



Thomasville Middle School

School Improvement Plan

2015-2016

**Thomasville Middle School
400 Unity Street.
Thomasville, NC 27360**

Mr. Kevin Leake, Principal

Low Performing School
SPG=D
Did Not Meet Expected Growth
District Choice: Retain Principal

Monitoring and support from the Thomasville City Schools central office will occur in the following ways at Thomasville Middle School (TMS):

First, central office leadership will participate in four Instructional Excellence Inventories (IEI) at the school. These whole school observations consist of central office leadership completing classroom observations to monitor lesson planning, lesson implementation, and adherence to established district frameworks for instruction. In addition, the IEI team participates in a “data dive” with school based personnel to offer additional monitoring and feedback on data. Areas of celebration and opportunities for growth are established, shared with school staff, and monitored between visits. This year, IEI visits at TMS will occur on the following dates: 9/29/15, 11/5/15, 1/13/16, 4/7/16

Second, central office leadership will work with the principal at TMS to complete four school wide walk-throughs each semester. These walk-throughs provide a time for the principal, with support and monitoring from the central office “walker”, to visit classrooms, monitor instruction, share data, and discuss areas of concern, while gaining insight and support from the central office “walker. The dates for these walkthroughs at TMS in the fall semester are: 9/14/15, 10/29/15, 11/3/15, 12/8/15. Four additional dates will be scheduled for the spring semester.

Third, curriculum leads and instructional technology leads work with teachers and administrators at TMS to further develop, revise, strengthen and reflect upon Instructional Focus Calendars each quarter. These collaborative sessions are a time for guided and monitored work by teachers, with central office support, to plan together. Sessions begin with data updates to focus the work. Central office C & I and instructional technology personnel actively engage with and support teachers in design of pacing, lessons, and assessments to support quality, differentiated instruction. Dates for these collaborative sessions at TMS are: 10/19/15, 10/20/15, 1/7/16, 1/8/16, 3/17/16, 3/18/16, 4/28/16, 4/29/16.

Final, as members of Cohort One for MTSS implementation, TMS will receive central office support through professional development and monitoring of Tier One instructional strategies and their implementation. Dates for these activities at TMS are: 9/2/15, 10/7/15, 11/4/15, 1/6/16, 2/3/16, 3/2/16.

School Profile

School Name: Thomasville Middle School

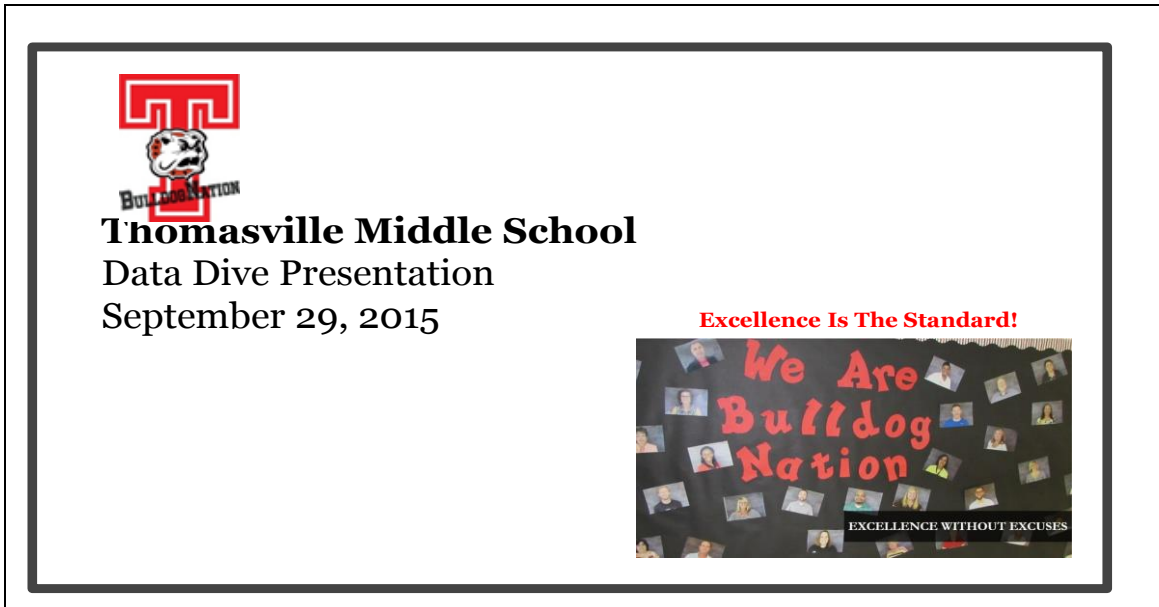
	Number	Percentage of Student Population
Number of Students Enrolled	497	100%
Number of General Education Students	415	77%
Number of Exceptional Children	61	12%
Number of Gifted Students	35	7%
Number of Limited English Proficient Students	23	5%
Students Eligible for Free or Reduced-price Lunch	467	94%
Attendance Rate		96.15%
Promotion Rate	536	99.6 %
Dropout Rate		N/A
Suspensions	73	13.5 %
Ethnic make-up of students:		
• Black	180	37%
• White	115	24%
• Asian	3	<1%
• Hispanic	177	36%
• American Indian	3	<1%
• Multi-racial	18	<1%

Number of Assistant Principals	2
Number of Classroom Teachers	36
Number of Teacher Assistants	5

Instructional Excellence Inventory September 29, 2015

Data Dive Presentation

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Our Students

Grade Level	Total in Grade	(AM) American Indian or Alaska Native	(AS) Asian	(BL) Black or African American	(PI) Native Hawaiian/Other Pac Islander	(WH) White	Hispanic/Latino	Two or More Race Categories
6	<u>160</u> 85 / 75	<u>3</u> 2 / 1	<u>1</u> 0 / 1	<u>56</u> 29 / 27	<u>1</u> 0 / 1	<u>32</u> 15 / 17	<u>62</u> 36 / 26	<u>5</u> 3 / 2
7	<u>172</u> 83 / 89	<u>1</u> 1 / 0	<u>1</u> 0 / 1	<u>61</u> 28 / 33	<u>0</u> 0 / 0	<u>47</u> 28 / 19	<u>56</u> 24 / 32	<u>6</u> 2 / 4
8	<u>169</u> 87 / 82	<u>0</u> 0 / 0	<u>1</u> 1 / 0	<u>66</u> 31 / 35	<u>0</u> 0 / 0	<u>39</u> 17 / 22	<u>56</u> 32 / 24	<u>7</u> 6 / 1
Total	<u>501</u> 255 / 246	<u>4</u> 3 / 1	<u>3</u> 1 / 2	<u>183</u> 88 / 95	<u>1</u> 0 / 1	<u>118</u> 60 / 58	<u>174</u> 92 / 82	<u>18</u> 11 / 7

