

Our Direction

Chatham Middle School

Date of Report: 6/29/2020

Vision:

Chatham County Schools, through leadership, innovation, and collaboration, will provide real-world learning opportunities that prepare all students for life and success after graduation. Our diverse community will be invested, involved, and invited to create a strong culture of learning resulting in Chatham County Schools becoming a leader in education.

Chatham Middle School will partner with parents and the community to provide all students with a nurturing and accepting environment. Staff will utilize a variety of data-driven, researched-based instruction and enrichment, such as Dual Language and AVID, to meet the academic needs of our students. All stakeholders will offer students support, discipline, and supplemental services to meet students' social-emotional needs.

Values:

Mission:

Chatham Middle School will impart an education that will develop successful, well-rounded students.

Goals:

- Build student and family relationships through restorative justice circles, mediation, culturally relevant teaching practices, student-led conferences, and family engagement activities that will result in a 10% decrease in discipline referrals.

Performance Measure(s)

Performance Indicator: We will see a 10% decrease in discipline referrals from the 2018-19 school year to the current year.		
Data Source: Discipline Data	Baseline Year: 2018-19	Baseline: 553
Target Date:	Target:	Actual:

- Increase student proficiency for Language Art and Math by ten percentage points for each grade level as measured from 2019 EOG result to 2020 EOG to move to a school report grade of a C and exceed growth.

Performance Measure(s)

Performance Indicator: NC CHECK-INS DUA STAR DATA		
Data Source: EOG	Baseline Year: 2017	Baseline: 0.54
Target Date: 2019	Target: 0.55	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

[Comprehensive Needs Assessment](#)

Student Outcome Data:

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

Selected Indicators:

Curriculum and instructional alignment

- A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)
- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)
- A2.05 ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)
- A2.19 ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)

Data analysis and instructional planning

- A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

Distributed leadership and collaboration

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

Facilities and technology

- D2.01 ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)
- D2.04 The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)

Family Engagement

- E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)
- E1.07 The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students.(5183)
- E1.12 The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)

High expectations for all staff and students

- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
- A1.08 ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)

Monitoring instruction in school

- B3.01 The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)
- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

- C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

- B1.01 The LEA has an LEA Support & Improvement Team.(5135)
- B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

- A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)
- A4.02 Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.(5118)

- A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)
- A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)
- A4.17 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)

Talent recruitment and retention

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