



Marjorie Williams Academy
School Improvement Plan
Low Performing Action Plan
2019 – 2020

Mission Statement: The mission of Marjorie Williams Academy is to offer *a stable, emotionally supportive, educational environment* for children with a goal of empowering each child *to achieve his or her real academic and social potential.*

Vision: The vision of Marjorie Williams Academy is to become a model school for academic achievement.

BELIEFS:

- Academic growth of all students is the priority of the school
- Students learn best in an environment that promotes student active engagement using a variety of strategies that accommodate diverse learning styles and intellectual levels
- Healthy, safe, orderly and caring environments promote student learning
- Parent, community, and school collaboration are vital to the success of school's mission
- Students will develop a respect and responsibility for community through active participation in service oriented opportunities
- Opportunities and exposure to experiences beyond the school will influence students towards setting positive goals for future
- On-going and meaningful professional development is crucial to teacher growth and ability to provide quality instruction

Charter: Marjorie Williams Academy 06B

Address: P.O. Box 309
129 Allen Circle
Crossnore, N.C. 28616

Plan Year: 2019 – 2020

Principal Signature:  **Date:** 10-11-19

Local Board Approval:  **Date:** 10-11-19

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....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.”

Committee Position	Name	Signature
Principal	Cyndi Austin	
Director of Student Affairs	Stacey Clark	
Exceptional Children’s Director	Lisa Wright	
Testing Coordinator	Randi Jo Forbes	
Teacher – Elementary	Charlene Gragg	
Teacher – Middle School	Jessica Mains	
Teacher – High School	Whitney Shoupe	
CP/Parent	Amy Jaynes	
CP/Parent	Barbara Case	
CP/Parent	Charlie Anderson	
CP/Parent	Josh Shoupe	
CP/Parent	Neal Gragg	

School Profile

Marjorie Williams Academy is one of North Carolina’s original public charter schools. Located in the Appalachian Mountains of North Carolina, Williams Academy is on the campus of The Crossnore School and Children’s Home (TCSCH), a group home for abused, abandoned and/or neglected children. Williams Academy is chartered to serve the residents of The Crossnore School and Children’s Home, as well as students from the community. The Academy consists of grades K-12 with an ADM of 135 students. Approximately 80% of the student population is residents of TCSCH and 20% are community students. The majority of students are Caucasian with a comparatively equal percentage distribution of males (50%) and females (50%). With 98% of students known to be economically disadvantaged, Williams Academy qualifies as a Title I School.

Faculty. The faculty and staff of Williams Academy are qualified individuals who are committed to improving student achievement as evidenced by their professional development: 90% of teachers are fully certified and highly qualified, and 50% hold advanced degrees.

Data Summary Analysis

School Strengths

Marjorie Williams Academy has a 10:1 student teacher ratio. Small class sizes allow for teachers to differentiate instruction in order to address the individual needs of students. Based on the School Quality Review Survey and the Teacher Working Conditions Survey the school is clean and well maintained. The students and teachers feel safe in the school environment. Stakeholders in general feel that the teachers structure their time in such a way that is effective and efficiently works to meet the academic needs of all students. Weekly parent/CP (cottage parent) meetings help to keep the parents/CPs informed of and involved in their student's success. Our CP/Parent/School/Student Compact and CP/Parent Family Engagement Policy clarify the role of the students, parents, and teachers in relation to learning expectations. Volunteers are actively engaged in the learning process through tutoring and service learning projects.

The Academy consistently evaluates implemented practices'/programs' effectiveness in improving student achievement across all subgroups (quarterly screening, monthly progress monitoring). In addition, an effective process using programs such as tutoring is in place to identify and provide support to students experiencing difficulty meeting standards. High quality opportunities (Online classes, differentiated instruction, and consistent quadrant D lessons) are consistently offered that extend learning for high performing students.

The Director of Student Affairs monitors students' attendance and tardies, identifies students early who may be at risk of having attendance issues and meets with the student, parent, and teachers. Letters/emails are sent home to students when they have missed 3, 5, and 10 days of school. In addition, the Director of Student Affairs regularly monitors attendance, dropout rates, and promotion and graduation rates. He serves as the liaison between the school and the home and provides support to both parents and students. Meetings are conducted with students and core and non-core teachers that provide a forum to address academic, emotional, behavioral, or social issues that may be directly or indirectly affecting academic performance.

