

Comprehensive Progress Report

Mission: Our Mission:

Graham Middle School will challenge and inspire our students to become lifelong learners committed to active citizenship, social development, and academic growth through virtual and in-classroom lessons with cross-curricular STEAM integrations.

Our Vision:

Vision:

The Graham Middle School family will build a community that values excellence and equity, in which all stakeholders can thrive through the use of technology, communication, collaboration, and critical thinking.

Goals:

Graham Middle School will increase the percentage of students achieving GLP in math from 30% to 37%, by the implementation and execution of daily targeted intervention and core instruction. In grade 6, 95 students will need to achieve proficiency. In grade 7, 92 students will need to achieve proficiency. In grade 8, 85 students will need to achieve proficiency.

Graham Middle School will increase the percentage of students achieving GLP in reading from 30% to 37%, by the implementation and execution of daily targeted intervention and core instruction. In grade 6, 95 students will need to achieve proficiency. In grade 7, 92 students will need to achieve proficiency. In grade 8, 85 students will need to achieve proficiency. Decrease our Level 1 students in reading grades 6th, 7th, and 8th by 15% from 293 to 249 as measured by the stated End of Grade Test.

Graham Middle School will increase overall average of students sense of belonging and teacher-student relationships by 10% from 50% to 60% (Panorama Survey Data).

Graham Middle School will decrease Out-of-School (OSS) days by 15% from 1267 to 1076.

Graham Middle School will reduce the percentage of teacher turnover from 35.5% (16/45) to below 30% teacher turnover. This percentage will be available to assess at the BOY 2020-2021.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All core content area teachers are using district made CFAs or developing their own in their PLCs. More development is needed for using the data from these assessments to individualize instruction for our students.	Limited Development 08/27/2018		
How it will look when fully met:		<p>A1.05: ALL teachers will individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)</p> <ul style="list-style-type: none"> Standards are assessed with pre-tests and other assessments. Data teams meet regularly to discuss data, trends, and instructional strategies that individualize learning in the classrooms. Data teams plan instruction based on evidence provided from CFAs. Prerequisite skills needed to attain the standard will be addressed. Providing individualized learning opportunities for our students. Evidence: data team meeting minutes, student growth was seen in CFAs, check-ins, and EOGs/EOCs, and teacher lesson plans. 		Michelle Hayes	06/03/2021
Actions			0 of 2 (0%)		
	8/27/18	In data team meetings, teachers will discuss and implement instructional strategies based on data received from CFAs that focus on individualized student instruction.		Thomas Kazimir	06/03/2021
		<p><i>Notes:</i> Review data team minutes for evidence.</p> <p>After receiving more direction from the district personnel, teacher clarity will be a focus for Graham Middle School.</p> <p>Data collection will continue through 2019-2020 School Year.</p>			
	8/27/18	Teachers will collaboratively develop and execute CFAs (pre-tests) to assess the prerequisite skills of a standard.		Jeremy Martin	06/03/2021

Notes: Evidence can be collected from data spreadsheets from data team meeting minutes.

Note to those developing PD: PD needed on teacher clarity to make sure assessments and student work products are meeting the cognitive demand of the standards.

Data collection will continue through 2019-2020 School Year.

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Full implementation will be clear CORE behavior and academic expectations with best practices being used in all classrooms for classroom management. Full PBIS implementation would need to be completed.	Limited Development 10/30/2019		
How it will look when fully met:		Full implementation will be clear CORE behavior and academic expectations with best practices being used in all classrooms for classroom management. Full PBIS implementation would need to be completed.		Shayla Wiggins	05/31/2021
Actions			2 of 3 (67%)		
6/10/20	Administration will look at data from 2019-2020 and establish how to train staff members on Educator's Handbook and to use it effectively.	Complete 06/08/2020	Jeremy Martin	06/08/2020	
<i>Notes:</i> Looked at data during leadership summit 2020. Will implement training during Mandatory Teacher Workdays at the beginning of the year.					
6/10/20	The Leadership Team and MTSS Coordinator will discuss PBIS steps forward and how to effectively train staff prior to the 2020-2021 School Year.	Complete 06/08/2020	Shayla Wiggins	06/08/2020	
<i>Notes:</i> Discussed during Leadership Summit 2020.					
10/30/19	The MTSS Coordinator with assistance from administration will be training on and monitoring the implementation of CHAMPS in the classroom and will begin working on the implementation of PBIS at Graham Middle School. Goal is for all classrooms to be implementing PBIS and CHAMPS.		Shayla Wiggins	05/31/2021	
<i>Notes:</i>					

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>Graham Middle teachers are always using the Common Core and NC Standards to create lesson plans. These plans are decided on by content based PLCs. Many unit plans are created and guided by Central Office, but some teachers work as a team to create primary and supplementary materials to align with the standards to share with their Instructional Team. A few teachers still have a hard time writing their learning target for the day that is supposed to be created through PLC meetings, which is evidence of a lack of deep understanding of the standards. Administration is focusing on proper writing of learning targets this year and they give feedback to teachers on how to improve. Central Office also focuses on the alignment of learning targets and the content and they discuss what they have seen through school visits with the administration.</p>	<p>Limited Development 02/24/2016</p>		

How it will look when fully met:

Teachers will meet regularly in their PLC and data teams to share ideas and methods, collaborate on best practices for instruction and differentiation, and plan units of instruction that are specifically aligned to the standards of each unit. Teachers will share ideas and materials through the collaborative planning process to assemble "pools" of resources that can be drawn from when creating individual lesson plans. Data teams will create common formative assessments to be used in evaluating student growth and success and to also identify for which students reteaching and enrichment is necessary. Data teams will meet vertically to align units of instruction through the grade levels and participate in common planning days to create standards-aligned learning targets that directly correlate to the standards in each unit. To provide evidence that this objective is fully met, Graham Middle School will: provide PLC and data team minutes to identify successful collaboration and alignment of standards in meetings, fully implement creation and use of common assessments that have questions directly tied to standards for the content, and records of professional development that teachers attend throughout the year.

Designated students will grow on post assessments and eventually will be proficient/exceed proficiency in power standards. Teachers will use data team discussion time to focus on individual student data in order to designated students of focus based on proficiency checkpoints. Proficiency will increase in math from 31% to 37% and 39% to 45% in ELA, which an improved increase in social/emotional data from 44% to 50% belonging score. Focus will also be increase on tutoring and how teachers are using tutoring and what content will be covered in those tutoring sessions. The instructional team will also have conversations with the instructor that will be teaching intersession (fall and spring) in order to make sure the teacher understands each content focus that needs to be address during intercession. Students that are designated to be improved to proficiency must be a part of intercession and invited to attend. Students that are proficient must stay proficient while improving those students that are designated by the instructional team - also continuing to teach every student to the best of the teachers' ability.

