

<b>LEA or Charter Name</b>	Moore County	<b>Number:</b>	630
<b>School Name</b>	Southern Middle School	<b>Number:</b>	350
<b>School Address:</b>	717 Johnson Street Aberdeen, NC 28315		
<b>Plan Year(s):</b>	2015-2016		
<b>Date prepared:</b>	October 26, 2015		
<b>Principal Signature:</b>			
<b>Local Board Approval Signature:</b>			Date
			Date

### 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."*

<b>Committee Position*</b>	<b>Name</b>	<b>Committee Position*</b>	<b>Name</b>
Teacher	Paula Yeager	Teacher	James Williams
Teacher	Debra Bradley	Math Coach	Lisa Neal
Literacy Coach	Sheila Blue	Assistant Principal	Joe Peek
Teacher	Karen Clark	School Counselor	Teresa Errickson
Teacher	Shawndee Jenkins	Parent	Mary Edmonson
Media Coordinator	Christy Patterson	EC Teacher	Martha Runyon
Parent	Kate Curtin	Assistant Principal	Michelle Bennett
Office Support	Marie MAbe	Principal	Mary Scott Harrison
Assistant Principal	Julie MacPherson		
DIF	Jillian Reynolds		
Teacher Assistant	Bridget Little		

**School Vision:**

Southern Middle School is a community school of academic excellence where all students are empowered to be informed, confident, and independent 21st century learners.

**School Mission:**

At Southern Middle School, our mission is to instill the belief in our students that they can achieve their full academic potential through innovative student centered learning in a safe and nurturing environment.



## School Improvement Plan

**School:** Southern Middle School

**Principal:** Mary Scott Harrison

<p><b>State Board of Education Goal:</b>          Goal 1: X          Goal 2:          Goal 3:          Goal 4:          Goal 5:</p>
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
X Learning	Academic Safety	Beginning	X Progressing
Culture	Community Leadership	Advancing	Excelling

**What data provides evidence of current growth stage?**

Reading performance data for 2012-2013 show that 41.3% of all students were proficient; in 2013-14 48.3% of all students were at grade level proficiency and in 2014-15 57.1% of all students were at grade level proficiency. The 2013-2014 school year grade level reading proficiency for grades 6-8 was 52.8%, 50.8%, 45.9%, and in 2014-15 school year grade level proficiency for grades 6-8 was 52.8%, 47.5% and 57.6%.

The disaggregated data from 2014-2015 reveals a noticeable difference between our white subgroup and the other subgroups. For example, our SWD subgroup in 8th grade was 11.5% proficient compared to our white subgroup that was 69.3% proficient. Additionally, our black subgroup in 7th grade was 18.8% proficient compared to our white subgroup that was 67.9% proficient. It's worth noting that our black subgroup in 6th grade was 37.0% proficient compared to our white subgroup that was 67.5% proficient. In looking at cohort data, in 2012 our 6th grade overall proficiency was at 48.0% and in 6th grade those same students were at 50.8% proficiency and in 2014-15 those same students in 8th grade were at 57.6% proficiency. However, our 7th grade students in 2014-15 were at 52.8% proficiency but those same students the following year in 8th grade, 2014-15 were at 44.5% proficiency which is a significant drop. Last year, Southern Middle made expected growth in reading. Even though there is evidence of a discrepancy within our subgroups, we feel we need to improve the proficiency for all students at Southern Middle.

**Annual Objective:**

By June 2016, increase reading proficiency to 60.7% for all students as measured by the NC End-of Grade Reading assessment.

