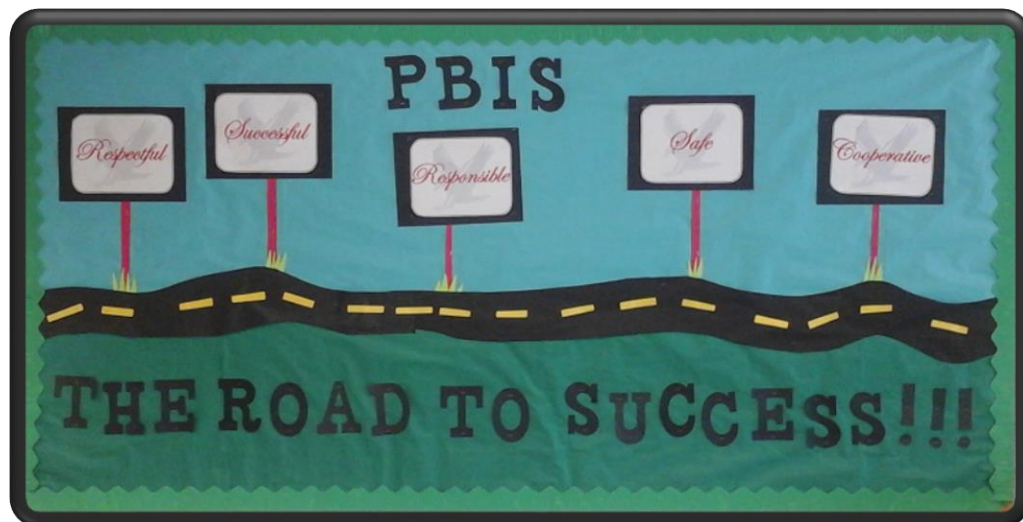


TREXLER MIDDLE SCHOOL

STRATEGIC PLAN 2015-18



LYNN JACKSON. PRINCIPAL

Trexler Middle School

Strategic Plan 2015-18

Team Members

Principal – Lynn Jackson

Staff Committee Members

Alex Corey – Assistant Principal Representative

Deanna Ford – Support Team Representative

Charlene Generette – Teacher Assistant Representative

Michelle Thigpen – 6th Grade Representative

John Vozar – 7th Grade Representative

Elisabeth White – 8th Grade Representative

Clay Sunding – Encore Representative

Parent Committee Members

Jamie Falls

Zona Manning

Melissa Gendron

Anna Bryan

Jennifer Whaley

Catrina Colon

Mark Ribott

Josie Dare

Trexler Middle School

Strategic Plan 2015-18

Part of being a Trexler family member is having a good understanding of all the characteristics and accomplishments that make Trexler a great place to learn. Of course we strive for excellence as defined by Federal and State accountability models but we also seek to help our students explore a variety of opportunities that may or may not be measurable through EOG tests or other standardized tests.

Our school is currently in the process of analyzing all accountability data to address areas of need and to improve upon our current status as part of our continuous improvement plan. Trexler has a strategic plan that addresses student performance on standardized tests as well as overall classroom student achievement. Trexler's instructional program is delivered through a Curriculum, Instruction, and Assessment model also known as CIA planning. Professional development provided by individual schools as well as by district level presenters has allowed our teachers to gain the understanding they need to teach and plan using the CIA method. Research shows that learning via the CIA method focuses on designing curriculum and instruction to guide thinking and learning from the factual level to the conceptual level of understanding - the level where knowledge transfers and thinking becomes integrated. This will inspire students to think and will result in higher student motivation and engagement in all classes. Additionally, Trexler has added weekly afterschool tutoring in all core content areas along with additional remediation and advancement opportunities during the Enrichment period during the school day.

Another instructional focus at Trexler relates to our use of the AVID program. AVID, which stands for Advancement Via Individual Determination, focuses on utilizing research based instructional strategies along with an emphasis on providing a rigorous course of study to prepare students for being ready to pursue a college course of study. In October of 2014, Trexler was re-validated as a National AVID Demonstration School, one of less than 150 schools nationwide. We are proud of our identification but we are even more proud of the unity and direction that the AVID program has afforded all Trexler students.

While improving instruction is a main focus, we continue to provide our students with extra-curricula opportunities to aid in development of strong character and leadership skills. From an active Beta club chapter that annually competes at the state level to a competitive Academic Derby, Odyssey of the Mind, Battle of the Books, and MathCounts team, Trexler has opportunities for students to shine. Additionally, our musical arts program gives students an avenue to demonstrate their talent and knowledge of music curriculum while sharing their performance gifts with others.

In summary, we are proud of the past accomplishments, concerned and focused on improving areas of low proficiency and look forward to meeting the challenges ahead!

Sincerely,

Lynn Jackson, Principal

TREXLER SCHOOL PROFILE 2015

MISSION STATEMENT: Promoting Excellence

VISION STATEMENT: Trexler Middle: promoting integrity, academic excellence, and productive citizenship.

