



Archdale Trinity Middle School
School Improvement Plan
2019-2020

Comprehensive Progress Report

Mission:

Randolph County School System Mission Statement

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Randolph County School System Vision Statement

Vision: The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: all students can learn; all students will be taught in a safe and nurturing learning environment; all students deserve a teacher who is qualified and well-prepared; all students deserve access to instructional resources managed in a fiscally-responsible manner; and all stakeholders share the responsibility and accountability for student learning.

Goals:

Students First in All We Do.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2019-2020 School Year) Archdale-Trinity Middle School has implemented a variety of tools to help evaluate students and make curriculum adjustments. Last year, the school made use of the online diagnostic, MobyMax. This program	Limited Development 09/16/2019		

		<p>provided students with standards-based lessons and assessments which monitored student progress. Teachers could use these results and assign follow-up resources for those not at a mastery level.</p> <p>Additionally, NC-Check-Ins results served as a powerful indicator for addressing student success rates and needs. Scores were reviewed within the data team meetings and broken down for teachers in an attainable method; thus prompting reteaching (as needed) in the classroom.</p>			
		<p>How it will look when fully met:</p>	<p>Archdale-Trinity Middle School is already very close to meeting this indicator. To do so, we must remain steadfast in finding evaluation materials. With the implementation of i-Ready in our mathematics classes, we will have pertinent data to evaluate student needs. The English/Language Arts teachers in the building are confident in implementing the CommonLit reading diagnostic for each student they teach. This, in conjunction with required common assessments, will provide teachers with rich, individualized student data; thus prompting appropriate curriculum adjustments.</p>		<p>Lynne Jones</p> <p>06/05/2020</p>
		<p>Actions</p>		<p>0 of 3 (0%)</p>	
	9/23/19	<p>Reading and Math Growth & Progress: Students will be assessed every 6-8 weeks through CommonLit.org and i-Ready. Students and teachers will be able to track their own data, as well as analyze strengths and weaknesses.</p>		<p>Cheryll Varner</p>	<p>06/05/2020</p>
		<p><i>Notes:</i></p>			
	9/23/19	<p>Common assessments will be given in all core areas every 6-8 weeks. This data will allow teachers to adjust instruction and implement remediation and/or enrichment.</p>		<p>Mark Dougherty</p>	<p>06/05/2020</p>
		<p><i>Notes:</i></p>			
	9/23/19	<p>Quarterly benchmarks will be given through NC Check-Ins for reading and math. Science and SS will use Schoolnet for benchmark testing.</p>		<p>Julie Lindsay</p>	<p>06/05/2020</p>
		<p><i>Notes:</i></p>			
		<p>A1.05</p>	<p>ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of</p>	<p>Implementation Status</p>	<p>Assigned To</p> <p>Target Date</p>

		assessment to provide support enhanced learning opportunities for students.(5086)			
Initial Assessment:		<p>(2019-20 School Year)</p> <p>ATMS is making a concerted effort to use pre-assessment data and other assessments to provide enhanced learning opportunities for students. At the beginning of the school year, the administration team created extensive data spreadsheets. These spreadsheets included a breakdown of prior End of Grade test scores and other pertinent student information. ATMS has used this data to build classes of homogeneously grouped students for the ongoing remediation period. ATMS has also developed a Reading Remediation class which intensively focuses on the category of Informational Texts. Here, students have been grouped by their success rates on this particular topic (Informational Texts) as observed on last year's Reading End of Grade test. ATMS's Administration Team found this topic was a school-wide weakness. Common assessments and scaffolded lessons have been created for all teachers holding a Reading Remediation class.</p>	Limited Development 08/31/2018		
How it will look when fully met:		<p>Teachers and students will have data notebooks and hold quarterly student-led meetings regarding this data.</p> <p>Classes will be effectively grouped (and tweaked) according to students' needs.</p> <p>Teachers will be using common assessments frequently and reviewing data in PLT's. They will use this data to remediate and reteach those students needing extra help.</p> <p>PLT discussions will consist of a sharing of best practices that relate to standards being assessed.</p>		Wendy Curty	06/01/2020
Actions			1 of 3 (33%)		
	9/28/18	Teachers will be given professional development on keeping data notebooks.		Cheryll Varner	06/05/2020