**Mid Year Target:**

By January 2016, increase reading proficiency to 50% for all students as measured by the MCS Interim Benchmark Assessment. Based upon results from the District Benchmark Interim Assessment, we exceeded our mid year target of 50% proficiency with all students at 64% proficiency, which is actually higher than our end of year target.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Implement strategic literacy strategies across all content areas so that students build cross-curricular literacy strengths. Some instructional strategies will include Root of the Week, Graphic Organizers, Question Stems, Word Walls, Text Structures, and Cooperative Learning Strategies.</p> <p>Monitoring Update: school reading coach and district level reading support during PLC's and after school PD have helped all teachers to increase student engagement and given teachers a greater knowledge of the depth of curriculum and learning expectations. The common assessments given on a regular basis have given teachers specific knowledge on which students are not achieving mastery on particular skills and which skills need to be re-taught or continually spiraled throughout the year.</p>	<p>Administration Teachers Literacy Coach Reading Interventionist Specialized Instruction Specialists-EC, AIG, ELL Counselors C &amp; I Team</p>	<p>Professional Development Vocabulary for the Common Core by Robert Marzano and Julia Sims Training on literacy strategies Parent Literacy Nights School Website/Teacher Webpages Poster Maker Machine</p>	<p>Teachers Reading Interventionists Administration C &amp; I Team SIT Members Media Specialist</p>	<p>Increased student engagement</p> <p>Lesson Plan monitoring</p> <p>Increased student achievement on common assessments, benchmarks, summative assessments.</p> <p>Learning walk- thrus and teacher evaluations</p> <p>Web traffic</p>	<p>On Going after common assessments and benchmarks are given</p>	<p>June 2016</p>	

<p>Increase critical thinking, literacy, and project-based learning opportunities so that students will become 21st Century system users (technology, STEM)</p> <p>Monitoring Update: Instructional Coaches are providing embedded PD through Teaching Study Groups, Coaching Cycles, and PLC's. The DIF (Digital Integration Facilitator) teacher co-teaches in all classrooms and integrates technology lessons aligned with the Common Core curriculum and uses 21st Century Systems such as coding, robotics, and other web tools/applications in classroom instruction.</p>	<p>Administration DIF CTE Teachers Teacher Leaders Students (Junior DIFS) SIT STEM correlate C&amp;I Team Sandhills Food Corp</p>	<p>One to One Initiative Technology- laptops, iPads, digital tools Professional Development Web resources C &amp; I Team School-wide Novel Study NEWSELA</p>	<p>Administration DIF Teachers Media Specialist Food Corp Specialist</p>	<p>Lesson Plans Student Artifacts Web traffic Student-led projects for events and competition Increased student achievement and engagement</p>	<p>On Going after common assessments are given and benchmarks are given</p>	<p>June 2016</p>	
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<p>Identify and monitor individual student formative and common assessment data within PLCs on a weekly basis so that teachers can quickly identify and make adjustments as needed for students who need additional support.</p> <p>Monitoring Update: Schoolnet is utilized frequently for grade level common assessments and District Benchmark assessments that guide instruction through data analysis. We also continue to utilize SRI (Scholastic Reading Inventory) data, EOG results, and classroom performance to appropriately place students in reading intervention groups. Data indicates that student growth with S44, CR and R180 is better than our FF classes. Therefore, we have increased our numbers of the students in interventions that are working. In addition, our counselors and social worker are collaborating in team PLC's to discuss student academic concerns and provide interventions and resources for teachers.</p>	<p>Team Teachers School Counselors Exceptional Children Teachers Support Staff Students Parents Administration Communities in Schools</p>	<p>Multi-tiered approach (MTSS) Personalized Education Plans (PEPs) EC PD-Inclusion Practices Common Assessments PD-Best Practices Performance Data -SRI, Read 180, Fast ForWord, System 44, Corrective Reading, Common Assessments, and Data Training (EVAAS) Parent-Teacher Conferences Additional resource teacher Additional LLI kit Additional Read 180 licenses Funds for substitutes for vertical planning and professional development EVAAS Conferences with individual teachers &amp; administration</p>	<p>Teachers School Counselors Administration SIT Members Students/Parents CIS Mentors</p>	<p>PLC meetings and notes Data meetings PEP monitoring by administration and guidance Digital Student Data Notebooks and Goal Focus Conference feedback Student growth with reading interventions</p>	<p>On Going after common assessments are given and benchmarks are given</p>	<p>June 2016</p>	
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## School Improvement Plan