Jacob Fleming

06/03/2021

Actions		5 of 6 (83%)		
10/4/16	<p>Graham Middle will facilitate professional development opportunities for teachers and staff.</p> <p>Teachers will participate in professional development for writing standards-aligned learning targets, differentiation for class instruction, and ABSS Core 4 professional development. GMS teachers will also participate in T-Pack staff development to further our technology initiative of being a 1:1 middle school.</p>	Complete 04/24/2017	Shayla Wiggins	05/31/2017
<p><i>Notes:</i> 4/24/17 Completed task 1; task 4 needs to be revised due to budget.</p>				
10/4/16	<p>Record meeting minutes of data teams to ensure data is analyzed, common formative assessments are created and reviewed, and that instructional plans are aligned to standards.</p> <p>Create Google form specific to data teams.</p> <p>Create folder for placing and reviewing data team minutes.</p>	Complete 05/31/2018	Jacob Fleming	05/31/2018
<p><i>Notes:</i> At this point, some data teams are using templates for recording minutes of meetings and other data teams are not. Data teams are meeting weekly for planning and reviewing of data, but not all groups are recording their minutes and data discussions with fidelity. Since data teams were in transition this year, required submission of minutes was not required, but this will be a required piece of each meeting next year. Target date of 4/7/17 was changed as this task will be incorporated into plan for 2017-2018.</p> <p>UPDATE: 9/11/17: Sholler reports much more effective data team. Acknowledgement that many teachers are not bringing actual data to the meetings; rather, they are bringing general thoughts about data. There is a sense that teachers do not enough time. Decision made to utilize SchoolNet for pre/post/CFAs, as it will upload into a spreadsheet analyzing by standard/strand.</p> <p>UPDATE: 11/30/2017: The indicator team has been working together to create a standardized form for guiding data team discussions. The updated timeline for completion is May 2018</p>				
10/4/16	<p>Establish Common Planning Days for teachers in grade level content data teams to meet and plan units of instruction.</p> <p>The goal for the 2016-2017 school year is for each data team to have three common planning days.</p> <p>The goal for the 2017-2018 school year is for each data team to have one common planning day per year.</p>	Complete 05/31/2018	Jacob Fleming	05/31/2018

Notes: Data Teams/Content Area teachers have been given the opportunity to choose which dates they will use for their common planning days. Teams will request dates from Mr. Williams (principal) to have their common planning days at least two weeks prior the requested date. As of now, common planning days will be upon request unless Data Teams are not using them and then the dates will be assigned to those individual teams.

During planning days, teachers will:
 Discuss concepts and skills that need to be taught for the unit.
 Create common formative assessments to evaluate student success with standards.
 Assemble and collaborate on materials/resources for instruction that directly align with the standards.
 Decide the specific indicators that are required for students to achieve mastery of the standards.

Update 3/13/2017: Many of the Data Teams have used common planning days this year, but not all of the Data Teams have requested/used dates at this point in the year. Those teams that have not used them will possibly be assigned dates during the first quarter of the 2017-2018 school year to ensure that common planning is taking place and that adequate time is given to each team. Target completion date of 5/31/17 has been changed to incorporate this task into 2017-18 plan.

UPDATE: Due to budget constraints the amount of times teachers were able to take planning days has been reduced to once per year.
 November 30, 2017

10/4/16	<p>Create a schedule for vertical PLC meetings to occur throughout the year. During the 2016-2017 school year, each content PLC will meet as a vertical group a minimum of one time per semester.</p> <p>9/11/17 update: During the 2017-2018 school year, vertical PLCs will occur once a month after school, beginning in October 2017.</p>	Complete 07/31/2018	Jacob Fleming	05/31/2018
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Notes: Each Data Team will have a minimum of 1 vertical alignment meeting per semester. During these meetings, Data Team members will be discussing terminology, order and importance, connecting concepts and teaching methods.

8th grade teachers will also include a vertical alignment meeting with GHS teachers at least once during the school year.

Update:

8th grade teachers have worked with some GHS teachers for the purpose of recommendations for student classes and registration for next year (requirements, class prerequisites, etc..) but not as a vertical team. GMS will work with GHS to setup a vertical meeting in the fall of 2017.

All content areas had 1 vertical PLC meeting this year. This was short of our targeted goal by 1 meeting, but we feel that the time spent with the vertical meeting that did occur has laid the groundwork and foundation for productive and beneficial vertical PLC meetings in the 2017-2018 school year. The original target date of 5/31/2017 has been changed to incorporate this task into the 2017-18 plan.

UPDATE 9/11/17:

Vertical PLC meetings will occur after school once per month at the suggestion of leadership team members.

9/25/18 Develop and execute professional development on teacher clarity so that teachers are unpacking the standards with students, developing activities that meet the cognitive demand of the standard, and developing assessments and student work products that meet the cognitive demand of the standard.

Complete 05/31/2019

Shayla Wiggins

04/30/2019

Notes: PD Map:

<https://coggle.it/diagram/W6jcYwWWyXTv8zKZ/t/-/b1289e18865b00ade70722faa84dd462fc5952c138094ac647df987e2803dcde>

Sept 19 - Introduction to Teacher Clarity with the staff on school-based ER PD.

Oct 17 - Introduction of ABSS Best Practices PD district ER PD.

6/10/20 Administration will continue to attend instructional team meetings.

Thomas Kazimir

06/03/2021

Notes: Weekly instructional team meetings.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		GMS has implemented a tiered instructional support time in the school day for forty-five minutes. Students are assessed for tiered instruction through universal screeners (M-Cap, M-Comp, ORF, QRI), common formative assessments in the core classes, and through the power standards for Math and ELA. Students are rotated through intervention groups based on performance and growth on the universal screeners and common formative assessments, but more flexibility with student movement through tiers may allow each child to be better served. Some teachers are using technology to address tiered/differentiated lesson plans and instruction in the classroom setting. Some teachers are using results of assessments to create instructional plans that are aligned with individual student needs.	Limited Development 02/17/2016		

<p>How it will look when fully met:</p>	<p>Graham Middle School has implemented a tiered instructional support time in the school day for forty-five minutes (Mastery). Students are assigned a Mastery time based on data analyzed from common formative assessments (pre and post) and universal screeners to identify areas in which the student needs academic assistance to have mastery of specific content standards. Students will move through Mastery classes on a bi-weekly basis or as needed based off improvement in successful mastery of standards. GMS will host two intersession intervention sessions during the scheduled school breaks. One intersession time will be in the fall and one intersession will occur in the spring. Intersession will last for four days each break and students will attend core classes. GMS will provide ongoing professional development that supports teachers in providing differentiated instruction and incorporate technology resources to provide tiered instruction to support the individual needs of each student.</p> <p>Through tired instructional support GMS Reading Proficiency will increase from 39% to 45% proficient and Math Proficiency will increase from 31% to 37% proficient. Students will be assigned to Mastery class based on data analyzed from common formative assessments (pre and post). Universal Screeners as well as elementary recommendations, teacher recommendation, and grades will be utilized initially identify students to receive tiered services. Students identified to receive tiered services will be progress monitored weekly or bi-weekly which result in student movement through the tiers. Utilizing classroom common formative assessment data students will be identified for fall and spring intersession based on their standards proficiency. Teachers will participate in ongoing professional development that supports teacher in providing personalized instruction via blended learning.</p>		<p>Shayla Wiggins</p>	<p>06/03/2021</p>
<p>Actions</p>		<p>7 of 8 (88%)</p>		
	<p>10/4/16 Fall Intersession 2016</p> <p>Students will be selected by data analysis of standards taught in each core class. Students that have not mastered standards on common formative assessments will be invited to attend Fall Intersession. During intersession time, students will receive one hour of each core class per day for the four days of intervention. Teachers will teach small groups of students in standards-based and aligned instruction.</p>	<p>Complete 09/30/2016</p>	<p>Jacob Fleming</p>	<p>11/01/2016</p>

Notes: Statistics from Fall Intersession:

- 389 students invited
- 307 students returned forms
- 17 teachers (15 Core and 2 Encore)
- 236 students attended per day on average
- 78% average daily attendance rate

Fall Intersession went very well. Students were engaged in classroom instruction that was new to them with activities created by teachers to reteach and enhance student comprehension of standards. Teachers were willing to try unconventional instructional practices that are not normally found in daily instruction which benefited the students. On the last day, students were treated to a gaming truck, music, and other activities for their hard work and dedication to improvement and growth over the four days. Teachers were given a survey at the end of the four days and the feedback was very supportive of the intersession program and operation.

