



**Archdale-Trinity Middle School**  
**School Improvement Plan**  
**2016-2017**

**School Improvement Plan**

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input type="checkbox"/> Fiscal responsibility</li> <li><input type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input checked="" type="checkbox"/> Maintain efficient operations</li> <li><input type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Current Level of Performance (Data Summary):** As of June 2016, all schools in the Randolph County School System have completed exploration, consensus, and readiness assessments with their staff in order to determine their school’s needs for the implementation of MTSS. All schools should now be able to identify the ways in which they meet the unique and diverse learning needs of all students in their schools within the MTSS framework.

**Annual Goal:** By June 2017, all schools in the Randolph County School System will utilize multiple sources of formative and summative data to determine effectiveness of core instruction. A standard communication protocol will be in place to ensure an effective feedback loop between school and district MTSS teams.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Explore the MTSS framework throughout the 2016-17 school year	School-based MTSS team	Monthly information provided in RCSS curriculum newsletter	Principal and school-based MTSS team	Minutes from MTSS meetings	2016-17 school year	June 2017	
Generate a list of all at-risk students at the school and share the list of at-risk students in transition grades with the next feeder school and the district MTSS coordinator by February 1, 2017 and June 1, 2017	School counselor, support staff, classroom teachers	Create an at-risk document to identify at-risk students. Documents needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School counselor, school administrators, classroom teachers	Complete list of at-risk students	2 <sup>nd</sup> and 3 <sup>rd</sup> Quarters	February 1, 2017 June 1, 2017	

## School Improvement Plan

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input type="checkbox"/> Fiscal responsibility</li> <li><input type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input checked="" type="checkbox"/> Maintain efficient operations</li> <li><input type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Current Level of Performance (Data Summary):** The grade level proficiency rates for 2013-14 on the Reading EOG were: All students: 54.2, White: 55.7, Asian: 48.4, Black: 60, Hispanic: 40.6, EDS: 41.9, LEP: 8.0, SWD: 7.7, AIG: >95.0. The grade level proficiency rates for 2014-15 were: All students: 48.6, White: 49.5, Asian: 51.9, Black: 15.8, Hispanic: 40.0, EDS:37.4, LEP: <5, SWD: 7.4, AIG: 93.8. The grade level proficiency rates for 2015-16 were: All students: 49.4, White: 50.7, Black, 18.5, Asian, 64.3, Hispanic:39.0, EDS:39.8, LEP: 11.1. SWD: 11.7, AIG: >95. Our school currently has 775 students enrolled with the following demographic breakdown: White 635 (81.9%), Asian 25 (3%), Black 24 (3%), Hispanic (9%), Multiracial (1.8%), American Indian (<1%)

**Annual Goal:** By the end of the 2016-17 school year, ATMS will increase grade level proficiency in Reading from 49.4 % to 54% or higher on all North Carolina End of Grade Reading tests. Proficiency will be measured by the number of students that score a level 3 or higher on the North Carolina End of Grade Reading Tests.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Reader's Workshop and Reading Fundamental Kits will be used within all ELA teacher classrooms. These kits have been designed to mold the curriculum in such a way that students interact frequently together, teachers are on pace with one another, and a breath of literacy and writing techniques are taught with fidelity in all classrooms	-ELA Teachers -Lead Teacher -Director/AIG Specialist	-Reader's and Writer's Workshop Kits -School Based PD -District Level PD -School Based PLT's	-Administration -Lead Teacher -ELA Teachers	Student work will be consistently monitored to reflect elements of the Reader's and Writer's workshop. - Ideas can be noted through teacher unit plans and specifically tuned "I Can" statements	Bi-weekly	Sept. 2016 to June 2017	-Fine tune the Reader's Workshop plans to include student selected texts, rather than teacher selected texts, as to help pinpoint the interests of our student