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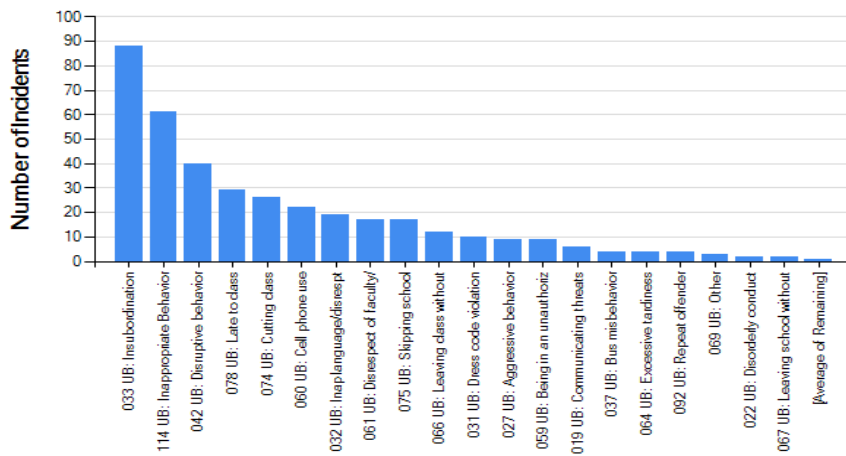
Attendance and Tardies

	2014-2015			2015-2016		
	Absences 6-9 Days	Absences +10	Tardies	Absences 6-9 Days	Absences +10	Tardies
August			80	0	0	45
September			848	4	2	258
October			1511			
November			2080			
December			2533			
January			3211			
February			3660			
March			4766			
April			5463			
May			6511			

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Incidents By Behavior



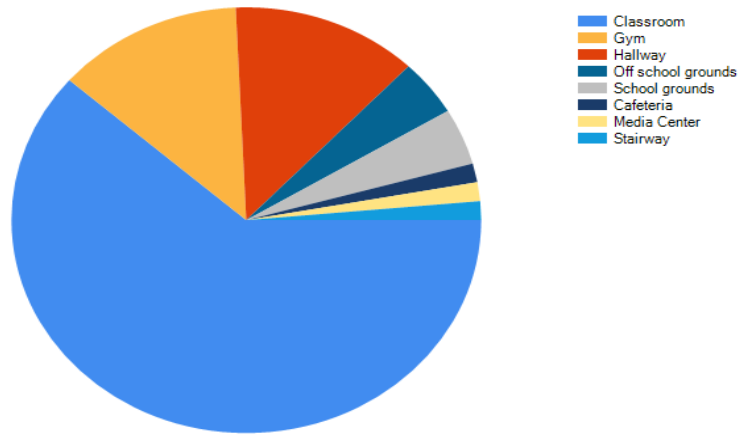
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Behavior	Incidents	Percent of Incidents	Behavior	Incidents	Percent of Incidents
033 UB: Insubordination	88	32.40%	059 UB: Being in an unauthoriz	9	3.30%
114 UB: Inappropriate Behavior	61	22.40%	019 UB: Communicating threats	6	2.20%
042 UB: Disruptive behavior	40	14.70%	037 UB: Bus misbehavior	4	1.50%
078 UB: Late to class	29	10.70%	064 UB: Excessive tardiness	4	1.50%
074 UB: Cutting class	26	9.60%	092 UB: Repeat offender	4	1.50%
060 UB: Cell phone use	22	8.10%	069 UB: Other	3	1.10%
032 UB: Inap language /disrespt	19	7.00%	022 UB: Disorderly conduct	2	0.70%
061 UB: Disrespect of faculty/	17	6.30%	067 UB: Leaving school without	2	0.70%
075 UB: Skipping school	17	6.30%	025 UB: Harassment - verbal	1	0.40%
066 UB: Leaving class without	12	4.40%	036 UB: Theft	1	0.40%

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Incident By Location



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Incidents by Location

Location	Incidents	Percent of Incidents
Classroom	43	61.4%
Hallway	9	12.9%+
Cafeteria	1	1.4%
Gym	9	12.9%
Stairway	1	1.4%
School grounds	3	4.3%
Off school grounds	3	4.3%
Media Center	1	1.4%
Total	70	



Disciplinary Placements

Consequence	Incidents	Percent of Incidents
003 OSS	13	18.6%
002 ISS - In School Suspension	24	34.3%
115 ISS Partial Day	7	10.0%
024 Lunch Detention	3	4.3%
026 Time Out	2	2.9%
030 Admin Conf w/Parent	1	1.4%
031 Admin Conf w/Student	6	8.6%
063 Other	13	18.6%
No consequence assigned	1	1.4%
Total	69 consequences in 70 incidents	

Our Programs

	6th	7th	8th
AIG (51)	16	16	19
ESL (23)	5	7	11
EC (60)	22	21	17
21st Century During School	N/A		
21st Century After School	N/A		
Advanced Classes			2 Math 1 Classes
Office of Student Promise	9 Signed		
Bulldog Academy	0	1 student	2 students
School Based Therapy	21 referred and 16 consented		

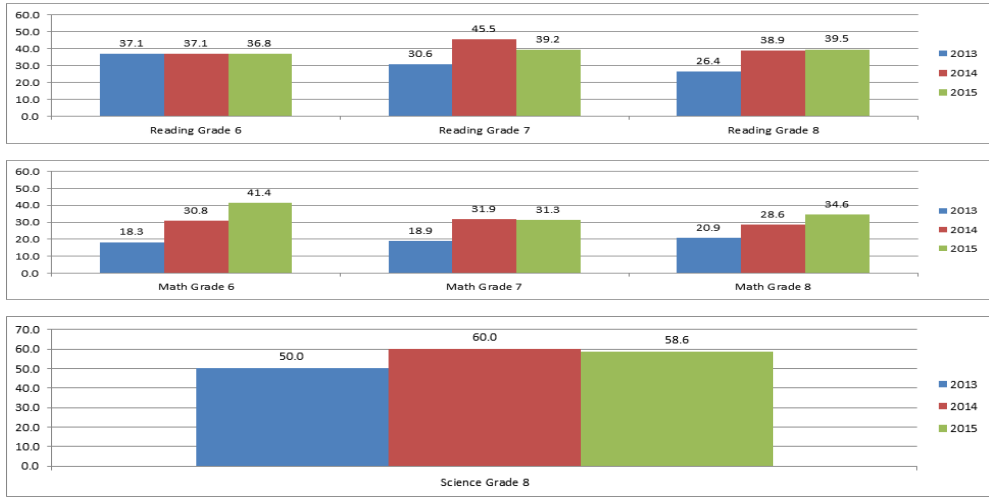
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Parent Portal Usage

