

LEA or Charter Name/Number: **Durham Public Schools - 389**
 School Name/Number: **WG Pearson Magnet Middle School**
 School Address: **600 East Umstead Durham, NC 27701**
 Plan Year(s): **School Year 2011-2012**
 Date prepared: **September, 2011**

Principal Signature: Valerie Andrews Date: 10/24/11

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School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

		<i>Valerie Andrews</i>	Name
Principal	Valerie Griffin Andrews	<i>Valerie Andrews</i>	
Assistant Principal Representative	Nathan Curry	<i>Nathan Curry TLI</i>	Nathan Curry
Teacher, SIP Chair	Nathan Curry	<i>Nathan Curry TLI</i>	Nathan Curry
Counselor	Kimberly MacDonald	<i>Kimberly MacDonald</i>	Kimberly MacDonald
Teacher	Carmen Jawwaad	<i>Carmen Jawwaad</i>	CARMEN JAWWAAD
Teacher	LaTonya Walker	<i>LaTonya Walker</i>	LaTonya Walker
Teacher	Wynta Tebout	<i>Wynta Tebout</i>	Wynta Tebout
Classified Staff	Bernitha Jenkins	<i>Bernitha Jenkins</i>	Bernitha Jenkins BS
Instructional Assistant/Classified Rep	Jonathan Lacewell	<i>Jonathan Lacewell</i>	Jonathan Lacewell
Classified Staff	Marlane Hester	<i>Marlane Hester</i>	MARLANE HESTER
Parent Representative	Lashana Vincent	<i>Lashana Vincent</i>	Lashana Vincent
Parent Representative	Debbie Royster	<i>Debbie Royster</i>	Debbie Royster

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School Vision and Mission Statements for WG Pearson Magnet Middle School

Vision:

The vision of WG Pearson Magnet Middle School is to empower students with the skills necessary to continue their education and to take responsibility for their lives. We will place students at the forefront of an ever changing society by interlocking systems of school, family, and community. An emphasis will be placed on academic excellence through integrated technology, quality instruction, career exploration and personal social development.

At WG Pearson Middle, we believe every child can learn and every child has the right to learn. Children will rise to the level of expectation of their instructors. School should be a safe and orderly place. Every child should be given opportunities and challenges. Children must develop socially, emotionally and educationally. School should be a rewarding memorable experience.

The administration, faculty, and staff at WG Pearson Magnet Middle School believe that this is a school where adults and students want to come to succeed. We foster a community based on kindness, cooperation, educational challenge, inclusion, and creativity.

We believe that the role of WG Pearson Magnet Middle School is to teach the entire child as they mature intellectually, physically, emotionally, and socially. We strive to build a strong school community

Mission:

W.G. Magnet Middle School is committed to providing a quality learning environment in which all students can achieve academic growth and social success through the arts, humanities, and technology.

School Data and Summary Analysis

Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs / observations as well as data).

Please note the following abbreviations will be used throughout this plan.

- EOG-End of Grade
- EOC-End of Course
- TWC-Teacher Working Condition Survey
- AYP-adequately yearly progress
- AIG- Academically or Intellectually Gifted
- SRI- Scholastic Reading Inventory
- LEP- Limited English Proficient
- ECP- Exceptional Children's Program
- PLC- Professional Learning Communities
- PEP- Personal Education Plan
- DEP-Differentiated Education Plan

1. What does the analysis tell you about your school's strengths?

- Our AIG identification process is working to identify more students each year.
- ABC overall performance composite has remained at least 60% every year since the 2007-2008 school year
- 8th grade Reading made High Growth
- 8th grade Math made High Growth.
- 8th grade Science improved proficiency from the previous school year.
- 96% of Algebra students passed the EOC
- Pearson Middle made expected growth
- Pearson Middle met attendance goal for the school year as defined on the DPS scorecard
- Decrease in the overall short-term suspensions for the school year

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Overall Reading Proficiency decreased
Students missing over 10 days increased
Percentage of AYP Goals Met decreased

- We did not make Growth in Algebra I
- Every grade level has a pass rate of less than 61% on the Reading EOG.
- There is a need to increase the number of teachers Nationally Board Certified
- There is a need to increase the number of teachers AIG certified

3. What is data is missing, and how will you go about collecting this information for future use?

Lexile Analysis (SRI data charts)

- We will ensure that every child will have a Lexile score

Discipline Data (analyze by teacher/location/offense/grade level)

Parental Perspectives

- Team Parents
- School Improvement Team
- Potlucks

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Reading Growth (EOG scores and Lexile Growth)

6th grade Science Growth

Work with Special Populations (i.e., AIG, LEP, ECP, etc.)

