

NC Department of Public Instruction Restart School Application

School District:	Johnston County Public Schools
School District Board Chair Signature:	Mike Wooten
Superintendent Signature:	Ross Renfrow
Approval Date of Restart Model by local school board:	10/10/2017
Date to open as a Restart School:	<input checked="" type="checkbox"/> 2018-19 school year <input type="checkbox"/> Other: Click here to enter text.
Application Contact:	Name: Chris Germanoski Email Address: chrisgermanoski@johnston.k12.nc.us Phone Number: (919) 965-2555

School for Restart Model:	Selma Middle School
School Code (6 digits):	510390
Mailing Address:	1533 HWY 301 North, Selma, NC 27576
School Website:	https://www.johnston.k12.nc.us/Domain/41
Current Principal:	Chris Germanoski
Restart School Principal: <i>If educational management organization, see below.</i>	Chris Germanoski

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: Selma Middle School's vision is to use restart flexibility to create an educational atmosphere and environment that is innovative, creative, collaborative, and supportive for our students, staff, and community. Our goal is for classrooms to be engaging by providing student centered instruction and personalized learning opportunities which will lead to higher student engagement and learning. To achieve this goal, we feel it is necessary to have calendar flexibility as well as flexibility of employing staff to meet the needs of our students. The Restart process will be utilized to incorporate and impact the following:

1. Calendar and funding flexibility to implement creative staffing models, and provide additional enrichment and intervention activities to meet student's needs.
2. Significantly improve the educational growth and achievement of students.
3. Create an intensive professional development structure based on the school's needs.
4. Attract staff members that will bring creative and innovative approaches to the classroom.

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EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)	
Will the school be operated by an EMO?	
<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	If yes, describe in detail the review process for selection of the EMO: <i>Provide attachment as necessary.</i>

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION		
As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.		
School Year: 2016-17	School Performance Grade: D/40	School Performance Growth Score: Not Met/59.1 – Growth Index -4.52
School Year: 2015-2016	School Performance Grade: D/40	School Performance Growth Score: Not Met/68.7 – Growth Index -2.26
School Year: 2014-2015	School Performance Grade: F/37	School Performance Growth Score: Not Met/61.1 – Growth Index -3.77
School Year: 2013-2014	School Performance Grade: D/42	School Performance Growth Score: Met/74.6 – Growth Index -1.08

SCHOOL DEMOGRAPHIC PROFILE										
<i>Follow NC Report Card format</i>										
<i>Grade proficient by grade level and subgroup for previous two school years.</i>										
<i>For example, "For school year 2013-14 and school year 2014-15."</i>										
Grade-level Proficiency by Grade and Subgroup 2016-17										
* Less than 10 students tested										
	ALL	FEM	MALE	BLCK	HISP	WHT	EDS	LEP	SWD	AIG
All Subjects	27	29.7	24.5	21	27.6	41.6	25.1	<5	6.3	87.1
Reading Grade 5	17.8	17.5	18.1	18	16.7	21.1	17.7	<5	5.9	*
Reading Grade 6	40.3	52.7	31.6	37.8	37.5	64.3	38.3	<5	14.8	90.9
Reading Grade 7	22.7	29.2	17.7	18.4	21.2	*	22.9	<5	<5	*
Reading Grade 8	25.9	30.8	21.7	19.4	23.2	50	21.9	5.9	<5	*
Math Grade 5	22.4	25	19.4	14	26.9	26.3	19.9	<5	<5	*
Math Grade 6	23.9	30.9	19	16.2	27.5	28.6	22.5	<5	<5	81.8
Math Grade 7	7.3	<5	9.7	<5	10.6	*	7.6	<5	<5	*
Math Grade 8	11.6	9.6	13.3	5.6	10.7	31.3	8.3	<5	8.7	*
Science Grade 5	40.8	38.8	43.1	30	46.2	47.4	40.4	16.7	8.8	*
Science Grade 8	46.4	48.1	45	44.4	44.6	62.5	43.8	11.8	17.4	*
Math I	77.8	90	*	*	*	*	75	*	*	*

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Grade-level Proficiency by Grade and Subgroup 2015-16

* Less than 10 students tested

	ALL	FEM	MALE	BLCK	HISP	WHTTE	EDS	LEP	SWD	AIG
All Subjects	33.2	35.8	31.2	27.7	33.5	51.3	30.2	11.9	15.5	86.6
Reading Grade 5	37.9	43.7	33.3	36.2	35.5	55.0	33.8	20.0	22.6	81.8
Reading Grade 6	35.2	39.7	31.3	29.3	35.1	*	34.7	<5	8.1	*
Reading Grade 7	43.0	57.4	31.1	38.5	40.0	61.5	40.7	25.0	14.8	*
Reading Grade 8	30.0	27.6	31.7	28.9	28.2	*	27.6	12.9	30.4	*
Math Grade 5	27.3	32.4	23.3	17.0	31.2	35.0	24.6	15.0	6.5	>95
Math Grade 6	14.4	10.3	17.9	7.3	16.2	*	14.4	<5	<5	*
Math Grade 7	23.7	27.9	20.3	10.3	27.7	38.5	20.3	6.3	7.4	*
Math Grade 8	21.4	24.1	19.5	26.7	18.8	*	18.1	<5	30.4	*
Science Grade 5	45.3	40.8	48.9	29.8	48.4	70.0	40.8	25.0	12.9	>95
Science Grade 8	42.1	39.7	43.9	42.2	41.2	*	38.6	19.4	34.8	*
Math I	90.5	>95	80.0	*	>95	*	86.7	*	*	*

