

# School Improvement Plan



**2015-2016**

**2015-2016 *through* 2016-2017**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*

<b>Draft Due: September 28, 2015</b>	<b>Final Copy Due: October 26, 2015</b>
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## 2015-2016 James Martin Middle School Improvement Plan Report

### James Martin Middle School Contact Information

<b>School:</b>	James Martin Middle School	<b>Courier Number:</b>	428
<b>Address:</b>	7800 IBM Drive Charlotte, NC 28262	<b>Phone Number:</b>	980-343-5382
		<b>Fax Number:</b>	980-343-5135
<b>Learning Community</b>	Northeast - Vance	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/jamesmartinMS/Pages/Default.aspx">http://schools.cms.k12.nc.us/jamesmartinMS/Pages/Default.aspx</a>

<b>Principal:</b>	Tonya M. Faison
<b>Learning Community Superintendent:</b>	John Wall

### James Martin Middle School 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	Name	Email Address	Date Elected
Principal	<b>Tonya M. Faison</b>	<i>Tonyam.faison@cms.k12.nc.us</i>	6/2015
Assistant Principal Representative	<b>Dylan Marshall</b>	<i>Dylan.marshall@cms.k12.nc.us</i>	6/2015
Assistant Principal Representative	<b>Sandra Galmon</b>	<i>s.galmon@cms.k12.nc.us</i>	6/2015
Dean of Students	<b>Shawn Smith</b>	<i>shawnl.smith@cms.k12.nc.us</i>	8/2015
Teacher Representative	<b>Laura Mettler</b>	<i>Laura.mettler@cms.k12.nc.us</i>	6/2015
Inst. Support Representative	<b>Geneva Bell</b>	<i>Genevad.franklin@cms.k12.nc.us</i>	6/2015
Teacher Assistant Representative	<b>Leander Leak</b>	<i>Leander1.leak@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Regina Bates</b>	<i>reniau.bates@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Bryanna Keogh</b>	<i>bryannac.early@cms.k12.nc.us</i>	6/2015

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## 2015-2016 James Martin Middle School Improvement Plan Report

Teacher Representative	<b>Tracy Maas</b>	<i>tracyd.maas@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Yvonne Wolf</b>	<i>yvonnee.ferrara@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Cecelia Sizoo-Roberson</b>	<i>cb.sizoo-roberston@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Yolanda Dupont</b>	<i>yolanda.dupont@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Jeremy Cox</b>	<i>jeremyl.cox@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Vickers-Cox</b>	<i>latashac.vickers-cox@cms.k12.nc.us</i>	6/2015
Teacher Assistant Representative	<b>Cynthia Woods</b>	<i>cynthiar.woods@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Keisha Williams</b>	<i>Keisha.williams@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Patric Morris</b>	<i>patric.morris@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Lauren Kiff</b>	<i>laurene.kiff@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Cassandra Alexander</b>	<i>cassandra.alexander@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Angela Worthington</b>	<i>Angelad.worthington@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Erin Williams</b>	<i>Erina.williams@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Nicole Sprackland</b>	<i>nicolea.sprackland@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Jeana Allen</b>	<i>jeana.allen@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Sherrill Bradey</b>	<i>sherril1.bradey@cms.k12.nc.us</i>	8/2015
Teacher Representative	<b>Dulce Cabrera</b>	<i>dulcem.cabrera@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Murielle Casmir</b>	<i>murielle.casimir@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Hugh Haddad</b>	<i>hugh.haddad@cms.k12.nc.us</i>	6/2015
Teacher Representative	<b>Bethany Berkey</b>	<i>Bethanyr.berkey@cms.k12.nc.us</i>	6/2015



## 2015-2016 James Martin Middle School Improvement Plan Report

### Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School:** Our professional learning community will consistently deliver high quality instruction, facilitate differentiated practices, and integrate character development to ensure our students are prepared for academic and personal success.

### Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School:** James Martin Middle School will develop self-directed, competent students prepared for future educational and/or career pathways by leveraging district leadership supports and expertise to align resources, professional development and tiered interventions to increase proficiency and growth and improve the student culture.



