School Improvement Plan
November 2018 to June 2020

School: Culbreth Middle School

Principal: Monica Bintz

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10/18/18
Approved by Staff on: 10/24/18

School Name: Culbreth Middle School

Year: 2018-2020

North Carolina State Board of Education Goals

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, every day has excellent educators.

Goal 4 – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

Goal 5 – Every student is healthy, safe, and responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success
Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Goal 2: Empower and support all student groups to meet growth and achievement goals.
Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.
Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.
Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

School Name: Culbreth Middle School

Year: 2018-2020

Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.
Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.
Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement

Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.
Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness

Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.
Goal 2: Directly align district resources with student needs.
Goal 3: Develop and maintain an organizational knowledge base.
Goal 4: Initiate effective, relevant and timely communication.

School Name: Culbreth Middle School

Year: 2018-2020

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: Culbreth Middle School

School Number:

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: _____   **Date:** _____

Board Chair Signature: _____   **Date:** _____

School Name: Culbreth Middle School

Year: 2018-2020

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	Names and Date of Election to Team	Signature
Principal	Monica Bintz	
Assistant Principal	Amanda Sands-Warren	
Teacher Representatives	Billy Giblin, Rebecca Von Hoene	
Instructional Support Representatives	Shannon Allee	
Teacher Assistant Representatives	Rosemarie Lee	
Student Representatives (MS - 3, HS - 3)	Zlata Bogdanova, Cate Hudgens, Amaya Newbill	
Parent Representatives	Brooke Conklin, parent chair (2018-20) Winifred Metz, parent rep (2018-20) Whitney Whitt, parent rep (2018-20) Jeannie Denuo, parent rep (2017-19) Marcela Granda, parent rep (2018-20)	

School Profile

School Name: Culbreth Middle School

Year: 2018-2020

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Culbreth Middle School is a traditional middle school for grades 6-8 serving 735 students. At Culbreth, 21% of students receive free or reduced lunch.

Enrollment is as follows:

Grade Level	Total in Grade	Black or African-American	Latinx	American Indian/Alaska Native	Multiracial	White
6	260	25	55	<10	15	141
7	246	28	49	0	23	130
8	229	20	50	0	10	137
Total	735 (365 boys and 370 girls)	73	154	<10	48	408

At Culbreth:

- Student population:
  - 72 students receive special education services (10%)
  - 212 AIG students (29%)
  - 69 English Learners (9%)
- Discipline:
  - Culbreth averaged 18 referrals per 100 students in 2017-18, down half from 37 per 100 in 16-17.
  - Office Discipline Referrals for African American students for 2017-18 was 28%, remaining steady from 2016-17. Risk

ratio for African-American students decreased in 2017-18 from 5.60 to 2.15.

- Attendance:
  - 95.8% average daily attendance in 2017-18

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Culbreth is home to the district's Newcomer program as well as a middle school Spanish dual language program. CMS has students from all over the world who speak a multitude of languages. During the 2018-19 school year, CMS is focusing on implementation of AVID Schoolwide as well as an Advisory program. The goal of AVID Schoolwide is to create and nurture a college- and career-going culture that provides context for the education our students are receiving. AVID practices are a collection of research-based best practices that enhance academic achievement, help reduce the achievement gap, and nurture student leaders within the school. To ensure each child is connected to at least one adult at school and to build a sense of community and build in social emotional learning, this year CMS started an Advisory program. Each morning, students begin their day in their Advisory, a group of 12-15 students paired with an adult Advisor. Students work on Second Step SEL lessons, do weekly circles, set and track progress toward academic goals, and execute student-led projects such as fundraising for a cause, planning Spirit Week, and help build a more representative Student Council program. Almost our entire staff has been trained in Restorative Practices and we are developing a schoolwide implementation plan. This year, we hope to offer some parent programming on Restorative Practices as well as other topics that survey results show students want to talk to parents about but have a difficult time. In addition, by December, all members of the Leadership Team will have attended a two-day Racial Equity Institute training, providing Leadership Team with the expanded ability to view issues and make decisions through a shared framework that specifically addresses school decisions through a shared anti-oppression lens.

The facilities at Culbreth are a mixed bag, with the majority of the building built in 1970. Additions of the 6th grade wing and science wing came later. Upkeep of the building requires vigilance due to its age and lack of physical upgrades. Culbreth has many teachers who have taught at CMS for many years as well as 6 brand new teachers this year. Our teachers are our greatest asset and are the people who lead our initiatives both inside and outside the classroom, including Advisory and AVID implementation, both of which

School Name: Culbreth Middle School

Year: 2018-2020

are led by teacher committees.

Mission:

To strengthen and grow our academically successful and socially responsible community, we will provide equitable and excellent instruction that inspires and empowers each student.

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Year: 2018-2020

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:

- **Tools used:**
    - Student achievement data (EOG, EOC)- ESSA goals and EVAAS growth results
    - Teacher Working Conditions Survey
    - AVID Coaching and Certification Instrument (CCI)
    - SWIS discipline data
    - PBIS SET
    - MTSS SAM
- A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

    - Reading achievement for students with disabilities increased to 35.5%. This is an increase of 5.8 percentage points but falls short of the goal by 1.2 percentage points.
        - We did meet and exceed our ESSA goal by 2.9 percentage points.
    - Composite math achievement increased to 65.5%, meeting our ESSA goal of 65.4% for overall CCR math achievement.
    - Office Discipline Referrals for African American students for 2017-18 was 28%. Risk ratio for African-American students decreased from 5.60 to 2.15. Overall referrals are down from 264 referrals in 2016-17 to 135.
    - This year, 44.1% of English Learners met the English Improvement Targets, reaching and exceeding the goal by 31.3 percentage points.
    - ESSA goals:
        - CMS met more ESSA goals than any other middle school in CHCCS
            - 5/9 met in math (did not meet EDS, ELs, SWD)
            - 7/9 met in reading (did not meet Asian, White)
            - Met goal for English Learner progress
    - EVAAS Growth:
        - CMS met growth in science and math overall
        - Met growth for Hispanic, Mulitracial, White, EDS, ELs, SWD, AIG
    - Only MS to not receive an "F" grade for a subgroup
    - Implementation of Advisory program to build strong relationships as part of reducing discipline overall

Year: 2018-2020

- TWCS results increased across the board since 2016
- Implementation of AVID schoolwide this year

B. **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*

- ESSA goals:
  - Continuing to move students up growth levels, especially in reading
  - Meeting ESSA goals for all students in math and reading
- EVAAS Growth:
  - Did not meet growth of Asian and Black students overall
  - Did not meet growth for reading
- Discipline:
  - Need to reduce ODRs for African-American students significantly
- Attendance:
  - Closely monitoring chronically absent students as part of MTSS
- MTSS Implementation:
  - Continue to implement MTSS structures

