



School Improvement Plan  
November 2018 to June 2020

School: McDougle Middle School

Principal: Robert Bales

Chapel Hill-Carrboro City Schools

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

Approved by Staff on: 10/26/18

## North Carolina State Board of Education Goals

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

**Goal 2** – Every student has a personalized education.

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

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

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

## Chapel Hill-Carrboro Strategic Plan Goals

### Student Success

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

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**

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

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

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

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

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

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

## CHCCS Board Reference

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

### School Improvement Plan Development

**School Name: McDougle Middle School**

**School Number: 309**

**Plan Year(s): 2018-2020**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### School Improvement Team Membership

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

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

	Dena Papazolou	
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### School Profile

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

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

Of our 680 students;

53 have limited English proficiency.

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

227 students are labeled as Academically/Intellectually Gifted

29% have qualified for free/reduced lunch.

Last year....

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

Asian - 4.7%

Black - 29.6%

Latino - 21.2%

White - 11.9%

Multi - 11.8%

2018-2019 Student Demographic Data

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

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

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

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

hallways.

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

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

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

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

## **Strengths and Needs Assessment**

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

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

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

Our school culture revolves around the “We Are McDougle” mantra and we invite expertise from within our building into each of our classrooms to do whatever is needed for students to succeed. Along with our exceptional faculty, another strength is the number and type of support services we offer. Multi-tiered system of supports (MTSS) undergirds our work. We are now more purposeful in our interventions, whether they are at the tier two or three level. We are very specific in the types of students we are targeting, and we use our District Data Protocol to determine which students need the extra assistance. With our new schedule, tier 2 interventions are able to occur in the extended core times using our iReady diagnostic testing. All students receive at least 30 minutes per week in core classes receiving individualized instruction. Our tier 3 classes are taught by our social studies, math, and reading teacher to provide even more supports.

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

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

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

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

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

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

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

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

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

### School Goals and Strategies

#### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math				
Present Status Student Performance Data	Desired Status (2019-20 Goal) Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>Reading</b>				
<b>All - 64.4%</b>	<b>73.7%</b>	<ul style="list-style-type: none"> <li>- Family Data Nights</li> <li>- Longer ELA classes</li> <li>- SS and ELA departments meeting partnerships</li> <li>- Specific Vocab PD created by Literacy Coach</li> <li>- 30 minutes of iReady individualized instruction weekly</li> <li>- PLC planning with Literacy coach (all subjects)</li> <li>- Small-group instruction PD from district and school throughout year.</li> <li>- AVID WICOR Strategies (Focused Note Taking,</li> </ul>	<ul style="list-style-type: none"> <li>-11/7 - Data Night</li> <li>-TBD - Spring Data Night</li> <li>-Weekly PLC Meetings</li> <li>-Bi-monthly Department Meetings</li> <li>-iReady instructional usage review, including quarterly diagnostic testing</li> <li>-Benchmark Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated Planning Time Daily</li> <li>- IPT work around iReady small group instruction</li> <li>- AVID training on Focused note-taking and structured collaboration.</li> <li>-Personalized Professional Development opportunities (Project ADVANCE, school-wide “Genius Bar”)</li> <li>- Opportunities to achieve certifications such as AIG and EL</li> </ul>
<b>Asian - 69.8%</b>	<b>84.1%</b>			
<b>Black - 24.4%</b>	<b>38.8%</b>			
<b>Latinx (Hispanic in ESSA Goals) - 33.8%</b>	<b>45.2%</b>			
<b>Multiracial - 77.4%</b>	<b>84.3%</b>			
<b>White - 85.5%</b>	<b>89%</b>			
<b>English Learner (EL) - 5.4%</b>	<b>21.1%</b>			
<b>Students with Disabilities (SWD) - 8.9%</b>	<b>31.6%</b>			

		Structures for Collaboration) - Actively recruit a diverse teaching/support staff through job fairs, recommendations, etc to match our student representation.		
<b>Math</b>				
<b>All - 61.8%</b>	<b>75.3%</b>	<ul style="list-style-type: none"> <li>- Family Data Nights</li> <li>- Longer Math classes</li> <li>- Math Coach push in to each grade level to support students/teachers.</li> <li>- Specific Vocab PD created by Literacy Coach</li> <li>- 30 minutes of iReady individualized instruction weekly</li> <li>- PLC planning with Math coach (all subjects)</li> <li>- Small-group instruction PD from district and school throughout year.</li> <li>- AVID WICOR Strategies (Focused Note Taking, Structures for Collaboration)</li> <li>-- Actively recruit a diverse teaching/support staff through job fairs, recommendations, etc to match our student representation.</li> </ul>	<ul style="list-style-type: none"> <li>-11/7 - Data Night</li> <li>-TBD - Spring Data Night</li> <li>-Weekly PLC Meetings</li> <li>-Bi-monthly Department Meetings</li> <li>-iReady instructional usage review, including quarterly diagnostic testing</li> <li>-Benchmark Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Dedicated Planning Time Daily</li> <li>- IPT work around iReady small group instruction</li> <li>- AVID training on Focused note-taking and structured collaboration.</li> <li>-Personalized Professional Development opportunities (Project ADVANCE, school-wide “Genius Bar”)</li> <li>- Opportunities to achieve certifications such as AIG and EL</li> </ul>
<b>Asian - 75%</b>	<b>87.7%</b>			
<b>Black - 25%</b>	<b>40%</b>			
<b>Latinx (Hispanic in ESSA Goals) - 36.7%</b>	<b>48.7%</b>			
<b>Multiracial - 62.1%</b>	<b>84%</b>			
<b>White - 82.5%</b>	<b>90.2%</b>			
<b>English Learner (EL) - 5.6%</b>	<b>19.9%</b>			
<b>Students with Disabilities (SWD) - 6.4%</b>	<b>31.8%</b>			

