

School Improvement Plan



2017-2018

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: October 3, 2017

Final Copy Due: October 17, 2017



2017-2018 Alexander Graham Middle School Improvement Plan Report

Alexander Graham Middle School Contact Information			
School:	Alexander Graham Middle School	Courier #	399
Address:	1800 Runnymede Ln Charlotte, NC 28211	Phone Number:	980-343-5810
		Fax Number:	980-343-5868
Learning Community	Central	School Website:	http://schools.cms.k12.nc.us/alexandergrahamMS/Pages/Default.aspx
Principal:		Mr. Robert Folk	
Learning Community Superintendent:		Ms. Tara Sullivan	



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Alexander Graham Middle School Improvement Team Membership

Committee Position	Last Name	First Name	Email Address	Date Elected
Facilitator	Armstrong	Courtney	Courtney.armstrong@cms.k12.nc.us	2014
Parent	Barksdale	Laura	albarks@bellsouth.net	2016
Parent	Bilger	Beth	beth.bilger@wellsfargo.com	2016
Counselor	Billmire	Susan	Susan.billmire@cms.k12.nc.us	2015
Administrator	Bonack	Jennifer	Jennifer.bonack@cms.k12.nc.us	2016
Teacher	Breuer	Brian D.	Brian.breuer@cms.k12.nc.us	2013
Parent	Brownlow	Jay	jfb@mallardcreekcap.com	2016
Teacher	Caudill	Lora L.	Lora.caudill@cms.k12.nc.us	2013
Teacher	Chapman	Kellie	Kellie.chapman@cms.k12.nc.us	2013
Parent	Cory	Cannon	ccory@primaxproperties.com	2017
Parent	Davis	Dawn	Dawn.davis@me.com	2017
Teacher	Degorter	Evan D.	Evan.degorter@cms.k12.nc.us	2013
Parent (PTO rep)	Drendel	Rebecca	rdrendel@gmail.com	2017
Parent	Eismont	Mazie	meismont1@yahoo.com	2016
Parent	Emmanuel	Shannon	shannon.emmanuel@heart.org	2016
Administrator	Fitzgerald	Andrew	Andrewj.fitzgerald@cms.k12.nc.us	2016
Parent	Flynn	Jennifer	Jennifer.flynn@ally.com	2017
Principal	Folk	Robert	Robert.folk@cms.k12.nc.us	2010
Teacher	Fullagar	Windy B.	Windyb.fullagar@cms.k12.nc.us	2013
Parent (PTO rep)	Johnston	Ghazale	ghazalejohnston@gmail.com	2017
Parent	Jonas	Heather	Heather.jonas@icloud.com	2017
Parent	Kadis	Jeff	jkadis@hedrickgardner.com	2016
Parent	Mackey	Heather	hmackey@dickensmitchener.com	2017
Teacher	McCurry	Angelina	Agm.hopkins@cms.k12.nc.us	2013
Teacher	Neumann	Marissa S.	Marissa.neumann@cms.k12.nc.us	2013
Teacher Asst.	OHair-Smith	Amy	Amy.ohair-smith@cms.k12.nc.us	2013
Administrator	Richards	Michelle B.	Michelle.richards@cms.k12.nc.us	2013
Teacher	Smith	Rebecca J.	Rebeccaj.smith@cms.k12.nc.us	2013
Media Specialist	Washburn	Kevin	Kevin.washburn@cms.k12.nc.us	2013



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Folk, Robert	<i>Robert Folk</i>	10-16-17
Assistant Principal Representative	Bonack, Jennifer	<i>Jennifer Bonack</i>	10-16-17
Facilitator/Instructional Support	Armstrong, Courtney	<i>Courtney Armstrong</i>	10/16/17
Parent	Barksdale, Laura		
Parent	Bilger, Beth	<i>Beth Bilger</i>	
Counselor	Billmire, Susan	<i>Susan Billmire</i>	10/16/17
Teacher	Breuer, Brian D.		
Parent	Brownlow, Jay		
Teacher	Caudill, Lora L.		
Teacher	Chapman, Kellie	<i>Kellie Chapman</i>	10/16/17
Parent	Cory, Cannon	<i>Cannon S. Cory</i>	10/16/17



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Parent	Davis, Dawn	<i>Dawn Davis</i>	10/16/17
Teacher	Degorter, Evan D.	<i>Evan D. Degorter</i>	10/16/17
Parent (PTO rep)	Drendel, Rebecca	<i>Rebecca Drendel</i>	10/16/17
Parent	Eismont, Mazie	<i>Mazie Eismont</i>	10/16/17
Parent	Emmanuel, Shannon		
Administrator	Fitzgerald, Andrew	<i>Andrew Fitzgerald</i>	10/16/17
Parent	Flynn, Jennifer		
Teacher	Fullagar, Windy B.	<i>Windy B. Fullagar</i>	10/16/17
Parent (PTO rep)	Johnston, Ghazale		
Parent	Jonas, Heather	<i>Heather Jonas</i>	10/16/17
Parent	Kadis, Jeff		10/16/17
Parent	Mackey, Heather		
Teacher	McCurry Heather Angelina	<i>Angelina McCurry</i>	10/16/2017
Teacher	Neumann, Marissa S.		
Teacher Asst.	OHair-Smith, Amy	<i>Amy O'Hair-Smith</i>	10/16/17
Administrator	Richards, Michelle		
Teacher	Smith, Rebecca J.		
Media Specialist	Washburn, Kevin		



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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: To be a middle school that ensures high levels of learning, is developmentally responsive, and is socially equitable for all students, staff, and families.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: To foster in our students a belief in their individual strengths, a love of learning, and a respect for self and others; all in a safe, positive and caring environment.