Areas to improve that were identified include: how to better identify student groups and individual students that need the academic support time, creating and ensuring that we are providing intervention/reteaching for some students and acceleration/enrichment for some students, and having a system in place for identifying the effectiveness of growth of students and the direct impact that intersession has on them.

10/4/16	Spring Intersession 2017	Complete 03/17/2017	Jacob Fleming	04/24/2017
	Students will be selected by data analysis of standards taught in each core class. Students that have not mastered standards on common formative assessments will be invited to attend Spring Intersession. During intersession time, students will receive one hour of each core class per day for the four days of intervention. Teachers will teach small groups of students in standards-based and aligned instruction.			

Notes: Spring Intersession was held March 14-17 during our first week of the intersession period.
 For this session, 278 students were invited and 175 students returned them for 63% return rate.
 We had an average attendance of 125 students which was 71% of students who had returned permission forms.
 Students received multiple Math or ELA sessions each day, along with Science for 8th grade, depending on needs of individual students based off of data.

Next year, we are going to look at increasing the participation rates of students that are invited to attend intersession in order to provide more learning opportunities for as many students as possible.

4/24/17 - we want to expand this program; students were disappointed that they did not receive an invitation; consider a partnership with Elon; consider a virtual component.

9/12/17	Hire a qualified MTSS Coordinator and Interventionist.	Complete 09/11/2017	Michelle Hayes	09/15/2017
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Notes: This position has been hired; awaiting HR final confirmation to confirm start date.

9/12/17	Fall Intersession	Complete 09/29/2017	Jacob Fleming	09/29/2017
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Fall 2017 Intersession: Students will be selected by data analysis of standards taught in each core class. Students that have not mastered standards on common formative assessments will be invited to attend Fall Intersession. During intersession time, students will receive one hour of each core class per day for the four days of intervention. Teachers will teach small groups of students in standards-based and aligned instruction.

Notes: 9/11/2017: Fall Intersession happens for one week in the year.

Notes from last year's fall intersession: "Areas to improve that were identified include: how to better identify student groups and individual students that need the academic support time, creating and ensuring that we are providing intervention/reteaching for some students and acceleration/enrichment for some students, and having a system in place for identifying the effectiveness of growth of students and the direct impact that intersession has on them."

11/30/17	Teachers will receive professional development on MTSS and its early stages of implementation at GMS.	Complete 11/14/2017	Shayla Wiggins	11/14/2017
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Notes: This task was completed on 11/14/2017

9/12/17	<p>Spring Intersession 2018:</p> <p>Students will be selected by data analysis of standards taught in each core class. Students that have not mastered standards on common formative assessments will be invited to attend Spring Intersession. During intersession time, students will receive one hour of each core class per day for the four days of intervention. Teachers will teach small groups of students in standards-based and aligned instruction.</p>	Complete 03/19/2018	Jacob Fleming	03/19/2018	
<p><i>Notes:</i> Notes from last year's spring intersession for consideration in planning for this year's:</p> <p>Next year, we are going to look at increasing the participation rates of students that are invited to attend intersession in order to provide more learning opportunities for as many students as possible. We want to expand this program; students were disappointed that they did not receive an invitation; consider a partnership with Elon; consider a virtual component."</p>					
11/30/17	<p>Students will be identified for tiers based on their AIMSWeb Plus screener data as well as other necessary data indicators and begin receiving Tier 2 and Tier 3 interventions. Progress monitoring will happen for students as needed.</p>	Complete 05/31/2018	Shayla Wiggins	05/31/2018	
<p><i>Notes:</i></p>					
11/30/17	<p>Grade level teams will create a grade level plan utilizing benchmark, screener data and other data points to 1. identify areas of greatest need across the grade level and 2. select and implement research based instructional practices grade level wide to meet students needs. Although the indicated end date is 5/30/2018 when this task is completed it will become an embedded practice for grade levels.</p>		Shayla Wiggins	06/03/2021	
<p><i>Notes:</i> Update - Since this goal aligns with implementing ABSS Best Practices this will be a focus of the 2018-2019 school year. Goal date has been pushed back to accommodate new teachers.</p> <p>This continues to be the work as we work on Teacher Clarity, Small Group Instruction.</p> <p>Will continue through 2019-2020 School Year.</p>					
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date

Initial Assessment:

A4.04 The school promotes social/emotional competence in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)

- Triple A (grade-level camaraderie); teacher spotlight
- QiP and Kings- announcements
- Semester awards assemblies
- Classroom/Hallway displays are inconsistent
- Science Olympiad, Battle of the Books, Spelling Bee, Reading Chain, GMS monthly book giveaway, possible MathCounts, Hispanic Heritage Celebration, Black History Month, Student Council
- GMS PRIDE
- Athletics, Arts (Chorus, Band)
- Student-led Twitter Chats
- 44% Student Sense of Belonging
- Steps towards inclusivity: Mix It Up lunch, more inclusive/general clubs, podcasts

Limited Development
08/27/2018

<p>How it will look when fully met:</p>	<p>A4.04: The school will promote social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)</p> <ul style="list-style-type: none"> • Student-led celebrations and competitions (pep rallies, awards assemblies, Triple A, field day) • Morning circles • Sending good news home (postcards) • Updated bulletin boards in hallways with student work • Restorative circles <p>Evidence:</p> <ul style="list-style-type: none"> • In one year students will report a 6% increase of sense of belonging (50%), based on the Panorama Student Survey. • GMS will have an array of clubs based on student interest and identity. <ul style="list-style-type: none"> • Kings • Queens • GMS Pride • Science Olympiad • Battle of the Books • Math Counts • Student Advisory Council • Triple A will continue to celebrate student success in academics, attitude and activity, once a month per grade level. • Student work will be celebrated and spotlighted in classrooms and hallways. • Students will have a say on their school environment, via surveys and teach implementation of the feedback. • Students have the opportunity to lead morning announcements, Triple-A celebrations, and assemblies. • Student achievements will be celebrated with shout-outs and press releases. • Policies and procedures for morning circles, restorative circles • Implementation of grade level competition (red, black, white). • Social media • Parent/Family Contact Log • Panorama Survey data 		<p>Shayla Wiggins</p>	<p>06/03/2021</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
	<p>8/27/18 Postcards will be designed for the "Good News Home."</p>	<p>Complete 09/14/2018</p>	<p>Jacob Fleming</p>	<p>09/15/2018</p>

