

2016 - 2018 Bessemer City Middle School School Improvement Plan

## Bessemer City MiddleSchool Contact Information

<b>School</b>	Bessemer City Middle School	<b>Courier Number</b>	360436
<b>Address</b>	525 ED Wilson Road	Phone Number	704-836-9602
	Bessemer City, NC 28016	Fax Number	704-629-3281
School Website	<a href="http://www.gaston.k12.nc.us/Domain/63">http://www.gaston.k12.nc.us/Domain/63</a>	Principal	Francine DaCanal

Bessemer City Middle School School: School Improvement Team Membership									
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From GS 115C-105.27: “The principal at 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 personal, 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 Positions	Name	Email Address	Date Elected
Principal	Francine DaCanal	fhdacanal@gaston.k12.nc.us	7/1/2016
Assistant Principal	Melissa Williams	mowilliams@gaston.k12.nc.us	6/1/2014
Teacher Representative	Elisa Homesley	ejhomesley@gaston.k12.nc.us	8/18/2015
Teacher Representative	Marion Creed	mmboudman@gaston.k12.nc.us	6/1/2015
Teacher Representative	Robert Killian	rakillian@gaston.k12.nc.us	6/1/2016
Teacher Representative	Danielle Gilbert	dngilbert@gaston.k12.nc.us	6/1/2015
Teacher Representative	Amber Robertson	arobertson@gaston.k12.nc.us	6/1/2016
Teacher Representative	Jacqueline Baucom	jbbaucom@gaston.k12.nc.us	6/1/2016
Instructional Support Representative	Lisa Creech	lscreech@gaston.k12.nc.us	6/1/2016
Instructional Assistant	John P Pierczynski	jp pierczynski@gaston.k12.nc.us	7/1/2016
Parent Representative	Debbie Clark	dclark1981@hotmail.com	7/1/2016

Principal Signature: \_\_\_\_\_ Date: September 22, 2016 \_\_\_\_\_

Date Prepared: September 12, 2016

Date Prepared: Sepptember 12, 2016

GCS Board Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date:				
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## 2016 - 2018 Bessemer City Middle School Improvement Plan

### Gaston County School's Values

	Beliefs		Four C's	
	Safety		Commitment	
	Diversity		Community	
	Innovation		Communication	
	Collaboration		Choice	
	Excellence			

### Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

### Bessemer City Middle School's Mission and Vision Statement

Vision: Bessemer City Middle School will educate all learners to achieve post-secondary education and become successful citizens in the twenty-first century workforce.

Mission: Bessemer City Middle School, through high expectations, will encourage students to work collaboratively and make real world connections while differentiating instruction to foster independent knowledge using innovating strategies and using interventions to increase positive behavior.

### Bessemer City Middle School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

**1. Decrease Teacher Turnover to 5%**

**2. Increase Overall Proficiency by 15%**

## Middle School School level Strategies and Monitoring

Assessments Sixth Grade	Math			Reading			Notes:
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	22.8	64	25.08	34.6	66.4	38.06	
	Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers			Strategies and Measures: implement Reader's and Writer's Workshop across the 6th grade. With last year being an introductory year it was a challenge for teachers. The teacher who implemented RW with fidelity had greater growth than those who did not use RW.			
Assessments Sixth Grade EC	Math			Reading			Notes:
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	8.6	na	9.46	14.3	na	15.73	
	Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. EC teachers will participate in trainings with special focus on their program area.			Strategies and Measures: implement Reader's and Writer's Workshop across the 6th grade. With last year being an introductory year it was a challenge for teachers. The teacher who implemented RW with fidelity had greater growth than those who did not use RW.			
Assessments Seventh Grade	Math			Reading			Notes:
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	26.2	63.1	28.82	35.5	66.8	39.05	
	Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement			Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement			

	methods to use technology for engagement and instructional effectiveness.			methods to use technology for engagement and instructional effectiveness.						
Assessments Seventh Grade EC	Math			Reading			Notes:			
	Rank:			Rank:						
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal				
	<5	na	5%	<5	na	5%				
	Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.			Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.						
Assessments Eighth Grade	Math			Reading			Science			
	Rank:			Rank:				Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	21.7	62.2	23.87	42.9	66.4	47.19		71.7	70.1	72.42
	Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.			Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.				Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness. Study our Science program to see why this discipline outperforms the GCS average.		
Assessments Eighth Grade EC	Math			Reading			Science			
	Rank:			Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	<5	na	5%	<5	na	5%	27.3	na	28.67	
	Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.			Strategies and Measures: More focus and utilization of Compass Learning. Ongoing Work with Compass Representative to support teachers. Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.			Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness. Study our Science program to see why this discipline outperforms the GCS average.			

