



School Improvement Plan  
November 2017 to June 2018

School: McDougle Middle School

Principal: Mr. Robert Bales

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10/4/2017

Approved by Staff on: 10/13/2017

## **State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century**

- Goal 1** – North Carolina public schools will produce globally competitive students.
- Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.
- Goal 3** – North Carolina Public School students will be healthy and responsible.
- Goal 4** – Leadership will guide innovation in North Carolina public schools.
- Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

## **Chapel Hill-Carrboro Strategic Plan Goals**

- Goal 1** – Instructional excellence focused on thinking and problem solving will be evident in all classrooms
- Goal 2** – Achievement gaps will be eliminated with all students experiencing a minimum of one year of learning growth each year and a minimum of 1.5 years of learning growth for students scoring in the lowest quartile/quintile
- Goal 3** – The culture of the Chapel Hill-Carrboro City Schools will be one that encourages innovation, risk-taking, excitement for learning, and personal growth in a trusting partnership with the community
- Goal 4** – Professional development and training will be embedded into all new and existing initiatives in order to sustain successful programs over time
- Goal 5** – A system of accountability measures will be developed and implemented to accurately report growth in student learning and the success of Future Direction Plan strategies

**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): 2017-2018**

**Date Submitted to Board: November 7, 2017**

**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 4/13/17	
	Christine Lippy 4/13/17	
Instructional Support Representatives	Wendy York 5/9/16	
Teacher Assistant Representatives	Geoff Gentry, 4/13/17	
Student Representatives (MS - 3, HS - 3)	N/A	
Parent Representatives	Anne Miller 5/9/16	
	Rachel Cone 5/25/17	
	MaryFaith Mount-Cors 5/25/17	
	Jennifer Gill 5/25/17	
	Dena Papazolou 5/25/17	

## 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 an ever-changing student population. Our Hispanic population is the highest in the district for middle schools and has grown over the past few years. Our class sizes are beginning to decrease after a few years of large classes..

Of our 668 students;

42 are considered to have limited English proficiency.

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

230 students are labeled as Academically/Intellectually Gifted

27% have qualified for free/reduced lunch.

2017-2018 Student Demographic Data

Grade Level	Total in Grade	Asian	African American	Hispanic	2 or more	White
6	229	20	19	52	12	126
7	232	13	35	57	13	114
8	207	13	24	47	<10	115
Total	668	46	78	156	32	355
Male/Female	330/338	16/30	42/36	76/80	18/14	178/177

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 21st 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 seven 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.

At McDougle there is a balance in numbers between teachers that have more than ten years of experience and fewer than ten years. Thirty-one teachers at McDougle have less than ten years in education. The remaining 36 teachers have from ten to 30 years of teaching experience.. Seven of our staff members have earned their National Board Certification. All of our teachers are highly qualified, and 36% of our teachers have an advanced degree.

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. Our new Assistant Principal, Ms. Coston, has a master’s in administration. Combined they have 19 years of experience at both the middle and high school level.

2017-2018

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 (91 students), we have nine students who spend most, if not all, of their day in self-contained, adapted curriculum classes. 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 not impact the services provided to students. It also provides a good PLC that works together to help students become successful.

PBIS is alive and well at MMS and we are excited to continue a successful tradition and to explore new possibilities! PBIS at MMS is about creating and maintaining a student-centered school day and how we can encourage and redirect students to be successful, both behaviorally and academically. Our PBIS Co-Coaches are Stephen Rayfield and Latoya Williams-Clark. Our Administrators, Principal Robert Bales and Assistant Principals Chassity Coston, oversee their work. In the last seven years, MMS has ranked at the highest level in the State of North Carolina for PBIS.

Our PBIS school-based team is composed of 8 teachers from all grade levels and disciplines to work alongside Rayfield and Williams-Clark to ensure that all voices are heard in encouragement and dissent, when necessary. PBIS works closely with our Equity team, Safe Schools, and parents. Interested parties are always welcome to attend monthly meetings. We encourage parents to attend our meetings or to share their comments in order for their voices to be heard as well. This year we have implemented a student-based and student-led PBIS committee to hear directly from the students and to inspire student PBIS leaders in our school community.

