

# Framework for Action for Union Middle School 2015-2017

**DISTRICT NAME:** Sampson County Schools

**SCHOOL:** Union Middle School

**SCHOOL CODE :** 820370

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**SCHOOL MISSION:** Union Middle School will promote everyday learning through 21<sup>st</sup> century leadership, resources, and practices in a safe, responsible and collaborative environment.

**SCHOOL VISION:** Believing in a school culture that promotes that all are everyday learners; that our successes tomorrow depend on the learning we do today.

**The two year plan will address the following (bolded items will be addressed immediately):**

- **Identifying and addressing Literacy and Numeracy needs -2015/2016**
- **Establishing an effective professional learning community – 2015/2016**
- **Reviewing school processes and procedures – 2015-2017**
- Establishing a 6<sup>th</sup> grade transition plan- 2015/2016
- Providing assistance to struggling students 2015-2017
- Redesigning professional development- 2015-2017
- Establishing a community engagement plan -2015-2017
- Using a comprehensive assessment system- 2015-2017

# Framework for Action for Union Middle School 2015-2017

## Self-Assessment Data

### Demographics

Union Middle School serves a large portion of Sampson County covering over 313 square miles of the 963 square miles that make up Sampson County. Union Middle School is located just south of Clinton, North Carolina which is a rural agrarian community that relies on poultry, swine and farming for income. There are a large number of farm workers both migrant and permanent who live in the area and help make the school ethnically diverse. The population of Union Middle School is made up of 52% Hispanic students, 25% African American students, 23% White students, and 1% of students identified as other. Eight percent of the population of Union Middle School is identified as Limited English Proficiency (LEP) and 11% of the population is served in the Exceptional Children's program. Union Middle School has an 86.29% free and reduced lunch rate making it a Title 1 school.

Sampson County has a population of 41,906 people in the county who have reached age 25, with 75% of those having graduated from high school, only 9% of residents reported a Bachelor's degree and only 2% have achieved a graduate degree. This coupled with the rural make-up of the county make it difficult to hire and retain teachers who are not native to the community. The current faculty make up is 23 white teachers, 7 African American teachers, and 1 Native American teacher; of those 8 are male. Union Middle currently has one vacant position that is due to be filled on November 9. Sampson County Schools and Union Middle School have looked to resources such as Teach for America to

## Framework for Action for Union Middle School 2015-2017

help supplement their teacher force. The TFA teachers are not traditional teachers and often lack the expertise needed to work with low performing populations of students.

### Current Student Achievement Data

The following table shows the trends in achievement for the last 3 years in Math at Union Middle School:

		2012-2013	2013-2014	2014-2015	2014-2015 Growth
<b>UMS</b>	<b>Math 6th Grade</b>	22	35	30	-10
	<b>Math 7th Grade</b>	27	27	53	2.3
	<b>Math 8th Grade</b>	21	22	31	1.1
	<b>EOG Math</b>	23	28	38	-2.2

The following table shows the trends in achievement for the last 3 years in Reading at Union Middle School:

		2012-2013	2013-2014	2014-2015	2014-2015 Growth
<b>UMS</b>	<b>Reading 6th</b>	35	44	45	-0.7
	<b>Reading 7<sup>th</sup></b>	43	44	55	3.7
	<b>Reading 8th</b>	33	41	34	-0.9
	<b>EOG Reading</b>	37	43	45	0.7

## Framework for Action for Union Middle School 2015-2017

The following information is Cohort Data for the current 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> graders at UMS. The top of the chart represents Math proficiency and the bottom represents Reading proficiency.

	2012-2013	2013-2014	2014-2015	2015-2016
6th grade Cohort	58 (3rd)	57 (4th)	50.4 (5th)	
7th grade Cohort	38 (4th)	49.3 (5th)	30 (6th)	
8th grade Cohort	56 (5th)	35 (6th)	53 (7th)	
	2012-2013	2013-2014	2014-2015	2015-2016
6th grade Cohort	54 (3rd)	50.4 (4th)	46.4 (5th)	
7th grade Cohort	41 (4th)	42.6 (5th)	45(6th)	
8th grade Cohort	38 (5th)	44 (6th)	55 (7th)	

Based on the data above, there is a sharp decrease in performance from 5<sup>th</sup> to 6<sup>th</sup> grade in mathematics, while there is an increase in reading proficiency for the same group of students. Additional data shows that Union Middle School met 26 out of 43 AMOs none of which were in proficiency for identified subgroups. The only subgroup to meet was AIG in reading. The subgroup that has the lowest performance percentage was black students.