	Parent/Student Mobile App	Parent/Student Web Portal
August/September (September 23)	91 Parents 887 Students	730 Parents 1574 Students
October		
November		
December		
January		
February		
March		
April		
May		

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2013-2015 EOG Proficiency Summary



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6th Grade Math Goal Summary Data

	Percent Correct								Difference from State							
	Calc In	Grid Res	Calc Active	Ratios Proport Relations	Numb Syst	Express and Equation	Geo	Stats and Prob	Calc In	Grid Res	Calc Active	Ratios Proport Relations	NumbS yst	Express and Equation	Geo	Stats and Prob
6th	37	28.5	42.4	47.5	41.2	38.8	39.1	39.2	-8.2	-8.6	-11.3	-6.4	-9.6	-9.1	-13.4	-16.7
T1	27.4	18.4	33.8	38.8	32.7	30.6	28.3	29.1	-17.8	-18.7	-19.9	-15.1	-18.1	-17.3	-24.2	-26.8
T2	51.3	43.6	55.6	59.7	53.5	53.3	54.4	52.1	6.1	6.5	1.9	5.8	2.7	5.4	1.9	-3.8
T3	33.3	25.3	38.2	49.1	40.5	29.9	31.5	36.8	-11.9	-11.8	-15.5	-4.8	-10.3	-18	-21	-19.1
T4	20	5.6	22.9	28.6	21.1	17.8	20.8	30	-25.2	-31.5	-30.8	-25.3	-29.7	-30.1	-31.7	-25.9

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6th Grade ELA Goal Summary Data

	Percent Correct				Difference From State		
	Language	Reading Literature	Reading Informational Text		Language	Reading Literature	Reading Informational Text
6th Grade	59.0	56.4	50.9		-15.0	-12.5	-14.1
T1	65.5	63.1	55.8		-8.5	-5.8	-9.2
T2	57.5	54.6	48.8		-16.5	-14.3	-16.2
T3	30.9	32.1	38.1		-43.1	-36.8	-26.9

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7th Grade Math Goal Summary Data

	Percent Correct									Difference from State							
	Calc In	Grid Res	Calc Active	Ratios and Proport	Num Sys	Express and Equ	Geo	Stats and Prob		Calc In	Grid Res	Calc Active	Ratios and Proport	Num Sys	Express and Equ	Geo	Stats and Prob
7th	31.8	21.7	38.8	40.4	19.4	38.5	34.5	42.4		-11.9	-11.5	-13.3	-12.3	-9.6	-15.5	-11.1	-14.9
T1	39.4	29.7	44.5	49	26.8	44.4	38.3	48.6		-4.3	-3.5	-7.6	-3.7	-2.2	-9.6	-7.3	-8.7
T2	28.6	17.4	35.6	36.3	15.2	36.3	32.8	37.2		-15.1	-15.8	-16.5	-16.4	-13.8	-17.7	-12.8	-20.1
T3	30.5	20.7	38.4	38.5	18.6	37.1	34.5	44.8		-13.2	-12.5	-13.7	-14.2	-10.4	-16.9	-11.1	-12.5
T4	7.8	0	22.9	19.2	0	23.1	19.4	19		-35.9	-33.2	-29.2	-33.5	-29	-30.9	-26	-38.3

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7th Grade ELA Goal Summary

	Percent Correct				Difference From State		
	Language	Reading Literature	Reading Informational Text		Language	Reading Literature	Reading Informational Text
7th	56.5	58	49.8		-13.8	-15.1	-11.9
T1	58.6	64.1	51.5		-11.7	-9	-10.2
T2	54.9	52.5	46.6		-15.4	-20.6	-15.1
T3	28.6	33.1	27.9		-41.7	-40	-33.8
T4	37.5	35.5	25		-32.8	-37.6	-36.7
T5	18.8	19.7	16.7		-51.6	-53.4	-45
T6	62	65.6	56.3		-8.3	-7.5	-5.4

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8th Grade Math Goal Summary

	Percent Correct									Difference from State							
	Calc In	Grid Res	Calc Active	Ratios and Propot	Num Syst	Express and Equat	Geo	Stats and Prob		Calc In	Grid Res	Calc Active	Ratios and Proport	Num Syst	Express and Equat	Geo	Stats and Probab
8th	32.4	20.1	46.2	42.7	19.2	37.9	54.4	41.3		-8.5	-8.8	-7.9	-8.6	-5.5	-10.8	-3.4	-9
T1	25.5	11.4	39.3	35.7	7.8	31.8	46.1	36.1		-15.4	-17.5	-14.8	-15.6	-16.9	-16.9	-11.7	-14.2
T2	32.7	21.1	48.7	47.9	21.7	39.4	55.5	39.4		-8.2	-7.8	-5.4	-3.4	-3	-9.3	-2.3	-10.9
T3	41.3	29.9	54.9	49.6	31.3	45.3	66.9	48.8		0.4	1	0.8	-1.7	6.6	-3.4	9.1	-1.5
T4	12.4	0	24.9	29.8	0	18.8	14.3	30.4		-28.5	-28.9	-29.2	-21.5	-24.7	-30	-43.5	-19.9
T5	18.3	11.1	29.3	33.3		32.8	15.9	21.9		-22.6	-17.8	-24.8	-18		-15.9	-41.9	-28.4

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8th Grade ELA Goal Summary

	Percent Correct				Difference From State		
	Language	Reading Literature	Reading Informational Text		Language	Reading Literature	Reading Informational Text
8th	58.6	56	50.9		-11.6	-10.5	-11
T1	62.9	59.7	54.2		-7.3	-6.8	-7.7
T2	62.4	57.7	52.4		-7.8	-8.8	-9.5
T3	57.2	56.4	49.5		-13	-10.1	-12.4
T4	46	43.8	48.2		-24.2	-22.8	-13.7
T5	24.4	31	31.4		-45.8	-35.5	-30.5
T6	40	47.8	41.2		-30.2	-18.7	-20.7

