

CM Eppes Middle School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2014-2016

Tab Legend

Yellow - All Schools
Green - K-8 Schools Only
Purple - 9-12 Schools Only
Gray - District Completed
Orange - Title 1 Schools

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Read 3D	Percentage Proficient (Green and Blue)					
	2013-14	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

Read 3D	Percentage Proficient (Green and Blue)					
	2014-15	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

Read 3D	Percentage Proficient (Green and Blue)					
	2015-16	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Reading	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4		
	5		

6	MG	-0.1
7	MG	-0.7
8	MG	1.8

Reading	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4		
	5		
	6	MG	-1.1
	7	MG	0.6
	8	MG	2
Reading	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4		
	5		
	6		
	7		
	8		

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6	39.6	29.7	45.5	82.8	94.4	19.2
	7	40	31.2	44.4	71.9	>95	20.7
	8	35.6	27.3	20	65.9	>95	14.7
Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2014-15	All	Black	Hispanic	White	AIG	SWD
	3						

4						
5						
6	35.9	25.2	66.7	72.4	84.2	6.9
7	39.6	28.8	58.3	77.8	94.1	17.2
8	37.2	27.9	40	66.7	93.3	14.3

Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4		
	5		
	6	MG	-1.1
	7	DNM	-7.2
	8	DNM	-2.4
Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2014-15	Growth - MG, DNM, EG	Estimated School NCE Gain
	3		
	4		
	5		
	6	MG	0.8
	7	DNM	-4.4
	8	MG	1
Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain

3		
4		
5		
6		
7		
8		

Science	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	2013-14	Growth - MG, DNM, EG	School Effect Number
	5		
	8	DNM	-2.2
	2014-15		
	5		
	8	MG	0.1
	2015-16		
	8		
Math I	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
		Growth - MG, DNM, EG	School Effect Number
	2013-14	DNM	-2.4
	2014-15	MG	1
	2015-16		

K-8 Student Achievement Data							
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6	35.4	23.4	45.5	82.8	>95	19.2
	7	24.4	12.8	22.2	68.8	86.7	10.7
	8	19	9.7	20	48.8	89.3	<5
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2014-15	All	Black	Hispanic	White	AIG	SWD

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchall>

	3						
	4						
	5						
	6	28.2	17.1	66.7	69	84.2	<5
	7	25.5	13.7	33.3	74.1	94.1	17.2
	8	27.6	15.4	10	69.2	86.7	7.1
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						
Science	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2013-14	All	Black	Hispanic	White	AIG	SWD
	5						
	8	39.8	27.3	60	73.2	>95	11.8
	2014-15						
	5						
	8	52.6	40.3	63.6	89.5	>95	29.6
	2015-16						
5							
8							
Math I	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		All	Black	Hispanic	White	AIG	SWD
	2013-14	58.1	48.9	20	71.4	89.7	*
	2014-15	87.7	81	*	92.9	>95	*
2015-16							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences

	2014	2015	2016
K			
1			
2			
3			
4			
5			
6	22	39	
7	31	33	
8	42	33	

Promotion Retention Data

Promotion Rate:

	2014	2015	2016
K			
1			
2			
3			
4			
5			
6	0	0	
7	1	0	
8	2	0	

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Out of School Suspension Data

OSS - Number of suspensions:

	2014	2015	2016
K			
1			
2			
3			
4			
5			

6		281	
7		267	
8	624	214	

Technology Readiness Data

Number of Tested Students

	2014	2015	2016
3			
4			
5			
6	174	170	
7	184	192	
8	180	196	

Number of Student Devices for Online Testing

	2014	2015	2016
Desktop	50	36	
Laptop	832	659	
iPad	90	69	

Student demographics data

We are an urban school of 558 students centrally located in the city of Greenville and adjacent to East Carolina University. 74.3% of our students receive free lunch and 6.1% of our students receive a reduced lunch. The ethnic make-up of our school is 1% Asian, 72% Black, 5% Hispanic, 3% Multi-Racial, and 18% White. 13.3 % of our total students are in the Exceptional Children's program and 9.3% of our students are Academically Gifted. In general, we have a small percentage of parental support; however, we are supported through outside agencies such as churches and volunteer programs.

Student behavior data

<u>Student Engagement Data</u>			
<u>Number of students with > 10 unexcused absences</u>			
	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>6</u>	<u>22</u>	<u>39</u>	
<u>7</u>	<u>31</u>	<u>33</u>	
<u>8</u>	<u>42</u>	<u>33</u>	
<u>Promotion Retention Data</u>			
<u>Promotion Rate:</u>			
	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>6</u>	<u>0</u>	<u>0</u>	
<u>7</u>	<u>1</u>	<u>0</u>	
<u>8</u>	<u>2</u>	<u>0</u>	
<u>Out of School Suspension Data</u>			
<u>OSS - Number of suspensions:</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
	624	389	

GOAL 1

We will improve school performance grade by implementing specialized instruction through small group extend and repair instruction and targeted assistance for students who scored a level II or III on 2015 EOG testing. This on-going instruction will be monitored by weekly data collection of PLCs, quarterly marking period report cards, BOY, MOY and EOY district benchmarking, and quarterly end-of-marking period district common assessments. Our school performance grade will increase to a 55 or better (grade C) by June 2016 as indicated by our EOG scores.

Strategies used to implement this instruction will be to analyze comprehensive EOG data, STAR reading and math data, benchmark data, and district common assessment data will be analyzed to determine placement of students in extend and repair or targeted assistance instructional groups in all grade levels. Anecdotal and formative data will be monitored weekly in teacher PLCs, while all other district-wide benchmarking and quarterly common summative assessments will be analyzed by teachers as well as administration, the instructional coach, and the School Improvement Team. Instructional strategies used will include Accelerated Reading programs, Accelerated Math programs, differentiated instructional groups, literacy across the curriculum.

Action Steps

The action steps we will take to complete this goal will be:

The School Improvement Team will collect and analyze school data.

Teachers and administration will use the data to group accordingly the students recommended for specialized instruction.

Teachers will be contracted to provide specialized instruction.

Weekly PLC time will be provided for teachers to reflect on the effectiveness of the instruction.

The School Improvement Team will meet monthly to evaluate the effectiveness of the instruction and revise the instructional

The county will provide Accelerated Reading and Math, as well as STAR Reading and Math to provide progress monitoring Administration will complete Super Observations as well as on-going teacher observations to collect specific information on Administration and Instructional Coach will participate in instructional rounds in other schools in the district to observe effective Teachers will complete Peer Observations in order to collaborate and reflect on researched-based best teaching practices. School-wide Vertical Alignment training will be facilitated throughout the school year by the school Instructional Coach, Teachers, Support Staff and Administration will create a partnership with another Middle School in order to share research- Elective teachers will collaborate with reading, math, social studies, and science teachers to incorporate content specific

GOAL 2

We will raise school accountability growth from our 2015 “Met Growth” status to “High Growth” in the 2016 school year by providing smaller class sizes in sixth grade reading and math content classes and providing small-group setting for specialized instructional classes in all grade levels. This strategy will be implemented throughout the 2015-2016 school year. The effectiveness of small-group settings will be monitored by weekly data collection of PLCs, quarterly marking period report cards, BOY, MOY and EOY district benchmarking, and quarterly end-of-marking period district common assessments.

Strategies used to implement this instruction will be to analyze comprehensive EOG data, STAR reading and math data, and benchmark data. District common assessment data will be analyzed to determine placement of students in small-group settings in all grade levels. Anecdotal and formative data will be monitored weekly in teacher PLCs, while all other district wide benchmarking and quarterly common summative assessments will be analyzed by teachers as well as administration, instructional coach, and the School Improvement Team. Instructional strategies used will include Accelerated Reading programs, Accelerated Math programs, differentiated instructional groups, literacy across the curriculum.

Action Steps

The action steps we will take to complete this goal will be:

The School Improvement Team will collect and analyze school data.

Teachers and administration will use the data to group accordingly the students recommended for specialized instruction.

Teachers will be contracted to provide specialized instruction.

Weekly PLC time will be provided for teachers to reflect on the effectiveness of the instruction.

The School Improvement Team will meet monthly to evaluate the effectiveness of the instruction and revise the instructional focus as needed.

The county will provide Accelerated Reading and Math, as well as STAR Reading and Math to provide progress monitoring data.

Administration will complete Super Observations and on-going observations in order to collect specific information on teacher effectiveness.

Administration and Instructional Coach will participate in instructional rounds in other schools in the district to observe effective and research based teaching practices.

Teachers will complete Peer Observations in order to collaborate and reflect on researched-based best teaching practices.

School-wide Vertical Alignment training will be facilitated throughout the school year by the school Instructional Coach,

Teachers, Support Staff and Administration will create a partnership with another Middle School in order to share research-based teaching strategies.

Elective teachers will collaborate with reading, math, social studies, and science teachers to incorporate content specific vocabulary and concepts into the elective curriculum.

<http://www.ncpublicschools.org/docs/schooltransformation/assessments/training/school-rubric.pdf>