

Sedgefield Middle School Transition

Recommended Target State Criteria

INTENTION and VISION

This document outlines a collaborative strategy to seize the opportunity before us, to work toward a common vision: establishing Sedgefield Middle School (“SMS”) as a national model of an educationally progressive, innovative middle school that is highly sought after by families across Charlotte Mecklenburg, that fosters academic excellence and innovative learning, and that leverages its cross-cultural and economically-diverse school population to prepare all SMS scholars for 21st Century success.

BACKGROUND

In furtherance of CMS’s goals and guiding principles for student assignment, the plan for SMS significantly changes its elementary school feeder pattern. Among other changes, many students will be reassigned from Alexander Graham Middle School (“AG”) to SMS and from SMS to AG. This changed feeder pattern is expected to result in approximately 70% of the school population being from new SMS feeder schools and 30% of the school population being from current SMS feeder schools.

The changed feeder pattern will be implemented over three years (the “Transition Years”). Newly-assigned sixth-grade students will begin attending SMS in 2019-20, with the transition being complete in 2021-22, when students from the new SMS homeschool boundary will fill all three grades. Because SMS will have a different feeder-school and socioeconomic mix during each of the Transition Years, it is important to anticipate and plan for significant changes each year.

In doing so, our efforts must be intentional: we must design and implement initiatives to positively impact all SMS scholars and grade levels and to avoid the creation of a “school within a school,” both during the Transition Years and beyond. These efforts will require hard work, exceptions to standard CMS policies, innovative staffing techniques and out-of-the-box thinking, as we all navigate toward our common vision.

To that end, the content of this document was compiled based on feedback from future SMS parents with input from the SMS principal. Thoughtful consideration was given to solicit feedback representing a variety of perspectives, experiences with other CMS middle schools, age groups, and neighborhoods. However, the parent group will continue to work with CMS to identify parents, faculty and other resources to participate in the target state definition process so that it is truly reflective of our full school community.

OBJECTIVES: Our objectives are to confirm with CMS leadership a shared commitment to a common vision for SMS, to identify action steps needed to achieve that vision, and to meet the baseline expectation that SMS will be at least equivalent with AG and other top-performing middle schools (in terms of academics, facilities, staffing, and extracurricular offerings) no later than the beginning of school year 2019-20.

CRITICAL AREAS REQUIRING CMS COMMITMENT:

- Comparable Curriculum Offerings and Course Leveling to AG Middle School
- Additional Teaching Staff to support full course offering during the Transition Years (2019-20, 2020-21, 2021-22), regardless of potentially small class sizes
- Additional Administrative and Support Staff to support diverse student body needs during the Transition Years (2019-20, 2020-21, 2021-22)
- Freedom and flexibility in staffing by SMS principal in preparation for the Transition Years
- Additional Professional Development funding for team building and support
- Comparable Facilities and Technology to AG Middle School
- Adjusted Bell Schedule, Transportation and Athletic Conference based on new school feeder pattern

TIMEFRAME: A written and detailed framework for “A New Vision for Sedgefield Middle School” should be finalized no later than the CMS community meeting scheduled for May 3, 2018. This timeframe allows for the preparation of marketing materials and talking points in advance of the November 2018 Prospective Parents’ Open House at SMS and will help to establish confidence within the community as families of current fourth graders evaluate their middle school options.

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SMS TARGET STATE RECOMMENDATIONS

Curriculum Offerings and Course Levels

- Provide Math and Literacy courses placing students according to a published rubric into four course levels: Honors, Advanced (Honors curriculum taught at a comparatively slower pace with additional support in a smaller classroom setting), Standard, Foundations) (the “Core Course Levels”). See Appendix A for example of AG Sixth Grade Placement Rubric.
- Provide a minimum of four Core Course Levels per grade, including Math 1 for qualified seventh graders, exceeding the weighted student staffing allocation during the Transition Years when necessary.
- Provide a full range of non-leveled electives, geared toward student interest and cultivation of multiple intelligences, exceeding the weighted student staffing allocation during the Transition Years when necessary.
- Determine and implement actions required to expand the School Leadership Team beginning in the 2018-19 school year to include parent representation from new feeder pattern in order to benefit from collective input on the School Improvement Plan for the 2019-20 school year.