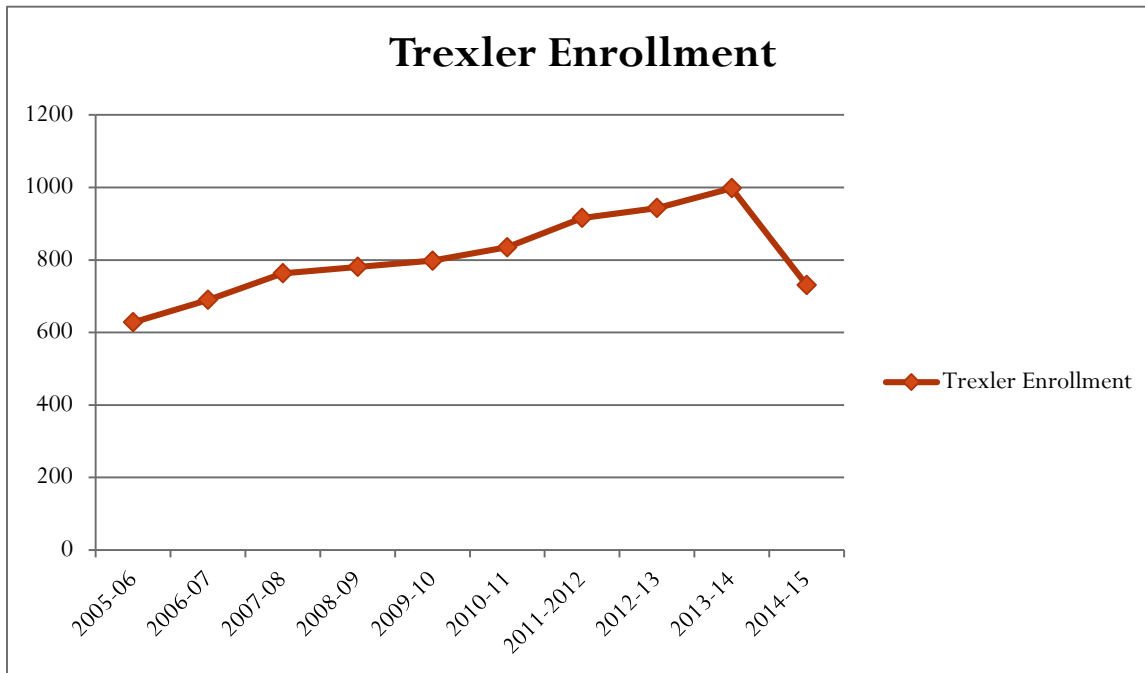
PURPOSE STATEMENT: Inspiration through Education

Students & Staff Characteristics

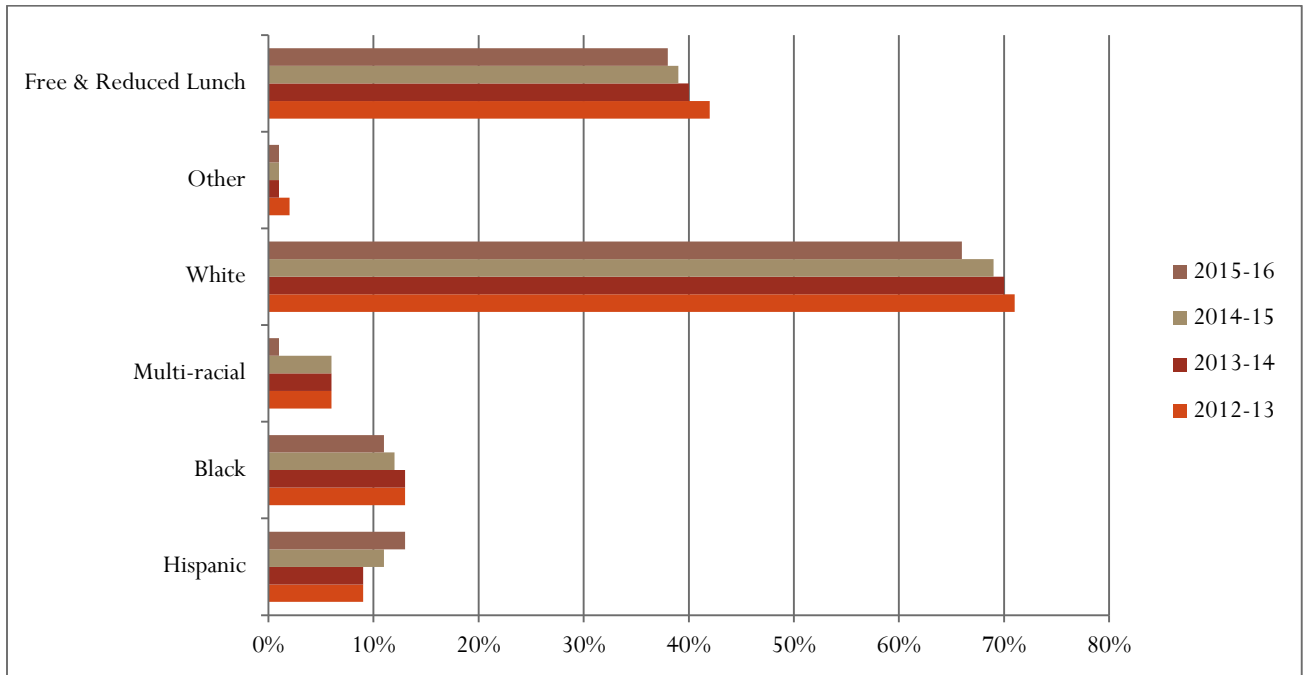
Trexler Middle has experienced much change for the 2015-16 school year. Trexler was selected to be part of the Onslow County Schools System Redistricting Plan for 2015 based on the following criteria:

- Addressing the crowding at existing schools
- Consider student population growth trends
- Address instructional programming requirements
- Consider transportation efficiency and student travel time
- Geographical relationship of the student's home to the school
- Where possible, maintain cohesive neighborhoods

Trexler Middle School has seen high growth in student population over the last several years which contributed to the overcrowding of the school. Therefore, student reassignment along with other interim measures was deemed necessary to reduce overcrowding and maintain the quality of our instructional programs. As a result of the redistricting plan, Trexler's enrollment dropped from 997 to 731.