Alexander Graham Middle School Shared Beliefs

- Nurture the early adolescent in an atmosphere of caring and respect for all individuals.
- Offer opportunities that provide for a wide range of student involvement and student recognition.
- Minimize competition, but maximize participation in extra-curricular activities.
- Recognize and reinforce individual strengths and capabilities.
- Explicitly teach skills that will support student success.
- Integrate character and healthy living into our daily school life.
- Provide opportunities for student leadership.
- Take responsibility for our students: These are our children and we will not let them fail.

Every Child. Every Day. For a Better Tomorrow.



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Alexander Graham Middle School SMART Goals

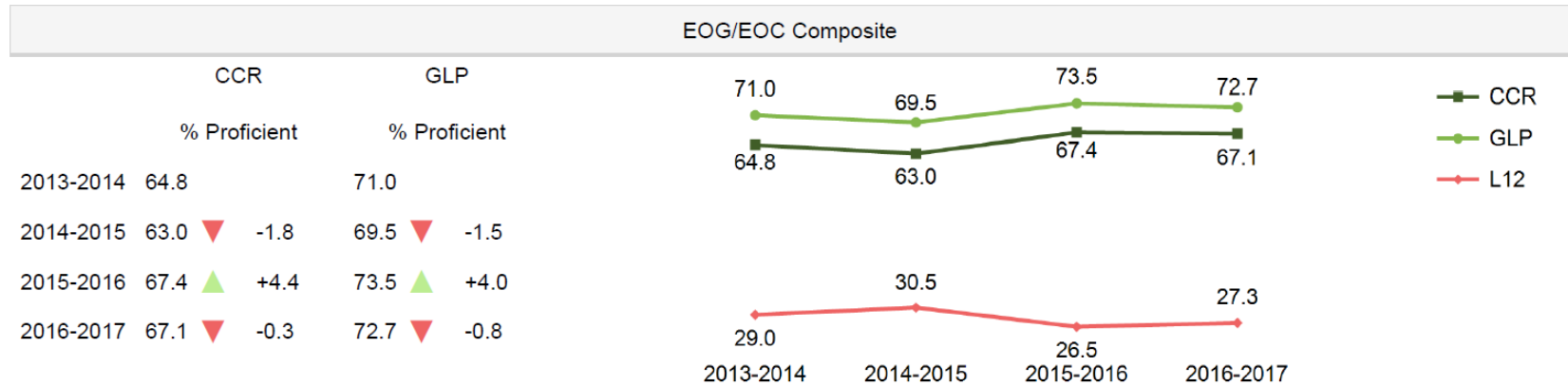
- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment that increases instructional time, teaches character and responsibility, and develops cooperative relationships with all staff, students and parents.
- Increase the 2017-18 school composite score from 72.6% proficient to 77.6% proficient, an increase of 5 percentage points from the 2016-17 school year.
- Increase the percentage of students reporting they are engaged and challenged in classrooms from 90% to 95% on the 2017-18 SLT student survey.
- Increase the percentage of students reaching grade level proficiency on the NC EOG assessments from 71.8% to 76.8% in Reading, and from 67.7% to 72.7% in math, an increase of 5 percentage points for each test.



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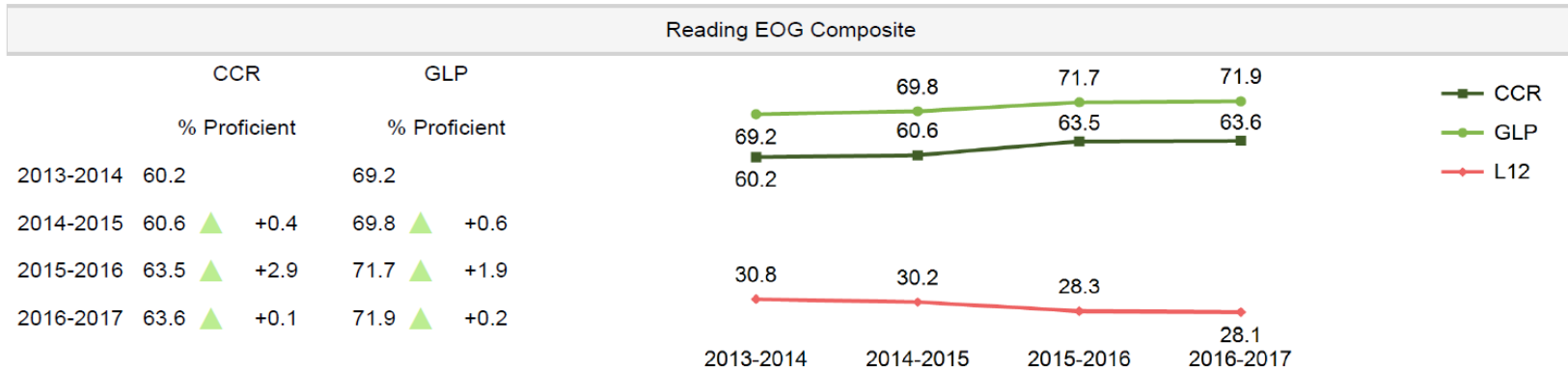
Alexander Graham Middle School Assessment Data Snapshot