School Name: Culbreth Middle School

Year: 2018-2020

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Reading				
All 69.1%	71.1%	Data driven small group instruction in ELA and Math (based on iReady and benchmark data) Implementation of AVID WICOR in all Site Team classrooms, schoolwide writing goal and focus on WICOR and AVID culture indicators schoolwide Use of common assessments and use of data protocol and REIA to analyze results and create action steps in PLCs Sharing of iReady data during student-led conferences (students	iReady Assessments and benchmark assessments quarterly Common formative assessments in all ELA and math classes at least weekly	Staff training on writing to learn and elements of AVID WICOR on 1st Wednesdays Instructional Planning Team meetings (district) Vertical PLCs on 3rd Wednesdays Regular walkthroughs Classroom observations
Asian 61.1%	65.9%			
Black 35.0%	37.5%			
Latinx (Hispanic in ESSA Goals) 45.3%	47.7%			
Multiracial 73.8%	75.8%			
White 82.5%	84.8%			
English Learner 22.0%	25.1%			
Students with Disabilities 35.5%	38.5%			

			lead data conversation with parents)		
Math					
All	65.5%	69.2%	Data driven small group instruction in ELA and Math (based on iReady and benchmark data) Implementation of AVID WICOR in all Site Team classrooms, schoolwide writing goal and focus on WICOR and AVID culture indicators schoolwide Use of common assessments and use of data protocol and REIA to analyze results and create action steps in PLCs Standards based grading in 6th grade Prioritize hiring diverse teaching staff Sharing of iReady data during student-led conferences (students lead data conversation with parents)		
Asian	66.7%	68.5%			
Black	20.0%	23.4%			
Latinx (Hispanic in ESSA Goals)	39.8%	42.8%			
Multiracial	69.0%	75.8%			
White	80.4%	82.7%			
English Learner	19.5%	25.9%			
Students with Disabilities	19.4%	24.5%			

School Name: Culbreth Middle School

Year: 2018-2020

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
In 2017-18, the rate of office discipline referrals for African American students was 28%. In 2017-18, there were 135 total referrals.	By June 2019, office discipline referrals for African American students will decrease from 28% to 20%. In 2018-19, there will be fewer than 100 total referrals.	PBIS self assessment will be utilized to determine strengths and areas of need. PBIS team, staff will review ODRs monthly using District Data Protocol and Racial Equity Impact Analysis Restorative Practices will be implemented with a multi-year schoolwide plan Training for parents on restorative practices so they can reinforce at home All 6th grade ELA teachers AIG certified or in process by end of 2018-19 SY	Referral data will be reviewed monthly by the Leadership Team and the Restorative Practices/PBIS Committee using District Data Protocol and Racial Equity Impact Analysis	Restorative Practices training for new staff Use of AVID strategies to build school culture and pride (AVID Schoolwide)

		Frequent parent communication for smaller discipline issues Racial Equity training for Leadership Team Prioritize hiring diverse teaching staff Increased structures as part of normal school day Required parent contact by teachers as well as required student conference for minor behaviors before referring to administration		

School Name: Culbreth Middle School

Year: 2018-2020

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
44.3% of students met English Improvement Targets	47.8% of students meet English Improvement Targets	Visiting apartment complexes where many EL students live to talk with parents about strategies to help students at home Use of iReady Math/reading coaches meeting with ESL teachers to share best practices and lesson plan Home visits by EL teachers for student-led conferences Vertical alignment of math and ELA curriculum and use of academic coaches to ensure grade level curriculum and teaching Use of ARC materials in	iReady assessment windows (9/18, 3/19) Benchmark (1/19)	SIOP training for classroom teachers Recurring PD on use of System 44 for ELs Use of AVID strategies in EL and regular education classrooms

		dual language classes; increased enrollment in dual language classes by native Spanish speakers		

School Name: Culbreth Middle School

Year: 2018-2020

Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
On the Panorama SEL Survey given in September 2018, 65% of students reported feeling that they belonged "quite a bit" or "completely" at school.	On the same survey given in May 2019, 75% of students will report feeling that they belong "quite a bit" or "completely" at school.	Implementation of Advisory program daily Each family received phone call from their child's Advisory before first day of school; Advisors continue to serve as touchpoint for parents Implementation of student-led conferences Implementation of Second Step curriculum across all grade levels Implementation of circles during Advisory once/week Focus on restorative practices for teachers and parents Creation of representative	January 2019 May 2019	Ongoing support with Second Step Development of a representative, student-run student council

		student council to increase student voice Engagement of families through "tough topics" nights with corresponding student presentations and conversations		

School Name: Culbreth Middle School

Year: 2018-2020

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
On the NC Teacher Working Conditions Survey in 2018, 50% of teachers agreed or strongly agreed that professional development at CMS is differentiated to meet the individual needs of teachers (Item Q8.1e)	On a survey asking this same question in May 2019, 75% of teachers will agree or strongly agree that professional development at CMS is differentiated to meet the individual needs of teachers.	Use of cohort model to deliver professional development Teacher-chosen professional development groups Focus on different aspects of WICOR Dedicated time for vertical PLC meetings	Use of feedback survey (monthly) to gauge progress towards this goal	PD by AVID Site Team Vertical PLCs

School Name: Culbreth Middle School

Year: 2018-2020

Goal Area 3 Organizational Effectiveness

<table>
<tr><td colspan="5" style="background-color:#90EE90">Organizational Effectiveness
Budget</td></tr>
<tr>
<th>Present Status</th>
<th>Desired Status
Target</th>
<th>Strategies</th>
<th>Milestone Dates
Quarterly</th>
<th>Resources/Professional Development to Support Progress</th>
</tr>
<tr>
<td>Most budget expenditures are aligned to strategic plan or SIP</td>
<td>100% of budget expenditures are aligned to strategic plan or SIP</td>
<td>Department budget requests- teachers add SIP goal or strategic plan goal

Bookkeeper aligns POs to strategic plan and SIP</td>
<td>Budget expenditures will be tracked ongoing

Expenditures will be reviewed monthly with bookkeeper</td>
<td>Creating process to track alignment</td>
</tr>
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School Name: Culbreth Middle School

Year: 2018-2020

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
Each day, every teacher has a duty free lunch period	Master schedule

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
Each day, every teacher has at least one duty free instructional planning period of 47 minutes.	Master schedule

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
Most reporting is done online utilizing PowerSchool or Google forms	- utilizing email for professional communication when appropriate, - eliminating redundant requests for reports, and - fully utilizing existing data and processes as much as possible to complete required reports.

Reference GC115C-105.27

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School Improvement Plan
November 2018 to June 2020

School: McDougle Middle School

Principal: Robert Bales

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10/19/18
Approved by Staff on: 10/26/18

North Carolina State Board of Education Goals

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

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Goal 3: Develop and maintain an organizational knowledge base.
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CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: McDougle Middle School

School Number: 309

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: _____   **Date:** _____

Board Chair Signature: _____   **Date:** _____

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	Names and Date of Election to Team	Signature
Principal	Robert Bales	
Assistant Principal Representative	Chassity Coston	
Teacher Representatives	Nicole Walker Christine Lippy	
Instructional Support Representatives	Wendy York	
Teacher Assistant Representatives	Geoff Gentry	
Student Representatives (MS - 3, HS - 3)	N/A	
Parent Representatives	Anish Patel Rachel Cone MaryFaith Mount-Cors Jennifer Gill Dena Papazolou	

School Profile

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

McDougle Middle School has a fairly diverse population of students as compared with other schools in the district. DIfferences and diversity are celebrated throughout the building and the student/teacher relationship is very strong allowing for lots of trust to occur in the educational process.

Of our 680 students;

53 have limited English proficiency.

98 students are enrolled in a special education program identified by their Individualized Education Program (IEP).

227 students are labeled as Academically/Intellectually Gifted

29% have qualified for free/reduced lunch.

Last year….