## 2015-2016 James Martin Middle School Improvement Plan Report

### James Martin Middle School Shared Beliefs

- We believe everyone has the right to be treated with dignity and respect. We pledge to treat all students, faculty and parents in this manner.
- We believe in Collective Efficacy - all students can learn and we have the ability to teach all students. As members of the James Martin Middle School staff, we pledge to fulfill our roles as a proponent of Collective Efficacy on a daily basis.
- We believe the campus of James Martin Middle School is a Professional Learning Community. Our Professional Learning Community philosophy is based on two questions: What is in the best interest of the student? How does it affect student achievement? We pledge to use these two questions when making a school related decision.
- In our Professional Learning Community, we believe instructional time should be protected. We pledge to maintain the integrity of the school day. We pledge to do so by adhering to all the rules, regulations, duty, responsibilities and all other requirements that will protect instructional time while helping to maintain a safe environment for all students.
- We believe we are acting as change agents in a Professional Learning Community at James Martin Middle School. As change agents, we have the ability to inspire positive change when dealing with students as well as the staff. We pledge to be effective change agents.



## **2015-2016 James Martin Middle School Improvement Plan Report**

### **James Martin Middle School SMART Goals**

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Increase overall reading proficiency by 10% as measured by fall and winter MAP data and interim assessment data.
- Increase overall math proficiency by 20% as measured by fall and winter MAP data and interim assessment data.
- Reduce discipline data (Out of School Suspension/In School Suspension) by 10% as measured by monthly incident reports.



## 2015-2016 James Martin Middle School Improvement Plan Report

### James Martin Middle School Assessment Data Snapshot

James Martin Middle School									
Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 06 EOG Composite	All	26.3	18.4	27.7	17.8		18.3		41.9
	All	26.3	18.4	27.7	17.8		18.3		41.9
Grade 06 EOG Math	All	21.5	14.7	23	15.4		15.9		52.8
Grade 06 EOG Reading	All	31.1	22.2	32.5	20.2		20.7		57
Grade 07 EOG Composite	All	36.2	27.5	33.7	26		25.8		32.3
Grade 07 EOG Math	All	34.1	28	31.1	26		19.8		56.9
Grade 07 EOG Reading	All	38.2	27	36.1	26.1		31.9		41
Grade 08 EOG Composite	All	36.8	28.2	45.4	33.8		20.9		47.6
Grade 08 EOG Math	All	16.3	11.9	26.5	17.1		9.5		79.3
Grade 08 EOG Reading	All	30.6	21.8	41.7	28.6		19.2		51.1
Grade 08 EOG Science	All	63.1	50.8	68.3	55.8		33.9		65.3
EOC Math I	All	89.7	82.1	92.3	92.3		26.2		80.7
School EOG Reading Composite	All	33.4	23.7	36.7	24.9		24		49.6
School EOG Math Composite	All	24	18.3	26.8	19.4		15.1		63.1
School EOG Science Composite	All	63.1	50.8	68.3	55.8		33.9		65.3
EOG Composite	All	33.9	25.5	36.9	26.9		21.6		40.5
EOC Composite	All	89.7	82.1	92.3	92.3		26.2		80.7
School Composite	All	34.8	26.4	37.5	27.6		21.8		58.8

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## 2015-2016 James Martin Middle School Improvement Plan Report

James Martin Middle School											
Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	1114	6	42	713	281	26	45	573	122	131	12
Participation Percent	98	0	100	99	97	0	100	99	96	98	0
Participation Status	Met	Insuf	Met	Met	Met	Insuf	Met	Met	Met	Met	Insuf
Proficiency Denominator	966	4	36	627	235	25	39	501	94	118	12
Proficiency Percent	24.4	0	30.6	22.2	29.8	0	15.4	22.0	4.3	3.4	0
Goal Percent	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	Insuf	Not Met	Not Met	Not Met	Insuf	Not Met	Not Met	Not Met	Not Met	Insuf

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	1114	6	42	713	281	26	45	573	122	131	12
Participation Percent	99	0	100	99	98	0	100	99	99	98	0
Participation Status	Met	Insuf	Met	Met	Met	Insuf	Met	Met	Met	Met	Insuf
Proficiency Denominator	968	4	36	630	234	25	39	502	95	118	12
Proficiency Percent	19.2	0	50.0	16.5	22.6	0	10.3	17.3	5.3	3.4	0
Goal Percent	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	Insuf	Not Met	Not Met	Not Met	Insuf	Not Met	Not Met	Not Met	Not Met	Insuf