School Performance Grade (SPG) and EVAAS Growth Summary							
2013-2014		2014-2015		2015-2016		2016-2017	
SPG	EVAAS	SPG	EVAAS	SPG	EVAAS	SPG	EVAAS
B	Exceeded	B	Exceeded	B	Exceeded	B	Exceeded





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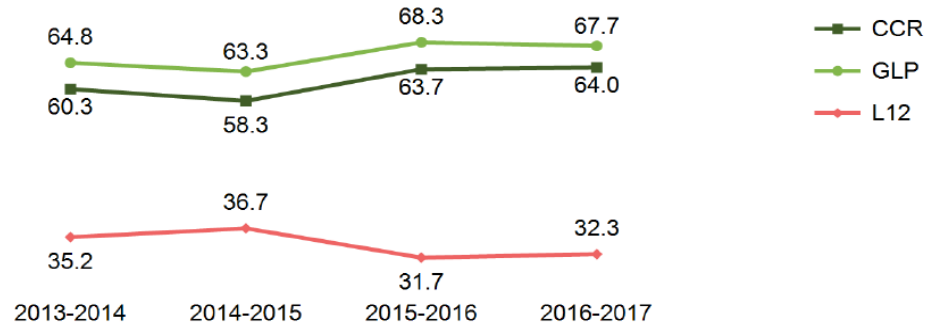




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Math EOG Composite

	CCR		GLP	
	% Proficient		% Proficient	
2013-2014	60.3		64.8	
2014-2015	58.3	▼ -2.0	63.3	▼ -1.5
2015-2016	63.7	▲ +5.4	68.3	▲ +5.0
2016-2017	64.0	▲ +0.3	67.7	▼ -0.6





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Alexander Graham Middle School Profile

Alexander Graham Middle School is located in the South Park area of Charlotte on Runnymede Lane. The school is part of the South Park campus that is composed of Selwyn Elementary, Alexander Graham Middle and Myers Park High School. We are the first junior high school formed in the state of North Carolina. We have been in our current location since 1957.

Alexander Graham Middle School is proud of our cultural and economic diversity. Of our 1,467 students, approximately 25% are African-American, 62% are White, 8% are Hispanic, 3% are Asian, and 2% are Multi-Racial. 34% of our students are classified as free/reduced lunch. 25% of our students are certified AIG (Gifted) and 8% are considered Students with Disabilities (SWD). 3% of our students are categorized as Limited English Proficient (LEP).

The overall makeup of our staff has changed over the past five years, with many staff members seeking advanced degrees and enhanced professional development. 78% of our staff has 5+ years of experience. 44% hold advanced degrees and 15% are National Board Certified. Our certified staff consists of 91 members.

Parent involvement is the cornerstone of success at Alexander Graham Middle School. We have a very active PTO and School Leadership Team. Our parents take pride in their involvement and support the school in many ways. Our annual Invest in Excellence campaign raises funds to support technology, purchase instructional supplies, and supply other much needed items for the school.

In 2006, Alexander Graham Middle School was recognized as a “School to Watch” by the North Carolina Department of Public Instruction and The North Carolina Middle School Association. We received this recognition for being academically excellent, developmentally responsive and providing social equity. We were re-designated as a “School to Watch” in 2009, 2012, and 2015.

Alexander Graham Middle School has also been recognized by the state of North Carolina for our growth on our End-of-Grade Tests. In 2005-06, we were recognized for achieving High Growth and were named a School of Progress. In 2006-



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07, we were recognized for achieving Expected Growth and were named a School of Distinction. In 2007-08, we achieved High Growth on the End-of-Grade Math Tests.

In 2008-09, we met High Growth in Math and Expected Growth in Reading. In 2009-2010, we met High Growth goals on our EOG composite and were named a School of Distinction. From 2010-2017, we have exceeded high growth goals on our EOG composite and are considered a School of Distinction. In 2016-2017, we more than doubled the exceeded growth mark set by the state with a growth index of 4.5.