Discipline Data (Percentage of subgroup populations that had at least 1 referral last year)

Asian - 4.7%

Black - 29.6%

Latino - 21.2%

White - 11.9%

Multi - 11.8%

McDougle Middle

2018-2020 SIP

2018-2019 Student Demographic Data

Grade Level	Total in Grade	Asian	African American	Hispanic	2 or more	White
6	219	<10	28	43	<10	130
7	234	17	26	51	15	125
8	228	12	31	55	14	116
Total	681	38	85	149	38	371
Male/Female	337/344	11/27	43/42	72/77	17/21	194/177

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.)*

McDougle Elementary and Middle Schools are connected, basically making one large PK-8 building under two different sets of administrators and teachers. The school is entering its 23rd year of existence. The school(s) themselves were constructed to be integrated into the community. The library that is used by both the elementary and middle schools functions as the public library at 3:30 each day. This encourages families to visit the building after school hours.

Nearly all students from McDougle Elementary move to McDougle Middle School. Last year we had students from eight different elementary schools attend McDougle Middle. The middle school concept is alive and well at McDougle, with grade-level core teams housed on grade-level hallways.

Being situated in the shadow of the University of North Carolina, teacher turnover is fairly constant at around 15% each year. Individuals follow their significant others who may be in a masters or doctoral program. When the program is completed, many of these individuals end up following their significant others across the states. While we do get absolutely great teachers for the time they are here, we do understand that it is a transient population, and the educational funding at the state levels do not make us competitive with other states. This upcoming year we have several teachers who will begin work on their National Boards, Masters Degrees and AIG/EC add on licensure programs. All of our teachers

are highly qualified.

The administrative team at McDougle consists of the Principal whose credentials include a master's degree in curriculum and instruction and a post-master's administrator's certificate and assistant Principal who has a master's in administration. Combined they have 21 years of experience at both the middle and high school level.

The Special Education program at McDougle is different than other middle schools within the district. In addition to the EC services provided to students in an inclusion setting (90% of students), we have 10% of the students who spend most, if not all, of their day in self-contained, adapted curriculum classes (Mild and severe/profound). Our severe and profound system-level class is the only one at the middle school level.

Our EC teachers were hired to provide services specifically in ELA or Math. There are two EC teachers per grade level and they share responsibilities for each student. Their primary focus is in their subject area, and that is the part of the IEP that they write the goals for. This allows our teachers to become experts in one subject and have a greater impact on the services provided to students. It also provides a good PLC that works together to help students become successful.

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:

A.   **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?)*

McDougle Middle is a special school with many strengths both academically and socially. We make a concentrated effort for students to have a sense of belonging, feel challenged, and for them to engage in an engaging classroom experience.

Our school culture revolves around the "We Are McDougle" mantra and we invite expertise from within our building into each of our classrooms to do whatever is needed for students to succeed. Along with our exceptional faculty, another strength is the number and type of support services we offer. Multi-tiered system of supports (MTSS) undergirds our work. We are now more purposeful in our interventions, whether they are at the tier two or three level. We are very specific in the types of students we are targeting, and we use our District Data Protocol to determine which students need the extra assistance. With our new schedule, tier 2 interventions are able to occur in the extended core times

using our iReady diagnostic testing. All students receive at least 30 minutes per week in core classes receiving individualized instruction. Our tier 3 classes are taught by our social studies, math, and reading teacher to provide even more supports.

Our staff embraces the middle school concept of accepting and welcoming all students. They excel in finding the best way to reach students and to use relationships to foster each child's strengths. We have brought Restorative Practices to McDougle in the past several years. Using restorative circles, affective statements, and having an overall mindshift of how we handle conflict and disagreement has really bonded our staff, as well as the students and community. We have 2 nationally certified trainers on staff. We noticed last year that our Teacher Working Conditions results showed a drop in overall perception of our discipline process. We have worked since then to ensure that teachers are more part of that process and that we implement our Restorative Practices tools during that process so teacher and student can come together prior to returning to the classroom setting.

We have embraced looking at the whole child, all while looking at each child's individual differences. Our academic leadership team brings together our media and technology specialists, math and ELA coaches, as well as our Gifted specialist to join the Principal and Assistant Principal in planning most of the professional development throughout the year. Bringing in each individual's strengths and perspectives really enhances the outcomes for our students in the end. Having each individual be able to provide a perspective from their arena allows us to intentionally plan PD that really hits every student in a classroom. We are not a one size fits all faculty/student body, and we shouldn't plan as if that was the case.

Another strength is our Dual Language Program; we house one of two Spanish Dual Language programs in the district. The Spanish Dual Language program is a research-based program, and it boasts some great success stories in the creation of bilingual individuals. We have two full-time dual language teachers and two part time, and we anticipate that number to change in the coming years as the program shifts in it's vision.

B. **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?)*

Our testing data from last year showed no significant growth. We did not meet growth overall, and have some specific areas that we need to improve at, some at particular grade levels, subgroups, etc, to get back to our expectation of exceeding growth in all areas. Our already planned schedule change, use of the iReady lessons, focus on AVID, and specific focus on small grouping instruction that will help fill some of the gaps that are evident within our data using the district's data protocol.

As seen below, we have a lot of work to do in our subgroup areas. Our gaps are large, and our work is even larger ahead of us. Using AVID's WICOR strategies will help us to incorporate best practices for all of our students. AVID demonstration schools have proved to display the most growth in the country. Our school is ready to take on this challenge and we look forward to using AVID WICOR strategies (focused note-taking, structures for collaboration) to provide a clear and concise connection between all of the work that is done between all classes.

We have compiled a list of our VIP students who scored a high 2, 3, or low level 4. Students in these achievement categories have historically shown the most movement. Our approach to these students is embodied in the acronym VIP for V- Very close proximity to the student to monitor work, I - Intentional instruction; plan with the VIP students in mind, and P - Probe with hints and follow-up questions to guide student to the desired answer. Having a focus on these students, while continuing to grow our other level 2 and 1 students (which we have been successful at), should yield results.

In our data meetings this summer, it is obvious that we need to focus more time on all subgroups, including our AIG students.   We will use the district's data protocol to identify areas to increase the rigor in our classrooms, with extra help from our ELA/Math/GIfted coaches. We will have monthly progress monitoring from our gifted specialist meeting with each core team and sharing strategies and sharing out with parents items that are being done in class. In addition to this, each of our core teachers have a block of time (2 hours) in which they can plan around all subgroups each day.

In an effort to garner more community support, the school is focusing on outreach programs to help students and parents feel more connected with the school. Our 3rd Annual Back-to-School Bash invited community members, teachers, students and parents to all come out and mingle with our McDougle community. The school provides the space, food, and games. It was great kick off to the school year. We will incorporate 2 data nights this year and will monitor the data of parents in attendance in order to maximize our family engagement. Students will guide the conversations with the parents, along with teacher planned-questions, in order to discuss growth and stretch goals that each student has set for themselves this year.