Notes:						
9/28/18	The administrative team will review student data and review the NC Check Ins. These data points will be used to make adjustments to scheduling through Reading Remediation.			David Cross	06/05/2020	
Notes:						
9/28/18	Teachers will be given professional development on assessment building through Moby Max and a review of the capabilities of Schoolnet. These resources will be used to create common assessments throughout the school year.		Complete 06/09/2019	Mark Dougherty	06/05/2020	
Notes: The Moby Max professional development was administered on January 30th, 2018. Follow-ups occurred within the Math and ELA PLCs. Members of the PLC were shown where to collect and review data and how to provide extension lessons for students showing weaknesses on particular standards.						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At Archdale-Trinity Middle School (ATMS), we employ a range of positive behavior practices that are effective in the classroom. With that said, we have a small percentage of our staff who has not yet mastered these management practices. It is the belief of ATMS' School Improvement Team that these teachers needing guidance can grow through the practice of the action steps listed below.	Limited Development 08/03/2017		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			(2019-20 school year) Archdale Trinity Middle Schools serves approximately 700 students in grades seven and eight. Over the past few years we have experienced leadership changes and have seen the impact this has had on our students, procedures and processes throughout our building. One area we have noticed needing a “facelift” is our daily classroom rules and procedures. To support this, we will also need consistency in office documents and procedures with handling of various discipline concerns and whole school routines. Classroom rules are generally posted in most of the rooms but, very few rooms have any type of system in place if things do not go as		Sandy Tysinger	06/08/2020

	expected. Our expectation is to begin implementing these processes this school year.			
Actions		4 of 5 (80%)		
10/2/17	Students will be taught how to handle emotions and respect one another. They will practice effective communication and build healthy relationships as well as establish and maintain healthy and rewarding connections with individuals and groups.	Complete 06/07/2019	Leslie Lomax	06/08/2019
	<i>Notes:</i> For the past two years, our teachers have had training in the OLWEUS anti-bullying program. Through the implementation of this curriculum in health and PE, students have been taught how to effectively speak to one another and also how to identify a situation in which someone is being bullied. The program is continuing on campus and is being spearheaded by our Assistant Principal, Eric Gee.			
10/2/17	ATMS rules and procedures will be stated using age appropriate language so students understand expectations and feel comfortable without feeling confined. Moreover, it is the hope that teachers feel confident and allow students to self-monitor, yet still maintain an orderly and structured learning environment. These rules and procedures will be taught the first quarter of the school year and reviewed every quarter thereafter.	Complete 06/08/2018	Leslie Lomax	06/08/2019
	<i>Notes:</i>			
10/2/17	Classroom teachers are provided with examples of rules, processes and best practices for teaching procedures. Teachers are routinely given ideas for positively reinforcing these rules in a consistent manner.	Complete 09/03/2018	David Cross, Mark Dougherty	06/08/2020
	<i>Notes:</i>			
10/2/17	ATMS will have consistent procedures in place for students and staff in the common areas of campus. These areas include: the cafeteria, hallways, commons area, and main office.		Eric Gee	06/08/2020
	<i>Notes:</i>			
10/2/17	Consistent documents will be used for office referrals by teachers and bus drivers.	Complete 09/03/2018	Eric Gee	06/08/2020
	<i>Notes:</i>			
Implementation:		10/01/2018		

<i>Evidence</i>	10/1/2018			
<i>Experience</i>	10/1/2018			
<i>Sustainability</i>	10/1/2018			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The teachers at ATMS have dedicated time for planning which is consistently provided in order for the units of instruction to be completely aligned with standards.	Limited Development 04/17/2017		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			(2018-2019 school-year) Our goal is to have active (weekly) Professional Learning Teams (PLT's) which focus on pacing guide standards, the data gleaned from assessments based on these standards, and group discussion on how to remediate students; all of which is documented. Adding to this, our goal is for 100% of the staff to be using SREB practices. To do this, teachers will be backwards planning; focusing on power standards and using fundamental technological tools like coretools.com to help with this.	Objective Met 10/03/19	Lynne Jones	06/08/2019
Actions						
	10/2/17		This will be heavily monitored in our weekly PLT's. Here, teachers take part in deep discussion about standards, academic ideas and processes.	Complete 08/27/2018	Brian Hodgins, Julie Lindsey, Nicole Duncan, Mark D	06/08/2019
Notes:						
	10/2/17		We will be implementing SREB to half of our staff. This will push teachers to look critically at the Power Standards for each subject area. With SREB, we will take these Power Standards and focus on them through backwards design. This will pull in the other essential standards	Complete 06/07/2019	Mark Dougherty, Cheryll Varner, Stephanie Williams	10/30/2019

