

Pender County Schools

School Performance Improvement Plan



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Malpass Corner Elementary Improvement Plan 2015 - 2016



School Performance Improvement Team

Principal	Stephen Buchanan
Superintendent	Terri Cobb
Assistant Principal	Avery Horrell
Elementary/Title 1 Director	Beth Metcalf
Secondary Director	Mary Mortensen
Title 1 Lead	Megan Groseclose
Interventionist	Justin Robinson

Principal's Signature: _____

Director's Signature: _____

School Demographics

Malpass Corner is a rural school located in the north east corner of Pender County. The majority of students that attend our school come from working class families. This geographic area of Pender County contains thousands of acres of farmland and swamp land. For several seasons a popular television show named "Swamp Loggers" was filmed in our area and depicted the difficulties in the logging business. Our particular area's claim to fame are film industries use of old farms for such shows as Sleepy Hollow and Under The Dome. The majority of our parents do not work in the film industry however, most work in local factories or other typical blue collar jobs. The poverty rate is high, with 85% of our students qualifying for free and reduced lunch. There is a steady population of students, with minimal increase over the past three years in total populations. We do have several migrant families that join us in Mid to late May, after they have completed their school year in more southern states. For these migrant students, we sometimes have to administer End of Grade testing to them even though we have not had opportunity to instruct them. Testing data can fluctuate and the fidelity and decision making based on this data should be taken into consideration, due to the fact that these migrant students rarely are still in attendance for the following school year.

Malpass Corner Elementary school has a K - 5 population of 450 students, with an additional 36 Pre K students who are housed in our school as well and will attend Kindergarten at Malpass Corner Elementary School. Approximately 47% of our students are black and about 44% of our students are white. Our Hispanic population makes up the rest of the student body. The MCES staff is composed of about 50 professionals total. We have a wide range of experience on staff with about 50% with 4 or less years' experience, 30% between 4 and 16 years' experience and the remaining 20% with 16 years+ of experience.

Student Achievement Data

The most notable achievement at Malpass Corner Elementary School is that for the past eight years, we have met or exceeded our growth using the EVAAS model. In many cases historically, schools do not consistently meet or exceed their growth. During the past 3 years, Malpass Corner Elementary has met or exceeded growth overall in reading, math, and science. The three-year EVAAS average showed MCES meeting growth in reading and math while exceeding growth in science. This information is critical to understanding the overall effectiveness of our school. Looking at proficiency alone, without consideration that students are coming to our school less proficient than their peers in other geographic areas is critical. Fifth grade science is an area that has consistently met or exceeded growth and increased proficiency. We attribute this success not only to extraordinary teaching from the 5th grade teachers but also a reflection of a rich and nurturing elementary experience starting for some students as early as Pre-kindergarten.

Based on North Carolina End of Grade assessments, Malpass Corner Elementary data indicates that both economically disadvantaged and students with disability subgroups increased their proficiency in reading and math. The proficiency gap between white and black subgroups decreased in reading but increased in math and science. We have focused our targeted tutoring on this subgroup primarily in upper grades and there is great discussion on moving this instruction to earlier years. For the past three years our reading and math proficiency has increased each year and science scores have increased overall. For the past two years MCES has worked to reduce instructional time lost due to behavior. From 2013-14 to 2014-15, out of school suspension rates have decreased by 35%.

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, Malpass Corner indicated their top six greatest needs were more support working with struggling students, a focus on Higher Order Thinking Skills, content specific PD topics, differentiation of instruction, teaching math problem solving, and project-based learning.

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 data team will identify students who are at risk for failing and will monitor the layered support provided to those students. Student data will be tracked regularly at data team meetings.	Data Team, Assistant Principal	October, January, April
The school leadership team will prepare a common walkthrough and will complete weekly walkthroughs, with a goal of 8 walkthroughs each instructional day. The walkthrough focuses on student engagement, rigor, and instructional impact.	School Leadership Team	Weekly
The school will increase rigor and challenge for our on grade level and above grade level students by supporting them through the gifted nurturing program offered by our AIG specialists.	School Leadership, AIG coach	Weekly
MCES will create a criteria for selecting instructional materials that will enhance classroom instruction and are aligned to the needs of the students at MCES.	Data Team, School Leadership Team, Principal	Quarterly

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
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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	Directors	On-going
Teachers and principals will refine their Multi-tiered Student Support Team processes and procedures to include more support for tier 2 students.	Principal, MTSS team, Directors	January, April June
Utilize MTSS team to help enhance PBIS behavior support to insure consistency among all staff Tier 2 and Tier 3 behavior interventions.	MTSS team	Weekly
The leadership team will track and share trends in walkthrough data at monthly PLCs. The focus will be those actions that directly impact student learning, with a focus on growing each student every day.	Leadership Team	Monthly



PLCs will create plans that utilize data to guide instruction and grow each student. PLCs will be supported by the interventionists, administration, and district instructional coaches.	Principal, PLC Team Leaders, Instructional Coaches	Quarterly
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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	As needed



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 participate in activities that increase student achievement.

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 school will provide multiple opportunities for parent engagement in the academic core through several activities including STEM night, Math night, Literacy night, and Curriculum night.	Principal/Title 1 lead	On-going
MCES 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 nine weeks

Procedure for Monitoring and Adjusting the Plan



An ongoing monitoring of the plan and procedures for revisions include monthly principal PLC review, a bi-monthly review of school data with leadership from each low performing school, 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 internal reviews by the central office cabinet, instructional team members, and school building leadership.