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math				
Present Status Student Performance Data	**Desired Status** **(2019-20 Goal)** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Reading				
All - 64.4%	**73.7%**	- Family Data Nights - Longer ELA classes - SS and ELA departments meeting partnerships - Specific Vocab PD created by Literacy Coach - 30 minutes of iReady individualized instruction weekly - PLC planning with Literacy coach (all subjects) - Small-group instruction PD from district and school throughout year. - AVID WICOR Strategies (Focused Note Taking, Structures for Collaboration) - Actively recruit a diverse teaching/support staff through job fairs, recommendations, etc to match our student representation.	-11/7 - Data Night -TBD - Spring Data Night -Weekly PLC Meetings -Bi-monthly Department Meetings -iReady instructional usage review, including quarterly diagnostic testing -Benchmark Assessments	- Dedicated Planning Time Daily - IPT work around iReady small group instruction - AVID training on Focused note-taking and structured collaboration. -Personalized Professional Development opportunities (Project ADVANCE, school-wide "Genius Bar") - Opportunities to achieve certifications such as AIG and EL
Asian - 69.8%	**84.1%**			
Black - 24.4%	**38.8%**			
Latinx (Hispanic in ESSA Goals) - 33.8%	**45.2%**			
Multiracial - 77.4%	**84.3%**			
White - 85.5%	**89%**			
English Learner (EL) - 5.4%	**21.1%**			
Students with Disabilities (SWD) - 8.9%	**31.6%**			
Math				

All - 61.8%	75.3%	- Family Data Nights - Longer Math classes - Math Coach push in to each grade level to support students/teachers. - Specific Vocab PD created by Literacy Coach - 30 minutes of iReady individualized instruction weekly - PLC planning with Math coach (all subjects) - Small-group instruction PD from district and school throughout year. - AVID WICOR Strategies (Focused Note Taking, Structures for Collaboration) -- <mark>Actively recruit a diverse teaching/support staff through job fairs, recommendations, etc to match our student representation.</mark>	-11/7 - Data Night -TBD - Spring Data Night -Weekly PLC Meetings -Bi-monthly Department Meetings -iReady instructional usage review, including quarterly diagnostic testing -Benchmark Assessments	- Dedicated Planning Time Daily - IPT work around iReady small group instruction - AVID training on Focused note-taking and structured collaboration. -Personalized Professional Development opportunities (Project ADVANCE, school-wide "Genius Bar") <mark>- Opportunities to achieve certifications such as AIG and EL</mark>
Asian - 75%	87.7%			
Black - 25%	40%			
Latinx (Hispanic in ESSA Goals) - 36.7%	48.7%			
Multiracial - 62.1%	84%			
White - 82.5%	90.2%			
English Learner (EL) - 5.6%	19.9%			
Students with Disabilities (SWD) - 6.4%	31.8%			

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Currently 29.6% of our African American students had a discipline referral while	Our African American referral rate drop to 28.2%.	Consistent family communication and involvement in the discipline	Quarterly staff updates in relation to goals via quarterly comprehensive data analyses	More teachers trained in Restorative Practices.

| the overall student body has a discipline referral rate of 15.7%. | | process whenever an ODR is submitted for a student

PBIS self-assessment will be utilized to determine strengths and areas of need. PBIS team will review ODRs monthly, address inconsistencies with our goal.

Restorative Practices will be implemented in all classrooms at some level, and in all out of the classroom engagements that we incur.

Work with our Parent Ambassadors to spread the word about Restorative Practices both through informal communications between parents, and through formal events such as PTA, SIT, Data Nights, etc. | using the district's data protocol.

Monthly PBIS meetings

Use of state & local student surveys to show trends that are addressed through PBIS. Restorative Practice being used to loop in the referring teacher to conferences when students are suspended. | PBIS training to help disseminate trends and work on solutions.

School equity committee and student support teams share information regarding best practices in response to diverse students' needs. |

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
EL- 26.5%	EL - 28.5%	- Family Data Nights - Parent Ambassador Program for our EL parents.	- ACCESS testing data; twice a year	- EL Department Professional Development

		- SIOP strategies - "EL"evation program strategies		- EL teacher provides an overview of ACCESS testing for staff and follow up throughout the year.

Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
How often do you use ideas from this class in your daily life? 35.8% How often does this teacher make you explain your answers? 55.6%	How often do you use ideas from this class in your daily life? 42.2% How often does this teacher make you explain your answers? 60.0%	- Family data nights will include these two specific questions to gain more specific information on what we can do to improve. - Within our lesson plans and observations, make a concerted effort to look for and plan real world tie-ins to lessons. - Use our walkthrough form to particularly look at the instruction portion to identify trends.	- Review our walkthrough data to find trends using district data protocol. - After Family Data Nights, disseminate data and share with staff.	-Project-based learning PD provided for teachers -School-wide PD/"Genius Bar" opportunities on student discourse and voice within instruction.

Goal Area 2 Employee Experience

Culture (Based on NCTWCS Results)

Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Students at this school understand expectations for their conduct. - 66.7% Policies and procedures about student co nduct are clearly understood by the faculty. 63.2% **(Numbers pulled from NCTWCS Results)**	Students at this school understand expectations for their conduct. 70% Policies and procedures about student conduct are clearly understood by the faculty. 66.9%	- Creative positive relationships with teachers. Open door for teachers to talk through issues. - Use our Behavior and Academic Student Support (BASS) to work with teachers to implement Restorative Practices and create a full cycle to include the teachers in the discipline referral process. - Grade level discussions with students around expectations and safe schools. - Discussion of student conduct scenarios at faculty meetings. - Sharing of discipline data at faculty meetings.	- At the end of each semester as part of a check-in survey, administration will ask these 2 specific questions (and ask for comments) - Upon review of the discipline process, we will check on the number of complete referral cycles that include teachers.	Monthly meetings with teams. PBIS training Restorative Practices Training

Goal Area 3 Organizational Effectiveness

Organizational Effectiveness Budget				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support**

				Progress
This is our baseline year.	100% of all expenditures are aligned to the Strategic plan and School Improvement Goals	- Administration visually inspect each budget request to ensure alignment. - Discuss budget moves with Finance department when questions arise. - Meet with school bookkeeper to discuss requisitions and future expenditures on a weekly basis.	- Review monthly expenditure reports. - Review department requests for alignment.	- Work with Finance Department. - Bookkeeper attendance at finance PD.

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
8/29/18	Provided for in the Master Schedule

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
8/29/18	Provided for in the Master Schedule

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.

8/29/18	- utilizing email for professional communication when appropriate. - eliminating redundant requests for reports, and - fully utilizing existing data and processes as much as possible to complete required reports.

Reference GC115C-105.27

School Improvement Plan
November 2018 to June 2020

School: Phillips Middle School

Principal: Drew Ware

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 17th, 2018
Approved by Staff on: October 22nd, 2018

North Carolina State Board of Education Goals

School Name: Phillips Middle School

Year: 2018-2020

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, every day has excellent educators.

Goal 4 – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

Goal 5 – Every student is healthy, safe, and responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success
Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Goal 2: Empower and support all student groups to meet growth and achievement goals.
Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.
Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.
Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

Employee Experience

School Name: Phillips Middle School

Year: 2018-2020

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.
Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.
Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement
Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.
Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness
Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.
Goal 2: Directly align district resources with student needs.
Goal 3: Develop and maintain an organizational knowledge base.
Goal 4: Initiate effective, relevant and timely communication.

School Name: Phillips Middle School

Year: 2018-2020

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: Phillips Middle School

School Number: 681324

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: _____   **Date:** _____

Board Chair Signature: _____   **Date:** _____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support

School Name: Phillips Middle School

Year: 2018-2020

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	Names and Date of Election to Team	Signature
Principal	Drew Ware	
Assistant Principal Representative	Tiffany Cheshire	
Teacher Representatives	Allison Crosetto - May 2017 Mei Gibson - May 2017	
Instructional Support Representatives	Al McArthur - May 2018	
Teacher Assistant Representatives	Deb Baldwin - May 2018,	
Student Representatives (MS - 3, HS - 3)	Yasmine Ackall, Lucie Talikoff, Maleehah Ward	
Parent Representatives	Christina Pomykal - May 2018, Kristen Stewart - May 2018, Kulwadee Yung - May 2017, Louis Tortora - May 2017, Tammi Thomas - May 2018	

School Profile

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Our school has 650 students that are split into 3 grade levels (6th-8th). Most of our students are between the ages of 11 and 14 years old.

