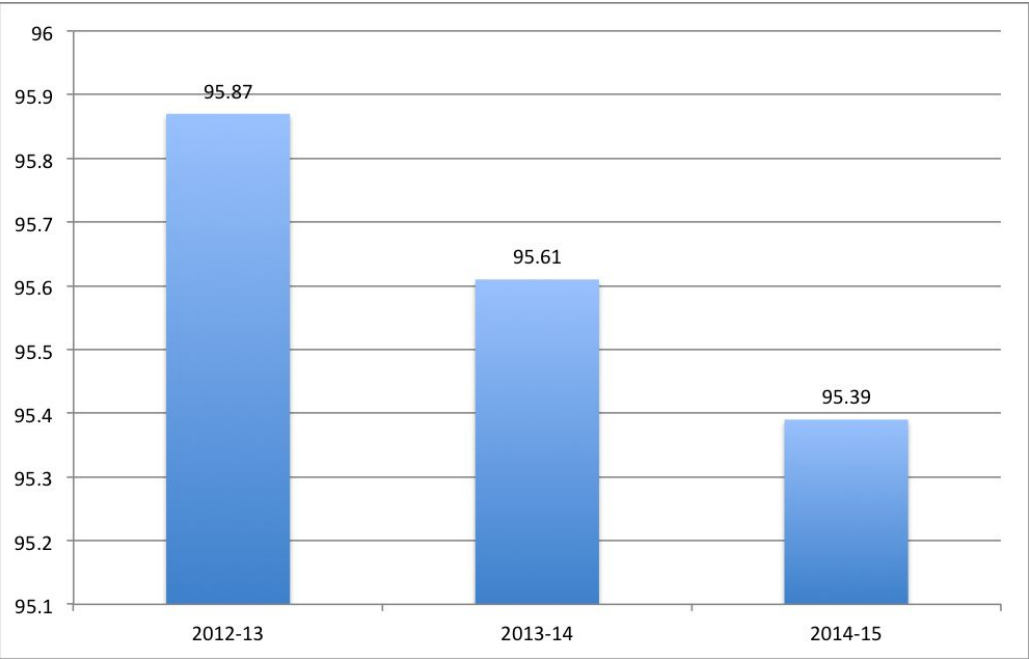
3 Year Teacher Turnover Percent
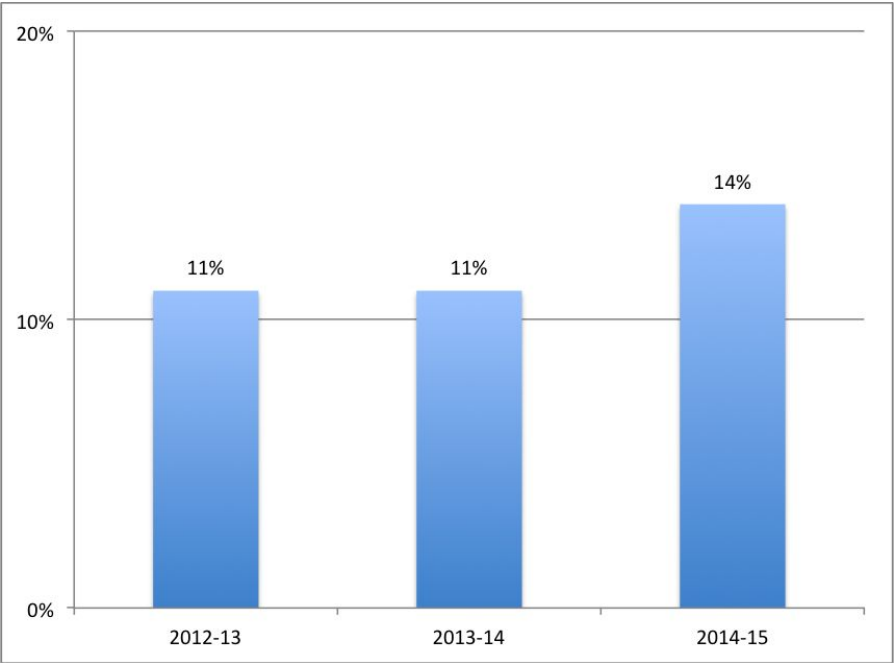
Analysis: Average daily attendance has dropped over three years but not significantly. The teacher turnover rate has increased but only by a few points. Teacher turnover in Math and Exceptional Children has been higher than other content areas. Currently 38% of our teaching staff are considered new teachers by the state. Three teachers new to GCHMS this year are in math teaching positions. In addition to the new teaching staff, walkthrough and observation data reveals