Continue to enhance PLC's to promote student achievement

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Based on NCWISE data, classroom records, the school social worker and guidance counselor; there is a need to implement innovative strategies to improve the attendance at-risk students.

School Goal 1:

Improve student attendance by providing incentives for good attendance as well as increasing home visits as needed.

Supports this district goal:

DPS Student Attendance Policy – 4100.1 Minimum Attendance Requirements.

Target:

Increase student attendance to 97% overall

Indicator:

AYP – Attendance Goals

Milestone date:

June 7, 2012

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Strategy: Identify students with truancy issues and use SAP (Student Assistance Program) and PBIS (Positive Behavior Interventions and Supports) programs to assist teachers in addressing concerns as they relate to truancy.		
	Action steps:		
	1. Teachers will continue to take attendance daily/ August – June 2012.		5. SAP and PBIS will work together to address concerns of students and families of students with truancy problems/August – June 2012.
	2. Parents will be contacted after two-consecutive absences/August – June 2012.		6. Enlist community resources (when needed) to assist families/August – June 2012.
	3. Guidance counselor will continue to hold truancy court/ August – June 2012.		7.
4. Principal will do a bi-weekly Connect Ed, to encourage regular attendance/August – June 2012.		8.	
Strategy 2:	Strategy: Recognize and reward students for attendance as well academic achievements.		
	Action steps:		
	1. Teachers will give pre-determined rewards for classroom attendance/August – June 2012.		4.

		2. The Principal's Award will be given to classrooms for perfect attendance.	5.
		3. Teachers will also recognize students with "Good" attendances, who have made the effort to increase their daily presence at school/August – June 2012.	6.
Plan/Do		Strategy: To maintain a safe, secure and orderly school environment that will create a more conducive learning atmosphere and increase student attendance.	
		Action steps:	
	Strategy 3:	1. Examine any safety concerns of students/August – June 2012.	5.
		2. Classroom teachers will post DPS Anti-Bullying Policy/August – June 2012.	
		3. Administration will administer school climate surveys and use the data to make the school more inclusive/August – June 2012.	6.
	4. Adopt a character education program that is planned and implemented by students/August – June 2012.	7.	
	How will we fund these strategies?		
	Funding source 1:	Select a funding source	Funding amount:
	Funding source 2:	Select a funding source	Funding amount:
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:	
	Review frequency:	Quarterly	
	Assigned implementation team:	School Leadership team, Administrators, Academic Coach, Like Group Leaders	

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Student Achievement Data DPS/ WG Magnet Middle School Scorecard data Grades
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Common Assessment Data End of Course Test SGA's Unit Assessments Daily Formative Assessment Weekly Walk Through
	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?
Act	

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Increase student achievement in Reading for grades 6th, 7th and 8th. Results indicators are End of Grade Test from 2010-2011, DPS/WG Pearson Magnet Middle School Scorecard for 2010-2011, and Small Goal Assessments (SGA's) administered during the 2011-2012 academic year.

School Goal 2:

Improve proficiency and student achievement in reading.

Supports this district goal:

Increase student achievement and high academic performance by all students.

Target:

Improve student achievement on Reading EOG test.

Indicator:

6th from 50% to 55% (for 7th grade)

7th from 56% to 61% (for 8th grade)

8th from 60% to 65%

Milestone date:

June 7, 2012

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: To develop and implement literacy strategies in all content areas.

Action steps:

Strategy 1:

1. Encouraging reading school wide by implementing “Book Clubs” through the guidance office

2. Word walls posted in classrooms/August – June 2012.

3. Incorporate “word of the day” into daily curriculum/August - June 2012.

4. Literacy lessons focusing on school-wide literacy skills; taught by all teachers; created by Academic Coach/August - June 2012.

5. Create a literacy class for LEP and ECP students that focuses more on the unique needs of these students/August- June 2012.

6. School wide implementation of SSR (Drop Everything And Read) weekly/August – June 2012.

7.

8.

Strategy: Develop and implement reading interventions in classes to improve student proficiency on NC Reading EOG's.

