

Our Direction

Graham Middle School

Date of Report: 9/3/2020

Vision:

Our 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.

Values:

Our Values:

The Graham Middle School community values fostering students' intellectual, social, and emotional growth. Our focus on relevant and rigorous instruction empowers students to be life-long learners and leaders in a global community.

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.

Goals:

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

Performance Measure(s)

Performance Indicator: Out-of-School Suspension		
Data Source: ABSS Discipline Data	Baseline Year: 2020	Baseline: 1267
Target Date: 2021	Target: 1076	Actual:

- 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).

Performance Measure(s)

Performance Indicator: Teacher-Student Relationships & Sense of Belonging- overall average		
Data Source: Panorama - Social/Emotional Learning Survey	Baseline Year: 2020	Baseline: 0.5
Target Date: 2021	Target: 0.6	Actual:

- 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.

Performance Measure(s)

Performance Indicator: Math Achievement Score		
Data Source: NCDPI	Baseline Year: 2019-2020	Baseline:
Target Date: 2020	Target: 0.37	Actual:

- 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.

Performance Measure(s)

Performance Indicator: Reading Achievement Score		
Data Source: NC EOG Scores	Baseline Year: 2019-2020	Baseline: 293
Target Date: 2020	Target: 249	Actual:

Performance Indicator: Reading Achievement Score		
Data Source: NCDPI	Baseline Year: 2017-2018	Baseline: 0.28
Target Date: 2020	Target: 0.41	Actual:

- 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.

Performance Measure(s)

Performance Indicator: Teacher Turnover		
Data Source: Human Resources	Baseline Year: 2019-2020 BOY	Baseline: 35.5
Target Date: 2020-2021 BOY	Target: 30	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

[Click Here for the GMS Comprehensive Needs Assessment](#)

10 A1: High Expectations communicated to All Teachers and Students

13 A2: Curriculum and Instructional Alignment

36 A3: Data Analysis and Instructional Planning

27 A4: Student Support Services

19 B1: Strategic Planning, Mission, and Vision

12 B2: Distributed Leadership and Collaboration

9 B3: Monitoring Instruction in School

13 C1: Teacher Quality and Experience

10 C2: Quality of Professional Development

10 C3: Talent Recruitment and Retention

22 D1: Resource Allocation

9 D2: Facilities and Technology

10 E1: Family Engagement

8 E2: Community Engagement

208 Total Score

62.65% Total Percentage

Student Outcome Data:

2019-2020 Comprehensive Needs Assessment Summary (Updated Nov 7th, 2019)

[Click Here for the GMS Comprehensive Needs Assessment](#)

NC School Report Card: 2017-2018

[2017-2018 NC School Report Card Link](#)

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

We are making progress towards fully implementing our Indicators and meeting our Objectives. A look at our comprehensive report will provide more details with each Indicator. Below is a summary of our progress towards are Indicators.

We started with 6 Indicators in 2016-2017 (B4.01, A2.04, B3.03, and E1.06)

In 2017-2018 we added Indicators D4.01 and E2.04.

This year (2018-2019) we added Indicators A1.05 and A4.04

This year (2019-2020) we are focusing on all 12 key indicators

- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)
- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)
- 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)
- 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)
- 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)
- B1.01 The LEA has an LEA Support & Improvement Team. (5135)
- 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)
- B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)
- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)
- 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)
- C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)
- 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)

Selected Indicators:

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)

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Facilities and technology

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)

Family Engagement

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)

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)

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

Student support services

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)

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)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)