

School Improvement Team Voting

LEA or Charter Name/Number: Cumberland County Schools - 260

School Name: Hope Mills Middle School

School Number: 368

Plan Year(s): 2019-2020

Voting: All staff must have the opportunity to vote anonymously on the School Improvement plan

For: 32

#Against: 0

Percentage For: 100%

Date Approved by Vote: August 26, 2019

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. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be member of the building-level staff."

Committee Position*	Name	Year Elected
Principal	Yolanda Epps	2016
Assistant Principal	Caroline Whitley	2019
Teacher Representative	Kelly Yarn	2019
Inst. Support Representative	Diana Dubisky	2017
Teacher Representative	Stacy Cook	2019
Parent Representative	Wayne Melvin	2019
Bookkeeper	Debra Downing	2018
Additional Representative	Joshua Hurley	2018
Additional Representative	Carolyn Kennings	2018
Additional Representative	Patsy Whittington	2018
Additional Representative	Tracy Whittington	2018
Additional Representative	Benjamin Grant	2018
Additional Representative	Kelly Yarn	2019
Additional Representative	Holly Jo Sensenich	2019
Additional Representative	Maria Caras	2019
Additional Representative		2019
Additional Representative		
Additional Representative		
Additional Representative		

*Add to list as needed. Each group may have more than one representative.

Title II Plan

Instructions: Complete each cell highlighted in red (content controls will also appear in red when you hover the cursor over them). Refer to the SAMPLE Title II Plan located on page 5 for examples.

School: Hope Mills Middle School

Year: 2019-2020

Description of the Plan

Purpose:	The purpose of this plan is to provide a detailed description of staff development expenditures.
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Budget Amount

AMOUNT

Total Allocation:

\$1300.00

Budget Breakdown

Briefly describe the title of and purpose for this staff development:

Staff Development 1

Teaching the Model Teacher:
Math and ELA teachers will receive job embedded instructional support from district level leadership in the implementation of math and ELA resources designed to support student learning and to reach ALL children. Sessions will be monitored by school level administration/instruction in collaboration with district level instructional leadership. This professional development will take place during the school day. One will take place in the fall and the other in the spring.

	<u>DESCRIPTION</u>	<u>AMOUNT</u>
Personnel:	Substitutes	\$636
Training Materials:		0
Registration/Fees:		0
Travel:		
Mileage/Airfare:		0
Lodging/Meals:		0
Consulting Services:		0
Follow-up Activities:		0
	Total for staff development 1:	

Budget Breakdown

Briefly describe the title of and purpose for this staff development:

Staff Development 2

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DESCRIPTION

AMOUNT

Personnel:

Training Materials:

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow-up Activities:

Total for staff development 2:

Grand Total

District Wide Components

Duty Free Lunch	Please indicate if your School Improvement Team vote for your teachers to have duty free lunch by indicating yes (Y) or no (N) in the box to the right.	N
Duty Free Planning Time	Please describe approximately how much planning time your teachers have during a week: Teachers will be allotted 2 45 minute planning periods which is equivalent to 450 minutes per week.	
PBIS School	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right:	N
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	N/A
Parental/Family Engagement	<p>Please describe your parent/family engagement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.):</p> <p>Our family engagement plan encourages parents to become involved in the life of the school through different avenues. In the fall the school has a curriculum night coupled with technology night. Once per semester, we encourage parental support by having parent teacher conferences in the evening. We make every effort to accommodate parents who may not be able to attend during these times as well. In the spring, we have our annual EOG café for parents to participate with their child as we show the parents a “day preparing for the EOG”. We always encourage parents to visit the school, classrooms, or the principal whenever there is a concern. Our “open door” policy works wonderful with making our parents feel welcomed at the school when circumstances are challenging.</p>	
Safe and Orderly Schools	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinarily and cannot be</p>	

	predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.
Review of the SIP plan and notification of changes	As part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has changed.

Title I Schoolwide Components

The required Title I schoolwide components listed below are implemented and assurance documentation is available at all identified Title I school sites.

Comprehensive Needs Assessment: The comprehensive needs assessment begins the process for planning/reviewing the schoolwide program. The school must gather data about the school, its population (students, teachers, and community), the areas of strength and weakness in terms of student achievement, and other data necessary to understand what should be the focus of the school improvement plan.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address the disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet with qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

Strategies to increase parental/family engagement: Research continues to demonstrate that successful schools have significant and sustained levels of parental/family engagement. Therefore, it is important that schoolwide plans contain strategies to involve parents/families in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents/families, 2) activities to involve parents/families, and 3) an approach for training parents/families to better understand how to help their children excel in school.

Strategies to attract highly qualified teachers to high-needs schools: Although recruiting and retaining highly qualified teachers is an ongoing challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan should describe the strategies it will use to attract and retain highly qualified teachers.

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State, and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.