Each year, the academic challenge we face at Alexander Graham Middle School is to meet all of our students at their current academic levels and challenge them to reach higher. We must enrich and stretch our instruction to meet the needs of high achieving students. We must ensure that our students “in the middle” receive the needed support with high expectations for development and learning. We must remediate and differentiate our instruction to meet the needs of all students performing below grade level. Our goal is for all of our students to achieve high growth goals in academic content while developing healthy emotional and social habits in the middle years of education.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Retention/Quality Appraisals
Data Used:	Master Schedule, Time Schedule

<u>Strategies</u> (determined by what data) • Task • Task • Task (PD)	<u>Point Person</u> (title/name)	<u>Evidence of Success</u> (Student Impact)	<u>Funding</u> (estimated cost / source)	<u>Personnel Involved</u>	<u>Timeline</u> (Start—End) • Interim Dates
1. Develop and Implement a Master Schedule with a duty free period for teachers to have lunch.	• Principal	• Collaborative planning and lunch periods that produce high levels of teaching and learning	N/A	Admin Team Student Services Team Teachers	August 2017 – June 2018 • Schedule completed by 8/28/17
2. Create a supervision structure for students to have lunch in a safe and orderly school environment	• Principal	• Student lunch periods that are safe, supportive, and orderly	N/A	Admin Team Student Services Team Teachers	August 2017 – June 2018 • Schedule completed by 8/28/17



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement
Data Used:	Master Schedule, PLC Team agendas and minutes

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) 3. Interim Dates
1. Develop and Implement a Master Schedule with a duty free instructional planning period of at least five hours per week for teachers to collaboratively plan for instructional units and lessons.	• Principal	• Collaborative planning periods that produce high levels of teaching and learning	N/A	Admin Team Student Services Team Teachers	August 2017 – June 2018 • Schedule completed by 8/28/17
2. Provide a planning structure for professional development and instructional planning. • Create a planning schedule and calendar. • Monitor staff participation in learning team meetings and professional development sessions.	• Principal	• Weekly meeting minutes • Work products from professional development sessions	N/A	Admin Team Instructional Team Grade Level Teachers	August 2017 – June 2018 • Schedule completed by 8/28/17 • Handbook published and shared with meeting dates by 8/28/17



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment that increases instructional time, teaches character and responsibility, and develops cooperative relationships with all staff, students and parents.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health
Data Used:	Survey Results, Student Products, Activity Schedule

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Encourage students to be aware of the impact of their words and actions on the lives of others and to set goals for a purposeful life. Use advisory lessons to build community in the school and promote positive relationships among students and staff	<ul style="list-style-type: none"> • Administrative Team • Student Services Staff 	<ul style="list-style-type: none"> • 100% of our students increase the use of kind words and acts of kindness through individual and group practice 	\$500.00 <ul style="list-style-type: none"> • School Funds 	Teachers Counselors Student Body Administrative Team	October 2017 – June 2018 <ul style="list-style-type: none"> • 10/28/17 • 11/30/17 • 12/21/17 • 1/31/18 • 2/28/18 • 3/30/18 • 4/28/18 • 5/31/18 • 6/9/18



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<p>2. Create a culture of caring and kindness through the promotion and actions of school initiatives for recognizing positive actions and positive behavior (Quarterly Pride Assemblies, Bragging on the Bulldog, Monthly Student Recognition, Monthly Staff Recognition)</p>	<ul style="list-style-type: none"> • Administrative Team • Student Services Team • Team Leads 	<ul style="list-style-type: none"> • 95% of students and staff will report that they feel valued as measured by the SLT student and staff surveys. 	<p>\$500.00 3. School Funds</p>	<p>Staff Student Body Admin Team PTO Leadership</p>	<p>October 2017 – June 2018 SLT Student Survey: Week of October 2, 2017 and March 26, 2018</p>
<p>3. Promote and sustain a culture where all students are highly engaged and maintain positive behaviors and interactions with staff and peers in all classrooms Staff will review and use:</p> <ul style="list-style-type: none"> • Research-based instructional strategies, practices, protocols, and procedures for engaging all learners. • How to organize and manage their classes for student success. • How to implement a preventative, problem-solving, and restorative approach to discipline. 	<ul style="list-style-type: none"> • Admin Team • Counselors 	<ul style="list-style-type: none"> • As evidenced through ISS and OSS utilization, students out of class for behavioral concerns will decrease by 5%. • Classroom Observations 	<ul style="list-style-type: none"> • \$8,000 • Funding from PTO Operating Budget 	<p>All Staff</p>	<p>October, 2017-May, 2018</p>
<p>4. Students will complete the CMS Digital Citizenship course to reduce online bullying and increase responsible behavior for the use of technology</p>	<ul style="list-style-type: none"> • Media Specialist • Technology Facilitator 	<ul style="list-style-type: none"> • Incident Reports • Course log 	<p>N/A</p>	<p>All Students</p>	<p>September 2017</p>
<p>5. Provide all students with 30 minutes of physical activity each day in accordance with the NC Healthy Active Child policy</p>	<ul style="list-style-type: none"> • Administrative Team 	<ul style="list-style-type: none"> • Monitoring • Schedule 	<ul style="list-style-type: none"> • \$500 • PTO Athletic Budget 	<p>All Students Teachers</p>	<p>August 2017 – June 2018</p>



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SMART Goal (4):	Increase the 2017-18 school composite score from 72.6% proficient to 77.6% proficient, an increase of 5 percentage points from the 2016-17 school year.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Access to Rigor,
Data Used:	Staff and Student Work Products, Professional Development Training, Class Observations

