**Professional Development Plan Assignment**

**In Part I of this PDP assignment you will identify the characteristics or critical elements of school improvement plans using the state law.**

**In Part II, you will review your school’s test data as found on the NCDPI website,** School Report Card Snapshot <http://www.ncpublicschools.org/src/>.

You will then identify areas which might be beneficial for staff development at your school. This assignment addresses two of the descriptors for Teacher Standard 1 related to Leadership. Complete Parts I and II as directed below (Suggested length – one to two pages.) Upload your document to the appropriate tab on TK20.

**Part I: Understanding of a School Improvement Plan (1b.2)**

**Standard 1: Teachers Demonstrate Leadership**

**1b: Teachers Demonstrate Leadership in the School**

**1b.2: Identifies the characteristics or critical elements of a school improvement plan**

**Step 1**: Read and review the sections (elements) of the North Carolina law related to school improvement plans. The document can be found at the end of this assignment.

**Step 2**: Answer the following questions:

1. What is the purpose of a SIP and how often is it written?

A SIP is a school improvement plan and it is written every year. The goal of the SIP is to come up with a plan that is data based and school board approved that will improve academic performances of students. Each plan will be detailed and will have a time frame as to when each part of the plan will be put into place and when results should be seen. The plan is also designed to include as many faculty members and parents as possible. This is why many SIP meetings should take place after school in the evenings to allow for the maximum participation of parents.

1. What roles may you as a teacher have in creating and implementing a SIP?

The roles I may have include going to the initial meeting where the SIP is originally planned. I will bring to that meeting data about my classes and suggestions as to how to improve not only my classroom but also the school itself. I will analyze my data and use my conclusions to create a plan that will benefit the school. Teachers have a unique prospective into the daily life of the students and so they have a lot to contribute to the plan. Once the plan is created my job will be to implement the plan into my classroom. I will follow the steps and do my best to complete my parts of the plan within the timeline given to me. My other form of involvement will be to attend all SIP meetings throughout the school year. I will also try to get as many parents involved as I can. This will help ensure that the SIP is as successful as it can be.

**Part II: Analysis of School Data for Use in School Improvement Plan (1b.3)**

**Standard 1: Teachers Demonstrate Leadership**

**1b: Teachers Demonstrate Leadership in the School**

**1b.3: Student Teacher displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.**

**Step 1:** The North Carolina School Report Card provides summary and some rather detailed information about schools. The information in the report card is used by schools and districts for improvement. In turn, many School Improvement Plans are based primarily upon End of Grade or End of Course results. Visit the website below to review the school report card performance data for your school and/or your specific subject area at the school.

To find information for your school, go to <http://www.ncpublicschools.org/src/>.. Select the district; then select your school. Click on School Report Card Snapshot on your school page. It will show the test performance and performance by subgroups and it compares the data to the state and district data.

1. Briefly summarize the performance of your school or your specific grade or subject area. How is your school performing compared to the district and state?

The group I looked at was 7th grade students from Cranberry Middle School from the 2016 school year. The school proficiency was 54.9%, the district proficiency was 55.7%, and the state proficiency was 44.6%. This shows that Cranberry is scoring over 10% higher than the state average but is scoring about 1% lower than Avery County. This 1% difference is not cause for major concern because Cranberry was so close to the county average. The fact that Cranberry is scoring higher than the state average shows that Cranberry is doing better than the average school in North Carolina.

1. Is the performance the same for each AYP category (gender, ethnicity, LEP, etc.) at your school?

For gender females scored the following: school proficiency was 72.2%, district proficiency was 75.3%, and state proficiency was 56.4%. Males scored the following: school proficiency was 63.9%, district proficiency was 60.8%, and state proficiency was 51.1%. This data shows that females scored higher than males in all three categories. The difference between males and females for the district was nearly 15%! For Cranberry the difference was nearly 10%. State had a difference of about 5%. This shows that there is a large difference between male and female students.

For ethnicity Hispanic students scored the following: school proficiency was 75%, district proficiency was 53.8% and state proficiency was 42.5%. This shows that Cranberry’s Hispanic students were doing much better than other Hispanic students in the district and state. White students scored the following: school proficiency was 68%, district proficiency was 71.7%, and state proficiency was 66%. This data shows that at Cranberry Hispanic students are doing better at EOGs than white students. White Cranberry students are also doing worse than other white students in the district and are barely doing better than white students in the state.

For academically gifted students Cranberry has a proficiency score of 95%, the same as the state and district. For economically disadvantaged students Cranberry has a lower score than the district but a higher score than the state. For students with disabilities Cranberry has a higher score than both the district and state.

1. What staff development would you suggest to help staff increase growth in one area noted?

I would have the staff focus on gender because there is such a large difference between males and females. To increase male scores I would have each teacher look at their male students’ scores and see where they are struggling. I would then create a special curriculum for each male student that is made specifically for them and focuses on the areas where the male students are struggling more than the female students. I would have the teachers continue to teach the class the same but when given independent practice the male students will have a different curriculum aimed to help improve their scores.

Additional general information may be found on North Carolina End of Grade Testing and Alignment with North Carolina Standard Course of Study <http://www.ncpublicschools.org/accountability/testing>.