<i>Notes:</i>						
	8/27/18	Faculty will receive professional development on implicit bias on 10/7/19.	Complete 10/07/2019	Michelle Hayes	10/07/2019	
<i>Notes:</i> Staff and faculty are scheduled to receive a training on Implicit Bias on 10/7/19 in order to bring these practices into the classroom.						
	6/10/20	GMS will continue to work on school rituals and the overall athletic of the school.		Jeremy Martin	06/03/2021	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Some teachers throughout the building have built solid relationships with students in class and during our House Time which allows them to support and assist students in dealing with their emotions and needs. Houses are used to build a feeling of belonging among students and teachers. Teachers have different strategies that they implement with students in handling emotional and social issues and we currently do not have professional development in place for teachers to train them how to work with students' emotional states. We do have a form of character education, but students are not participatory in all aspects of this education. Teachers have a contact log to keep track of all the times they called or met with a parent and teams of teachers meet with parents with students often attending these meetings (some students need CFT meetings that requires all teachers, the social worker and a counselor to be present). When in need, students are referred to the School Support Team. We currently have two counselors and a social worker on campus to meet students' needs. For safety we also have an officer who works at Graham full time who also provides guidance to students in dealing with social and emotional issues. The 7th grade has a "Wise Guys" group that meets to help boys learn how to cope and handle emotional issues. We are currently working on the transition to MTSS that has parts for a behavior system scheduled to be initiated in the 2016-17 school year.</p> <p>This Indicator has been assessed but is currently not being monitored.</p>	<p>Limited Development 02/24/2016</p>		
<p>How it will look when fully met:</p>	<p>Teachers are receptive to students' emotional states and work to helping students with their emotions and offering supports to the students when needed. This could be mediation, circles, restorative practices, etc.</p> <p>The goal of the school would be for every teacher to participate in these discussions to lessen classroom disruption and behavior referrals. Panorama data would also need to increase over the next coming years.</p> <p>MTSS Implementation will assist in the establishment of the core behavior systems and the appropriate interventions for our students.</p>		<p>Seanee Alexander</p>	<p>05/31/2021</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>10/30/19</p>	<p>The dean and Assistant Principals will participate in mediation techniques in order to reduce the number of ISS (In School Suspension) and OSS (Out of School Suspension) numbers.</p>	<p>Complete 06/03/2020</p>	<p>Thomas Kazimir</p>	<p>06/03/2020</p>

Notes: Look at discipline data to determine progress.

10/30/19 The Student Support Team will participate in CFT meetings with teachers, administration, and parents/guardians to ensure that every student is successful.

Seanee Alexander

06/03/2021

Notes: Check CFT logs to see effectiveness of meetings.

6/10/20 Our students need very specific focus groups, and we need to intentionally incorporate SEL lessons in our curriculum such as circles, conflict/resolution, peer pressure, bullying, healthy relationships, etc... Specific focus groups or consults- attendance, anger management, conflict/resolution, positive self-image, healthy relationships, etc... We also need to brainstorm on how to encourage our community to support GMS.

Seanee Alexander

06/03/2021

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited Implementation - working toward improvement of transition from grade-level to grade-level and school-to-school.	Limited Development 10/30/2019		
How it will look when fully met:		Full implementation will be achieved when there is limited discrepancies between grade-level and grade-level and school-to-school. The goal moving forward is for conversations to occur with the elementary and high schools for smooth transition and to implement more vertical team meetings for across grade-levels.		Jeremy Martin	06/03/2021
Actions			0 of 2 (0%)		
10/30/19	Staff will participate in vertical team meetings in order to ensure students are ready to move from grade-to-grade in their various contents along with understanding those new grade-level policies.			Christina Allred	06/03/2021
<i>Notes:</i>					
10/30/19	Administration will communicate and visit elementary and high schools in order to ensure that there are smooth transitions for students and that students understand the rules, expectations, and policies at the new school they are moving to. Visits will also occur on both elementary and high school side.			Michelle Hayes	06/03/2021
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Limited Implementation with new administration coming in this year. This implementation should be full by end of the 2019-2020 School Year.	Limited Development 10/30/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully implemented, the district's LEA Support and Improvement Team will structure NCStar feedback cycles to occur monthly and be communicated by the Chief Elementary Officer and Chief Secondary Officer via the platform. Additionally, Central Services support staff will be called on to provide and/or review data sources to ensure that schools are setting measurable goals that guide continuous improvement and rely on evidence-based strategies. Additionally, the NCStar tool will consolidate the School Improvement/MTSS, Professional Development, and Title I plans so that there is a concerted effort to align all school improvement documentation.	Objective Met 06/10/20	Michelle Hayes	06/30/2020
Actions					
10/30/19		The Student Learning Team & Student Services will support the implementation of academic and behavior core.	Complete 10/01/2019	Dr. Robin Finberg	10/01/2019
<i>Notes:</i> All schools are provided with Regional Coaches, Curriculum Specialists, MTSS Coordinator, Advanced Learner Specialist, Lead Behavior Specialist, District Professional Learning, and SEL/Attendance Support.					
10/30/19		ABSS will implement a process for the on-going review of the School Improvement Plan.	Complete 12/01/2019	Dr. Angela Bost	12/01/2019

Notes: The on-going structure will be based on the following:

Leadership of the “Why” of school improvement will come from Dr. Bruce Benson (Superintendent), Dr. Angela Bost (Deputy Superintendent), Dr. Jean Maness (Chief Elementary Officer), and Ms. Revonda Johnson (Chief Secondary Officer).

The leadership of the “How” of School Improvement will be monitored by Dr. Jean Maness (Chief Elementary Officer), and Ms. Revonda Johnson (Chief Secondary Officer).

The additional support structures will specifically include the following as necessary:
 Dr. LaJuana Norfleet (Student Support Services), Dr. Robin Finberg (Curriculum and Learning), Dr. Ilana Dixon (Federal Programs Compliance), Ms. Amy Richardson (Data Analysis and Evaluation).

11/25/19 Leadership Meeting Schedules

Complete 06/08/2020

Dr. Angela Bost

04/29/2020

Notes: The monthly principal leadership meetings were planned in advance of the school year and were based on three primary objectives:
 Review of the three priority NCStar Indicators (A4.01, A4.01, and B1.03)
 Leading and Modeling the PDSA Cycle for Three of the NCEES Indicators (Strategic, Instructional, and Cultural Leadership)
 Implementing the Education and Nurturing components of the M.I.N.E. Personalized Learning Model

Meetings on Sept 25, Oct 30, Dec 4, Jan 29, Feb 26, March 25, April 29.
 Topics vary depending on date.

11/25/19 School Support Sessions

Complete 06/08/2020

Revonda Johnson

06/30/2020

Notes:
 The Chief Elementary and Secondary Officers will facilitate semester or quarterly Student Support Meetings with all schools in partnership with our Chief Student Support Officer, Director of English Learners, and Chief Special Education Officer. These meetings will be centered around academic and behavior core data and how it supports our MTSS process.

Implementation:

06/10/2020

Evidence

6/10/2020
 See "Meetings" for all minutes of both meeting types. All meetings will continue to be held.