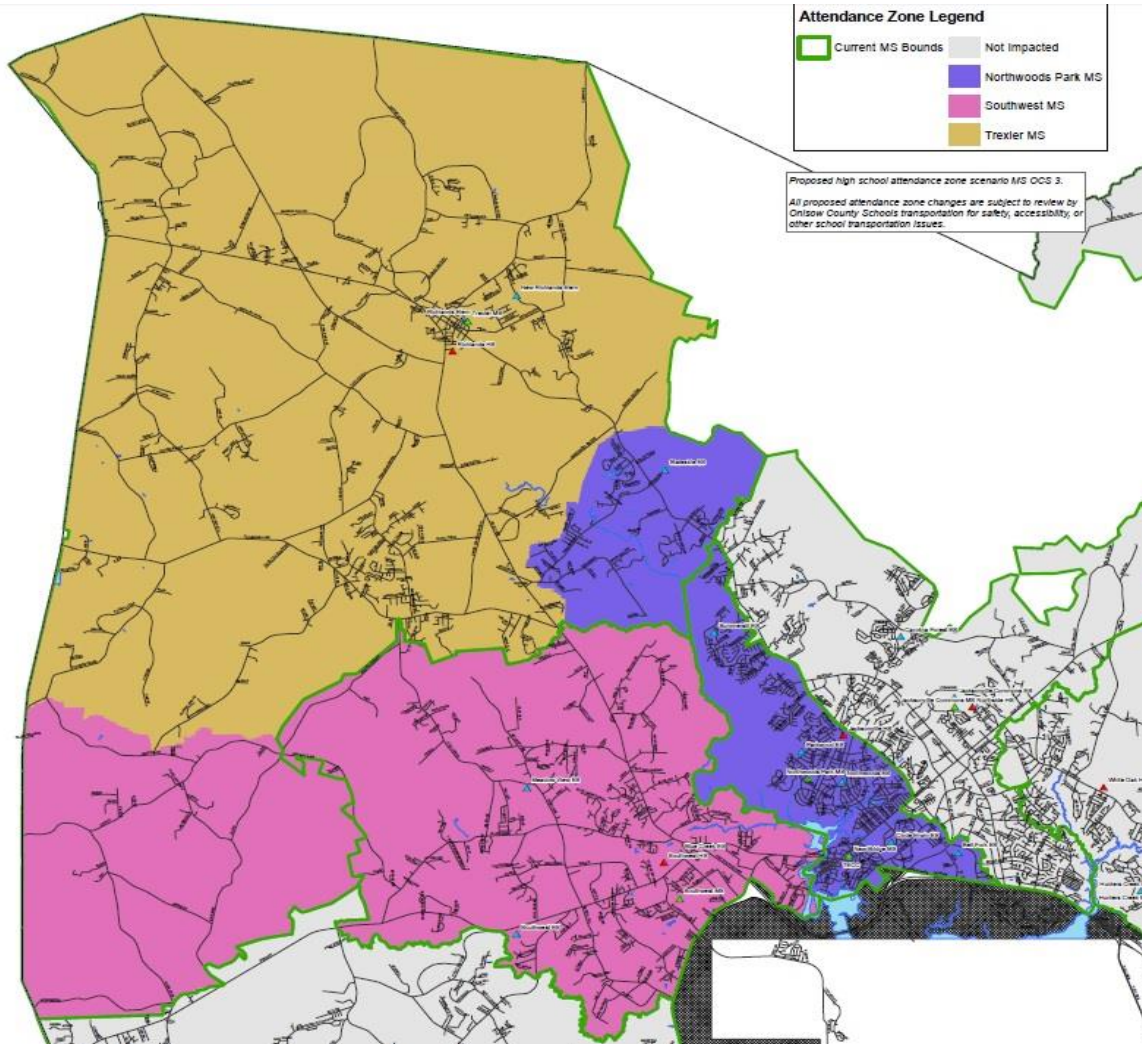
The impact of redistricting has had little effect on the demographic make-up of Trexler.



The chart below reflects demographics for the 2015-16 academic year.

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American Indian/Alaskan Native	Two or More	Native Hawaiian/Pacific Islander	White	No ethnicities chosen	Unclassified
6	230 100 / 130	1 1 / 0	24 15 / 9	30 13 / 17	2 1 / 1	18 8 / 10	0 0 / 0	155 62 / 93	0 0 / 0	0 0 / 0
7	261 135 / 126	0 0 / 0	33 14 / 19	35 16 / 19	1 1 / 0	26 18 / 8	0 0 / 0	166 86 / 80	0 0 / 0	0 0 / 0
8	240 115 / 125	2 1 / 1	28 12 / 16	34 20 / 14	0 0 / 0	19 6 / 13	0 0 / 0	157 76 / 81	0 0 / 0	0 0 / 0
Total	731 350 / 381	3 2 / 1	85 41 / 44	99 49 / 50	3 2 / 1	63 32 / 31	0 0 / 0	478 224 / 254	0 0 / 0	0 0 / 0

Although Trexler is located in the city of Richlands, it serves the largest square mile radius of all the districts in the county consisting of mostly farmland. Because we are located in a rural community, 73% of our students require bus transportation on a daily basis. This is provided by 15 regular education and 3 special education buses traveling sometimes an hour each way to different addresses.



Last year, Trexler had 28% of its students' parents serving active duty in the armed services and another 42% with parents who worked on board local bases. Due to the strong military ties, our students and teaching populations are fairly transient. Trexler routinely deals with challenges associated with the extended deployment of a parent or sudden relocation of families.