**Resource**

**North Carolina School Improvement Planning Laws**

**Powers and Duties of the Local Boards of Education**

**115C-47(38). Powers and duties generally.**

In addition to the powers and duties designated in G.S. 115C-36, local boards of education

shall have the power or duty:

(38) To Establish School Improvement Teams. – Local boards shall adopt a policy to ensure that each principal has established a school improvement team under G.S. 115C-105.27 and in accordance with G.S. 115C-288(l) and that the composition of the team complies with G.S. 115C-105.27(a). Local boards shall direct the superintendent or the superintendent's designee to provide appropriate guidance to principals to ensure that these teams are established and that the principals work together with these teams to develop, review, and amend school improvement plans for their schools.

**Powers and Duties of the Principal**

**115C.288(1). Powers and duties of the principal.**

(1) To Establish School Improvement Teams. – Each school year, the principal shall ensure that a school improvement team is established under G.S. 115C‑105.27 for the purpose of developing, reviewing, and revising a school improvement plan.

 (1955, c. 1372, art. 17, ss. 6, 8; 1957, c. 843; 1959, c. 573, s. 13; c. 1294; 1965, c. 584, s. 15; 1981, c. 423, s. 1; 1985 (Reg. Sess., 1986), c. 975, s. 4; 1987, c. 572, s. 3; 1993, c. 327, s. 1; c. 539, s. 883; 1994, Ex. Sess., c. 24, s. 14(c); 1995 (Reg. Sess., 1996), c. 716, s. 7.1; 1996, 2nd Ex. Sess., c. 18, s. 18.27; 1997‑443, s. 8.29(t); 1998‑5, s. 7; 1998‑220, s. 13; 1999‑243, s. 7; 1999‑373, s. 2; 2001‑424, s. 28.17(b); 2005‑22, s. 5; 2009‑410, s. 1.)

**Development and Approval of School Improvement Plans**

**115C-105.27. Development and approval of school improvement plans**

(a) In order to improve student performance, each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement for the public schools adopted by the State Board of Education. 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 members of the building-level staff. Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of theGeneral Assembly that parents, along with teachers, have a substantial role in developing school improvement plans. To this end, school improvement team meetings shall be held at a convenient time to assure substantial parent participation. All school improvement plans shall be, to the greatest extent possible, data-driven. School improvement teams shall analyze student data to identify root causes for problems and to determine actions to address them. School improvement plans shall contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards.

(b) The strategies for improving student performance:

(1) Shall include a plan for the use of staff development funds that may be made

available to the school by the local board of education to implement the

school improvement plan. The plan may provide that a portion of these

funds is used for mentor training and for release time and substitute

teachers while mentors and teachers mentored are meeting;

(1a) Shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter

second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and

is at risk of not reading at grade level by the time the child enters second

grade. The plan may include the use of assessments to monitor students'

progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the

recognition of teachers and strategies that appear to be effective at preparing

students to read at grade level;

(2) Shall include a plan to address school safety and discipline concerns in

accordance with the safe school plan developed under Article 8C of this

Chapter;

(3) May include a decision to use State funds in accordance with G.S.115C-105.25;

(4) Shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school; G.S. 115C-105.27 Page 2

(5) May include requests for waivers of State laws, rules, or policies for that school. A request for a waiver shall meet the requirements of G.S.115C-105.26;

(6) Shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and

(7) Shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week.

(c) Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

(d) The local board of education shall accept or reject the school improvement plan.

The local board shall not make any substantive changes in any school improvement plan that it accepts. If the local board rejects a school improvement plan, the local board shall state with specificity its reasons for rejecting the plan; the school improvement team may then prepare another plan, present it to the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for a vote, and submit it to the local board to accept or reject. If no school improvement plan is accepted for a school within 60 days after its initial submission to the local board, the school or the local board may ask to use the process to resolve disagreements recommended in the guidelines developed by the State Board under G.S. 115C-105.20(b)(5). If this request is made, both the school and local board shall participate in the process to resolve disagreements. If there is no request to use that process, then the local board may develop a school improvement plan for the school. The General Assembly urges the local board to utilize the school's proposed school improvement plan to the maximum extent possible when developing such a plan.

(e) A school improvement plan shall remain in effect for no more than two years;

however, the school improvement team may amend the plan as often as is necessary or

appropriate. If, at any time, any part of a school improvement plan becomes unlawful or the local board finds that a school improvement plan is impeding student performance at a school, the local board may vacate the relevant portion of the plan and may direct the school to revise that portion. The procedures set out in this subsection shall apply to amendments and revisions to school improvement plans. (1989, c. 778, s. 3; 1991 (Reg. Sess., 1992), c. 900, s. 75.1(b); 1993, c. 38, s. 1; c. 263, s. 2; c. 321, s. 144.2(b); 1995, c. 272, s. 3; c. 450, s. 13; 1995 (Reg. Sess., 1996), c. 716, ss. 2, 3; 1997-159, s. 1; 1997-443, s. 8.29(r)(2); 1999-271, s. 1; 1999-397, s. 1; 2000-67, s. 8.1; 2001-424, s. 28.30(c); 2006-153, s. 1; 2009-223, s. 2.)