

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 Carmel Middle School Improvement Plan Report

Carmel Middle School Contact Information			
School:	Carmel Middle School	Courier Number:	333
Address:	5001 Camilla Drive	Phone Number:	980-343-6705
	Charlotte, NC 29226	Fax Number:	980-343-6749
Learning Community:	South Learning Community	School Website:	http://schools.cms.k12.nc.us/carmelMS/Pages/Default.aspx
Principal:	LeDuan Pratt		
Learning Community Superintendent:	Avery Mitchell		

Carmel Middle School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	LeDuan Pratt	leduan.pratt@cms.k12.nc.us	08/24/17
Assistant Principal Representative	Bethany Gullion	bethanyw.gullion@cms.k12.nc.us	08/24/17
Assistant Principal Representative	Jared Thompson	jared1.thompson@cms.k12.nc.us	08/24/17
Dean of Students Representative	Patrick Dean	pat.dean@cms.k12.nc.us	08/24/17
Teacher Representative	Sabrina Drummond	sabrinaj.drummond@cms.k12.nc.us	08/24/17
Teacher Representative	Brad Hobson	b.hobson@cms.k12.nc.us	08/24/17
Teacher Representative	Courtney Frank	courtney.frank@cms.k12.nc.us	08/24/17
Teacher Representative	Lauren Wolfe	laurenm.wolfe@cms.k12.nc.us	08/24/17
Instructional Support Representative	Peggy Fadero	peggy.fadero@cms.k12.nc.us	08/24/17

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Instructional Support Representative	Jennifer Thompson	<i>jennifer.storck@cms.k12.nc.us</i>	08/24/17
Parent Representative	Lynn Beck	<i>lynne.beck@live.com</i>	05/12/15
Parent Representative	Britt Byerley	<i>brittbyerley@gmail.com</i>	05/05/16
Parent Representative	Wendy Bohmfalk	<i>wpbohmfolk@gmail.com</i>	05/08/17
Parent Representative	Andy George	<i>andygeorge422@gmail.com</i>	05/08/17
Parent Representative	Alison Gugenheim	<i>amgugenheim@gmail.com</i>	05/08/17
Parent Representative	Ed Hampton	<i>peachtreeone@aol.com</i>	05/08/17
Parent Representative	Sara Hart	<i>sarabhart@carolina.rr.com</i>	05/08/17
Parent Representative	Christi Hays (Chair)	<i>Christihays32@gmail.com</i>	05/12/15
Parent Representative	Elise Kosofsky	<i>elise.kosofsky@gmail.com</i>	05/08/17
Parent Representative	Linda McAfee	<i>linda.mcafee@ymcacharlotte.org</i>	05/08/17
Parent Representative	Kathy Micheau	<i>kmicheau@carolina.rr.com</i>	05/12/15
Parent Representative	Sterling Oliver	<i>silveroliver@carolina.rr.com</i>	05/12/15
Parent Representative	Kristin Scala	<i>kristinscala88@gmail.com</i>	05/08/17
Parent Representative	Susan Snow	<i>susan_wagner@yahoo.com</i>	05/05/16
Parent Representative	Jackie Taylor-Plunket	<i>bgp.jlt98@gmail.com</i>	05/05/16
Parent Representative	Chris Wellons	<i>cbw3rd@gmail.com</i>	05/08/17

Vision Statement

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

School: Carmel Middle School will be a safe and inviting place where all stakeholders are continuously improving the process of teaching and learning. By creating and implementing programs that are developmentally responsive to our students, Carmel will be a positive learning environment where students will be provided the framework to develop as life-long learners.

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Mission Statement

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

School: To foster academic potential **through quality instruction**, in a safe and respectful environment while promoting individual growth & success at school, at home and in the community.

Carmel Middle Shared Beliefs

We, the parents, students, teachers and staff at Carmel Middle School believe that:

- Carmel Middle School will be a safe and inviting place where all stakeholders are continuously improving the process of teaching and learning. (Atmosphere)
- Education is a continuous process that requires dedication, responsibility, consistency, and cooperation on behalf of teachers, parents, and students. (Community)
- Teachers need to use varying teaching strategies to reach all students and their individual learning styles in order to develop Critical Thinking Skills.

We also believe that each of the participants in the education process - teachers, staff, parents and students – is accountable for:

- **Respect** (with each other)
- **Patience** (with each other)
- **Perseverance** (when difficult tasks arise)
- **Collaboration** (working together)

Carmel Middle 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 free of bullying and harassing behaviors.

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- By spring 2018, Carmel Middle School’s composite for CCR will be 72% as measured by EOG and EOC assessments.
- Close the gap between under-performing minority students by at least 5% on school performance composite for CCR & GLP (currently ranges from 46.8% to 54.4%)
- Improve Reading Scores in 8th grade by at least 5%--- (was 58.8% SY 2016-17) Improve reading composite by at least 3%.
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Carmel Middle Assessment Data Snapshot

Assessment	Subgroup	2016-2017		2015-2016		2014-2015		2013-2014		2012-2013	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 06 EOG Composite	All	70.7	63.5	66.7	58.7	68.5	59.7	67.2	59.3		55.8
	African American	54.0	37.1	46.4	30.0	33.3	19.8	32.9	22.1		22.0
	American Indian							50.0	50.0		0.0
	Asian	66.7	66.7	37.5	12.5	100.0	66.7	93.8	81.3		66.7
	Hispanic	43.9	35.0	40.3	32.5	43.8	35.6	42.3	28.5		36.2
	More Than One	87.5	87.5	72.2	66.7	73.1	57.7	75.0	62.5		43.8
	Pacific Islander			0.0	0.0						
	White	86.6	82.8	83.6	77.9	88.8	82.0	86.2	81.4		80.1
	EDS	44.0	34.2	39.2	27.5	37.7	27.6	40.9	29.6		27.5
	LEP	10.7	10.7	7.4	4.4	0.0	0.0	15.9	9.1		5.8
	SWD	34.6	25.6	22.2	8.3	38.2	26.5	18.8	10.4		12.8
AIG	100.0	100.0	98.1	97.2	100.0	99.1	99.2	99.2		100.0	
Grade 06 EOG Math	All	71.2	64.5	67.9	61.8	71.4	64.6	64.7	57.8		53.2
	African American	56.5	38.7	41.8	30.9	34.5	20.0	28.6	18.6		21.4