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8th Grade Science Goal Summary

	Matter: Properties and Change	Energy Conservation and Transfer	Earth Systems, Structures and Processes	Earth History	Structure and Function of Living Organisms	Ecosystems	Evolution and Genetics	Molecular Biology		Matter: Properties and Change	Energy Conservation and Transfer	Earth Systems, Structures and Processes	Earth History	Structure and Function of Living Organisms	Ecosystems	Evolution and Genetics	Molecular Biology
	8th	49.1	48.3	47.1	42.3	59.1	53.2	53.5		42.2		-5.8	-5.1	-14.7	-12.2	-5.8	-11.0
T1	50.7	49.5	47.7	43.8	60.4	55.3	56.2	42.2		-4.2	-3.9	-14.1	-10.7	-4.5	-8.9	-8.0	-10.0
T2	43.3	45.0	45.0	39.5	55.5	46.7	42.1	41.7		-11.6	-8.4	-16.8	-15	-9.4	-17.5	-22.1	-10.6

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Gains and Difference from State

	TCS 2013	TCS 2014	TCS Gains 2013 to 2014	TCS 2015	TCS Gains 2014-2015	TCS Gains 2013 to 2015	State 2015	TCS Difference from State
Reading 6	37.1	37.1	0.0	36.8	-0.3	-0.3	57.2	-20.4
Reading 7	30.6	45.5	14.9	39.2	-6.3	8.6	56.1	-16.9
Reading 8	26.4	38.9	12.5	39.5	0.6	13.1	53.4	-13.9
Math 6	18.3	30.8	12.5	41.4	10.6	23.1	48.5	-7.1
Math 7	18.9	31.9	13.0	31.3	-0.6	12.4	46.9	-15.6
Math 8	20.9	28.6	7.7	34.7	6.1	13.8	43.2	-8.5
Science 8	50.0	60.0	10.0	58.9	-1.1	8.9	72.6	-13.7
Math I	59.2	80.0	20.8	100.0	20.0	40.8	59.8	40.2

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Subgroup EOG Performance Data

Performance Composite GLP

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Reading	38.5 540	44.3 271	32.7 269	* <5	80.0 5	32.8 195	44.8 163	33.3 24	38.8 152	34.3 318	7.4 27	16.1 56	84.2 38
Math	35.7 540	35.4 271	36.1 269	* <5	80.0 5	26.7 195	44.8 163	33.3 24	36.8 152	28.6 318	7.4 27	12.5 56	>95

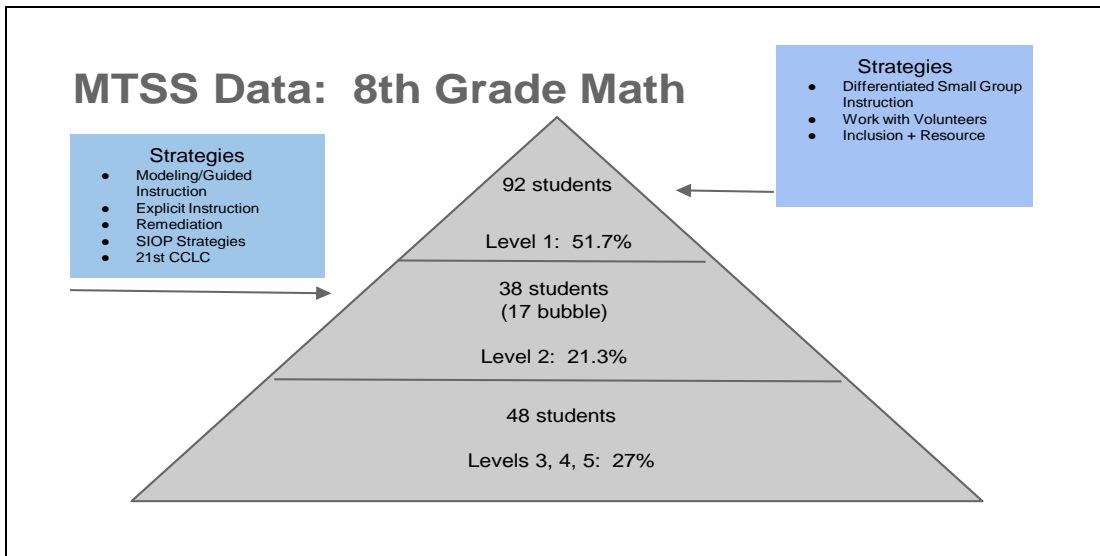
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School Performance

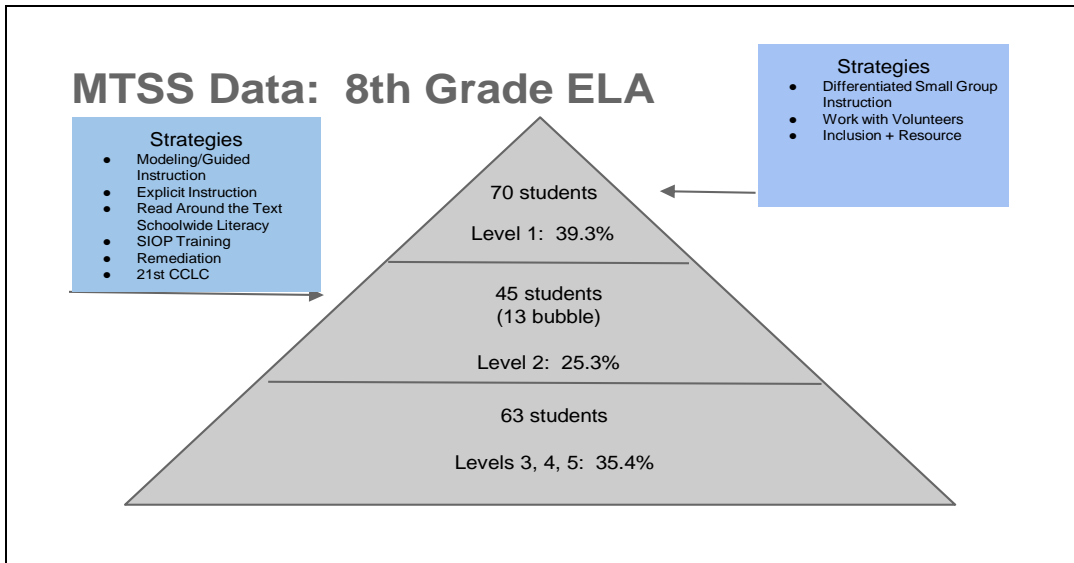
SPG=D

Did Not Meet Expected Growth

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What Our Data Tells Us

The 5 period schedule was not successful.
 inconsistency in the delivery of instruction at a high level
 seat time in core classes has an impact
 We are not growing our advanced students in reading.
 EC students remain underperforming

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School Improvement Plan



School Goal 1: Increase reading and math achievement.

