



Low Performing School Plan

School:
Ferndale Middle

Principal:
Mark Harris

IIO:
Bobby Hayes

School Profile

AYP Results

2006	No 21/33
2007	No 30/33
2008	No 24/33

ABC Results

2006	No Recognition
2007	Expected
2008	Low Performing

Performance Composite

2006	46.5%
2007	56.2%
2008	46%

Attendance Data

2006	89.5%
2007	90.2%
2008	91.5%

<p>Discipline Data</p> <table border="1"> <tr> <td>2006</td> <td>ISS 1072</td> <td>OSS 573</td> </tr> <tr> <td>2007</td> <td>ISS 508</td> <td>OSS 346</td> </tr> <tr> <td>2008</td> <td>ISS 136</td> <td>OSS 194</td> </tr> </table>	2006	ISS 1072	OSS 573	2007	ISS 508	OSS 346	2008	ISS 136	OSS 194	<p>Teachers</p> <table border="1"> <tr> <td>Number of National Board Certified Teachers</td> <td>2</td> </tr> <tr> <td>Number of Beginning/Probationary Teachers (</=4 yrs)</td> <td>21</td> </tr> <tr> <td>Number of Career Status Teachers</td> <td>20</td> </tr> </table>	Number of National Board Certified Teachers	2	Number of Beginning/Probationary Teachers (</=4 yrs)	21	Number of Career Status Teachers	20	
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<p>Principal</p> <p>Mr. Mark Harris served 3 years as assistant principal at High Point Central. After leaving High Point Central, he served as principal at Murphey Traditional Academy for three years. This is Mark Harris' first year as principal at Ferndale Middle. Mr. Harris has earned his Ed. S and is currently in the Bryan Foundation Education Doctoral Program.</p>	<p>Students</p> <table border="1"> <tr> <td>African American</td> <td>39%</td> </tr> <tr> <td>White</td> <td>30%</td> </tr> <tr> <td>Hispanic</td> <td>15%</td> </tr> <tr> <td>Asian</td> <td>11%</td> </tr> <tr> <td>Other</td> <td>5%</td> </tr> <tr> <td>FRL</td> <td>72%</td> </tr> <tr> <td>SWD</td> <td>16%</td> </tr> <tr> <td>LEP</td> <td>14%</td> </tr> </table>	African American	39%	White	30%	Hispanic	15%	Asian	11%	Other	5%	FRL	72%	SWD	16%	LEP	14%
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<p>Special Programs/Initiatives/Grants</p> <p>Magnet School - Prospective International Baccalaureate Program (MSAP Grant) Title 1 School – Year 2 Restructuring, School Choice, Supplemental Education Services Turnaround Middle School (Judge Manning) Mission Possible School (Federal Grant) Character Development School (Federal Grant) YWCA After-school Program Grant AFLACK After-school Program Grant</p>																	

School Improvement Plan Goals

Goals within our school improvement plan are based on requirements to meet established state targets/safe harbor for adequate yearly progress. At Ferndale Middle School, the expectations are to exceed the minimum targets to meet AYP and achieve high growth in the 2008-2009 school year.

2008-2009 SMART Math Goal:

By 2009, Ferndale Middle School will reduce the percentage of students scoring non-proficient in math by at least 10 % from 46% to 41.4% as measured by the end-of-grade math assessment.

Major Approach to Achieve SMART Math Goal: Students who scored non-proficient in math as measured in the 07-08 EOG will receive an additional 3 hours and 45 min. of remedial instruction each week provided by a certified math impact teacher.

2008-2009 SMART Reading Goal:

By 2009, Ferndale Middle will reduce the percentage of students scoring non-proficient in reading by at least 10% from 64.9% to 58.5% as measured by the end-of-grade reading assessment.

Major Approach to Achieve SMART Reading Goal: Provide extended learning opportunities (READ 180) for students who scored Level I and Level II, and targeted students based on SRI scores. READ 180 is a premier reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. READ 180 addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

District Support Services

Academic Improvement (IIO) Support Services

- Participate in weekly meetings with priority school principal and teacher teams to examine subgroup data, monitor student progress and identify best practices
- Provide input and feedback on the design and purpose for weekly content meetings
- Facilitate balanced math and ELA assessment model including diagnostic, formative and summative assessments to frequently gather real-time information on student mastery to inform instruction
- Monitor READ 180 deployment through classroom observations and discussions with teachers, coaches and principal
- Provide input, support and feedback to principals and school teams throughout the school improvement process

Academic Coaches Support Services

- Work collaboratively with the math and ELA teachers to assist with the implementation of mastery learning and best practices in math and reading
- Provide instructional support through coaching, modeling, and mentoring in math, language arts and READ 180
- Share instructional strategies and assist with the development of assessment tools
- Facilitate professional development

Curriculum Support Services

- Send curriculum updates to principals on a weekly basis
- Create/update curriculum guides and pacing guides on GEMS on a quarterly basis
- Deploy coaches to assist with grade level content meetings
- Conduct monthly curriculum facilitator meetings to help increase teacher effectiveness
- Monitor READ 180 classes frequently to ensure fidelity and assist teachers and students
- Conduct monthly cadre meetings with READ 180 teachers to create a professional learning community for these teachers

Title I Program Support Services

- Continue to play an instrumental role for funding major initiatives as outlined in the Title I Plan for Ferndale Middle School
- Provide a dedicated specialist to assist in the development of and updates to the Title I Plan in collaboration with the school principal and instructional improvement officer
- Provide technical support in the planning, communication and implementation of Title I initiatives outlined under school components and in the parent involvement plan
- Monitor the use of funds and implementation of Title I Program components for compliance for requirements of No Child Left Behind.

ESOL Program Support Services

- Conduct a needs assessment through school visits and classrooms observations at Ferndale (Completed in December, 2008)
- Provide targeted professional development based on the needs identified during school visits and classroom observations
- Provide resources (i.e., videos on how to help ELL students succeed in content areas) for instructional support
- Share and support best practices in instruction and assessment of students identified as LEP with ESL teachers at Ferndale

Advanced Learning Program Support Services

- Provide Advanced Learning Program Facilitator for an additional six hours per week at Ferndale Middle School
- Communicate with FMS Curriculum Coaches, Curriculum Facilitator, Professional Development regarding needs
- Observe regular classrooms with clustered AL students and provide feedback to teachers and principal
- Meet with grade-level teachers to offer support for differentiation and resources during weekly content meetings
- Provide strategies and ideas that support GCS curriculum efforts to meet the needs of advanced learners

Exceptional Children's Program Support Services

- Provide "Power of Two" Inclusion Training facilitated by the EC Program Administrator for inclusion teams at Ferndale
- Provide information, through collaborative development of a EC database/spreadsheet by the Program Administrator and Principal, outlining each identified student's service plan, modifications, academic performance on previous EOGs in reading and math and individual targets for growth for the 2008-2009 school year
- Develop and adjust EC teacher and student schedules in collaboration with Principal to meet instructional needs based on individual education plans and instructional needs identified through formative assessment
- Provide additional resources and strategies to improve teaching and learning and help monitor and support implementation of current programs such as Corrective Reading, High Performance Writing and Study Island in resource classrooms

Alignment of Intervention Plans for Ferndale Middle School

Goals	School Improvement Plan Major Approaches	2008-2009 Title I Plan Components	Title I Restructuring Plan	Framework for Action Turnaround School Plan
<p>By 2009, Ferndale Middle School will reduce the percentage of students scoring non-proficient in MATH by at least 10 % as measured by the end-of-grade math assessment.</p> <p>By 2009, Ferndale Middle School will reduce the percentage of students scoring non-proficient in READING by at least 10 % as measured by the end-of-grade reading assessment.</p>	<p>Additional Instruction/ Extended Learning Opportunities/Math Impact</p> <p style="text-align: center;">READ 180</p> <p><i>Additional District/School Support Strategies:</i></p> <p style="padding-left: 40px;">Mastery Learning</p> <p style="padding-left: 40px;">Balanced Literacy</p>	<p>All components of the Title I Plan are focused strategies to improve achievement in math and reading</p> <p style="padding-left: 40px;">(i.e., Additional Math & Reading Teachers and Tutors, Supplementing READ 180, Extended Learning/Supplemental Education Services, Study Island, Accelerated Reader, SRA Corrective Reading)</p>	<p>IB Program to increase student achievement through a rigorous curriculum emphasizing thinking skills, humanities and student involvement.</p> <p style="padding-left: 40px;">IB Program Coordinator</p> <p style="padding-left: 40px;">Reorganization of administration and support staff to create small professional learning communities to support mastery learning process</p> <p style="padding-left: 40px;">Daytime tutors for inclusion in core reading and math courses (excluding AL)</p>	<p>DPI Leadership Coach weekly school visits and communication with Principal and IIO</p> <p style="padding-left: 40px;">DPI Reading, Math, Science and Social Studies Coaches monthly visits</p> <p style="padding-left: 40px;">Literacy Facilitator (State-funded position)</p>
<p>Professional Development to improve leadership and instruction focused on achieving SIP Goals</p>	<p style="text-align: center;">SIP Major Approaches</p> <p>Coaching/Support provided by IIO and Math and Language Arts Curriculum Coaches</p> <p>READ 180 Prof. Development for Teachers and Administrators</p>	<p style="text-align: center;">Title I Plan</p> <p>Professional Development Activities focused on improving math and reading instruction and achievement</p>	<p style="text-align: center;">Title I Restructuring Plan</p> <p>IB Program Professional Development for Staff and School Leaders</p>	<p style="text-align: center;">Turnaround School Plan</p> <p>Turnaround Schools Professional Development for School Leaders (Quarterly)</p> <p>NC Teachers' Academy for Literacy Facilitators (monthly)</p>