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	American Indian							0.0	0.0		0.0
	Asian	66.7	66.7	50.0	25.0	100.0	100.0	100.0	87.5		66.7
	Hispanic	44.4	40.0	45.6	38.0	53.4	46.6	43.1	30.8		34.2
	More Than One	100.0	100.0	66.7	66.7	69.2	69.2	62.5	50.0		37.5
	Pacific Islander			0.0	0.0						
	White	86.4	81.7	85.1	81.0	89.9	84.8	83.4	79.9		76.2
	EDS	43.4	35.7	38.0	30.2	43.7	32.8	40.1	29.9		25.9
	LEP	14.3	14.3	11.1	8.3	0.0	0.0	22.7	13.6		7.7
	SWD	35.0	22.5	25.0	11.1	41.2	32.4	12.5	8.3		12.8
	AIG	100.0	100.0	100.0	98.1	100.0	98.2	98.4	98.4		100.0
Grade 06 EOG Reading	All	70.1	62.5	65.5	55.5	65.6	54.8	69.8	60.7		58.5
	African American	51.6	35.5	50.9	29.1	32.1	19.6	37.1	25.7		22.6
	American Indian							100.0	100.0		0.0
	Asian	66.7	66.7	25.0	0.0	100.0	33.3	87.5	75.0		66.7
	Hispanic	43.3	30.0	34.7	26.7	34.2	24.7	41.5	26.2		38.2
	More Than One	75.0	75.0	77.8	66.7	76.9	46.2	87.5	75.0		50.0
	Pacific Islander			0.0	0.0						
	White	86.8	84.0	82.1	74.9	87.6	79.2	88.9	82.9		84.0
	EDS	44.5	32.8	40.5	24.6	31.7	22.5	41.6	29.2		29.1
	LEP	7.1	7.1	3.1	0.0	0.0	0.0	9.1	4.5		3.8
	SWD	34.2	28.9	19.4	5.6	35.3	20.6	25.0	12.5		12.8

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	AIG	100.0	100.0	96.3	96.3	100.0	100.0	100.0	100.0		100.0
Grade 07 EOG Composite	All	65.9	60.4	69.8	62.9	70.4	63.3	71.6	64.5		55.1
	African American	34.3	28.7	36.4	25.3	38.8	32.1	46.6	35.6		27.6
	American Indian	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0		
	Asian	25.0	25.0	80.0	70.0	100.0	100.0	78.6	64.3		57.1
	Hispanic	35.6	26.8	39.7	32.9	42.5	30.8	49.3	40.3		25.9
	More Than One	72.2	66.7	78.6	53.6	66.7	61.1	100.0	88.9		100.0
	Pacific Islander	0.0	0.0								
	White	86.9	82.6	89.6	85.3	90.7	84.8	88.9	84.4		76.3
	EDS	35.5	27.7	41.2	31.6	40.5	30.1	46.1	36.3		29.6
	LEP	5.4	4.1	0.0	0.0	17.3	7.7	10.5	5.3		9.7
	SWD	19.0	10.3	30.5	19.5	18.3	11.3	24.3	17.6		14.9
	AIG	98.2	98.2	100.0	100.0	99.2	99.2	100.0	99.2		
Grade 07 EOG Math	All	67.0	63.7	70.6	66.1	71.9	65.3	75.0	68.5		54.5
	African American	35.2	29.6	38.0	30.0	38.8	29.9	53.4	41.1		28.1
	American Indian	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0		
	Asian	25.0	25.0	80.0	80.0	100.0	100.0	71.4	71.4		71.4
	Hispanic	38.7	32.0	41.1	37.0	45.2	35.6	56.7	47.8		22.4
	More Than One	66.7	66.7	71.4	50.0	66.7	55.6	100.0	77.8		100.0
	Pacific Islander	0.0	0.0								
	White	87.7	86.2	90.8	88.0	92.4	87.8	89.9	87.2		75.5

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	EDS	37.1	31.9	43.5	35.7	42.4	32.6	52.6	42.1		28.4
	LEP	8.1	8.1	0.0	0.0	15.4	11.5	21.1	10.5		9.7
	SWD	10.3	6.9	31.0	21.4	20.0	14.3	27.0	16.2		10.5
	AIG	100.0	100.0	100.0	100.0	98.4	98.4	100.0	100.0		
Grade 07 EOG Reading	All	64.8	57.1	68.9	59.7	68.9	61.3	68.2	60.5		55.6
	African American	33.3	27.8	34.7	20.4	38.8	34.3	39.7	30.1		27.1
	American Indian	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0		
	Asian	25.0	25.0	80.0	60.0	100.0	100.0	85.7	57.1		42.9
	Hispanic	32.4	21.6	38.4	28.8	39.7	26.0	41.8	32.8		29.3
	More Than One	77.8	66.7	85.7	57.1	66.7	66.7	100.0	100.0		100.0
	Pacific Islander	0.0	0.0								
	White	86.2	79.0	88.5	82.5	88.9	81.9	87.8	81.7		77.0
	EDS	33.9	23.5	38.9	27.4	38.6	27.6	39.6	30.6		30.9
	LEP	2.7	0.0	0.0	0.0	19.2	3.8	0.0	0.0		9.7
	SWD	27.6	13.8	30.0	17.5	16.7	8.3	21.6	18.9		19.3
	AIG	96.5	96.5	100.0	100.0	100.0	100.0	100.0	98.3		
	Grade 08 EOG Composite	All	67.1	60.3	72.4	65.0	75.0	67.3	69.7	61.8	
African American		36.0	26.3	46.4	38.0	54.7	42.5	45.7	33.1		33.8
American Indian		100.0	100.0			66.7	0.0				66.7
Asian		83.3	77.8	86.7	73.3	91.7	79.2	77.8	66.7		76.2
Hispanic		36.7	26.3	40.9	32.3	51.9	41.3	41.1	29.8		41.9