Plan/Do

	Strategy 2:	Action steps:			
		1. Provide support to ELA teachers through the Academic Coach/August - June 2012.		5. Library books will be arranged by Lexile scores to monitor student improvement and proficiency/August – June 2012.	
		2. Communicate Literacy Goals through Team Parents, School Improvement team, Connect ED/August - June 2012.		6.	
		3. Provide common planning time to discuss data and plan interventions/August - June 2012.		7.	
		4. Develop reading logs and charts of books read by students/August – June 2012.		8.	
	Strategy 3:	Strategy: Utilize data from SGA's, reading unit assessments, informal assessments, and Lexile Scores to provide intervention and remediation to struggling readers.			
		Action steps:			
		1. Teachers will access student performance data on achievementseries.com/August – June 2012.		5. Monitor the progress of LEP and ECP students/ Sept. - June 2012.	
		2. Provide support to ELA teachers through the Academic Coach/August – June 2012.		6. Answer the “4 Essential Questions” after receiving data/Sept. - June 2012.	
		3. Create Grade level data charts to track and monitor interventions/August-June 2012.		7. Increase use of community resources by walking to the local library/Sept. – June 2012.	
	4. Teachers will meet with the principal weekly in the DATA Room to discuss strategies for enrichment and remediation/Sept. – June 2012.		8..		
Plan/Do	How will we fund these strategies?				
	Funding source 1:	Select a funding source	Funding amount:		
	Funding source 2:	Select a funding source	Funding amount:		
	Funding source 3:	Select a funding source	Funding amount:		
	Funding source 4:	Select a funding source	Funding amount:		
	Funding source 5:	Select a funding source	Funding amount:		
		Total initiative funding:			
Review frequency:	Quarterly				
	Assigned implementation team: Administrators, Academic Coach, ELA teachers, Team Leaders				
Check	What data will be used to determine whether the strategies were deployed with fidelity?				
	Reading EOG SGA's and CA's				

Teacher Evaluations
Professional Development logs and agendas
DPS/WGMMS Scorecard

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Unit Assessment Data, Benchmark Data, EOG Data, student growth , proficiency and percentile information

What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Special Populations – Based on student achievement data (growth and proficiency) and DPS Scorecard data, ensuring the needs of all special needs students are met, is one of the priority goals for the 2011-2012 academic years.

School Goal 3:	To improve student achievement with students who have special needs including AIG, LEP and ECP
Supports this district goal:	Ensure achievement of high academic performance by all students;

Target:	Increased student achievement in reading and math by LEP, ECP, and AIG students (proficiency and growth)
Indicator:	AIG – 100% proficiency and 60% making growth LEP – 60% proficiency in reading and math; making expected growth ECP – 60% proficiency in reading and math; making expected growth
Milestone date:	June 7, 2012

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Collect and analyze data provided by grade level reading and math Benchmark, and EOG scores from 2010/2011 and Cumulative Assessments from 2011/2012 as a baseline to develop and implement strategies to improve academic success for all Special Needs Students.		
	Action steps:		
Strategy 1:	1. Weekly data analysis meetings will be conducted to monitor the reading and math performance of the students; and develop appropriate academic approach to met the needs of the students /August - June, 2012.		5. Teachers will use academic centers for enrichment and remediation /October - June, 2012.
	2. Regular education teachers will include the EC and ESL teachers in their weekly planning, to develop effective teaching strategies during instruction / August - June, 2012.		6.

Plan/Do

	3. ESL Committee will review and track progress of students to determine needed interventions /August-June 2012.	7.
	4. Teachers will monitor individual Lexile scores to determine and measure student's progress /Nov.-June 2012.	8.
	Strategy: Provide continuous staff development on differentiation and effective instructional strategies that promote academic success. Teachers will use a data driven (SGA's, Cumulative Assessments) decision-making process to determine effective instructional strategies to ensure academic proficiency.	
	Action steps:	
Strategy 2:	1. Encourage all ELA and math teachers become AIG licensed by December 2012.	5. Teacher evaluations include observation and analysis of work with special populations/Sept. - June 2012.
	2. Provide literacy training for all staff members/ Jan 2012.	6.
	3. Administrator's will participate in grade-level team meetings bi-weekly. Teachers will share best practices during Collaborative Team meetings /Sept. - June 2012.	7.
	4. ELA teachers get staff development on William and Mary curriculum, Word within the Word curriculum, differentiation /Sept. - June 2012.	8.
	Strategy: Provide interventions and strategies that are specific to students who have special needs	
	Action steps:	
Strategy 3:	1. Offer Algebra to 7 th grade; Geometry to 8 th Grade; and Online courses as needed /Sept. - June 2012.	5. Provide individualized peer tutoring to assist some students in obtaining academic growth Jan. - May 2012.
	2. Offer Math Counts and Math Competitions /Sept.-June 2012.	6. Collaborate with NCCU and UNC to provide enrichment and remediation tutoring opportunities for students /Sept. - June, 2012.
	3. Offer accelerated classes for AIG students /Sept.-June 2012.	7. Offer Parent Nights – AIG and LEP /Sept. 2011 and May 2012.
	4. Offer Curriculum Enhancement to students needing additional support	8.
Plan /Do	How will we fund these strategies? In-House	

