

Pender County Schools

School Performance Improvement Plan



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Burgaw Middle School Improvement Plan

2015 - 2016



School Performance Improvement Team

Principal	Caroline Godwin
Superintendent	Terri Cobb
Assistant Principal	Kristine Branch
Elementary/Title 1 Director	Beth Metcalf
Secondary Director	Mary Mortensen

Principal's Signature: _____

Director's Signature: _____

School Demographics

Burgaw Middle School serves the town of Burgaw North Carolina and its surrounding communities within the Pender County School District. It is a small middle school of 271 students. There are 142 male (52%) and 139 female (48%) students. Ethnically the breakdown is 124 Black (46%), 113 White (42%), 30 Hispanic (11%) and 4 multi-racial (1%) students. Twenty-three percent of students receive EC services for an identified learning disability and ten percent are identified as academically gifted in reading and/or math. Seventy-eight percent of students at Burgaw Middle School receive free or reduced lunch making Burgaw Middle School a Title I school. A total of three students qualify for migrant status. The student demographic reflects the community in which the school is located. The full time staff consists of 19 teachers, 4 teacher assistants, 2 administrators, 1 counselor, and 1 media specialist. Burgaw Middle School is also staffed with a school nurse (50%) and two academic instructional coaches (20%). All certified staff are considered highly qualified as defined by the state of North Carolina. The school uses Title I funds to fund part time tutors in reading and math. The school support staff consists of 4 teaching assistants, 1 data manager/bookkeeper, and one secretary/receptionist who are all full time. The area of Pender County served by Burgaw Middle School is mostly rural with farming being the primary occupation. Those who do not farm commute to nearby cities and towns for work. In recent years, the downturn in the economy has led to two growing challenges for the school. First, the lack of economic opportunity has led to decreasing enrollment and a steadily decreasing economic status for the families whose children go to the school. While these challenges are expected to remain for the immediate future, Burgaw Middle School is working on involving the community to address them.

The most notable achievement for Burgaw Middle School in the last two years is the one student one device initiative. This was started as school wide program during the 2013-2014 school year and adopted by the entire district for all

middle schools the following year. Simply put, the one student one device initiative puts an internet ready device (Chromebook) in the hands of every student at the school for their use during the school day.

Student Achievement Data

Burgaw Middle's highest area of achievement is in science, in which the overall composite has increased during the past 3 years. Students have also met or exceeded the EVAAS growth standard during the past three years and has exceeded the growth standard for the three-year average. Proficiency in reading and math has seen both increases and decreases during the past 3-4 years. The overall composite score in reading decreased 3.9% from the previous year, however, grades 7 and 8 met or exceeded the growth standard for 2014-15 and all three grade levels met the growth standard for the three-year average. The overall math composite score increased 3.7% from the previous year, however significant growth was only evident with students in grade 7 for the previous two years as well as the three-year average. Based on North Carolina End of Grade assessment data, our black subgroup increased in overall proficiency in reading, math, and science. Our black subgroup was the only group to show an increase in overall reading performance. In math, six subgroups showed increases in overall performance. In the past two years Burgaw Middle School has had 149 out of school suspensions and 421 in school suspensions . Decreasing instructional time lost to disruptive behaviors is a current focus for BMS.

Comprehensive Needs Assessment Overview

Every school in Pender County completes a rigorous yearly comprehensive needs assessment process. Along with reviewing school level data, information is collected from all staff members to determine knowledge and perceptions, areas of need, areas of strength, areas of concern, and a review of current implementation efforts. In the 2015 PCS Comprehensive Needs Assessment, Burgaw Middle School indicated their top five needs as more support working with struggling students, differentiation and project-based learning, creating a positive classroom culture, content specific topics for professional development, and a greater emphasis on culture and diversity.

Strategic Directive I: Student Learning & Growth

Goal 1: Low performing schools will increase the school performance grade to a C or higher by the end of the 2015-16 school year as measured by end of grade and end of course test scores.