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	More Than One	64.8	57.4	70.8	62.5	95.8	95.8	66.7	55.6		75.0
	White	89.1	84.7	91.4	84.9	89.8	85.1	87.9	83.2		86.8
	EDS	34.6	25.3	44.6	35.4	50.8	40.4	47.0	35.3		40.5
	LEP	12.8	7.0	14.0	9.3	18.5	6.2	29.9	20.7		12.8
	SWD	37.2	27.9	20.5	10.2	37.7	27.2	30.5	21.4		23.9
	AIG	98.1	96.2	99.5	96.8	100.0	99.4	100.0	100.0		
Grade 08 EOG Math	All	68.0	63.7	73.6	69.3	74.1	68.3	68.9	62.8		67.8
	African American	36.2	27.6	48.3	43.3	52.1	46.5	42.2	37.3		37.2
	American Indian	100.0	100.0			0.0	0.0				50.0
	Asian	100.0	100.0	100.0	80.0	87.5	75.0	83.3	66.7		85.7
	Hispanic	36.3	31.3	45.9	37.8	54.0	38.1	42.9	33.9		41.7
	More Than One	72.2	66.7	75.0	62.5	87.5	87.5	66.7	66.7		75.0
	White	89.5	86.8	90.5	88.6	89.3	87.0	87.6	81.9		86.4
	EDS	36.1	29.5	48.5	40.2	50.0	39.7	45.7	38.4		41.2
	LEP	13.8	13.8	20.7	10.3	22.7	0.0	37.9	20.7		19.2
	SWD	37.2	27.9	19.0	11.9	34.2	21.1	23.1	11.5		25.5
AIG	98.1	98.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
Grade 08 EOG Reading	All	58.8	52.3	68.9	56.4	67.3	57.8	61.3	53.7		61.1
	African American	27.1	20.3	39.0	25.4	46.5	31.0	36.1	22.9		26.9
	American Indian	100.0	100.0			100.0	0.0				100.0
	Asian	50.0	33.3	80.0	60.0	87.5	87.5	66.7	50.0		64.3

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	Hispanic	26.3	17.5	36.1	22.2	34.9	33.3	26.8	19.6		30.0
	More Than One	55.6	44.4	62.5	62.5	100.0	100.0	66.7	33.3		75.0
	White	83.0	78.2	89.5	77.5	84.7	74.4	81.9	77.2		82.9
	EDS	23.6	17.1	37.4	24.4	40.0	30.4	35.5	25.4		31.8
	LEP	3.6	0.0	7.1	7.1	4.8	4.8	10.3	6.9		3.8
	SWD	30.2	23.3	14.6	4.9	28.2	20.5	23.1	17.3		17.0
	AIG	96.2	90.6	98.4	90.2	100.0	98.1	100.0	100.0		
Grade 08 EOG Science	All	74.5	64.9	74.8	69.3	83.7	75.8	78.9	69.1		72.3
	African American	44.8	31.0	51.7	45.0	65.7	50.0	59.5	39.2		37.2
	American Indian	100.0	100.0			100.0	0.0				50.0
	Asian	100.0	100.0	80.0	80.0	100.0	75.0	83.3	83.3		78.6
	Hispanic	47.5	30.0	40.5	36.5	66.7	52.4	53.6	35.7		54.2
	More Than One	66.7	61.1	75.0	62.5	100.0	100.0	66.7	66.7		75.0
	White	94.7	88.9	94.1	88.6	95.5	93.8	94.3	90.7		91.0
	EDS	44.3	29.5	47.7	41.7	62.4	51.2	60.0	42.2		48.6
	LEP	20.7	6.9	13.8	10.3	27.3	13.6	41.4	34.5		15.4
	SWD	44.2	32.6	27.3	13.6	51.4	40.5	46.0	36.0		29.2
	AIG	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
EOC Math I	All	99.5	97.8	99.5	99.5	100.0	99.4	100.0	98.8		96.8
	African American	88.9	88.9	100.0	100.0	100.0	100.0	100.0	90.9		90.9
	Asian	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0

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	Hispanic	100.0	82.4	100.0	100.0	100.0	92.9	100.0	100.0		100.0
	More Than One	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0
	White	100.0	100.0	99.4	99.4	100.0	100.0	100.0	99.3		96.9
	EDS	94.7	78.9	100.0	100.0	100.0	94.1	100.0	100.0		95.5
	LEP	100.0	100.0	100.0	100.0			100.0	100.0		
	SWD	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0
	AIG	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
School EOG Reading Composite	All	64.7	57.4	67.8	57.1	67.3	58.1	66.5	58.3		58.4
	African American	37.7	28.0	41.7	25.2	39.7	28.9	37.6	26.1		25.6
	American Indian	100.0	100.0	100.0	100.0	100.0	50.0	50.0	50.0		66.7
	Asian	46.2	38.5	64.3	42.9	93.8	81.3	81.0	61.9		60.0
	Hispanic	34.4	23.4	36.4	25.9	36.4	27.8	37.2	26.6		33.0
	More Than One	64.5	54.8	77.4	61.3	80.0	66.7	90.0	80.0		64.3
	Pacific Islander	0.0	0.0	0.0	0.0						
	White	85.4	80.5	86.7	78.2	87.2	78.7	86.2	80.6		81.2
	EDS	34.2	24.6	38.9	25.4	36.9	26.9	38.9	28.4		30.6
	LEP	4.3	2.2	3.6	2.4	9.4	3.1	7.1	4.3		6.0
	SWD	30.9	22.7	21.4	9.4	26.6	16.5	23.0	16.8		16.8
AIG	97.8	96.2	98.2	95.2	100.0	99.4	100.0	99.5		100.0	
School EOG Math Composite	All	68.8	64.0	70.7	65.7	72.5	66.1	69.5	62.9		58.5
	African American	43.1	32.2	43.0	35.2	42.5	33.2	41.6	32.7		28.7

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	American Indian	100.0	100.0	100.0	100.0	50.0	50.0	0.0	0.0		33.3
	Asian	69.2	69.2	78.6	64.3	93.8	87.5	85.7	76.2		76.7
	Hispanic	40.0	34.7	44.2	37.6	50.7	40.2	47.9	37.8		33.0
	More Than One	74.2	71.0	71.0	58.1	73.3	70.0	80.0	65.0		57.1
	Pacific Islander	0.0	0.0	0.0	0.0						
	White	87.8	84.8	88.8	85.9	90.6	86.6	86.9	82.8		79.5
	EDS	39.0	32.4	43.4	35.4	45.2	35.0	46.1	36.8		31.6
	LEP	11.7	11.7	11.2	6.7	13.8	4.6	28.6	15.7		12.0
	SWD	29.5	20.5	25.0	15.0	31.8	22.4	22.1	12.4		16.1
	AIG	99.5	99.5	100.0	99.4	99.4	98.8	99.5	99.5		100.0
School EOG Science Composite	All	74.5	64.9	74.8	69.3	83.7	75.8	78.9	69.1		72.3
	African American	44.8	31.0	51.7	45.0	65.7	50.0	59.5	39.2		37.2
	American Indian	100.0	100.0			100.0	0.0				50.0
	Asian	100.0	100.0	80.0	80.0	100.0	75.0	83.3	83.3		78.6
	Hispanic	47.5	30.0	40.5	36.5	66.7	52.4	53.6	35.7		54.2
	More Than One	66.7	61.1	75.0	62.5	100.0	100.0	66.7	66.7		75.0
	White	94.7	88.9	94.1	88.6	95.5	93.8	94.3	90.7		91.0
	EDS	44.3	29.5	47.7	41.7	62.4	51.2	60.0	42.2		48.6
	LEP	20.7	6.9	13.8	10.3	27.3	13.6	41.4	34.5		15.4
	SWD	44.2	32.6	27.3	13.6	51.4	40.5	46.0	36.0		29.2
	AIG	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