the staff will need support or coaching in writing clear learning goals, curriculum alignment, reading and math strategies, formative assessment, and increasing student engagement and rigor.
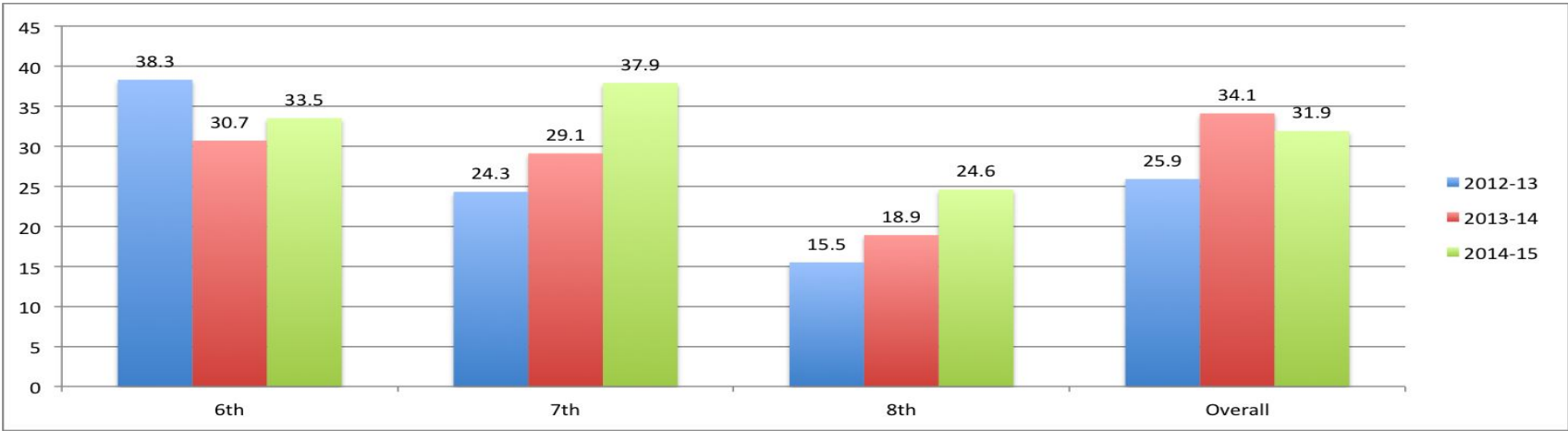
3 Year Reading Data
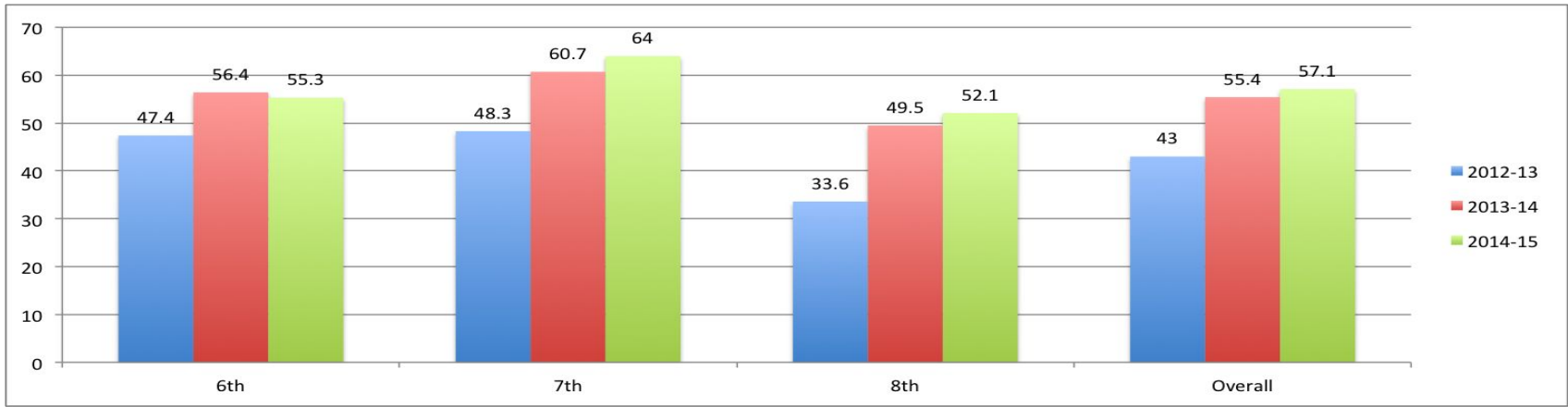
Analysis: Reading proficiency has gone up every year during the three year trend. Each grade level went up in proficiency last year with the exception of 6th grade which decreased by one-tenth(0.1). For two years in a row, 7th graders have shown positive gains in reading proficiency. There was a drop in proficiency from 7th to 8th grade from 2013-14 to 2014-15 school year. ELA teachers have made progress with students by implementing intentional strategies that have focused on vocabulary development, student support with text evidence, and close reading of the text. To reach higher levels of success and increase the percentage of students reading on grade level, teachers will need continued support/coaching with Common Core ELA teaching strategies, scaffolding instruction, and student engagement. Other content areas will be trained to implement reading/thinking strategies.

