
LOCAL PLAN FOR IMPROVING SCHOOL PERFORMANCE AND GROWTH
Chase Middle School
840 Chase High Road
Forest City, NC 28043

INTRODUCTION

On Thursday, October 1, 2015, the State Board of Education identified Chase Middle School as a low performing school pursuant to G.S. 115C-105.37. In addition to broader activities described in the [school improvement plan](#) adopted under G.S. 115C-105.27, the targeted strategies described below are specifically designed to improve student proficiency and student growth at the school during the 2015-16 school year. On Monday, October 26, 2015, the preliminary plan was made available to the public, including the personnel assigned to the school and the parents and guardians of students assigned to the school, and the Rutherford County Board of Education provided a period of written comment through 5:00 PM on Monday, November 2, 2015, prior to taking action on its contents.

DESCRIPTION OF IMPROVEMENT STRATEGIES

AREA 1: EXTENDED TIME FOR LEARNING

The school will provide opportunities for students who are not demonstrating adequate progress toward proficiency or growth to participate in individualized or small group tutorial sessions during regularly scheduled after-school sessions taught by appropriately licensed teachers assigned to the school. The Principal will communicate the availability of after-school tutoring sessions to all students and parents. Teachers will individually recommend participation in after-school tutoring sessions to the parents of all students who would benefit from these extended learning opportunities. The Superintendent and central office administrators will support the delivery of after-school tutoring sessions by providing for the supplemental compensation of teachers who tutor students during scheduled after-school sessions and by providing school bus service to students who need transportation assistance in order to participate. The Principal will submit a schedule of after-school tutoring sessions to the Superintendent or designee within ten (10) days of the plan's final approval by the local board.

AREA 2: FORMATIVE ASSESSMENT OF STUDENT LEARNING

All enrolled students will complete NWEA's *Measures of Academic Progress*® (MAP) assessments in reading and mathematics in the fall, winter, and spring during benchmarking windows established by central office administrators. In conjunction with central office administrators, the Principal will analyze fall, winter, and spring MAP results in order to identify (a) common gaps in student knowledge and skills that require group-wide re-teaching or supplemental instruction; (b) support strategies for assisting teachers with the diagnosis of individual learning needs specific to their students; and, (c) specific content

standards around which targeted professional development will be provided to teachers by content coaches contracted through North Carolina New Schools (see Area 6, below).

Students enrolled in Math I and eighth grade science will complete local formative assessments developed by the school district during benchmarking windows established by central office administrators. These local formative assessments have been evaluated for psychometric validity and reliability and are administered online through the Schoolnet platform. In collaboration with central office administrators, the Principal will analyze local formative assessment results from those courses in order to identify (a) common gaps in student knowledge and skills that require group-wide re-teaching or supplemental instruction; (b) support strategies for assisting teachers with the diagnosis of individual learning needs specific their students; and, (c) specific content standards around which targeted professional development will be provided to teachers by content coaches contracted through North Carolina New Schools (see Area 6, below).

AREA 3: DIFFERENTIATING AND PERSONALIZING LEARNING

The Principal will establish and communicate uniform, school-wide procedures for teachers' and students' active use of Compass Learning *Odyssey*® to differentiate and personalize student learning based upon the results of fall, winter, and spring MAP results. The Principal will monitor teachers' use of *Odyssey*® to remediate gaps in students' knowledge and skills and to supplement core classroom instruction. Procedures established by the Principal will include specific guidelines for the use of *Odyssey*® reporting tools that generate reliable data for instructional decision-making at the classroom level. Additionally, the school will host three *Odyssey*® workshops (fall, winter, spring) for parents so that they may learn how to help their children access and use the platform as a learning resource beyond the regular school day. The Principal will submit a copy of the procedures described in this section to the Superintendent or designee within ten (10) days of the plan's final approval by the local board.

AREA 4: PERSONALIZED EDUCATION PLANS

Within ten (10) days of each grading period's conclusion, a Personalized Education Plan (PEP) will be developed or updated for each student enrolled at the school who is not demonstrating adequate progress toward grade promotion under the requirements of local board policy 3420 ("Student Promotion and Accountability"). PEPs will identify classroom strategies that teachers will use to improve student learning and will also recommend additional success strategies and support activities that students and their parents or guardians may complete together. PEPs will be developed and maintained using a standard form and online platform provided by the school district. The Principal will ensure that a copy of each student's PEP is provided to his or her parent or guardian within five (5) days of its development or revision. The Principal will establish a uniform process that teachers will use to regularly monitor the progress of students for whom PEPs are developed throughout the school year. The Superintendent or designee will periodically review the quantity and content of PEPs developed for students enrolled at the school.

AREA 5: PROFESSIONAL DEVELOPMENT

The Principal will organize, initiate, and sustain a school-wide professional development program that leverages *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition* (2012) to increase teachers' understanding and routine use of high-yield instructional strategies to improve student learning across content areas. Central office administrators will assist the Principal with design and/or delivery of the professional development program. Teachers will incorporate the variety of high-yield instructional strategies discussed within the text into daily classroom practice. The Principal will monitor the effective translation of those strategies from theory into practice by reviewing written lesson plans and conducting classroom walkthroughs to directly observe the frequency and fidelity of their use. At least monthly, central office administrators will accompany the Principal during classroom walkthroughs to assist the Principal in identifying areas for additional training and targeted teacher support. The Principal will submit a copy of the complete program outline to the Superintendent or designee within ten (10) days of the plan's final approval by the local board. The program outline will describe the training sequence, identify specific training dates, specify resources, and define measurable outcomes related to teacher practice and student performance.

All licensed personnel assigned to the school will be observed and evaluated in accordance with G.S. 115C-333. The Superintendent will assign a qualified observer to assist the Principal in providing observational feedback and coaching support to licensed personnel assigned to the school. Additionally, central office administrators will coordinate, structure, and arrange for supplemental reading and mathematics content coaching support to teachers through North Carolina New Schools based upon the results of formative assessments of student learning (see Area 3, above).

The Principal will review the professional development plans of all licensed personnel assigned to the school and develop or revise, as necessary, individualized professional growth goals focused on improving student proficiency and growth. Nothing within this section shall be construed to supersede the specific provisions for inadequate performance or mandatory improvement plans under G.S. 115C-333.

MONITORING

In addition to the monitoring activities and support services described above, the Superintendent or designee will meet monthly with the Principal in order to monitor this plan's implementation and consider the incorporation of additional strategies based upon those findings.

APPROVAL AND PUBLICATION

Preliminary Plan Approved by the Rutherford County Board of Education on 11/03/2015
Preliminary Plan Submitted to the State Board of Education for Review on 11/04/2015
Final Plan Approved by the Rutherford County Board of Education on 12/08/2015
Final Plan Published on 12/09/2015