The staff at Trexler Middle includes 3 administrators, 43 teachers, 2 school counselors, 1 media specialist, 5 paraprofessionals, 3 office staff members, and 5 custodians. About 28% of Trexler’s certified staff is served through the Beginning Teachers program or has a probationary contract. Having an inexperienced teaching staff requires that we focus on teacher induction, mentoring, and retention to help ensure teachers are prepared for the challenges of education.

Student Achievement Data

YEAR	OVERALL PERFORMANCE COMPOSITE	GROWTH	AYP	ABC STATUS
2009-10	78.6	Met	29 of 29	School of Progress
2010-11	77.5	Met	20 of 29	School of Progress
2011-12	80.1	Exceeds 3.2	27 of 29	School of Distinction

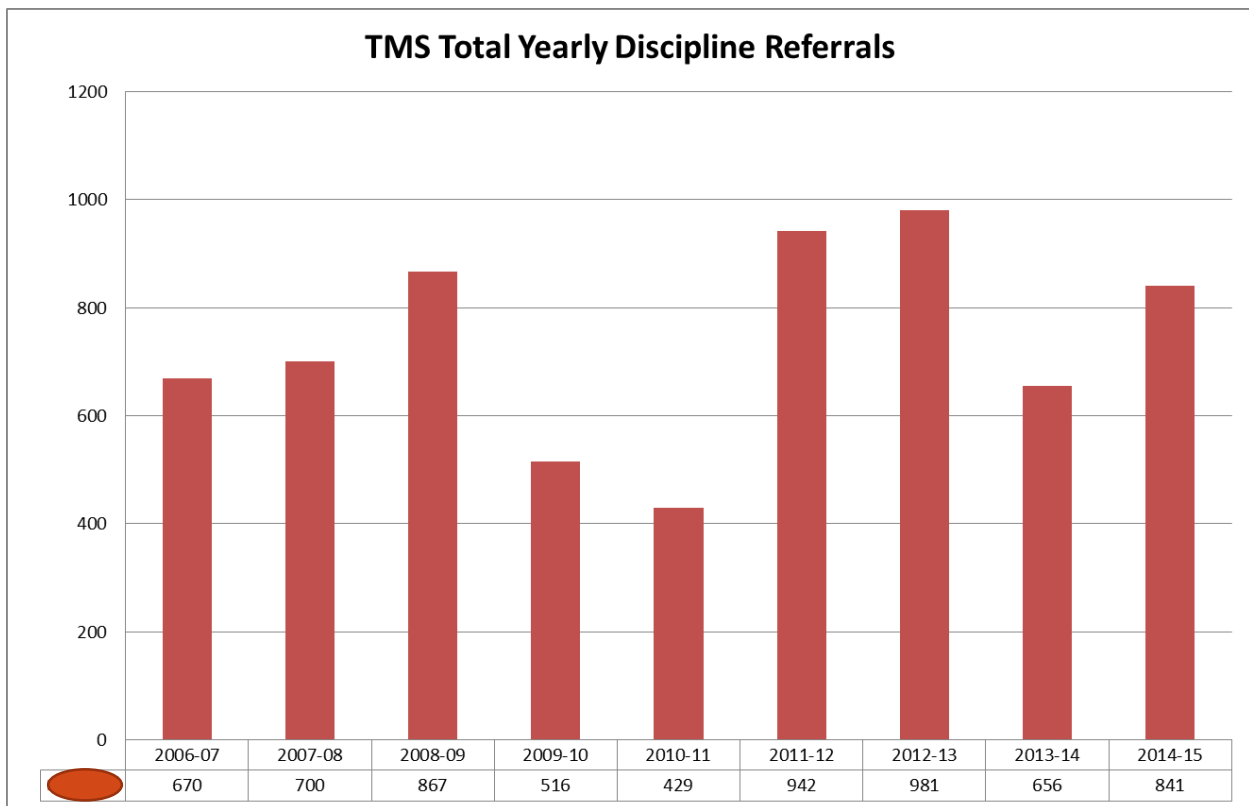
The chart below reflects changes in assessment system.

	2012-13	2013-14	2014-15
<i>Growth</i>	+6.2	-3.48	-2.66
<i>School Performance</i>	43.8%	41.9%	40.9%
<i>College Career Ready</i>	43.8%	41.9%	40.9%
<i>Grade Level Proficiency</i>	<i>Not a statistical measure for 2012/13</i>	51.8%	51.4%
<i>School Grade</i>	<i>Not a statistical calculation for 2012/13</i>	<i>D</i>	<i>D</i>

Over the past two years, our school has been challenged by the adoption of the Common Core and Essential Standards. Furthermore, trend data shows 8th grade male reading levels to be significantly lower than females. While relying on research-based instructional strategies which serve as a foundation for our AVID program, staff continues to seek strategies for providing effective instruction and work to analyze student performance. Our work has taken us to focus on content specific professional development along with analyzing Common Formative Assessment data to prepare students for a deep and critical understanding of concepts in order to demonstrate proficiency on state assessments. Trexler ranked 4th out of the 8 Onslow County middle schools in the district on EVAAS Growth Index results.