Template Created 9-9-14 (edited 7-7-15)

3 Year Math Data

Bar chart titled with legend showing 2012-13 (blue), 2013-14 (red), 2014-15 (green):

Grade	2012-13	2013-14	2014-15
6th	38.3	30.7	33.5
7th	24.3	29.1	37.9
8th	15.5	18.9	24.6
Overall	25.9	34.1	31.9

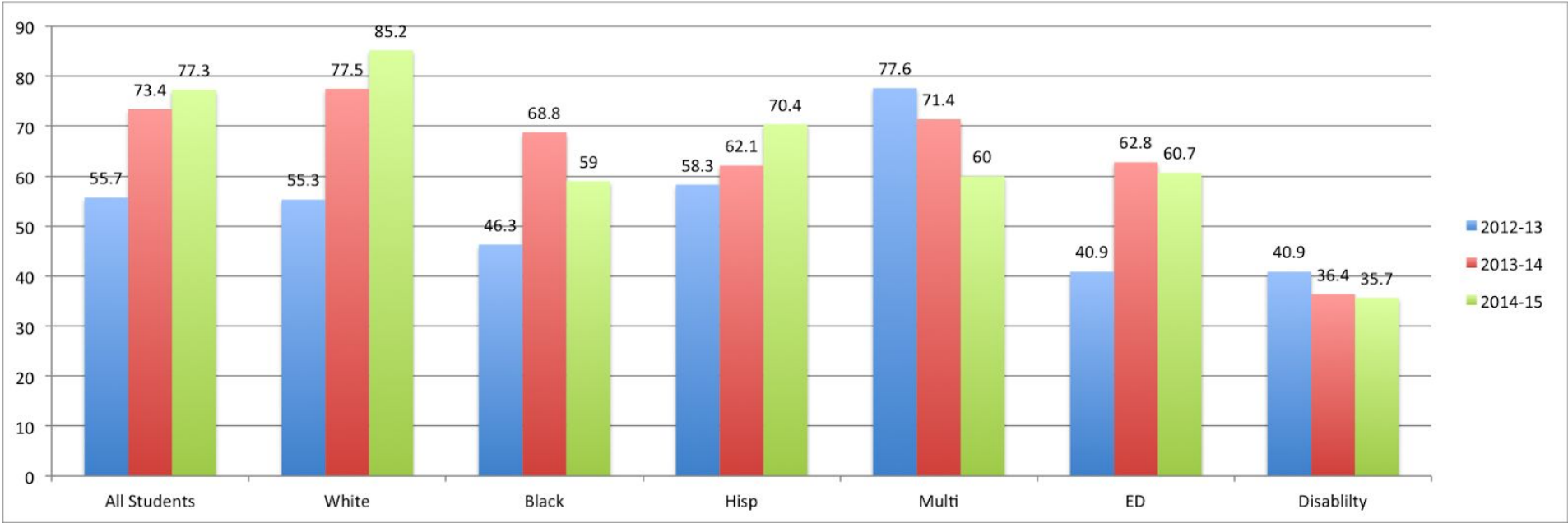**Analysis:** Math proficiency decreased by 2.2 percentage points from 2013-14 to 2014-15. 7th and 8th grade proficiency has gone up every year since the advent of Common Core, however, proficiency is lagging behind reading gains by 25 points. 7th graders gained in proficiency (6th to 7th grade). 7th to 8th grade proficiency declined. Proficiency decreases as students move from 7th to 8th grade. 31.5% of our current 7th graders scored at level 2 in math last year. Similarly 22.2% of our current 8th graders scored at level 2. Current 7 graders had the lowest math gains as measured by EVAAS. There have been nine different math teachers during the three year span. Both 8th grade teachers are new to GCHMS this year. One 6th grade teacher is new to our school but not the district. To increase math proficiency and growth, we will focus on curriculum alignment and pacing, developing teacher skills with the 8 Common Core Mathematical Practices, and increasing instructional rigor. Progress toward the implementation of these strategies will be supported through coaching that will focus on use of curriculum resources, instructional planning, use of the 8 CC Math Practices, and student engagement.

Template Created 9-9-14 (edited 7-7-15)

8th Grade Science

Bar chart legend: ■ 2012-13, ■ 2013-14, ■ 2014-15

Subgroup	2012-13	2013-14	2014-15
All Students	55.7	73.4	77.3
White	55.3	77.5	85.2
Black	46.3	68.8	59
Hisp	58.3	62.1	70.4
Multi	77.6	71.4	60
ED	40.9	62.8	60.7
Disablilty	40.9	36.4	35.7

**Analysis: Science proficiency has increased overall every year since 2012-13. The two year trend has been up for White and Hispanic subgroups. Black and Multi-racial students were down in proficiency last year over the previous year. Science teachers utilize reading and vocabulary strategies in their classrooms. Problem based learning is also emphasized in science.**