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	394	1	10	254	92	12	24	192	33	43	3
Participation Percent	99	0	0	100	99	0	0	100	97	98	0
Participation Status	Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met	Met	Met	Insuf
Proficiency Denominator	342	1	8	222	79	11	21	170	26	37	3
Proficiency Percent	52.3	0	0	47.3	57.0	0	0	46.5	0	13.5	0
Goal Percent	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	Insuf	Insuf	Met	Met	Insuf	Insuf	Met/CI	Insuf	Not Met	Insuf

Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	39	0	4	18	15	2	0	15	1	0	3
Participation Percent	100	0	0	0	0	0	0	0	0	0	0
Participation Status	Met	~	Insuf	Insuf	Insuf	Insuf	~	Insuf	Insuf	~	Insuf

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## 2015-2016 James Martin Middle School Improvement Plan Report

### James Martin Middle School Profile

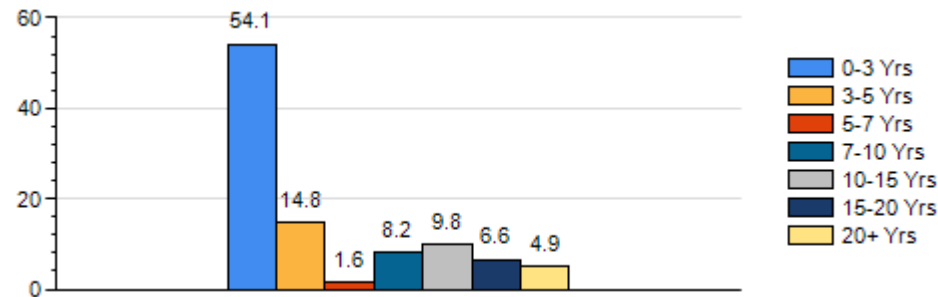
James Martin Middle School is a comprehensive middle school that sits in Northeast Charlotte and is a part of the Governors' Village. This marks the first year that MAP testing has taken place at Martin, and soon MAP Reading and Math data will be utilized to drive instruction and decision making. For the time being, data from state tests drive all other components of the School Improvement Plan.

James Martin is a Title I school with approximately 78% of its students qualifying for free and reduced lunch. The current enrollment at Martin is 1,067 with 54% male and 45% female students. African American students make up 65% of the population followed by Hispanic students at 21%. White students make up 5.2%, American Indian students 0.6%, Asian students 3.8%, Multi-Racial 2.3%. 10.2% of the population qualifies for exceptional children's services and 5.2% are Limited English Proficiency students. Martin also has 2.5% of students eligible for McKinney Vento and 3.4% under Section 504 Plans.

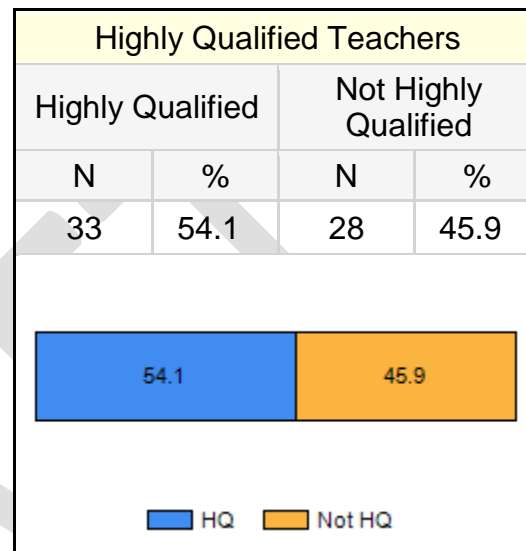
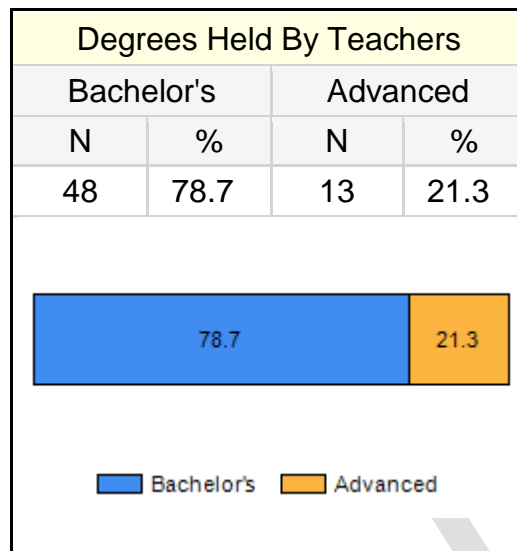
The faculty of James Martin is largely inexperienced with approximately 60% of the staff having 3 years or less experience. Efforts were made to fill positions during the summer of 2015 with a balance of experienced teachers and novice teachers. Currently all school personnel positions are filled.

