

CORRECTIVE ACTION PLAN

WV STANDARDS FOR EFFECTIVE SCHOOLS

Martinsburg North Middle School

June 2024



Office of District/School Improvement



**West Virginia Board of Education
2023-2024**

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Introduction

The West Virginia Department of Education's (WVDE) Offices of District/School Improvement and Leadership Development conducted a Targeted School Environment Assessment on Wednesday, April 17, 2024. The Office of District/School Improvement requested the assessment to identify areas for improvement within the school environment to support effective teaching and learning.

The West Virginia Standards for Effective Schools provided the framework for the Targeted School Environment Assessment and the resulting report presented to the West Virginia Board of Education on May 8, 2024. The standards can be accessed through the West Virginia Department of Education's website at <https://wvde.state.wv.us/policies/>.

The West Virginia Standards for Effective Schools address seven areas:

- Clear and Focused Mission
- Instructional Leadership
- High Expectations for Success
- Positive and Safe Environment
- Equitable Opportunities to Learn and Effective Instruction
- Frequent Monitoring of Student Progress
- Family and Community Partnerships

On May 8, 2024, the West Virginia Board of Education placed Martinsburg North Middle School under a State of Emergency pursuant to Article XII, Section 2 of the West Virginia Constitution and W. Va. Code 18-2E-5. In collaboration with acting school and district leadership, the WVDE Office of District/School Improvement makes the following recommendations as part of this corrective action plan to address the deficiencies, including but not limited to those articulated in the Targeted School Environment Assessment. The WVDE recognizes this work as a part of a cycle of continuous improvement for the school, and as such, the recommendations in this report will be periodically assessed and further recommendations may be made.

Focus Improvement Area 1:

Targeted School Environment Assessment Result: Unhealthy or Unsafe Conditions for Students or Employees

Positive and Safe Environment (Standard 4)

Definition: Orderly, purposeful, and accommodating of all students' needs

Create a Multi-Tiered Discipline Plan with Appropriate Supports and Interventions.

- Develop a fair and consistent set of expectations for student behavior in all building areas, including classrooms and common spaces.
- Develop an ongoing plan to communicate and practice these expectations with students.
- Develop and provide character education for students to support improved behavior including student-to-student and student-to-staff interactions.

Set Clear and Consistent Processes for Supporting and Managing Student Behaviors.

- Clearly define and articulate expectations for staff supervision in the classroom and all common spaces in the building.
- Provide professional development for all staff on the appropriate handling of disruptive behaviors and classroom management with follow-up on an as-needed basis.
- Eliminate all non-WVEIS behavior tracking tools and define clear procedures for teacher and staff referral of students in WVEIS.
- Collaborate with school administrators to set consistent and appropriate interventions for student discipline infractions.
- Clearly define procedures and expectations for all students assigned to in-school suspension.

Use Data to Monitor Discipline Practices and Adjust as Needed.

- Develop a system to collaboratively monitor discipline data with a clearly defined frequency of review and make adjustments to the discipline plan as appropriate.
- Develop and implement follow-up support, including, but not limited to, social-emotional support for students with repeated discipline infractions.

Develop a Coordinated Approach to Student Support Services.

- Develop a coordinated multi-tiered system of support that includes a process for referring and accessing appropriate social-emotional supports for all students.
- Clearly define the roles and responsibilities of those in the building who provide support services, including but not limited to counselors, social workers, and the Communities In Schools (CIS) representative.

Focus Improvement Area 2:

Targeted School Environment Assessment Result: School's Failure to Provide High Quality and Equal Educational Opportunities for Students as Demonstrated by Persistently Low Academic Performance

High Expectations (Standard 3)

Definition: Purposefully providing a climate in which all students can learn and succeed

Equitable Opportunities to Learn and Effective Instruction (Standard 5)

Definition: Sufficient time for meaningful learning is provided to all students

Critically Examine and Maximize Instructional Time for Improved Student Outcomes.

- Review current practices and expectations for instructional time and develop a master schedule that emphasizes high-quality instruction for all students.
- Provide daily opportunities for multiple tiers of academic support for all students.
- Using multiple data sources, analyze the effectiveness of honors and general course enrollment on academic achievement. If honors courses are used in the master schedule, develop a scheduling process that uses multiple sources to determine eligibility for student enrollment.
- Clearly define expectations for honors courses and ensure all courses provide the opportunity for students to master the appropriate West Virginia College- and Career-Readiness Standards (WVCCRS).

Provide Professional Learning for Improvement of High-Quality Standards-Based Instruction.

- Review the procedures and protocols for school-based Professional Learning Communities (PLCs) to address students' academic achievement.
- Develop a schedule, provide professional learning, and monitor as appropriate to support effective PLC implementation.
- Provide professional learning on standards-based instruction with an emphasis on activities, assignments, and assessments which align to the cognitive demand of the WVCCRS.
- Provide training on data-based instructional decision-making to support students' improved academic achievement.

Focus Improvement Area 3:

Targeted School Environment Assessment Extraordinary Circumstance: Deficiencies in Instructional Leadership and Support for School Improvement Processes

Instructional Leadership (Standard 2)

Definition: Ensuring the effectiveness of instruction leads to student achievement

Provide Mentoring for Instructional Leadership.

- Hire a school improvement specialist approved by the WVDE to assist school administrators with the implementation of improved practices.

Retain Holly Kleppner, Director of Secondary Schools, as the liaison between the WVDE Office of District/School Improvement and Berkeley County Schools.

- Restructure the Berkeley County Schools organizational chart to ensure Mrs. Kleppner reports improvement progress directly to the county superintendent.
- Ensure Mrs. Kleppner has the autonomy to make decisions regarding the operation of Martinsburg North Middle School.
- Establish a collaborative team to include Mrs. Kleppner, the school improvement specialist, and WVDE staff to implement school improvement plans and communicate progress with the WVDE and WVBE.

Create a Structure and Process for Distributed Leadership for School Improvement.

- Develop a District Improvement Team, under the direction of Holly Kleppner, that meets at least monthly to review improvement progress and provide input.
- Develop a School Improvement Team including teachers and assistant administrators to review current practices and collaboratively design, implement, and monitor school improvement efforts.

Provide Professional Learning and Support for School Improvement Leadership.

- Ensure Martinsburg North Middle School has an instructional leader with demonstrated experience in school improvement.
- Clearly define the roles and responsibilities of assistant administrators and provide ongoing professional support.
- Ensure the roles and responsibilities of the administrators are communicated with the staff.

Design a System for School Walkthroughs to Monitor Progress Toward Schoolwide Goals.

- Based on collaboratively defined schoolwide goals, establish a data source to monitor progress.
- Analyze the current walkthrough process and adjust as needed to monitor school improvement goals.
- Create a schedule for administrator walkthroughs, ensuring all teachers are observed and receive feedback on a regular basis.
- Review data collected from walkthroughs to monitor implementation and progress toward schoolwide goals.



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