

School Plan for improvement

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Stokes County Schools	Piney Grove Middle School	338	2015-2016
<b>Principal Name (or Designee)</b>	<b>Principal Name (or Designee) Email</b>		
	Mr. Steve Hall stevan.hall@stokes.k12.nc.us		
<b>School Mission</b>	The Piney Grove Middle School Community is committed to good citizenship, personal responsibility, and life long learning.		
<b>School Vision</b>	Piney Grove Middle School shall provide an educational environment which empowers students to become lifelong learners, to think		
<b>Data Analysis:</b>	Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)		
<p><b>Data Analysis/Self Assessment:</b> <i>The data sources used were EOG scores and EVAAS data. Overall growth for the school was not met : -5.78. The overall rating was a D. In reading and math we received a rating of D. Science proficiency was 70%. Math 1 proficiency was 91%. Out of 10 target groups for reading and math, we only met 5 of the groups in each. In science, there were 6 target groups. We met 5 of them. Our principal was appointed here on November 1, 2014. Piney Grove Middle has 8 new staff members this year and 40% of our staff have 5 years experience or less in the teaching field. We are located in an extremely rural part of Stokes County with a low socioeconomic status of 59%. Our exceptional children's population is sitting at 25% currently. Our attendance for the 2014-2015 school year was 93.87%. We had 108 discipline incidents that resulted in In School Suspension and 13 incidents that resulted in Out of School Suspension. There were no violent crimes or weapons incidents. Noted Trends: Student growth in reading for the school has declined at each level for the past three years. 2) Growth in math was at its lowest in three years for the sixth and eighth grade groups. 3) Student engagement in learning must be addressed. Walkthroughs occur daily by the principal and assistant principal. An online Google Form is used to give teachers instant feedback. We currently have 9 Probationary or Beginning teachers, 2 career teachers up for renewal, and 13 teachers on the career abbreviated status. Every teacher has been met with individually and given there EVAAS Data breakdown. This information will assist teachers in establishing goals and focus student instruction. Teachers were also given student predictor score data to assist with forming groups.</i></p>			

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<b>Piney Grove Middle School will increase proficiency to achieve a state letter grade of "C" or higher.</b>			
<b>GOAL #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	North Carolina Public Schools will produce globally competitive students.	
	LEA Goal Alignment:	Stokes County Schools will produce globally competitive students.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	See attached individual strategies Progress Monitoring Status	
<b>Piney Grove Middle School will show improved growth in Mathematics.</b>			
<b>GOAL #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	North Carolina Public Schools will produce globally competitive students.	
	LEA Goal Alignment:	The Stokes County School system will produce globally competitive students.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	See attached individual strategies Progress Monitoring Status	
<b>Piney Grove Middle School will show improved growth in Reading.</b>			
<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	North Carolina Public Schools will produce globally competitive students.	
	LEA Goal Alignment:	The Stokes County School system will produce globally competitive students.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	See attached individual strategies Progress Monitoring Status	
<b>Piney Grove Middle School will show improved growth in Reading.</b>			
<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	North Carolina Public Schools will produce globally competitive students.	
	LEA Goal Alignment:	The Stokes County School system will produce globally competitive students.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	See attached individual strategies Progress Monitoring Status	