Experience		6/10/2020 Student support and Leadership meetings occurring at least monthly. Please see minutes in Meetings.			
Sustainability		6/10/2020 Continuing to have said meetings for both Leadership and Student Support Services.			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		GMS has a Leadership Team that consists of the administration, teacher leaders from Core and Encore classes, Media Specialist, STEM teacher, Athletic Director, E.C. chair, school social worker, financial secretary, MTSS Coach, and a parent. Through this composition of the Leadership Team, all areas of specialties and constituencies are represented. Some of these members share a common vision and mission for GMS and have worked to create the school's current vision and mission. Review and discussion of the implementation of effective practices for Instructional Teams does not always take place in Leadership meetings. Leadership will meet once a month with MTSS/PBIS meeting once a month as well.	Limited Development 02/24/2016		
How it will look when fully met:		The Leadership Team will be meeting once a month with representatives from every grade-level. The MTSS team and/or PBIS team will be meeting every month as well (alternating bi-weekly schedule). These two teams deal with a majority of the school decision-making and therefore representation from grade-levels, content, and specials is very important. The goal is to continue to meet monthly as a Leadership team to improve the Indistar indicators and get everything up to date and current.		Michelle Hayes	06/03/2021
Actions			2 of 3 (67%)		
	10/29/19	The Leadership Team will consist of administration, grade-level teacher representatives, student support services, MTSS, and a parent.	Complete 07/15/2019	Michelle Hayes	05/31/2020
<i>Notes:</i>					

10/29/19	The MTSS team will consist of a administrator, grade-level representatives and student support staff - all being led by the MTSS coordinator.	Complete 07/15/2019	Shayla Wiggins	05/31/2020
<i>Notes:</i>				
6/10/20	Administration will continue to join instructional team and PLC meetings to ensure all school goals are being met.		Michelle Hayes	06/03/2021
<i>Notes:</i> Meetings occur weekly for instructional teams and bi-weekly for PLCs.				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Each grade level consists of one 2-teacher team and two 4-teacher teams who decide on the individual roles and duties for each team. GMS does not currently have professional development for teams to develop and prepare teachers for service on teams. Teachers have planning time each day for 90 minutes which is broken down to specific instructional planning and meeting times. Half of planning times during the week is set aside for meetings and half is used for instructional planning. On Mondays, teachers meet as a team and also have individual planning time. On Tuesdays teachers meet as a grade level to discuss grade level improvement. Wednesdays are used for content based PLC meetings for instructional planning that is aligned to the standards. Thursdays planning time is used for meetings such as EC, CFT, and teacher/parent communications. Friday planning time is used for individual instructional planning and data analysis of common formative assessments. Documentation of work done on teams is completed through the use of PLC templates for agendas and meeting minutes that are supposed to be shared with the Academic Coach and Administration. During early release days, teachers are asked to attend professional development sessions that are conducted in-house or through central office mandates or used for instructional planning.</p> <p>This Indicator has been assessed but is currently not being monitored.</p>	Limited Development 02/24/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		https://docs.google.com/spreadsheets/d/1YwE1oexfxKDwUQEVQRiyK17DXEomPToearxR-f0SZcs/edit?usp=sharing	Objective Met 06/10/20	Jacob Fleming	05/31/2020
<i>Actions</i>					
10/30/19	Administration and leadership will create a schedule that allows for ample planning and meeting times while allowing teachers time to also work with colleagues and parents. Schedule was created July 2019 and will be monitored for improvements for 2020-2021 School Year.		Complete 07/15/2019	Jacob Fleming	05/31/2020

<i>Notes:</i>				
6/10/20	2020-2021 Master Schedule Discuss the major changes to master schedule with students HR being 4th block. Students will report to 4th block for HR to for attendance and to pickup chromebooks. At the end of the day, they will return their chromebooks to their 4th block teachers. It is the teachers' responsibility to plug in the cart and ensure all Chromebooks are charging before leaving so the chromebooks will be fully charged the following morning. Classes are 70 mins and Encore are 45 mins	Complete 06/08/2020	Jacob Fleming	06/08/2020
<i>Notes:</i> Discussed and finalized 2020-2021 Master Schedule (if students are in the building) - may need to be adjusted if COVID social distancing continues into 2020-2021 School Year.				
Implementation:		06/10/2020		
Evidence	6/10/2020 See current schedule at link provided. https://docs.google.com/spreadsheets/d/1YwE1oexfxKDwUQEVQRlyK17DXEomPTooarXR-f0SZcs/edit?usp=sharing			
Experience	6/10/2020 Different schedules were attempting throughout the years. These schedules were trial and error with the last year (2019-2020) being the most successful - polished for 2020-2021 School Year.			
Sustainability	6/10/2020 Continue to modify schedule if needed.			
Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Monitoring instruction in school			

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>Currently, Graham Middle school administrators inconsistently monitor curriculum and classroom instruction. There are several structures in place at our school with the intention of monitoring curriculum and instruction. First, all teachers are required to submit weekly lesson plans electronically that are shared with the instructional coaches and administrators; however, these lesson plans are not regularly monitored and feedback is rarely provided to teachers about their instructional plans and practices. Second, principals observe teachers in several capacities: formal observations recorded using the NC Educator Evaluation System, five-minute walk through observations (recorded on a district-provided Anatomy of a Lesson template), and informal classroom visits. Formal observations are always completed, with some inconsistencies in the pre- and post-conference one-on-one discussions with teachers, depending on the observer. The feedback (which is very general and unspecific) after a five minute walk-through is shared with teachers in the form of a completed rubric placed on the teacher's desk. Finally, it is an expectation that an administrator attend all Data Team meetings, but this practice is not done on a regular basis. GMS administrators rarely share instructional strategies nor help create assessments. Therefore, the instructional leadership at GMS needs improvement. Our teachers require direct conversations and feedback from administration in order to improve as individual teachers and as data teams. At this point, the lack of involvement of administration in curriculum and instructional practices at GMS means that there little or no impact on student achievement.</p>	<p>Limited Development 05/24/2016</p>		

How it will look when fully met:	Graham Middle School will have systems and procedures in place that will allow principals to spend time everyday personally leading our instructional programs. Principals will be consistently visible in classrooms, hallways, cafeteria, and around campus to increase the positive behaviors and attitudes of teachers and students which will have positive impact on classrooms. Principals will make regular and routine visits to classrooms to observe instructional practices and support teachers in leading academic growth. From classroom visits, principals will provide teachers with feedback of both successful instruction and areas for improving instruction. Principals will attend data team and PLC meetings on a consistent basis to provide support for teachers and stay abreast of assessment practices, data collection and analysis, technology integration, and instructional approaches used by teachers.		Thomas Kazimir	06/03/2021
Actions		4 of 5 (80%)		
10/4/16	Create an online form (Google Form) that principals use when observing teachers through walk-through and snapshot observations. Principals will record information on the form and be able to send immediate feedback to teachers.	Complete 10/10/2016	Jacob Fleming	12/01/2016
<p><i>Notes:</i> A Google Form was created that administrators can use when completing walk-through or snapshot observations. Administrators can complete the form and share with the teacher being observed. This will provide immediate feedback to teachers that will help focus conversations of instruction. The form includes Learning Targets, Activating Prior Knowledge, Teacher Input, Student Active Participation, Identifying Student Success, written feedback/observation of classroom activity, and an opportunity for providing direct feedback for teachers. This form models the Anatomy of a Lesson template.</p>				
10/4/16	Create an administrator schedule that allows for principals to be in the classrooms as often as possible. Each teacher will receive a walk-through/snapshot observation at a minimum of twice per month.	Complete 12/02/2016	Thomas Kazimir	12/01/2016

Notes: An observational schedule for administration has been set up for teachers to receive a minimum of two (2) walk-through/snapshot observations per month. These observations will provide teachers with constructive and useful feedback to improve instruction through a universal observational tool that will immediately provide feedback to teachers through their email.