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EOG Composite	All	67.8	61.3	70.1	62.6	71.8	64.0	69.5	61.8		60.4
	African American	41.0	30.2	43.8	32.5	44.9	33.9	42.6	30.9		28.5
	American Indian	100.0	100.0	100.0	100.0	80.0	40.0	25.0	25.0		50.0
	Asian	65.6	62.5	72.7	57.6	95.0	82.5	83.3	70.8		70.3
	Hispanic	38.7	29.2	40.4	32.5	46.6	36.4	44.0	32.6		35.8
	More Than One	68.8	62.5	74.3	60.0	79.4	72.1	83.7	72.1		62.5
	Pacific Islander	0.0	0.0	0.0	0.0						
	White	87.7	83.5	88.7	83.0	89.8	84.2	87.6	83.0		81.9
	EDS	37.7	28.7	42.1	32.1	44.0	33.7	45.0	33.9		33.5
	LEP	9.7	6.9	8.4	5.4	13.9	5.3	21.9	14.2		9.9
	SWD	32.5	23.4	23.8	12.5	32.4	22.5	26.8	18.5		18.3
	AIG	98.8	98.1	99.2	97.7	99.7	99.2	99.8	99.5		100.0
EOC Composite	All	99.5	97.8	99.5	99.5	100.0	99.4	100.0	98.8		96.8
School Composite	All	70.0	63.8	72.3	65.5	73.6	66.2	71.5	64.2		62.5
	African American	42.1	31.5	45.6	34.7	45.7	34.9	43.7	32.1		29.6
	American Indian	100.0	100.0	100.0	100.0	80.0	40.0	25.0	25.0		50.0
	Asian	68.6	65.7	75.0	61.1	95.7	85.1	84.6	73.1		73.5
	Hispanic	40.4	30.7	42.1	34.4	48.1	38.0	45.0	33.9		37.1
	More Than One	70.9	65.1	76.0	62.7	80.8	74.0	84.1	72.7		63.6
	Pacific Islander	0.0	0.0	0.0	0.0						
	White	88.9	85.1	89.8	84.8	90.7	85.5	88.8	84.6		83.2

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EDS	38.9	29.7	43.9	34.2	45.1	34.9	46.0	35.2		34.7
LEP	10.1	7.4	9.3	6.4	13.9	5.3	22.4	14.7		9.9
SWD	33.7	24.8	24.1	12.8	32.7	22.8	27.3	19.1		18.5
AIG	98.9	98.3	99.4	98.1	99.8	99.3	99.8	99.6		100.0

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Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	1093	2	15	177	267	31	600	385	119	114	186
Participation Percent	99	0	0	99	99	100	99	99	98	96	99
Participation Status	Met	Insuf.	Insuf.	Met	Met	Met	Met	Met	Met	Met	Met

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	1093	2	15	177	267	31	600	385	119	114	186
Participation Percent	100	0	0	99	100	100	100	99	99	98	99
Participation Status	Met	Insuf.	Insuf.	Met	Met	Met	Met	Met	Met	Met	Met

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	367	1	8	59	91	18	190	129	42	43	54
Participation Percent	99	0	0	98	99	0	100	99	98	100	98
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Met

Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	182	0	3	9	17	6	147	19	1	5	53
Participation Percent	100	0	0	0	0	0	100	0	0	0	100
Participation Status	Met	~	Insuf.	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met

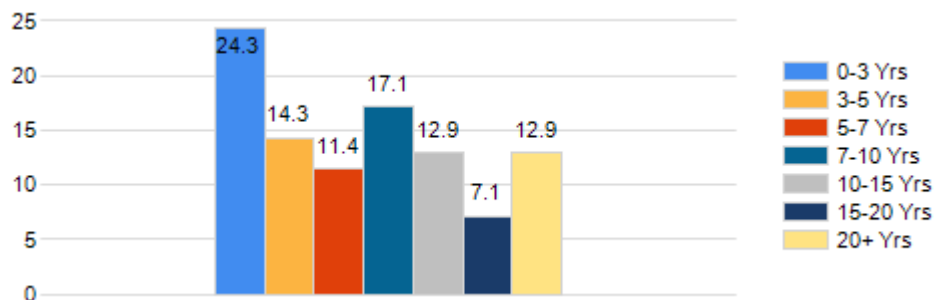
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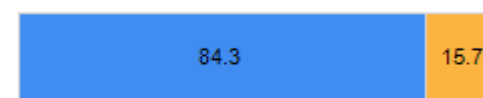
Certified and Administrative Staff	
Position Title	Count
Total	79
Principal, Middle School	1
Assistant Principal, Middle Sc	2
Dean of Students	1
Counselor, Middle School	3
Facilitator, Middle School Aca	2
Substitute, Certified Teacher	6
Teacher, CTE Family & Consumer	1
Teacher, Middle Grades Science	3
Teacher, Language Arts - 6Th G	2
Teacher, Exceptional Children	10
Teacher, Middle Grades Math	13
Teacher, Science - 6Th Grade O	2
Teacher, CTE Business Educatio	3
Teacher, Middle Grades Social	6
Teacher, Middle Grades Languag	12
Teacher, Physical Education	3
Teacher, 7-12 Choral Music	1
Teacher, Bilingual / English a	2

Number of Years Experience for Teachers (in CMS only)													
0-3		3-5		5-7		7-10		10-15		15-20		20+	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
17	24.3	10	14.3	8	11.4	12	17.1	9	12.9	5	7.1	9	12.9



Degrees Held By Teachers			
Bachelor's		Advanced	
N	%	N	%
49	70.0	21	30.0

Highly Qualified Teachers			
Highly Qualified		Not Highly Qualified	
N	%	N	%
59	84.3	11	15.7



■ Bachelor's ■ Advanced

■ HQ ■ Not HQ

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Teacher, 7-12 Band	1
Teacher, 7-12 Art	1
Teacher, Theater Arts	1
Teacher, Math - 6Th Grade Only	1
Teacher, Spanish	2

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Carmel Middle Profile

Carmel Middle School is located in the South Park area of Charlotte. Our total student enrollment is approximately 1074 students. Our student population is comprised of the following ethnicities: White 55%, African-American 17%, Hispanic 23%, Asian 2%, and Multi-Racial (Two or more) 2%. Students with a Disability (SWD) population is currently 11% and certified Academically Gifted student population is 19%. Our current data reflects that 9% of our student population has been identified as Limited English Proficient.