			and urge us to teach only those tasks that are necessary to the fulfillment of those standards.			
<i>Notes:</i>						
Implementation:				10/03/2019		
Evidence			10/1/2018 These evidences are found in the upload folder. They are titled as the name of the indicator.			
Experience			10/1/2018 This developed through the practice of SREB objectives and most specifically in the planning of LDC based units of study. It was hard work, and continues to be as it takes a tremendous amount of like-planning time and resources. Yet, those units that were developed were richly rooted in the instructional latter; and with backwards planning, our unique goals were always top of mind.			
Sustainability			10/1/2018 A concerted effort to plan in this manner must be paramount to the administrative team. Moreover, ample amount of time to plan must be given (perhaps work days, strictly devoted to this cause).			
		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2018-19) In previous years, ATMS had loosely made lesson planning a priority. As we move into this new school year, teachers are expected to have a week of plans submitted to administration by Monday morning each week. Teachers have been given three lesson templates to choose from, these templates were created and shared by our lead teacher with the members of SIT.	Limited Development 08/31/2018		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			The administration will need to consistently review lessons and provide feedback. Once feedback has given, administrators must look to see that these suggestions have been implemented. Teachers will have a strong understanding of planning for a differentiated population of students. To do this, professional development sessions assisting with planning and scaffolding will need to be offered.	Objective Met 10/03/19	Mark Dougherty	06/01/2019
Actions						

		9/28/18	All teachers will be required to turn weekly lesson plans, using one of the three approved templates, at the start of school (7:45 AM) each Monday.	Complete 08/24/2018	Brian Hodgins	08/24/2018
		<i>Notes:</i>				
		9/28/18	All teachers will be given a choice of three lesson plan templates which have been approved by the administrative team.	Complete 08/24/2018	Mark Dougherty	08/25/2018
		<i>Notes:</i>				
		9/28/18	Any teacher, as determined by the administrative team, not meeting exemplary standards of lesson planning, will be given 1-1 professional development by the school's lead teacher on lesson planning.	Complete 06/07/2019	Mark Dougherty	06/05/2019
		<i>Notes:</i>				
		Implementation:		10/03/2019		
		Evidence	10/3/2019 10/1/2018: Evidence for this indicator can be found in the upload folder.			
		Experience	10/3/2019 10/1/2018: This objective required consistent efforts from the staff and administration. Non-negotiable components for lesson planning were established, and a variety of planning methods offered. Moreover, we had to establish an effective system for turning in plans; which could be readily reviewed by the administration.			
		Sustainability	10/3/2019 10/1/2018: As mentioned, continued effort by the administration must happen in order for this indicator to be effective. Timely lesson review and rich discussion must take place, or advancement simply will not happen.			
		A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>(2019-20) All classes will be taking part in a One Book/One School activity. With this, all students will read the Gordon Korman text, Restart in Reading Remediation class.</p> <p>Implemented a school wide expectation that students are required to have a book with them at all times.</p> <p>(2018-19) The administrative team at ATMS has developed a Reading Remediation course for all students. A team of teachers has developed weekly plans for this reading class. The reading focus for this class is non-fiction, specifically, informational texts. These texts have been carefully selected by the reading team.</p>	Limited Development 08/31/2018		
How it will look when fully met:	For this objective to be fully met, all teachers will need to view themselves as a reading teacher, and not just a core subject or elective teacher. Our aim is for all teachers to approach this process with the utmost rigor. Should this occur, we believe that our students will embrace the process of reading and understand the more challenging standards that are uniquely associated with the topic of informational texts. Ultimately, this will improve end-of-grade scores in ELA, thus bolstering student confidence.		Shannon Moser	06/08/2020
Actions		2 of 3 (67%)		
9/28/18	Each core teacher at ATMS will be given a pre-determined group of students based on those students' success rated on the Informational Text portion of the 2017-18 English/Language Arts End-of-Grade test. These same core teachers will offer reading remediation for their designated group of students through the course of the 2018-19 school year.	Complete 08/24/2018	Brian Hodgins	08/24/2018
<i>Notes:</i>				
9/28/18	A Reading Remediation team will be created. This team will consist of an AIG certified Language Arts teacher, a regular education teacher and two Exceptional Children teachers. This team will create weekly Reading Remediation lesson plans for the school. These plans will correlate with the Informational Text standards our population of	Complete 06/07/2019	Mark Dougherty	06/08/2019