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) 6. Interim Dates
1. Provide a planning structure for professional development and instructional development. <ul style="list-style-type: none"> • Create a planning schedule and calendar. • Monitor staff participation in learning team meetings and professional development sessions. • Use Early Release days to provide targeted professional development for teachers on the use of Academic Conversations, Graphic Organizers, Academic Writing, and Silent-Sustained Reading 	<ul style="list-style-type: none"> • Administrative Team • Academic Facilitators • Content Leadership Team/ILT 	<ul style="list-style-type: none"> • Planning meeting agendas • Lesson plans • Work products from professional development sessions • Peer Observation and feedback forms 	\$ 1,000 <ul style="list-style-type: none"> • School Funds 	Administrative Team Instructional Team Content Leadership Team	August 2017 – June 2018 <ul style="list-style-type: none"> • August 25, 2017 • Peer Observations: Early Release PD: <ul style="list-style-type: none"> • October 18, 2017 • December 6, 2017 • February 7, 2018 • April 18, 2018
2. Implement literacy strategies across all content areas <ul style="list-style-type: none"> • Teachers will select and/or develop appropriate texts, tasks, and expectations. 	<ul style="list-style-type: none"> • Administrative team • Academic Facilitators 	<ul style="list-style-type: none"> • Quality student work products • Classroom observations and walkthrough forms • Lesson Plans 	N/A	Administrative Team Instructional Team	August 2017 – June 2018 CLT/ILT Walkthrough Observations: <ul style="list-style-type: none"> • September – June



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<ul style="list-style-type: none"> Teachers will promote and practice Academic Conversations, Academic Writing, and Academic Press 				Teachers	<ul style="list-style-type: none"> Close Reading and complex content area text used once a week during regular class instruction
<p>3. Students will set academic goals and participate in academic conferencing.</p> <ul style="list-style-type: none"> Teachers will use MAP assessments results to set academic goals Teachers will participate in academic conferencing with their students 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Classroom observations and walkthrough forms Conferencing Logs Goal Setting Forms 	N/A	School Community	<p>August 2017 – June 2018</p> <p>CLT/ILT Walkthrough Observations:</p> <ul style="list-style-type: none"> September – June
<p>4. Utilize CMS Navigator Portal, MAP, and Progress Monitoring Data to identify and set expected growth scores for all students.</p> <ul style="list-style-type: none"> Train teachers to use Teacher Portal/ MAP Review expected growth goals Set growth goals with students Progress Monitor 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> End of Grade Test Data MAP Data Progress Monitoring Data Goal Setting Forms 	N/A	<p>Administrative Team</p> <p>Tech Facilitator</p> <p>Grade Level Teachers</p>	<p>MAP Windows</p> <ul style="list-style-type: none"> September, 2017 January, 2018 April, 2018 <p>Progress Monitoring</p> <ul style="list-style-type: none"> Ongoing using Teacher selected PM periods, shared on Google calendar <p>Quarterly Reviews of data:</p> <ul style="list-style-type: none"> October, 2017 January, 2018 March, 2018 June, 2018



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<p>5. Utilize Inclusive Practices so that SWD receive additional support in grade level classrooms.</p> <ul style="list-style-type: none"> Schedule co-teaching classes Continue training for EC and General Ed teachers with co-teaching. Provide support and professional development to staff. 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Co-Teaching Schedule and Placement Professional Development training and support 	<p>N/A</p>	<p>ICT Support</p> <p>District EC Training Staff</p> <p>Regular ED and EC co-teachers</p>	<p>Quarterly Reviews of data:</p> <ul style="list-style-type: none"> October, 2017 January, 2018 March, 2018 June, 2018
<p>6. Schedule “under-served” students in the extended day Bulldogs Matter program.</p> <ul style="list-style-type: none"> Develop program model Implement program Evaluate and modify program 	<ul style="list-style-type: none"> Administrative Team Bulldogs Matter Directors Bulldogs Matter Teachers 	<ul style="list-style-type: none"> EOG Data Progress Monitoring Data Program Attendance Data Academic Grades 	<p>\$20,000</p> <ul style="list-style-type: none"> (Extended Day Funds) <p>\$40,000</p> <ul style="list-style-type: none"> (Crossroads Corp) 	<p>Principal</p> <p>Bulldog Matters Staff</p> <p>CrossRoads Community Volunteers</p>	<p>October, 2017– May, 2018</p> <ul style="list-style-type: none"> Home visits and kickoff cook out: September, 2017 Program begins October 24, 2017
<p>7. Utilize EVAAS and Progress Monitoring Data (MAP, teacher created common assessments) to monitor at-risk student academic placement and progress.</p> <ul style="list-style-type: none"> Use MAP, SchoolNet, teacher-created common assessments, Progress Monitoring and the Mastery Grading Plan for implementing assessments. Use assessment information to plan and deliver instruction. Utilize Chromebooks to provide skills instruction differentiated for student needs (IXL, NewsELA, CANVAS, Study Island) Set goals and monitor student progress 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> MAP Data Progress Monitoring Data Common Assessments 	<p>\$1,500.00</p> <ul style="list-style-type: none"> School Funds 	<p>Administrative Team</p> <p>Tech Facilitator</p> <p>MTSS Leadership Team</p> <p>Grade Level Teachers</p>	<p>MAP Windows</p> <ul style="list-style-type: none"> September, 2017 January, 2018 April, 2018 <p>Progress Monitoring – ongoing</p> <p>Quarterly Reviews of data:</p> <ul style="list-style-type: none"> October, 2017 January, 2018 March, 2018 June, 2018



