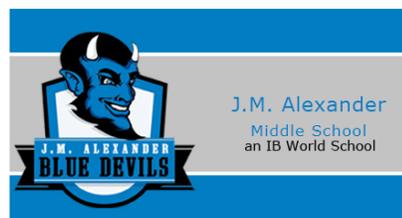


2021-2022 State of the School Report

J.M. ALEXANDER MIDDLE



Principal Name

Sonya McInnis

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	39.7	38.5	29.6	55.2	<5	7.1
	CCR	17.9	16.8	11.3	27.6	<5	7.1
Grade 7	GLP	36.6	34.2	29.9	62.5	6.8	7.4
	CCR	23.4	19.0	19.5	62.5	<5	<5
Grade 8	GLP	45.9	41.5	37.9	88.5	5.0	10.5
	CCR	26.4	19.5	21.8	69.2	<5	<5
School	GLP	40.6	37.9	32.7	68.4	5.1	8.1
	CCR	22.8	18.5	18.0	51.9	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 6	GLP	27.9	23.8	19.4	55.2	8.6	6.9
	CCR	14.3	10.5	8.3	34.5	<5	<5
Grade 7	GLP	32.1	28.1	23.0	70.8	11.1	7.4
	CCR	17.4	13.5	13.8	45.8	<5	<5
Grade 8	GLP	13.6	12.2	12.3	26.3	<5	<5
	CCR	<5	<5	<5	<5	<5	<5
Math I	GLP	43.0	37.8	52.6	45.5		
	CCR	6.3	<5	10.5	<5		
School	GLP	25.0	21.7	18.3	52.8	8.0	5.3
	CCR	11.6	8.7	8.3	29.2	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	63.6	61.6	56.0	85.2	16.7	10.5
	CCR	54.3	48.2	50.0	85.2	11.1	10.5

EOG School Composite	37.4
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will provide a positive school climate under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors to ensure all scholars will learn in an atmosphere free of social and emotional distractions (A 4.06). Students will participate in Title IX training at the beginning of the year. All staff participated in relational practices to improve school wide relationships between staff and students. Staff and students

developed treatment agreements at the beginning of the school year to build norms and expectations on how they should treat each other. Panorama Data will be analyzed and addressed where students score low on their experiences in school (equity and inclusion). Educators Handbook will be used to identify negative behavior patterns and trends that need to be addressed in school.

We will ensure all scholars will have access to the instructional core in order decrease the achievement gaps among subgroups and to increase school-wide reading proficiency by two percentage points and to meet high growth status, as measured by ESSA data, by the end of the 2021-2022 school year (A 2.04; A 4.01). • Composite Data 2018-2019 / Composite Data 2020-21 • EVAAS Data 2018-2019, 2020-21 • NC Performance Grade Ready Report 2018-2019, 2020-21 • Utilize MAP data as a universal screener to identify interventions needed.

Through the implementation of strategic planning, JM Alexander will ensure that scholars have a highly effective teacher and access to a rich, diverse and rigorous curriculum. The leadership team will monitor the teaching and learning in every classroom, provide coaching support, conduct observations and walkthroughs. In addition classroom teachers will receive timely and relevant feedback to improve teaching and learning for all scholars (B 3.03).

Through the implementation of strategic planning, the school will develop a school-wide attendance plan to reduce the number of scholars who are chronically absent, thus improving overall student performance, by decreasing the chronic absenteeism rate by at least two percentage points in the 2021- 2022 school year (A 4.06). • 2019-2020 & 2020-2021 Chronic Absenteeism Report (Navigator Portal.)

We will ensure all scholars have access to the strengthened instructional core in order decrease the achievement gaps among sub groups in order to increase school-wide math proficiency by two percentage points and to meet high growth status, as measured by ESSA data, by the end of the 2021-2022 school year (A 2.04; A 4.01). • Composite Data 2018-2019 / Composite Data 2020-21 • EVAAS Data 2018-2019, 2020-21 • NC Performance Grade Ready Report 2018- 2019, 2020-21 • Utilize MAP data as a universal screener to identify interventions needed.

III. CHIEF CHALLENGES

- Highly qualified teachers in every classroom: Due to the increase in vacancies and teacher absences, it is hard to ensure continuity of grade level instruction daily for students.
- Staff coverage: It is hard to provide adequate planning time for PLCs to plan collaboratively using data protocols to ensure instruction meets students' needs

- Increased need for SEL for students: Students have returned to in-person learning with increased behavior and anxiety issues. There is a need to provide explicit SEL instruction. This is often a challenge because of late buses and students missing the SEL block.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The school has established a team structure among teachers with specific duties and time for instructional planning. This has been accomplished through the structured leadership team weekly meetings, weekly PLC meetings, with structured meeting time and protocols. MTSS meetings are also included in our schedule for staff to collaborate on providing supplemental and/or intensive interventions for scholars that need supplemental and intensive support.

Another high-leverage school improvement plan strategy is to provide targeted PD around several long-term improvement goals (explicit implementation of IB and AVID strategies, student data protocols, and effective use of the CMS curriculum). Professional development sessions include dedicated collaborative planning time during which teachers are able to apply their professional learning to help them design and implement effective lessons that will directly impact student learning.