- Strategy 1: Utilize data from SRI, EOG and common assessments to provide direct intervention and remediation to struggling students.
- Strategy 2: All teachers will utilize instructional strategies from district professional development in their content areas.
- Strategy 3: Ensure the implementation of IEPs, 504 plans and PEPs that they are inclusive of best instructional practices to support learning all content areas.

School Goal 2: Promote a positive school climate where all staff (stakeholders) are engaging students and practicing consistent high expectations for each child.

- Strategy 1: Establish and maintain clear procedures, rules and expectations for classrooms, hallways and common areas.
- Strategy 2: Maintain the Positive Alternative to School Suspension program
- Strategy 3: Establish PBIS program.

School Goal 3: Strengthen, monitor and support teachers in the area of delivery of instruction with a focus on literacy.

- Strategy 1: Provide ongoing professional development to support academic rigor.
- Strategy 2: Implement Problem Based Learning to support the development of critical thinking through math and science.
- Strategy 3: Lesson plans will have specific requirements and expectations.

School Goal 4: The results of the NC Teacher Working Conditions Survey indicate that improvements can be made to improve school climate as it relates to teacher, students and parents.

- Strategy 1: Develop SGA purpose/goals.
- Strategy 2: By June 2016, stakeholder/community/parent involvement will increase by 25% as measured by parent sign in sheets at TMS events
- Strategy 3: Establish guidelines for parent/community communication.

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Next Steps:

- Ensure PLCs function with maximum effectiveness
 - build capacity; provide support to help them become more relative and effective
- Utilize SIP as a guide
 - maintain focus; monitor regularly, adapting as necessary

Collaborate with TPS/THS to vertically align instructional practices particularly in transition years.



We need assistance with:

Simplifying goals to create the greatest impact
keeping the focus on the SIP

Data analysis
data wall

Continued support with scheduling
daily remediation



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	Signature/Date
Principal	Kevin Leake	
SIT Chair	Amii Skriletz (1)	
Parent Representative	Angela Bowman	
Assistant Principal	Michelle Posley (3)	
6 th Grade Representative	Ruby Thornton (2)	
7 th Grade Representative	Yvette Washington (1)	
8 th Grade Representative	Scott Morgan (2)	
Office Staff Representative	Lauren Trivett (3)	
Teacher Assistant Representative	Robin Hannah (3)	
EC/ESL Representative	Stan Baranowski (1)	
Exploratory Representative	Cheryl McCoy (1)	
At Large	Joseph Dlangalala (2)	
At Large	Kathy Smith (2)	

The numbers in parenthesis () indicate the years each staff member has remaining to serve on the School Improvement Team.

NC State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Thomasville City Schools

District Goals

Goal 1 – Thomasville City Schools will produce globally competitive students.

Goal 2 – Thomasville City Schools will be led by 21st Century professionals.

Goal 3 – Thomasville City School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in Thomasville City Schools.

Goal 5 – Thomasville City Schools will be governed and supported by 21st Century systems.

Thomasville Middle School
Vision

All students can learn. Each student is a valued individual with unique intellectual, physical, social and emotional needs. Student learning is the chief priority of our school. All constituents share in the responsibility for providing learning. High expectations and researched based learning help design instruction. We provide children a variety of instructional strategies. Assessment of student learning should be provided in a variety of ways. Commitment to continuing improvement should be imperative so students can become confident, self-corrective, life-long learners.

School Data and Summary Analysis

Use data as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Evidence of project based learning
Focus on instructional leadership as a means to increase consistency of instructional delivery
Lesson planning based on district plan template
Evidence of academic vocabulary being taught
Growth in ELA and Math based on EOGs

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

EOG scores are below state average
Lesson delivery needs to be improved to increase rigor in all classrooms
Classroom management continues as an area of interest. We are in need of clear norms and expectations.
Improvements needed for ISS and PASS to ensure students misbehavior decreases and students don't lose valuable instructional time.
PBL training has not be received by all staff members

3. What data is missing, and how will you go about collecting this information for future use?

2015-16 End of Grade achievement data;
EVAAS data;
Review 360 Discipline Data Collection Tool (students and teacher attendance/tardies/behavior);
Benchmark assessments
Common assessments

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

**Cite relevant evidence from your analysis to support these priorities.*

1. Strengthen and support reading and math instruction school-wide based on achievement data, SRI data, CFA data and IEI data.
2. Promote a positive school climate where all staff (stakeholders) are engaging students and practicing consistent high expectations for each child.
3. Strengthen, monitor and support teachers in the area of delivery of instruction.
4. Utilize outreach efforts to extend opportunities to families to become active partners in their children's learning.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

6th Proficiency rate = Reading 37.7% Math 30.8%
 7th Proficiency rate= Reading 45.5% Math 31.9%
 8th Proficiency rate= Reading 38.9% Math 28.6%

School Goal 1: Increase reading and math achievement.

Supports this district goal: Thomasville City Schools will produce globally competitive students.

Measurable Target: Improve student achievement in reading and math proficiency within each grade level by 10% **as indicated by the NC EOGs in the spring of 2016.**

Indicator: NC End of Grade Reading/Math tests

Milestone Date: June, 2016

Goal 1 Improvement Strategies – Identify research-based strategies to increase reading and math achievement.

Strategy 1: Utilize data from SRI, EOG and common assessments to provide direct intervention and remediation to struggling students.

