



District Plan
Schools Identified as Low-Performing Schools

Presented and Approved
by the Bertie Board of Education
on
October 31, 2018

Task	Deadline	Completion Date
Principal Placement	November 5, 2018	October 15, 2018
Notice to Parents	November 5, 2018	Scheduled for November 2, 2018
Plan for Improvement	November 5, 2018	October 31, 2018

Expected Outcomes of the Plan

- Improve School Performance Grade
- Improve School Growth Score
- Support and Monitor the School's Progress

Bertie Middle School

School Leadership

Goals:
1. Set a clear vision for teaching and learning to support a school-wide culture where all instructional staff analyze student data, reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students.
2. Regularly access data portals to review data to better support staff.
3. Work in collaboration with Central Services team to implement recommendations from the BMS Support Team.

Teaching and Learning

Goals:
Support a school-wide culture where all instructional staff analyze student data, reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students.
Implement a school master schedule to ensure time and staff are effectively utilized
Follow State Statute for evaluation of staff in schools identified as low-performing
Implement strategies to increase staff attendance and retention

Student Support

Implement high-quality interventions and behavioral models to support the social and emotional needs of all students.

Implement strategies to increase student attendance

Implement a process to have accurate attendance taken daily during homeroom in PowerSchool and hard copy each period

Support and Monitoring

Goals:

NCStar (State monitoring system)

Implement a BMS Support Team to ensure alignment of Central Services support and monitoring of plan

Immediate Action

- Meeting with BMS staff (November 5, 2018)
- Send low-performing school letter notification to parents (November 2, 2018)
- Master Scheduling (October 30, 2018)
 - Intervention Block
 - Transition Time
 - Utilization of Staff
- Teaching and learning snapshots (Nov 7-9, 2018)
- Review Benchmarks - Oct 31, 2018 (District)
 - Mrs. Bulluck to attend PLC on (Nov 1, 2018)
- CFST - evaluate role in school
 - Implement wrap around support for students
- Staff Evaluation Process

Addendum 2: DRAFT

Task	Person Responsible	Timeline	Central Services Roles & Responsibilities
Orientation of Teacher Evaluation Process	Principal	August 18- September 1	Assist principals in preparation for orientation Assist with explanation of expectations
Self-Assessment	Teachers	August 18- September 1	
Professional Development Plan (Individual Growth Plan) 2 SMART goals	Teachers	Completed and emailed to Principal by September 15	Coach principals in support for appropriate goals and indicators Monitor for completion Monitor for fidelity to plan
Complete PDP/IGPs	Principal	September 25	Monitor for completion Monitor for fidelity to process Monitor for appropriateness of goals and indicators
Pre-Observation Conf., Observations (<i>at least one formal</i>), Post-Observation Conf.	Principal	September 2 – October 30 November 2 – January 29 February 1 – April 16	Coach for development of observation schedules Monitor for completion

Complete Observations	Principals	November 6 February 5 April 23	Coach for accurate completion of required documentation Monitor for fidelity to process
Summary Evaluation Conferences and Evaluation Form. This includes Summary Rating Form & Record of Teacher Evaluation Activities <i>Appropriate to evaluation cycle of teacher</i>	Principal & Teachers	By April 28	Coach for strategic scheduling of summary conferences Provide input when appropriate Monitor for completion Monitor for fidelity to process
Documentation of Summary Evaluation Conferences and Evaluation Forms due to Central Office	Principal	By June 1	Monitor for accurate and timely completion
Professional Development Plan for 2019-2020 begins with draft of goals at end of year review or summary evaluation conference	Teachers	June 10	Coach for appropriate focus on goals and indicators

Addendum 3: CFST

School-Based Child and Family Support Teams (CFST) A Joint Project of the NC Department of Health and Human Services (DHHS) And the NC Department of Public Instruction (DPI) DHHS currently provides funding for CFST in approximately twenty-one (21) local education agencies across the state. As team members, School Social Workers work with School Nurses to screen and identify children who are potentially at risk of academic failure or out-of-home placement due to physical, social, legal, emotional, or developmental factors. The School Based Child and Family Support Team Program is designed to achieve the following outcomes:

- CFSTs have the potential to address barriers to school achievement and to improve relations within the school and between the home and school.
- CFSTs were originally developed as a part of wrap-around services delivery program. This approach helps children with serious emotional and behavioral problems stay in the community, stabilize their living arrangements, decrease delinquent acts, and adjust better to school.
- CFSTs increase referrals for services and follow-through on the actual provision of services.
- CFSTs assess reasons for excessive student absences and design a team approach for intervention.