

2020-2021 Middle School Strategic Success Plan Data, Goals, and Priorities

Date: July 13, 2020

School: Selbyville Middle School

Principal: Jason Macrides



School Mission:

IRSD Priorities:

1. Engaged and informed families, schools, communities and other agencies
2. Safe and healthy environments, conducive to learning
3. Equitable access to excellent educators
4. Rigorous standards, instruction, and assessments
5. High quality early learning opportunities
6. Responsible fiscal management

School Demographics: (Data from DOE School Profile)

Free/Reduced % (2019-2020)	45%	School Grade Span:	6	to	8
Ethnic/Racial Breakdown					
White	57%	School Enrollment	775		
African American	12%	IEP Students	176		
Hispanic	26%	LEP Students	78		
Asian/Pacific Islander	1.4%	Highly Qualified Teachers	NA		
American Indian	0%	Daily Attendance	93.3%		
Multi-racial	3%	Graduation Rate	N/A		

SMARTER Summative Scores... Percent of students who meet proficiency												
	ELA/Literacy			Mathematics			DCAS Science					
Grade	% Prof. 2018	% Prof. 2019	Target 2021	% Prof. 2018	% Prof. 2019	Target 2021	% Prof. 2018	% Prof. 2019	Target 2021			
6	67%	66%	70%	56%	50%	53%						
7	67%	68%	70%	49%	50%	53%						
8	69%	69%	72%	51%	50%	53%		43%	55%			
SMARTER Summative Scores... Percent of students who score "advanced" PL4 on DeSSA												
	ELA/Literacy			Mathematics			DCAS Science					
Grade	% Adv. 2018	% Adv. 2019	Target 2021	% Adv. 2018	% Adv. 2019	Target 2021	% Adv. 2018	% Adv. 2019	Target 2021			
6	23%	24%	26%	22%	24%	26%						
7	21%	26%	26%	22%	19%	22%						
8	23%	19%	28%	22%	23%	25%		5%	10%			
DCAS Summative Disaggregated Data... Percent of students who meet proficiency												
	ELA/Literacy			Mathematics			DCAS Science					
	% Prof. 2018	% Prof. 2019	Target 2021	% Prof. 2018	% Prof. 2019	Target 2021	% Prof. 2018	% Prof. 2019	Target 2021			
Afr Am 6th	26%	49%	51%	26%	30%	32%						
Afr Am 7th	39%	32%	51%	15%	19%	32%						
Afr Am 8th	38%	45%	50%	33%	23%	23%		23%				
Hisp 6th	54%	66%	68%	45%	48%	26%						
Hisp 7th	56%	55%	68%	56%	45%	50%						
Hisp 8th	61%	62%	60%	44%	41%	47%						
ELL 6th	10%	38%	40%	31%	19%	43%						
ELL 7th	0%	27%	40%	0%	25%	23%						
ELL 8th	11%	0%	39%	0%	23%	28%		41%				
Spec Ed 6th	3%	21%	23%	0%	14%	16%						
Spec Ed 7th	31%	10%	13%	15%	0%	5%						
Spec Ed 8th	20%	43%	45%	6%	4%	6%		19%				
White 6th	85%	74%	76%	69%	58%	60%						
White 7th	82%	79%	76%	63%	60%	63%						
White 8th	77%	69%	82%	59%	61%	64%		15%				

Schoolwide Planning Information: (Briefly describe the process the leadership team used to develop this Strategic Success Plan.)

The Selbyville Middle School Instructional Leadership Team holds monthly meetings (including meetings over the course of the summer months). During these meetings the academic performance and culture of the school are routinely analyzed. Through this analysis, and in conjunction with District initiatives/goals, the leadership team identified the aforementioned priority areas to focus upon to further strengthen the academic performance and culture of Selbyville Middle School.

Planning Team	
Name of Team Member	Position/Representation
Mr. Jason Macrides	Principal
Mr. Jeff Forjan	Assistant Principal(s)
Mrs. Audrey Forjan	Parent(s)
Mrs. Patricia Jennings	Special Education Coordinator
Ms. Dawn Brasure	School Counselor
Dr. Pattiva Cathell	School Counselor
Mrs. Theresa O’Shields	School Counselor
Ms. Kelsea Dell	Math Department Chair
Mrs. Shannon Polczynski	Science Department Chair
Mrs. Tanya Evans	ELA Department Chair
Mr. Mark Woodard	Social Studies Department Chair
Mr. Eric Tsavdar	Exploratory Department Chair
Mrs. Amanda Mitchell	Math Teacher
Ms. Pam Davis	Title I Student Liaison

Observations about the correlation among Smarter, DCAS, PSAT, SAT scores, school or district common assessments, and student grades:

Some inconsistencies have been identified between student performance in the classroom (grades), performance on universal screening instruments (Achieve 3000 and Math Inventory) and Smarter Balanced Assessment results. These inconsistencies point to a possible disconnect between classroom grading polices and standardized assessments.

Needs Assessment and Plan for Addressing:

Please identify each specific need you will need to address for the 2020-2021 school year, and then provide the following:

- The Priority Area you will be focusing on in addressing each need;
- The Root Cause for your school’s need;
- The Major Activities your school will engage in to address the need, including but not limited to, professional learning; and,
- If there is a cost to your Title I budget in order to address each Action Step.

Specific Needs to be Addressed for 2020 – 2021 School Year	Addresses Priority #	Root Cause for Need	Major Action Steps, including Professional Learning, to Address Need	Title I Budget Designation (if applicable)
Demonstrate growth in student achievement and proficiency with continued emphasis and alignment with Learning Focused planning, instruction, and assessment frameworks.	1, 3, 4	Stagnant growth in proficiency levels for student performance on SBAC	Learning Focused coaching Learning Focused professional learning opportunities during faculty meetings and PLC’s Teacher leaders working with Learning Focused to unpack standards and curriculum map Scheduling PLC time for data analysis and collaborative planning Increasing access to small group instruction for SWD’s Hiring interventionist to provide support for ELL and low income students Purchase teachers Smart Boards	N/A N/A N/A N/A N/A N/A Technology
Enhance TISS process to better academically and behaviorally support at risk students in the classroom and school setting	2, 3	Disproportionality in student discipline with regards to sub groups and the overall need to better support students	Professional learning during faculty meetings Collaborating with IRSD leadership to secure professional development opportunities Maintaining fidelity to the TISS process	N/A N/A N/A
To consistently and frequently analyze data to guide instruction and identify student supports	1, 4	Stagnant rate of growth in student proficiency levels on SBAC	Weekly PLC’s Faculty meetings Increased opportunities for teacher collaboration during the school day Provide teachers with laptops	N/A N/A N/A Technology
Improve parent and family engagement with the school.	1	Limited parental involvement	Weekly automated phone calls to families Active PTO Hosting Family Night	N/A N/A Parent Involvement

Briefly describe the specific activities your school will do to meet the following state and district priorities:

1. Engaged and informed families, schools, communities and other agencies
 - a. Grow existing PTO by adding parent membership and involvement
 - b. Continue weekly communication with families through the Blackboard system.
 - c. Host family nights to encourage parents to come to their child's school
 - d. Communicate and schedule parent conferences
 - e. Incorporate services of Title I Student Liaison

2. Safe and healthy environments, conducive to learning
 - a. Implement DOE Reopening plan with fidelity
 - b. Adhere to plans outlined in ERIP
 - c. Employ service of Safety Constable
 - d. Multiple daily interior and exterior safety checks

3. Equitable access to excellent educators
 - a. Create access to Honors program by eliminating 6th grade Honors courses and allowing students to enter their middle level academic career without prior tracking.
 - b. Eliminate grade level homogeneous student grouping
 - c. Providing support to educators to design, develop, and deliver engaging lessons centered around best practice and research based instructional practices (Learning Focused)

4. Rigorous standards, instruction, and assessments
 - a. SMS is well represented on the Unpacking Standards and Curriculum Mapping Team that convened July 2020 to identify and align standards to instruction/assessment to ensure rigorous teaching and learning is occurring at SMS.
 - b. Administration will conduct IRES evaluations and provide educator feedback in a timely fashion
 - c. Educators will participate in weekly peer to peer walkthroughs

5. High quality early learning opportunities (only elementary schools)

6. Responsible fiscal management
 - a. Adhere to timelines, expectations, and compliance with development and implementation of Operating Budget, Title I Budget, and Athletic Budget.