The schedule is as follows:

1st 2 weeks of month: Administrators will observe each teacher in the grade level in which they are assigned to.

2nd 2 weeks of month: Administrators will observe each teacher in the Data Team/Content Area in which they are assigned to.

9/12/17	Hire a highly qualified Academic Coach to support teachers' capacity building/professional growth, observing teachers and providing timely and targeted feedback for growth.	Complete 10/09/2017	Michelle Hayes	09/15/2017
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Notes: 9/11/17: A candidate has been identified and is the hiring process.

UPDATED: A candidate had been hired as of 10/9/2017.

UPDATED 10/27/19 - GMS no longer has Academic Coach due to funding.

9/12/17	Establish an instructional leadership PLC to build leaders' capacity in providing quality feedback to teachers.	Complete 08/01/2017	Jacob Fleming	04/10/2018
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Notes: The goal is for this to become a routine which impacts the professional growth of the leadership team in order to most effectively grow teachers by April. This does not mean that the PLC will come to an end, rather it has become an effective routine through which we see the direct impact on teaching and learning.

10/4/16	Administration will complete one walk-through or snapshot observation of each teacher and provide feedback to each teacher at least once every two weeks. Teachers will receive feedback on their instruction a minimum of two times per month from principals.		Jeremy Martin	06/03/2021
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Notes: Feedback was received from teacher representatives on the leadership team about the effectiveness of feedback from the walkthrough forms. New tasks will be developed from the feedback.

Update: We have continued with current objectives but are still working to be in classrooms more, providing formal and informal feedback in conjunction with our coaches. We will reassess as we move towards and administrative transitions.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Currently, we provide general professional development based on EOG scores from the previous year. We do not use classroom data to inform professional development needs. School-based professional development is district-planned (provided by the district) or planned by administration (a district-approved plan). Other professional development is requested or chosen by teachers based on their interests and personal perceptions of their needs. There is no evidence that our current professional development directly impacts student achievement because there is no direct, explicit connection between the PD, the teaching strategies implemented from the PD, and therefore, student achievement as a result of the PD. Teachers have been asked to look at various data points to better gauge what their students may need and also to change or replace some of their daily practices. The school uses the following data: EOG, Benchmarks, SMI, QRI, ORF, CFAs, MComp and MCap to identify areas of need and to celebrate growth. We do need to train more teachers in how to do Data Teaming. We have about one third of the staff trained in it, but the rest still need the training. This lies at the heart of using the data to change instruction. The administrative team has done observations and used EVAAS data to give feedback to teachers.</p> <p>This Indicator has been assessed but is currently not being monitored.</p>	Limited Development 02/24/2016		
How it will look when fully met:		Full implementation involves discussion about the data in every meeting and working to improve that data moving forward. There should be weekly data team meetings, conversations among administration and teachers, conversations between teachers and students, and students self-reporting that data.		Thomas Kazimir	06/03/2021
Actions			1 of 4 (25%)		
	6/10/20	Leadership team will look at and discuss 2020 Teacher Working Conditions Survey and establish areas of improvement.	Complete 06/08/2020	Michelle Hayes	06/08/2020
<i>Notes:</i>					

10/30/19	Teachers and students will be implementing digital portfolios in order to have students self-report their data on assessments, check-ins, and to display their assignments and mastery of content.		Jacob Fleming	06/03/2021
<i>Notes:</i> Students will be creating these digital portfolios by 10/14/19 and will be adding information throughout the year.				
10/30/19	Administration will discuss data in their administrative meetings. These conversations will discuss educational practices in the individual classrooms and best practices that would effective to improve data in each classroom.		Michelle Hayes	06/03/2021
<i>Notes:</i>				
10/30/19	Check-In data will be looked at by administrators, teachers, and students to ensure improvement in content understanding in mastery and check-in scores should increase over the course of the 2019-2020 School Year.		Thomas Kazimir	06/03/2021
<i>Notes:</i> NC Check-Ins occur 3 times a year.				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>GMS has some procedures and protocols in place for recruiting, evaluating, rewarding, and replacing staff. Administration uses job fairs/recruitment through Central Office to attract new teachers to this school which is challenging due to the consistent turnover rate of teachers that GMS experiences. Rewards for staff are offered in the form of the monthly Apple Award (teacher of the month given by previous Apple Award recipient), duty free lunch on occasion, and through activities during Teacher Appreciation Week and other various times in the school year. GMS has a beginning stage of a Staff Appreciation Committee which is lead by a teacher and provides tokens of gratitude to the staff throughout the year. GMS also has a mentor/mentee program for new and beginning teachers which is effective for some but not all mentees. Administration and Academic Coach evaluate teachers through classroom walkthroughs and observations, but teachers have little time or requirement to observe each other.</p> <p>This Indicator has been assessed but is currently not being monitored.</p>	Limited Development 02/24/2016		
<i>How it will look when fully met:</i>		Full implementation will consist of low new-to-building teacher numbers, lessen new staff to Graham Middle, and implementing ways of recruitment in order to retain and bring in highly-qualified teachers.		Jeremy Martin	06/03/2021
Actions			2 of 3 (67%)		
10/30/19	Alamance-Burlington Schools will be providing Title 1 incentives to new hires of Graham Middle School and other Title 1 middle schools in the district. This implementation should help with recruitment to GMS.	Complete 06/03/2020	Michelle Hayes	06/03/2020	
<i>Notes:</i>		Incentives will occur in December and May. Occurred in 2019-2020 School Year.			
6/10/20	Recognizes Staff of the Month, Secret Pal, New Staff Induction, District and UNCG Coaches for BT1s, BT2s and BT3s, LEA Incentive for new teachers, DigiCoach and NCEES Evaluation Tool	Complete 06/03/2020	Michelle Hayes	06/03/2020	
<i>Notes:</i>		Continue to use all these common tools to help recruit and retain teachers.			