Student Behavior Data

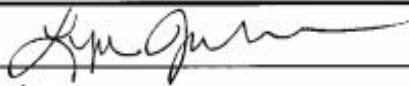
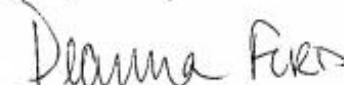
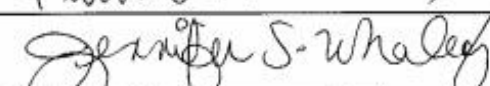
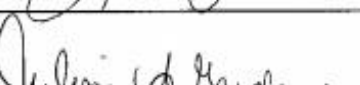
Trexler teachers are continuing to appropriately handle minor classroom behaviors with their grade level team and individual management plans. As part of the Positive Behavioral Interventions & Supports (PBIS) program, we have implemented the Falcon Five: Respectful, Responsible, Safe, Cooperative, and Successful. The Falcon Five is a chart which reflects the expected behavior in the classroom, transitions, restrooms, cafeteria, buses, school functions/events, and when using technology. Teachers track positive behavior on student cards which students can turn in for rewards. In 2014, Trexler was recognized as a PBIS Model School in North Carolina.



Regulatory Information and Assurance Statement 2015-2016

School:	TREXLER MIDDLE SCHOOL
Date Submitted:	10/21/15

1	Number of Plan Team Members	
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Mark Yes/No	Yes
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/21/15
5	A secret ballot vote for staff approval of the plan was conducted. Mark Yes/No	Yes
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Mark Yes/No	Yes
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	50%
8	The required staff development reports have been disseminated to the appropriate persons or departments Mark Yes/No	Yes
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Mark Yes/No	Yes
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Mark Yes/No	Yes
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Mark Yes/No	Yes

Principal's Signature	
Signature, SSPT Facilitator/Chairperson	
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

Trexler Middle School Strategic Plan

2015-2018

Trexler Middle School
Onslow County Schools

Mrs. Lynn Jackson
112 East Foy Street
Richlands, NC 28574

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Overview

Plan Name

Trexler Middle School Strategic Plan 2015-2018

Plan Description

A road map to progress.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student at Trexler Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$20000
2	Trexler Middle School has up-to-date, effective and efficient financial, business, and technology systems to serve it students, parents, and educators.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Every student in Trexler Middle School has excellent educators, every day.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Every student at Trexler Middle is healthy, safe, and responsible.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000

Goal 1: Every student at Trexler Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency increase of 3 percentage points on state mandated tests by 06/07/2016 as measured by North Carolina End of Grade and End of Course assessments.

Strategy 1:

Involving home, school, and community - Teachers will utilize research based instructional strategies along with support opportunities and specialized content planning to improve student achievement.

Research Cited: Effective Home-School Communication: Research is clear about the kinds of parental involvement that lead to student learning. Henderson and Mapp (2002) analyzed 80 studies of parental involvement in K–12 schools. Some of their key findings provide clear guidelines for effective communication: 1) Family involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. 2) Family involvement that supports student learning at home is linked to improved student achievement. 3) Families of all cultural backgrounds and education and income levels can have a positive influence on their children’s learning. 4) Family involvement efforts that recognize cultural and class differences, address family needs, and build on families’ strengths are effective in engaging diverse families.

Initiatives that focus on building respectful and trusting relationships among school staff, families, and community members are more likely to be effective in creating sustained connections that support student learning.

AVID

Student-Led Conferences: Educational and business institutions are increasingly looking towards self-assessment as a method of evaluation and motivation leading to self-improvement. Having students conduct their own conferences (with teachers and/or parents) fosters a sense of ownership of their learning. By evaluating their strongest and weakest samples of work, rating their study skills and character traits, and setting goals for improvement, students not only gain a clearer sense of their academic progress, but open the door for improved mature dialogue with educators and parents.

CFA: Benefits of Using Common Formative Assessments.

- Regular and timely feedback regarding student attainment of most critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students
- Multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats
- Ongoing collaboration opportunities for grade-level, course, and department teachers
- Consistent expectations within a grade level, course, and department regarding standards,

instruction, and assessment priorities

Trexler Middle School Strategic Plan 2015-2018

Trexler Middle School

- Agreed-upon criteria for proficiency to be met within each individual classroom, grade level, school, and district
- Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success on state assessments
- Results that have predictive value as to how students are likely to do on each succeeding assessment, in time to make instructional modifications

Source: Larry Ainsworth & Donald Viegut, *Common Formative Assessments: How to Connect Standards-based Instruction and Assessment*(Corwin Press, 2006).

Individualized Instruction: Individualized instruction provides the opportunity for students to learn at their own pace, in their own way, and be successful. At-risk students who would probably drop out of school, stay and graduate. Alternative schools have found individualized instruction valuable (Schargel & Smink, 2001, p. 178).

Activity - Transition Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conferences will follow the student-led conference model to foster student accountability in self-assessment. This model helps to bring parents to school, increases parent involvement and ownership of student progress and opens dialogue between parents and students about strengths and weaknesses.	Academic Support Program, Parent Involvement	08/24/2015	06/07/2016	\$0	No Funding Required	Teachers, administrators, counselors, and instructional coaches
Activity - Common Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each core area will develop assessments to give to all students to guide focused instruction using tools such as USA Test Prep, Schoolnet, Discovery Ed, Common Planning Time, Edmodo, Do Nows. Assessment data will be reviewed to inform instruction within the individual classroom, within the grade level, and district wide through content specific professional development.	Professional Learning, Technology, Academic Support Program	08/24/2015	06/07/2016	\$0	No Funding Required	Administrators, Instructional Coaches, Core teachers
Activity - Focused & Individualized Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer opportunities for students to receive additional instruction through weekly content specific after school tutoring. Utilization of a master schedule that provides a period of enrichment and focused instruction within each school day.	Academic Support Program, Parent Involvement, Tutoring	08/24/2015	06/07/2016	\$0	No Funding Required	Administrators, Teachers, Instructional Coaches, Counselors
Activity - AVID College Readiness System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

AVID strategies will be implemented school-wide with a focus on WIC-OR (Writing, Inquiry, Collaboration, Organization, Reading).	Extra Curricular, Professional Learning, Career Preparation/Orientation, Academic Support Program, Parent Involvement, Community Engagement, Tutoring, Direct Instruction, Field Trip	08/24/2015	06/07/2016	\$20000	District Funding	Administration, AVID site team, teachers, support staff, AVID tutors, AVID District Director
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Goal 2: Trexler Middle School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

achieve college and career readiness by utilizing 21st Century technology to enhance student learning within the classroom and at home on a daily basis by 05/25/2018 as measured by documenting use of technology to communicate with parents, students and staff, the number of grants written by and awarded to staff members, and number of budget request submitted to the Strategic Planning Team. .