							population. -Share the strategy of "Turn and Talk" to all core team members so that its scope can be maximized
Implement Achieve 3000 in our ELA, S.S, Health and Science classrooms. Students in different subgroups and varying lexiles will be reached with this program due to the individualized articles based on student lexiles	-ELA Teachers -Science Teachers -S.S. Teachers -Health Teachers -EC teachers	-Achieve 3000 Program -PD sessions with Achieve 300 trainers	-Administration -Lead Teacher	Assessment Data from Achieve 3000 reviewed by Administration, lead teacher, and classroom teachers	Monthly	June 2017	Teachers will ask students to track their own lexile growth data throughout the year to indicate student growth
Execute the SREB (LDC) program within LDC teacher trained classrooms. The LDC program is designed to increase literacy through the application of pinpointed mini-tasks which fall under the umbrella of a standard derived module	-Administration -Lead Teacher -LDC Team Teachers	-coretools ldc.org -LDC Trainings -LDC Coach and Trainer Walkthroughs -Coach and LDC Teacher Debriefings -Planning Sessions -NCSCOS -Previous, standards based lesson plans	-Administration -Lead Teacher/LDC Coach -LDC Team Teachers	-LDC Teacher classroom observations -Module Plans -LDC Training Attendance -Overview letters sent to the principals	Monthly	June 2017	LDC teachers that are a part of the year one training will serve as guides for the 50% staff roll-out for year two
Instructional walkthroughs will be used to guide teachers and offer feedback to move instruction forward. This strategy is in place to increase proficiency in all subgroups	-Administration -Lead teacher -Core teachers	-Walkthrough form -Feedback from District walkthroughs (2 times annually)	-Administration -Lead teacher	-Observed research-based practices -Walkthrough logs -Written feedback to teachers -face-to-face conferencing	Monthly	September 2016 to June 2017	Have teachers observe teachers and become an integral part in the observation process
Bulldog time will be used to target students that are in need of remediation of the core standards. It will also be	All Staff	-Achieve 3000 -IXL -Classroom or small group set of computers	-Administration -Lead teacher -Core and Elective teachers	-Student data tracking logs -Intramural shout-outs	Weekly	June 2017	Update Bulldog schedule weekly and adjustments

used as a time for teachers to conference with students about their data in their classrooms. Achieve 3000, IXL and EOG prep activities will be implemented during Bulldog Time. Bulldog time will be used to implement our school-wide Intramural program. Curriculum assistance is provided for students with disabilities during Bulldog Time as well. This strategy is designed to increase proficiency and student growth in all subgroups.		-Intramural schedule -Bulldog schedule (weekly)		-Achieve 3000 reports/usage			will be made based on student needs
Student/Teacher data conferences will be done bi-weekly to determine student weaknesses, grades in classrooms, and to let students know of any missing assignments. This strategy is designed to increase growth and proficiency in student subgroups	All classroom teachers	Individual student data forms and folders	-Administration -Lead teacher -Classroom teachers	Students will keep their own data in each classroom. Parents will be able to view this data at any time. Students will be able to know where they are in each class and understand from the teacher specifically what they can work on	Weekly	June 2017	Parent phone calls and conferences will take place as a result of the data that is in place in each classroom. "Good News" postcards will be sent as a result of data collection
HillRAP training will be used offer reading support for students with disabilities in an effort to increase reading proficiency in this subgroup	HillRAP Teacher	-HillRAP Program and Implementation -Kidney shaped table	-Administration -Lead Teacher -HillRAP Teacher	HillRAP data that is kept on each student in the program	Weekly	June 2017	Continue to use the program to offer intensive support to students with disabilities
IXL Program will be utilized as an extension and remediation skill builder for particular standards needing improvement. This program is	Core teachers, Remediation teams	-IXL Program -Classroom or small group computer sets -NCSCOS	-Administration -Lead teacher	-Individual student data tracking. -One-on-one student-teacher	Weekly	June 2017	-Data will be analyzed by ELA teachers, and shared at data team meetings

presented by ELA topics, by grade level. It is designed to increase student proficiency on an as needed basis				conferences			bi-weekly. Subgroup progress will be identified and documented and used for further remediation strategies
Teachers will meet in PLT's to come up with common assessments to provide data for students and teachers to drive instruction. This strategy is designed to increase proficiency and growth in all subgroups	-Lead Teacher -Core Teachers -PLT Teams	-PLT planning -RCSS Pacing Guides -SchoolNet -District PLT meetings/workshops	-Administration -Lead Teacher -Core Teachers	-Common Assessment Results/Student performance -Remediation logs	Monthly	June 2017	Teachers will have the opportunity to observe other teachers in their PLT