PBIS is consistently working to support students and teachers through school celebrations, raffles, rewards, Check-In-Check-Out, Implementation Inventories, and treats for students and staff. One of the main focuses of PBIS is to create a wholesome and positive school environment. When we can achieve a safe, inviting, and inspiring school climate, our students are more likely to thrive, and our teachers are more likely to feel rejuvenated.

**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.*)

## **Strengths and Needs Assessment**

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

*\*Note that the AVID, MTSS (SAM), and PBIS (SET) self-assessments are provided for you in addition to the achievement data. You may use additional sources of data as needed.*

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

McDougle Middle School is a special school with many strengths. The overall student performance at McDougle focuses on student growth. Data from last school year is not yet finalized, but in the previous 4 years we exceeded growth in each academic year.

Along with our exceptional faculty, another strength is the number and type of support services we offer. MTSS (Multi-tiered system of supports) 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 data to determine which students need the extra assistance. Our math and social studies teachers teach tier three interventions during their regular school day, while our language arts teachers (and many others) teach our tier two interventions twice a week (in 30 minute blocks). Our reading teacher and AVID teachers work collaboratively to pull students who need assistance filling particular gaps throughout the school year. Our school culture revolves around "We Are McDougle," and we invite expertise from within our building into each of our classrooms to do whatever is needed for students to succeed.

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 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 3 nationally certified trainers on staff and the district is rolling out restorative practices across all other schools in the upcoming years. Our staff and community culture has been on the rise, and we look forward to continuing the work in the years to come.

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 EC program facilitator and Gifted specialist to join the

2017-2018

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 really allows us to plan PD that really hits every student in a classroom. We are not a one size fits all faculty/student body. 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 we anticipate that number to rise in the coming years as students arrive at McDougle Middle from FPG, one of the district's dual-language magnet schools.

**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 was stagnant. While we did demonstrate growth for our students, we had some specific areas that we need to improve at, some at particular grade levels, to get back to our expectation of exceeding growth in all areas. We have already began planning some PD and expectations that will help fill some of the gaps that we were able to figure out when scores were preliminarily released.

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 schoolwide will help us to incorporate best practices for all of our students. AVID demonstration schools are some of the highest growth schools in the country. Our school is ready to take on this challenge and we look forward to using AVID schoolwide to provide a clean, clear 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 our level 5 students. We will use this data to increase the rigor in our classrooms, with extra help from our ELA/Math/Gifted coaches. We are dedicating a 2 period block of time aside for all core teachers to have a meeting free time each week to really dive into the work and have the time to really think through all students.

2017-2018

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. We have spent parts of the summer going out and just introducing ourselves to the community, looking for partnerships to bring businesses and create meaningful connections for our students. Our 2nd annual back to school bash invites community members, teachers, students and parents to all come out and just mingle. The school provides the space, food, and games. It's a great kick off to the school year.

Our implementation of MTSS will help guide some of our work with teachers. A goal is to enhance teachers' data literacy and the use of formative assessments to drive instruction. Students identified during the administration of these assessments will be given focused assistance. Our view of what defines a struggling student is changing, and the thought process related to grading and what grades should actually represent is an ongoing conversation.

### School Goals and Strategies

#### Goal #1 Performance Goal for College and Career Readiness in Math

**By June 2018, math achievement for African American, Latino, EDS, LEP and SWD subgroups will decrease their gap to 100% proficiency by percentages indicated.**

<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b>	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
African American - 26.8%	34.2%	Implement AVID WICOR strategies schoolwide	Benchmark Data Review	Ongoing PD (Professional Development) from curriculum leads
Latino - 49.2%	54.3%	Leadership team mentors	Student grade review	Dedicated Planning time
EDS (Economically Disadvantaged Students) - 30.4%	37.4%	Tier 2 WIN class	iReady data	CARE team meeting to review students.