School Name: Phillips Middle School

Year: 2018-2020

For the beginning of the 2018-19 school year Phillips Middle School has a population that is 51.7% male and 48.3% female. Demographically we are 47.8% White, 20.6% Asian, 13.7% African American, 11.8% Hispanic, and 5.8% two or more races. We have 13.1% of our population that is involved in the Exceptional Children's Program and 34.8% in our Gifted Education Program.

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Currently Phillips Middle School hosts 63 certified faculty members, 18 classified staff and 1 full time School Resource Officer.

Guy B. Phillips Middle School boasts thriving instrumental music, Career and Technical Education and Advancement Via Individual Determination (AVID) programs. Our after-school co-curricular and athletic offerings continue to increase servicing the diverse interests of our student body. World Languages are offered as introductory semester classes for 6th graders. High school Levels 1 and 2 of French, Spanish, and Latin, are offered to 7th and 8th graders respectively, and provide high school credit upon satisfactory completion of these classes. Most of our Career Technical Education and Cultural Arts courses are offered as semester choices.

Guy B. Phillips MIddle School was established in 1963 with its last major renovation in 1992. Although it has been deliberately cared for by faculty and staff, the building has significant physical maintenance concerns that will not be solved with regular and routine maintenance.

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the Needs Assessment:

We used academic data (EOG, EOC, NCFE, benchmark testing), behavioral data (SWIS), attendance information (Powerschool), Teaching Working Conditions survey, and the NC student survey to design the following plan.

A.   **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

Analysis of the data shows that overall, students are performing well above state averages on Science, Math and ELA EOG assessments. Also almost all students who take Math I pass the EOC assessment. Specifically for the 2018 school year, significantly more students identified as LEP showed proficiency on the Math EOG while the achievement gap between white students and black students decreased by 13% on the Reading EOG and 7.8% on the Science EOG last year.   The discipline disparity between black and white students as measured by major office referrals decreased by 9.6% last year as well. Overall on the Teacher Working Conditions Survey, teachers noting that Phillips school is a good place to work and learn increased by 23.9%. On the statewide student survey Pedagogical Effectiveness and Rigorous Expectations are a relative strengths.

School Name: Phillips Middle School

Year: 2018-2020

B.   **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

Analysis of our data shows there continues to be disproportionality between white and Asian students and black and Hispanic students in the areas of Reading, Math, Science and major office referrals. These gaps are both significant and persistent. On the the state student survey class engagement, climate, and valuing are relative weaknesses. On the North Carolina Teacher Working Conditions Survey, the areas Professional Development and Student Conduct are relative weaknesses as well.

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Vision, Mission and Values

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Mission
At Phillips Middle School we are Powered by Purpose and Charged by Connection, Choice and Challenge.

Vision: We are committed to ensuring that all students are successful by building a community where:

(Purpose) - teachers and staff work with students to help them find a sense of purpose in what they learn and why they learn it.
(Connected) - students, staff and families build relationships and feel a part of the larger learning community
(Challenged) - learning pushes all students to grow to their full potential
(Choice and Voice) - everyone is heard and valued

Values: There are four major values represented in this vision statement:

1st - Connected
Building relationships and feeling a part of a community is an aspect of the human condition and one that applies to most if not all people. It is our belief, that students, staff and families who do not feel connected to the broader school community will be unlikely to be successful or view Phillips as a place for them. We must put in place systems and structures to ensure that everyone in our school feels connected and has a way to reach out for help or support when needed.

2nd - Challenging Learning
We should push all students to learn at the peak of their potential by providing learning opportunities where all students are challenged and where they can enter into activities and assignments at different points based on their needs. Once immersed in learning they are only bound by how deep they are willing to go.

3rd - Choice and Voice

Students, staff and parents in today's public education systems can often feel unheard or acted upon. It is our belief that giving stakeholders choice, but also ensuring that their voice is heard is incredibly important. At Phillips we value choice and voice and will put in place systems and structures that allow for and require ways for all people in our school community to be heard.
*Important Caveat - This does not mean that everyone will get their way. We will look to provide choice, but we will also have a criteria that we all must follow. We will ask people to speak their mind and will have processes in place to make collective decisions.

4th - Purpose
We will make it clear that all students know not only what they are learning but why they are learning it. How will the information they are taught be useful in their potential future? Even more importantly, this why has to be greater than getting a good grade or having a higher class rank.   It is our job as a school community to work with families to help their child find their broader purpose in the world they will soon be entering.

School Goals and Strategies

A) Phillips as a part of society and the community. Phillips Middle school is an institution that comes from the community for which it serves. It is important that as a school we examine our own biases and institutionalized structures that as part of our society as a whole, affect learning for students. As a school, we cannot fix all of society's ailes. However, we can and will work with stakeholders to improve learning for all students. The Key Processes that will guide our work in this area will revolve around Equity, School Safety, Parent Engagement and Community Building.

B) Phillips as a system for learning.
 The Key Processes that will guide our work in this area will revolve around Core Instruction including previewing and differentiating instruction, using data to better understand students academically, socially and emotionally so that we can better meet the needs of the whole child, and increasing our ability to teach and for students to learn using digital platforms. We will also focus on improving our systems and structures concerning our Exceptional Children's program. Finally, we will work this year to build a plan for the following year to implement a consistent and meaningful set of homework expectations across the school and to unroll a Schoolwide Enrichment Model (SEM).

Equity Belief Statements

We recognize that Phillips, as a public school, is a microcosm of our larger diverse society and as such offers us the opportunity to grow in our tolerance and acceptance of others. Transparent and honest dialogue around equity empowers everyone to recognize the experiences of all members of society. We, the Phillips community, are committed to having uncomfortable conversations, respecting each other, and remaining open to feedback which will ultimately help our students and staff learn and grow.

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As such:

We believe that students of every color benefit from a heterogeneous environment.

We believe it is essential to recognize the importance of racial and cultural identity.

We believe we all have implicit biases, and we recognize that overcoming our implicit biases should be part of the educational process.

We believe that everyone makes mistakes, and we will look at mistakes as opportunities to learn and grow.

We believe it is okay to take chances and be vulnerable.

We believe that school should be a safe area of learning and growing where each individual should be valued.

We believe our staff should reflect the student population.

We believe our curriculum should incorporate the experiences, voices, contributions, and perspectives of non-dominant individuals and groups in all subject areas.