## 2015-2016 James Martin Middle School Improvement Plan Report

Number of Years' Experience for Teachers (in CMS only)													
0-3		3-5		5-7		7-10		10-15		15-20		20+	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
33	54.1	9	14.8	1	1.6	5	8.2	6	9.8	4	6.6	3	4.9



## 2015-2016 James Martin Middle School Improvement Plan Report





# 2015-2016 James Martin Middle School Improvement Plan Report

## Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ul>



## 2015-2016 James Martin Middle School Improvement Plan Report

<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.				
<b>Strategic Plan Goal:</b>	(Goal 2) Recruit, develop, and retain a premier workforce. (4) Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.				
<b>Strategic Plan Focus Area:</b>	2)Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development (4) Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency				
<b>Data Used:</b>	InSight Survey Safety Audits				
<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Elective Teacher Staggered Lunch duty</li> <li>• SLT approved</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • <b>Interim Dates</b>
1. The JMMS SLT has agreed that all teachers will cover lunches on a staggered basis to ensure the safe and orderly monitoring of lunches.	Sandra Galmon, Assistant Principal	<ul style="list-style-type: none"> <li>• Safety Audit improvements</li> <li>• Teacher Survey improvements</li> </ul>	No Cost	All	August 2015- June 2016



## 2015-2016 James Martin Middle School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.				
<b>Strategic Plan Goal:</b>	(1) Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.				
<b>Strategic Plan Focus Area:</b>	(1) College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps				
<b>Data Used:</b>	<ul style="list-style-type: none"> <li>Master Schedule</li> <li>Teacher Survey Results</li> <li>PLC and Team Planning Schedule</li> </ul>				
<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>Grade Level Planning</li> <li>Schedule of Planning Day Activities and Professional Development</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • <b>Interim Dates</b>
1. Grade Level Planning	Geneva Bell, Academic Facilitator	<ul style="list-style-type: none"> <li>Collaborative lesson planning</li> <li>Common assessments</li> <li>Professional development records</li> <li>Student intervention team records.</li> </ul>	No Cost	All Instructional staff	Quarterly Review



## 2015-2016 James Martin Middle School Improvement Plan Report

2. Schedule of Planning Day Activities and Professional Development	Geneva Bell, Academic Facilitator Sherril Bradey, Instructional Technology Facilitator Erin Williams, MCL	<ul style="list-style-type: none"><li>• Professional development record of activities</li><li>• Walkthrough evidence of practices initiated during planning.</li></ul>	No Cost	All Instructional Staff	Quarterly Review
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## 2015-2016 James Martin Middle School Improvement Plan Report

<b>SMART Goal (3):</b> <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.				
<b>Strategic Plan Goal:</b>	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence				
<b>Strategic Plan Focus Area:</b>	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency				
<b>Data Used:</b>	School disciplinary data, surveys				
<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Stomp Out Bullying Day</li> <li>• Red Ribbon Week</li> <li>• Classroom Guidance</li> <li>• BMT Processing</li> <li>• Master Schedule</li> <li>• In School Suspension</li> <li>• Character Education Modules</li> <li>• School wide Cougar P.R.I.D.E</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention	Counseling Department	A decrease in the report of bullying reports and dispositions. Improved school pride and culture	No cost	All Staff	Quarterly Review





