

GCMS 2015-2016 School Improvement Plan

Greene County Middle School
Greene County Schools

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Overview

Plan Name

GCMS 2015-2016 School Improvement Plan

Plan Description

Greene County Schools (GCS) is a Tier 1 low –wealth, small, rural school system in Eastern North Carolina, serving 3,184 students in six schools, one Pre-K/Family Literacy Center, and one alternative education center/program. The system's student population is 27.2% Hispanic, 37.7% Black, 30.2% White and 1.4 % Multiracial. Other ethnic groups are less than 0.02%. Greene County Schools free and reduced lunch rate was approximately 75%. Greene County Middle School's student population is 35% Black, 33% White, and 31% Hispanic. Multi-racial and American Indian compose the remaining 1% of students.

GCMS engages in the following practices to ensure an effective school improvement process.

- Engaged school leaders who champion school improvement
- PLT meetings to analyze student data, set goals and plan instruction
- Great first time/core instruction that includes formative assessment
- On-going monitoring and documentation of student progress and adjusting instruction at teacher and/or PLT level.
- Providing supports/interventions for academic remediation and enrichment and/or behavior (these are SIP Goal activities and strategies)
- Keeping what works and stopping/changing what doesn't work
- Scheduling and use of resources to allow the above actions to continually cycle

The SIP Team began reviewing 2014-2015 end of year data as it became available. In addition to state assessments we reviewed proficiency and growth gains by students on the scholastic reading inventory, performance on grade level performance events and assessments, as well as attendance and discipline reports. Attention was given to subgroups, achievement gaps and K-12 data trends. Statewide data reviewed is available at <http://www.ncpublicschools.org/accountability/reporting/>

District data reviewed includes but is not limited to proficiency and growth trends. These are attached. The above-mentioned data in addition to that collected throughout the previous school year guide our school improvement goal committees work during the summer and at the beginning of the school year as they develop goals strategies and activities for improving teaching, learning, and student achievement.

Throughout the school year PLTs and the SIP leadership team meet on a regular cycle to analyze formative assessment data and progress monitor student performance and determine what to do when students learn or do not learn. The following are our remaining meeting dates; 12/15, 1/12, 2/16, 3/21, 4/18 and 5/16 and an unscheduled summer meeting. Data collected at these meetings informs our SIP goal monitoring which in turns drives decisions made and actions taken to achieve the SIP goals.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	GCMS will promote a safe, caring, and positive climate for student learning and an atmosphere where all stakeholders are proud to be a part of our school community.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$500
2	GCMS students will become proficient readers. 70% of students will demonstrate an increase in reading proficiency.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	GCMS students overall proficiency in math will increase. 60% of students will demonstrate proficiency of math standards	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	Student proficiency in 8th grade science will increase as measured by the NC 8th Grade Science EOG by 15%	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	GCMS will Meet or Exceed Expected Growth	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: GCMS will promote a safe, caring, and positive climate for student learning and an atmosphere where all stakeholders are proud to be a part of our school community.

Measurable Objective 1:

collaborate to create an atmosphere that promotes respect for all and ensures successful learning opportunities by 06/30/2016 as measured by the increase in student and teacher recognitions and in survey responses by all stakeholders (i.e. GCMS Teacher & Student Survey, Teacher Working Conditions, Climate Survey).

Strategy 1:

Parent Advisory Council - Engage the GCMS Parent Advisory Council in meaningful review of progress toward SIP goals, share concerns and celebrations.

Research Cited: The Impact of School, Family and Community Connections on Student Achievement, a research review

published by the Southwest Educational Development Laboratory in 2002, students with

involved parents, no matter what their income or background, are more likely to:

Earn higher grades and test scores, and enroll in higher-level programs;

Be promoted, pass their classes, and earn credits;

Attend school regularly;

Have better social skills, show improved behavior, and adapt well to school; and

Graduate and go on to post secondary education.

Engaging parents is essential to improved student achievement and to realize our mission: North

Carolina's public schools will create a system that will be customer driven with local flexibility to

achieve mastery of core skills with high levels of accountability in areas of student achievement. (NCBOE Policy FCB-A-000; "Parent & Family Involvement").