Plan/Do	Action Steps		Funding Amount Funding Source	Champion	Review Date
	Action Step 1:	Develop school remediation plan to improve reading and math achievement. <ul style="list-style-type: none"> Level I's afterschool Level II's – during the school day Community volunteers will be strategically placed in areas of need.	21 st Century	Carol Sherril	Quarterly
	Action Step 2:	Continue to provide 21st CCLC services to remediate students who are below grade level	None	Michelle Posley	Quarterly
	Action Step 3:	Organize school-wide data team to compile student data walls that will be used to inform and drive instructional practices	None	Kevin Swaim	Quarterly
	Action Step 4:	Provide RTI Tier 1 Professional Development. <ul style="list-style-type: none"> Modeling of Tasks Explicit Instruction Multiple Opportunities for Practice Specific Corrective Feedback Active Engagement 	None	Catherine Gentry	Monthly
	Action Step 5:	Utilize data provided from Common Formative Assessments/Benchmarks to impact instructional practices. <ul style="list-style-type: none"> Utilize data wall to track student progress 	None	Instructional Leadership Team/Team Leaders	Weekly
	Action Step 6:	Restructure PLC meetings to include purposeful discussion of data and interventions.	None	Instructional Leadership Team/Team Leaders	Quarterly

Strategy 2: All teachers will utilize instructional strategies from district professional development in their content areas.

Plan/Do	Action Steps		Funding Amount Funding Source	Champion	Review Date
	Action Step 1:	Develop a shared vision through the School Improvement Plan (Plan, Do, Check, Act) and monitor the progress through staff surveys and discussions.	None	Kevin Leake	Monthly
	Action Step 2:	Teacher modeling (Teachers Helping Teachers) for coaching purposes <ul style="list-style-type: none"> Site-based teacher tube-like videos Recording teachers for the purpose of critiquing/coaching instructional delivery 	Teacher Helping Teachers Grant/Staff Development Funds	Kevin Swaim/Amii Skriletz	Quarterly

	Action Step 3:	Incorporate Tier 1 RTI strategies in Walk Through tools.	None	Administrators	Weekly	
	Action Step 4:	Utilize prescriptive professional development for teachers that do not demonstrate growth in data analysis, instructional practices, etc... as recorded in classroom walk-throughs and observations	None	Administrators	Weekly	
	Action Step 5:	Curriculum Facilitator will support teachers during PLC meetings and with lesson planning/delivery	None	Carol Sherrill	Weekly	
	Action Step 6:	Provide coaching to improve implementation of Tier I RTI	None	Catherine Gentry	Monthly	
	Strategy 3: Ensure the implementation of IEPs and 504 plans that they are inclusive of best instructional practices to support learning all content areas.					
	Action Steps		Funding Amount	Funding Source	Champion	Review Date
	Action Step 1:	Organize and utilize scheduling team with representatives from all departments and grade levels to develop a teaming environment.	None		Michelle Posley	Yearly
	Action Step 2:	Move towards a co-teaching model to address EC/ELL deficiencies and increase proficiency with training beginning this year (3-year plan for implementation)	None		Kevin Leake	Quarterly
	Action Step 3:	EC, ESL and classroom teachers will collaborate to maintain accurate and appropriate accommodation documentation to ensure guidelines are being met on IEPs, LEPs, & 504 plans and students are making progress both academically and behaviorally	None		Buddy Walker Ken Hill	Quarterly
	Action Step 4:	Provide opportunities for small group instruction for all struggling students, including EC/ELL students through the use of tutors	21 st Century		Michelle Posley/ Buddy Walker	Weekly
Action Step 6:	Perform quarterly reviews and updates of IEPs, & 504 plans to determine the fidelity of implementation	None		Stephanie Preston Stan Baranowski Ken Hill	Quarterly	
Check	What data will be used to determine whether the strategies were deployed with fidelity? We will use Common Formative Assessments, SRI data, benchmark assessments, quarterly grades and EOG scores. Walk-through data and classroom observation data will also be used. Lesson plans will be monitored to show evidence of action steps being planned and implemented. Training agendas (Canvas), materials and sign in sheets will be stored on a common workspace for easy access to teachers. PLC meeting notes will reflect team planning and discussions. IEl feedback will be a valuable tool for determining fidelity.					
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Data from CFAs/Benchmark assessments Use of data wall to track student progress Data discussion during Instructional Excellence Inventory visits					
Act	What does data show regarding the results of the implemented strategies?					
	Based upon identified results, should/how should strategies be changed?					

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: Discipline

School Goal 2: Promote a positive school climate where all staff (stakeholders) are engaging students and practicing consistent high expectations for each child.

Supports this district goal: Thomasville City School students will be healthy and responsible.

Measurable Target: TMS will provide a positive and safe learning and teaching environment by a 25% increase in stakeholders' satisfaction on the TWCS and a 5% reduction in student discipline referrals **by spring 2016 as indicated by the survey and data collected using Review 360 Behavior Management Software.**

Indicator:

Milestone Date: June, 2016

Goal 2 Improvement Strategies – Identify research-based strategies to address undesirable student behaviors.

Strategy 1: Establish and maintain clear procedures, rules and expectations for classrooms, hallways and common areas.				
Action Steps		Funding Amount Funding Source	Champion	Review Date
Action Step 1:	Create rules and procedures to be posted in classrooms and hallways to ensure expectations are consistent for all stakeholders <ul style="list-style-type: none"> October 30th – Tricia Gladstone Training Street names assigned to hallways by end of November 	Printing - \$1000	Buddy Walker	Semester
			Alyson Shoaf	
Action Step 2:	Provide professional development on classroom management strategies and monitor implementation of strategies <ul style="list-style-type: none"> Review 360 Discipline Data Collection Tool 	Staff development funds	Buddy Walker	Semester
Action Step 3:	Hold <u>frequent</u> administrative assemblies (<u>as needed</u>) to reinforce students and staff with expectations	None	Administration	As needed
Action Step 4:	Incorporate a discipline focus/discussion during staff meetings and PLCs based on Review 360 discipline data	None	Kevin Leake	Monthly
Action Step 5:	Provide training on Eric Jensen's <i>Teaching with Poverty In Mind</i> <ul style="list-style-type: none"> November 19th 	None	Paula Gaylord/Greg Gillis	Fall 2015
Action Step 6:	Market and participate in #Bulldog Nation district -wide pride initiative. (Pride, diversity, unity, excellence)	District	Kevin Leake	Yearly
		21 st Century		
		General Funds (Fundraiser)		
Action Step 7:	Provide Non Violent Crisis Intervention Training/De-escalation training for staff members and monitor implementation of strategies	Staff development funds	Buddy Walker/Laura LeClerc	Yearly
Strategy 2: Maintain the Positive Alternative to School Suspension program				
Action Steps		Funding Amount Funding Source	Champion	Review Date
Action Step 1:	Modify and update expectations for In School Suspension (ISS)/Positive Alternative School Suspension (PASS).	Supplies - \$200	Buddy Walker	Semester
Action Step 2:	Utilize a point system to track and monitor student behavior in ISS and PASS	None	Buddy Walker/Tyler Tobin	Semester
Action Step 3:	Support classroom instruction while in ISS/PASS to ensure students receive assignments and are given adequate direction for completion of assignments	None	Kevin Leake	Weekly