	students tested poorly on. Plans will be created on a quarterly basis and ensuing plans will be predicated on NC Check-Ins scores.			
<i>Notes:</i>				
9/28/18	All Reading Remediation teachers will be asked to keep individual student data notebooks and hold quarterly data meetings with students built on successes and struggles in the class.		Mark Dougherty	06/05/2020
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>(2019-20 School Year)</p> <p>Archdale-Trinity Middle School has begun an initiative this year which is entitled, "Data/SIP/MTSS." This team is a one-stop-shop for critical processes involving this indicator.</p> <p>Teachers within each content area have been directed to develop six common assessments throughout the year, in conjunction with the i-Ready Diagnostic and i-Ready weekly implementation and NC Check-Ins.</p> <p>This data will serve as the basis for our Data/SIP/MTSS team to review (as well as grade/subject PLCs). From here, students will be flagged. The qualifier for this flagging is 79% mastery or less on an assessment (Regular Education and AIG) and 59% and lower in the Inclusion and Resource classroom setting.</p>		Limited Development 09/16/2019		
How it will look when fully met:	<p>In order for this objective to be met, the teaching staff of Archdale-Trinity Middle School must have effective PLCs where common assessments are planned for, created and administered to students. Following this the PLC and the Data/SIP/MTSS team must analyze the assessment data and make determinations on what standards need to</p>			Mark Dougherty	06/05/2020

	be retaught and to whom, as well as noting those students tending toward differentiated remediation and enrichment.			
Actions		0 of 3 (0%)		
9/23/19	Six common assessments will be delivered across the four content areas through the duration of the school year.		Mark Dougherty	06/05/2020
<i>Notes:</i>				
9/23/19	i-Ready Diagnostics (three times a year) and supplementary material (weekly) will be administered to students.		Marti Langholz	06/05/2020
<i>Notes:</i>				
9/23/19	The Data/SIP/MTSS team will meet every three weeks to review pertinent data and target at-risk students.		Mark Dougherty	06/05/2020
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
Initial Assessment:		Evidence of tracking through data notebooks helps support effective instructional practices and to identify struggling students. Administration conducts walk-throughs to address instructional quality, and Professional Learning Teams to share best practices. Peer observations are conducted for instructional ideas and professional development. MTSS is implemented to identify students who need additional support.		Limited Development 04/17/2017	
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		(2019-20 school-year) Should this objective be practiced fully, ATMS will be functioning as a group of collaborative teachers, rather than isolated individuals working towards unique goals. PLT's will be having open discussions with one another about successes and struggles, observations will be used as tools for growth, and peer-to-peer observations will be used as a vehicle for improvement. Moreover,			Mark Dougherty
					06/08/2020

			MTSS will be a bedrock for all students, with unique differentiation occurring for all.			
Actions				2 of 3 (67%)		
	10/2/17	The teachers at ATMS will create differentiated (multi-tiered supports) unit plans to encompass the needs of both lower achieving students and those identified as being gifted.		Complete 09/27/2018	Cory Bentley	03/28/2019
<i>Notes:</i>						
	10/2/17	We will provide data based interventions for students needing additional support. These support systems include but are not limited to, peer tutoring, whole class remediation, and small group instruction.		Complete 06/08/2018	Mark Dougherty	03/28/2019
<i>Notes:</i>						
	9/27/18	Teachers will keep assessment data on all students. This data will be analyzed and used for remediation, reteaching and additional assessments.			David Cross	06/01/2020
<i>Notes:</i>						
Implementation:				10/01/2018		
Evidence			10/1/2018			
Experience			10/1/2018			
Sustainability			10/1/2018			
		A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>(2019-2020 School Year)</p> <p>Archdale-Trinity Middle School is working on developing a streamlined process between Tier's 1, 2 and 3 of MTSS.</p> <p>The administration is more confident in the process of MTSS than the Staff. To help fix this inequality, open PLC's are required to note any student that is showing consistent struggles and to document these incidents in PLC minutes.</p>	Limited Development 09/16/2019		