Carmel Middle School has a total of 66 classroom teachers on staff, two administrators, a dean of students, three counselors and 15 support staff. Of the 73 certified staff, we have 10 National Board certified teachers. There are 21 certified staff members with Advanced Degrees.

Carmel Middle School has consistently met or exceeded state and national goals as measured by the North Carolina End-of-Grade and End-of-Course tests. Each year Carmel has performed above the school system and state averages. Carmel was recertified as a “Schools to Watch” in June 2017. In 2016-2017, we met 29 out of 29 total Annual Measurable Objectives (AMO) targets. The overall school population exceeded expected growth as designated by the state.

Here at Carmel Middle School, we use differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. Professional Learning Communities use data to help identify the quantity and quality of student learning. In addition, we are targeting students who are academically at-risk by monitoring and creating interventions specific to their needs. We analyze text for complexity to ensure the appropriate level of rigor for students. To help meet our exceptional children’s needs, we have been working with our teachers on best practices and strategies to be used within the inclusion classrooms. Academic and Character Enrichment, (ACE) is time not only to enrich students, but also to accelerate students identified as needing extra support in math and reading. ACE is a 40 minute time slot between 1st and 2nd block every day. Carmel learners will be given quarterly connections to different objectives dependent upon their needs. Our tiered focus for the first quarter will be Digital Citizenship, Character Education, Academic Success Skills and Utilizing Technology as a resource for learning and teaching. Second and third quarters we will implement project based learning tasks to allow students to take ownership of their learning. Using real-world connections, teachers will guide and mentor their students through this thematic based task. Fourth quarter we will continue our thinking and academic success skills to enrich and accelerate while infusing Character Education. We will also allow students the option of sustained silent reading of appropriately leveled text matching Lexiles aimed at independent comprehension and fluency, or coding geared

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toward their level of expertise utilizing critical thinking skills.

In addition, during 2nd and 3rd quarters we will focus on students who are below grade level in Reading and Math. These students will be placed into like ability groups to support growth in either Math or Reading. Two of these groups will target our English Language Learners (ELLs) incorporating SIOP methods and Leveled Literacy Instruction (LLI). All other students will have the opportunity to be enriched through project based learning. Each grade level has created cross-curricular thematic units of study centered on Science (2nd quarter) and Social Studies (3rd quarter). Students will collaborate to create an end product based on the given task. The school will also be working on a service learning project during this time. We will continue to work on raising achievement and closing achievement gaps. Several weeks before testing, we will offer differentiated Heightened Review, grouping learners based on their level of need(s). Our goal is for all students to achieve growth on end of grade tests.

Every student at Carmel Middle School has the opportunity to use a Chromebook to support their learning and growth. Teachers are using the State Learning Management System, Canvas, to provide instructional support as well as instant feedback. Schoolnet, an assessment platform, allows teachers to create instructional assessments to both pre and post assess student learning. We have created job embedded Professional Development that focuses on differentiation strategies, flexible grouping, blended learning strategies and technology in the classroom while implementing the Common Core State Standards as well as the North Carolina State standards.

The PTSA will generously continue to support our efforts by providing resources to improve student achievement and support our school-wide goals.

Carmel Middle School's English Language Arts (ELA) department seeks to continue our pursuit of preparing students for college and beyond. Therefore, we will continue to use the Collegeboard AP framework entitled, SpringBoard. SpringBoard is a Pre-AP ELA curriculum for grades 6-12, based on the Common Core State Standards. This curriculum is designed to aid student success through integrated instructional materials, close reading of complex text, and high quality sustained embedded assessments. With this framework, all students will be able to succeed in a rigorous academic environment and make significant achievement gains. Teachers are given ongoing professional development in ways to infuse

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SpringBoard Digital, which includes opportunities for short cycle assessments allowing teachers to track objectives for mastery. Our instructional system will clearly map what college and career ready students should know and be able to do at each grade level. For that reason, the following essential characteristics are expected:

- Increase rigor in curriculum by utilizing close reading of complex text in all content areas
- Challenge and engage all students through a “toolbox” of learning strategies
- Develop 21st century literacy skills (delving into both classic and contemporary or “new literacies”)
- Explore real-world contextual settings and situations
- Emphasize higher order thinking skills and student ownership of learning
- Plan collaboratively to increase staff knowledge of content literacy standards including the argument, explanatory and narrative writing products and processes in lesson development and implementation
- Create and deliver professional development that increases the skills and knowledge of school staff in the SpringBoard and Standards of Mathematical of Practice by examining resources and utilizing standards based grading for mastery
- Provide information updates, as available, to staff on assessment development, design, and timeline.

Carmel Middle School obtained the opportunity from CMS to transform our school into a place of personalized learning. Our goal is to transform teaching and learning from passive direct instruction to a 21st century learner-centered collaborative environment encompassing critical thinking for both students and staff. As we strive to include project-based learning opportunities for students to meet the standards within the state curriculum, we will implement Personalized Learning in a variety of classrooms to support student needs and learning styles. Within Charlotte-Mecklenburg Schools Personalized Learning is an instructional design that requires a fundamental shift from a traditional teaching model, to a classroom that empowers and nurtures the social, emotional, academic, and developmental needs of each self-directed 21st century learner. Student needs will be met based on short assessments of content prescribed at the appropriate level and interest of students. Personalized learning will strengthen the engagement of students and develop active learners who take responsibility for their learning by moving at a pace allowing mastery of a given objective. Through tailored instruction, our learners will move from receivers of knowledge to seekers of knowledge. Taking ownership of their learning will empower students to become more accountable and responsible for their education. Our students will experience a learning environment conducive to a more active and collaborative learning approach. Carmel PTSA has transformed one classroom into a collaborative learning environment creating a climate for students to actively engage in 21st century learning opportunities.