### **Student Behavior Data**

Students at Union Middle School typically have good attendance. The last three school years attendance has been 94%, 94% and 96% respectively. Students come to school relatively on time with few students tardy.

## Framework for Action for Union Middle School 2015-2017

It is noted that the instances of Out of School Suspension increased significantly from 7.57 instances per 100 pupils in the 2012-2013 school year to 22.14 instances per 100 pupils in 2013-2014 school year. In the 2014-2015 school year there were 28.8 instances per 100 pupils. This increase in discipline issues has propagated the school to adopt Positive Behavior Intervention and Support to be implemented in the 2016-2017 school year.

A PBIS team was created in Aug 2015 attended summer training. The team consists of a representative from all grade levels, administration, and the counselor. In October 2015, teachers, custodians, bus drivers and support staff worked to identify areas of concern with regards to discipline. They identified expectations for behavior. In November 2015, teams of teachers worked together to create components of a behavior matrix. Data from 2014-2015 was not adequately tracked by former administration; therefore, the current administration was unable to use this data to identify information specific to sub-groups, and most cited infraction. The PBIS team used data from August 2015-October 2015 to see if any trends existed. The most cited infraction from this time frame was “disrespect”. One goal of the PBIS team is to work with the whole staff to create a common definition of “disrespect” and work toward creating common expectations with the school that will work to change behaviors in students that are seen as disrespectful.

A second concern that has been expressed by teachers and parents is that of bullying. Female students have a higher number of referrals to the counselor for instances of bullying and being bullied. This data again was gathered from August 2015-October 2015 and from a community/parent PTO meeting. In addition to addressing this with PBIS, the counseling and administration staff has worked to bring more awareness to the school on the issue of bullying. The Kind Campaign visited Union Middle School in October 2015 and was attended by all girls 6-8<sup>th</sup> grade. As a follow up and ongoing activity, the Girls Scouts of America will come weekly and UMS girls will participate in the “Be a Friend First” program. The goal of the Be a Friend First program gives girls the social and leadership skills necessary to prevent bullying in the first place. BFF (Be a Friend First) will help girls:

- Build self-confidence.
- Identify and avoid bullying and exclusive behaviors.
- Resolve conflicts peacefully and constructively.
- Build trusting relationships with classmates and nonrelated adults.
- Feel empowered to create a culture of peace.

Data from first semester will be compared with that of second semester to determine if instances of bullying have decreased due to these efforts.

# Framework for Action for Union Middle School 2015-2017

## Goal 1 – Plan to increase math proficiency

**Smart Goal:** Students will reach a 50% reading composite in math by June 2016

**SBE Goal Alignment:** Goal 1 – North Carolina public schools will produce globally competitive students.

**LEA Goal Alignment:** Sampson County Schools will produce globally competitive students.

Data analysis: The following chart shows math data over three years and while in most grade levels there is an upward trend, there are still areas of deficiency. The -10 growth in 6<sup>th</sup> grade was a direct result of ineffective instructional strategies, lack of rigor, and lack of content knowledge of CCSS in mathematics. Students are entering UMS deficient in basic math computations skills as demonstrated by the data below.

		2012-2013	2013-2014	2014-2015	2014-2015 Growth
UMS	Math 6th Grade	22	35	30	-10
	Math 7th Grade	27	27	53	2.3
	Math 8th Grade	21	22	31	1.1
	EOG Math	23	28	38	-2.2

**Strategy 1-** Increased Teacher Professional Development to address lack of rigor, CCSS content knowledge, and ineffective instructional strategies.