			It is planned that the Data/SIP/MTSS team must have current and well analyzed data from a variety of common assessments as prepared by PLC members and shared details on potential outlier students. By doing so, and organic transition to Tier 2 and 3 of MTSS will occur.			
How it will look when fully met:			In order for this objective to be fully met, Archdale-Trinity Middle School needs a streamlined process between Tier's 1, 2 and 3 of MTSS. Administration and Staff must be confident in the process. Open and well-documented dialogue must occur within PLC's surrounding targeted Tier 1 students. Moreover, the Data/MTSS team must have current and well analyzed data from a variety of common assessments, as to be well prepared for those students entering Tier 2 and 3 of MTSS. Lastly, the teachers of Archdale-Trinity Middle School must feel confident in implementing new strategies in the classroom which can meet the unique demands of their student population.		Chloe Tyler	06/08/2020
Actions				0 of 3 (0%)		
9/23/19		Administrative training in Youth Mental Health will be received and used as supplementary material in determining student placement and need.			David Cross	06/05/2020
Notes:						
9/23/19		Through the implementation of MTSS, teachers and the MTSS team will pinpoint specific deficits rather than merely identifying the need for referral.			Leigh Blanchard	06/05/2021
Notes:						
9/23/19		Archdale-Trinity Middle School will use universal screeners and the use of systematic instruction through MTSS.			Chloe Tyler	06/05/2021
Notes:						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The educators in our building have a strong desire for all students to be successful. However, they struggle with the changing social dynamics	Limited Development 04/17/2017		

	and adapting to those dynamics. Thus, there is a need for mutual understanding and respect.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	(2018-19 school year) When this objective is fully met, the staff of ATMS will be working towards a singular goal of having all students succeed. In order to achieve this goal professional development must be conducted along with utilizing individual student data to make decisions regarding changes in instructional practices. All this must be analyzed so that we have a clear scope of our student population and how best to serve them.	Objective Met 09/12/19	Leslie Lomax	06/08/2019
Actions				
10/2/17	The mental health agencies which have contracted with RCSS will be shared with the staff as well as the referral process.	Complete 06/07/2019	Leslie Lomax	03/28/2019
<i>Notes:</i>				
10/2/17	The 7th grade counselor, Leslie Lomax, will conduct professional development for the staff on the specific diversities prevalent among our school's population, and discuss the impact that diversity has on learning as well as teacher and student relationships.	Complete 01/08/2018	Leslie Lomax	03/28/2019
<i>Notes:</i>				
10/2/17	1. Staff will be given information on making referrals to the school counseling office.	Complete 08/27/2018	Dina Fletcher	08/25/2019
<i>Notes:</i>				
Implementation:		09/12/2019		
Evidence	10/1/2018 These evidences can be found in the upload folder.			
Experience	10/1/2018 Meeting this indicator required consistent commitment to learning the unique needs of our population of students. So many factors are relevant. And they are always ever-changing. But, by keeping the staff abreast in OLWEUS strategies and comprehensive presentations by our counseling department, we are making a powerful push.			

Sustainability			10/1/2018 This objective requires we never give up, and never take a single moment off from learning the complexities of our student population. Constant PD, reflection and practice must continue.			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We are improving communication with our feeder school, Braxton Craven, in order to allow a smooth transition for our students. The principal is meeting with groups of 6th grade students starting in the fall of the school year. The principal regularly visits the campus during lunch time to get acquainted with the students. He also serves as a special guest for the Math at Work Fair, instructing groups of 6th grade students how a principal uses math every day. These opportunities give the principal a chance to get to know the students.</p> <p>The Exceptional Children teachers from both schools meet in the spring to communicate the needs of the rising 7th graders. The Guidance Counselor's from both schools meet as well to make sure Archdale-Trinity School is aware of the certain needs of all students.</p>	Limited Development 08/03/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			(2019-20 school-year) For this objective to be fully met, ATMS must undergo an improved vertical teaming process; as well as open and ongoing communication with Braxton-Craven Middle School. Such communication that focuses on the transition of students is vital; especially in relation to curriculum. Moreover, by communicating with Braxton-Craven, rising 7th graders can feel comfortable at ATMS thus preparing them for success within a new school setting.		Mark Dougherty	06/08/2020
Actions				1 of 2 (50%)		
	10/2/17	ATMS can implement vertical PLT planning. Discussions during these sessions should revolve around material being used in class, and being cognizant not to reteach material (same text). Moreover, a shared		Complete 09/24/2018	Mark Dougherty	03/28/2019