When the court discharges a student from TCSCH to be reunified with their family or when a community parent removes their child to enroll them in the tradition system, the Director of Student Affairs works with the families to successfully enroll the student in their local LEA. He maintains contact with both the student and parent for support.

Areas of Improvement

While the data show that the Academy's students perform consistently below the state average, the data do not reveal that at least 65% of the students arrive at the Academy performing 2-3 grade levels below average in basic Mathematics and English Language Arts skills. In acknowledging the students' academic gaps, it is important to note that the overwhelming majority of the students' academic deficiencies are due to life circumstances that are beyond the students' control. These circumstances have plagued their academic achievement as the students have been removed from their home and placed at TCSCH. That being said, our plan for improvement consists of the following:

The 2018-2019 EOG/EOC data show that the majority of EOG/EOC College and Career Ready scores, as well as the Grade Level Proficiency scores were below 60%. Sixth and third grade math scores exceeded the 60% mark, 82% and 62% respectively. In addition, the data showed a

6.2% increase in the ACT composite score. Although the school "met growth" and the overall composite report grade increased from a 48 to a 50, the school maintained a School Report Card grade of a "D." The team's disaggregation of the data showed a need to focus on the reading and math skills in Kindergarten through 12th grade. Based on this data, the new schedule incorporates an in-school tutoring schedule. Retired math teachers have been hired to pull students flagged by the progress monitoring assessments as low performers for individualized instruction. ELA students who are demonstrating low performing status based on the progress monitoring assessments are tutored after school by licensed teachers.

The teachers and administration at Marjorie Williams Academy need to become more fluent in data driven instruction. Professional development will be provided that focuses on disaggregating the data from our assessment program FastBridge and Te21/Case Assessments. In addition, professional development will continue to be provided on formative classroom assessments that include learning targets, rubrics, feedback, higher order thinking skills, and data analysis. A Professional Learning Community (PLC) room houses a data wall on which student data from screening, progress monitoring, and benchmark testing are tracked. Teachers meet weekly in their team meetings to make data driven decisions. A curriculum coach, who also serves as the MTSS Coordinator helps teachers disaggregate the data and provide appropriate instructional strategies.

Our Exception Children subgroup has shown a consistent decrease in proficiency and growth for the last four years. A new EC Director has been hired to implement strategies and reevaluate IEP services, accommodations, and modifications to increase the students' proficiency and growth. The EC Director, EC teachers, Regular Ed Teachers, Principal, Student Service Coordinator, MTSS Coordinator, and Curriculum Coach will continue to implement the co-teaching model with fidelity. In addition, all ELA and Math teachers (K-12) will be trained in Foundations of Reading and Foundations of Math.

Children who cause the most disruption in the classroom are often those who have been exposed to abuse, neglect, and/or violence in the home. School disciplinary policies often exacerbate the behavior, which in turn elevates the misconduct of the child. Williams Academy recognizes that these circumstances may not be publically known or shared with school employees. Therefore, the guidelines of the behavior model implemented at Williams Academy make no assumptions and treat all students as if they could be subjected to abuse, neglect, and/or violence at home. The faculty and staff of Marjorie Williams Academy will continue to be trained quarterly in the behavior model of care, The Sanctuary Model of Care and Teaching with Love and Logic. Both of these programs are a balanced approach in which nurture, compassion, and care are balanced with a strong emphasis on self-discipline, personal accountability, and social responsibility. Monthly trainings in The Sanctuary Model of Care and Teaching with Love and Logic focus on how to better handle student classroom disruptions without engaging in power struggles or elevating the student misconduct. These researched based interventions help to decrease office referrals, and provide more time for engaging classroom instruction.

State Board of Education Goals

1. Goal: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
2. Goal: Every student has a personalized education.
3. Goal: Every student, every day has excellent educators.