Strategy 1:

utilizing technology and business practices to communicate with all stakeholders and obtain materials need to enhance learning - Staff members will focus on communication with all stakeholders using technology resources to include but not limited to Edmodo, Parent Portal, Microsoft 365, NC Cloud, 1:1, Remind app, School Messenger, Identi-a-kid, school website, and Educators Handbook.

Research Cited: The National School Public Relations Association (NSPRA) has released a paper that shows a link between effective school communication and student success. The paper, How Strong Communication Contributes to Student and School Success: Parent and Family Involvement, includes a compilation of research results investigating links between the way schools communicate with parents and whether students excel in the classroom.

The study highlights various obstacles to effective communication between schools and parents and offers suggestions on ways school leaders and teachers can overcome those barriers. The paper also suggests that by overcoming these obstacles, teachers, parents, and students are able to reap numerous benefits, including higher grade point averages and scores on standardized tests; more classes passed; and even improved behavior at home and school.

Trexler Middle School Strategic Plan 2015-2018

Trexler Middle School

Activity - Streamlined Learning Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members, parents and students will use 1:1 student laptops, Parent Portal, Remind, School Messenger, Trexler's website, Edmodo, and an online discipline data collection website (Educator's Handbook) to communicate about instruction, student progress, and school events. Additionally, staff will use NC Cloud, Ident-a-kid, and Microsoft 365 to provide an efficient and safe learning experience.	Professional Learning, Technology, Academic Support Program, Behavioral Support Program, Parent Involvement, Direct Instruction	08/24/2015	05/25/2018	\$0	No Funding Required	Administrators, Counselors, Instructional Coaches, Technology Facilitator, Teachers, Media Specialist
Activity - Providing Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trexler educators agree to apply for grant funding to support instructional activities and endeavors beyond present funding resources available to the school. By appealing to grantor personal interests, Trexler students get to pursue opportunities outside the realm of public school funding. Grant writing efforts will be documented and staff members will be entered into school drawings to be rewarded for their efforts.	Professional Learning, Technology, Academic Support Program, Community Engagement	09/10/2015	05/25/2018	\$0	No Funding Required	All staff
Activity - Collaborative Financial Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty will share the responsibility of managing the general funds of the school budget utilizing a common budget worksheet online. The Strategic Planning Team will determine expenditures based on strategic planning goals, data analysis, and available funding.	Professional Learning, Technology, Academic Support Program, Parent Involvement, Community Engagement	09/10/2015	05/25/2018	\$0	No Funding Required	All Staff and Strategic Planning Team

Goal 3: Every student in Trexler Middle School has excellent educators, every day.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to develop instruction that follows Common Core Essential Standards utilizing district Standard Division Documents to ensure success for all students across all teams by 05/25/2018 as measured by attendance and participation in activities provided..

Strategy 1:

Provide Common Planning Time (CPT) - Teachers in each grade level will have the same planning time in the master schedule. The time will be used for content planning, Professional Learning Communities, Professional Development, teacher reflections, and instructional support.

Research Cited: Professional Learning Communities: The term professional learning community has become quite commonplace in education circles. The term describes a collegiate group who are united in their commitment to an outcome. In the case of education, the commitment would be to student learning. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits of professional learning community to educators and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Shirley Hord of the Southwest Educational Development Laboratory says, that as an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.

REFERENCE: 1. Hord, S. M. (1997). Professional learning communities: What are they and why are they important? [Online]. Available:

<http://www.sedl.org/change/issues/issues61.html> .

Common Planning Time - Middle School Journal, May 2010

The Center for Prevention Research and Development (CPRD) at the University of Illinois conducted several large-scale research and evaluation studies with hundreds of middle level schools in numerous states across the country. Based on descriptive analyses and correlation studies using the School Improvement Self-Study—composed of a set of surveys for

teachers, students, administrators, and parents—CPRD was able to delineate three levels of implementation for each school:

1. Interdisciplinary teaming in all middle grade levels with high levels of CPT (minimum of four meetings per week with each meeting lasting 30 minutes or more);
2. Interdisciplinary teaming in all middle grade levels with low levels of CPT; and
3. Not teaming in all middle grade levels (e.g., teaming occurring only in the sixth grade) or schools that were not engaged in interdisciplinary teaming (Flowers, Mertens, & Mulhall, 1999; Mertens, Flowers, & Mulhall, 1998; Mertens & Flowers, 2003).

The CPRD studies were some of the first to examine the length of common planning time and its relationship to other factors.