## Framework for Action for Union Middle School 2015-2017

- Think through Math training for all math teacher October 2015, Dec 2015 and as needed to support students in mastering prerequisite skills that are lacking coming into 6<sup>th</sup> grade.
- Sampson County Schools PLCs in which math teachers work collaboratively to create common assessments based on the curriculum and discuss instructional strategies- October 2015, March 2016
- Understanding by Design Professional Development- Jan, Feb, March 2016.
- Local professional Development from South East Educational Alliance
  - Using the bar model - October, 2015 6<sup>th</sup> grade teachers
  - Expressions and Equations: The Building Blocks of Algebra – February, 2016- All math teacher
- AVID Math professional development Summer Institute 2016 – selected Math teachers

Budget Source: General funds, Title 1 funds

Budget Amount: Funds for substitute teachers - \$1100.00; funds for Summer Institute \$2500.0

Monitoring: Administration will use walk through observation and formal observations to determine change in instruction based on PD. Unit plans will be collected and feedback given to teachers on their UbD plans. Think through Math monthly data will be analyzed to determine the amount of use.

**Strategy 2-** After school targeted intervention to address students who are not mastering current grade level material. Transportation will be provided to students do to low socio-economic status and lack of parental provided transportation.

- Each grade level will provide at least 1 math teacher for after-school tutorial per week.

## Framework for Action for Union Middle School 2015-2017

- Each session will focus on a specific skill that is identified through data as deficient based on formative assessment/district common assessments
  - Example: Nov 9, Dec 2 and Dec 9 Sixth grade will focus on: 6EE.2a-c Order of Operation with Whole #'s and Decimals, Fractions and 6EE.4 Evaluate Expressions (substitution)
- Students are invited to tutorials based on their mastery of the identified skill
- Buses will run to ensure student attendance

Persons responsible: Core teachers, administration

Evidence: lesson plans, increased benchmark scores, School Net will be used after 3 tutorial sessions to determine mastery of standards covered. Data will be discussed at PLCs

Timeline: November 2015-May 2016

Budget Source: Title 1 and general funds

Budget Amount: \$4294.22 will fund buses and bus driver salaries.

Monitoring: Administration will meet monthly (2<sup>nd</sup> Thursday of the month) with teacher to discuss the numbers of students in attendance and discuss formative assessment data that shows mastery of standards or an increase in proficiency for the identified students.

**Strategy 3-** Daily remediation period to address the lack of basic computational and foundational skills

- Students will be identified for remediation using a variety of data sources to include School Net formative assessment, district common assessments and classroom summative data.



## Framework for Action for Union Middle School 2015-2017

- Students will be assigned remediation based on identified deficiencies in the math content area, and formative assessment.
- Groups will be flexible to support standards mastery.
- This will occur 3 times a week for 30 minutes.
- Think Through Math computer program will be utilized during this time as well as teacher directed instruction.

Persons responsible: Core teachers, administration

Evidence: lesson plans, increased benchmarks, and tracking of standards mastery. Students will be assessed using School Net to determine if they have mastered the targeted standard. Data will be disaggregated during weekly PLCs.

Timeline: October 1, 2015

Budget source: SCS technology Dept will pay for Think Through Math (200 licenses)

Monitoring: Walk throughs will be utilized to observe flex grouping. Data reports from Think Through Math and other formative assessments will be discussed at the monthly data meeting (2<sup>nd</sup> Thursday of the month) to determine if students are improving in their deficient areas.

### **Strategy 4:** Utilize tutors

- Tutors will be utilized to assist struggling students in a one-to-one setting twice a week
- Tutors will be assigned to 7<sup>th</sup> and 8<sup>th</sup> grade Math/Reading classrooms to provide support to teacher and students in a small group setting/flex grouping

## Framework for Action for Union Middle School 2015-2017

- Tutors will be trained in AVID tutorial strategies (16 hours)

Persons responsible: Core teachers, administration, tutors, AVID coordinator

Evidence: formative assessment data, benchmark assessments

Timeline: November 1, 2015

Budget Source: General Funds

Budget Amount: \$1215

Monitoring: Tutors will be evaluated on a rubric created by the AVID Coordinator. Teachers will discuss formative assessment data aligned to student deficiencies at monthly data meeting (2<sup>nd</sup> Thursday of the month).

### Goal 2- Plan to increase reading proficiency

**Smart Goal:** Students will reach 50% proficiency composite in both reading by June 2016.

**SBE Goal Alignment:** Goal 1 – North Carolina public schools will produce globally competitive students.

**LEA Goal Alignment:** Sampson County Schools will produce globally competitive students.

Data to support goal: Students at UMS scored 45% proficiency in reading (2015). The chart below shows that while there is in adequate growth of each grade level in 2015, students are still not proficient. Student dropped from 7<sup>th</sup> to 8<sup>th</sup> grade in each cohort analyzed for the last 3 years. Conversations with teachers identified many are

## Framework for Action for Union Middle School 2015-2017

still struggling to meet the demand of the CCSS for Language Arts. Students are not entering UMS with the foundational reading skills needed to be proficient.

