

# Wellcome 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**

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

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

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

**PCS DATA SUMMARY SHEET**

**K-8 Student Achievement Data**

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

6	EG	3.4
7	MG	0.1
8	MG	-1.1

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	EG	3.4
	7	EG	4.4
	8	MG	1.2
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	30.1	23.9	36.5	40	87.5	<5
	7	31.7	24.5	40.8	42.9	90	<5
	8	20.5	19.3	17.1	35.3	71.4	7.7
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	32.1	25.3	39.6	54.5	84.6	30.8
7	39.2	33.7	42.6	53.3	>95	<5
8	26.2	21.5	28.6	35	81.8	7.1

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	DNM	-2.5
	7	EG	2
	8	DNM	-5.4
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	-0.4
	7	EG	3.7
	8	DNM	-2.6
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	-4
	2014-15		
	5		
	8	DNM	-3.6
	2015-16		
	5		
8			

Math I	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
		Growth - MG, DNM, EG	School Effect Number
	2013-14	MG	1.1
	2014-15	MG	0.4
	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	22.3	15.2	34.6	20	>95	6.3
	7	29.9	19.1	46.9	35.7	>95	<5
	8	7	<5	7.5	13.3	57.1	<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	39	32.9	51	27.3	>95	<5
	7	35.9	27.7	48.1	33.3	>95	<5
	8	22.5	16.1	32	30	81.8	<5
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	14.1	6	20.5	40	71.4	15.4
	2014-15						
	5						
	8	34.1	25.3	50	30	81.8	11.1
	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	75.9	71.4	85.7	66.7	>95	NA
	2014-15	85.3	78.6	87.5	<5	80	<5
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	1	7	
7	5	10	
8	10	8	

Promotion Retention Data

Promotion Rate:

	2014	2015	2016
K			
1			
2			
3			
4			
5			
6	89.80%	93.62%	
7	99.30%	97.39%	
8	99.30%	100%	

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	90		
7	127		
8	140		

### Technology Readiness Data

Number of Tested Students

	2014	2015	2016
4			
5			
6	166	141	
7	164	153	
8	146	169	

Number of Student Devices for Online Testing

	2014	2015	2016
Desktop	80	146	
Laptop	64	64	
iPad	25	28	
Chromes	224	258	



# Comprehensive Needs Assessment

Goal 1: The 22% of 8th grade students that are predicted to make a Level 2 in Math will meet expected growth.

Teachers will implement Renaissance Learning within their class, to establish a baseline and monitor student growth throughout the year. RL will provide students with individualized practice to support their individual areas of need. Teachers will be required to create Common Formative Assessments, collect and analyze data, and create an individualized action plan that will include, extension activities, repair activities, and reteaching plans. Teachers will participate in Multi-School PLC's to unpack and prioritize the Common Core Math Standards and discuss best practice strategies. Students that are predicted to score a level 2 will be placed in a semester long Math Remediation class. These students will also participate in Elevate, an additional remediation program that will provide them with individual instruction.

Action Steps

Goal 2: Wellcome Middle School will increase 8th grade Math proficiency by 10%, increasing from 22.3% of students proficient to 32.3%.

County-wide Benchmarks will be administered BOY, MOY, and EOY through the use of Schoolnet. 8th grade Math will take county-wide benchmarks at the end of each marking period. Teachers will use the results of the benchmark tests to analyze student growth, areas of need, and identify successes. Teachers will consistently use Renaissance Learning consistently to provide students with additional practice in their individual areas of need, the program will also be used to monitor the growth of students throughout the year. Teachers will meet within grade level and multi-school PLC's to create CFA's, analyze data, share best practices, and collaborate to create a data driven plan of instruction. The teachers and other staff members throughout the school will monitor individual student data by reviewing individual data notebooks and having data talks with each student.

Action Steps

## Strategies for Success

Strategy	Person Responsible	Timeline	Evidence	Progress Notes
Rennissance Learning	Teacher - implementation Instructional Coach - provide support and training with implementation Principal - monitor implementation process	August 2014 - May 2015 Teachers will use on a weekly basis	STAR data reports, AR goal reports, Instructional Planning Reports (Class and Individual), Individual Progress Monitoring	
8th Grade Math Planning PLC	Teacher - will meet and analyze CFA, EOG, and Benchmark data, create CFA's, create a data driven instructional plan of action for areas of improvement using, share best practice strategies Instructional Coach - train Teachers to use Schoolnet to create CFA's, model how to analyze data, provide resources for lessons and action plans, provide support in any area of concern Principal - be present at select PLC meetings, provide a designated time for teachers to meet, monitor PLC notes and effectiveness	August 2014 - May 2015 Teachers will meet at least once on a weekly basis	PLC Notes, data analysis report, lesson plans, Instructional Action Plans, Student growth reports, CFA data	
Multi-School PLC	Teacher - attend monthly meetings to collaborate in understanding the content standards, prioritize and sequence most important standards based on EOG tests, share and discuss best practice strategies Instructional Coach - facilitate meeting, provide resources, provide training for all members on best practice strategies, data collection, Schoolnet, etc. Principal - monitor attendance, monitor notes, monitor data from individual teachers, designate a time for teachers to meet	August 2014 - May 2015	PLC notes, CFA prof data sheets, Standards planning sheet, data, Overall class growth, lesson plans	
Remediation Class	Teacher - communicate needs with individual math teachers, conduct diagonistics test to determine students needs, create lesson plans that appeal to the needs of the students, focus on test taking strategies, provide 1:1 instruction Instructional Coach - provide resources, train teacher in using diagnostic tools to assess students, model instructional best practices for teacher Principal - observe teacher, review lesson plans, build classtime into the regular daily schedule Data Manager/Counselor - ensure that correct students are assigned this class	January 2105 - May 2015	Lesson plans, observations, individual student data, progress monitor students	
Elevate				

Math Instructional Coach	Teacher - communicate needs to IC, designate a time to meet with IC, be open minded to the idea of change and collaboration Instructional Coach - model lessons, provide training on best practice and research based strategies, provide professional development on implementing technology within lessons, provide professional development on available resources (Schoolnet, Ren Learn, Manipulatives, Big Ideas resources, etc.), designate a time to plan with individual teachers, provide teacher support in any way possible Principal - meet weekly with IC to discuss progress, discuss individual plans with both teachers and IC, designate a time for teachers to devote to meeting with IC, monitor teacher improvement	August 2014 - May 2015	Lesson plans, IC log, Meeting notes, Teacher Observations	
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**Additional Information as requested by DPI:**

**2014-2015 Comprehensive Needs Assessment**

**School Reform**

**A) Describe demographics and characteristics of school community.**

We are a rural school located near East Carolina University, Vidant Health Center, and Patheon Pharmaceutical Plant. We have two instructional coaches that assist teachers with support and staff developments. Through a grant/program all of our students are afforded free lunch and breakfast. According to the 2014/2015 performance data we had a total of 463 students. The ethnic background make up was 55% Black, 33% Hispanic, 2% Multi-Racial, and 10% White. We are considered to be a school of Priority. In the past Wellcome has struggled with parent involvement and community support. However, we saw an increase in parent involvement and community support during the 2014-2015 school year as a result of the implementation of the "Wellcome Revolution" program and a functioning PTO.

**B) Stakeholder's Perspective ( In School Survey Data) \* School will be required to conduct two in house surveys per year that will include feedback from students, parents, and staff. (use same questions for both surveys.**

**C) Student's Outcome**

Overall, Wellcome met expected growth in 2015 which was an increase in growth index from

-3.00 in 2014 to 1.49 in 2015. The school accountability growth includes EOG test in Math, Reading and Science, and an EOC of Math 1. Wellcome met 28 of our 42 Annual Measureable Objectives (66.7%, AMO), a 15.3% increase from 2014 (51.4%). We went from having a total of 37 AMOs in 2014 to 42 AMO's in 2015, an increase of 5 AMO's due to the AMO requirement numbers and our demographic populations.

After looking at the results of the 2015 fall climate survey, there were a high percentage of students who felt that discipline consequences given by administration were unfair. As a result, we have created an Administrative Guideline for Discipline Cheat Sheet to assure consistency in distributing consequences. We discussed the discipline consequence rubric with students at the beginning of the school year. When disciplining students, we refer to the rubric and show students that we do progressive discipline and that we follow the rubric which is aligned with the PCS Code of Student Conduct. Teachers are also required to implement the "Step" PBIS model for teacher-controllable inappropriate behaviors with a consistent outlined consequence rubric. Overall, our students are happy to be a student at Wellcome Middle School.

**D) Describe the process used for data collection and analysis including the participation and sharing with appropriate stakeholders (including parents).**

Each year a climate survey is administered to staff, parents, and students in the fall and the spring. Teachers and students complete the survey on a Google Document. Parents complete the survey on a paper copy that is sent home by the student. Students are given an incentive for returning the parent surveys. The information from the climate survey is shared with the School Improvement Team, the District, and the staff during their grade level meetings. The information from the climate survey is used to help develop the School Improvement Plan which is used as a "road map" when making decisions on school improvement initiatives.

We analyzed the results of the parent and teacher climate survey from the fall of 2015 and discovered that parent involvement was a concern of both parents and teachers. Upon reviewing the teacher surveys, we found 27% of teachers disagreed that parents/guardians support teachers, contributing to their success. While about 21% of parents felt that teachers did not work with them to meet and discuss concerns.