Teaching, Administrative, and Professional Staff

- Assess data from current fourth grade students across all 2019-20 feeder schools to predict staffing needs based on expected achievement levels of incoming student population.
- Maintain administrative staff and add where necessary to support both existing and incoming students beginning in 2018-19, during the Transition Years and beyond (e.g., ELL support, grade-level guidance counselors, Parent Advocates, Communities in Schools site coordinators, Academic Facilitators).
- Ensure SMS staff has experience and certifications that are appropriate for teaching students in each of the four Core Course Levels and electives.
- Empower the SMS principal with freedom and flexibility in staffing decisions including the ability to deviate from standard policies and practices.
- Provide additional professional development budget for individual and faculty-wide training, including new teachers as identified by principal in advance of the start of the 2019-20 school year, in order to equip SMS teachers with equitable preparation with their peers across all CMS middle schools.
- Provide funding for diversity training for incoming and current teachers and staff.
- Provide funding for professional development in instructional scaffolding and other academic support techniques to facilitate student achievement and upward movement in the Core Course Levels.
- Maintain Title 1 status to continue faculty support for the student population that will remain at SMS during the Transition Years.
- Continue to provide ELL (English Language Learners) services for the significant, current English as a second language student population that will remain at SMS during the Transition Years.

Facilities and Technologies

- Evaluate building structure and resources (e.g., computer equipment, science labs, media center, dramatic and media art facilities, gym and athletic fields) and identify action items and funding needed to ensure they are comprehensive, up to date, and reasonably equivalent to those at AG.
- Evaluate facility security measures (e.g., cameras, locks, etc.) and identify action items and funding needed to ensure they are comprehensive, up to date, and in compliance with CMS policy.
- Request feedback from SMS staff and administration on needed maintenance, improvements and repairs, with such feedback being provided not later than December 1, 2017.
- Perform necessary maintenance and improvements, and prioritize repairs to be completed in a timely manner (e.g., SMS cafeteria roof is severely leaking, school gym needs repairs).

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Bell Schedule and Transportation

- Dialogue with incoming and existing families and facilitate discussions with CMS Transportation regarding change to bell schedule in school year 2018-19 to a range between 8:00-8:30 am and 3:00-3:30 pm, instead of 9:15 am-4:15 pm, with a commitment by the May 3, 2108 community meeting.
- This change offers a variety of distinct benefits, primary among them teacher recruitment. In addition, an earlier bell schedule:
 - Increases compatibility with elementary feeder schools' bell schedules,
 - Allows for additional time and flexibility for afterschool activities, which gives opportunity for student/parent involvement, promotes positive school culture and increase school spirit/pride,
 - Attracts students and families who participate in a variety of extracurricular activities, and
 - Accommodates the complex schedules of families with students at both AG and SMS during the Transition Years.
- Bus: Utilize creative solutions to minimize the time students spend physically on the bus.
- Walkers: Evaluate and update walker zone to accommodate walkers from Dilworth.
- Carpool: Explore possible solutions with SMS and CMS leadership to address the anticipated increase in volume of carpool riders, evaluating facility limitations and neighborhood traffic patterns; increase accessibility for carpool riders coming from First Ward, Barringer, Dilworth and Eastover.
- Stakeholder Involvement:
 - Collaborate with CMS transportation to anticipate problems and implement realistic solutions.
 - Invite current and future SMS families to participate in the transportation evaluation and planning process.
 - Engage with CDOT to evaluate additional school crossings in walker zones from nearby neighborhoods (e.g., Charlotte Drive and Park Road in front of the Famous Toastery).

