

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to document a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

---

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title

cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.

To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Person County Schools	Northern Middle School	730344	2015-16
<b>Principal Name (or Designee)</b>	George Christopher Tomasic	<b>Principal Name (or Designee) Email</b>	<a href="mailto:tomasicc@person.k12.nc.us">tomasicc@person.k12.nc.us</a>
<b>School Mission</b>	Our mission is to equip students for lifelong learning through academics, character, and citizenship. With the help of our community, we are dedicated to serving students with understanding that diversity of gender, physical or mental ability, culture, and background are strengths to be respected.		
<b>School Vision</b>	The vision of Northern Middle School is to foster a learning environment that challenges students of the 21st century to reach their academic, civic, and social potential in a diverse community and to enable them to become productive and engaged members of society.		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results,</p> <p><b><i>The School Improvement Team analyzed demographic and performance data, including the previous year's EOG test scores and students' benchmark scores on district tests. Northern Middle School has approximately 477 students, and 72% of its students receive free or reduced breakfast and lunch. The demographic make-up of the school is broken down by male 54% and female 46%; White 43%, AA 42%, Hispanic 9%, and 2 or more 6%; and EC 11% and AIG 18%. The past three-years' trend reported by EVAAS for math has shown consistent growth for students from -4.7 in 6th grade to -2.0 in 7th grade to +3.9 in 8th grade; this may be due to very little turnover with teachers in the Math department. The past three-years' trend reported by EVAAS for reading showed student growth from -4.7 in 6th grade to -1.2 in 7th grade; however, student growth regressed to -2.1 in 8th grade. The past three-years' trend reported by EVAAS for 8th Science showed student growth from -0.6 in 2013 to 0.1 in 2014; however, the 8th grade Science fell to -5.1 in 2015. A closer look at the performance data showed that students' reading comprehension and understanding of math concepts needed to be increased to improve student success on EOG tests. The trend in science involved a staffing issue. The 21% overall turnover of the teaching staff also impacted student learning. An analysis of reasons for teacher turnover showed that teacher departures were unavoidable and not due to job dissatisfaction; therefore, our strategies needed to address developing the capacity of new teachers through enhanced support, training, and resources. Such support would help to address student achievement as well as teacher retention. As for the teachers that are teaching in the End-of-Grade tested areas, 9 out of 15 teachers (60%) have two or less years of experience in teaching and 2 out of the 9 are lateral entry teachers with no student teaching experience/training. In addition, the goals and strategies of best practices require the use of data to drive teacher instruction of the curricula and also to meet the necessary standards for student growth and proficiency. In summary, the data analysis led to our decisions to implement strategic scheduling, strengthen the use of data in teacher PLCs (professional learning communities), require fidelity in the use of instructional resources based on the North Carolina standards for the EOG-tested areas, and provide more intensive support for inexperienced teachers.</i></b></p>			

District Name:	School Name:	School Code:	Year:
Person County Schools	Northern Middle School	730344	2015-16
<b>GOAL #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>By June 2016, Northern Middle School will increase the math EVAAS Growth Measure by 2.2 points (from -2.2 to 0) and increase proficiency in math by 8 percentage points (from 42% to 50%) on the Math End-of-Grade test through the strategic use of student data, web-based resources, and teacher training.</i></b>		
	SBE Goal Alignment:	1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	1. Globally Competitive Students	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has begun.	
<b>GOAL #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>By June, 2016, Northern Middle School will increase the reading EVAAS Growth Measure by 2.6 points (from -2.6 to 0) and to increase proficiency in reading by 9 percentage points (from 48% to 57%) on the Reading/ELA End-of-Grade test through the strategic use of student data, web-based resources, and increased instructional support.</i></b>		
	SBE Goal Alignment:	1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	1. Globally Competitive Students	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has begun.	
<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>By June 2016, Northern Middle School will increase the science EVAAS Growth Measure by 5.1 points (from -5.1 to 0) and increase proficiency in science by 10 percentage points (from 49% to 59%) on the 8th grade Science End-of-Grade test through the strategic use of student data, web-based resources, and support of new personnel.</i></b>		
	SBE Goal Alignment:	1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	1. Globally Competitive Students	

	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	Has begun.