To address this issue, teachers are required to make three parent phone calls a week and have documentation. 6th grade held a curriculum night where parents came to the school to check student's progress, experience the classroom atmosphere, and learn some of the curriculum. We also hold Title I meetings each nine weeks where all staff are present and all parents are invited to attend. To encourage Parent attendance our Title I coordinator offers food, prizes, and an array of meeting times. Parent/Teacher conference nights are held each semester, and parents may set up additional conference as needed. To increase Parent Involvement throughout the school our PTO has taken on a new approach. Our PTO representative is present at all meetings and set up a booth at Open House encouraging parents to join PTO. She began providing incentives for those that joined and continued to participate in schoolwide events. For example, Parents received raffle tickets for every event they attended; the raffle was for a \$25.00 Gas card to sheetz! We are continually working to educate and involve our parents and community leaders in our school.

Lastly, we analyzed the results of the Teacher Working Conditions survey. Based on the results the team created a list of strengths and top priority improvements. After sharing this list with the staff majority voted to focus on the amount of instructional technology within our building. The team is currently working to acquire grant money to purchase more technology within our building. Our school has created a committee that will focus on writing grants. The SIT team is working to allocate funds to purchase more technology.

Along with the climate survey, EVAAS, Common Formative Assessments, and Benchmark Data are used to determine goals for student achievement and to target areas of success as well as areas in need of improvement. This information is used to determine what types of remediation/acceleration programs are needed.

**Summary Analysis:**

Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practices and student learning (from walk-through/observation)

PROF.	ALL	BLACK	HISP	WHITE	EDS	SWD	AG	LEP
State-R	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WMS-R		32.30%	26.70%	37.10%	45.70%	30.70%	11.10%	87.90% <5%
State-M	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WMS-M		32.00%	25.10%	43.80%	30.40%	31.40%	<5%	93.90% 13.60%

--The values highlighted above are the percent proficient that our school made according to 2015 College and Career Readiness performance data. Therefore we will target our "Safe Harbor" students and place them in a remediation program and provide those students with intense remediation throughout the year to assist with increasing school-wide proficiency and mastery on specific skills identified through assessment data such as benchmarks, CFA, etc..

--When looking at growth data from EVAAS for the 2014/2015 school year we identified the following:

GROWTH	6thGrade	7thGrade	8thGrade
EOG-Reading	Exceeded	Exceeded	Met
EOG-Math	Met	Exceeded	Not Met
EOC-Math1	N/A	N/A	Met
EOG-Science	N/A	N/A	Not Met

After analyzing the growth data we identified that our priority focus for the 2015/2016 school year needs to be EOG-Math, particularly 6th and 8th Grade Math, 8th grade reading and science, and Math 1. We will continue to make gains in all other areas. Staff has been trained and will receive continuous support throughout the 2015/2016 school year on Project-based learning to increase rigor and higher-order thinking skills.

**Comprehensive Needs Assessment**

**A) What does the analysis tell you about your school strengths?**

We had success from last school year in reference to growth and proficiency in comparison to the previous school year. Overall as a school we met expected growth. We learned that when we are data focused and provide students with individualized instruction based off of the data, that we will have an increase in student performance. It also shows that our Black Students are performing lower than their counterparts. Therefore, we must pursue Professional Development on "How to educate African American Students".

**B) What does the analysis tell you about your school's gap or opportunities for improvement?**

Based off the data, needs assessments, and observation differentiated/small group instruction is needed to assure growth in our students in general. Also, data focused instruction is a must. Therefore it is important that we train teachers on differentiated instruction and provide them time to have effective functioning PLCs to create Common Formative Assessments and to analyze data. Differentiated instruction in grades 6-8 is needed to maximize students' success and learning. This will result in high student engagement and maximize the effectiveness of good instruction. Our goal is to increase student performance by providing rigorous, differentiated small group instruction and continue to build reading skills through fluency practice and comprehension; focusing on students' ability to read accurately, quickly, with expression, and with understanding. We will analyze benchmark and CFA data to target skill deficiency for repair and extension, remediation, and small group instruction.

**Summary of Needs: Summarize the needs as identified**

Student Achievement:

Differentiated Instruction

Rigorous Instruction

Literacy

**Instructional Programs:**

Analyzing data to design instruction (PLC)

Differentiated Instruction

Lesson Planning

Tiered Vocabulary (Academic)

Schoolnet

AVID

Project-Based Learning

STEM

Elevate Learning

Renaissance Learning

**Parental Involvement:**

Increase the number of PTO members

Parent Conferences

Curriculum Night for Parents

Wellcome Revolution (External Stakeholders)

Title One Parent Meetings

School-wide House Program

**Professional Development:**

Thinking Maps

Content Specific and Vertical PLCs

Schoolnet

Renaissance Learning

Differentiated Instruction

Tiered Vocabulary/Close Reading

Middle School Conference

Bridging the Gap Conference: STEM

Collaborative PLC with other schools

Project-Based Learning