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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 retain and reward a premier workforce
Strategic Plan Focus Area:	Proactive recruitment, Individualized professional development, Retention/quality appraisals, Multiple career pathways, Leadership development
Data Used:	Teacher Working Conditions Survey and other district/school surveys

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Teachers are given duty-free lunch <ul style="list-style-type: none"> • Teachers are given more than the allotted planning time to make up for lunch duty • Teachers have duty free lunch at least 4 out of the 5 days a week The cafeteria will be supervised by support staff	Principal	Teachers provided duty-free lunch	N/A	Staff	9/17 – 6/18 Quarterly Check-in

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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 proving 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 college and career ready.
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps
Data Used:	Teacher Working Conditions Survey and other district/school surveys

Strategies (determined by what data) <ul style="list-style-type: none"> ● Task ● Task ● Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) ● Interim Dates
1. Support instruction in the classroom to create at least five hours a week of instructional planning. <ul style="list-style-type: none"> • Instructional Schedule • PLC Meetings 	Principal	On an average, 70 minutes of planning a day	N/A	Staff	9/17 – 6/18 Quarterly Check-in

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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 free of bullying and harassing behaviors.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency
Data Used:	District and School Parent/Teacher Surveys

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. Bully Liaison / Bully-prevention • Student survey • Weekly lessons • Parent Nights • Informational Parent Presentations	Student Services	Decrease bullying incidents	PTSA	• Staff • PTSA Students	9/17 – 6/18 Monthly Meetings
2. Character Education - Quarterly through ACE	Student Services	Decrease discipline incidents	N/A	Staff Students	9/17 – 6/18 Quarterly Check-in
3. Healthy Active Child 30 min. - Teachers monitor students HAC time before or after lunch	Administration	Students receive allotted Healthy Active Child time	PTSA/ Equipment	Staff	9/17 – 6/18 Quarterly Check-in

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4. School Health Team - Create opportunities for the staff and student	School Health Team Lead	To create a better/healthier school	PTSA	Staff	9/17 – 6/18 Monthly Meeting
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SMART Goal (4):	By spring 2018, Carmel Middle School’s composite for GLP will be 72% as measured by EOG and EOC assessments.
Strategic Plan Goal:	Maximize academic achievement in a personalize 21st century learning environment for every child to graduate career and college ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement Closing achievement gaps
Data Used:	MAPs, Common Assessments & state testing

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Strategic Master Scheduling <ul style="list-style-type: none"> • Students will be scheduled in classes that will allow for class sizes to meet the needs of the students • Utilize enrichment time in the school day to support tutors and learning • Establish REACH during the 2nd & 3rd Quarter to give small group instruction to our below proficient students. • Design Thinking: During ACE time we will allow students to identify, investigate, and devise a solution to real world problems based on a Stanford 	<ul style="list-style-type: none"> • Administration • Student Services 	<ul style="list-style-type: none"> • Master schedule • ACE plan design 	N/A	<ul style="list-style-type: none"> • Admin • Counselors • Community Partners 	9/17 – 6/18 Monthly review

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University design thinking model. <ul style="list-style-type: none"> • LLI and iDesign during ACE 					
2. Support new teachers to the school and to the profession. <ul style="list-style-type: none"> • Orientation for teachers • Monthly Meetings with teachers • Interactive Website for teachers to keep informed • Weekly support with honest constructive feedback • Weekly PLC meetings with content teachers to support lesson planning • Assign buddies and mentors • Feedback from Peer Observations, walk-thrus and Professional Learning Walks 	<ul style="list-style-type: none"> • Administration • Facilitators 	<ul style="list-style-type: none"> • Lesson Plans • Meeting Minutes <p>To create a line of support for teachers to ensure institutional success</p>	District & PTSA	Faculty	9/17 - 6/18 Monthly Meetings
3. Provide additional assistance for below grade level students <ul style="list-style-type: none"> • Provide weekly office hours and tutoring for assistance 	Facilitators	<ul style="list-style-type: none"> • Monitor the number of students using office hours and tutoring 	Extended Day Funds	Faculty	9/17 - 6/18 Monthly Meetings

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<ul style="list-style-type: none"> • Identify students for extra tutoring opportunities • Utilize parents and volunteers to tutor students during ACE • Provide differentiation within the instructional block to meet the needs of all students • Use extended day funds to provide materials and to provide a tutor to support classroom instruction. • Create an RTI class to support students with academic success. • Utilize Schoolnet and Compass learning • Utilize Teacher Assistants to support students, teachers and classrooms 		<ul style="list-style-type: none"> • Lesson Plans • Walk-thru Data • Formative Assessment Data • Heightened Review • MAP testing <p>NC Check-in (6th Grade only)</p>			
<p>4. Utilize SAS/EVAAS/ Teacher Portal and other formative assessments to create and implement academic support programs.</p>	<ul style="list-style-type: none"> • Administration • Student Services • Facilitators 	<ul style="list-style-type: none"> • MAP testing • NC Check-in (6th Grade only) • Lesson Plans 	<p>N/A</p>	<ul style="list-style-type: none"> • Faculty • Admin Counselors 	<p>9/17 - 6/18</p> <ul style="list-style-type: none"> • 11/17: MAP PD

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<ul style="list-style-type: none"> • Administer Measure of Academic Progress (MAP) testing three times a year to adapt instructional needs for all students and make informed decisions to promote a child's academic growth. • Provide all teachers with access to EVAAS. • Offer training for all teachers as a refresher for Teacher Portal and EVAAS. • Use various forms of data to identify struggling students. • Utilize Kid Talk and intervention pyramid for Response to Intervention. <p>Data Discussions</p> <ul style="list-style-type: none"> • Look at current students • Analyze student subgroups 		<ul style="list-style-type: none"> • Walk-Thru Data • Data notebooks • Post- Conferences from evaluations <p>Teachers will be able to use student data to make informed instructional decisions to engage student learners</p>			<ul style="list-style-type: none"> • 11/17: EVAAS PD
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<p>5. Utilize technology to engage and advance student learners</p> <ul style="list-style-type: none"> • All students will have the options to use Chromebooks during the school day to support instruction • Technology Professional Development to allow for professional growth of teachers • Canvas (Learning Management System) to assess, create student pathways, and monitor student mastery • Utilize technology to create learning opportunities for students (creating instructional videos, using tech-books, google classroom, and schoolnet) • Utilize Compass Learning for Math and LA • Utilize IXL to support Math instruction 	<ul style="list-style-type: none"> • Administration • Facilitators • 	<ul style="list-style-type: none"> • Walk-thru data • PLC Meeting • Technology Meetings • Student work products using technology to engage and extend student learning • Teachers utilizing technology to engage students • 	<p style="text-align: center;">PTSA</p>	<ul style="list-style-type: none"> • Staff • Students • PTSA 	<p style="text-align: center;">9/17 - 6/18</p> <p style="text-align: center;">Monthly Meetings</p>
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<ul style="list-style-type: none"> • Create new computer lab to support a collaborative environment for learning • Attend Local conference to learn technology tools to support Professional Learning and growth 					
<p>6. Target 21st century skills (Technology)</p> <ul style="list-style-type: none"> • Chromebooks for every student • Increase use of technology through PD • Utilize Google Apps for Teachers • Utilize Discovery Techbook in Science and Social Studies classes • Create new computer lab to support the number of students using technology • Utilize Compass Learning Canvas and Schoolnet to support instruction 	<ul style="list-style-type: none"> • Administration • Facilitators • Technology Associate 	<ul style="list-style-type: none"> • Teacher and students will exhibit higher levels of engagement throughout daily lessons and access to technology • PD Training • PLC Meetings 	PTSA	Faculty	<p>9/17 - 6/18</p> <p>Monthly Meetings</p>