**School Improvement Plan**

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input type="checkbox"/> Fiscal responsibility</li> <li><input type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input checked="" type="checkbox"/> Maintain efficient operations</li> <li><input checked="" type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Current Level of Performance (Data Summary):** The grade level proficiency rates in 2013-14 for Math EOG were: All students: 44.4, White :45.7, Black: 33.3, Asian: 45.2, Hispanic :35.9, Multi-Racial: 37.5, EDS: 31.9, LEP: 8.0, SWD: 7.7, AIG:>95.0. The grade level proficiency rates for 2014-15 were: All students: 45.1, White: 46.3, Black :21.1, Asian: 51.9, Hispanic: 32, Multiracial :52.9, EDS :35.4, LEP:<5, SWD: <5, AIG: >95. The proficiency rates for 2015-16 were: All students: 47.9, White: 49.6, Black: 11.1, Asian: 64.3, Hispanic: 37.3, EDS: 39, LEP: 11.1, SWD: 11.7, AIG: 94.3. Our school currently has 775 students enrolled with the following demographic breakdown: White 635 (81.9%), Asian 25 (3%), Black 24 (3%), Hispanic (9%), Multiracial (1.8%), American Indian (<1%).

**Annual Goal:** By the end of the 2016-17 school year, ATMS students will attain a grade level proficiency of 54% or higher on all North Carolina End of Grade tests for math. This composite proficiency is calculated based on the number of students that score a level 3 or higher on the North Carolina End of Grade tests for mathematics.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Bulldog Time will be used to target students that are in need of remediation for the core standards. It will also be used as a time for teachers to conference with students about their data in their classrooms. Big Ideas Math, IXL, MAPS and EOG prep activities will be implemented	All staff	-IXL -Big Ideas Math website -MAPS activities -Classroom or small group set of computers -Intramural schedule -Bulldog schedule (weekly)	-Administration -Lead teacher -Core and Elective teachers	-Student data tracking logs -Intramural shout outs -IXL reports/usage	Weekly	June 2017	Update Bulldog Time schedule weekly and adjustments will be made based on student needs.

<p>during Bulldog Time. Bulldog time will be used to implement our school-wide Intramural Program. Curriculum assistance is provided for students with disabilities during Bulldog Time as well. This strategy is designed to increase proficiency and student growth in all subgroups</p>							
<p>The IXL Program will be utilized as an extension and remediation skill builder for particular standards needing improvement. This program is presented by math topics, by grade level. It is designed to increase student proficiency on an as needed basis.</p>	<p>Core teachers, Remediation teams</p>	<ul style="list-style-type: none"> <li>-IXL program</li> <li>-Classroom, or small group computer sets</li> <li>-NCSCOS</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Lead teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Individual student data tracking.</li> <li>-One-on-one student-teacher conferences</li> </ul>	<p>Weekly</p>	<p>June 2017</p>	<ul style="list-style-type: none"> <li>-Data will be analyzed by grade level Math teachers, and shared at data team meetings bi-weekly.</li> <li>- subgroup progress will be identified and documented and used for further remediation strategies</li> </ul>
<p>Student/Teacher data conferences will be done bi-weekly to determine student weaknesses, grades in classrooms, and to let students know of any missing assignments. This strategy is designed to increase growth and proficiency in student subgroups.</p>	<p>All classroom teachers.</p>	<p>Individual student data form/folder</p>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Lead teacher</li> <li>-Classroom teachers</li> </ul>	<p>Students will keep their own data in each classroom. Parents will be able to view this data at any time. Students will be able to know where they are in each class and understand from the teacher specifically what they can work on.</p>	<p>Weekly</p>	<p>June 2017</p>	<p>Parent phone calls and conferences will take place as a result of the data that is in place in each classroom. Good News postcards will be sent as a result of data collection</p>



