

## SCHOOL IMPROVEMENT PLAN REPORTING FORM

### Data-driven Decision Making for Improving Instruction Chatham Middle School Improvement Plan for the Period: 2018 - 2019

Baseline Data /As is:

All overall core content areas met accreditation benchmarks, however, we did not meet the specific benchmark set in Writing.

| CONTENT          | 2016-17 | 2017-18 | 2018-19 GOAL |
|------------------|---------|---------|--------------|
| English: Reading | 83%     | 88%     | 90%          |
| English: Writing | 72%     | 62%     | 75%          |
| Mathematics      | 85%     | 86%     | 90%          |
| History          | 84%     | 91%     | 92%          |
| Science          | 91%     | 83%     | 90%          |

#### New State Accreditation Calculation (Includes Recovery and Growth)

|                      |         | 2016-17 | 2017-18 | 2018-19 GOAL |
|----------------------|---------|---------|---------|--------------|
| Academic Achievement | English | 82.0%   | 84.7%   | 90.0%        |
| Academic Achievement | Math    | 87.9%   | 90.7%   | 92.0%        |
| Academic Achievement | Science | 91.4%   | 84.3%   | 90.0%        |
| Chronic Absenteeism  |         | 10.8%   | 5.5%    | 5.0%         |

Precise Problem Statement:

Desired State:

By the end of the 2018 - 2019 school year, CMS will strive to meet or exceed a 75% benchmark in Writing, a 90% overall benchmark in Reading and Mathematics, a 92% benchmark in History, and a 90% benchmark in Science. CMS will also continue to improve our sub-group performance in the area of English for students with disabilities.

Focus Area: **Curriculum** (What action items will be put in place to strengthen the curriculum related to our desired goal/outcome?)

| Strategies / Action Steps for Systems   | Resources Needed   |
|---|--|
| How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)   | What materials are needed to implement this curriculum   |
| Teachers will utilize the Curriculum Framework, Enhanced Scope and Sequence, and the PCS Pacing Guides to formulate lesson plans for instruction on a daily basis. (I)  | Curriculum Framework<br>Enhanced Scope and Sequence<br>Pacing Guides   |
| Common lesson plan formats will be reviewed with the faculty. Faculty and staff will complete lesson plans in Planbookedu.com (I)   | Madeline Hunter format<br>Planbookedu.com<br>ITRT Training   |
| Students identified by MAP scores as well as SOL data as needing Tier 2 reading intervention will be placed in the Fusion Reading program which focuses on student reading comprehension. (I)                                 | Fusion Curriculum<br>Training Materials<br>Title I Reading Resource Teachers                                 |
| Students identified by MAP scores, IEP goals, and SOL data as needing Tier 2 mathematics intervention will be placed in the Math Lab Intervention program which focuses on building students' skills and math confidence. (I) | Online Resources Curriculum/<br>Training Materials<br>Title I Mathematics Resource Teachers<br><br>Computers |

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|---|--|
| How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)   | What materials are needed to implement this curriculum                     |
| Using the MAP learning continuum, teachers will utilize the data to provide remediation/interventions in reading. (I)   | MAP  |
| Students identified by MAP scores, IEP goals, and SOL data as needing Tier 3 math intervention will be placed in the MAP Skills program which focuses on addressing math weaknesses. (I)  | SPED teachers<br>Computers   |
| Teachers will utilize common planning time to collaborate weekly with grade level subject-specific teachers as well as special education teachers. Weekly meetings will provide teachers the opportunity to examine data, share lesson plans, and develop common assessments to be administered through PowerTest. (ID) | Master Schedule<br>Meeting Minutes<br>Planbookedu.com<br>PowerTest program |
| The STAR program will be implemented to meet the needs of Tier 3 non-verbal autistic students (ID, I, M).   | Master Schedule<br>Lesson Plans<br>Observations<br>Walk-throughs           |

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|---|--|
| How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)   | What materials are needed to implement this curriculum                     |
| <p>Students identified by MAP scores, teacher recommendations, as well as SOL data as needing Tier 2 writing intervention will be placed in an extended Fusion class which focuses on student writing skills. (I, M)</p>  | <p>Title I Reading Resource Teachers</p>                                   |
| <p>Working through the CTE director and the GoTec Grant, a new Career Explorations lab will installed and curriculum implemented. This program will provide hands-on experiences for students in the area of robotics, coding, cyber security, health services, and more.</p> | <p>Technology<br/>Grant Funding<br/>Equipment</p>                          |
| <p>The library research elective course will be redesigned by the librarian to provide opportunities to strengthen writing through a creative writing aspect with our eighth grade students.</p>  | <p>Master Schedule<br/>Lesson Plans<br/>Observations<br/>Walk-throughs</p> |