Action Steps	Person Responsible	Process Check
100% of students will participate in district benchmarks	Principals	October, December, April
Benchmark data will be reviewed after each assessment window using the data team protocol	Director	October, January, April
School will strive for 70% of students to be at 70% average proficiency by the spring benchmark assessments	Teachers, Principal, and Director	April
All content areas will participate in common assessments aligned to common core and essential standards in order to have data to support student proficiency	Principal, Assistant Principal, Content Teachers, Support Staff	October, December, April
All certified staff will participate in monthly writing PD in order to increase proficiency on constructed response on EOG and other authentic writing tasks.	Principal, Assistant Principal, Teachers, Support Staff	October, December, April
All certified staff are implementing Common Instructional Framework (CIF) strategies with focus on improving core instruction.	Principal, Assistant Principal, Teachers, Support Staff	On-going
BMS is revamping the school-wide PBIS processes and procedures to decrease the amount of class time that is lost due to disruptive behaviors.	PBIS Team	On-going
Students will have the opportunity to engage in a summer remediation program in June of 2016. As part of this program, students who scored 1 and 2 on an EOG will be able to retake it for a passing score.	Principal, District Leadership	June



Strategic Directive I: Student Learning & Growth

Goal 2: Low performing schools will exceed growth as measured by the 2015-16 accountability results as indicated in the 2016 EVAAS data.

Action Steps	Person Responsible	Process Check
Low performing schools will seek to grow each student at every benchmark/assessment window	Principals and Teachers	October, January, April
The growth of tested indicators will be reviewed by each data team at the MOY and EOY data review sessions	Principals and Teachers	January, April
Teachers and principals will have support for their data teams as they review growth data and disaggregate individual student growth measures	Directors	On-going
Teachers and principals will refine their Multi-tiered Student Support Team processes and procedures to include more support for tier 2 and tier 3 students.	Principal, MTSS team, Directors	January, April, June
Teachers and the administration will review data of Schoolnet assessments and align instruction to increase student proficiency on a regular basis.	Principal, Assistant Principal, Teachers, Data Team	On-going
Students will receive intensive data driven intervention in small groups for 30 minutes daily.	Principal, Assistant Principal, Teachers, Data Team	On-going
BMS will increase the personnel available to support students who are struggling.	Principal, Assistant Principal, Directors	On-going

Strategic Directive II: Personnel Development

Goal 1: School leaders and district leaders will collaborate on a regular basis to insure that student learning goals are met by the end of the 2015-16 school year as measured by state accountability targets and measures.

Action Steps	Person Responsible	Process Check
District directors will complete monthly collaborative walkthroughs in each low performing school	Director	Monthly
Principals and directors will meet in their own PLC every 6-8 weeks to review strategies for success, discuss data, and develop action steps	Director	Monthly
Principals and directors will plan/request professional development in areas that are directly related to improving the school performance grade for each low performing school	Principals/Directors/Cabinet	As Needed
Principals, directors and human resources staff will work together to recruit and retain high quality teachers, particularly in the areas of ELA, Math and, Exceptional Children’s services.	Principals/Directors/Cabinet	On-going



Strategic Directive III: Community/Parent Connectedness

Goal 1: Parents will be informed and will have the opportunity to provide feedback on the school’s improvement plan and to respond to their own child’s academic progress.

Action Steps	Person Responsible	Process Check
The principal will write and disseminate required notices to parents regarding the school’s performance status.	Principal/Superintendent	30 days from designation as low performing
The school board will review and approve the plan of action for each low performing schools	Superintendent/BOE	30 days and 60 days from designation as low performing
The community partners with our school through the Advisory Council and School Improvement to provide feedback on school processes and progress.	Principal, Assistant Principal, Advisory Council, School Improvement Team	On-going
BMS will help parents know and understand their student’s data. All parents will have a data meeting with their child’s teacher during the first quarter of the year to provide information on current assessments and to create a goal for growth and progress.	Classroom Teachers	End of first semester

Procedure for Monitoring and Adjusting the Plan

An ongoing monitoring plan and procedures for plan revisions include monthly principal PLC review, a bi-monthly review of school data with leadership from each low performing schools, and bi-monthly school on-site school review by central office staff. Other monitoring mechanisms include reviewing action steps at each monitoring point, as listed above. An ongoing data collection repository has been prepared for on-going internal reviews by the central office cabinet, instructional team members, and school building leadership.