<b>District Name:</b>		<b>School Name:</b>		<b>School Code:</b>		<b>Year:</b>	
Person County Schools		Northern Middle School		730344		2015-16	
<b>GOAL #1:</b>		<b><i>By June 2016, Northern Middle School will increase the EVAAS Growth Measure by 2.2 points (from -2.2 to 0) and increase proficiency in math by 8 percentage points (from 42% to 50%) on the Math End-of-Grade test through the strategic use of student data, web-based resources, and teacher training.</i></b>					
<b>Strategy #1: Describe the strategy that will support this goal</b>		<b><i>Teachers, in content area PLCs, will break down data from assessments and benchmarks to plan lessons and conduct spiral review that will increase student success in learning at 80% proficiency or higher. Benchmark data will be available to teachers November 9th, January 22nd, and April 19th to assist teachers with structuring spiral review sessions to increase student learning.</i></b>					
<b>Progress:</b>		Progress Monitoring Status:		Has begun.			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>		<b><i>Administration will attend weekly content area PLC meetings to assist teachers with instructional strategies and tools to increase student learning.</i></b>					
		Evidence: (Identify documents and artifacts)		PLC minutes showing student-level instructional planning based on assessment data.			
		Person(s) Responsible:		Principal, Assistant Principal, and teacher support staff.			
		Timeline:		Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016			
		Budget Amount: (if applicable)				Budget Source: (if applicable)	
<b>Strategy #2: Describe the strategy that</b>		<b><i>Administration will monitor usage of web-based resources to assist teachers with assessments of student learning.</i></b>					
<b>Progress:</b>		Progress Monitoring Status:		Has begun.			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this</b>		<b><i>Administration will review usage reports of web-based resources for fidelity. Resources being used are Think-Through-Math, Schoolnet, IXL, Study Island, and Triumph Learning.</i></b>					
		Evidence: (Identify documents and artifacts)		Weekly data reports of usage by teachers; and also, teachers will use web-based resources a minimum of twice a week with their instruction.			
		Person(s) Responsible:		Principal, Assistant Principal, and teacher support staff.			

strategy.	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3: Describe the strategy that</b>	<b><i>Teachers will have intensive training and coaching through Project C3M (MSP Grant Training) to implement instructional strategies that help students gain a better understanding of math concepts.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Has begun.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b><i>Project C3M training, which includes training, classroom visits, and coaching, will take place throughout the 2015-16 school year as led by NCSU trainers and supported by school administrators.</i></b>			
	Evidence: (Identify documents and artifacts)	Documentation of training, observations, and coaching through Project C3M.		
	Person(s) Responsible:	C3M Trainers, Principal, Assistant Principal, and teacher support staff.		
	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Person County Schools	Northern Middle School	730344	2015-16
<b>GOAL #2:</b>	<b><i>By June, 2016, Northern Middle School will increase the reading EVAAS Growth Measure by 2.6 points (from -2.6 to 0) and to increase proficiency in reading by 9 percentage points (from 48% to 57%) on the Reading/ELA End-of-Grade test through the strategic use of student data, web-based resources, and increased instructional support.</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Teachers, in content area PLCs, will break down data from assessments and benchmarks to plan lessons and conduct spiral review that will increase student success in learning at 80% proficiency or higher. Benchmark data will be available to teachers November 9th, January 22nd, and April 19th to assist teachers with structuring spiral review sessions to increase student learning.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Has begun.	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Administration will attend weekly content area PLC meetings to assist teachers with instructional strategies and tools to increase student learning.</i></b>		
	Evidence: (Identify documents and artifacts)	PLC minutes showing student-level instructional planning based on assessment data.	
	Person(s) Responsible:	Principal, Assistant Principal, and teacher support staff.	
	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that</b>	<b><i>Administration will monitor usage of web-based resources to assist teachers with assessments of student learning.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Has begun.	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this</b>	<b><i>Administration will review usage reports of web-based resources for fidelity. Resources being used are Teen-Biz, Schoolnet, NC Write, Study Island, and Triumph Learning.</i></b>		
	Evidence: (Identify documents and artifacts)	Weekly data reports of usage by teachers; and also, teachers will use web-based resources a minimum of twice a week with their instruction.	
	Person(s) Responsible:	Principal, Assistant Principal, and teacher support staff.	