	methods to use technology for engagement and instructional effectiveness.				methods to use technology for engagement and instructional effectiveness.				the GCS average.
Assessment and Retentions	Math I				Retentions				Notes:
	Rank:				Rank:				
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		
	96.8	96	97						
	Strategies and Measures: Utilize our ITF on a regular basis -- open PLC each month with "Tech Tools" -- methods to use technology for engagement and instructional effectiveness.				Strategies and Measures: n/a				

## Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

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|------------|--|
| Focus Area | 1.1 Increase the graduation rate   |
|            | 1.2 Increase students completing Career and Technical Education courses and opportunities    |
|            | 1.3 Increase the number of students who graduate from high school with post-secondary credit |

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

- |            |   |
|------------|---|
| Focus Area | 2.1 Increase the percentage of students reading on or above grade level by the end of the third grade |
|            | 2.2 Increase the strategies and tools available to ensure success of all students                     |
|            | 2.3 Increase opportunities for a wide variety of academic choices                                     |

Goal 3: Every employee is capable and committed to the education of the whole child.

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|------------|---|
| Focus Area | 3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.                                     |
|            | 3.2 Provide employees increased access to quality, research-based professional development  |
|            | 3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate |

Goal 4: Every school has up-to-date technology to support teaching and learning.

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|------------|---|
| Focus Area | 4.1 Ensure all schools have sufficient wireless coverage                                    |
|            | 4.2 Increase the use of technology as a communication tool for all stakeholders             |
|            | 4.3 Increase the number of teachers and students who effectively use digital learning tools |

Goal 5: Every student has the opportunity to learn in a safe school environment.

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|------------|--|
| Focus Area | 5.1 Increase facility safety features                                |
|            | 5.2 Increase anti-bullying efforts at every school                   |
|            | 5.3 Increase community resources to maximize student support systems |

y Middle School Improvement Plan										
Smart Goal # 1: Decrease Teacher Turnover				School Improvement Team decides what the focus will be						
Strategic Plan Goal: Employees committed to education				Goal 3						
Strategic Plan Goal focus area: Attract and Retain qualified workforce				3.1, 3.2						
Current Status: Fall 2016: 11 new teachers out of 37 classroom teachers (29.7%)										
School Interim (Year 1) Goal 2016-2017: 10%										
School (Year 2) Goal 2016-2018: 5%										
Data Used: New Job Listings for BCMS (June 2016-September 2016)										
Strategies(Action Steps)			Implementation Team		What Data will you collect			When will you monitor?		
Implement a New Teacher Support Program: The following strategies will be used for New Teacher Support: meet as a group prior to the start of school for school orientation; meet as a group throughout the year (with mentors), train additional mentors in order for new teachers to have more support, one to one ratio for mentor mentee, positive recognition of teachers with an emphasis on team building			Principal Assistant Principal Teaching Staff		Absences Teacher Turnover			quarterlyabsence rate  		

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
<b>District Level Approval of School Improvement Plan</b>			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
<b>Monitoring Date 1:</b>			
<b>What did the data tell you? List your data and be specific.</b>			
1st Semester Teacher Absences: 2015/16 = 314 absences/53 no subs (16.9%) 2016/17= 221 absences/43 no subs (19.4%)			
teacher absences went down by 29.6%, but % of absences without SUBS increased by 2.5%			
Teacher turnover, 1st semester: Art, PE, Math -- 3 positions total			
Student entries, OSS 1st semester: 2015/16 = 159      2016/17 = 133 <b>OSS down by 16%</b>			
Student entries, ISS 1st semester: 2015/16 = 311      2016/17 = 313      ISS same as last year 1st semester			
Student entries, Beh.Lab 1st sem: 2015/16 = 423      2016/17 = 211      sent to Behavior Lab <b>down by 50%</b>			
total Office Ref. 1st semester: 2015/16 = 1342 (15/day)      2016/17 = 765 (8.5/day)      coding differences between OR and Minor			
total Classroom Minor 1st semester: 2015/16 = 507      2016/17 = 1032      total entries similar at 1800			
Teacher Support -- need to improve with BTs -- School Social Committee, Rewards/Recognition, Duty Free Lunch			
PD -- Accountability, Classroom Management, Tech-Tools			