**School:** Southern Middle School

**Principal:** Mary Scott Harrison

<b>State Board of Education Goal:</b> Goal 1: X Goal 2: Goal 3: Goal 4: Goal 5:
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>
X Learning Culture	Academic Safety	X Beginning Advancing Progressing Excelling
Community Leadership		

**What data provides evidence of current growth stage?**

Math performance data for 2012-2013 shows that 24.2% of all students were proficient; in 2013-14 32.0% of all students were at grade level proficiency and in 2014-15 32.6% of all students were at grade level proficiency. The 2013-2014 school year grade level math proficiency for grades 6-8 was 26.9%, 23.4%, 23.3%, and in 2014-15 school year grade level proficiency for grades 6-8 was 33.9%, 36.4% and 25.6%.

The disaggregated data from 2014-2015 reveals a noticeable difference between our white subgroup and the other subgroups. For example, our SWD subgroup in 8th grade was less than 5% proficient compared to our white subgroup that was 41.2% proficient. Additionally, our black subgroup in 7th grade was 10.4% proficient compared to our white subgroup that was 47.6% proficient. It's worth noting that our black subgroup in 6th grade was 25.7% proficient compared to our white subgroup that was 59.0% proficient. In looking at cohort data, in 2012 our 6th grade overall math proficiency was at 26.9% and in 7th grade those same students were at 36.4% proficiency and in 2014-15 those same students in 8th grade were at 29.0% proficiency. However, our 7th grade students in 2014-15 were at 36.4% proficiency but those same students the following year in 8th grade, 2014-15 were at 29% proficiency which is a significant drop. Looking at our black and SWD subgroups during the last few years, data indicates that there is a significant gap between black and white subgroups and between SWD and white subgroups. However, because we did not meet AMO targets for subgroups and for total population, we are focusing on all students for our school-wide goal. Last year, Southern Middle did not meet expected growth in math.

**Annual Objective:**

By June 2016, increase math proficiency to 45% for all students as measured by the NC End-of-Grade Math Assessment.

**Mid Year Target:**

By January 2016, increase math proficiency to 40% for all students as measured by the MCS Interim Math Benchmark.

Based on the results from the District Benchmark Interim Assessment, we exceeded our mid year target with 50% proficiency.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Implement and monitor the use of district pacing guides for math instruction including strategic and intensive intervention approaches so that rigorous and differentiated lessons will be developed and delivered.</p> <p>Monitoring Update: Math intervention groups have been formed for students during encore class time to work with students on building math skills. Instructional Coaches are also providing embedded PD through Teaching Study Groups, Coaching Cycles, and PLC's to support instructional planning and delivery.</p>	<p>Principal/AP Math Coach Math teachers C &amp; I Team Math Interventionist</p>	<p>C &amp; I website C &amp; I Team Math PD - Keeping it Real! PLCs Lesson Planning Math Coach Math Interventionist Poster Making Machine</p>	<p>Leadership Team Math Coach Math Teachers Teacher Mentors C &amp; I Team Math PLCs</p>	<p>Learning Walk-throughs documentation Increased Teacher Efficacy PLC minutes/agendas Data Administrative Observations and Evaluations Coaching Reports Lesson Plans</p>	<p>On Going after common assessments and benchmark assessments</p>	<p>June 2016</p>	