		2012-2013	2013-2014	2014-2015	2014-2015 Growth
<b>UMS</b>	<b>Reading 6th</b>	35	44	<b>45</b>	<b>-0.7</b>
	<b>Reading 7<sup>th</sup></b>	43	44	<b>55</b>	<b>3.7</b>
	<b>Reading 8th</b>	33	41	<b>34</b>	<b>-0.9</b>
	<b>EOG Reading</b>	37	43	<b>45</b>	<b>0.7</b>

**Strategy 1-** Professional development to address lack of understanding with CCSS, ineffective instructional strategies, support to students who enter 6<sup>th</sup> grade with deficient reading and comprehension skills, and support in planning effective units. The following professional development will occur:

- Scholastic Reading Inventory training: Teachers will be trained on how to use SRI to determine student Lexile level. Using those Lexile levels, teachers will be better able to create literature circles and choose texts that are appropriate for their students. Dec 2015/Jan 2016
- AVID Critical Reading Strategies: Focus will be on marking/interacting with the text. Training will ensure teachers know how to teach students to:
  - Monitor their comprehension
  - Process and make sense of their reading

## Framework for Action for Union Middle School 2015-2017

- Generate questions to clarify and add to understanding
- Make connections to prior learning and experiences
- Identify main and sub ideas and interpret text meaning
- 8<sup>th</sup> grade curriculum alignment and unit planning training
  - Teachers will work with other SCS MS teachers to create meaningful units and unpack the standards.
  - Teachers will be trained in using Understanding by Design to create rigorous and effective units (Jan 2016)

Persons responsible: Core ELA teachers, Administration, Media Specialist, AVID Coordinator

Evidence: program pre-assessment and benchmark assessments; unit plans; students samples of text strategies.

Timeline: Sept 2015- July 2016

Budget Source: SCS Central Office will pay for SRI

Monitoring: Administration will use walk through observation and formal observations to determine change in instruction based on PD. Unit plans will be collected and feedback given to teachers on their UbD plans. SRI tests will be given periodically to determine if students have increased their level of reading comprehension. Benchmark and formative assessment data will be discussed at the monthly data meeting (2<sup>nd</sup> Thursday of the month).

## Framework for Action for Union Middle School 2015-2017

**Strategy 2-** Daily remediation period will help students who are deficient in basic reading and comprehensions skills. The following will be accomplished:

- Students will be identified for remediation using a variety of data sources to include formative assessment, benchmark data, and Scholastic Reading Inventory data.
- Students will be assigned remediation based on identified deficiencies- Flex grouping
- This will occur 3 times a week for 30 minutes.
- Pearson's Success Maker reading program will be utilized to address the gaps that exist in students' grade level performance.

Persons responsible: Core teachers, administration, media specialist

Evidence: School Net formative assessment will be used to show growth of mastery of standards. Lesson plans submitted for remediation periods.

Timeline: October 1, 2015

Budget Source: Sampson County Schools CO pays for the SuccessMaker program

Monitoring: Walk throughs will be utilized to observe flex grouping. Data reports from Success Maker and other formative assessments will be discussed at the monthly data meeting (2<sup>nd</sup> Thursday of the month) to determine if students are improving in their deficient areas.

## Framework for Action for Union Middle School 2015-2017

**Strategy 3-** After school targeted intervention. The following goals will be accomplished:

- Students will be invited based on skill deficiencies as identified by benchmark assessments, SchoolNet formative assessments and classroom assessment.
- Specific skills will be identified for remediation for each session
- Teachers may use Success Maker (enrichment software) to fill in any gaps that are identified from formative assessments.
- Groups will be no larger than 10 students.
- Students will be given a SchoolNet formative assessment at the end of 3 tutorial sessions to determine mastery of skills.