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SMART Goal (5):	Increase the percentage of students reporting they are engaged and challenged in classrooms from 90% to 95% on the 2017-18 SLT student survey.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps
Data Used:	MAP, Work Samples, SLT Survey

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) Interim Dates
1. Provide instructional strategies and tools to increase student engagement and learning in the classroom by using: NewsELA, Discovery Education, PEAK, IXL Math, Study Island, ELLevation and Edgenuity.	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Formal Observation Data Walk-Through Observation Data Lesson Plans 	\$21,000 <ul style="list-style-type: none"> PTO Funds 	Administrative Team Instructional Team Teachers	August 2017 – June 2018 <ul style="list-style-type: none"> NewsELA training: Sept., 2017 Edgenuity training: ongoing webinars
2. Utilize district initiative of 1:1 Chromebook deployment to ensure that all students have access to technology and differentiated resources. Teachers and students have access to: <ul style="list-style-type: none"> NewsELA, Study Island, IXL Math, Discovery Education, ELLevation, BrainPOP, CANVAS, Pearson Online, Sadlier Connect, NCVPS, Edgenuity 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Teachers and students will use available resources to assign, complete and assess individual student needs through targeted assignments and assessments. 	\$21,000.00 <ul style="list-style-type: none"> PTO Funds 	Administrative Team Instructional Team Tech Facilitator Teachers	August 2017 – June 2018 <ul style="list-style-type: none"> Chrome book Distribution: September, 2018 NewsELA training: September, 2018 Weekly PLC meetings to plan and use sites and materials



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<p>3. Build and Implement Academic Advisory groups for all grade levels</p> <ul style="list-style-type: none"> • Build and Implement interventions and advisory tasks including silent sustained reading, academic conferencing, academic support, and character development 	<ul style="list-style-type: none"> • Administrative team • Academic Facilitators 	<ul style="list-style-type: none"> • Advisory Schedule • Advisory Lessons • Reading Logs • MTSS and Edgenuity data 	<p>\$500.00</p> <ul style="list-style-type: none"> • School Funds 	<p>Administrative Team</p> <p>Counseling Team</p> <p>Grade Level Teaching Teams</p>	<p>August 2017 – June 2018</p> <ul style="list-style-type: none"> • Advisory schedule built in to master schedule: finished by August 25, 2017 • Weekly planning in PLCs
<p>4. Utilize MAP, SchoolNet, and Common Assessments for progress monitoring and instructional planning</p> <ul style="list-style-type: none"> • Share MAP Data with non-ELA/Math PLCs to inform instruction • Utilize Chromebooks for testing and responsive instruction to RIT and proficiency scores • Set goals and monitor student progress • 4 common formal assessments are given and are aligned to content standards. • Assessment components will be broken down by objective, where permitted by software • PLC leaders will facilitate weekly meetings that focus on concepts of backward design and data analysis • PLC pacing calendars for lesson design and assessments on shared drive • Instructional leaders review and monitor PLC common assessments • PLC common assessments implemented 	<ul style="list-style-type: none"> • Administrative team • Academic Facilitators 	<ul style="list-style-type: none"> • MAP Data • Progress Monitoring Data • Common Assessments and Data • PLC Minutes and plans 	<p>N/A</p>	<p>Teachers</p>	<p>August 2017 – June 2018</p> <ul style="list-style-type: none"> • Weekly PLC planning • Weekly below-level planning and PM reporting • MAP Window: fall, winter, spring



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SMART Goal (6):	Increase the percentage of students reaching grade level proficiency on the NC EOG assessments from 71.8% to 76.8% in Reading, and from 67.7% to 72.7% in math, an increase of 5 percentage points for each test.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps, College and Career Readiness
Data Used:	EVAAS, Student Score Predictions, EOG

Strategies (determined by what data) a. Task b. Task c. Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) Interim Dates
1. Provide a planning structure for professional development and instructional development. <ul style="list-style-type: none"> • Create a planning schedule and calendar. • Monitor staff participation in learning team meetings and professional development sessions. • Use Early Release days to provide targeted professional development for teachers on the use of Academic Conversations, Graphic Organizers, Academic Writing, and Silent-Sustained Reading 	<ul style="list-style-type: none"> • Administrative Team • Academic Facilitators • Content Leadership Team/ILT 	<ul style="list-style-type: none"> • Planning meeting agendas • Lesson plans • Work products from professional development sessions • Peer Observation and feedback forms 	\$ 1,000 <ul style="list-style-type: none"> • School Funds 	Administrative Team Instructional Team Content Leadership Team	August 2017 – June 2018 Opening PD: <ul style="list-style-type: none"> • August 22, 2017 CLT/ILT Walkthrough Observations: <ul style="list-style-type: none"> • September – June Early Release PD: <ul style="list-style-type: none"> • October 18, 2017 • December 6, 2017 • February 7, 2018 • April 18, 2018