Plan/Do

	Action Step 4:	Monitor and enforce vertical alignment of discipline procedures for consistency of expectations throughout the school <ul style="list-style-type: none"> Established by the PBIS team Monitored during Classroom Walk-throughs 	None	Administration	Weekly
	Action Step 5:	Develop a system of documentation in Review 360 for classroom interventions to curb inappropriate behavior	Staff development funds	Administration/PBIS Team	Semester

	Strategy 3: Implement PBIS program.				
	Action Steps		Funding Amount Funding Source	Champion	Review Date
	Action Step 1:	Maintain school-wide PBIS team and provide on-going training for implementation of PBIS	Staff development funds	Buddy Walker	Semester
	Action Step 2:	Provide professional development for PBIS for all staff	Staff development funds	Buddy Walker	Semester
	Action Step 3:	Begin planning of PBIS incentive activities	None	Buddy Walker	Semester
Action Step 4:	Create a behavior matrix to be posted in classes and hallways and provide on-going professional development to explain and clarify matrix	Printing funds - \$200	Buddy Walker	Semester	
Check	What data will be used to determine whether the strategies were deployed with fidelity? Discipline data from 360, suspension data, staff surveys, student surveys and parent surveys will all be utilized. Evaluations from PBIS training will also be considered.				
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Survey results, Review 360 data, decrease in inappropriate behavior, 2016 Working Conditions Survey				
Act	What does data show regarding the results of the implemented strategies?				
	Based upon identified results, should/how should strategies be changed?				

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: Delivery of Instruction with a literacy focus
Instructional Excellence Inventories consistently reported that the Delivery of Instruction had opportunities for growth. Lesson planning, academic rigor and student engagement were acknowledged as weaknesses.

School Goal 3: Strengthen, monitor and support teachers in the area of delivery of instruction with a focus on literacy.

Supports this district goal: Thomasville City Schools will be led by 21st Century professionals

Measurable Target: 100% of the teachers will plan and implement lessons on grade level that supports differentiation, rigor and assessment **during the 2015-2016 school year. Administrators will maintain lesson plan data.**

Indicator: EOG/EOC results, lesson plans, walkthrough data

Milestone Date: June, 2016

Goal 3 Improvement Strategies – Identify research-based literacy strategies.

Strategy 1: Provide ongoing professional development to support academic rigor.				
Action Steps		Funding Amount Funding Source	Champion	Review Date
Action Step 1:	Survey teachers for specific instructional needs within the framework of the district/school vision	None	Instructional Coaches	Yearly
Action Step 2:	Vertical alignment with Big 4 Literacy Strategies <ul style="list-style-type: none"> • Reading Around the Text (RAT) • Key Idea; Information; Memory Clues (KIM) • Cornell Note Taking • Very Important Points (VIP) 	Staff development funds	Instructional Coaches	Quarterly
Action Step 3:	Develop a school wide professional development to include research-based strategies such as <ul style="list-style-type: none"> • Problem Based Learning (PBL) • Big 4 Literacy Strategies • Tier 1 	None	Instructional Coaches	Annually
Action Step 4:	Monitor monthly through classroom walkthroughs and lesson plans to ensure teachers are implementing new strategies	None	Instructional Coaches	Monthly
Action Step 5:	Require staff to participate in district and regional level professional development and redeliver portions of training for colleagues	Staff development funds	Instructional Coaches	Quarterly
Strategy 2: Promote Problem Based Learning to support the development of critical thinking through math and science.				
Action Steps		Funding Amount Funding Source	Champion	Review Date
Action Step 1:	Provide PBL training to teachers and staff	Staff development funds	Kevin Swaim	Semester
Action Step 2:	Teachers observe classrooms of previously trained PBL teachers	None	Kevin Swaim	Semester
Action Step 3:	Provide on-going PBL support/coaching and professional development through Wake Forest University	\$750.00	Kevin Swaim	Semester
Strategy 3: Lesson plans will have specific requirements and expectations.				
Action Steps		Funding Amount Funding Source	Champion	Review Date
Action Step 1:	Administration monitoring of instructional delivery using district guidelines (Each admin. 40 classroom	None	Administrators	Quarterly

Plan/Do

		walk-throughs per qtr.)			
	Action Step 2:	Utilize instructional coaches in lesson planning and the implementation of lesson plan expectations by providing professional development and modeling in classrooms	None	Instructional Coaches	Weekly
	Action Step 3:	Lesson plan monitoring and feedback will be part of the weekly classroom walkthrough process	None	Administration	Weekly
Check	What data will be used to determine whether the strategies were deployed with fidelity? We will use common formative assessments, benchmark assessments and EOG/EOC scores. Walk-through data will also be used. Lesson plans will be evidence that expectations are being met. Training agendas and materials will be stored on our workspace for teacher use. PLC meeting notes will reflect team planning and discussions.				
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Instructional Excellence Inventory feedback Lesson plan rubrics Common assessment data				
Act	What does data show regarding the results of the implemented strategies?				
	Based upon identified results, should/how should strategies be changed?				

Priority Goal 4 and Associated Strategies					
<p>Area for improvement and supporting data: Teacher Working Conditions Survey, IEL Opportunities for Growth and CNA results. The results of the NC Teacher Working Conditions Survey indicate that improvements can be made to improve school climate as it relates to teacher, students and parents.</p> <p>School Goal 4: Improve School Climate (The results of the NC Teacher Working Conditions Survey indicate that improvements can be made to improve school climate as it relates to teacher, students and parents.)</p> <p>Supports this district goal: Thomasville City Schools will produce globally competitive students.</p> <p>Measurable Target: By June 2016, stakeholder/community/parent involvement will increase by 25% as measured by parent sign in sheets at TMS events.</p> <p>Indicator:</p> <p>Milestone Date:</p>					
Goal 4 Improvement Strategies – Identify research-based strategies to improve school climate					
Plan/Do	Strategy 1: Investigate School Government Association				
	Action Steps		Funding Amount Funding Source	Champion	Review Date
	Action Step 1:	Select a staff sponsor	None	Stephanie Preston	Spring 2016
	Action Step 2:	Determine criteria for eligible candidates.	None	Stephanie Preston	Spring 2016