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data Proficient	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Reading				
All - 70%	**75.1%**	**Equity - 18-19 Equity Implementation Plan**	**Implementation Plan**	**Opportunity Gap Training**
Asian - 78.3%	**80.1%**	● Reframe the achievement gap as an opportunity gap.		
Black - 36.3%	**43.6%**			
Latinx - 39.4%	**54.1%**			

Multiracial - 65.9%	75.2%	**Data - Using data to support the core learning of the whole child. - 18-19 MTSS Implementation Plan** ● Overall Data Sharing using district data protocol. ● Offering Previewing for students to scaffold support before entering into a complex lesson. ● Math and ELA targeted instruction based on formative data. ● Have every student use and organizational binder (AVID indicator 12). **Paideia Seminars - Paideia Implementation Plan 2018-2019** ● Implement Paideia Seminars introductory training to all staff ● Offer cohort Paideia Seminars training/implementation to Social Studies, Science, ELA teachers, and other interested staff ● Structures for Inquiry (AVID indicator 5) **Parent Engagement** ● The school improvement team will build a plan to make Phillips Middle School a Community School.		**LFL 103 PD Data from EOG, EOC, NCFE, EVAAS, Student Survey, SWIS Training on IReady** **Provide Project Advance Credit Support from Gifted Services**
White - 83.7%	84.5%			
Students with Disabilities - 21.2%	24.8%			
Math				
All - 64.0%	70.4%	**Equity - 18-19 Equity Implementation Plan** ● Reframe the achievement gap as an opportunity gap. **Data - Using data to support the core learning of the whole child. - 18-19 MTSS Implementation Plan** ● Overall Data Sharing using district data protocol. ● Offering Previewing for students to scaffold support	**Implementation Plan**	**Opportunity Gap Training** **LFL 103 PD**
Asian - 80.8%	91.1%			
Black - 16.5%	22.5%			
Latinx - 44.3%	47.8%			
Multiracial - 61%	78.7%			
White - 75.9%	76.8%			
Students with Disabilities -	17.6%			

| 16.5% | | before entering into a complex lesson.
● Math and ELA targeted instruction based on formative data.
● Have every student use and organizational binder (AVID indicator 12).

Parent Engagement
● The school improvement team will build a plan to make Phillips Middle School a Community School. | | **Data from EOG, EOC, NCFE, EVAAS, Student Survey, SWIS Training on IReady** |

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/** **Professional** **Development to** **Support Progress**
Office Referrals Dispro-portionality **Asian -17** **Black +23** **Latinx +15** **White -23**	**Black +19.7** **Latinx +13.1**	**Equity - 18-19 Equity Implementation Plan** ● Finalizing and share our belief statements concerning equity and race. ● Facilitate equity professional development ● Build a student equity team that is empowered to implement change in our school. ● Create an equity book club.	**Implementation Plan**	**Equity Team** **EQ101** **REI**

| Multi +1 | | Ensure the Equity Team is trained in both REI and EQ101. Use the Racial Equity Impact Assessment when making school-wide decisions. **2nd Step - 2nd Step Implementation Plan** Implement the Social and Emotional Learning Program 2nd Step **Data - Using data to support the core learning of the whole child. - 18-19 MTSS Implementation Plan** Use the district data protocol to identify and then support students with Behavioral concerns. **Community Building Focus** - Restorative Practices - **18-19 Restorative Practices Implementation Plan** Weekly Circles embedded into the daily schedule Ensure everyone completes Day 1 and Day 2 Restorative Practices Training Create systems to implement Restorative Circles to address Specific Events/Needs **Parent Engagement** The school improvement team will build a plan to make Phillips Middle School a Community School. | | **Purchase 2nd Step 2nd Step Professional Development**

SWIS Data

Restorative Practice Training Flex Time |

EL Progress in Language Acquisition				
Present Status Student	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community**	**Milestone Dates** Quarterly	**Resources/** **Professional**

Performance Data		Engagement)		Development to Support Progress
EL Progress - 29.7%	**33.2%**	● Offer an ELL parent night to introduce them to new media center/resources available and to explain the process for accessing resources at the public library. ● Implement System 44 and Read 180 for 6th grade ELL group. ● Gain access to students' written work in ELA and SS to provide feedback.	**2nd Quarter - Parent Session**	**System 44 and Read 180 materials** **Public Library**

Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Profes sional Development to Support Progress**
Student Survey Data **Class Engagement Positive -46.4% Negative - 28%** **Climate Positive -58.6%**	**This is our first year using this data so more information is needed before setting specific goals.**	**Equity - 18-19 Equity Implementation Plan** ● Finalizing and share our belief statements concerning equity and race. ● Facilitate equity professional development ● Build a student equity team that is empowered to implement change in our school. ● Create an equity book club. ● Ensure the Equity Team is trained in both REI and EQ101.	**Implementation Plan**	**Equity Team Student Equity Team REI Equity 101**

Negative - 8% **Pedagogical Effectiveness Positive - 71.5% Negative - 9.8%** **Rigorous Expectations Positive -70.7% Negative - 7.6%** **Teacher/Student Relationships Positive - 63.7% Negative - 17.9%** **Valuing Positive -59.2% Negative - 19.2%**		**Parent Engagement** ● The school improvement team will build a plan to make Phillips Middle School a Community School. **2nd Step - 2nd Step Implementation Plan** ● Implement the Social and Emotional Learning Program 2nd Step **Data - Using data to support the core learning of the whole child. - 18-19 MTSS Implementation Plan** ● Using data to identify and then support students with Attendance concerns ● Using data to identify and then support students with Behavioral concerns **Paideia Seminars - Paideia Implementation Plan 2018-2019** ● Implement Paideia Seminars introductory training to all staff ● Offer cohort Paideia Seminars training/implementation to Social Studies, Science, ELA teachers, and other interested staff **Community Building Focus -**Restorative Practices - **18-19 Restorative Practices Implementation Plan** ● Weekly Circles embedded into the daily schedule ● Ensure everyone completes Day 1 and Day 2 Restorative Practices Training ● Create systems to implement Restorative Circles to address Specific Events/Needs		**Purchase 2nd Step 2nd Step Professional Development** **SWIS Data, Attendance Data** **Provide Project Advance Credit Support from Gifted Services** **Restorative Practice Training** **Flex Time**

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Year: 2018-2020

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status Teacher Working Conditions Survey	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Professional Development 30.7%	**2019-20 TWC** **60%**	**Provide Professional Development through** ● Set aside time for Project Advance courses (online, face to face, and blended) ● Support the implementation of Professional learning through modeling, co-teaching, and independent practice. ● Provide opportunity for teachers to become AIG certified through the Elon cohort	**Implementation Plan**	**Support from the PTA** **Elon cohort AIG certification**
Managing Student Conduct 48.7%	**2019-20 TWC** **75%**	**Set, teach, and reteach common expectations** ● Set common expectations ● Use Flex time to teach and reteach these expectations		

| | | Staff Community Building - **18-19 Community Building Implementation Plan**
● Hold quarterly community building events
● Create a system to celebrate and recognize each other as staff members

Equity - Hire a diverse staff that matches our student demographics
Work to include a member of our equity team on all hiring teams. | | |

Goal Area 3 Organizational Effectiveness

Organizational Effectiveness				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/ Professional Development to Support Progress**

Building a process for School Improvement	**Effective Implementation of School Improvement plan**	Use a system that creates and effectively implements a school improvement plan that increases success for all students.
		● Collectively build mission vision and values and key processes
		● Empower staff to lead the implementation of key processes.
		● Use the Racial Equity Impact Assessment through the School Improvement Process.
		● Administration supports the implementation of key processes by:
		  ○ Planning for and monitoring action steps.
		  ○ Consistently meeting with staff leaders to discuss
			Implementation Plan	

		key process/action step progress. ○ Provide staff leaders specific leadership support.		
Share Budget with Leadership Team/School Improvement Team		**Budget Process** ● Share proposed budget with Leadership Team and the School Improvement Team to ensure alignment with School Improvement Plan goals.		

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
Yes - 10/17/18	**Provided in Master Schedule**

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
Yes - 10/17/18	**Provided in Master Schedule**

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.

School Name: Phillips Middle School

Year: 2018-2020

Yes - 10/17/18	**Discussion at Lead Team to collect any concerns** **Build a plan to address concerns as needed** **Implement plans as needed**

Reference GC115C-105.27

Final School Improvement Plan
November 2018 to June 2020

School: R.D. & Euzelle Smith Middle School

Principal: Stephon D. Goode, Sr.