strategy.	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3: Describe the strategy that</b>	<b><i>Increased instructional support will be provided for inexperienced teachers.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Has begun.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b><i>A part-time instructional support specialist will be hired to provide weekly support. In addition, an ELA specialist in the district will conduct informal observations and provide support and resources as needed.</i></b>			
	Evidence: (Identify documents and artifacts)	Documentation of weekly support.		
	Person(s) Responsible:	Principal, Assistant Principal, and ELA teacher support personnel.		
	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	



<b>District Name:</b>		<b>School Name:</b>		<b>School Code:</b>		<b>Year:</b>	
Person County Schools		Northern Middle School		730344		2015-16	
<b>GOAL #3:</b>		<i>By June 2016, Northern Middle School will increase the science EVAAS Growth Measure by 5.1 points (from -5.1 to 0) and increase proficiency in science by 10 percentage points (from 49% to 59%) on the 8th grade Science End-of-Grade test through the strategic use of student data, web-based resources, and support of new personnel.</i>					
<b>Strategy #1: Describe the strategy that will support this goal</b>		<i>Teacher will break down data from assessments and benchmarks to plan lessons and conduct spiral review that will increase student success in learning at 80% proficiency or higher. Benchmark data will be available to teachers November 9th, January 22nd, and April 19th to assist teachers with structuring spiral review sessions to increase student learning.</i>					
<b>Progress:</b>		Progress Monitoring Status:		Has begun.			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>		<i>Administration will meet with the teacher to assist with instructional strategies and tools to increase student learning.</i>					
		Evidence: (Identify documents and artifacts)		Lesson plans; student work showing success of learning the content at 80% proficiency or higher.			
		Person(s) Responsible:		Principal, Assistant Principal, and teacher support staff.			
		Timeline:		Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016			
		Budge Amount: (if applicable)				Budget Source: (if applicable)	
<b>Strategy #2: Describe the strategy that</b>		<i>Administration will monitor usage of web-based resources to assist teacher with assessments of student learning.</i>					
<b>Progress:</b>		Progress Monitoring Status:		Has begun.			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this</b>		<i>Administration will review usage reports of web-based resources for fidelity. Resources being used are Schoolnet, Study Island, Listen-Current, Teen-Biz, and Triumph Learning.</i>					
		Evidence: (Identify documents and artifacts)		Weekly data reports of usage by teachers; and also, teachers will use web-based resources a minimum of twice a week with their instruction.			
		Person(s) Responsible:		Principal, Assistant Principal, and teacher support staff.			

strategy.	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3: Describe the strategy that</b>	<b><i>A change in teaching personnel was required for this subject. The new teacher will receive instructional support through administration and the hiring of a part-time instructional support specialist.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Has begun.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b><i>Administrators and a part-time instructional specialist will provide ongoing instructional support and resources as needed.</i></b>			
	Evidence: (Identify documents and artifacts)	Documentation of weekly support by Principal, Assistant Principal, and/or teacher support staff.		
	Person(s) Responsible:	Principal, Assistant Principal, and teacher support staff.		
	Timeline:	Monitoring Checkpoints: October 30th, 2015; January 15th, 2016; March 24th, 2016; May 20th, 2016; June 30th, 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	