	understanding of curriculum and classroom practices must be discussed as to readily prepare students for the 8th grade.			
<i>Notes:</i>				
10/2/17	As to better prepare the transition from Braxton-Craven to ATMS, we will plan Summer Event (yet to be named). Students, faculty, parents and stakeholders are encouraged to attend as informational booths will be established, school tours, and other pertinent information necessary for students transitioning to middle school.		Mark Dougherty	04/07/2020
<i>Notes:</i>				
Implementation:		10/01/2018		
Evidence	10/1/2018			
Experience	10/1/2018			
Sustainability	10/1/2018			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2019-20 School Year) These evidences have been updated in the file folder entitled, B1.01 2019-20.	Full Implementation 10/02/2019		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school has a cohesive leadership team that understands their responsibility to address our school goals at all levels. Currently, agendas are created by SIT chair and administrator prior to meetings. During meetings, department representatives discuss agenda items and develop action plans to implement these improvements. Minutes are taken by recorder and shared with all staff members. Department	Limited Development 04/17/2017		

	representatives discuss SIT minutes and offer clarity during PLT meetings.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	(2018-2019 school year) Our leadership team will continue to work as a cohesive unit presenting goals and encouraging those at all levels to strive towards meeting those goals. To do so, efforts must be made in a timely and concise manner, short term and long term action goals are initiated and followed through, minutes are kept in a thorough manner and shared with staff members accordingly in subject area PLT's.	Objective Met 10/03/19	Shannon Moser	06/08/2019
Actions				
10/2/17	Create a Google Doc that allows for teachers to place ideas/thoughts/suggestions to be addressed with leadership teams.	Complete 08/27/2018	Mark Dougherty	08/28/2018
	<i>Notes:</i> At the start of the 2018-29 school year, a Canvas page for the staff was created. On this page, teachers could easily access a variety of official documents, PLC minute sheets, lesson plan folders, and also a quick link for "great ideas."			
10/2/17	Create a folder in Google Drive where teachers can upload "great ideas"/"ideas that worked" from the classroom which can be reviewed by the administrative team.	Complete 06/07/2019	Mark Dougherty	11/03/2018
	<i>Notes:</i>			
10/2/17	Based on these "effective" practices, leadership can/should recognize those employees who are excelling. The means of recognition is up to leadership (private/public).	Complete 09/27/2019	Mark Dougherty	03/28/2019
	<i>Notes:</i> At the onset of the 2019-20 school year, the School Improvement Team instituted a plan to recognize staff members who have been excelling at their job. These recognized employees have pictures taken and posted to the school's Instagram and Facebook pages. Additionally, they are presented to the staff over morning announcements.			
10/2/17	Set specific meeting days and times, set at the onset of the year.	Complete 08/27/2018	Brian Hodgins	08/28/2019
	<i>Notes:</i>			
10/2/17	Provide teams with an agenda prior to meetings.	Complete 08/27/2018	Brian Hodgins	08/28/2019
	<i>Notes:</i>			

Implementation:		10/03/2019		
Evidence	6/07/2019 These evidences can be found in the upload folder.			
Experience	6/07/2019 In order to complete this indicator, the administrative team had to develop a SIT plan where the team and indicator teams met twice a month. Minutes for these meetings were required as well as a pre-determined agenda as created by faculty members via an anonymous spreadsheet.			
Sustainability	6/07/2019 Engaging SIT members in activities which require a level of distributive leadership. This provides membership with a level of school ownership; and not leaving it solely in the hands of the administration.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2019-20 School Year) The documentation for this indicator has been uploaded to the file section of NC Star.	Full Implementation 10/03/2019		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our administration currently reviews benchmark data, attends PLT meetings, completes required teacher observations, completes informal classroom walkthroughs and gives constructive feedback.	Limited Development 04/17/2017		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			Administration will continue to have an active hand in reviewing data and sharing its analysis with teachers. From here, actionable steps for		David Cross	06/08/2020

	student gain will be implemented through remediation and data tracking through common and formative assessments. Furthermore, administration will be visible in all classrooms and provide teachers with necessary focus points for improvement.			
Actions		2 of 3 (67%)		
10/1/17	Informal observation walk through document will be created by administration and shared with staff to allow regular feedback to be provided.	Complete 08/27/2018	Julie Lindsay, Nicole Duncan	01/22/2019
<i>Notes:</i>				
10/1/17	Formal observations will be completed with post observation meetings held to review feedback.	Complete 09/24/2018	Julie Lindsay, Nicole Duncan	06/08/2019
<i>Notes:</i> Formal observation schedule will vary between individual staff members depending on the observation cycle for the teacher.				
10/1/17	Common assessment data will be reviewed in PLT with administration. The information gained in the common assessment will drive remediation topics.		Mark Dougherty, David Cross, Eric Gee, J. Lindsay	06/08/2020
<i>Notes:</i>				
Implementation:		10/01/2018		
Evidence	10/1/2018			
Experience	10/1/2018			
Sustainability	10/1/2018			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To
					Target Date