Focus Area: **Student Performance (What evidence-based instruction are we implementing with our students?)**

| Strategies / Action Steps for Systems   | Resources Needed  |
|---|---|
| <p><b>How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)</b></p>   | <p><b>What materials are needed to implement this curriculum</b></p>                        |
| <p>Students identified (by MAP scores, SOL data, IEP goals, and other assessment data) in need of Tier 2 and Tier 3 instruction will participate in both in-school and after-school remediation to address math and reading weaknesses. (I)</p> | <p>Teachers</p> <p>Tutors</p> <p>Intervention Plans</p>                                     |
| <p>Students will participate in the reading universal screeners (TOSCRP, MAP, etc.) to determine reading levels. (ID)</p>   | <p>Universal Screeners</p> <p>Computers</p> <p>Students</p>                                 |
| <p>Students identified by MAP scores as well as SOL data as needing Tier 2 reading intervention will be placed in the Fusion Reading program which focuses on student reading comprehension. (I)</p>  | <p>Fusion Curriculum</p> <p>Training Materials</p> <p>Title I Reading Resource Teachers</p> |

Focus Area: **Student Performance (What evidence-based instruction are we implementing with our students?)**

| Strategies / Action Steps for Systems  | Resources Needed   |
|--|--|
| How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)                                    | What materials are needed to implement this curriculum               |
| <p>The administrators and teachers will examine the initial and final assessment in PowerTest, MAP, etc. to group students and make instructional decisions. (M)</p>   | <p>Teachers/Admin.<br/>Tutors<br/><br/>Intervention Plans</p>        |
| <p>CMS will continue to utilize the PBIS Application for CICO to provide data tracking and ensure implementation fidelity for the program. (M)</p>   | <p>PBIS Application Access<br/><br/>Funding<br/><br/>Coordinator</p> |
| <p>The school counseling department will provide opportunities for students to work through the Skill Streaming curriculum in order to enhance their tools for social skills and interactions with others.</p> | <p>Professional Development<br/><br/>Curriculum Materials</p>        |

Focus Area: **Professional Development (How will we support staff in their work to help students develop the knowledge/skills/replacement behavior? (These are the SYSTEMS.)**

| Strategies / Action Steps for Systems   | Resources Needed  |
|---|---|
| <p><b>How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)</b></p>   | <p><b>What materials are needed to implement this curriculum</b></p>  |
| <p>Select members of the Leadership Team will participate in PBIS training to develop strategies to decrease classroom disruptions. (I)</p>   | <p>PBIS<br/>Trainers</p>  |
| <p>Administrators and teachers will participate in PowerTest (LDS) and MAP (assessment checklists/surveys) training during the school year in order to learn about new program features to assess students and monitor progress to increase academic achievement. (I)</p> | <p>PowerTest &amp; MAP Trainers<br/><br/>Cathy Scolpini &amp; ITRTs<br/><br/>Administrators<br/><br/>Teachers</p> |

Focus Area: **Professional Development (How will we support staff in their work to help students develop the knowledge/skills/replacement behavior? (These are the SYSTEMS.)**

| Strategies / Action Steps for Systems   | Resources Needed  |
|---|---|
| <p>How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)</p>                              | <p>What materials are needed to implement this curriculum</p>                                 |
| <p>Administrators and teachers will implement a Check-In/Check-Out (CICO) system for students identified (by discipline, attendance, and academic performance data) as in need of Tier 2 interventions. (I)</p> | <p>Tier II Team</p> <p>Administrators</p> <p>Teachers</p> <p>VTSS/PBIS training/ supports</p> |
| <p>Interested faculty members and administration will attend the Ron Clark presentation titled, "Making the Change Within." He will discuss the topic of Teaching Through Adversity. (ID)</p>                   | <p>Funding</p>  |
| <p>Interested faculty members and administration will participate in a school-based book study on the Ron Clark book, <u>Move Your Bus!</u></p>   | <p>Training Funds</p> <p>Books</p> <p>Discussion Topics</p>                                   |



Focus Area: **School Climate (How will we support students in learning appropriate behavior? What can we put in place to build positive school climate? (If you resource mapped around BEHAVIOR, you can get the information from there.)**

| Strategies / Action Steps for Systems   | Resources Needed  |
|---|---|
| <p>How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)</p>  | <p>What materials are needed to implement this curriculum</p>                               |
| <p>Teachers will continue to utilize PBIS strategies from Session 1 -4 to help decrease disruptions in multiple environments.</p>   | <p>PBIS Training<br/>Progressive Discipline<br/>Plan<br/>Strategic Plan</p>                 |
| <p>Students of the week will be selected to be recognized on the morning announcements and the signage board at the main entrance and on the school marquee. Staff members will select the student of the week by grade level. Students chosen will receive a coupon book and a certificate. (1)</p>  | <p>Coupon Books<br/>Certificates<br/>Announcements<br/>Signage Board<br/>School Marquee</p> |
| <p>Faculty members (2) and staff members (1) of the month will be selected to be recognized on the announcements and signage board at the main entrance. Staff members will be selected through a voting process by school faculty and staff. Staff members selected will receive a coupon book, preferred parking spot, and a certificate. (1)</p> | <p>Coupon Books<br/>Certificates<br/>Announcements<br/>Signage Board</p>                    |
| <p>CMS will utilize an office referral form that is cohesive with SWIS discipline data collection. Teachers and staff will receive training and SWIS reporters will input data based upon collection (1).</p>   | <p>Professional Development<br/>Forms</p>   |