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<b>GOAL #1:</b>	<i>Piney Grove Middle School will increase proficiency to achieve a state letter grade of "C" or higher.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Piney Grove Middle School will receive data and training on using data to drive instruction. Each teacher will receive individualized reports outlining strengths and weaknesses.</i>		
<b>Progress:</b>	<b>Progress Monitoring Status:</b>	Grade Level Minutes	
	<i>Conduct individual teacher meetings to receive state to school comparisons on achievement. Professional development sessions with all teachers on using EVAAS data to assist in driving instruction.</i>		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Evidence:</b> (Identify documents and artifacts)	Grade level meeting minutes and individual teacher reports as reviewed in summer leadership	
	<b>Person(s) Responsible:</b>	Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach	
	<b>Timeline:</b>	September 1 - October 22	
	<b>Budge Amount:</b> (if applicable)	NA	Budget Source: (if applicable) NA
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Teachers will share student data to identify the needs of the students and to recognize areas of difficiency. This will be done during grade level Professional Learning Communities. Teachers (along with administration and instructional coach support) will develop skill groups of students to differentiate instruction during a 55 minute remediation/enrichment block. Clubs and intermurals will be added to increase the students engagement in the educational process.</i>		
<b>Progress:</b>	<b>Progress Monitoring Status:</b>	Reviewed during grade levels and by observation data (from the remediation/enrichment block).	
	<i>Piney Grove will review student achievement groups every other week to establish areas of growth and to realign student difficiency groups.</i>		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Evidence:</b> (Identify documents and artifacts)	Grade Level Meeting Minutes - Student achievement data	
	<b>Person(s) Responsible:</b>	Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach	
	<b>Timeline:</b>	Reviewed every other week.	
	<b>Budge Amount:</b> (if applicable)	NA	Budget Source: (if applicable) NA

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<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p><i>Teachers, administrators, and Instructional Coach will use a variety of data sources to assess student progress in reading and mathematics. The after school grant program will be used to address student needs by focusing on subgroups that missed AMO's.</i></p>	
<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p>Progress will be charted using the following data sources: Schoolnet, Benchmarks, Scholastic Reading Inventories, IXL, and 10 Marks.</p>
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><i>1. School wide data review. 2. Utilize data at PLC meetings to establish student needs and determine remedial instruction. 3. Implement remediation and enrichment groups to address school deficiencies. 4. Analyze effectiveness of groupings based on continued testing results.</i></p>	
<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<p>Testing Results listed above</p>	
<p><b>Person(s) Responsible:</b></p>	<p>Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach</p>	
<p><b>Timeline:</b></p>	<p>Analysis every two weeks - September 1 - June 10</p>	
<p><b>Budget Amount:</b> (if applicable)</p>	<p>031 State</p>	<p>Budget Source: (if applicable) 031 State</p>

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<b>GOAL #2:</b>	<i>Piney Grove Middle School will show improved growth in Mathematics.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Teachers will utilize Schoolnet to create classroom tests that are more aligned to the Mathematics End of Grade Tests. The test analysis will be used to modify classroom instruction and P.A.U.S.E. remediation groups.</i>		
<b>Progress:</b>	Comparison of schoolnet assessments and benchmark data		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Teachers will collaborate and create Schoolnet tests that mirror the rigor of the released state tests in academic difficulty and length in order to better prepare students to demonstrate their mathematical knowledge and perseverance. Then teachers will analyze results to identify common as well as individual areas of weakness. These areas will be targeted in classroom instruction and PAUSE remediation groups.</i>		
<b>Strategy #2:</b> Describe the strategy that will support this goal	<b>Evidence:</b> (Identify documents and artifacts)	Schoolnet test data, benchmark test data, progress reports, report cards	
	<b>Person(s) Responsible:</b>	Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach	
	<b>Timeline:</b>	Analysis every two weeks - September 1 - June 10	
	<b>Budget Amount:</b> (if applicable)	NA	Budget Source: (if applicable)
<b>Progress:</b>	<i>Teachers will give and utilize results of county made benchmarks to modify instruction and adjust PAUSE remediation groups. The exceptional children subgroup and our economically disadvantaged students will receive priority through our afterschool tutoring program.</i>		
<b>Progress Monitoring Status:</b>	Grade Level Minutes, ASQIG grant reports.		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Teachers will collaborate with teacher coaches to assure alignment of benchmarks with End of Grade Tests. Teachers will then discuss during grade level meetings to adjust PAUSE remediation groups.</i>		
<b>Strategy #2:</b> Describe the strategy that will support this goal	<b>Evidence:</b> (Identify documents and artifacts)	Schoolnet test data, benchmark test data, progress reports, report cards	
	<b>Person(s) Responsible:</b>	Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach	
	<b>Timeline:</b>	One time per quarter	
	<b>Budget Amount:</b> (if applicable)	NA	Budget Source: (if applicable)