<b>Did the strategie(s) lead you toward your goal? How do you know?</b>	
Yes, Total Office Refferals down by 58%; OSS down by16%; Students sent to Behavior Lab down by 50%; Total Teacher attendance has decreased by 30% compared to last 1st Semester 2015/16; However 19% more likely to have an instance without a SUB compared to last year.	
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>	
Behavior Coaches are very reliable -- come to work daily and always on time; New Teacher Support Program has evolved into Teacher Support -- new Sunshine Committe (events, celebrations), Teacher Rewards -- Attendance and STAR improvements; Student Success Coordinator has a 6th Grade Boys group -- meets each day during Advisory -- trip reward at end of year; Student Success Coordinator -- helps plan Tiger Pride rewards for good behavior and grades; PD: Classroom Management October 2016, PD on Compass (October), Continuing PD with ITF monthly, PD on EC to be held in Spring	
<b>Do the strategies need to be changed? If so, describe your process.</b>	
<b>Chief Accountability Officer Signature/Date/Comments:</b>	
<b>Peer Signature/Comments:</b>	
<b>Monitoring Date # 2:</b>	
<b>What did the data tell you? List your data and be specific.</b>	
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>	
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>	

<b>Do the strategies need to be changed? If so, describe your process.</b>	
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>	
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>	
<b>Chief Accountability Officer Signature/Date/Comments:</b>	

<b>Section I. Goal # 1:</b>			
15-16 (Current Status)		2016-17 Target	
		2017-18 Target	
Status as of June/July 2017		Year one target met? (Yes or No)	
<b>Section II Year One Target Met</b>			
Adjusted Target			
<b>**** Please add your new strategies below</b>			
<b>Strategies(Action Steps)</b>	<b>Implementation Team</b>	<b>What data will you collect</b>	<b>When will you monitor?</b>
<b>Section III Year One Target Not Met</b>			
Adjusted Target for 2017-18		<b>**** Please add your new strategies below</b>	
<b>Strategies(Action Steps)</b>	<b>Implementation Team</b>	<b>What data will you collect</b>	<b>When will you monitor?</b>
<b>Section IV. What Professional Development is needed for year two?</b>			

Section V. Reviewed by
Assistant Superintendent for Elementary & Secondary Schools
Assistant Superintendent for Adminstration
Assistant Superintendent for Curriculum & Instruction
Chief Accountability Officer

## 2016 - 2018 Bessemer City Middle School Improvement Plan

Smart Goal # 2 : Increase Overall Proficiency by 15%		Ready Accountability and AMO Targets	
Strategic Plan Goal: Students receive individualized instruction		Goal 2	
Strategic Plan Goal focus area: 2.1, 2.2		2.1, 2.2	
Current Status: 30.46%			
School Interim (Year 1) Goal 2016-2017: 33.5%			
School (Year 2) Goal 2016-2018: 40%			
Data Used: EOG Math, ELA and Science proficiencies			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Utilize Star and Compass Learning on a regular basis in ELA and Math. BCMS will follow by the GCS K-8 Assessment Window for Star Reading and Math. Following this schedule students will be monitored a minimum 5 times. Classroom teachers will utilize growth reports to note progress in student NCE scores. The expectation is for students to show NCE growth for each testing period. Students will monitor and track their NCE scores for each test in order for them to take accountability in their progress. Teachers will utilize various reports to assist with meeting the needs of students. The utilization of the Instructional Planning Report will assist teacher when planning differentiated instruction and small group interventions. The Instructional Planning Report will enable teachers to target the specific skills that are needed in order for students to grow academically in reading. The Instructional Facilitator and the Principal will monitor the Assessment Proficiency Report as well as growth reports to monitor student progress. In conjunction with Star reading and math, students will use Compass Learning weekly to work on the skill areas indicated through Star. Compass Learning will allow teachers to adjust student assignments in order to work off grade level to provide individualized instruction. The coordination of Star Progress Monitoring and routine usage of Compass Learning will promote student growth and allow for differentiation and small group instruction.	Instructional Facilitator ELA and Math teachers Compass Learning Facilitator	Compass Reports -- Utilization Student Achievement Reports	Weekly Compass Reports Benchmark Star testing during benchmark window
6th grade -- Readers and Writers Workshop 6th grade teachers will use Reader's and Writer's Workshop as implemented by GCS, utilizing the framework and lessons provided by Curriculum Facilitators. Writer's Workshop implementation will be based on Lucy Calkins' Writing Units			

Implementation will be based on Lucy Calkins, Writing Units of Study. Teachers will implement the the program with fidelity in order to promote and assess student growth. Based on Star Reading, teachers will use the ZPD reading range to assist students in obtaining reading materials in their reading range to promote the greatest amount of student growth. The lessons in Reader's and Writer's Workshop will address the priority standards for all students. Teachers will assess students using Star according to the County benchmark windows but can also individually use Star to track students between the assessment sessions. Based on Star reports, teachers will use Compass Learning to target deficit skills in students as well as accelerate students who are growing faster. In addition to Star and Compass Learning, teachers will use Common Formative Assessments to gage student growth on the different standards of focus. Teachers will also use the CFA's to pre and post assess student learning on a specific unit or set of standards. In order to differentiate instruction teachers will utilize Star, CFAs, classroom observation and other student performance measures. ( ie. classroom quizzes, AR, journal entries)	6th grade ELA teachers and Compass Learning Facilitator EC teachers	Star	Star data Compass Learning Common Formative Assessments Lesson Plans	Benchmark Star data Compass Learning Weekly Reports Data From Common Formative Assessments Evidence of Reader's and Writer's Workshop in weekly lesson plans
Increase the availability of technology and technology resources by the teaching staff. Three Chrome carts, with 30 Chromebooks each, will be assigned to each grade level which will allow students and teachers quick access. Each grade level will have 3 Chrome carts, in addition to classroom computers, 2 computer labs, and Chromebooks in EC and SAC classes. With the increased amount of technology per grade level, the Technology Facilitator will conduct monthly professional development. Through the professional development activities teachers will learn new applications and methods for better integrating technology in all areas of classroom instruction.	Principal Assistant Principal Media Specialist Instructional Technology Facilitator		Technology utilization reports	Tech Tools visible in lesson plans Classroom Learning Walks
<b>Professional Development - Identify the professional development required to successfully implement the strategies listed above</b>				
<b>Staff/group participants</b>	<b>Professional Learning/Activities</b>	<b>Trainer</b>	<b>Date Completed</b>	
All staff will participate during PLCs.	PD in tech tools and other applications	Kathlene Leatherman		
All EC, ELA, and Math teachers, IF	PD with Compass Learning Trainer	Rob Thatcher		

<b>Total Number of Staff Members:</b>		
<b>Number of Staff Members Approving Plan:</b>		<b>% of Staff Members Approving Plan:</b>
<b>District Level Approval of School Improvement Plan</b>		
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>		
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>		
<b>Chief Accountability Officer Signature/Date/Comments:</b>		
<b>Title I Director Signature/Date/Comments(Title I Schools Only):</b>		
<b>Monitoring Date 1: January 2017</b>		
<b>What did the data tell you? List your data and be specific.</b>		
Compass Training held in September 15, 2016; Monthly -- ITF (Tech Tools) and Accountability (Data Integration)		
STAR testing sessions, 1st semester totals: 2015/16 = 2016/17 =		
Ongoing ReadyMath Training		
Technology utilization: eliminated Teacher Request Form -- Chromebooks for each team; 1 spare set - used 95%		
EC Lab -- used 50% (25 working computers); 6th Grade Lab -- used 90% of time (30 working computers)		
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>		
Somewhat -- Star Scores show limited growth (sometimes trending up and down)		
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>		
Yes -- STAR reports, Technology utilization,		
<b>Do the strategies need to be changed? If so, describe your process.</b>		
We added a component on Revamping and Reenergizing our PLCs -- with a focus on instruction. Content PLCs are taking a priority with instructional planning as the focus -- not simply filling out a form; Math Support Specialist and Instructional Facilitator are taking leadership roles in working with teachers; Focus on differentiated instruction -- utilize Math Tutor, small groups of Chromebooks, summer workshop for "train the trainer"		
<b>Chief Accountability Officer Signature/Date/Comments:</b>		
<b>Peer Signature/Comments:</b>		
<b>Monitoring Date 2:</b>		
<b>What did the data tell you? List your data and be specific.</b>		
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>		
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>		
<b>Do the strategies need to be changed? If so, describe your process.</b>		

School Name - Reading	15-16 Proficiency	Projection(Reading)	Potential	December	Are We Better
Southwest				42.78	2.70
W P Grier				44.15	2.57
Belmont				67.13	2.38
York Chester				30.55	2.35
WC Friday				51.32	2.29
Holbrook				50.92	2.27
Bessemer City	37.48	46.17	47.70	39.19	1.71
Cramerton				67.48	1.26
John Chavis				52.09	0.49
Mount Holly				57.66	0.48
Stanley				58.16	0.40

Rerostered EOG Data as of 1/8/17 STAR Data					
School Name - Math	2015-16 Proficiency	B Projection(Reading)	Potential	December	Are We Better
WC Friday				53.90	10.57
Holbrook				54.62	10.44
W P Grier				46.46	6.31
Stanley				47.27	3.30
Cramerton				65.49	2.93
Mount Holly				53.10	2.83
Belmont				63.11	2.71
Southwest				30.33	2.25
John Chavis				48.88	0.98
York Chester				19.58	0.78
Bessemer City	23.11	30.87	38.83	22.73	3.36

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<b>Section I. Goal # 2:</b>			
15-16 (Current Status)		2016-17 Target	
		2017-18 Target	
Status as of June/July 2017		Year one target met? (Yes or No)	
<b>Section II Year One Target Met</b>			
Adjusted Target			
<b>**** Please add your new strategies below</b>			
<b>Strategies(Action Steps)</b>	<b>Implementation Team</b>	<b>What data will you collect</b>	<b>When will you monitor?</b>
<b>Section III Year One Target Not Met</b>			
Adjusted Target for 2017-18		<b>**** Please add your new strategies below</b>	
<b>Strategies(Action Steps)</b>	<b>Implementation Team</b>	<b>What data will you collect</b>	<b>When will you monitor?</b>
<b>Section IV. What Professional Development is needed for year two?</b>			

**Section V. Reviewed by**

**Assistant Superintendent for Elementary & Secondary Schools**

**Assistant Superintendent for Administration**

**Assistant Superintendent for Curriculum & Instruction**

**Chief Accountability Officer**

## Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers

Based upon safety reasons, we are not able to provide daily duty-free lunch to all teachers. Our plan is to use support staff to relieve teachers of lunch

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week.

Each classroom teacher has a 1.5 hour period of time daily that is used for planning. There will be times when mandatory trainings will occur during the

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only) : Physical activity is not denied nor a part of our school-wide discipline plan.

All students participate in Healthy Active Children, doing some type of physical activity for thirty minutes per week. It is not used as a form of punishment in any classroom.

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only).

All students participate in Healthy Active Children, doing some type of physical activity for thirty minutes per week. It is on a rotating schedule, rotating

## Title I Statewide Project Summary: Needs Assessment

Revision date:  
October 2017

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

**1. Summary of Comprehensive needs summary:** We are focusing on two specific areas: reduce teacher turnover and improve student proficiencies. The discipline data over the past years shows an increasingly high amount of Office Referrals (Data Charts included -- averaging 15/day -- 3800 per year in 2015-16). We will implement a student-focused organizational structure with our non-teaching personnel -- addition of two Student Success Coordinators, part-time Behavior Coaches and a full time Social Worker. The goal will be to keep students focused on academic achievement and school involvement. Additionally, these positions will support our teaching staff by allowing teachers to focus on instruction, and thus reduce teacher turnover. Instructionally, we will utilize Readers Workshop in 6th grade, reading strategies for informational text, and focus on differentiation (small group instruction), "hands-on" activities through manipulatives and technology. With exceeding expected growth, we are also focusing on specific levels of students for each teacher who either met or did not meet expected growth. We are placing emphasis on iReady Data and implementation of individualized use across all grade levels.

**2. School wide Reform Strategies:** Implementation of Student Success Coordinators and Behavior Coaches, Character Education through daily Advisory classes, MTSS and PBIS interventions and structures. Data shows (chart included) that 87% of our incoming 6th graders for the 2016-17 school year were males. Additionally, the data shows (chart included) that an average of 75% of all school referrals over the past two years are from our male students. Thus, we will form an Advisory group with our high-risk 6th grade male students with our male Student Success Coordinator. This group will meet daily creating individual and group goals -- with a small local field trip as an incentive for positive behavior and academic growth. Update -- MTSS, Workshop Model -- focus on Differentiation

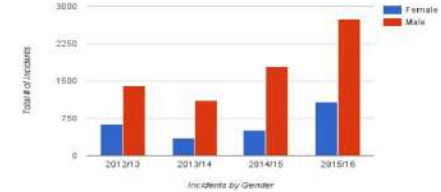
**3. Instruction by qualified professional staff:** One hundred percent of our teachers and teacher assistants meet federal guidelines for NCLB. All teachers are currently assigned to the areas in which they are the strongest.