## 2015-2016 James Martin Middle School Improvement Plan Report

2. Character Education	Counseling Department	A decrease in incident reports related to character education topics.	No cost	All Staff	Quarterly Review
3. Healthy Active Child 30 min.	Physical Education Department	Participation in healthy activities by all students during PE and/or during classroom instruction	No cost	All Staff	Quarterly Review
4. School Health Team	Physical Education Department and Counseling Department	100% compliance on 504 plans	No cost	All Staff	Quarterly Review



## 2015-2016 James Martin Middle School Improvement Plan Report

<b>SMART Goal (4):</b>	
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
<b>Strategic Plan Focus Area:</b>	ii. Academic growth/high academic achievement iii. Closing achievement gaps

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div>See this school's 90 Day Plan</div>					



## 2015-2016 James Martin Middle School Improvement Plan Report

<b>SMART Goal (5):</b>	
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
<b>Strategic Plan Focus Area:</b>	iii. Academic growth/high academic achievement iii. Closing achievement gaps

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div>See this school's 90 Day Plan</div>					



## 2015-2016 James Martin Middle School Improvement Plan Report

<b>SMART Goal 6):</b>	
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
<b>Strategic Plan Focus Area:</b>	iv. Academic growth/high academic achievement iii. Closing achievement gaps

<b>Strategies</b> (determined by what data)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End)
<div>See this school's 90 Day Plan</div>					

Mastery Grading Procedures Plan – Required for All Schools

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## 2015-2016 James Martin Middle School Improvement Plan Report

<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement				
<b>Data Used:</b>	Formal assessments (Common Assessments, comprehensive writing assignments, projects, etc. Informal assessments (Quizzes, Projects, Homework, Classwork (a variety of assignments such as warm-ups, notebook checks, quizzes, group work, & in-class tasks) MAP testing data, Compass Learning Data				
<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Common assessments • Pre- and post- assessments created in School Net aligned to objectives	Grade Level MCLs and Administrators Academic Facilitator	Collaboration and design of the common assessments	No Cost	All Instructional Staff	Six Week Assessment Cycle
2. Data disaggregation • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI)	All Instructional Staff	Increased data chats with instructional staff (beyond what students got wrong and answers why they got it wrong), immediate turnaround of assessment results. Implementation of new lessons with strategies based on data analysis to increase student understanding of concept(s)	No Cost	All Instructional Staff	Six Week Assessment Cycle



## 2015-2016 James Martin Middle School Improvement Plan Report

3. Flexible grouping <ul style="list-style-type: none"> <li>Process of grouping students according to academic need by objective</li> </ul>	Grade Level MCLs and Administrators Academic Facilitators	Increase of students' performance on formal and informal assessments	No Cost	ELA, Math, SS, Science Teachers	Quarterly Review
4. Late and make-up work <ul style="list-style-type: none"> <li>School expectations for holding students accountable for completing assignments</li> </ul>	All Instructional Staff	Arrangements for completing the work should be made within five school days of the student's return to school. Arrangements should include a schedule for completion of the work.	No Cost	All Instructional Staff	Quarterly Review
5. Additional learning opportunities <ul style="list-style-type: none"> <li>Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%)</li> </ul>	All Instructional Staff	Regrouping and re-teaching opportunities increase students' understanding and success on concepts	No Cost	All Instructional Staff	Quarterly Review
6. Grade reporting <ul style="list-style-type: none"> <li>Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable)</li> </ul>	All Instructional Staff	Clear processes and procedures are established with deadlines to adhere to the timelines of recording grades in PowerSchool within ten school days of the assignment's due date	No Cost	All Instructional Staff	Quarterly Review



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### James Martin Middle School - 600 Waiver Requests

Request for Waiver
<p><b>1. Insert the waivers you are requesting</b></p> <ul style="list-style-type: none"><li><i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i></li></ul>
<p><b>2. Please identify the law, regulation or policy from which you are seeking an exemption.</b></p> <ul style="list-style-type: none"><li><i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i></li></ul>
<p><b>3. Please state how the waiver will be used.</b></p> <ul style="list-style-type: none"><li><i>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i></li></ul>
<p><b>4. Please state how the waiver will promote achievement of performance goals.</b></p> <ul style="list-style-type: none"><li><i>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</i></li></ul>