Template Created 9-9-14 (edited 7-7-15)
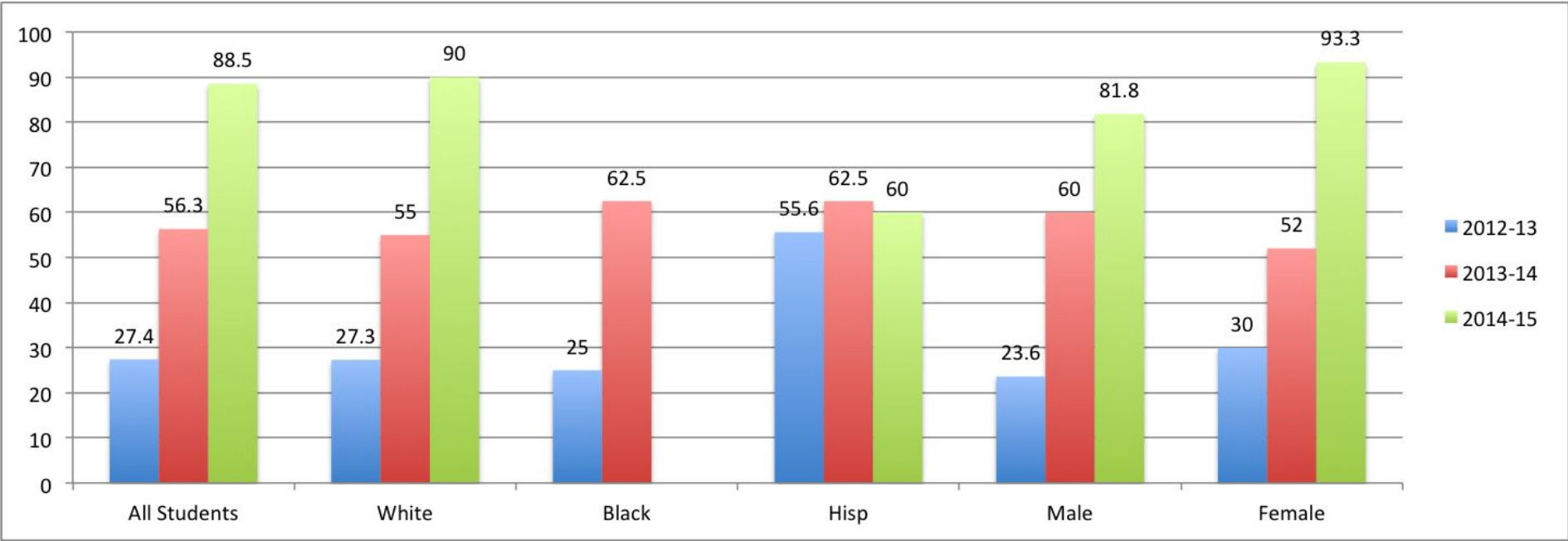
Math 1

Analysis: Math 1 has been offered to 7th and 8th graders over the last three years. More students were allowed to take Math 1 during the 2012-14 school years when the district set criteria based on EVAAS. This past year, the criteria changed and fewer students took Math 1 than in the previous two years. Proficiency went up significantly. White students and female students are performing at higher levels in terms of proficiency. It is important to note that students who took Math 1 during this span also had to take the EOG Math 7 and or EOG Math 8 test in addition to the EOC. Although they were successful in Math 1, the data indicates that most students did not master the grade level skills as measured by their EOG assessments. Students need more time with Common Core Math to master the concepts. Support will be given Math 1 and Math 2 teachers so that they can manage both curriculums and ensure that concepts are thoroughly covered. We will focus on pacing, use of new resources and extended time in those classes.

Template Created 9-9-14 (edited 7-7-15)

3 Year Subgroup Data (Proficient in Reading and Math)
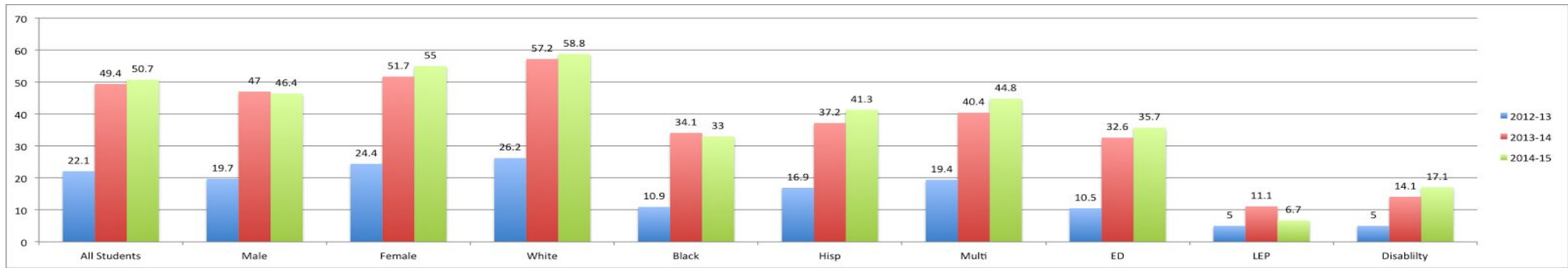
Analysis: During the first year of Common Core implementation, proficiency levels were at their lowest. All subgroups have gone up in proficiency since the baseline year. Female students were approximately 10 points higher in proficiency last school year than males. White, Hispanic, and Multi-Racial subgroups have moved up in proficiency every year. African-American student proficiency remained constant over the same over a two year period. Economically Disadvantaged and EC subgroups have gone up in proficiency every year. To improve and increase proficiency by 10% and meet growth, we will focus on using our data to target high priority students, use of MTSS interventions, small group teaching, and extended time in math/reading lab.