Grade-level Proficiency by Grade and Subgroup 2014-15

* Less than 10 students tested

	ALL	FEM	MALE	BLCK	HISP	WHTTE	EDS	LEP	SWD	AIG
All Subjects	30.8	33.5	28.3	22.7	33.6	44.7	28.8	12.6	12.2	91.5
Reading Grade 5	25.0	23.7	25.9	14.6	28.0	55.6	23.7	15.8	15.0	>95
Reading Grade 6	43.6	54.0	34.3	31.0	44.3	72.0	41.4	30.0	15.0	*
Reading Grade 7	39.4	43.4	36.7	40.5	37.7	54.5	37.6	7.7	21.4	*
Reading Grade 8	35.8	35.1	36.7	21.3	45.7	41.2	33.6	18.2	6.3	*
Math Grade 5	22.1	22.0	22.2	14.6	24.4	44.4	20.7	13.2	12.5	>95
Math Grade 6	24.8	27.0	22.9	19.0	26.2	36.0	19.8	5.0	15.0	*
Math Grade 7	21.2	26.4	17.7	23.8	16.9	36.4	17.1	<5	10.7	*
Math Grade 8	25.5	29.9	20.0	10.6	38.6	11.8	24.8	9.1	<5	*
Science Grade 5	27.1	30.5	24.7	22.9	25.6	66.7	25.9	13.2	15.0	60.0
Science Grade 8	35.8	31.2	41.7	23.4	44.3	35.3	36.0	18.2	9.4	*
Math I	85.0	81.3	*	>95	80.0	*	88.9	*	*	*

SCHOOL IMPROVEMENT PLAN	PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL
Date approved by the local Board of Education: 10/11/2016	Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1): 10/11/2016

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<p>Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): 10/14/2016</p>	<p>Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1): 10/14/2016</p>
<p><i>Attach School Improvement Plan.</i></p>	<p><i>Attach Plan for Improvement.(explained below)</i></p>
<p>Exemptions from Law Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.</p>	

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The study that Selma Middle School has utilized to start the planning process for the restart model was conducted by Roland G. Fryer, Jr. at Harvard University. The name of the research is *Injecting Charter School Best Practices Into Traditional Public Schools: Evidence From Field Experiments*. Additionally, concepts will be taken from Caliber: Beta Academy out of Richmond, California. Selma Middle will utilize elements from Fryer's research and Beta Academy through the following exemptions **from law available under the Restart Model**:

1. Calendar/Scheduling Flexibility
 1. The most utilized part of this element will be the strategic scheduling. Selma Middle School will be able to extend the school day every Monday through Thursday. Fridays will be an early release day for focused professional development. Research conducted by Roland Fryer, Jr. at Harvard University in 2014 indicated that extending school days was able to yield positive results among achievement and staff output.
 2. The creative scheduling will allow Selma Middle School to incorporate the and Student Development Block of time. Literacy growth and achievement is low. This would allow for an increased focus and dedicated time to assist students. The student development block will be incorporated to encourage mentoring, relationships, better behavior, and student voice. Based on county data from student surveys, over 50% of students do not feel like they have a voice or advocate in their school. This block of time will be dedicated to the educational, social and emotional development of the student.
2. Funding Flexibility
 1. Funding flexibility will allow additional allocated funds to be utilized for staffing; project based learning models, and professional development. More funds will be allocated to these focus areas.
 1. Staffing – Additional curriculum coaches and possible teaching positions will be incorporated through this model. Instructional feedback and smaller class sizes will help to establish a collaborative and effective staff culture.
 2. Project based learning – More funds can be utilized for project based learning resources. The Caliber schools model had a higher success rate based on their digital content and project based learning model. Selma Middle School will be able to direct funds towards project based learning resources.
 3. Professional development – Allocated professional development funds are minimal at this time. Funding flexibility will allow for additional professional development resources to be purchased. For example, we would be able to purchase books for book studies, training on digital integration, and training on personalized learning, and development on new behavior/management models. The professional development of staff will be incorporated every Friday.
3. Curricular Flexibility
 1. The school has been utilizing Johnston County Schools' Rigorous Curriculum Design units for instruction. The curricular flexibility will allow Selma Middle School to design a curriculum and curricular blueprint based on student needs and the North Carolina Public School standards. We will be able to utilize current county curricular initiatives and adapt them to the needs of the school. This will increase the focus based on school needs.
4. Licensure Flexibility
 1. Selma Middle School is located in a very small and rural area. It is very difficult to hire staff to come to this location. This part of the law will increase the pool of applicants for our school.
5. Staff Restructuring Capabilities
 1. Selma Middle School has a hardworking and veteran staff. This portion of the law will allow administration to conduct interviews of the staff. This will allow us to adapt the staff to the needs of the students. A new level of commitment and expectations will be established, and the interviews will allow for the assessment of current staff members.

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ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.