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: November 26, 2018
Approved by Staff on: November 26, 2018

North Carolina State Board of Education Goals

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, every day has excellent educators.

Goal 4 – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

Goal 5 – Every student is healthy, safe, and responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success
Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Goal 2: Empower and support all student groups to meet growth and achievement goals.
Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.
Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.
Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.
Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.
Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement
Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.
Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness
Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.
Goal 2: Directly align district resources with student needs.
Goal 3: Develop and maintain an organizational knowledge base.
Goal 4: Initiate effective, relevant and timely communication.

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: R.D. & Euzelle Smith Middle School

School Number: 336

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: _____   **Date:** _____

Board Chair Signature: _____   **Date:** _____

School Name: R.D. & Euzelle Smith Middle School

Year: 2018-2020

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	Names and Date of Election to Team	Signature
Principal	Stephon D. Goode	
Assistant Principal Representative	Dr. Spencer Hawkins	
Teacher Representatives	Lori Clark (Co-Chair) Gabriel Patrick Ryan Kulikowski	
Instructional Support Representatives	Matthew Bello	
Teacher Assistant Representatives	TBD	
Student Representatives (MS - 3, HS - 3)	Nevaeh Williams Vaughn Vandegrift Daniel Perrin	
Parent Representatives	Rachael DiSantostefano (Parent Co-Chair) Ranee Montgomery Liane Carneiro Becky Lee Kavita Rajagopal	

School Profile

School Name: R.D. & Euzelle Smith Middle School

Year: 2018-2020

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Smith Middle School serves 864 students in grades 6, 7, and 8 (6th = 289, 7th = 292, 8th = 283). There are 461 boys and 403 girls in attendance. The population is 50.5% White, 22.2% Asian, 10.5% Black, 10.8% Hispanic, and 5.6% Multi-Racial. Our total non-White population is 49.5%.

Our English Learner (EL) population is approximately 53 students (6%). These students speak a wide variety of languages, including Arabic, Burmese, Chinese, French, Karen, Korean, Spanish, Swahili, Thai, and others. While the largest group of EL students are Spanish speakers, we also have a significant population of Korean and Chinese students and a significant and growing population of Karen/Burmese speaking students.

Our Exceptional Education (EC) population totals 89 students, approximately 10% of our population. Students with special needs are served in a resource or co-teaching model.

Our overall Academically Gifted population (AIG) totals 392 students (45%). Sixth grade has 133 AIG students, seventh grade has 128 students, and eighth grade has 131 students.

Smith is also home to the LEAP program, the district's program for highly gifted students. This program provides highly rigorous and accelerated core content instruction to students who qualify. Core instruction (Math, Language Arts, Science, and Social Studies) is self-contained, while LEAP students are mainstreamed for elective classes, Health/Physical Education, recess, and lunch. Within LEAP there are 70 sixth graders, 56 seventh graders, and 69 eighth graders; the total number of LEAP students is 195.

Approximately 20% of Smith students qualify for the Federal Free and Reduced Lunch program. For accountability purposes, these students are categorized as Economically Disadvantaged Students, or EDS.

During the 2017-18 school year, there were a total of 66 in-school or out-of-school suspensions. A total of 131.5 days of in-school and out-of-school suspensions were given (including days of alternative placement at Boomerang).

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*) Smith Middle School's overall

School Name: R.D. & Euzelle Smith Middle School

Year: 2018-2020

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Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:

A.   **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

At Smith Middle School, we are proud and fortunate to house LEAP (Learning Environment for Advanced Programming) which is a rigorous magnet program for highly gifted middle school students from across the Chapel Hill Carrboro City schools community. LEAP students have their own teaching team for core courses, but take Healthful Living and other elective courses with non-LEAP Smith students. While the enrollment size of our LEAP classes remains very high annually, it is in essence the definition of "a good problem to have" as the popularity of the program speaks directly to its effectiveness. LEAP teachers use academic and intellectual rigor through a holistic approach, to challenge their students through daily assessments and longer-term projects.

During the 2017-2018 school year, Smith Middle School was in the first year of implementing the updated Multi-Tiered System of Support (MTSS) structure. During the 2018-2019 school year the MTSS Tier III committee is revitalizing what had been a somewhat dormant entity, lacking substance and involvement last year, and is establishing effective data-driven intervention systems, collaborative partnerships, and decision-making protocols and processes. The committee is also actively identifying best practices for progress monitoring. The goal of the Smith MTSS committee is to utilize early warning data in order to identify and support all students' needs. This will be done through intervention implementation and progress monitoring with fidelity. The revitalization and influence of the MTSS program at Smith has assumed priority status.

At Smith Middle School, the math department routinely uses data to analyze student strengths and weaknesses and differentiate

accordingly. Several digital tools such as iReady, MathSpace and various video software have allowed teachers to meet varying student needs within the class regularly, while providing opportunities for teachers to pull small groups and work with individuals as needed. The school has also advocated for and secured a math interventionist to further support the small group work and reach those tier 3 students who do not have a regular intervention that fills in large grade-level gaps. This person will also work directly with the math coach to support research-based strategies that positively impact student learning through push-in support.

B.   **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?)*

We have identified several areas of need for the 2018-2019 School Improvement Plan.

Teacher retention is a key area of growth for Smith Middle School. The Teacher Working Conditions Survey results for 2017-2018 provide several key areas of improvement for SMS for 2018-2019 most of which- if addressed with fidelity- will support greater teacher retention. Points of emphasis for improving teacher retention include but are not limited to: collective decision making, the allowance for teacher voices to be heard, providing an atmosphere of mutual respect, and timely and consistent performance feedback provided to staff. Not only are these points of emphasis for school administrators, they have been added to administrators' Professional Development Plans and embedded in the goals and strategies of the School Improvement Plan.

Scheduling is another key area of need for improvement. The creation and refinement of a master schedule that is intentional in its support of equity and performance for students and teachers is what is meant by the term "scheduling for success." While school administration and staff have worked diligently to "schedule for success," Smith is faced with a problem of critical mass. Its student body of 864 not only places it as the largest middle school in the district but its size also rivals that of the smallest *high* school in the district. This has created a substantive problem with physical space- we have classes currently being taught in the school's media center. With the district's support, we must address the issue with enrollment size and physical space while concurrently utilizing unorthodox and sound strategies for scheduling students, assigning teachers, and locating classes within our allotted space.

Quantitatively, the performance of our students with disabilities (SWD) has dropped noticeably enough that this subgroup has become a distinct area of need and one warranting attention in our School Improvement Plan. Writing and facilitating personalized, accurate and effective IEPs for students with disabilities is always a priority but now it is one requiring heightened attention and involvement from teachers and school leaders. Ensuring that legally appropriate accommodations that negate the effects of documented disabilities

School Name: R.D. & Euzelle Smith Middle School

Year: 2018-2020

can place affected students in the best possible position to achieve must assume greater priority status moving forward.