## 2015-2016 James Martin Middle School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Tonya M. Faison		10/26/15
Assistant Principal Representative	Dylan Marshall		10-26-15
Assistant Principal Representative	Sandra Galmon		10/26/15
Dean of Students	Shawn Smith		10/26/15
Teacher Representative	Laura Mettler		10/26/15
Inst. Support Representative	Geneva Bell		10/26/2015
Teacher Assistant Representative	Leander Leak		10/26/15
Teacher Representative	Regina Bates Renia Bates		10/26/15
Teacher Representative	Bryanna Keogh		10/26/15
Teacher Representative	Tracy Maas Tracy Maas		10/26/15
Teacher Representative	Yvonne Wolf Yvonne Wolf		10/26/15
Teacher Representative	Cecelia Sizoo-Roberson		10/26/15
Teacher Representative	Yolanda Dupont		10/26/15
Teacher Representative	Jeremy Cox		10/26/15
Teacher Representative	Vickers-Cox, Latasha		10/26/15
Teacher Assistant Representative	Cynthia Woods		10/26/15
Teacher Representative	Keisha Williams		10/26/15
Teacher Representative	Patric Morris		10/27/15
Teacher Representative	Lauren Kiff		10/26/15
Teacher Representative	Cassandra Alexander		10/26/15
Teacher Representative	Angela Worthington		10/26/15
Teacher Representative	Erin Williams		10/26/15
Teacher Representative	Nicole Sprackland		10/26/15
Teacher Representative	Jeana Allen		10/26/15
Teacher Representative	Sherrill Bradey		10/26/15
Teacher Representative	Dulce Cabrera		10/26/15

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## 90-DAY ACTION PLAN

**District:** Charlotte-Mecklenburg Schools

**School:** James Martin Middle School

**Principal:** Tonya M. Faison

*The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.*

**PURPOSE OF THE TURNAROUND INITIATIVE:** Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

*The purpose of the turnaround initiative at James Martin Middle School is to improve student achievement and proficiency evidenced by self-directed, competent students prepared for future educational and/or career pathways. School leaders will leverage district leadership supports and expertise to align resources, professional development and tiered interventions to accomplish school goals.*

**GOAL SETTING:** Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	Overall: 33.39%	40.01%	Fall and Winter Student Growth MAP data; First two interim assessments data
2	Math Proficiency	Overall: 23.84%	28.6%	Fall and Winter Student Growth MAP data; First two interim assessments data
3	Discipline	OSS 611; ISS 406	OSS 549; ISS 365	Monthly incident reports from principal portal and PowerSchool
4	Data Driven Instruction	Overall EOGs: 34.57%	41.5%	PLC observation rubrics and feedback

**Principal Commitment:** My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**Shepherd Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

\_\_\_\_\_  
Learning Community Superintendent Signature

\_\_\_\_\_  
Date

## 90-Day Action Plan – Priority #1

### Turnaround Initiative Focus Area (Big Rock): Instructional Culture

<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Despite professional development opportunities around PLCs, there lacks consistent evidence of effective implementation of the team process.	<b>School Leader Responsible:</b>  <b>Dylan Marshall</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> At least 8 out of the 10 PLCs will score at least a 3.5 or better on the PLC Observation Rubric. (Leveraged Leadership)	

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*  
 Lack of teacher understanding of the PLC process; Understanding of PLC expectations; administrators not attending PLC meetings to observe and give feedback on the process

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide refresher PD on the PLC planning & implementation process to include admin team	S. Galmon	By Sept. 11 <sup>th</sup> <i>Sept 23rd</i>	Contact NELC-V Curriculum Spec.
Develop expectations for PLC planning and outcomes	SLT, G. Bell	By Sept. 2nd	Work w/NELC-V Curriculum Spec.
Admin team will observe 75% or more of the PLC meetings	T. Faison	January 19 <sup>th</sup>	Schedule of observations
Admin team will provide PLC teams with feedback and differentiate support	T. Faison	January 19 <sup>th</sup>	PBS Curriculum Planning Rubric
Coaching teams will coach teachers to ensure that they understand and implement PLC expectations appropriately		Ongoing	
Create action plans for teachers as needed to support classroom instruction		Ongoing	

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept. 30 <sup>th</sup>	Professional Development roster; Staff PD evaluation; Team Norms/SMART goals	
Sept. 30 <sup>th</sup>	Draft documents of PLC expectations	
Oct/15 – Jan /16	Admin will observe PLC meeting and use rubric for rating/feedback (PLCs will be rated at the	

## 90-Day Action Plan – Priority #2

### Turnaround Initiative Focus Area (Big Rock): Student Culture

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

Students do not see teachers as first-responders who handle most minor disciplinary incidents due to the number of referrals and because teachers only focus on those that warrant automatic school-wide consequences and interventions from administrators.