Transmath will be used by our EC teachers to provide intensive support for students with Student with Disabilities in math. The strategy is in place to increase proficiency in this subgroup.	EC Math teachers	-Transmath program -Transmath reports	-Administration -Lead teacher -EC Math teachers -Central services	Reports from Transmath will identify which students are growing.	Monthly	June 2017	Use the data from the Transmath program to individualize the activities within the program.
Big Ideas Math Online Program will be used by Math Teachers. This strategy will be used to increase proficiency in all student subgroups.	-Math teachers -Lead teacher	Big Ideas Math Online Program	-Administration -Lead teacher -Math teachers	Big Ideas Math resources will be used in classes.	Bi-weekly	June 2017	Continue to use the resources that the program offers to move students forward.
SREB (MDC) in all team member classrooms. MDC provides teachers with teaching tools called formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to embed the standards and engage students.	-Administration -Lead teacher -MDC team teachers	-coretools.ldc.org -MDC trainings -MDC coach and trainer walkthroughs -Coach and MDC Teacher debriefings -Planning sessions -NCSCOS	-Administration -Lead teacher/MDC Coach -MDC team teachers	-MDC teacher classroom observations -MDC training attendance -Overview letters sent to the principals	Monthly	June 2017	MDC teachers who are a part of the cohort will serve as guides for the 50% staff roll-out for year two
Teachers will meet in PLT's to come up with common assessments to provide data for students and teachers to drive instruction. This strategy is designed to increase proficiency and growth in all subgroups.	-Math teachers -Lead teacher	-PLT planning -RCSS Pacing Guides -SchoolNet -District PLT meetings/workshops	-Administration -Lead teacher	-Common Assessment results/student performance -Remediation logs	Monthly	June 2017	Teachers will have the opportunity to go and observe other teachers in their PLT

**School Improvement Plan**

<p><b>Path to Pride Strategic Goals</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional program that supports academic growth</li> <li><input type="checkbox"/> Fiscal responsibility</li> <li><input type="checkbox"/> Recruit and retain highly qualified staff</li> <li><input type="checkbox"/> Maintain efficient operations</li> <li><input checked="" type="checkbox"/> Effective public relations</li> </ul>	<p><b>Strategic Focus:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All students can learn</li> <li><input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment</li> <li><input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</li> <li><input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</li> <li><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Current Level of Performance (Data Summary):** As evidenced by the 2016-17 Comprehensive Needs Assessment, ATMS needs to increase our stakeholder involvement in all school programs.

**Annual Goal:** During the 2016-17 school year, ATMS will provide increased opportunities for parents and community members to visit campus and participate in the various programs available.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Back to School Open House Event is in place to give parents and community an opportunity to familiarize themselves with our campus and to find out information from teachers that will be very beneficial to the success of students.	All Staff	-Transportation Routing Specialist -Bus routes -Class rosters -Student schedules - Supply list	-Administration- Teachers - Support staff	Sign-in sheets	August 2016	August 2016	To make contact and assistance to the parents that did not attend the event. To provide assistance for the Remind App as well as Parent Portal

Bulldog Camp will be put in place before the start of the school year to give up-coming 7th grade students the opportunity to familiarize themselves with their schedule and teachers.	-7th Grade and Electives staff -Support staff - Administration	-Student schedules - School Messenger announcements - Camp Agenda -Team Building plans	-Administration -Teachers -Support staff	Attendance Logs	August 2016	August 2016	
Schedule Team Night & Interim Report Pick-up during Quarter 1. Teams will share academic and behavior expectations as well as plans for field trips and fundraisers.	All Staff	-Interim Reports -Team Night plans -School Messenger announcements -Event fliers	-Administration -Teachers - Support staff	Sign-in sheets	September 2016	September 2016	
Schedule Curriculum Night and Report Card Pick-up - Quarter 1. Teams will share what students will learn in Core and Elective classes. Those in attendance will engage in a mini-lesson and/or activity related to each class on their child's schedule.	All Staff	-Report Cards -Curriculum Night plans - School Messenger announcements -Event fliers	-Administration -Teachers - Support staff	Sign-in sheets	November 2016	November 2016	
Good News postcards - Each teacher will send a positive note to two students on a bi-weekly basis	Teachers	-Postcards and postage -PowerSchool	-Administration -Lead teacher - Teachers	Lists of recipients	Quarterly; Ongoing	June 2017	
Promote the use of Parent Portal as a tool that allows parents to log into PowerSchool and observe the current grades earned by their child.	-Teachers -Parents -Guardians -Data Manager	-Gradebooks/Grades weekly -Data Manager -Guidance Counselors	-Administration - Lead teacher -Teachers	Data manager reports —the closest being a count of downloaded interim reports.	Ongoing	June 2017	
Utilize School Messenger to make "all-calls" with vital school information to students' families. (Calls provided in Spanish)	All staff	Roxanne Taylor (translation)	Principal	Call logs	Quarterly; Ongoing	June 2017	

Utilize Remind App to alert parents of assignments that are due as well as important information that needs to be shared with each class.	-Teachers -Parents -Guardians	-Access to Remind app -Contact information	Teachers	Sign-up lists	Quarterly; Ongoing	June 2017	
Academic Awards assemblies are held quarterly following the close of a marking period. Here, students are recognized by their core and elective teachers for academic achievements, Achieve 3000 point growth, excellence in behavior and perfect attendance.	All staff	-Website (calendar) -School Messenger -Award criteria -Student data -Certificates	-Administration -Teachers -Support staff	-Student academic data	Quarterly; ongoing	November/Feb /March/June	Note any procedural problems, which will be discussed with the SIT, and feasible changes will be implemented at the next assembly.
An Athletic Awards banquet will take place at the end of the school year to recognize student achievement in athletics.	-Athletic Director -Coaches	Gymnasium	Athletic Director	-Athletic award programs -Student athletic data	May 2017	May 2017	Note any changes to the program for next year's banquet.
Student concerts and athletic events are held periodically throughout the year. Families are invited to the ATMS campus to watch students perform, and engage in conversation with the administrative and teaching community.	-Performing Arts and Athletic Staff -Athletic boosters	-Website (calendar) -School Messenger -Concert information and programs	-Administration -Athletic Director	-Concert Programs -Athletic Rosters -Athletic schedules	Concerts in Winter and Spring; Athletic events as scheduled	June 2017	
The ATMS Website provide accurate and updated information about activities and events taking place at ATMS; Links to resources for students, staff and community	-All Staff -Media Specialist	-Webmaster training -School Events Calendar -Athletic Schedules	-Administration -Media Specialist (webmaster)	Webmaster Inspection Log	Quarterly; Ongoing	June 2017	
An Internet Safety Night presentation on safe use of social media and internet websites will be presented for	-Guidance Counselors - Student Advocate -Sheriff's Dept.	-Computer Lab -Sheriff's Dept. presentation	-Guidance Dept. -Student Advocate	Sign-In sheets	Spring Semester	June 2017	Reach out to the community to find first

the parents during the spring semester.							hand accounts which can be shared at next year's meeting by the individuals involved.
Establish partnerships with CIS, PTO and local organizations to provide resources for students and staff.	<ul style="list-style-type: none"> <li>-All Staff</li> <li>-CIS</li> <li>-PTO</li> <li>-Parent and community stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-Student Advocate</li> <li>-Guidance Dept.</li> <li>-Social Worker</li> <li>-Nurse</li> <li>-RCSS Support Staff</li> <li>-List of Community Partners</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Guidance Dept.</li> <li>-Student Advocate</li> </ul>	<ul style="list-style-type: none"> <li>-Sign-in sheets</li> <li>-Donation logs</li> <li>-Volunteer logs</li> </ul>	Quarterly; Ongoing	June 2017	

## Archdale-Trinity Middle School's Professional Development Plan

Professional Development Goal(s): Goal #1: ATMS will implement the SREB strategies for Math and Reading during the course of the school year to increase rigor and provide opportunities for students to give feedback to students in academic conversations.

Goal #2: ATMS will allow teachers the opportunity to observe other teachers on our campus. If opportunities arise, some teachers may visit other classrooms in our district that are deemed effective to use those strategies in their own classrooms.

Goal #3: ATMS will allow teachers the opportunity to share best practices that are being used in classrooms.

Goal #4: ATMS will provide CANVAS training through Central Services for all staff members.

Professional Development Design and Schedule:

Goal #1 Design: SREB workshops have been scheduled by the district throughout the school year. Classroom observations will be completed by the administration as well as the MDC or LDC coaches for our school.

Goal #2 Design: A google doc will be provided for staff members at the beginning of 2nd semester for teachers to observe teachers in our building. A plan will be put in place for the observations to take place, highlighting positive things that are happening in our classrooms.

Goal #3 Design: Teachers will be selected to share "best practices" at monthly staff meetings.

Goal #4 Design: Alice Smith and Sheena Creech will provide CANVAS training for all staff members at ATMS in September 2016.

Progress Toward Meeting Professional Development Goals:

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

Assessment/Evaluation of Effectiveness of Professional Development (based upon data):

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

**LEA or Charter Name/Number: Randolph County School System**

**School Name/Number: Archdale-Trinity Middle School 378**

**School Address: 5105 Archdale Road Trinity, NC 27370**

**Plan Year(s): 2016-2018**

**Date Elected to School Improvement Team:**

**Date School Improvement Plan Prepared:**

**Principal Signature:** \_\_\_\_\_

**Local Board Approval Signature:** \_\_\_\_\_

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	
Teacher Representative	Alietha Davis	Chair person	
Inst. Support Representative	Mark Dougherty		
Teacher Assistant Representative	Tami Manning		
Parent Representative	Lori Hales		
Teacher	Amy Todd		
Teacher	Valerie Stover		
Teacher	Jennifer Cash		
Teacher	Cory Bentley	Minutes Recorder	
Teacher	Anitra Spencer		
Teacher	Karon Johnson		
Teacher	Carlina Revels		
Teacher	Logan Jones		
Teacher	Wendy Curty		
Media Specialist	Shannon Moser		
Guidance Counselor	Jennie Santiano		

\* Add to list as needed. Each group may have more than one representative.



## SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 1
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	Reflection
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

LEA or Charter Name/Number: Randolph County School System

School Name/Number: Archdale-Trinity Middle School 378

School Address: 5105 Archdale Road Trinity, NC 27370

Plan Year(s): 2016-2018



## Quarter One- School Improvement Team Plan Review

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	
Teacher Representative	Alietha Davis	Chair person	
Inst. Support Representative	Mark Dougherty		
Teacher Assistant Representative	Tami Manning		
Parent Representative	Lori Hales		
Teacher	Amy Todd		
Teacher	Valerie Stover		
Teacher	Jennifer Cash		
Teacher	Cory Bentley	Minutes Recorder	
Teacher	Anitra Spencer		
Teacher	Karon Johnson		
Teacher	Carlina Revels		
Teacher	Logan Jones		
Teacher	Wendy Curty		
Media Specialist	Shannon Moser		
Guidance Counselor	Jennie Santiano		
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	

\* Add to list as needed. Each group may have more than one representative.

## SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

<b>Evaluation</b>	<b>Quarter 2</b>
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
<b>Reflection</b>	<b>Reflection</b>
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

**LEA or Charter Name/Number:** Randolph County School System

**School Name/Number:** Archdale-Trinity Middle School 378

**School Address:** 5105 Archdale Road Trinity, NC 27370

**Plan Year(s):** 2016-2018

## Quarter Two- School Improvement Team Plan Review

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

<b>Committee Position*</b>	<b>Name</b>	<b>Committee Position*</b>	<b>Name</b>
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	
Teacher Representative	Alietha Davis	Chair person	
Inst. Support Representative	Mark Dougherty		
Teacher Assistant Representative	Tami Manning		
Parent Representative	Lori Hales		
Teacher	Amy Todd		
Teacher	Valerie Stover		
Teacher	Jennifer Cash		
Teacher	Cory Bentley	Minutes Recorder	
Teacher	Anitra Spencer		
Teacher	Karon Johnson		
Teacher	Carlina Revels		
Teacher	Logan Jones		
Teacher	Wendy Curty		
Media Specialist	Shannon Moser		
Guidance Counselor	Jennie Santiano		
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	

\* Add to list as needed. Each group may have more than one representative.

## SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 3
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	Reflection
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

**LEA or Charter Name/Number:** Randolph County School System

**School Name/Number:** Archdale-Trinity Middle School 378

**School Address:** 5105 Archdale Road Trinity, NC 27370

**Plan Year(s):** 2016-2018

## Quarter Three- School Improvement Team Plan Review

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

<b>Committee Position*</b>	<b>Name</b>	<b>Committee Position*</b>	<b>Name</b>
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	
Teacher Representative	Alietha Davis	Chair person	
Inst. Support Representative	Mark Dougherty		
Teacher Assistant Representative	Tami Manning		
Parent Representative	Lori Hales		
Teacher	Amy Todd		
Teacher	Valerie Stover		
Teacher	Jennifer Cash		
Teacher	Cory Bentley	Minutes Recorder	
Teacher	Anitra Spencer		
Teacher	Karon Johnson		
Teacher	Carlina Revels		
Teacher	Logan Jones		
Teacher	Wendy Curty		
Media Specialist	Shannon Moser		
Guidance Counselor	Jennie Santiano		
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	

\* Add to list as needed. Each group may have more than one representative.

## SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 4
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p style="padding-left: 40px;"><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

**LEA or Charter Name/Number:** Randolph County School System

**School Name/Number:** Archdale-Trinity Middle School 378

**School Address:** 5105 Archdale Road Trinity, NC 27370

**Plan Year(s):** 2016-2018

## Other Review

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	
Teacher Representative	Alietha Davis	Chair person	
Inst. Support Representative	Mark Dougherty		
Teacher Assistant Representative	Tami Manning		
Parent Representative	Lori Hales		
Teacher	Amy Todd		
Teacher	Valerie Stover		
Teacher	Jennifer Cash		
Teacher	Cory Bentley	Minutes Recorder	
Teacher	Anitra Spencer		
Teacher	Karon Johnson		
Teacher	Carlina Revels		
Teacher	Logan Jones		
Teacher	Wendy Curty		
Media Specialist	Shannon Moser		
Guidance Counselor	Jennie Santiano		
Principal	Todd Beane	Principal	
Assistant Principal Representative	Michelle Ford	Assistant Principal	

\* Add to list as needed. Each group may have more than one representative.



## Checklist of State-required On-going Operational Activities

### All Schools

Does this school:

- Implement strategies for improving performance of all students?
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- Plan use of staff development funds?
- Plan for use of assessments to monitor student progress?
- Provide daily duty-free lunch to teachers?
- Provide at least five hours of planning time for teachers each week?
- Implement strategies for involving parents and the community in the educational program?
- Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

### K – 8 Schools Only

Does this school:

- Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

**SAFE SCHOOL PLAN FOR:**

**Archdale-Trinity Middle School**

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

Name and role of person(s) responsible for implementing this plan: Todd Beane--Principal

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

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:  
***If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.***

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

***If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.***

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel** – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

**Assistant Principal(s): Michelle Ford**

**Teachers:** All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

**Teacher Assistants:**

**Other School Staff:**

**Services for At-risk Students** – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

**The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

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

**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

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

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

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

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

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

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**



Goal:

Target:

Indicator:

Milestone Date:



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

Professional Development	Planned/Completed			
<b>Safe School Training</b>	August 18, 2016			
<b>MTSS Training</b>				
<b>Data Analysis</b>	August 18- Continuing for entire school year			



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

**Maintain the Sheriff's Department as a community partner as it continues to provide:**

- one SRO's (School Resource Officers) at each of the six traditional high schools
- one SRO (School Resource Officer) for each of the six middle schools
- one SRO (School Resource Officer) for the one sixth grade school
- two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School
- one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools
- two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools

**Maintain established protocol for communication and collaboration with community agencies that provide support to students.**



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

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**