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<ul style="list-style-type: none"> Teachers will select and/or develop appropriate texts, tasks, and expectations that promote and practice Academic Conversations, Academic Writing, and Academic Press 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Quality student work products Classroom observations and walkthrough forms 	<p>N/A</p>	<p>Administrative Team</p> <p>Instructional Team</p> <p>Teachers</p>	<p>August 2017 – June 2018</p> <p>Opening PD:</p> <ul style="list-style-type: none"> August 22, 2017 <p>CLT/ILT Walkthrough Observations:</p> <ul style="list-style-type: none"> September – June <p>Early Release PD:</p> <ul style="list-style-type: none"> October 18, 2017 December 6, 2017 February 7, 2018 April 18, 2018
<p>2. Students will set academic goals and participate in academic conferencing.</p> <ul style="list-style-type: none"> Teachers will use MAP assessments results to set academic goals Teachers will participate in academic conferencing with their students 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Quality student work products Classroom observations and walkthrough forms Goal Setting Forms 	<p>N/A</p>	<p>School Community</p>	<p>August 2017 – June 2018</p> <p>Opening PD:</p> <ul style="list-style-type: none"> August 22, 2017 <p>CLT/ILT Walkthrough Observations:</p> <ul style="list-style-type: none"> September – June <p>Early Release PD:</p> <ul style="list-style-type: none"> October 18, 2017 December 6, 2017 February 7, 2018 April 18, 2018



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<p>3. Utilize Inclusive Practices so that SWD receive additional support in grade level classrooms.</p> <ul style="list-style-type: none"> Schedule co-teaching classes Continue training for EC and General Ed teachers with co-teaching. Provide support and professional development to staff. 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> Co-Teaching Schedule and Placement Professional Development training and support 	<p>N/A</p>	<p>ICT Support</p> <p>District EC Training Staff</p> <p>Regular ED and EC co-teachers</p>	<p>Quarterly Reviews of data:</p> <ul style="list-style-type: none"> October, 2017 January, 2018 March, 2018 June, 2018
<p>4. Schedule “under-served” students in the extended day Bulldogs Matter program.</p> <ul style="list-style-type: none"> Develop program model Implement program Evaluate and modify program 	<ul style="list-style-type: none"> Administrative Team Bulldogs Matter Directors Bulldogs Matter Teachers 	<ul style="list-style-type: none"> EOG Data Progress Monitoring Data Program Attendance Data Academic Grades 	<p>\$20,000</p> <ul style="list-style-type: none"> (Extended Day Funds) <p>\$40,000</p> <ul style="list-style-type: none"> (Crossroads Corp) 	<p>Principal</p> <p>Bulldog Matters Staff</p> <p>CrossRoads Community Volunteers</p>	<p>October, 2017– May, 2018</p> <ul style="list-style-type: none"> Home visits and kickoff cook out: September, 2017 Program begins October 24, 2017
<p>5. Utilize EVAAS and Progress Monitoring Data (MAP, teacher created common assessments) to monitor at-risk student academic placement and progress.</p> <ul style="list-style-type: none"> Use MAP, SchoolNet, teacher-created common assessments, Progress Monitoring and the Mastery Grading Plan for implementing assessments. Use assessment information to plan and deliver instruction. Utilize Chromebooks to provide skills instruction differentiated for 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> MAP Data Progress Monitoring Data Common Assessments 	<p>\$1,500.00</p> <ul style="list-style-type: none"> School Funds 	<p>Administrative Team</p> <p>Tech Facilitator</p> <p>MTSS Leadership Team</p> <p>Grade Level Teachers</p>	<p>MAP Windows</p> <ul style="list-style-type: none"> September, 2017 January, 2018 April, 2018 <p>Progress Monitoring – ongoing</p> <p>Quarterly Reviews of data:</p> <ul style="list-style-type: none"> October, 2017 January, 2018 March, 2018 June, 2018



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<p>student needs (IXL, NewsELA, CANVAS, Study Island)</p> <ul style="list-style-type: none"> Set goals and monitor student progress 					
<p>6. Utilize CMS Navigator Portal, MAP, and Progress Monitoring Data to identify and set expected growth scores for all students.</p> <ul style="list-style-type: none"> Train teachers to use Teacher Portal/ MAP Review expected growth goals Set growth goals with students Progress Monitor 	<ul style="list-style-type: none"> Administrative team Academic Facilitators 	<ul style="list-style-type: none"> End of Grade Test Data MAP Data Progress Monitoring Data 	<p>N/A</p>	<ul style="list-style-type: none"> Administrative Team Tech Facilitator Grade Level Teachers 	<p>MAP Windows</p> <ul style="list-style-type: none"> September, 2017 January, 2018 April, 2018 <p>Progress Monitoring</p> <ul style="list-style-type: none"> Ongoing using Teacher selected PM periods, shared on Google calendar <p>Quarterly Reviews of data:</p> <ul style="list-style-type: none"> October, 2017 January, 2018 March, 2018 June, 2018



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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	MAP Assessments, Informal and Formal Assignments, Content Assessments, EOG