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SMART Goal (5):	Close the gap between under-performing minority students by at least 5% on school performance composite for CCR & GLP (currently ranges from 46.8% to 54.4%)
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 Closing achievement gaps
Data Used:	MAPs, Common Assessments & state testing

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Continue implementation of PLC philosophies <ul style="list-style-type: none"> • Refine Essential Learning Objectives/Common Assessments in all core areas • Monthly support meetings for PLC leads • Create Instructional Leadership Team to assist with implementing school and district incentives • Close Reading & Text Complexity PD 	<ul style="list-style-type: none"> • Administration Facilitators 	<ul style="list-style-type: none"> • PLC schedule / teams minutes • Team Feedback Forms <p>To create a collaborative learning environment that utilizes data to plan appropriate instruction</p>	N/A	Admin Support	9/17 - 6/18 Monthly Meetings

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<ul style="list-style-type: none"> • Administrators and support staff will support common planning time • Establish/refine interdisciplinary teaming • Extend vertical alignment through vertical PLC groups • Use PLC leads to assist and guide analyzing data to support instruction • Utilize Instructional Leadership Team to support PLC needs, training and PD 					
<p>4. Provide additional assistance for below grade level students</p> <ul style="list-style-type: none"> • Provide weekly office hours and tutoring for assistance • Identify students for extra tutoring opportunities • Utilize parents and volunteers to tutor students during ACE • Provide differentiation within the instructional 	Facilitators	<ul style="list-style-type: none"> • Monitor the number of students using office hours and tutoring • Lesson Plans • Walk-thru Data • Formative Assessment Data • Heightened Review 	Extended Day Funds	Faculty	<p>9/17 - 6/18</p> <p>Monthly Meetings</p>

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<p>block to meet the needs of all students</p> <ul style="list-style-type: none"> • Use extended day funds to provide materials and to provide a tutor to support classroom instruction. • Create an RTI class to support students with academic success. • Utilize Schoolnet and Compass learning • Utilize Teacher Assistants to support students, teachers and classrooms 		<ul style="list-style-type: none"> • MAP testing <p>NC Check-in (6th Grade only)</p>			
<p>5. Utilize SAS/EVAAS/ Teacher Portal and other formative assessments to create and implement academic support programs.</p> <ul style="list-style-type: none"> • Administer Measure of Academic Progress (MAP) testing three times a year to adapt instructional needs for all students and make informed decisions 	<ul style="list-style-type: none"> • Administration • Student Services • Facilitators 	<ul style="list-style-type: none"> • MAP testing • NC Check-in (6th Grade only) • Lesson Plans • Walk-Thru Data • Data notebooks • Post- Conferences from evaluations <p>Teachers will be able to</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Faculty • Admin Counselors 	<p>9/17 - 6/18</p> <ul style="list-style-type: none"> • 11/17: MAP Review • 11/17: EVAAS Review

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<p>to promote a child's academic growth.</p> <ul style="list-style-type: none"> • Provide all teachers with access to EVAAS. • Offer training for all teachers as a refresher for Teacher Portal and EVAAS. • Use various forms of data to identify struggling students. • Utilize Kid Talk and intervention pyramid for Response to Intervention. <p>Data Discussions</p> <ul style="list-style-type: none"> • Look at current students • Analyze student subgroups 		<p>use student data to make informed instructional decisions to engage student learners</p>			
<p>6.Utilize technology to engage and advance student learners</p> <ul style="list-style-type: none"> • All students will have the options to use Chromebooks during the school day to support instruction 	<ul style="list-style-type: none"> • Administration • Facilitators 	<ul style="list-style-type: none"> • Walk-thru data • PLC Meeting • Technology Meetings • Student work products using technology to 	<p>PTSA</p>	<ul style="list-style-type: none"> • Staff • Students <p>PTSA</p>	<p>9/17 - 6/18</p> <p><input type="checkbox"/> Monthly Meetings</p>

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<ul style="list-style-type: none"> • Technology Professional Development to allow for professional growth of teachers • Canvas (Learning Management System) to assess, create student pathways, and monitor student mastery • Utilize technology to create learning opportunities for students (creating instructional videos, using tech-books, google classroom, and schoolnet) • Utilize Compass Learning for Math and LA • Utilize IXL to support Math instruction • Create new computer lab to support a collaborative environment for learning • Attend Local conference to learn technology tools to support Professional Learning and growth 		<p>engage and extend student learning</p> <ul style="list-style-type: none"> • Teachers utilizing technology to engage students 			
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SMART Goal (6):	Improve Reading Scores in 8th grade by at least 5%--- (was 58.8% SY 2016-17) Improve reading composite by at least 3%.
Strategic Plan Goal:	Maximize academic achievement in a personalize 21st century learning environment for every child to graduate career and college ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement Closing achievement gaps
Data Used:	MAPs, Common Assessments & state testing

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Continue implementation of PLC philosophies <ul style="list-style-type: none"> • Refine Essential Learning Objectives/Common Assessments in all core areas • Monthly support meetings for PLC leads • Create Instructional Leadership Team to assist with implementing school and district incentives • Close Reading & Text Complexity PD 	<ul style="list-style-type: none"> • Administration Facilitators 	<ul style="list-style-type: none"> • PLC schedule / teams minutes • Team Feedback Forms <p>To create a collaborative learning environment that utilizes data to plan appropriate instruction</p>	N/A	Admin Support	9/17 - 6/18 Monthly Meetings