Persons responsible: Core teachers, administration,

Evidence: lesson plans, increased benchmark scores, formative assessment

Timeline: November 2015-May 2016

Budget Source: Title 1 and general funds to pay for afterschool bus transportation

Budget Amount: \$4294.22

Monitoring: Administration will meet monthly (2<sup>nd</sup> Thursday of the month) with teacher to discuss the numbers of students in attendance and discuss formative assessment data that shows mastery of standards or an increase in proficiency for the identified students.

## Framework for Action for Union Middle School 2015-2017

**Strategy 4-** Students will be taught critical reading strategies consistently in 6-8 grades. The following will be accomplished:

- Teacher training on AVID Critical Reading Strategies (See PD plan below for training information)
- Students will focus on critical reading strategies 2 Mondays a month during the remediation period. Beginning with text marking strategies.
- Students will use these strategies in all core classes to include social studies, science and elective courses.

Persons responsible: All teachers, administration, AVID elective teacher

Evidence: Lesson plans, student works; benchmark assessment increases.

Timeline: September 1, 2015-May 2016

Budget Source: N/A

Budget Amount:

**Strategy 5-** Utilize tutors to support struggling students.

- Tutors will be utilized to assist struggling students in a one-to-one setting twice a week
- Tutors will be assigned to 7<sup>th</sup> and 8<sup>th</sup> grade Math/Reading classrooms to provide support to teacher and students in a small group setting/flex grouping
- Tutors will be trained in AVID tutorial strategies (16 hours)

Persons responsible: Core teachers, administration, tutors, AVID coordinator

## Framework for Action for Union Middle School 2015-2017

Evidence: formative assessment data, benchmark assessments

Timeline: Beginning November 1, 2015 through April 2016

Budget Source: General Funds

Budget Amount: \$1215

Monitoring: Tutors will be evaluated on a rubric created by the AVID Coordinator. Teachers will discuss formative assessment data aligned to student deficiencies at monthly data meeting (2<sup>nd</sup> Thursday of the month).

### **Goal 3- Create a formal structure for professional learning communities and improve student outcomes through more rigorous planning**

Data to support goal: There is no common lesson planning format amongst staff members. Professional Learning Communities structure is not present for grade levels to discuss students, common assessments, or instructional strategies.

**Smart Goal:** By the end of the 2015-2016, 100% of teachers will be using the UBD unit plan to increase rigor, student achievement and drive formal PLCs.

**SBE Goal Alignment:** Goal 2 – North Carolina public schools will be led by 21st Century professionals.



## Framework for Action for Union Middle School 2015-2017

**LEA Goal Alignment:** Sampson County Schools will be led by 21st Century professionals.

**Strategy 1-** Create a formal process for lesson planning that will increase rigor and create units that are instructionally sound. Outcomes include:

- Provide professional development Understanding by Design to all teachers beginning in January 2016
- Teachers will utilize the UBD unit plan format beginning in Aug 2016.
- Teachers will plan collaboratively within content/grade levels; therefore engaging in conversations about curriculum, instruction and assessment.
- Common assessments
- PLCs based on data derived from common assessments and unit plans.

Persons responsible: All teachers, administration, instructional coach

Evidence: Unit plan

Timeline: January 1, 2016-June 2016

Budget Source: N/A

Budget Amount: N/A

Monitoring: During the learning process, teachers will submit their stage 1, stage 2 and/or stage 3 to administration to provide feedback and areas of improvement. Once all three stages are approved, teachers will be able to create units and turn the entire unit in for feedback.

## Framework for Action for Union Middle School 2015-2017

Discussions regarding common assessments and curriculum will take place during monthly data meetings beginning in March 2016.

**Strategy 2-** Create a formal PLC structure that will ensure that teachers discuss curriculum, instruction, and assessment. Their conversations will focus around the following questions: What is working? How do we know it is working? and What will we do when it is not working? These conversations will lead to improvement of curriculum, instruction, and assessment in all grade levels.

- Provide Professional Development on effective Professional Learning Communities (Feb 2016)
- With the SIT establish or adopt a formal PLC structure (March 2016)
- Implement PLCs beginning April 2016

Persons responsible: Core teachers, administration

Evidence: PLC meeting notes, Sign-in sheets from training

Timeline: October 30, 2015

Budget Source: N/A

Budget Amount: N/A

Monitoring: Administration will attend monthly PLC meetings to model and provide suggestion or improvement to PLCs for the first 4 months or longer if needed.