Discipline Disproportionality				
Present Status Discipline Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Currently 29.6% of our African American students had a discipline referral while the overall student body has a discipline referral rate of 15.7%.	Our African American referral rate drop to 28.2%.	<p>Consistent family communication and involvement in the discipline process whenever an ODR is submitted for a student</p> <p>PBIS self-assessment will be utilized to determine strengths and areas of need. PBIS team will review ODRs monthly, address inconsistencies with our goal.</p> <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>Work with our Parent Ambassadors to spread the word about Restorative Practices both through informal communications between parents, and through formal events such as PTA, SIT, Data Nights, etc.</p>	<p>Quarterly staff updates in relation to goals via quarterly comprehensive data analyses using the district’s data protocol.</p> <p>Monthly PBIS meetings</p> <p>Use of state &amp; local student surveys to show trends that are addressed through PBIS. Restorative Practice being used to loop in the referring teacher to conferences when students are suspended.</p>	<p>More teachers trained in Restorative Practices.</p> <p>PBIS training to help disseminate trends and work on solutions.</p> <p>School equity committee and student support teams share information regarding best practices in response to diverse students’ needs.</p>

<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
EL- 26.5%	EL - 28.5%	<ul style="list-style-type: none"> <li>- Family Data Nights</li> <li>- Parent Ambassador Program for our EL parents.</li> <li>- SIOP strategies</li> <li>- “EL”evation program strategies</li> </ul>	- ACCESS testing data; twice a year	<ul style="list-style-type: none"> <li>- EL Department Professional Development</li> <li>- EL teacher provides an overview of ACCESS testing for staff and follow up throughout the year.</li> </ul>

<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<p>How often do you use ideas from this class in your daily life? 35.8%</p> <p>How often does this teacher make you explain your answers? 55.6%</p>	<p>How often do you use ideas from this class in your daily life? 42.2%</p> <p>How often does this teacher make you explain your answers? 60.0%</p>	<ul style="list-style-type: none"> <li>- Family data nights will include these two specific questions to gain more specific information on what we can do to improve.</li> <li>- Within our lesson plans and observations, make a concerted effort to look for</li> </ul>	<ul style="list-style-type: none"> <li>- Review our walkthrough data to find trends using district data protocol.</li> <li>- After Family Data Nights, disseminate data and share with staff.</li> </ul>	<ul style="list-style-type: none"> <li>-Project-based learning PD provided for teachers</li> <li>-School-wide PD/”Genius Bar” opportunities on student discourse and voice within instruction.</li> </ul>

		and plan real world tie-ins to lessons. - Use our walkthrough form to particularly look at the instruction portion to identify trends.		
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**Goal Area 2 Employee Experience**

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

		<ul style="list-style-type: none"> <li>- Discussion of student conduct scenarios at faculty meetings.</li> <li>- Sharing of discipline data at faculty meetings.</li> </ul>		
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**Goal Area 3 Organizational Effectiveness**

<b>Organizational Effectiveness Budget</b>				
<b>Present Status</b>	<b>Desired Status Target</b>	<b>Strategies</b>	<b>Milestone Dates Quarterly</b>	<b>Resources/Professional Development to Support Progress</b>
This is our baseline year.	100% of all expenditures are aligned to the Strategic plan and School Improvement Goals	<ul style="list-style-type: none"> <li>- Administration visually inspect each budget request to ensure alignment.</li> <li>- Discuss budget moves with Finance department when questions arise.</li> <li>- Meet with school bookkeeper to discuss requisitions and future expenditures on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Review monthly expenditure reports.</li> <li>- Review department requests for alignment.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with Finance Department.</li> <li>- Bookkeeper attendance at finance PD.</li> </ul>

**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>
8/29/18	Provided for in the Master Schedule

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

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

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

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
8/29/18	<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>

*Reference GC115C-105.27*