Initial Assessment:	Individual teachers currently maintain student data and share samples with administration throughout the school improvement planning process. Classroom observation data and common assessment data are currently discussed during Professional Learning Teams. In the future teachers can make the shift from sharing the data in PLT's to sharing this data with the School Leadership Team.	Limited Development 04/17/2017		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	(2019-2020 school year) For this goal to become a reality, data must be dissected, analyzed, discussed and used as a tool for re-teaching. Data cannot simply be an end to itself, but a tool for growth and understanding the differentiated needs of students. This process, while in part must be singular, must also revolve around PLT group discussion. To truly advance, all teachers must work together and seek the betterment of the whole school.		David Cross	06/08/2020
Actions		1 of 2 (50%)		
10/2/17	This objective will be met through the assessment of rising 8th grade data (EOG/Benchmark/Schoolnet). Through this evaluative process, we can create subgroups. With this information, we can see general subgroup trends and suggest professional development (PD) for teachers.	Complete 08/27/2018	Mark Dougherty, Alietha Davis	11/03/2019
<i>Notes:</i>				
10/2/17	When staff is sent to professional development, they will be responsible for presenting the information they gleaned in that professional development to the staff. Individual EVAAS data and leadership recommendations will also be used to determine who shall be asked to attend specific professional development sessions.		Shannon Moser, Mark Dougherty	06/08/2020
<i>Notes:</i>				
Implementation:		10/01/2018		
Evidence	10/1/2018			
Experience	10/1/2018			
Sustainability	10/1/2018			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2019-20 School Year) The documentation for this indicator has been uploaded in the file section on NC Star.	Full Implementation 10/03/2019		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2019-2020 School Year) Previously, the administrative team at Archdale-Trinity Middle School made a verbal requirement for teachers to communicate with parents. While many teachers followed suit, a majority did not. To fix this trend, it is now a requirement for all core teachers to contact each student's parents two times through the course of the school year. This documentation will be noted on a digital spreadsheet. At least one contact must be positive in nature.	Limited Development 09/16/2019		
How it will look when fully met:			In order for this objective to be fully met, all teachers must be contacting parents. The school must foster an atmosphere that promotes communication that is early, honest and often; and keep documentation of all these parental exchanges.		Julie Lindsay	06/08/2020
Actions				0 of 1 (0%)		
	9/23/19		A digital log must be created for all teachers to document parent contact made. This log must be easily accessible for administration and teachers.		Eric Gee	06/05/2020
Notes:						

		E1.02	ALL teachers regularly assign, check, mark, and return homework.(5178)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>(2019-2020 School Year)</p> <p>The administrative team of Archdale-Trinity Middle School has established non-negotiable for homework this school year. First, homework assignments must not exceed more than 10% of a quarterly report card grade. Secondly, if assigned, the work must be graded, returned and logged in Power Teacher Pro by Wednesday of each week. Lastly, students not turning in homework will be sent to ZAP (Zeroes Aren't Permitted) every Friday during third period.</p>	Limited Development 09/23/2019		
How it will look when fully met:			If order for this objective to be met the teachers of Archdale-Trinity Middle School must be held accountable when/if they are not timely with the homework they are giving. Moreover, it is expected that ZAP is used to assist any student not completing homework. Yet, any student that misses the designated two-week window of turning in homework will miss the opportunity to turn it in.		Eric Gee	06/05/2020
Actions				0 of 2 (0%)		
	9/23/19		Homework grades must be updated in Power Teacher Pro every Wednesday.		Mark Dougherty	06/05/2020
<i>Notes:</i>						
	9/23/19		ZAP (Zeroes Aren't Permitted) will be held every Friday for students missing any homework assignments.		David Cross	06/05/2020
<i>Notes:</i>						
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			ATMS has embraced a variety of methods to aid in parent communication. Such methods include but are not limited to, Newsletters, the popular Curriculum/Team night, etc. Upon further reflection, ATMS can dig deeper and incorporate more creative	Limited Development 04/17/2017		

	processes to communicate positive news to parents and the surrounding community.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>(2019-2020 School Year)</p> <p>One essential ingredient in ATMS' recipe for success is parent and community outreach. Our goal is to build and cultivate a campus where all students feel safe, cared for and are given the best educational experience possible. Involving parents in this process, whether through community, academic and sporting events; and keeping them abreast of news at it occurs is an absolute necessity and a priority this school year.</p>	Objective Met 10/03/19	Eric Gee	06/08/2019
Actions				
10/2/17	Regular sporting events will be held where coaches can communicate with parents and stakeholders. These events include, but are not limited to, sports awards assemblies and seasonal coaches' meetings with parents/students regarding particular sport's rules and expectations.	Complete 06/07/2019	Mark Dougherty	03/28/2019
<i>Notes:</i> Within the file folder are evidences of this action step. Present are meeting minutes and handouts that ATMS coaches used to communicate with parents during the 2018-19 sports season.				
10/2/17	Administration/Staff will be more visible by greeting car riders during morning and afternoon supervision, attending school and community related events in support of our students and connecting with the community using SchoolMessenger.	Complete 06/07/2019	Mark Dougherty	08/28/2019
<i>Notes:</i> Beginning at the onset of the 2018-19 school year, Mr. Hodgins provided the administrative team and office support staff with designated locations around the school in the morning. Several teachers greeted parents as they dropped students off in the car rider line and took part in friendly communications with one another.				
Additionally, the Principal and Athletic Director required staff members to sign-up for at least two sporting events. There, teachers and other staff members would take tickets as well as monitor the crowd.				

10/2/17	Teachers will communicate with parents and other stakeholders through the Remind App, Bulldog Camp/ orientation, Team /Parent Night, PTSA meetings, Team Newsletters, and Academic Award Assemblies that offer parent invitations.	Complete 06/07/2019	Mark Dougherty	08/28/2019
<i>Notes:</i> Last year (2018-2019), the ATMS administrative team and staff made a concerted effort at improving parent outreach. Teachers made strides using the Remind app as a means to keeping parents abreast in homework and classroom updates. At the onset of the school year, ATMS held Interim Report Pick-up Night (9/26). Additionally, a mid year and end of year academic award assembly was held on (2/12) and (6/8).				
10/2/17	Technology will be used for parent/stakeholder outreach which will include an active Twitter page and regularly updated website.	Complete 09/24/2018	Mark Dougherty	08/28/2019
<i>Notes:</i>				
Implementation:		10/03/2019		
Evidence	10/1/2018 Evidences for this indicator can be found in the upload folder.			
Experience	10/1/2018 The staff of ATMS had an enjoyable time implementing these new practices. We rolled our sleeves up and found technological avenues to help (Remind, Google, Peachjar) and held a variety of meetings which pulled community members into the school. Since this, we now have viable PTA membership (three years ago this was essentially non-existent). Early and open communication has been the ticket to success.			
Sustainability	10/1/2018 A continued effort to find new avenues of technology to make communication simple and seamless. Additionally, new methods to bring families on campus must be brainstormed. We must always be on the prowl for something new.			



School:

School Year:

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: " The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	David Cross		
Assistant Principal	Eric Gee		
Assistant Principal	Julie Lindsay		
Lead Teacher/Chair	Mark Dougherty		
Teacher	Leigh Blanchard		
Teacher	Sharon Hughes		
Teacher	Wendy Curty		
Teacher	Lynne Jones		
Teacher	Angela Lafkas		
Teacher	Marti Langholz		
Front Office	Stephanie Miller		
Media	Shannon Moser		
Teacher	Carlina Revels		
Teacher	Chloe Tyler		
Teacher	Cheryll Varner		
Teacher	Sandy Tysinger		

[illegible]



NCStar/SIP Mandatory Components

School Name: Archdale-Trinity Middle School

School Year: 2019/2020

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

The administrative staff will cover the cafeteria and create a coverage plan to allow all staff members a duty-free lunch daily.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

The master schedule has been built to allow equitable planning time for all staff members.

Transition Plan for At-Risk Students

- ☐ Elementary to Middle School
- ☐ Middle School to High School

Please describe transition plan below.

Our Exceptional Children Department work with our feeder school, as well as, Trinity & Wheatmore High School to ensure all Individual Education Plans are written to meet the needs of our students at the next level. Our Guidance Counselors and Student Advocate have an effective and open line of communication in order to discuss strategies needed for individual students.