Student Culture/Community Building

- Partner with CMS family and community engagement representatives (e.g., LaTazja Henry) and local thought leaders to facilitate a series of visioning and community building sessions to unite the community in positive support of the school.
- Offer cultural competency workshops to interested families and students, especially those who actively volunteer at SMS or plan to in the future.
- Elevate and publicize SMS school traditions and build upon them to establish a sense of pride and ownership with all children in SMS.
- Identify SMS alumni and additional local business partners to support school traditions and community building opportunities.
- Ensure minimum disruption for existing student community who will continue at SMS.
- Continue to separate the 6th grade class from the older classes, as with AG and other CMS middle schools, for a self-contained experience that will ease the transition into middle school.
- Provide administrative and faculty support of community building activities, such as dances, tailgates, school "picnics," and opportunities for offsite field trips.

Athletics and Extracurricular Activity

- Move SMS to same sports conference as AG to accommodate new bell schedule, to foster familiarity and community with other middle schools that will be feeding to Myers Park High School, and to accommodate families that will have children at both AG and SMS.
- Ensure that SMS athletic program is reasonably equivalent to that at AG with regards to sports offered and athletic facilities.
- Offer club sports similar to those available at AG (e.g., lacrosse), including offerings for sixth graders.
- Support formation of athletic booster club.
- Based on student interest, provide administrative and faculty support for the formation of and participation in additional extracurricular activities (e.g., Odyssey of the Mind, Robotics, Yearbook,) both during and after school.

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APPENDIX: AG 6th GRADE PLACEMENT RUBRIC

Academic Year 2017-2018
Alexander Graham Middle School Rising 6th Grade Placement Rubric

Student Name: _____ Math Teacher: _____ Homeroom Teacher: _____

Criteria	Description of Data Point Requirement	Criteria Met?												
1. Academic Achievement in the Classroom	<p>_____ 95% homework turned in on time.</p> <p>_____ Formal test average 85% and above.</p> <p><i>Must meet both criteria to earn this data point.</i></p>	_____												
2. Grades in 5 th Grade Math	Grade of 85% or above (Cumulative Grade – F1)	_____												
3. MAP (Spring 2017)	Honors - 80 th Percentile and above – (Spring 2017) S+ - 70 th Percentile and above – (Spring 2017)	_____												
4. Grade 5 EOG Score (2017)	Honors - 80 th Percentile and above S+ - 70 th Percentile and above	_____												
<p>Recommendation for placement in Math 6 Honors requires three out of four criteria met at Honors level. Recommendation for placement in Standard Plus requires meeting either the first or second classroom criteria (in the black edged box), and meeting at least one of the testing criteria at the S+ level (70th percentile or higher).</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Qualified Honors</td> <td style="text-align: center;">Qualified Standard Plus</td> <td style="text-align: center;">Qualified Standard</td> <td style="text-align: center;">Qualified Foundations</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;"> <input type="checkbox"/> Check EOG – may qualify for next level up </td> </tr> </table> <p>**Teacher must check a "qualified" box based on data available at registration. If meeting the EOG data point may change the qualification, teacher may check this box.</p>	Qualified Honors	Qualified Standard Plus	Qualified Standard	Qualified Foundations	<input type="checkbox"/> Check EOG – may qualify for next level up								
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English Language Arts 6 Honors/Standard Plus Eligibility

Student Name _____ Literacy Teacher _____ Homeroom Teacher _____

Criteria	Description and Notes	Criteria Met?												
1. Academic Achievement in the Classroom	<p>_____ 95% homework turned in on time.</p> <p>_____ Formal test average 85% and above.</p> <p><i>Must meet both criteria to earn this data point.</i></p>	_____												
2. Grades in 5 th Grade ELA	Grade of 85% or above (Cumulative Grade-F1)	_____												
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Parent Signature: _____

Notes: