

## Transylvania County Schools

### School Wide Safety Nets for Student Accountability

School: Brevard Middle School

Year: 2009-2010

Action Steps	Timeline	Who is Responsible
<i>Parent Communication</i>		
1. Contact parents to set up discussion of retention/safety net issues for those students identified as at-risk of not meeting Board of Education Policy IK-R.	1. At each calendar transition	1. All teachers
2. Meet with parents to establish personalized education and communications plans.	2. Within 2 days of ID	2. Homeroom Teachers
3. Establish weekly report, email, and/or other routine communication practices.	3. Meeting within one week of initial contact	3. Teachers; Principal
4. Student Led Conferences for all students, all grade levels.	4. Quarter 1 and 3	4. Teacher Team
5. Newsletters from principal including parenting empowerment tips.	5. Monthly	5. Principal

<p><i>Remediation</i> (Revised 2009-2010) Academic Remediation</p> <ol style="list-style-type: none"> <li>1. Process issues       <ol style="list-style-type: none"> <li>a. Complete Learning Guide, published by International Center for Mediated Learning.</li> <li>b. Design remedial instructional activities to mediate identified deficiencies</li> <li>c. Re-evaluate efficacy of mediations</li> <li>d. Evaluate for EC possibility</li> </ol> </li> <li>2. Content issues       <ol style="list-style-type: none"> <li>a. After-school help with individual teacher</li> <li>b. Departmental labs</li> <li>c. Peer tutoring, as available, during and after school</li> <li>d. External tutoring (SOS/21<sup>st</sup> Century/Rise and Shine Freedom School)</li> </ol> </li> </ol> <p>Behavioral Remediation</p> <ol style="list-style-type: none"> <li>1. Learning behaviors       <ol style="list-style-type: none"> <li>a. Study Skills workshop with Counselor</li> <li>b. Behavior notes in Agenda, checked by parent and teacher every day</li> <li>c. Behavior Management Plan</li> </ol> </li> <li>2. Conduct issues       <ol style="list-style-type: none"> <li>a. Parent notification</li> <li>b. Informal behavior counseling</li> <li>c. Behavior contract</li> <li>d. Attendance Contract</li> <li>e. Disciplinary action</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>a. w/in 2 weeks of id</li> <li>b. Immediately</li> <li>c. Four weeks post init</li> <li>d. CARE Team</li> <li>a. Daily</li> <li>b. Semi-weekly</li> <li>c. Ongoing</li> <li>d. Ongoing</li> <li>a. BMS Counselor, teacher</li> <li>b. Daily</li> <li>c. Daily</li> <li>a. As needed</li> <li>b. As needed</li> <li>c. TBD by AP</li> <li>d. As needed</li> <li>e. At 10 days absence</li> </ol>	<ol style="list-style-type: none"> <li>a. Classroom teacher</li> <li>b. Classroom teacher</li> <li>c. Student's teachers</li> <li>d. CARE Team</li> <li>a. Teacher/parent/student</li> <li>b. Teacher/parent/student</li> <li>c. School counselor</li> <li>d. Parents/counselor</li> <li>a. School Counselor</li> <li>b. Teacher/Parent</li> <li>c. Behavior Team/Parent</li> <li>a. Teacher/AP</li> <li>b. Teacher, AP, Principal</li> <li>c. Behavior Team and Parent</li> <li>d. AP/Principal</li> <li>e. AP, teacher, parent</li> </ol>
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**Personalized Education Plans**

1. Identify target students, as in Section 1:
  - a. EOG level 1, 2 and borderline 3 from previous year; those not making growth
  - b. Benchmark test failures
  - c. Summer session
  - d. Academic failure lists
  - e. Retained students
  - f. Other at-risk factors
2. Contact parents to trigger discussion of retention/safety net issues
3. Meet to establish PEP priorities
4. Establish weekly report system such as email, phone call home, etc.
5. Individualize PEP
6. Re-evaluate PEP for effectiveness

1. Contact made as soon as student identified;

2-6. Meeting with parents to identify issues and establish a plan should be within two weeks of initial contact; meet regularly to update.

1. Teacher responsible for triggering event; homeroom teacher.

2-6. Teacher, student, parents, school administration engage the plan; homeroom teacher monitors implementation and calls for adjustments as needed.

<p><i>Curriculum Alignment and Pacing</i> Teacher Communication</p> <ol style="list-style-type: none"> <li>1. Student's teachers meet regularly to evaluate progress, establish/review needs of student.</li> <li>2. Ensure content and pacing of coursework are consistent with student's needs and the Standard Course of Study (Differentiation).</li> <li>3. Pacing Guides will be used by all teachers.</li> <li>4. Department and Grade Level Meetings will be held with an instructional focus on student learning.</li> <li>5. Continue to develop a vertical articulation for all disciplines within departments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Within 2 weeks of student identification; at least monthly thereafter.</li> <li>2. Within 2 weeks of student identification; at least monthly thereafter.</li> <li>3. Annually</li> <li>4. Every two weeks</li> <li>5. Annually/on-going</li> </ol>	<ol style="list-style-type: none"> <li>1. Homeroom teacher is ultimately accountable for overseeing this; administration verifies it.</li> <li>2. Homeroom teacher is ultimately accountable for overseeing this; administration verifies it.</li> <li>3. Teachers/Admin</li> <li>4. Teacher leaders and administration</li> <li>5. Department Heads</li> </ol>
<p><i>Benchmark Assessments</i> (Revised, 2009-2010)</p> <ol style="list-style-type: none"> <li>1. Teachers are in the process of developing common assessments and probes for immediate mastery diagnosis, which will impact remediation.</li> <li>2. Chapter and unit tests will be used to assess student performance.</li> <li>3. Countywide midterm assessments will be used in core classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Development is underway; once implemented, diagnosis will occur at least once a week.</li> <li>2. Ongoing</li> <li>3. First and third quarter</li> </ol>	<ol style="list-style-type: none"> <li>1. Lead teacher; certified staff; principal</li> <li>2. Teacher/students</li> <li>3. EOC stakeholders</li> </ol>