Strategies (determined by what data) d. Task e. Task f. Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
i. Common assessments <ul style="list-style-type: none"> At minimum, 4 common formal assessments are given and are aligned to content standards. Teachers may use School Net for common assessments Assessment components will be broken down by objective PLC leaders will facilitate weekly meetings that focus on concepts of backward design and data analysis Instructional leaders review and monitor PLC common assessments PLC pacing calendars for lesson design and assessments on shared drive 	Principal Academic Facilitators Lead Content Teachers Instructional Staff	<ul style="list-style-type: none"> Quality and alignment of assessments will improve. Planning and pacing will be more strategic. Improved student performance of all final exams through effective PLC planning and collaboration. Demonstrated academic growth. Evidence of retesting for content mastery. 	\$500.00	Administrative Team Instructional Team Teaching Faculty Facilitators	August 2017 – June 2018



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<p>2. Data disaggregation</p> <ul style="list-style-type: none"> • PD provided to aid PLC in analyzing data • Assessment data of student mastery is compiled and discussed in grade level department meetings. • Students will analyze data to improve performance and set goals • Assessment data is analyzed to determine effectiveness of assessment questions • Data used to group and differentiate instruction to meet individual student needs. • Teachers will communicate with parents through various sources regarding skills that are not mastered 	<p>Principal</p> <p>AF/PD/Math Facilitators</p> <p>Lead Content Teachers</p> <p>Instructional Staff</p>	<ul style="list-style-type: none"> • Demonstrated academic growth. Evidence of retesting for content mastery. • Data used to plan for differentiated instruction. Common assessment data trackers demonstrate greater mastery among student body. • Assessment quality will be continuously improved. • Student data analysis will empower students to take ownership of their learning 	<p>N/A</p>	<p>Administrative Team</p> <p>Instructional Team</p> <p>Teaching Faculty</p> <p>Facilitators</p>	<p>August 2017 – June 2018</p>
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> • Advisory built into school day and scheduled for academic support and character development • Strategic scheduling based on EOG test scores • Use assessment data to group students according to ability. 	<p>Principal</p> <p>AF/PD/Math Facilitators</p> <p>Lead Content Teachers</p> <p>Instructional Staff</p>	<ul style="list-style-type: none"> • Demonstrated academic growth. Evidence of grouping and strategic placement in content and AE period. • Remediation instruction much more targeted and strategic to increase overall mastery. • Students who have demonstrated mastery will be provided with extension opportunities. 	<p>N/A</p>	<p>Administrative Team</p> <p>Instructional Team</p> <p>Facilitators</p>	<p>August 2017 – June 2018</p>



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<p>4. Additional learning opportunities</p> <ul style="list-style-type: none"> If a student earns below a 79% on any formal assessment, the student will have the opportunity for additional practice, re-teaching, and reflection to achieve mastery up to a maximum score of 79%. 	<p>Principal Grade Level Administrators</p>	<ul style="list-style-type: none"> Improved mastery of objectives and grades evidenced by content assessment performance and MAP assessment data. 	<p>N/A</p>	<p>Administrative Team Instructional Team Teaching Faculty Facilitators Counselors</p>	<p>August 2017 – June 2018</p>
<p>5. Late and make-up work</p> <ul style="list-style-type: none"> A student who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up work (End of Grading Period). It is the student's responsibility to make arrangements within five school days of the student's return for completing any late or missed work. A teacher may choose to provide extended time for a student to complete missing assignments. Students should be encouraged to attend tutoring with their teachers following an absence to ensure students get the academic support they need to stay current in their studies. If the student was present in the class on the due date, the work may be given less credit. 	<p>Principal Grade Level Administrators</p>	<ul style="list-style-type: none"> Improved mastery of objectives and grades evidenced by content assessment performance and MAP assessment data. Greater student accountability to make-up work. An understanding among all staff, students, and parents regarding CMS and school grading expectations. 	<p>N/A</p>	<p>Administrative Team Instructional Team Teaching Faculty Counselors</p>	<p>August 2017 – June 2018</p>



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<p>6. Grade reporting</p> <ul style="list-style-type: none"> Grades for all assignments must be entered in the grade book within ten (10) school days of the assignment due date. This includes make-up work. (Note: Grades for long term assignments/projects and work turned in late are excluded from the 10 day posting requirement.) Grade Level Administrators will monitor PowerSchool to ensure timeliness of grade posting 	<p>Principal</p> <p>Grade Level Administrators</p>	<ul style="list-style-type: none"> Grade book data in Power School. Evidence of communication between teachers and parents, allowing more proactive engagement. Reduced failure rates due to increased number of assessments allowing students to show evidence of mastery 	<p>N/A</p>	<p>Administrative Team</p> <p>Instructional Team</p> <p>Teaching Faculty</p> <p>Counselors</p>	<p>August 2017 – June 2018</p>
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Alexander Graham Middle School – 600-399 Waiver Requests

1. Insert the waivers you are requesting

7. *Maximum Teaching Load and Maximum Class Size (grades 4-12)*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

8. *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size*

3. Please state how the waiver will be used.

9. *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

10. *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*