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host planned collaborative meetings within our school and throughout the community.	Parent Involvement	09/24/2015	06/17/2016	\$500	Title I Schoolwide	Administration and appointed staff leaders

Strategy 2:

School-Wide Positive Behavior Support and Intervention Strategies - Common language for behavioral expectations will be taught to students through our R.A.M. (Respect All, Accept Responsibility, Make Wise Decisions) Pride matrix. Teachers will teach students appropriate behavior for our school environment by using the guided rules that we developed collectively as a staff. In order to motivate the staff and students when implementing the matrix there will be opportunities for acknowledgement aligned to R.A.M. Pride.

Research Cited: The PBIS framework highlights specification and adoption of evidence- and research-based practices that characterize packaged programs. These practices are organized to support students across (a) school-wide (e.g., teaching and acknowledging a small number of positively stated behavioral expectations, clear

and distinctive definitions for rule violations, and data-decision rules), (b) nonclassroom (e.g., active supervision, reminders, teaching setting-specific routines), (c) classroom (e.g., effective academic instruction, active supervision, high praise rates), and (d) individual student (e.g., function-based behavior intervention supports, explicit social skills instruction, wraparound processes) routines (Eber, Sugai, Smith, & Scott, 2002; Lewis & Sugai, 1999). Effective classroom management and preventive school discipline are essential for supporting teaching and learning.

PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students. (PBIS.org FAQ, 2013).

Activity - GCMS Behavior Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GCMS Response to Behavior Flow Chart provides guidance to teachers and administrators when responding to both positive and negative behavior.	Policy and Process	08/24/2015	06/17/2016	\$0	No Funding Required	All GCMS teachers and administrators

Goal 2: GCMS students will become proficient readers. 70% of students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency increase in Reading by 06/11/2016 as measured by state and local assessments.

Strategy 1:

Tiered Instruction - All students receive instruction based on Greene County Curriculum Maps. Students performing below grade level in reading receive supplemental instruction using the READ 180 and System 44 instructional programs.

Research Cited: See Scholastic

Activity - Monitoring instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring instruction via walkthroughs, fidelity checks, and administrator observations.	Other	08/24/2015	06/11/2016	\$0	District Funding	Administrators, teachers, literacy coaches

Strategy 2:

Professional Learning Teams - Professional Learning Teams (PLTs) will monitor student performance on formative assessments and/or performance tasks and plan instruction to address student learning needs. PLTs will document student progress as well as interventions implemented and the impact of intervention on student learning.

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Activity - Pyramid of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLTs will implement and monitor interventions and adjust instruction to address student learning needs.	Academic Support Program	08/24/2015	06/11/2016	\$0	District Funding	Administrators , PLT leaders

Strategy 3:

Keys to Literacy - All teachers receive on-going training on Keys to Literacy and implement these literacy routines into instruction in all content areas.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going professional learning on Keys to Literacy	Professional Learning	08/24/2015	06/11/2016	\$0	District Funding	Administrator s, teachers, literacy coaches

Goal 3: GCMS students overall proficiency in math will increase. 60% of students will demonstrate proficiency of math standards

Measurable Objective 1:

60% of All Students will demonstrate a proficiency of grade level standards in Mathematics by 06/11/2016 as measured by state and local assessments.

Strategy 1:

Professional Learning Teams - Professional Learning Teams (PLTs) will monitor student performance on formative assessments and/or performance tasks and plan instruction to address student learning needs. PLTs will document student progress as well as interventions implemented and the impact of intervention on student learning.

Activity - Pyramid of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLTs will implement and monitor interventions and adjust instruction to address student learning needs.	Academic Support Program	08/24/2015	06/11/2016	\$0	District Funding	Administrator s, PLT leaders

Strategy 2:

STEM Math Courses - 6th, 7th and 8th grade STEM math courses will provide students with more hand-on inquiry-based learning opportunities supported through expert coaching

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom walkthroughs, PLTs, instructional rounds, and on-going coaching to support STEM math instruction	Academic Support Program, Behavioral Support Program	08/24/2015	06/10/2016	\$0	District Funding	Jose Garcia, Frank Creech
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Goal 4: Student proficiency in 8th grade science will increase as measured by the NC 8th Grade Science EOG by 15%

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency on grade level standards in Science by 06/11/2016 as measured by state and local assessments.