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<ul style="list-style-type: none"> • Administrators and support staff will support common planning time • Establish/refine interdisciplinary teaming Extend vertical alignment through vertical PLC groups • Use PLC leads to assist and guide analyzing data to support instruction • Utilize Instructional Leadership team to support PLC needs, training and PD 					
<p>4. Provide additional assistance for below grade level students</p> <ul style="list-style-type: none"> • Provide weekly office hours and tutoring for assistance • Identify students for extra tutoring opportunities • Utilize parents and volunteers to tutor students 	<ul style="list-style-type: none"> • Facilitators 	<ul style="list-style-type: none"> • Monitor the number of students using office hours and tutoring • Lesson Plans • Walk-thru Data • Formative Assessment • Data 	<ul style="list-style-type: none"> • Extended • Day Funds 	<ul style="list-style-type: none"> • Faculty • • 	<ul style="list-style-type: none"> • 9/17 - 6/18 • • Monthly • Meetings

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<ul style="list-style-type: none"> • during ACE • Provide differentiation within the instructional block to meet the needs of all students • Use extended day funds to provide materials and to provide a tutor to support classroom instruction. • Create an RTI class to support students with academic success. • Utilize Schoolnet and Compass learning • Utilize Teacher Assistants to support students, • teachers and classrooms • 		<ul style="list-style-type: none"> • Heightened Review • MAP testing • NC Check-in (6th Grade only) 			
<p>5. Utilize SAS/EVAAS/ Teacher Portal and other formative assessments to create and implement academic support</p>	<ul style="list-style-type: none"> • Administration • Student Services • Facilitators 	<ul style="list-style-type: none"> • MAP testing • NC Check-in (6th Grade only) • Lesson Plans 	<p>N/A</p>	<ul style="list-style-type: none"> • Faculty • Admin Counselors 	<p>9/17 - 6/18</p> <ul style="list-style-type: none"> • 11/17:

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<p>programs.</p> <ul style="list-style-type: none"> • Administer Measure of Academic Progress (MAP) testing three times a year to adapt instructional needs for all students and make informed decisions to promote a child's academic growth. • Provide all teachers with access to EVAAS. • Offer training for all teachers as a refresher for Teacher Portal and EVAAS. • Use various forms of data to identify struggling students. • Utilize Kid Talk and intervention pyramid for Response to Intervention. <p>Data Discussions</p> <ul style="list-style-type: none"> • Look at current students • Analyze student subgroups 		<ul style="list-style-type: none"> • Walk-Thru Data • Data notebooks • Post- Conferences from evaluations <p>Teachers will be able to use student data to make informed instructional decisions to engage student learners</p>			<p>MAP PD</p> <ul style="list-style-type: none"> • 11/17: EVAAS PD
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<p>6. Utilize technology to engage and advance student learners</p> <ul style="list-style-type: none"> • All students will have the options to use Chromebooks during the school day to support instruction • Technology Professional Development to allow for professional growth of teachers • Canvas (Learning Management System) to assess, create student pathways, and monitor student mastery • Utilize technology to create learning opportunities for students (creating instructional videos, using tech-books, google classroom, and schoolnet) • Utilize Compass Learning for Math and LA • Utilize IXL to support Math instruction 	<ul style="list-style-type: none"> • Administration • Facilitators 	<ul style="list-style-type: none"> • Walk-thru data • PLC Meeting • Technology Meetings • Student work products using technology to engage and extend student learning • Teachers utilizing technology to engage students 	<p>PTSA</p>	<ul style="list-style-type: none"> • Staff • Students <p>PTSA</p>	<p>9/17 - 6/18</p> <p>Monthly Meetings</p>
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<ul style="list-style-type: none">• Create new computer lab to support a collaborative environment for learning• Attend Local conference to learn technology tools to support Professional Learning and growth					
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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:	<ul style="list-style-type: none"> • MAP growth data • common formative and summative assessment • learning objectives/standards based grading results • EOG/EOC score • Individualized student growth from content prescribed at the appropriate level

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. Common assessments • Teachers will use School Net for common assessments • Assessments created in School Net aligned to objectives • Assessment components will be broken down by objective • PLC leaders will facilitate weekly meetings that focus on concepts and data analysis • PLC pacing calendars for lesson design and	• Facilitators PLC Leads	• MAP growth data • Common formative and Summative assessment • Learning objectives/standards based grading result • Individualized student growth from content prescribed at the appropriate level	N/A	Staff	9/17 - 6/18 Quarterly Check-in

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assessments on Schoolnet and Canvas <ul style="list-style-type: none"> Implement a 6 week instructional assessment cycle to assist with personalizing instruction 					
2. Data disaggregation <ul style="list-style-type: none"> PD provided to aid PLC in analyzing data School Net data of student mastery is compiled and discussed in grade level department meetings. Assessment data is analyzed to determine effectiveness of assessment questions Data used to group and differentiate instruction to meet individual student needs. 	<ul style="list-style-type: none"> Facilitators PLC Leads	<ul style="list-style-type: none"> MAP growth data Individualized student growth from content prescribed at the appropriate level 	N/A	Staff	9/17 - 6/18 Quarterly Check-in
3. Flexible grouping <ul style="list-style-type: none"> Remediation and REACH classes built into school day and to be driven by data results. 	<ul style="list-style-type: none"> Facilitators PLC Leads	<ul style="list-style-type: none"> MAP growth data Individualized student growth from content prescribed at the appropriate level 	Extended Day Funds	Staff	9/17 - 6/18 Quarterly Check-in

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<ul style="list-style-type: none"> • Strategic scheduling based on EOG test scores by academic facilitators for Foundations classes <ul style="list-style-type: none"> • Utilize Compass Learning, BlendSpace and Canvas to individualize learning. 					
<p>4. Additional learning opportunities</p> <ul style="list-style-type: none"> • Establish REACH during the 2nd & 3rd Quarter to give small group instruction to our below proficient students. • Design Thinking: During ACE time we will allow students to identify, investigate, and devise a solution to real world problems based on a Stanford University design thinking model. • LLI and iDesign during ACE 					
<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. 	PLC Leads	Tutorial sessions/teacher office hours	N/A	Staff	9/17 - 6/18 Quarterly Check-in

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<ul style="list-style-type: none">• It is the student's responsibility to make arrangements for completing the work within five school days of the student's return.• A teacher may choose to provide extended time for a student to complete missing assignments.					
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Carmel Middle School - 600 Waiver Requests

Request for Waiver
<p>1. Insert the waivers you are requesting</p> <ul style="list-style-type: none">• <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
<p>2. Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none">• <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>
<p>3. Please state how the waiver will be used.</p> <ul style="list-style-type: none">• <i>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.</i>
<p>4. Please state how the waiver will promote achievement of performance goals.</p> <ul style="list-style-type: none">• <i>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.</i>

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