



2016-2017

School Improvement Plan Brief One Page Summary

School Name: New Century Middle School

Principal: Tracy Metcalf

School Improvement Chairperson: Leah Bartram

Three measurable points of pride:

- 6th grade reading improved by 16.9%
- Office referrals decreased by 45%
- We were 10 points above the state average or at 100% in 32 of the TWC Survey categories.

Goals to improve our school in the coming year:

- Increase number of students CCR proficiency in reading/math for B, ED, SWD based on EVAAS data.
- Increase percentage of teacher leadership opportunities, new teacher support, differentiated PD and knowledge of vertical and horizontal content based on TWC Survey.
- Improve school climate for students and parents based on student and parent surveys.

Key Strategies to continuously improve and accomplish goals:

- Implement Keys to Comprehension, grade level unit plans, Data Analysis of Student Work Protocol
- Beginning teacher's participate in "Teaching Studies", peer observations, leadership opportunities
- Implement Centurion Connections program, second stage of PBIS, individual parent/teacher contacts.

Board of Education and community members can assist us in reaching our goals by:

- Seek sustained revenue increases for MCS budget to support materials, technology and student/teacher ratios.
- Policies and incentives to retain high quality teachers.

SCHOOL IMPROVEMENT PLAN

School Name	New Century Middle School	School Number	331
School Address	1577 Union Church Rd., Camerson, NC 28326		
Principal	Tracy Metcalf		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval			
Date of Last Review/Update			
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

New Century Middle School prepares future leaders in a safe, supportive, and challenging environment.

Mission Statement

The school does not presently have a mission statement, but the SIT is leading the faculty in the process of creating one.

District and State Goal Alignment

Moore County Schools Key Indicator of Success - 1) Learning Pathway

Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Moore County Schools Key Indicator of Success - 2) Community

Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Moore County Schools Key Indicator of Success - 3) Culture Pathway

Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Moore County Schools Key Indicator of Success - 4) Leadership Pathway

Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.

Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Tracy Metcalf		
Parent Representative	Amanda Senff	11-May-16	2016-18
Parent Representative	Bobbie Oglesby	5/11/2016	2016-18
Assistant Principal	Julia Brown		2016-18
Certified Staff	Nicole Wilson	5/18/2016	2016-18
Certified Staff	Chase Cameron	5/18/2016	2015-17
Certified Staff	Kellie Parsons	5/13/2015	2016-18
Certified Staff	Leah Bartram	5/13/2015	2015-17
Certified Staff	Marissa Grooms	5/13/2015	2015-17
Certified Staff	Cherisse Jackson	5/18/2016	2016-18
Certified Staff (Instructional Support Personnel)	Amber McKinney	5/18/2016	2015-17
Certified Staff (Instructional Support Personnel)	Tracy Miller	5/13/2015	2015-17
Teacher Assistant	Michael Lee	5/18/2016	2016-18
Office Staff	Amanda Blackburn	5/13/2015	2015-17

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

our 6th grade significantly increased proficiency in both reading and math. We met growth, but did not exceed growth and remain stagnant in proficiency and growth. We met 20 of our 25 AMOs, despite specifically targeting those students in our School Improvement Plan. The Teacher Working Conditions Survey indicates teachers feel NCMS is a good place to work and learn, with at least 15 categories above 90% . We successfully launched and maintained our PTA and Parent Advisory Group this year. 30% of our parents participated in specific events led by the PTA or school, but the biggest participation was around events tied to a specific requirement of their child such as student led conferences or performances/athletics. Our implementation of PBIS led to 45% less referrals to the office and has begun to give a sense of community in the school.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Our initial proficiency data indicates relatively stagnant proficiency with the exception of the 6th grade. Our cohort data indicates that our proficiency in each subject decreases each year in middle school. Although we have increased alignment and rigor in our classrooms, we remain stagnant in our proficiency. The cohort data indicates that our students achieve less proficiency as the progress through grades 6th – 8th. As we continue to focus on consistency in applying rigor in lessons that are aligned and assessed at the level of the NCSCoS, we will also need to apply grade level and school wide strategies to address identified areas of challenge. We will need to increase our use of vertical planning to address decreasing proficiency over time. We have 10 new staff members, some of whom are first year teachers, so our professional development will need to be differentiated to be effective. Although we are making progress in increasing proficiency, the gap has widened for our sub-groups.

The Teacher Working Conditions Survey indicates that while teachers feel NCMS is a good place to work and learn, there are specific areas of concern that still need to be addressed, especially in the area of professional development and new teacher support. Although our school counselors work with students on a variety of issues, there is no comprehensive guidance plan that drives their work. We took a survey this year of the number of students they served, the topic area in which the student was served, and the number of sessions offered. This identified areas that we need to focus on in a more systematic way and which may lead to increased achievement among students when addressed. We successfully launched and maintained our PTA and Parent Advisory Group this year, but only averaged 10 parents who attended regularly. We would like to see more parents participate in advisory and decision-making roles as well as increase parent participation in academic events.

