**MARTIN COUNTY SCHOOLS PLAN TO ASSIST LOW-PERFORMING SCHOOLS**

**2018-19**

The following Martin County schools have been identified as low performing for 2018-2019:

South Creek Elementary (based on East End results)

EJ Hayes Elementary

Riverside Middle

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School | Performance Grade | Growth | ReadingProficiency | ReadingGrade | Reading Growth | MathProficiency | Math Grade | MathGrowth | ScienceProficiency |
| SCES | D | Met | 33.1 (+2.8) | F | Met | 46.1 (+14.2) | D | Met | 50 (+23.3) |
| EJH | D | Not Met | 39.2 (-2.9) | D | Met | 46.9 (-1.3) | D | Not Met | 57 (-2.5) |
| RMS | D | Met | 43.8 (-1.0) | D | Not Met | 38.1 (+5.5) | D | Met | 59.4 (-0.8) |

In addition to the School Improvement Plans that each school must complete in NC Star, the district will assist these low performing schools through the following measures.

**Goal One: Continue to develop the capacity among school administrators to lead improvement efforts in their schools.**

1. The district will provide principals and assistant principals with multiple professional development opportunities emphasizing continuous improvement processes and practices.

* District-provided professional development for principals and assistant principals.
* NCDPI Principal-Ready sessions.
* Northeast RESA regional trainings and leadership conferences.

2. The district will continue to provide guidance, support, and coaching in the use of NC Star as the chief school improvement planning tool.

* Coaching comments
* NC Star training sessions

3. The district will work to provide the human and material resources necessary to monitor and improve teaching and learning.

* Instructional coaches and content support
* Research-based instructional materials
* Technology improvements including updated wireless capacity and additional devices.

**Goal Two: The district will work to improve the quality of instruction at struggling schools by implementing instructional best practices.**

1. District and school leaders will work together to ensure that instruction is aligned to state-standards and effective practices are employed.

* Provide professional development to teachers on the new Mathematics and English-Language Arts standards.
* Administer formative assessments using SchoolNet as well as other local and state tools such as the “Check-In” assessments.
* Enlist the assistance of Wolfpack Works and the ECU/Teachstone Class Program to provide targeted instructional support to beginning teachers across grade spans.

2. District leaders and support personnel will facilitate the implementation of instructional best practices.

* Train teachers on the use of instructional programs such as iReady Math and Reading and Write From the Beginning as well as other instructional best practices such as academic vocabulary, graphic organizers, hands-on science instruction, etc.
* District leaders will work with principals and school leadership team to purchase research-based, effective instructional resources.
* Implementation of the MTSS model to provide tiered interventions to struggling students.

3. The district will provide guidance on the implementation of Professional Learning Communities within each low-performing school.

* The district will provide a common and formalized PLC framework.
* PLCs meet regularly according to an adopted school schedule.
* PLCs agendas and minutes are logged into the NC Star system.

**Goal Three: District leaders will work with principals and school leaders on comprehensive data analysis and monitoring of improvement to the teaching and learning process.**

1. District leaders will provide comprehensive data analysis of each low performing schools data and areas most in need of improvement.

* Whole-school data meetings.
* Principal-only conferences and strategy sessions.
* EVAAS training.

2. District leaders will monitor all schools and, in particular, low performing schools on the improvements made towards teaching and learning.

* NC Star coaching
* EVAAS data meetings
* Reports that indicate fidelity of implementation of instructional programs
* Formative assessment data such as Check-In results.