4. Goal: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
5. Goal: Every student is healthy, safe, and responsible.

Priority Goal 1 and Associated Strategies

SBE Goal: Goal 2: Every student has a personalized education			
SBE Goal: Goal 3: Every student, every day has excellent educators.			
SBE Goal: Goal 5: Every student will be healthy, safe, and responsible.			
Indistar Indicator: A2.04 Instructional Teams develop standards – aligned units of instruction for each subject and grade level.			
Indistar Indicator: A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.			
Indistar Indicator: A4.06 ALL teachers are attentive to students emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.			
Williams Academy Goal 1: Enhance instructional reform strategies that are data driven.			
Williams Academy Goal 2: Implement MTSS with fidelity.			
Williams Academy Goal 3: Expand the training and implementation of The Sanctuary Model, the behavior model of care and the Love and Logic model that guides students in managing their emotions and behavior.			
Williams Academy SMART Goal 1: Exceed growth with 5.0 Growth Index			
Williams Academy SMART Goal 2: 100% of the teachers will implement and track tiered instructional strategies as recommended by the MTSS Coordinator.			
Williams Academy SMART Goal 3: 100% of teachers will receive monthly PD on The Sanctuary Model of Care and Love and Logic.			
Strategies			
Action Steps			
Responsibility			
Progress Monitor Timeline			
1. Utilize the formative assessments and benchmark testing programs of FastBridge, TE21 and iStation to better track and target student learning needs. Use the data from these assessments and EVAAS to drive and differentiate instruction	Students will take a screening assessment at enrollment and will receive formative assessment every 4-6 weeks Benchmark testing for content knowledge will be conducted at the beginning of the year and again at 12 weeks Evaluate EVAAS data	Testing Coordinator, Teachers, MTSS Coordinator, Curriculum Coach, SALT Leadership Team	Report Card Data: Sept., 2019 EVAAS data evaluation: Sept., 2019 Benchmark: Fall 2019, Spring 2020 iStation data: Monthly (FastBridge, Te21 Progress Monitoring) Formative assessment for reading and math: every 4-6 weeks

			(Teacher) Formative Assessment for content knowledge: Monthly EOC: December 2019, May 2020, EOG: May 2020
2. Differentiated instruction	Provide professional development on differentiated instruction strategies. Create and organize student data folders and information for the data wall.	MTSS Coordinator Curriculum Coach EC Director Testing Coordinator	June 2020 Monthly Fidelity Checks
3. Implement the Co-teaching model with fidelity	Teachers will be trained on the proper implementation of the co-teaching model EC teachers will implement co-teaching model	Principal MTSS Coordinator Curriculum Coach EC Teachers Director of Student Affairs	June 2020
4. Implement MTSS with fidelity	Provide PD on MTSS strategies to all teachers MTSS Coordinator will have scheduled time in the day to properly implement and monitor MTSS strategies	MTSS coordinator SALT Leadership Team	June 2020 Weekly fidelity check ins
5. Implement The Sanctuary Model of Care and Love and Logic Model	Provide monthly training in The Sanctuary Model and Love and Logic Model	Principal	June 2020

Priority Goal 2 and Associated Strategies

SBE Goal: Goal 2: Every student has a personalized education			
SBE Goal: Goal 3: Every student, every day has excellent educators.			
Indistar Indicator: B3.01 The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.			
Williams Academy Goal: Develop and increase teacher and school leader effectiveness			
SMART Goal: 40% of students will score GLP on the EOGs and EOCs			
Strategies	Action Steps	Responsibility	Progress Monitor Timeline
Maintain "At-Risk" Reports for Residential and Community Students	Every Wednesday teachers will fill out the "At-Risk" reports for any student making less than a "C" or "3" in any subject Principal will notify parents weekly via email when student is on the "At-Risk."	Teachers Principal	Weekly
After school tutoring	After school tutoring in ELA will be offered to any student falling below a "C" or "3" in any subject	ELA Teachers	Weekly
2. Increase help in math	Hire 3 math tutors during school hours to work with students in math All math teachers (K-12) will be observed by Chris Cain to check the fidelity of Foundations of Math	Principal Math teachers Dr. Chris Cain	2-3 days a week 5 day observation Spring 2019
3. Increase help in reading	Reading Intervention Coordinator will facilitate RTA portfolios and iStation assessment All ELA teachers (K-12) will be trained in Foundations of Reading and refresher course for those teachers who have had the training	Principal ELA teachers Dr. Chris Cain	Daily 5 full day trainings Fall 2019