Based on these three levels of implementation, CPRD was able to demonstrate that teachers in schools that are engaged in teaming with high levels of common planning time reported statistically higher levels of both interdisciplinary team and classroom practices (Flowers, Mertens, & Mulhall, 2000a, 2000b; Mertens & Flowers, 2003). Similar results were found in an earlier CPRD study using a smaller sample of 22 Illinois middle level schools (Felner, Jackson, Kasak, Mulhall, Brand, & Flowers, 1997). Teachers with higher levels of common planning time also reported higher levels of teacher job satisfaction (Flowers et al., 1999) and more positive. Teachers working in interdisciplinary teams with common planning time create positive classroom environments for their students and more positive interactions with their colleagues (Flowers et al., 2000a).

Common planning time was also found to have an impact on student learning and achievement. Schools with high levels of common planning time reported higher levels of student achievement, particularly schools with higher percentages of free/reduced-price lunch students (Flowers et al., 1999; Mertens & Flowers, 2003; Mertens et al., 1998). Additionally, students in schools with high levels of CPT report more positive adjustment and well-being including lower levels of depression (Mertens et al., 1998), fewer behavior problems (Mertens et al.), higher self-esteem (Mertens et al.), and greater academic efficacy (Mertens et al.). Results from these studies clearly indicate that common planning time has a positive effect on student learning, teaching and learning environments, and levels of teacher efficacy and work climate.

Trexler Middle School Strategic Plan 2015-2018

Trexler Middle School

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will participate in content specific professional development showcasing and collaborating effective teaching practices based on testing performance data on a district and school level. Twenty-one hours of face-to-face professional development will additional hours of outside work will be provided and required of all core content teachers.	Professional Learning, Career Preparation/Orientation, Academic Support Program	08/21/2015	04/20/2016	\$0	No Funding Required	Administrators, Teachers, Instructional Coaches, Counselors, County Office Personnel
Activity - Charting Instructional Effectiveness via Scoreboards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scoreboards will be utilized to highlight lead and lag measures in developing instructional goals for improving student achievement. Through the use of scoreboards educators will monitor progress, determine next steps, and experience motivation from their efforts.	Professional Learning, Academic Support Program	09/10/2015	05/27/2016	\$0	No Funding Required	All staff
Activity - Instructional Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trexler's Instructional Support Team comprised of the Instructional Coach, AIG Specialist, School Counselors, Media Specialist, EC Instructional Coach, and Administration will collaborate twice monthly to plan how to support instructional efforts and student achievement. A focus on alignment of efforts to support instruction is paramount.	Professional Learning, Academic Support Program	09/02/2015	05/18/2016	\$0	No Funding Required	Administrators, Counselors, Media Specialist, Instructional Coaches, Tech Facilitator, AIG Specialist
Activity - Content Area Professional Learning Communities (PLCs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in weekly content area PLCs in which NC Teaching Standards, district Standard Division Documents, and student Common Formative Assessment data will determine the direction of instructional planning.	Professional Learning, Academic Support Program	08/18/2015	05/25/2018	\$0	No Funding Required	Administrators, Teachers, Instructional Coaches, Counselors, County Office Personnel

Goal 4: Every student at Trexler Middle is healthy, safe, and responsible.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to expose all Trexler students to healthy activities and safety measures while remaining current on health and safety requirements by 05/25/2018 as measured by participation in school-wide common procedures and character education opportunities. .

Strategy 1:

create a positive school environment - All students will be expected to follow school-wide procedures for student movement and to participate in school programs to develop quality character traits for future success.

Research Cited: Oxford Journal - Achieving health and educational goals through schools—a study of the importance of the school climate and the students' satisfaction with school, July 1997

Based on data from the 'Health Behavior in School-aged Children Survey', this paper presents a review of relevant literature and examines how the students' perception of school climate relates to their satisfaction with school. The most important predictors of students' satisfaction with school are students' feeling that they are treated fairly, that they feel safe and that they believe that teachers are supportive. The findings suggest that, in school health promotion interventions, attention needs not only to be given to classroom teaching materials but also to the quality of a student's school experience and the quality of the relationship with the teachers.

Activity - Positive Behavior Interventions & Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In just two short years of implementation, Trexler has earned PBIS Model School status and is working to continue to transition the program to have even greater impact on allowing for increased instructional time by decreasing distracting student behaviors. With an increased focus on recognizing positive behavior, Trexler student input along with continued staff input work to plan our next steps. Through data analysis conducted by the PBIS Site Team at monthly meetings, creates an environment of continual improvement. Tier 2 and Tier 3 professional development will allow Trexler staff to fully implement all levels of support.	Extra Curricular, Behavioral Support Program, Parent Involvement, Community Engagement	08/24/2015	05/25/2018	\$2000	General Fund	All staff
Activity - Modeling Moral Character	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will infuse instruction with opportunities to learn quality character traits utilizing Common Sense Media, Rachel's Challenge, Suicide Awareness/Prevention Training driven by discipline data, bully/harassment reporting, and counselor/administrator input. Students will be provided weekly instruction to grow their moral character and to address societal concerns and issues. Professional development will provide an emphasis on knowing the adolescent mind and thought process.	Extra Curricular, Behavioral Support Program, Parent Involvement	08/24/2015	05/25/2018	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AVID College Readiness System	AVID strategies will be implemented school-wide with a focus on WIC-OR (Writing, Inquiry, Collaboration, Organization, Reading).	Extra Curricular, Professional Learning, Career Preparation/Orientation, Academic Support Program, Parent Involvement, Community Engagement, Tutoring, Direct Instruction, Field Trip	08/24/2015	06/07/2016	\$20000	Administration, AVID site team, teachers, support staff, AVID tutors, AVID District Director
					Total	\$20000