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<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p><i>In order to meet individual needs of students, teachers will utilize a variety of resources including: County Pacing Guides, Released State Tests, NCDPI Unpacking Documents, web resources (IXL, Khan Academy, Ten Marks, Schoolnet, etc.), P.A.U.S.E. remediation time, manipulatives, and textbook resources.</i></p>	
<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p>Grade Level Minutes</p>
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><i>Once individual areas of weakness have been identified by analyzing testing results, teachers will identify the resource(s) needed to address the weaknesses found. Teachers will have the support of PLC's to help with this process.</i></p>	
<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<p>Schoolnet test data, benchmark test data, progress reports, report cards, grade level minutes, teacher feedback</p>	
<p><b>Person(s) Responsible:</b></p>	<p>Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach</p>	
<p><b>Timeline:</b></p>	<p>Analysis every two weeks - September 1 - June 10</p>	
<p><b>Budget Amount:</b> (if applicable)</p>	<p>NA</p>	<p><b>Budget Source:</b> (if applicable) NA</p>

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Stokes County Schools	Piney Grove Middle School	338	2015-2016
<b>GOAL #3:</b>	<i>Piney Grove Middle School will show improved growth in Reading.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal.	<i>Teachers will analyze student achievement data to recognize student needs. This data will be reviewed as a grade level PLC and establish remediation groups.</i>		
<b>Progress:</b>	Every two weeks teachers will review student achievement.		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Data will be reviewed through grade level meetings and on an individual basis to highlight previous student growth at each level.</i>		
	<b>Evidence:</b> (Identify documents and artifacts)	E.O.G. data, EVAAS, SchoolNet, Benchmarks, SRI Inventories	
	<b>Person(s) Responsible:</b>	Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach	
	<b>Timeline:</b>	October -EVAAS and E.O.G. Data grade level reviews. Benchmarks (November, February), P.A.U.S.E. assessments every other week.	
	<b>Budget Amount:</b> (if applicable)	NA	<b>Budget Source:</b> (if applicable) NA
<b>Strategy #2:</b> Describe the strategy that will support this goal.	<i>Students will be shared among the grade level to focus on individualized learning goals for the students based on achievement data.</i>		
<b>Progress:</b>	Teachers will meet in grade levels every other week to analyze student results. This information will be used to build a grade level remediation plan that is fluid and adaptive to student needs.		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Student groupings based on best growth opportunities. Data to be used: previous state assessments, teacher made school net assessments, student subgroup data (focus on EC students), and personalized student performance profiles.</i>		
	<b>Evidence:</b> (Identify documents and artifacts)	Grade level meeting monitoring and documentation.	
	<b>Person(s) Responsible:</b>	Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach	
	<b>Timeline:</b>	Every two weeks - Year Round	

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	Budget Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p><b>Students will receive focused vocabulary instruction in all content areas. Our exceptional children will receive additional vocabulary instruction through P.A.U.S.E.</b></p>			
<p><b>Progress:</b></p>	<p>October - Wordly Wise will begin (four days per week) ELA Wiki will be shared/reviewed in October for vocabulary and assessments</p>			
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Teachers will use Worldly Wise to increase student vocabulary. Teachers will use the vocabulary from the NC DPI Wiki to increase the students knowledge of testing vocabulary as well.</b></p>			
<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<p>Lesson plans, student work samples</p>			
<p><b>Person(s) Responsible:</b></p>	<p>Doug Rose, Steve Hall, Rocky Musten, Team Leaders, Teacher Coach</p>			
<p><b>Timeline:</b></p>	<p>Wordly Wise - Four times per week, Content vocabulary will be monitored using teacher made assessments.</p>			
<p><b>Budget Amount:</b> (if applicable)</p>	<p>NA</p>			
	<p>Budget Source: (if applicable)</p>			