2017-2018

LEP (limited English Proficiency)- 10.5%	19.5%	Tier 3 support class	Lesson plan reviews	iReady support
SWD (students with disabilities) - 27.2%	35.0%	TAG	Rigor Review	AVID Schoolwide Training

**Goal #2 Performance Goal for College and Career Readiness in Reading**

**By June 2018, reading achievement for African American, Latino, EDS, LEP and SWD subgroups will decrease their gap to 100% proficiency by percentages indicated.**

<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b>	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
African American - 22.5%	30.3%	Implement AVID WICOR strategies schoolwide	Benchmark Data Review	Ongoing PD from curriculum leads
Latino - 38.3%	44.5%	Leadership team mentors	Student grade review	Dedicated Planning time
EDS - 24.7%	32.2%	Tier 2 WIN class	iReady data	CARE team meeting to review students.
LEP - 2.6%	12.3%	Tier 3 support class	Lesson plan reviews	iReady support
SWD - 17.3%	25.6%	TAG	Walkthrough Data - WICOR	AVID Schoolwide Training

**Goal #3 School Quality and Student Success Goal - Chronic Absenteeism**

**By June 2018, McDougle Middle School will lower Chronic Absenteeism from 11.1% to lower than 8%**

<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b>	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support</b>
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				<b>Progress</b>
This past school year 72 out of our 670 students (about 11%) missed at least 15 days of school.	Fewer than 8% of our students will miss more than 15 days.	<p>Social worker will monitor students at 3, 6, and 10 days as indicated in BOE policy.</p> <p>Students with 15 or more absences will be identified and cause determined.</p> <p>Students after 10 days will be assigned to CICO to assist with attendance concerns.</p>	<p>Quarterly review of all attendance records will be made and compared against the letters sent home.</p> <p>Any more than 5 (1st Q), 10 (2nd Q), and 15 (3rd Q) absences in a quarter and a conference will be scheduled with the parent to find the reason.</p>	Parent outreach and communication.

**Goal #4 Discipline Disproportionality**

**By June 2018, ODRs for AA students will decrease from 37% to match their enrollment percentage of 13%.**

<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b>	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
Currently, 37% (17 of 46 total students) of our overall discipline referrals are accounted for by our African American Students.	Our African American student’s referral rate will drop from 37% to 32.2%	<p>PBIS self assessment will be utilized to determine strengths and areas of need.</p> <p>PBIS team will review ODRs monthly, address inconsistencies with our goal.</p>	<p>Quarterly staff updates in relation to goals</p> <p>Monthly PBIS meetings</p> <p>Restorative Circles scheduled every Monday.</p>	PBIS Team “reset” training to share SET.

		<p>Restorative Practices will be implemented in all classrooms at some level, and in all out of the classroom engagements that we incur.</p> <p>Collaborate with the district to change the code of student conduct policies to better represent the use of restorative practices and not label it as a punitive measure.</p>		
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**Goal #5 English Learner Goal**

**By June 2018, the % of EL students who make at least a .5 grade level increase on ACCESS testing will increase from 45% to 51%.**

<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b>	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<p>Current # of ELs with 2 tested data points = 33</p> <p>ELs who made at least .5 years increase = 15</p>	<p>51% of ELs with 2 data points will have at least .5 increase on ACCESS testing</p>	<p>SIOP strategies</p> <p>“EL”evation program strategies</p>	<p>ACCESS testing data; twice a year</p>	<p>EL Department Professional Development</p> <p>EL teacher provides an overview of ACCESS testing for staff</p>

### 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.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Lunch</b>
10/13/17	Evidenced 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.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Instructional Planning (link Master Schedule)</b>
10/13/17	Evidenced in Master Schedule

*Reference GC115C-105.27*

*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.*

<b>School Improvement Decision/Date</b>	<b>Plan for eliminating unnecessary and redundant reporting requirements.</b>
10/13/17	<ul style="list-style-type: none"> <li>● utilizing email for professional communication when appropriate,</li> <li>● eliminating redundant requests for reports, and</li> <li>● fully utilizing existing data and processes as much as possible to complete required reports.</li> </ul>