**School Leader Responsible:**

**Sandra Galmon**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*

Develop and implement positive school-wide expectations that will be mandated and followed by all teachers and staff to ensure students follow the school-wide expectations. Decrease in the number of classroom incidents and suspensions.

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*

Lack of understanding of what good classroom management should be; lack of behavioral management strategies; clear understanding of processes and procedures for handling discipline

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Develop school-wide behavioral expectations.	Staff/Faison	August 21 <sup>st</sup>	
Define the difference between minor and major classroom incidents	J. Duncan	August 21 <sup>st</sup>	PowerPoint
Develop and use flowchart for how minor and major classroom incidents will be processed by administrators	T. Faison	August 21 <sup>st</sup>	
Develop and give teachers behavioral strategies to use to handle incidents in the classroom	J. Duncan	1 <sup>st</sup> set: Aug 21 <sup>st</sup> Continuous through Sept. 30 <sup>th</sup>	Carol Lieber – Engaging Schools
Develop a plan for assisting with interventions for repeat offenders which will include systems and ongoing support	Admin Team/Faison	Ongoing	

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept - January	Monthly incidents report from the principal portal compared to last year during the same month and review of teacher/BMT intervention logs	

August 24 <sup>th</sup>	School-wide expectations will be posted in the hallways, cafeteria and classrooms	
Sept. - January	Teacher survey concerning classroom incidents and protocol effectiveness	

### Quick Win Plan (Only for first semester)

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.