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| Strategies / Action Steps for Systems  | Resources Needed  |
|--|---|
| <p><b>How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)</b></p>  | <p><b>What materials are needed to implement this curriculum</b></p>  |
| <p>At the conclusion of each marking period, students who meet selected criteria for behavior/grades will participate in a Success Party. These will be conducted by grade level and students will be made aware of the criteria to attend in advance (I).</p> | <p>Games<br/>           Movies<br/>           Gym time<br/>           Candy<br/>           Ice Cream<br/>           Staff supervision</p> |
| <p>Goodie Days will be held at intervals to provide staff members the opportunity to gather for food and fellowship. Focus teams will partner with staff groups and be assigned a specific theme for bringing food. (ex. Entrée, dessert, etc.) (I)</p>        | <p>Staff participation<br/>           Paper products (plates, napkins, utensils)</p>  |
| <p>Staff Spirit days will be held sporadically to provide staff members with opportunities to promote a fun and positive work environment. (I)</p>   | <p>Staff participation</p>  |
| <p>At the conclusion of each marking period incentives will be awarded in different formats to promote daily school attendance. (ex. Certificates, candy, ice cream, homework passes, etc.) (I).</p>   | <p>Games<br/>           Movies<br/>           Gym time<br/>           Candy<br/>           Ice Cream<br/>           Staff supervision</p> |

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| Strategies / Action Steps for Systems   | Resources Needed  |
|---|---|
| <p><b>How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)</b></p>                           | <p><b>What materials are needed to implement this curriculum</b></p>                                  |
| <p>A positive behavioral referral system will be revamped to provide more opportunities for students to be recognized for kind acts.</p>  | <p>Referral Forms</p>   |
| <p>Teachers will encourage and recognize their colleagues through a "Shout Out" board to be posted in the teachers lounge.</p>  | <p>Staff participation</p>  |
| <p>In order to promote personal health and well-being the staff will develop activities to support each other (ex. Walking club, step competition, and group workouts)</p>  | <p>Staff participation</p>  |
| <p>Staff incentives and raffles will be used to recognize and promote exceptional professional practices such as minimal absences, innovative instructional practices, and adhering to school-based procedures.</p> | <p>Staff participation<br/>Incentives (Jeans Passes, Hour off Campus, Lunch coupons, Candy, etc.)</p> |

Focus Area: School and Community Relations

| Strategies / Action Steps for Systems   | Resources Needed                                       |
|---|--|
| How are we supporting the adults to strengthen their interaction with the curriculum)? (Meaningful and Relevant Curriculum: the link between What you are teaching and why)   | What materials are needed to implement this curriculum |
| Administrators and teachers will share the School Improvement Plan and PBIS strategies during PTO and other community meetings. (M)   | School Improvement Plan<br>PBIS Plan                   |
| Parents will have access to PowerSchool through the parent portal to review students' assignments, grades, conduct, and attendance. (M)   | PowerSchool  |
| Communications regarding school events will be sent to parents via School Messenger weekly / bi-weekly. (M)   | School Messenger                                       |
| The CMS web page will be updated to share and highlight school activities. (M)  | CMS Website<br>IT Support                              |
| CMS 6 <sup>th</sup> grade students will participate in the DARE program through the Pittsylvania County Sherriff's Office. This program will be held weekly during the 2 <sup>nd</sup> semester to provide information about drug use prevention (I). | DARE Curriculum<br>DARE Instructor                     |

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|---|---|
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| <p>Various student organizations (FFA, Junior Beta, Cavalier Bible Club, etc.) will participate in community outreach events throughout the school year that include community service hours (Salvation Army canned food drive, God's Pit Crew, Claire Parker Foundation, etc.) (I)</p> | <p>Student participation<br/>Teacher supervision</p>  |
| <p>Career Choice SOVA Youth Expo 2018 will be attended by 7<sup>th</sup> grade students. This is sponsored by the Dan River Region Collaborative where over 60 businesses will be on hand to discuss career options with students (I).</p>  | <p>Student participation<br/>Transportation<br/>Teacher supervision</p>   |
| <p>CMS will implement the <b>One School, One Book™</b> program in order promote literacy and encourage parental engagement. Activities and events will be planned in conjunction with the book program.</p>   | <p>Books &amp; Labels<br/>Program Materials<br/>Prizes for Daily Quizzes<br/>Student, Faculty, and Family Involvement<br/>Community Resources</p> |
| <p>A Sidewalk Chalk Event will be planned to raise money for the school while promoting student creativity and parental involvement.</p>  | <p>Materials<br/>Student, Faculty, and Family Involvement<br/>Prizes</p>  |