Strategy 1:

Professional Learning Teams - Professional Learning Teams (PLTs) will monitor student performance on formative assessments and/or performance tasks and plan instruction to address student learning needs. PLTs will document student progress as well as interventions implemented and the impact of intervention on student learning.

Activity - Pyramid of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLTs will implement and monitor interventions and adjust instruction to address student learning needs.	Academic Support Program	08/24/2015	06/11/2016	\$0	District Funding	Administrators, PLT leaders

Strategy 2:

Inquiry based instruction - Students will engage in hands-on inquiry based science instruction as provided by Greene County Curriculum Maps and science kits provided via i3 LASER Grant. STEM initiative will provide increased rigor and critical thinking.

Research Cited: Smithsonian Institute, GC STEM

Activity - Inquiry based instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All GCMS Science teachers will receive training on STEM skills and attributes.	Professional Learning	08/24/2015	06/11/2016	\$0	Other	Administrators, Science teacher leader, STEM coordinator

Goal 5: GCMS will Meet or Exceed Expected Growth

Measurable Objective 1:

A 100% increase of All Students will complete a portfolio or performance increase school growth composite for all teachers in Art & Humanities by 10/16/2015 as measured by EVAAS data..

Strategy 1:

Increase growth composite - By focusing on teaching Growth Mindset, working with students on targeted academic areas of need, and active participation at PLC meetings, teachers can work collaboratively to increase student success in all curriculum areas.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLCs to share ideas and strategies for assisting students who are struggling academically.	Professional Learning	09/15/2014	06/01/2015	\$0	No Funding Required	All GCMS faculty and staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GCMS Behavior Response	The GCMS Response to Behavior Flow Chart provides guidance to teachers and administrators when responding to both positive and negative behavior.	Policy and Process	08/24/2015	06/17/2016	\$0	All GCMS teachers and administrators
Professional Learning Communities	Teachers will meet in PLCs to share ideas and strategies for assisting students who are struggling academically.	Professional Learning	09/15/2014	06/01/2015	\$0	All GCMS faculty and staff.
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Meetings	Host planned collaborative meetings within our school and throughout the community.	Parent Involvement	09/24/2015	06/17/2016	\$500	Administration and appointed staff leaders
Total					\$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry based instruction	All GCMS Science teachers will receive training on STEM skills and attributes.	Professional Learning	08/24/2015	06/11/2016	\$0	Administrators, Science teacher leader, STEM coordinator
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	On-going professional learning on Keys to Literacy	Professional Learning	08/24/2015	06/11/2016	\$0	Administrator s, teachers, literacy coaches
Pyramid of Interventions	PLTs will implement and monitor interventions and adjust instruction to address student learning needs.	Academic Support Program	08/24/2015	06/11/2016	\$0	Administrator s, PLT leaders
Pyramid of Interventions	PLTs will implement and monitor interventions and adjust instruction to address student learning needs.	Academic Support Program	08/24/2015	06/11/2016	\$0	Administrator s, PLT leaders
Monitoring	Classroom walkthroughs, PLTs, instructional rounds, and on-going coaching to support STEM math instruction	Academic Support Program, Behavioral Support Program	08/24/2015	06/10/2016	\$0	Jose Garcia, Frank Creech
Monitoring instruction	Monitoring instruction via walkthroughs, fidelity checks, and administrator observations.	Other	08/24/2015	06/11/2016	\$0	Administrator s, teachers, literacy coaches
Pyramid of Interventions	PLTs will implement and monitor interventions and adjust instruction to address student learning needs.	Academic Support Program	08/24/2015	06/11/2016	\$0	Adminstrators , PLT leaders
Total					\$0	