RDYSTAT Comparisons (2 Year)

Indicator	2013-14	2014-15	
Performance Composite CCR	40.5%	41.6%	
Performance Composite GLP	49.4%	50.7%	
Growth Status	Not Met	Not Met	
EVAAS Growth Index	-6.97	-4.62	
Overall School Grade	D	D	
Reading Grade	C	C	
Math Grade	F	F	

13

G.C. Hawley Middle School IMPROVEMENT PLAN 2015-2016

EVAAS Breakdown:

Math

Grade	Growth Data 2015	Growth Data 2014	Growth Data 2013
6	-8.2	-3.6	-2.5
7	-1.1	-3.3	-1.3
8	-2.8	-3.1	-3.3

Reading

Grade	Growth Data 2015	Growth Data 2014	Growth Data 2013
6	-1.3	-1.9	+0.2
7	+3.0	+0.7	+0.3
8	-1.5	-1.3	-0.2

Science

Grade	**Growth Data 2015**	**Growth Data 2014**	**Growth Data 2013**
	+0.9	**+0.9**	**-1.9**

Analysis: 6th grade Math growth trend over three years is in the red (-4.7). The impact on student learning was -8.2 (-3.6 last year). No quintile groups performed higher than their previous cohort. Mid-high and high quintiles had the least amount of growth. This is the lowest growth performance within our school - current 7th grade cohort. *Of our four elementary schools, three achieved the growth standard in math in 2013-14 (-6.8, 0.4, 1.4, and -0.3).

6th Grade Reading growth trend over three years is in the green (-1.0), slightly improved over last school year (-1.3). Low, middle, and mid-high quintiles performed higher than their previous cohort. Current 7th graders.

7th Grade Math growth trend over three years is in the red (-1.9), however last year's index value was in the green at -1.1. (A +2.2 improvement over last year). All quintiles performed higher than the previous cohort except low-mid. This is our current 8th grade cohort.

7th Grade Reading growth trend over the three years is in the blue (1.3). The value index was +3.0 increasing from +.07 last year. All quintiles performed better than previous cohort except mid-high. Low (+8.3), low-mid (+4.6), and high (+3.9). These students are current 8th graders.

8th Grade Math growth trend over three years is in the red (-3.1). The value index was at -2.8, slightly better than last year (-3.1). Low, low-mid, and high quintiles performed better than previous cohort.

8th Grade Reading growth trend over three years is in the green (-1.0). The value index was -1.5, slightly down from the previous year (-1.2). Low, low-mid, and high quintiles performed better than previous cohort.

8th Grade Science growth trend over three years in the green (-0.0). The value index was equal to the previous year (+0.9). Low, low-mid, middle, and mid-high quintiles performed better than previous cohort.

An analysis of our data revealed 4 priorities for school:

1. Increase overall student proficiency in mathematics to 60% and achieve expected growth.

2. Increase overall student proficiency in reading to 70% and achieve expected growth.

3. Increase the percentage of students scoring at level 3, 4, and 5 by 10% in each subgroup.

4. Increase the percentage of teachers achieving expected or high growth from 67% to 100% as measured by EVAAS.

Template Created 9-9-14 (edited 7-7-15)

G.C. *Hawley Middle* School IMPROVEMENT PLAN 2015-2016

DISTRICT GOAL Number: 1	
To increase student proficiency in math to 60% and reading to 70%.	**Data or Evidence to Support the need for this objective:** **Overall math proficiency in 2015 was 32.1%. 194 out of 601 students were proficient as measured by end of grade assessments. Overall proficiency in reading was 57.2% or 343 of 601 students in 2015. The state proficiency goal for math last year was 53.9%. The proficiency goal for reading was 55.1%. Both AMO 2016 targets are 60%.**

School Goal 1: **Increase student achievement in math and reading.**	Implementation		Monitoring		Timeline	
	Strategies (Action Steps)	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date
A. Increase math proficiency to 60% (330 students)for the 2015-16 school year and achieve expected growth.	1. Align all lessons with Common Core using DPI Unpacking Documents.		Principal Math Teachers	Teachers will use utilize a planning sheet to plan lessons. Sheet will be submitted weekly. Principal will provide feedback. Sample Planning Document attached. Click to View Planning Document	Oct. 2015	Ongoing, assess in weekly walkthroughs
	2. Write and post daily clear learning goals.		Math Teachers	Document in weekly walkthroughs.	Oct. 2015	Ongoing. Assess in weekly walkthroughs.

16

3. Use pre-tests to identify student deficiencies in math skills.		Math Teachers	Document in unit planning. Share data in PLCs.	Oct. 2015	Ongoing. Assess each quarter.
4. Integrate the 8 Mathematical Practices into lessons and student learning tasks.		Math Teachers	Track the use of practices during weekly walkthroughs. Click to View Tracking Sheet	Oct. 2015	Ongoing. Assess each quarter.
5. Develop mathematical thinking through question stems aligned with 8 Practices.		Math Teachers	Question Stems in Common Core Flip Book document used in weekly planning.	Oct. 2015	Ongoing. Assess each quarter.
6. Develop mathematical thinking by modeling think alouds.		Math Teachers	Document in lesson plans. Resource: https://www.teachervision.com/skill-builder/problem-solving/48546.html	Oct. 2015	Ongoing. Assess each quarter.
7. Implement a step-by-step approach that teaches students to analyze and break word problems apart and solve them.		Math Teachers	Teachers and students will utilize the 6 Steps Checklist. Click to View 6 Step Checklist	Oct. 2015	Ongoing - assess each quarter.
8. Collaborate in weekly PLCs.		Math Teachers	PLC Minutes Click to View Planning Document	Oct. 2015	Ongoing - assess each quarter.
9. Use DPI released items for student practice every Friday.		Math Teachers	Document in lesson plans.	Oct. 2015	Ongoing - assess each quarter.

B. Increase reading proficiency to 70% (or 389 students) and meet expected growth.	1. Expose all students to complex and quality texts in all subject areas.		Teachers	Teachers track the use of strategy and complete weekly form. Click to View Weekly Reflection Form	Oct. 2015	Ongoing
	2. Use question prompts to ask purposeful, high quality questions that require students to analyze, apply, and evaluate text.		Teachers	Question prompts. Resources: http://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf	Oct. 2015	Ongoing
	3. Build student academic vocabulary in context of lessons, units.		Teachers	Teachers track use of vocabulary strategies in weekly form. Resource:	Sept. . 2015	Ongoing
	4. Teach students close reading strategies.		Teachers	Teachers track the use of strategy and complete weekly form. (Tracking form above)	Sept. 2015	Ongoing
	5. Provide written response opportunities (journals, Quick Write, and DBQs) to develop critical thinking text based responses.		Teachers	Teachers track the use of strategy and complete weekly form. (Tracking form above)	Oct. 2015	Ongoing. Assess each quarter.
	6. Lead rigorous discussions and analysis of text with students.		Teachers	Track use of strategy and complete weekly planning form.	Oct. 2015	Ongoing
	7. Provide scaffolding (graphic organizers, cues, visuals, and		Teachers	Track use of graphic organizers, cues, visuals, and gradual release.	Oct. 2015	Ongoing