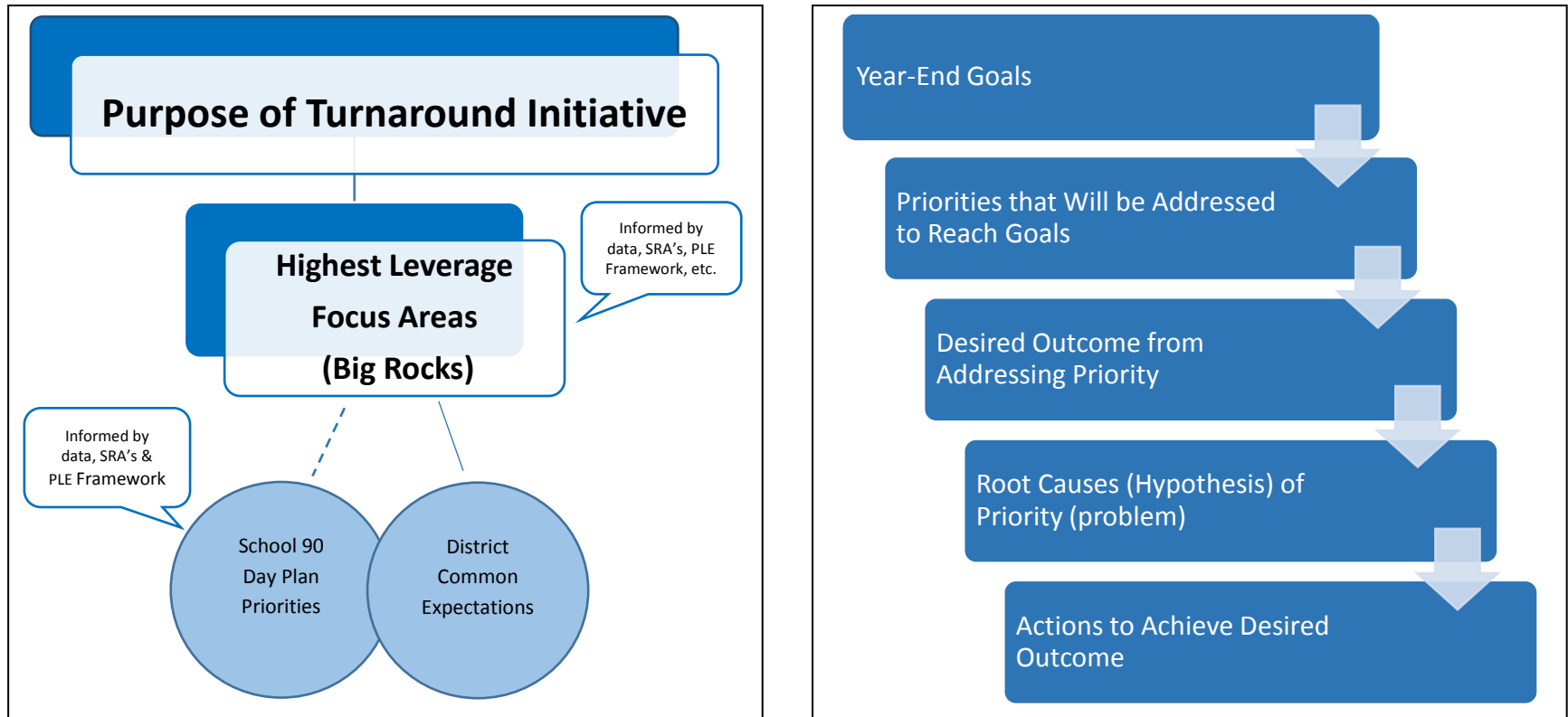


Staff will work together collaboratively to rebrand the school. The development of behavioral intervention strategies will assist teachers with being able to handle minor classroom incidents so that instruction is not interrupted.

#### Identify up to 4 specific actions that will make the quick win plan happen.

	Action	Person Responsible	Timeline
1	Teachers will develop school-wide expectations during the beginning of the year meeting.	T. Faison, Bell	August 17 <sup>th</sup> & 18 <sup>th</sup>
2	Displaying school-wide expectations throughout the school.	Marshall	September 30 <sup>th</sup>
3	Providing parents/students with a copy of the school-wide expectations.	Galmon	August 25 <sup>th</sup>
4	Supplying teachers with behavioral intervention strategies to use in the classroom.	Duncan	August 31 <sup>st</sup>

## APPENDIX A Guidance Document



### Key Concepts

**Goal Indicators:** The metric(s) that will be used to assess and monitor progress toward achieving 2015-16 goals.

**Priority (Problem to be addressed):** The most critical areas (practices) that must be addressed this semester to reach the school's 2015-16 goals.

**Desired Outcome (Correction of Problem):** If problem is successfully addressed, what will be the result? This measurement of success will not be increased growth on year-end achievement goals though achieving this outcome will contribute to 2015-16 goals. Examples could be an implementation metric (X% of teachers/meetings/students meet a criteria) or the existence of an improved practice or system.

**Progress Indicator:** The metrics, feedback, observations, etc. the leadership team will use to determine progress toward the desired outcome. How will you know the actions are having a positive impact (i.e. surveys, data, artifacts, etc.)? What is the evidence of progress?

## APPENDIX B

### 90-Day Plan Development & Reflection Tool

Principal and Shepherd: Please determine how best to use the reflective questions and comparative ratings below to support the development of your 90-day plan. This is the same instrument that will be used by Shepherds and the PLE to provide feedback on each 90-day plan.

<b>Overall Reflections/Feedback:</b> <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
Turnaround Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress	Not Evident
Is the school's turnaround purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the turnaround initiative's success?				
Have measureable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?				
Big Rocks & School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?				
Is there a strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on improving/aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices?				
Does the school's priorities align with the district's focus areas (Big Rocks).				
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?				
Root Causes				
Does each priority have a <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify <u>addressable</u> hypotheses (i.e. within the locus of their control)?				
Has each root cause been identified through intentional analysis of the problems—e.g. The 5 Why's or Fishbone exercises—that is accompanied by supporting data points?				
Most Critical Actions to Address Priorities				
Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions.				
Are the identified actions specific enough to ensure focus on the acknowledged priorities?				
Are action items strategically owned by specific school personnel?				
Progress Toward Addressing Priority				

Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				
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