10/30/19	Administration and interview committees will participate in conversational interviews in order to give a more personalized approach to interviewing and recruitment to Graham Middle School.		Michelle Hayes	06/03/2021
<i>Notes:</i>				

Core Function:	Dimension D - Planning and Operational Effectiveness			
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Effective Practice:	Facilities and technology			
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D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The majority of teachers at Graham Middle School have engaged students with the use of online resources and learning/content management systems (Canvas and Google Classroom) to enhance student learning opportunities available through the use of technology. At this point, few teachers are actually providing students with continuous opportunities for effective socialization through the use of that technology. Graham Middle is almost 90% 1:1 with student devices and is currently working on full 1:1 for start of next school year.	Limited Development 05/08/2017		
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	Priority Score: 2	Opportunity Score: 1	Index Score: 2	
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<i>How it will look when fully met:</i>	Graham Middle School will be a 1:1 student device school and as a result of that technology, Graham Middle School teachers will implement a blended learning model of instruction. Students will have access to content, instruction, and support through their devices at home which will allow for more hands-on application of material in the classroom. Teachers will utilize the technology available and the blended learning model to provide more differentiated instruction for students by the end of the 2018-2019 school year.	Objective Met 06/10/20	Jacob Fleming	06/07/2019
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Actions				
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6/5/17	Create a digital learning team that will meet monthly after SILT meetings to discuss progress of digital learning plan. This team will update SILT and grade level teams on Digital Learning Plan and updates.	Complete 06/05/2017	Jacob Fleming	06/09/2017
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<i>Notes:</i>				
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6/5/17	Device management policies and procedures.	Complete 08/01/2017	Jacob Fleming	07/31/2017
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	<p><i>Notes:</i> Work with Digital Learning Team in developing policies and procedures pertaining to:</p> <ol style="list-style-type: none"> 1. Device check out and insurance fees 2. Device turn in 3. Loaners for damaged or missing devices 4. Students usage of devices 5. Plan will reflect what we should be doing, not a list of dont's 			
6/5/17	Device learning professional development for staff (TPACK/SAMR).	Complete 08/01/2017	Michelle Hayes	07/31/2017
	<p><i>Notes:</i> Canvas course created for staff on NC Digital Learning Competencies. Each half day PD will focus on a portion of the competencies.</p>			
11/30/17	Create an environment where digital citizenship is discussed and promoted.	Complete 01/02/2018	Jeremy Lechner	01/02/2018
	<p><i>Notes:</i> 1. Include a digital citizenship section in the weekly Smore. 2. Promote digital citizenship best practices on school bulletin boards.</p>			
11/30/17	Classroom leadership and accountability of classroom devices.	Complete 01/02/2018	Jacob Fleming	01/02/2018
	<p><i>Notes:</i> 1.Repair request form will be edited to include: a. Intentional vs Accidental Damage b. Cause of damage 2. Teachers need to follow policy and procedures put in place at the beginning of the year.</p>			
11/30/17	Instructional Team will provide feedback on technology use in the classroom.	Complete 05/19/2018	Jeremy Martin	06/01/2018
	<p><i>Notes:</i> Instructional Team will use walkthrough forms to provide feedback.</p>			
6/5/17	Blended Learning Cohort for the 2017-2018 school year. Cohort will receive ongoing PD to implement blended learning (Initial professional development began 5/10/17). Cohort will be involved in creation and implementation of GMS Blended Learning Plan.	Complete 05/19/2018	Jacob Fleming	06/08/2018
	<p><i>Notes:</i></p>			
6/5/17	Provide school-wide professional development on Digital Citizenship.	Complete 07/18/2017	Jeremy Lechner	06/29/2018
	<p><i>Notes:</i> Staff PD on digital citizenship that can be done asynchronously, but must pass an assessment to show mastery of digital citizenship. School-wide plan: digital teaching and learning competencies, what is pedagogy for teaching digital citizenship to students throughout year, and input from Blended Learning Cohort.</p>			
11/30/17	Create benchmarks for the Blended Learning Cohort and hold those teachers accountable to the benchmarks	Complete 07/01/2018	Jeremy Lechner	07/01/2018

Notes: 1. ½ of the year’s content will be built in either Google Classroom or Canvas, keeping in mind:
 a. Path
 b. Place
 c. Pace
 d. Time

9/25/18 As we have created a blended environment, the leadership team needs to evaluate how teachers are using technology in the building and how we can incorporate the ABSS Best Practices with our 1:1 environment.

Complete 10/31/2018

Thomas Kazimir

11/15/2018

Notes: We will be meeting with our Continuous Improvement team to assist in our evaluation.

Walkthrough form developed - need to look at next steps with the leadership team for setting the expectations.

Implementation:

06/10/2020

Evidence

6/10/2020
 Fully implementation of 1:1 Chromebook use along with fully teacher responsibility for those devices.

Experience

6/10/2020
 Graham Middle School is 1:1 with full implementation of Blended Learning.

Sustainability

6/10/2020
 Continue to work to build teachers' capacity in technology implementation including new-to-use Canvas integration for all secondary schools.

Core Function:

Dimension E - Families and Community

Effective Practice:

Family Engagement

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers are required to make personal contact with each child's parent within the first two weeks of school. Contact between the school and home can be difficult for some of our population as they have changing phone numbers that are not communicated with the school and there is a language barrier for some teachers and parents (our guidance counselor and a few of our teachers can gap that language barrier, but cannot do it for every communication). Some teachers furnish parents with information about what they can do at home for the student and provide them with a hard copy of our digital resources. Parents have access to their child's online grades and may request a meeting at any time about their child's achievements. Expectations of student behavior are sent out at the beginning of the year and our Website has information pertaining to expectations. We have meetings during the year for parents, but the percentage of parents that attend these meetings is well below what we would like to see. There are cultural and socioeconomic differences that are not understood by all teachers which makes some communication difficult and teachers are not always trained in culturally relevant instruction and communication. We are currently working to create a plan of action to get better parent involvement.	Limited Development 02/24/2016		
How it will look when fully met:	Graham Middle School will communicate with parents on a regular basis throughout the year with documented parent attendance and communication data. As a school, we specifically communicate weekly using our ConnectEd system and a teacher will monitor these calls to collect data. GMS will host a parent involvement each quarter to encourage the communication between school and home. During these parent nights, teachers will communicate with parents about the content/curriculum that has been taught in school and provide a preview and support for parents with curriculum that will be taught next. All teachers will provide parents with information about what can be done at home to help each child succeed academically. Each grade level will host events for parents each quarter. Graham Middle partners with the Graham Police Department for holiday outreach events every year to build relationships with parents and families to increase the communication between school and home.	Objective Met 10/27/19	Seanee Alexander	05/31/2020
Actions				
10/4/16	Faculty Home Visits: 2016 Prior to the beginning of school, all faculty and staff of GMS will travel to neighborhoods that we serve and visit as many homes as possible. During these visits, focus will be on building positive relationships with families and community to set expectations for this school year.	Complete 07/22/2016	Seanee Alexander	08/01/2016

Notes: Before the school year began for students, the GMS faculty, staff, administration, and two Graham Police officers boarded buses at Graham Middle School and ventured into the neighborhoods we serve to build positive and successful relationships with community members and school families. We also had WXII Channel 12 News accompany us on this trip.

During this first group Faculty Home Visits:

- we visited an estimated 300 homes/families
- we made face-to-face contact with approximately 120 homes/families

This was a tremendous opportunity to connect with members of our community that may never step foot into our school during the year and for students and their parents to see their teachers coming into their community to show their dedication to their education and success. As we were about to finish our last neighborhood, teachers requested that we go to at least two more neighborhoods to visit more homes. It was an eye-opening experience for our teachers of where our students come from. People that we spoke with were very receptive and appreciative of our efforts to build a sense of community surrounding our school.

Some homes seemed to have people inside, but did not open their doors, even when teachers announced that they were from Graham Middle School. This now gives us our focus on growth - building relationships in and out of the school that will make parents and community members comfortable with us coming to their homes and embracing the school as a part of the community.