Template Created 9-9-14 (edited 7-7-15)

	gradual release) to support reading of complex text.					
	8. Collaborate in weekly PLCs.		Teachers	PLC Minutes [Click to View Planning Document](#)	Oct. 2015	Ongoing
C. Increase the percentage of students who scored level 3,4 or 5 in reading and math by 10% in each subgroup.	1. Track student progress in math using quarterly Discovery Education benchmarks with target goals for		Data Teams	Q1: Target is 42% proficiency as measured by the benchmark. Q2: Target is 50% proficiency as measured by the benchmark. Q3: Target is 55% proficiency as measured by the benchmark. Q4: Target is 60% proficiency as measured by the benchmark.	Oct. 2015	Ongoing. Assess each quarter.
	2. Track student progress in reading using quarterly Discovery Education benchmarks.		Data Teams	Q1: Target is 55% proficiency as measured by the benchmark. Q2:Target is 60% proficiency as measured by the benchmark. Q3: Target is 65% proficiency as measured by the benchmark. Q4: Target is 70% proficiency as measured by benchmark.	Oct. 2015	Ongoing. Assess each quarter.
	3. Create student focus groups in reading/math based on data from benchmarks and provide effective Tier 2 intervention strategies with		Data Teams	Google Tracking Document. Teachers will use data to group students for remediation.	Nov. 2015	Ongoing - assess each quarter.

Template Created 9-9-14 (edited 7-7-15)

	focus groups - small group instruction, modeling, scaffolding, and specific instructional feedback in core instruction, during lunch block or tutoring times.				Oct. 2015	Ongoing - assess every 3 weeks.
	3. Use online resources for personalized learning to address individual needs.		ELA/Math Teachers	IXL Reports, Study Island reports, News ELA reports, Go Math reports. Use data to inform on progress of level 1 and 2 students.	Oct. 2015	Ongoing - assess each week.
	4. Assign selected at risk students to Reading/Math Support Lab for additional academic support in addition to their daily core instruction.		Lab TA	Each week, the lab TA will provide administration with data on the student's' progress toward CCSS mastery.	Sept. 2015	Ongoing - assess every 3 weeks.

DISTRICT GOAL Number: 2

G.C. Hawley MS will achieve expected growth as measured by EVAAS.	<u>Data or Evidence to Support the need for this objective:</u> Individual teacher data indicates that 18 of 27 teachers made expected/high growth on the EVAAS Index. Overall, our EVAAS index is -4.62. Move school index within 2 points Standard Deviation.

School Goal 2	Implementation		Monitoring		Timeline	
	Strategies (Action Steps)	Funding Source(s)	Lead Person(s)	Evidences/Indicators	Target Start Date	Target Completion Date

Template Created 9-9-14 (edited 7-7-15)

A. Increase the percentage of teachers achieving expected or high growth as measured by EVAAS from 67% to 100%.	1. Provide support for teachers in using Common Core resources and Unpacking Documents and writing clear learning goals.		Principal	Match lesson plans to the standards, key vocabulary, skills students should be able to demonstrate. Document on lesson plan checklist.	Oct. 2015	Jan. 2016
	2. Support teachers in developing data-driven skills.		Principal	Share best practices for getting proof of learning. Model use of data.	Nov. 2015	Ongoing
	3. Conduct weekly coaching sessions focused on instructional planning, teaching practices, or assessment with select teachers based on walkthrough observations.		Principal	Document coaching sessions	Jan.. 2016	Ongoing
	4. Conduct 5 daily instructional walkthroughs with specific feedback to teachers.		Principal	Walkthrough document Google Docs	Sept. 2015	Ongoing
	5. Provide instructional support by sharing data, observations, resources, and professional articles in Plan of the Week email to all staff members.		Principal	Plan of the Week email	Sept. 2015	Ongoing
	6. Collaborate with the district math specialist to identify resources, support PLCs, and		Principal Math Teachers B. Pendak	PLC Minutes Google Docs Support notes	Sept. 2015	Ongoing

	provide classroom demonstrations.					
	7. Provide in house staff development in monthly grade level meetings and district half day sessions.		Principal Support Staff	Professional Development Agenda Wisdomware	Sept. 2015	Ongoing

	1.						
	1.						

22

	1.					

Template Created 9-9-14 (edited 7-7-15)