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Charting Instructional Effectiveness via Scoreboards	Scoreboards will be utilized to highlight lead and lag measures in developing instructional goals for improving student achievement. Through the use of scoreboards educators will monitor progress, determine next steps, and experience motivation from their efforts.	Professional Learning, Academic Support Program	09/10/2015	05/27/2016	\$0	All staff
Modeling Moral Character	Teachers will infuse instruction with opportunities to learn quality character traits utilizing Common Sense Media, Rachel's Challenge, Suicide Awareness/Prevention Training driven by discipline data, bully/harassment reporting, and counselor/administrator input. Students will be provided weekly instruction to grow their moral character and to address societal concerns and issues. Professional development will provide an emphasis on knowing the adolescent mind and thought process.	Extra Curricular, Behavioral Support Program, Parent Involvement	08/24/2015	05/25/2018	\$0	All staff

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Providing Extended Learning Opportunities	Trexler educators agree to apply for grant funding to support instructional activities and endeavors beyond present funding resources available to the school. By appealing to grantor personal interests, Trexler students get to pursue opportunities outside the realm of public school funding. Grant writing efforts will be documented and staff members will be entered into school drawings to be rewarded for their efforts.	Professional Learning, Technology, Academic Support Program, Community Engagement	09/10/2015	05/25/2018	\$0	All staff
Content Specific Professional Development	Teacher will participate in content specific professional development showcasing and collaborating effective teaching practices based on testing performance data on a district and school level. Twenty-one hours of face-to-face professional development will additional hours of outside work will be provided and required of all core content teachers.	Professional Learning, Career Preparation/Orientation, Academic Support Program	08/21/2015	04/20/2016	\$0	Administrators, Teachers, Instructional Coaches, Counselors, County Office Personnel
Collaborative Financial Planning	The faculty will share the responsibility of managing the general funds of the school budget utilizing a common budget worksheet online. The Strategic Planning Team will determine expenditures based on strategic planning goals, data analysis, and available funding.	Professional Learning, Technology, Academic Support Program, Parent Involvement, Community Engagement	09/10/2015	05/25/2018	\$0	All Staff and Strategic Planning Team
Streamlined Learning Experiences	Staff members, parents and students will use 1:1 student laptops, Parent Portal, Remind, School Messenger, Trexler's website, Edmodo, and an online discipline data collection website (Educator's Handbook) to communicate about instruction, student progress, and school events. Additionally, staff will use NC Cloud, Ident-a-kid, and Microsoft 365 to provide an efficient and safe learning experience.	Professional Learning, Technology, Academic Support Program, Behavioral Support Program, Parent Involvement, Direct Instruction	08/24/2015	05/25/2018	\$0	Administrators, Counselors, Instructional Coaches, Technology Facilitator, Teachers, Media Specialist
Instructional Support Team	Trexler's Instructional Support Team comprised of the Instructional Coach, AIG Specialist, School Counselors, Media Specialist, EC Instructional Coach, and Administration will collaborate twice monthly to plan how to support instructional efforts and student achievement. A focus on alignment of efforts to support instruction is paramount.	Professional Learning, Academic Support Program	09/02/2015	05/18/2016	\$0	Administrators, Counselors, Media Specialist, Instructional Coaches, Tech Facilitator, AIG Specialist

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Common Formative Assessment	Each core area will develop assessments to give to all students to guide focused instruction using tools such as USA Test Prep, Schoolnet, Discovery Ed, Common Planning Time, Edmodo, Do Nows. Assessment data will be reviewed to inform instruction within the individual classroom, within the grade level, and district wide through content specific professional development.	Professional Learning, Technology, Academic Support Program	08/24/2015	06/07/2016	\$0	Administrators, Instructional Coaches, Core teachers
Focused & Individualized Instruction Support	Offer opportunities for students to receive additional instruction through weekly content specific after school tutoring. Utilization of a master schedule that provides a period of enrichment and focused instruction within each school day.	Academic Support Program, Parent Involvement, Tutoring	08/24/2015	06/07/2016	\$0	Administrators, Teachers, Instructional Coaches, Counselors
Transition Conferences	Conferences will follow the student-led conference model to foster student accountability in self-assessment. This model helps to bring parents to school, increases parent involvement and ownership of student progress and opens dialogue between parents and students about strengths and weaknesses.	Academic Support Program, Parent Involvement	08/24/2015	06/07/2016	\$0	Teachers, administrators, counselors, and instructional coaches
Content Area Professional Learning Communities (PLCs)	Teachers will collaborate in weekly content area PLCs in which NC Teaching Standards, district Standard Division Documents, and student Common Formative Assessment data will determine the direction of instructional planning.	Professional Learning, Academic Support Program	08/18/2015	05/25/2018	\$0	Administrators, Teachers, Instructional Coaches, Counselors, County Office Personnel
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Interventions & Support	In just two short years of implementation, Trexler has earned PBIS Model School status and is working to continue to transition the program to have even greater impact on allowing for increased instructional time by decreasing distracting student behaviors. With an increased focus on recognizing positive behavior, Trexler student input along with continued staff input work to plan our next steps. Through data analysis conducted by the PBIS Site Team at monthly meetings, creates an environment of continual improvement. Tier 2 and Tier 3 professional development will allow Trexler staff to fully implement all levels of support.	Extra Curricular, Behavioral Support Program, Parent Involvement, Community Engagement	08/24/2015	05/25/2018	\$2000	All staff
Total					\$2000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Every student at Trexler Middle School has a personalized education and graduates from high school prepared for work, further education and citizenship.		Quarterly common formative assessments and benchmarks will be reported, analyzed and shared with teachers and students. OCS will utilize this reporting mechanism to share results and next steps.	October 19, 2015	Mrs. Lynn Jackson