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Reading				
All: 71.5%	73.3%- Not Met	MTSS	June 2019	Project Advance
Asian: 75%	78.4%- Not Met			
Black: 26.5%	31.1%- Not Met	District Data Protocols		IEP evaluations for compliance/schedule alignment
Latinx (Hispanic in ESSA Goals): 34.5%	36.9%- Met	Racial Equity Impact Assessment		
Multiracial: 87.5%	89.5%- Met			
White: 84.6%	89.2%- Not Met	AVID WICOR strategies (specifically Learning Through Writing and Focused Note-Taking)		Increased training for gifted services
English Learner: 30.3%	33.4%- Met			
Students with Disabilities: 13.9%	24.1%- Not Met	Family and Community Engagement through the following: ● creation of a school resource reservoir which includes parents and community partners with time to volunteer and		

		specific skills/ abilities to address reading/literacy domain specific learning ● Consistent updates on student and school progress, supported by current data		
Math				
All: 70%	70.5%- Not Met	MTSS District Data Protocols Racial Equity Impact Assessment AVID WICOR strategies (specifically Learning Through Writing and Focused Note-Taking) Family and Community Engagement through the following: ● Creation of a school resource reservoir which includes parents and community partners with time to volunteer and specific skills/ abilities to address	June 2019	Project Advance IEP evaluations for compliance/schedule alignment Increased training for gifted services
Asian: 72%	87.0%- Not Met			
Black: 24.1%	27.5%- Met			
Latinx (Hispanic in ESSA Goals): 32.5%	35.5%- Met			
Multiracial: 85.4%	88.2%- Met			
White: 83.9%	84.0%- Not Met			
English Learner: 28.4%	30.6%- Not Met			
Students with Disabilities- 13.9%	22.2% Not Met			

		reading/literacy domain specific learning ● Consistent updates on student and school progress, supported by current data		

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
During the 2017-18 school year, there were a total of 66 in-school or out-of-school suspensions. A total of 131.5 days of in-school and out-of-school suspensions were given (including days of alternative placement at Boomerang).	During the 2018-19 school year, in-school and out-of-school suspensions will be reduced by 50% ● Reduce Frequency of major student referrals. ● Disproportionality of students should be close to the representative enrollment for the school	PBIS self assessment will be utilized to determine strengths and areas of need. PBIS team will review ODRs monthly Restorative Practices will be implemented Classroom Walkthroughs Focused PD for Restorative Practice Implementation and fidelity.	Quarterly checkups with annual review	Restorative Practices ● Circles ● Conferences PBIS MTSS Attendance/Suspension Review Racial Equity Impact Assessment

		Family and Community Engagement through a parent night designed to provide exposure and a clear explanation of Restorative Practices delivered by district trainers. This will be co-sponsored by the PTSA.		

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
As of 2018, 43.75 percent of our EL population had shown CPL expected growth on the annual ACCESS test.	Our goal is that 47.22 percent of our EL population show CPL expected growth per ACCESS test scores. (The target goal set by the state is that the baseline percentage grow by 3.47% each year.)	● Collaborative classes in which students are supported in reading and writing ● Targeted intervention in pull-out classes for reading and writing support, including System 44 for 6th graders ● Increased rigorous opportunities for	Quarterly checkups with annual review	● Project Advance courses in diversity, SIOP and EL learners are provided by the district ● Lead ESL teacher taking on larger role with NCTESOL to provide EL PD to the teaching community ● Lead ESL teacher exploring/learning

		reading and writing in pull-out courses ● Outreach to families/communities informing them of student growth and also involvement in student progress		/incorporating AVID strategies

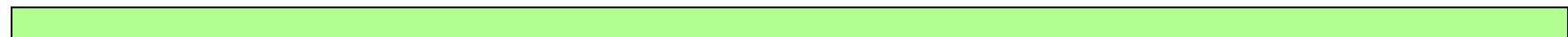| Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
NS_MS Student Survey results for 2018 reveal levels of dissatisfaction germane to class engagement, and class climate	**Classroom Engagement**: Q. ***Overall how interested are you in this class?*** Increase from 59.8% to a minimum of 70% by 2019. Q. ***When you are not in class how often do you talk about ideas from class?*** Increase from 33.8% to 50% by 2019. **Classroom Climate**	Foster increased interest in classroom discussions through the effective and consistent use of socratic seminars, philosophical chairs and other AVID WICOR strategies that encourage true collaboration. Utilize outside speakers, community presenters to address current topics of discussion.	Collaborative review with school leadership monthly. School administered Google survey at Mid-year compared to the End-of year data	● Student surveys (midyear and close of year) ● Professional development re: RPI behavior management, equity training, effective use of AVID WICOR strategies, specifically those dealing with inquiry and

| | Q. *How fair or unfair are the rules for the students in this class?* Increase from 73.7% by 6.3% to 80% Q. *In this class how much does the behavior of other students hurt or help your learning?* Decrease the negative impact of other students by at least 16.3% from 32.6%. | Effective use of Restorative Practices across all classrooms. Provide PD on classroom management and involve EC services when appropriate, if alternate placement is recommended. | | collaboration. |

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Smith Middle School's teacher retention rate for 2017-2018 was 86.5%.	By June 2019, the teacher retention rate will increase from 86.5% to 90%. NCTWC survey, question 7.1b, which says, "Teachers	School administrators have made this a priority by adding this goal to their own Professional Development Plans. Specific desired actions and strategies cited by	Observation and evaluation deadlines set by the district will be met with consistency.	● District walk-through tool ● Access to PD funds ● Reserved spots for the AIG cohort training

	feel comfortable raising issues or concerns that are important to them" will increase from 34.4% positive response to 50% positive response.	teachers in formal and informal feedback to administration will be prioritized (including but not limited to timely responsiveness to requests and communications, greater visibility in classrooms and common spaces by administrators, and greater access to administrators by staff) Classroom "walk-throughs" utilizing the district's walk-through document as a guide	
	Smith will increase its ability to serve the school's AIG population by providing training for IAG certification through the district's collaboration with Elon University. The goal is to have an additional six teachers trained by 2019-20.	Administrators will make every effort to recruit and retain certified and classified staff that represents the overall racial makeup of our student body. Administrators will recruit candidates for the AIG certification program and submit for enrollment per district protocols.	The current selected cohort should be complete by 2019-20.

Goal Area 3 Organizational Effectiveness

School Name: R.D. & Euzelle Smith Middle School

Year: 2018-2020

Organizational Effectiveness Budget				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Teachers have had less input and influence over budgetary and purchasing decisions than is optimal for the effective running of a school.	Teachers will be allowed more influence and voice over financial and budgetary decisions than has occurred in the past.	The school's Leadership Team- which is comprised of staff representatives from each department and grade level as well as from non-instructional entities such as student services and media/technology- will be responsible for oversight and the vetting and approval of external professional development opportunities for teachers (PD that would occur for a fee and/or is not presented directly by the school district personnel) and of disbursements to departments and grade levels. The Instructional Technology Facilitator will work in concert with the Leadership Team regarding budgetary requests/needs germane to technology and multimedia.	Monthly leadership team meetings	- Teacher budget requests, - collaboration with school bookkeeper, - district expectations/guidelines/protocols

School Name: R.D. & Euzelle Smith Middle School

Year: 2018-2020

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
The SMS Master Schedule shall include this duty-free lunch period for all teachers on a daily basis. 10/26/2018	SMS currently includes a lunch period for every teacher provided for in the master schedule.

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week. 10/26/18	The SMS Master Schedule currently includes this duty-free instructional planning period for all teachers on a daily basis at the suggested goal of at least five full hours of planning time per week

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
The school will utilize technology to include the Google education suite to eliminate unnecessary and redundant reporting requirements	SMS will work to digitize schoolwide documents. Try to create grade level and PLC folders so we can collect common

for teachers.	forms and other essential documents.

Reference GC115C-105.27