<p>Develop and implement systematic data analysis through staff collaboration so that the monitoring of student learning through weekly assessments will guide math instruction.</p> <p>Monitoring Update: Schoolnet is utilized frequently for grade level common assessments that guide instruction through data analysis. We have also implemented MobyMax (a web-based math program differentiated to individual student skill deficits). All students progress through targeted lessons for 15 minutes daily during morning advisory time in homerooms.</p>	<p>Principal/AP Math PLC Math Coach C &amp; I Team</p>	<p>Benchmark Assessments EOGs Common Assessments School Net Buzz Math Moby Max Funds for substitutes for vertical planning and professional development EVAAS Conferences with individual teachers &amp; administration</p>	<p>Leadership Team Math PLCs Math Coach Math Interventionist C &amp; I Team SIT</p>	<p>PLC notes Academic conferences Walk-throughs Lesson Plans Master Schedule Tutoring Increase in benchmark data</p>	<p>On Going after common assessments and benchmark assessments</p>	<p>June 2016</p>	
<p>Increase critical thinking, real world application of math skills, and project-based learning opportunities so that students will become 21st Century system users (technology, STEM)</p> <p>Monitoring Update: The DIF (Digital Integration Facilitator) teacher co-teaches in all classrooms and integrates technology lessons aligned with the Common Core curriculum and uses 21st Century Systems such as coding, robotics, and other web tools/applications in classroom instruction.</p>	<p>Administration DIF CTE Teachers Teacher Leaders Students (Junior DIFS) SIT STEM correlate C&amp;I Team Sandhills Food Corp</p>	<p>One to One Initiative Technology- laptops, iPads, digital tools Professional Development Web resources C &amp; I Team Family Math Night</p>	<p>Administration DIF Teachers Media Specialist Food Corp Specialist</p>	<p>Lesson Plans Student Artifacts Web traffic Student-led projects for events and competition Increased student achievement and engagement</p>	<p>On Going</p>	<p>June 2016</p>	



## School Improvement Plan

**School:** Southern Middle School

**Principal:** Mary Scott Harrison

<p><b>State Board of Education Goal:</b>          Goal 1:          Goal 2:          Goal 3:          Goal 4:          Goal 5: X</p>
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
<p>Learning                      Community          X Culture                      Leadership</p>	<p>Emotional Safety</p>	<p>Beginning                      X Progressing          Advancing                      Excelling</p>	

**What data provides evidence of current growth stage?**

Discipline Data for 2015:

Southern Middle School has a diverse population (41% white, 39% black, 12% hispanic, 17% SWD) with 59.2% of students classified as economically disadvantaged. On the 2012 and 2014 TWCS, great concern with student behavior was expressed. It was felt that a significant number of students were so disruptive that it interfered with the learning of all students. Since we don't want to send large numbers of students to ISS and OSS repeatedly even though this may help teachers spend more time teaching rather than focusing on the disruptive students, it will not solve the learning problems that these disruptive students have. Therefore, we need more school-wide procedures, professional development and effective strategies in place so that there will be a decrease in this loss of instructional time which will increase all student learning.

The data in Educator's Handbook has previously been entered inconsistently; therefore, the data is invalid and we are unable to analyze trends and draw conclusions. With a new administrative team, time was spent developing procedures to put appropriate data into our system of tracking behavior, with is through Education Handbook. As we look at Educator Handbook data during a one month period this year, it shows that we have lost 143 hours of instructional time. Based on this trend, we can presume that we will have 1430 hours lost by the end of the school year. This includes in school and out of school suspensions. Most of our incidents have occurred within the classroom and include profanity, defiance, disrespect, non-compliance and disruption to the learning environment.

We also know from the TWC survey that student discipline continues to be a great concern for staff. The indicators of low test scores and the high frequency of behaviors reveal that student needs are not being met. Southern Middle School has experienced high teacher turnover rates, especially in 7th, 8th, and EC. This has resulted in new teachers that lack management strategies and skills which directly impacts student learning.

**Annual Objective:**

By June 2016, loss of out of classroom instructional time for students will decrease by 25% as measured by Educator's Handbook based on students receiving in school or out of school suspension.

**Mid Year Target:**

By February 2016, loss of out of classroom instructional time for students will decrease by 15% as measured by Educator's Handbook within in school and out of school suspension.

According to Educator's Handbook, at the end of the first semester, we have had 549 days of lost instruction which is more than 15% reduction from last year even though last year's data was skewed to show less behavior issues since many incidents were never entered into the system. We have had 549 days lost so far this year and last year at this time there were 615 days of lost instructional time. 53% of those days have been due to in school suspension and 9% to out of school suspension. Last year, 21% of days lost were due to OSS and in 2013-14 45% were due to ISS and 21% due to OSS. Because of this, we feel we are on target to meet our goal of 25% less hours of instructional time lost due to ISS and OSS.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Train all staff members in the PBIS Module 1 so that staff can develop a consistent common language and procedures when dealing with student behaviors.</p> <p>Monitoring Update: PBIS Team received Module 1 training in November 2015 and central office support will train staff on April 11, 2016.</p>	<p>PBIS Team Administration Faculty and Staff</p>	<p>PBIS Professional Development during monthly faculty meetings Educator's Handbook PBIS training for staff Funds for professional development</p>	<p>PBIS Team Administration SIT Members Climate Committee</p>	<p>Decrease in office referrals Increase in student recognition (incentives, certificates, etc.)</p>	<p>On Going Jan. 2016</p>	<p>June 2016</p>	

<p>Analyze student behavior data so that hot spots can be identified and strategies can be taught to empower teachers to manage students without disrupting learning.</p> <p>Monitoring Update: Teachers are receiving monthly Professional Development from central office support staff and school administration on behavior management strategies in the classroom. In addition, our counselors and social worker are collaborating in team PLC's to discuss student behavior concerns and provide interventions and resources for teachers. Based on our mid year Educator Handbook data, we have met our mid year target by decreasing lost instructional time by 15%.</p>	Administration	Educator's Handbook	PBIS Team Administration SIT Members Climate Committee	Educator's Handbook data Administration meetings with individual teachers	On Going Sept. Jan. May	June 2016	
<p>Train the PBIS Team in Module 2 so that the progression of the PBIS model will become infused into the culture of the school.</p> <p>Monitoring Update: Training date is to be determined by the district.</p>	PBIS Team Administration	PBIS state training Funds for professional development	PBIS Team Administration SIT Members Climate Committee	Certificates of Completion	On Going May 2016	June 2016	

<p>Implement student-centered protocols that address leadership, innovation, and school processes so that leadership roles are more reflective of our school's diverse population.</p> <p>Monitoring Update: The counselor's leadership group meets regularly and are planning a "Week of Change" during March 7-11, 2016. Activities to promote positive attitudes and behavior will include the roll out of our new PBIS matrix and Dragon Code, and a pep rally and guest speaker. Jr. Beta Club just returned from the NC Beta Convention. Eighth grade students lead our morning announcements.</p>	<p>Administration Counselors SIT PLC's</p>	<p>Master Schedule Design SGA led projects Student led Jr. Beta Community Service Projects Clubs Transition meetings with student ambassadors Poster Maker Machine</p>	<p>Jr. Beta Club SGA Student Anti-Bullying Taskforce Student-Athlete Reports Leadership Academy</p>	<p>Calendar of Events Community Service Based Projects Student Participation</p>	<p>On Going October January June</p>	<p>June 2016</p>	
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## School Improvement Plan

**School:** Southern Middle School

**Principal:** Mary Scott Harrison

<p><b>State Board of Education Goal:</b>          Goal 1:          Goal 2:          Goal 3: X          Goal 4:          Goal 5:</p>
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>					
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Learning</td> <td style="text-align: center;">Community</td> </tr> <tr> <td style="text-align: center;">Culture</td> <td style="text-align: center;">X Leadership</td> </tr> </table>	Learning	Community	Culture	X Leadership	Leadership Skills of Employees	Beginning	Progressing
Learning	Community						
Culture	X Leadership						
		Advancing	Excelling				

**What data provides evidence of current growth stage?**

Teacher Working Conditions Survey 2014:

67% of teachers state that they are recognized as educational experts at SMS; 84% teachers report that they are trusted to make sound professional decisions about instruction; 29% of teachers report that they have an appropriate level of influence on decision making in this school. In 2012-13 there was a teacher turnover rate of 34.78%, in 2013-14 the turnover rate was 35.2% and in 2014-15 the turnover rate was 32.0%. So, over the last three years, more than 100% of teachers have left Southern Middle School. In fact there are only 8 teachers remaining at the school that were at Southern Middle in 2012-13. 46.9% of teachers this year are in their first 5 years of teaching. There are 18% of teachers that are lateral entry or not certified teachers this year. The overwhelming majority of our teachers are BT1's, BT2's or BT 3's. Because these new teachers and lateral entry teachers do not always have the skills and strategies in management and instruction, it is important that we work to keep our talented teachers returning yearly to Southern Middle School.

**Annual Objective:**

By June 2016, the teacher retention rate will increase from 70% to 90% as measured by teacher retention data.

**Mid Year Target:**

By January 2016, teacher retention rate will be at 95% as measured by teacher retention data.

As of January 1, 2016 we met our mid year target of 95% teacher retention (58 Certified Staff at beginning of year-55 Certified Staff on January 4, 2016)

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Implement and monitor mentor/buddies for all new staff members so that they feel they are true members of the SMS family.</p> <p>Monitoring Update: Monthly BT Connect sessions continue to provide support and PD for our beginning teachers.</p>	Administration Mentors/Buddies	SMS BT Connect Program Monthly Meetings with Mentor Weekly contact with mentor within team/hall	Administration Math Coach for Beginning Teacher program Mentors BTs and Probationary teachers	Agendas BT Connect Webpage Mentor Logs Meeting minutes Teacher retention data	On Going Monthly	June 2016	

<p>Provide academic, classroom management, and emotional guidance for all staff so that they feel nurtured and supported.</p> <p>Monitoring Update: Based on the results from our mid year Staff survey, 92% of our staff feel comfortable raising issues and concerns that are important with them to the administration Our staff book study continues with discussions and activities monthly. Administration meets with BT1's to help provide academic and behavior support on a regular basis. Principal is meeting with each teacher to go over EVAAS and benchmark data to provide feedback and see what additional support needs to be put into place.</p>	<p>Administration Guidance Counselors Teachers Instructional Coaches</p>	<p>Employee Assistance Program (EAP) Counselors CISS Instructional Coaches PBIS team Administrators</p> <p>Staff Book Study - Deliberate Optimism: Reclaiming the Joy in Education by D. Sliver, J. Berckemeyer, and J. Baenen</p>	<p>Administration SIT Members</p>	<p>PLC minutes School Developed Mini-Survey TWCS</p>	<p>On Going</p>	<p>June 2016</p>	
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<p>Increase and involve staff in leadership opportunities such as School Improvement Team, TAC, District Aspiring Leaders program, coaches, team and grade level leadership, SIT Correlate Committees, and clubs so that teachers feel empowered in decision making and more vested with the Southern Middle faculty and community.</p> <p>Monitoring Update: We are continuing to involve staff in leadership opportunities such as team and grade level leaders, SIT correlate committees, Teacher Academic Council (TAC), and sponsorship of 18 extra-curricular clubs based on student interest.</p>	<p>District leadership- Human Resources Administration School Improvement Team Teachers</p>	<p>Staff time Club Members Team Members SIT members TAC members Teacher Leaders- sponsors Principal Connections with Team Leaders- Aspiring Leaders Program</p>	<p>Administration SIT members</p>	<p>Minutes from Meetings (TAC, PLC, SIT, Correlates) List of Clubs with Teacher Sponsors Activities Meeting Dates/Times</p>	<p>On Going</p>	<p>June 2016</p>	
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<p>Administer two small scale surveys developed from the results of the 2014 WCS that target areas that needed improvement so that administration will know how teachers are feeling about working at SMS.</p> <p>Monitoring: A mini TWS was given in Nov. which showed that teachers felt positive about changes the Administration team had put into place to address them feeling positive about the administration team. Teachers (100%) feel like most students follow the rules but that there are approximately 10% of our students who continue to disrupt instruction on a regular basis. Administrative team is addressing those 10% of students to develop a specific plan of action.</p>	<p>School Improvement team Administration Teachers</p>	<p>Mini TWC survey Surveys given and analyzed State WCS</p>	<p>Administration SIT members</p>	<p>results from surveys Analysis of surveys</p>	<p>November 2015 February 2016 ongoing</p>	<p>June 2016</p>	
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