	Action Step 3:	Develop SGA purpose/goals and determine meeting schedule for summer and 2016-2017 academic year	None	Stephanie Preston	Spring 2016
Strategy 2: By June 2016, stakeholder/community/parent involvement will increase by 25% as measured by parent sign in sheets at TMS events					
Action Steps			Funding Amount Funding Source	Champion	Review Date
	Action Step 1:	Plan Mother/Daughter & Father/Son activities once a quarter	Supplies funds - \$500	Michelle Posley	Fall/Spring
	Action Step 2:	Revitalize PTA by electing and training officers	None	Michelle Posley	Fall 2015
	Action Step 3:	Invite parents to attend grade level parent focus groups once a semester	Supplies funds - \$200	Michelle Posley	Semester
	Action Step 4:	Make parent contact beyond progress reports and report cards to inform parents of their student's academic progress <ul style="list-style-type: none"> Monitored by fidelity checks Each administrator will have frequent discussions (during observations) with staff members 	None	Administrators	quarterly
	Action Step 5:	Solicit community groups and churches to volunteer in the school. <ul style="list-style-type: none"> Home Boyz Brown New Calvary Baptist Church 	None	Michelle Posley	quarterly
Strategy 3: Establish guidelines for parent/community communication.					
Action Steps			Funding Amount Funding Source	Champion	Review Date
	Action Step 1:	Establish guidelines for parent/community communication.	None	Michelle Posley	Quarterly
	Action Step 2:	Place street signs in visible areas and send home notices advertising upcoming events	Supplies funds - \$700	Kevin Leake/Alyson Shoaf	Fall 2015
	Action Step 3:	Use text features like Remind 101 and Connect Ed as different form of parent communication	None	Administration	Monthly
	Action Step 4:	Explore the use of social media	None	Administration	On-going
	Action Step 5:	Update webpages once each quarter (at a minimum)	None	Kevin Swaim	Quarterly
Check	What data will be used to determine whether the strategies were deployed with fidelity? Discipline data, suspension data, staff surveys, student surveys.				
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Increased parent involvement opportunities Increased parent involvement				
Act	What does data show regarding the results of the implemented strategies?				
	Based upon identified results, should/how should strategies be changed?				

Safe School Plan

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:	Kevin Leake	Principal
	Michelle Posley	Assistant Principal
	TBD	Assistant Principal

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Name	Role	Signature/Date
Kevin Leake	Principal	
Michelle Posley	Assistant Principal	
Norman Walker	Assistant Principal	
Kelvin Caraway	Teacher	
Richard Flippin	Teacher Assistant	
Ronald Hewitt	Teacher	
Robin Lee	Teacher	
Gail Martin	Teacher	
Alyson Shoaf	Teacher	
Salvador Leone	School Resource Officer	
Lisa Flannery	Head Custodian	
Penny Siegelin	School Nurse	
Tyangye Smith	Guidance Secretary	

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

STAT, EC Services, Mentor Program, 21st Century, Community in Schools, Tiered Discipline Plan (ISS, PASS, Bulldog Academy), Adopt-a-School Volunteer Program, PTA, SRO, School Counselor, Non-violent Crisis Intervention team, Student Core Plan, CPR training, first aid training, diabetic care training, behavior plan

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Use of Behavioral Prevention Specialist (Laura LeClerc), STAT, Discipline Referrals, Monthly and Yearly Reports, Parental Communication, Refocus, Silent Lunch, ASD, ISS, PASS Documentation, Character Education, School Counseling, Counseling provided by outside agencies (ie. Monarch), Classroom Management professional development, CIS, Summer Camp, 21st CCLC, mentoring/tutorial, SRO

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Bulldog Academy revisioning process (Tiered Discipline), School Counseling, Counseling from outside agencies, homebound services when applicable, Individualized Service Plans, Continuation of all services provided by traditional school

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal	Reduce the amount of incidents leading to inappropriate behavior causing disruptions during the school day.
Target	June 2016; reviewed quarterly
Indicator	Number of teacher referrals, Bulldog Academy Referrals, School Incident Reports, Working Conditions Survey
Milestone Date	June 2016; reviewed monthly

Goal	Create a school wide discipline plan to help decrease office referrals.
Target	June 2016; reviewed monthly
Indicator	Number of teacher referrals, Bulldog Academy Referrals, School Incident Reports, Working Conditions Survey
Milestone Date	June 2016; reviewed monthly

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target	
Indicator	Number of enrolled at the alternative school, dropout rate
Milestone Date	

Target	
Indicator	
Milestone Date	

Target	
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Indicator	
Milestone Date	

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target	
Indicator	Number of enrolled at the alternative school, dropout rate
Milestone Date	
Target	
Indicator	
Milestone Date	

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Funding Amount Funding Source	Champion	Review Date
Non-violent Crisis Intervention Training			2015-2016 School Year
Conflict Resolution			Summer/Fall 2016

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

NC Department of Public Instruction
Comprehensive Needs Assessment School
Summary Draft



Thomasville City Schools

Thomasville Middle School

400 Unity Street

Thomasville

North Carolina

27360

Principal: Kevin Leake

Dates of Assessment : April 14-15, 2015

Lead Reviewer: Lucille Eaton

What the school does well:

- The school is well-maintained and orderly, contributing to a welcoming and safe environment.
- The administration is visible and accessible to students and staff, creating an atmosphere conducive for learning.
- Teachers consistently post standards and “I Can” statements, providing an instructional focus for the day’s lesson.
- The student support staff facilitates multiple layers of support for students’ social, emotional, and physical needs, providing students with more time to focus on their learning.

What the school needs to improve:

- Improve the quality of teaching and learning by:
 - engaging students in more learning opportunities that require them to problem-solve, to think critically, and to apply their learning to relevant experiences;
 - providing students with descriptive feedback to clearly define high quality work; and
 - expanding teacher and student use of technology as a tool to create products and to connect students to the world around them.
- Connect the purpose of the strategies that are designed to improve the quality of instruction with processes that support student growth and success.
- Implement and monitor protocols for using professional learning communities to develop and fine tune lesson plans that utilize both formative and summative data to effectively target student needs and to increase student growth.
- Utilize outreach efforts to extend opportunities to families to become active partners in their children’s learning.

Judgments on this form are provisional, and may be subject to change during the quality assurance process.