3. What data is missing, and how will you go about collecting this information for future use?

We need additional specific data tied to PBIS and will collect this using Educator's Handbook.

Priority Area 1:

Increased proficiency in Reading.

Priority Area 2:

Increased proficiency in Math.

Priority Area 3:

Positive growth in professional climate and culture.

Priority Area 4:

Positive growth in school and community culture.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Increased proficiency in Reading.
*SMART Goal <small>*Specific, <u>M</u>easurable, <u>A</u>ttainable, <u>R</u>esults-Oriented, <u>T</u>imebound</small>	By June 2018, NCMS will increase the identified students who are CCR proficient in reading as follows: <input type="checkbox"/> Black students from 35.7% to 62.6% <input type="checkbox"/> ED students from 41.9% to 64.2% <input type="checkbox"/> SWD from 14.3% to 56.4%
Target Goal for 2016-17 <small>(What goal must be reached to be on target to meet SMART goal?)</small>	By June 2017, NCMS will increase the identified students who are CCR proficient in reading as follows: <input type="checkbox"/> Black students from 35.7% to 45.2% <input type="checkbox"/> ED students from 41.9% to 57.1%
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Implement the Keys to Comprehension Program School-Wide

Action Steps to Implement Improvement Strategy

- 1) Teachers will meet by grade level and use the protocol sheet to create an implementation plan for the identified strategies. This plan will be posted on Canvas to be shared by other grade levels.
- 2) Administration Walk-Through Form will focus on strategies being implemented.
- 3) Teachers will receive support from staff who already implement strategies
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- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) C&I will conduct training on early-release days using a differentiated model and focusing on one section of the training each quarter
- 11)
- 12)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Implement effective co-teaching models in ELA and Math Classes

Action Steps to Implement Improvement Strategy

1) • Inclusion teams will implement 2 different co-teaching strategies each quarter and then complete reflection on effectiveness of implementation. These reflections will be posted on Canvas for use by other inclusion teams

2) • There will be scheduled time offered for increased EC collaboration with non-inclusion teachers in social studies and science

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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Teachers will be trained on effective co-teaching models.

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Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Creation and implementation of content integrated units by grade level; Grade level teams will implement the Data Analysis of Student Work Protocol

Action Steps to Implement Improvement Strategy

- 1) • Grade level teams will meet during monthly PLC meetings to share lessons/standards/major projects using a standard format
- 2) • Each grade level team will create 1 integrated unit/semester which will include shared vocabulary, common routines, and formative assessment
- 3) • Teachers will implement unit and evaluate its effectiveness. Units will be shared school-wide.
- 4) • Individual grade level teams will meet two times per month to continue to analyze student work for alignment and rigor by using data from common assessments with a standard format
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- 8)
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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Teachers will be trained on using the standard Understanding by Design unit framework.
Teachers will be trained on facilitating the Data Analysis for Student Work protocol.
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Administrator walkthroughs, common assessments, and benchmark data.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Administrator walkthroughs, common assessments, and benchmark data, EOG/NCFE Data.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Increased proficiency in Math.
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2018, NCMS will increase the identified students who are CCR proficient in math as follows: <input type="checkbox"/> Black students from 25% to 61.2% <input type="checkbox"/> ED students from 28.5% to 63.7% <input type="checkbox"/> SWD from 11.6% to 47.6% as measured by the Math EOG test.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, NCMS will increase the identified students who are CCR proficient in math as follows: <input type="checkbox"/> Black students from 25% to 53.4% <input type="checkbox"/> ED students from 28.5% to 56.5% <input type="checkbox"/> SWD from 11.6% to 47.6% as measured by the Math EOG test.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

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Action Steps to Implement Associated Professional Development

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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10) C&I will conduct training on early-release days using a differentiated model and focusing on one section of the training each quarter

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Action Steps to Implement Associated Parental Involvement

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Positive growth in professional climate and culture.
*SMART Goal <i>*Specific, Measurable, Attainable, Results-Oriented, Timebound</i>	By June of 2018, NCMS will increase the percentage of teachers who agree or strongly agree in the following areas: <input type="checkbox"/> Appropriate level of decision making from 76.3% to 95% <input type="checkbox"/> New teacher support from 83.8% to 95% <input type="checkbox"/> Differentiated professional development from 72.5% to 95% <input type="checkbox"/> Knowledge of content from 87.2% to 95% as measured by the 2018 Teacher Working Conditions Survey.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, NCMS will increase the percentage of teachers who agree or strongly agree in the following areas: <input type="checkbox"/> Appropriate level of decision making from 76.3% to 85% <input type="checkbox"/> New teacher support from 83.8% to 90%
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

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IMPROVEMENT STRATEGY #1

Implement a Professional Development Sharing Model

Action Steps to Implement Improvement Strategy

- 1) • Teachers will share the PD they have gained during designated time at faculty meetings and grade level chair meetings
- 2) • Administration will create a module on Canvas to be a central location for PD resources
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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Teachers will be offered a variety of leadership opportunities throughout the year.

Action Steps to Implement Improvement Strategy

1) • Teachers will continue have opportunities to serve on sub-teams of the School Improvement Team, the Flex Team, and the PBIS Team.

2) • Teachers will participate in grade level and teambuilding planning.

3) • Teachers will be offered opportunities to lead specific programs such as Veteran's Day, curriculum /showcase events, and sports.

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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Beginning teachers will participate in Teacher Studies; All teachers will conduct one peer observation per semester.

Action Steps to Implement Improvement Strategy

- 1) • All BTs will participate in quarterly Teacher Studies using the Rutherford Model.
- 2) • All teachers will complete one peer observation per semester using the Peer Observation Framework.
- 3) • Teachers assigned by administration based on the strengths/training of each staff member
- 4) • Teachers will sign off that the observation has been completed that includes any additional PD, resources, or support needed
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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

BTs will be trained on the Rutherford Teaching Studies protocol
Teachers will be trained on the peer observation framework.

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Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Administrative and grade level oversight in both processes.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Administrative walkthroughs, mid-year surveys, TWC survey, SIT SERVE review team analysis.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

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Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Positive growth in school and community culture.
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June of 2018, a survey of NCMS students will indicate that <input type="checkbox"/> 95% feel safe at school <input type="checkbox"/> 80% have a sense of belonging <input type="checkbox"/> 85% are involved in extra-curricular activities <input type="checkbox"/> 75% want to come to school and a survey of NCMS parents will indicate that <input type="checkbox"/> 95% feel welcome in the school <input type="checkbox"/> 50% participate in two or more activities during the year
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June of 2018, a survey of NCMS students will indicate that <input type="checkbox"/> 90% feel safe at school <input type="checkbox"/> 70% have a sense of belonging
MCS Growing to Greatness 2.0	Key Indicators of Success - Community

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Implement the Centurion Connections program on the first and third Fridays during flex time; Implement Clubs on second and fourth Fridays during flex time

Action Steps to Implement Improvement Strategy

- 1) • Teachers will be assigned between 10-14 students for their "Centurion Connections" group. These students will be multi-grade and multi-ability.
- 2) • Teachers will use the curriculum provided by the school counselor to implement lessons and activities that focus on developing students' academic, social, and positive behavior skills.
- Teachers will follow these students for three consecutive years.
- 1) • All clubs will have an academic, physical, or service focus
- 2) • Students will sign up for clubs in the first 10 days of school for 2016-17 and will register for 2017-18 clubs in the spring
- 3) • The 5th grade orientation will include a "Club Fair" and students will make their choices during registration.
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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Teachers will be trained to use the curriculum.

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PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

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Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

Parents will be informed of program through letter and website.

13) Parents will be invited to offer a club on these days.

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PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Implement the second stage of PBIS

Action Steps to Implement Improvement Strategy

1) The PBIS team will review all PBIS data from 2015-16 and introduce the next steps of PBIS to include an individual and class reward system.

2) The PBIS team will create and implement individual and class reward system.

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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

10) • All teachers will be trained during the kick-off week on the new individual and class rewards for PBIS.

11) • Teachers will be trained by PAR in September to use Educator's Handbook to record minor incident reports.

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

All teachers will implement individual Parent/Teacher Contacts

Action Steps to Implement Improvement Strategy

- 1) • HR teachers will make one individual, positive contact for each student before the Student Led Conferences (individual email, phone call, conference, conversation)
- 2) • Encore teachers will choose one class and make one individual, positive contact for each student before the Student Led Conferences (individual email, phone call, conference, conversation)
- 3) • Teachers will make 2 individual parent contacts per student per year – logs will be turned into administration at mid-year and end of year (individual email, phone call, conference, conversation)
- 4) • Teachers will share one positive student or parent interaction at each faculty meeting – assigned by grade level
- 5) • The communications flex class will produce a staff directory with photographs
- 6) • A sub-team of the SIT will create a schedule that pairs performance events with an academic component and vice versa.
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) • HR teachers will make one individual, positive contact for each student before the Student Led Conferences (individual email, phone call, conference, conversation)
- 14) • Encore teachers will choose one class and make one individual, positive contact for each student before the Student Led Conferences (individual email, phone call, conference, conversation)
- 15) • Each student will receive 2 individual parent contact per year – logs will be turned into administration at mid-year and end of year (individual email, phone call, conference, conversation)

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Administrative Walkthroughs; teacher/parent logs; the PBIS team will track data using Educator's Handbook and provide information to the staff and adjust the program as needed,

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Educator's Handbook data; student and parent surveys; parent attendance data

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)