

Pender County Schools

School Performance Improvement Plan



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Cape Fear Middle School Improvement Plan

2015 - 2016



School Performance Improvement Team

Principal	Leslie Newman
Superintendent	Terri Cobb
Assistant Principal	Elizabeth Behr
Elementary/Title 1 Director	Beth Metcalf
Secondary Director	Mary Mortensen

Principal's Signature: _____

Director's Signature: _____

School Demographics

Cape Fear Middle is the second largest middle school in Pender County, nestled into the predominantly rural Rocky Point area. The current student count of 523 students places CFM above capacity for the school in which the students are housed. The breakdown of demographics is 60% White, 23% Hispanic and 13% African American. Our free and reduced population is approximately 76%. The middle school, for only the third year, is fed by two feeder schools, Cape Fear Elementary and Rocky Point Elementary. Notable achievements for Cape Fear Middle School are that our students continue to meet or exceed expected growth from year to year; our 8th grade Science proficiency is considerably higher than the district and state averages; and the achievement gap for EOG Scores between Hispanic and White students has closed significantly.

Student Achievement Data

Cape Fear Middle's highest area of achievement is with 8th grade Science EOG scores. Cape Fear Middle scored significantly higher than the state average. In addition, Cape Fear Middle has exceeded the EVAAS growth standard during the past three years in science. Areas that are in need of improvement include proficiency and growth in both reading and math. The overall reading performance composite decreased 0.7%, however, we met the EVAAS growth standard for 2014-15 in reading, as well as for the three-year average. While the overall math performance composite increased 4.6% and we met the growth standard for math overall in 2014-15, our three-year average shows that we did not meet growth in the area of math. North Carolina End-of-Grade/Course data shows an increase in proficiency in reading, math, and science for our black subgroup. The largest proficiency gap is between the students with disabilities subgroup and the white subgroups in reading and math. There is a 7-13% proficiency gap between the white subgroup and the black, hispanic, multi, and economically disadvantaged students subgroups. In the past two year, discipline and student behavior data has remained constant. In 2013-14 there were 94 short term out-of-school suspensions and in 2014-15 there were 86 short term out-of-school suspensions. CFMS has an in-school suspension space where instruction can be provided to students who are not finding success in the regular classroom.

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, Cape Fear Middle School identified the following five areas as their greatest areas of need. They include content specific PD topics, more support working with struggling students, project-based learning, diversity and cultural awareness, and a focus on differentiation and Higher Order Thinking Skills in their daily instruction.

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	Monitoring Dates
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
The school leadership team will complete weekly walk-throughs. The walk-through focuses on student engagement, rigor, and instructional impact. Administration uses walk-throughs to support high expectations for each student.	School Leadership Team	Weekly
Criteria will be created for selecting instructional materials that will enhance classroom instruction and are aligned to the needs of the students at CFMS.	Data Team, School Leadership Team, Principal	Quarterly
CFMS leadership will use data to identify best practices for daily instruction. Department meetings, PLCs, and individualized instructional coaching are the platforms for these conversations. Subject specific data will be used to make changes to daily instruction and interventions.	Principal, Instructional Support Staff	Weekly
CFMS will utilize the services of a variety of instructional support staff on a weekly basis. Staff utilized for this effort include ESL support, instructional coaches, AIG coaches, and other specialized district personnel.	Principal, Instructional Support Staff	Weekly
Professional Learning Communities will be the focus for teacher leadership opportunities.	Teachers	On-Going
The school will provide effective professional development for staff that is in direct response to teacher and staff requests, tailored to meet the needs identified by the data team.	Principal and District Instructional Staff	On-Going



Students will have the opportunity to engage in a summer remediation program in June of 2015. 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
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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	October, January, April
Teachers and principals will have support for their data teams as they review growth data and disaggregate individual student growth measures. PLCs will regularly meet to review individual student data.	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 will engage in professional development on data analysis focusing on the whole child. Data will be used to look at achievement, demographics, perceptions, and procedural feedback.	Principal, District Staff, Teachers	Weekly
The data team will be integral to identifying core instructional issues and supporting students as they use data tools to inform instruction with a focus on using multiple pieces of information/data to make decisions at the school and classroom level.	Data Team	Quarterly
CFMS will increase the amount of tutoring and support personnel that provide data driven support to students.	Principal, Tutor, Data Team, Title 1 Director	On-going

Students will be engaged in individual conferences with their families and/or teachers when students exhibit academic risk behaviors such as disruptions to their academic success.	Administration, PBIS Team, Teachers, Families	As Needed
CFMS will revise their PBIS plan and general processes and procedures to insure students are aware of the high expectations and the organizational system at the school.	Administration, PBIS Team, Teachers, Families	Monthly

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 walk-throughs 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 involve parents in tracking the progress of their child’s data.

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 school.	Superintendent/BOE	30 days and 60 days from designation as low performing
CFMS will focus on non-English speaking families to be more included in their child’s education.	Principal, Title 1 Lead, Parent Engagement Coordinator	On-going
CFMS will use a variety of platforms to collaborate with and inform parents about the progress and daily school experience of their children.	All CFMS Staff and Parent Engagement Coordinator	On-going
The staff will receive multiple professional develop opportunities for engaging families in the understanding and review of their child’s data. CFMS will insure parents play an integral role in the achievement of their students.	Principal and Instructional Coaches	On-going

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 on-going data collection repository has been prepared for on-going internal reviews by the central office cabinet, instructional team members, and school building leadership.