Funding source 1: N/A	Select a funding source	Funding amount: 0
Funding source 2: N/A	Select a funding source	Funding amount: 0
Funding source 3: N/A	Select a funding source	Funding amount: 0
Funding source 4: N/A	Select a funding source	Funding amount: 0
Funding source 5: N/A	Select a funding source	Funding amount: 0
		Total initiative funding: 0

Review frequency: Quarterly
Assigned implementation team: All teachers and administrative team

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	AYP data DPS/WG Pearson Scorecard Student Achievement Data
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Student achievement data Unit assessment Data End of year Data
	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?
Act	

Safe School Plan for (WG Pearson Magnet Middle School)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:
Valerie Griffin Andrews, Principal, WG Magnet Middle School

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

See Durham Public Schools District Safe Schools Plan

The consequences "may include a reprimand in the Superintendent's personnel file or withholding of the Superintendent's salary or both".

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Disciplinary actions outlined and defined by in General Statute, DPS Superintendent and Human Resources Department

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment: **See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15**

Assistant Principal(s):Nathan Curry

Teachers: All Pearson Middle teachers

Teacher Assistants: All Pearson Middle Instructional Assistants

Other School Staff:All Pearson Middle School Staff

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- Student Conference
- Team Conference
- Parent Conference
- Counseling
- Mediation
- Detention (Before/After School)
- Character Education Initiatives
- Assignment of a Mentor
- Parental Involvement
- Buddy Teacher
- Social Worker Assistance
- Positive Behavior Support
- Saturday Academy
- Mediation with an Administrator
- School Nurse Assistance
- Counselor Home Visits
- Parent Workshops
- Mental Health Services
- SAP/PEP Services
- In-school Suspension

These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Lakeview School is an alternative program designed for students in grades 6-12 who have a history of chronic misbehavior and/or have been recommended for long-term suspension. There are several different components of the school developed to address the specific needs of students. The staff works with students and their families to design curriculum and personal behavior plans based on each individual student's situation. Students remain in the designated program for a determined period of time or until they meet stated goals and return to their home school or a less restrictive environment.

The mission at Lakeview School is to empower each student utilizing a systematic approach that maximizes academic potential, promotes lifelong learning and develops skills necessary for re-entry into a traditional setting. School components include: Middle and High Schools, Intervention Center, Transition Classes and the New Day program which serves court-involved youth between the ages of 12 and 15 years old.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: To decrease the Out of School Suspension rate

Target: 10% of students suspended (3.4% decrease)

Indicator: DPS Scorecard 2010-2011

Milestone Date: June 2011

Goal: To decrease the number of referrals for assault

Target: Decrease number of offenses from 28 to 10

Indicator: SSP Data; Discipline Referrals

Milestone Date: June 2011

Goal: To decrease the number of referrals that result from behaviors that occur in the classroom (location)

Target: Decrease the number of classroom referrals (of incidents that occur in the classroom) from 259 to 150

Indicator: SSP Data; Discipline Referrals

Milestone Date: June 2011

Professional Development	Planned/Completed
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools.	

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

The administration and teachers of WG Pearson Magnet Middle School will work closely with the School Resource Officer. Additionally, the school will continue to stress the importance of coming to school (and on time) by continuing Truancy Court bi-weekly.

Please refer to the district's Safe Schools Plan for additional partnerships.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

DPS Webpage
NC DPI Webpage
WG Magnet Middle School Webpage
Hard copy of SIP in School Office
Phone Messages
Work with media
Upon request

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program
Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy		Local, Remedial
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, Federal