**4. High quality and ongoing professional development:** Through a survey, we identified top staff choices for professional development needs. We will be focusing on exceptional children and classroom management. We will encourage staff members to lead professional development opportunities at our school. We will complete another survey this year. Additionally, we will bring in GCS Support personnel monthly during Planning Periods to help teachers: technology-focused instruction (Tech-Tools with our Instructional Technology Facilitator) and data driven instruction (Data Integration with our Data Integration Specialist). We will also evaluate summer professional development for teaching staff, focusing on Instructional Best Practices.

**5. Strategies to attract high quality teachers to high needs schools:** Teaching candidates are interviewed by an interview team made up of members of the faculty. Teachers have 21st Century technology to utilize in their classrooms. We also offer many professional development opportunities for our staff members to grow. Instructional Technology Facilitator and Instructional Facilitator to work with all teachers. Time and professionalism are respected amongst all staff. We are evaluating strategies to reward high quality teachers. For example, in 2015-16 48% of the teaching staff missed 12 or more school days (required substitutes - NOT including Professional days). We would like to reward those teachers that have a 95% attendance rate. These teachers must help out when there is not a substitute - dispersed students to other classrooms 25% of teacher absences in 2015-16 (See Data Chart).

**6. Strategies to increase parent involvement:** We are working to provide parents with meaningful opportunities to connect with the school through mentoring, family night programs, parent advisory council, parent-teacher conferences, PTA activities, field trip chaperoning, and proctoring. Additionally, we will focus on implementing more student clubs to help connect parents to our school through student activities and special interests. Finally, we are utilizing a part-time Parent Involvement Specialist to promote positive interactions with parents and students, through direct interaction, event planning, and phone calls.

**7. Transition strategies:** We conduct a sixth grade transition camp in August for rising 6th graders. Additionally, we are utilizing data on the rising 6th graders (from their 5th grade year) to conduct an additional team-building transition camp for high incident discipline students. This camp will focus on creating relationships with the 6th grade teaching staff.



Year	Total # of incidents
2012/13	~2000
2013/14	~1500
2014/15	~2200
2015/16	~3800

Sex	classroom	referral	Grand Total	% of total
M	160	1	161	14.15%
M	112	4	116	10.19%
M	98	3	101	8.88%
M	78	2	80	7.03%
F	71	1	72	6.33%
M	57	1	58	5.10%
M	42	3	45	4.13%
M	11	21	32	2.81%
F	30	1	31	2.72%
M	10	20	30	2.64%
M		27	27	2.37%
M	23	1	24	2.11%
M	2	14	16	1.41%
M	7	8	15	1.32%
M		14	14	1.23%
M		13	13	1.14%
F		13	13	1.14%
M	12	1	13	1.14%
M	2	10	12	1.09%
M	12		12	1.09%
M	8	4	12	1.09%
NA	3	7	10	0.88%
M	8	2	10	0.88%

2015-16 Teacher Absences on Student School Day -- No Sub Assigned

	ESL teachers	EXECH	SPASST	T.ASST	TEACH	Grand Total
NO SUB	4	1		1	2	8
Grand Total	4	28	4	5	222	153

658 Total Days of Absences -- 153/658 = 24.8%  
Does not include Annual Leave Days

<b>8. Including teachers in decisions regarding the use of assessment:</b> All tested area teachers receive multiple data reports concerning their current students. With the help of our CF, IF and MST, teachers will decide how to use iReady data to promote student growth and accountability. Teachers can also use iReady to differentiate instruction in the regular classroom. Data for EOY for rising 6th grade students will be provided at the beginning of the year. CFAs are utilized in PLCs to help intervene students. Finally, we will support PLC planning time for teachers by providing a Training Room (convert Chromebook storage room -- Chromebooks shared by Teams at point of use) to encourage staff interaction and ideas.																
<b>9. Activities for children experiencing difficulty:</b> Through daily Advisory activities, we focus on character lessons to help students that struggle through difficult situations inside and outside of school. Additionally, we will use iReady which will allow for increased differentiation for struggling students.																
<b>10. Coordination and Integration of Federal, State, and Local Services</b>																
<u>How Assessment Results are Reported to Parents: Explain how assessment results will be reported to parents.</u>																