WXII Channel 12 News Report:

<http://www.wxii12.com/news/graham-teachers-connecting-with-community/40843158>

10/4/16	<p>Student-Teacher Night. Parents invited to attend Student-Teacher Night/Curriculum Night. Parents will take on the roll of student and travel through their child's normal schedule in condensed classes. Students will teach parents what they have learned through the first quarter of school (either by small group of students or with students teaching individual parents). Teachers will provide parents with information of what will be taught next and provide parents with resources that can be taken home and used to enhance instruction at school.</p>	Complete 09/21/2016	Bernard Fuller	10/10/2016
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Notes: The Student-Teacher Night was not as well attended as we would have liked, especially compared to the attendance of parents to our beginning of school Open House Night. The plan was to have parents arrive with their child to their Homebase class at 5:30pm and follow their child's daily class schedule. Parents arrived throughout the evening and not at the intended start time (this was expected for some parents as our previous Open House this year and all parent nights the previous two years have been floating times in which parents could come and go as they please). The parents that did attend this Student-Teacher Night were pleased and impressed with their child and their classmates ability to present and explain to the parents what they had learned during the first quarter grading period. Parents also received previews of next units of study in the forms of study guides, vocabulary, informational packets, etc... It was a great opportunity to meet with parents and discuss current progress of students, study tips and strategies, and how to support their child's learning at home.

Attendance (by percentage of students in each grade):
6th Grade - 7% (17 of 245)
7th Grade - 3% (5 of 188)
8th Grade - 6% (13 of 207)
Total - 5% (35 of 641)

Some suggestions for consideration by School Improvement and Leadership Team for next Student-Teacher Night:
- Courtyard Party - invite parents to GMS courtyard where all teachers will have tables set up to meet with parents and students in a relaxed environment.
- All teaches will set up tables in gym with student work and handouts. Parents will be invited to come meet with teachers throughout the evening and without a set class schedule.

10/4/16	<p>Hero Banquet. 6th grade teachers organized event to bring parents into school to honor them. Students will invite their "hero" to the school for a banquet with students, teachers, and parents. During this event, teachers will be able to speak with parents and promote positive acts that will improve the connection between school and home.</p>	Complete 09/13/2016	Linda Kroger	12/01/2016
<p><i>Notes:</i> Students in Sixth Grade Language Arts class wrote children's storybooks describing a true event in which somebody in their lives acted like a hero. This was a culminating project assessing our students' understanding of plot. In class, students presented their books and voted on which student has the most outstanding performance. Each Language Arts class nominated a finalist who was invited to present their books in front of an audience of their heroes and parents at the Hero Banquet. The Hero Banquet event began with a potluck meal from 5:00-6:30 in the cafeteria and ended with presentations in the theater from 6:30-7:30. All the children had the opportunity to show their parents and heroes their books, but the 10 finalists had the honor of presenting with a microphone in front of the audience. Our 2016 Hero Banquet was attended by around 150 people (parents, students, and teachers) and was a great success.</p>				
10/4/16	<p>Flight of Cheer. Faculty and staff will ride a bus into neighborhoods to meet with parents, students, and community members at their homes. Donations provided through partnership with Graham Police will allow GMS faculty and staff to develop relationships and meet with parents that have not been able to attend other school events.</p>	Complete 12/19/2016	Bernard Fuller	01/31/2017
<p><i>Notes:</i> At the end of the 1st Semester, GMS Faculty and Staff, accompanied by the Graham Police Department, again went out into the community in which we serve. We visited 3 of our neighborhoods and attempted contact with hundreds of our community members. This time, we brought bags with us that included gift certificates and ornaments that were created by the STEM classes as a way of giving back to the community. While the tokens were small, the impact was large for the community members that we were able to make contact with.</p>				
9/12/17	<p>Faculty Home Visits 2017: Prior to the beginning of school, all faculty and staff of GMS will travel to neighborhoods that we serve and visit as many homes as possible. During these visits, focus will be on building positive relationships with families and community to set expectations for this school year.</p>	Complete 06/19/2017	Seanee Alexander	07/19/2017

Notes:

<http://www.thetimesnews.com/news/20170719/bus-takes-graham-middle-teachers-to-students>

9/13/17 Weekly storify will be posted on multiple social media platforms in order for families and community members to see and understand the teaching and learning taking place each week at Graham Middle School.

Complete 11/30/2017

Stephanie Merritt

12/12/2017

Notes: 9/11/17: This action step will have become a routine/habit by December 12, 2017; this does not mean that this action will stop. We will assess it's impact and determine its effectiveness at that time, and continue if we feel that it is an effective means of communicating about instruction/learning with stakeholders.

UPDATE: Amended the goal to reflect published weekly storify from our social media account since our social media accounts are update regularly.

12/11/17 Develop social media presence by consistently promoting student work on Twitter and Instagram and promoting school events on Facebook.

Complete 12/11/2017

Michelle Hayes

01/02/2018

Notes:

Core Function:

Dimension E - Families and Community

Effective Practice:

Community Engagement

E2.04

The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Graham Middle currently has a partnership with the Graham Police Department and works with some local businesses and community groups on small projects. GMS has began working on establishing partnerships with community partners that are mutually beneficial.

Limited Development
05/22/2017

How it will look when fully met:

Graham Middle School will partner with a minimum of four (4) community partners by the end of the 2019-2020 school year in order to provide mutually beneficial relationships for both the school and the community partner. Graham Middle School will work to build partnerships where other businesses and organizations will host GMS for their philanthropy and to engage outside community members to invest and provide for the enhancement for the whole of GMS.

Michelle Hayes

06/03/2021

Actions

5 of 6 (83%)

9/12/17 Direct outreach to targeted businesses to support specific Teen Leadership class uniform needs (bow ties).

Complete 09/11/2017

Vernetta Day

09/19/2017

Notes: Ongoing.

9/11/17: High Cotton donated 30 ties to the class.

12/11/17 Have local employees and business owners as guest lecturers during Computer Science Education Week to promote computer science as a career choice.

Complete 12/08/2017

Rachel Scott

12/08/2017

Notes:

12/11/17 Host students from GMS at local businesses to compete in the final stage of Falcon Face Time.

Complete 12/16/2017

Dayson Pasion

01/02/2018

Notes: Students will be competing at Mantis Comics and Green and McClure Furniture on Saturday, Dec. 16, 2017.

6/5/17 Brainstorm potential community partners and how to develop partnerships with them including, but not limited to, Labcorps, Glen Raven, ARMC Hospital, local stores and businesses, restaurants, car dealerships, police department (pre-corps), etc...

Complete 01/30/2018

Rhoda Graves

01/30/2018

Create a survey for the staff to complete to identify personal and/or family connections to local businesses to find points of contact for businesses.

Notes: Ongoing.

9/11/17: Survey has not yet been completed. Request update from Graves.

12/11/17: Need to get update from Leadership Team as to how continue on with this task. Pushed date out to 01/04/2017

6/5/17 Initiate outreach to potential community partners. Identify businesses/organizations that would be good match for GMS and begin reaching out to them about possibility of developing partnerships.

Complete 01/30/2018

Vernetta Day

01/30/2018

Notes: Ongoing.

Update 12/11/2017: Need update from leadership team. This has been happening but has not been reported. Pushed date back.

6/5/17 Partner with outside organizations to identify potential mentors for some of our students and work on a Mentor Program at GMS.

Michelle Hayes

06/03/2021

Notes: Will continue to work to get outside organizations as mentors. Began in Spring 2020 before COVID.