



**Archdale-Trinity Middle School**  
**School Improvement Plan**  
**2018-2019**

## Comprehensive Progress Report

**Mission:**

**Randolph County School System Vision Statement**

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.

**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.

**Vision:**

**Goals:**

By the end of the 2018-2019 school year, at least 75% of all students taking the End-Of-Grade (EOG) tests and End-Of-Course (EOC) tests in the Randolph County School System will perform at or above "Level 3"



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>(2018-19 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, Mr. Hodgin created an extensive data spreadsheets. These spreadsheets included a breakdown of prior End-Of-Grade test scores and scores on subcategories within each test (Math and ELA). ATMS has used this data to build classes of homogeneously grouped students in ELA and SS. 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) on observed on last year's Reading End-Of-Grade test. ATMS' 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		
<b>How it will look when fully met:</b>		<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>		Alietha Davis	06/01/2020
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/28/18	Teachers will be given professional development on keeping data notebooks.		Amy Todd	06/05/2019

<i>Notes:</i>							
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.				Brian Hodgins	06/05/2019	
<i>Notes:</i>							
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.				Mark Dougherty	06/05/2019	
<i>Notes:</i>							
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		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			
<b>How it will look when fully met:</b>		<p>(2018-19 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.</p> <p>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 expected. Our expectation is to begin implementing these processes this school year.</p>				<b>Sandy Tysinger</b>	<b>06/08/2019</b>
<b>Actions</b>					<b>2 of 5 (40%)</b>		
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	Brian Hodgins, Mark Dougherty	06/08/2019
<i>Notes:</i>							

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.		Leslie Lomax	06/08/2019
<i>Notes:</i>				
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.		Leslie Lomax	06/08/2019
<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.		Brian Hodgins	06/08/2019
<i>Notes:</i>				
10/2/17	Consistent documents will be used for office referrals by teachers and bus drivers.	Complete 09/03/2018	Brian Hodgins	06/08/2019
<i>Notes:</i>				
<b>Implementation:</b>		10/01/2018		
<b>Evidence</b>	10/1/2018			
<b>Experience</b>	10/1/2018			
<b>Sustainability</b>	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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		(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.		Lynne Jones	06/08/2019
<i>Actions</i>			<b>1 of 2 (50%)</b>		
	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
		<i>Notes:</i>			
	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 and urge us to teach only those tasks that are necessary to the fulfillment of those standards.		Mark Dougherty, Cheryll Varner, Stephanie Williams	10/30/2019
		<i>Notes:</i>			
<i>Implementation:</i>			10/01/2018		
<i>Evidence</i>		10/1/2018			
<i>Experience</i>		10/1/2018			
<i>Sustainability</i>		10/1/2018			

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		(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		
<i>How it will look when fully met:</i>		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.		Mark Dougherty	06/01/2019
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	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 Hodgin	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.		Mark Dougherty	06/05/2019
		<i>Notes:</i>			
<b>Implementation:</b>			10/01/2018		
	<b>Evidence</b>	10/1/2018			
	<b>Experience</b>	10/1/2018			
	<b>Sustainability</b>	10/1/2018			

	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
<b>Initial Assessment:</b>	<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> <p>Additionally, all classes will be taking part in a one-million page competition. With this, each grade level will compete for the highest total of pages read. To help with this, it is a school wide expectation that students are required to have a book with them at all times.</p>	Limited Development 08/31/2018			
<b>How it will look when fully met:</b>	<p>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.</p>		Jackie Burns	06/01/2020	
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	<p>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.</p>	Complete 08/24/2018	Brian Hodgins	08/24/2018	
<i>Notes:</i>					
	<p>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.</p>		Mark Dougherty	06/05/2019	
<i>Notes:</i>					
	<p>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 students tested poorly on. Plans will be created on a quarterly basis and ensuing plans will be predicated on NC Check-Ins scores.</p>		Mark Dougherty	06/08/2019	

Notes:

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	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		(2018-19 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, MTSS will be a bedrock for all students, with unique differentiation occurring for all.		Jennifer Cash	06/08/2019
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	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.		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.		Mark Dougherty	06/01/2019

Notes:

<b>Implementation:</b>			10/01/2018		
<b>Evidence</b>		10/1/2018			
<b>Experience</b>		10/1/2018			
<b>Sustainability</b>		10/1/2018			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	The educators in our building have a strong desire for all students to be successful. However, they struggle with the changing social dynamics and adapting to those dynamics. Thus, there is a need for mutual understanding and respect.		Limited Development 04/17/2017		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	(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.			<b>Leslie Lomax</b>	<b>06/08/2019</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	10/2/17	The mental health agencies which have contracted with RCSS will be shared with the staff as well as the referral process.		Leslie Lomax	03/28/2019
Notes:					

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>				
<b>Implementation:</b>		10/01/2018		
<b>Evidence</b>	10/1/2018			
<b>Experience</b>	10/1/2018			
<b>Sustainability</b>	10/1/2018			

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<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		
<i>How it will look when fully met:</i>	(2018-19 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	06/08/2019	
<b>Actions</b>		<b>1 of 2 (50%)</b>			
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 understanding of curriculum and classroom practices must be discussed as to readily prepare students for the 8th grade.	Complete 09/24/2018	Mark Dougherty	03/28/2019	
<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	04/22/2019	

Notes:

<b>Implementation:</b>		10/01/2018		
<i>Evidence</i>	10/1/2018			
<i>Experience</i>	10/1/2018			
<i>Sustainability</i>	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>		Please see the document file that has been uploaded to the file cabinet. The following are those a part of the Randolph County Schools LEA Support and Improvement team: Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/Power School Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology	Full Implementation 04/17/2017		

	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 representatives discuss SIT minutes and offer clarity during PLT meetings.		Limited Development 04/17/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		(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.			Shannon Moser	06/08/2019
<b>Actions</b>				<b>3 of 5 (60%)</b>		
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).		Mark Dougherty	03/28/2019	<i>Notes:</i>	
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>	
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	Alietha Davis	08/28/2019	<i>Notes:</i>	
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.		Mark Dougherty	11/03/2019	<i>Notes:</i>	
<b>Implementation:</b>				10/01/2018		

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

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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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
<i>Initial Assessment:</i>		*See attached file labeled Duties. All teachers are active participants in their respective Professional Learning Teams that meets at least one time per week.	Full Implementation 04/18/2017		

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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
<i>Initial Assessment:</i>		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		
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<b>How it will look when fully met:</b>	(2018-2019 school year) Administration will have an active hand in reviewing data and sharing its analysis with teachers. From here, actionable steps for 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.			<b>Brian Hodgins</b>	<b>06/08/2019</b>
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<b>Actions</b>		<b>2 of 3 (67%)</b>		
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	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
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<i>Notes:</i>					
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	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
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*Notes:* 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,  
Julie Lindsay, Nicole  
Duncan

12/01/2019

*Notes:*

**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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		(2018-2019 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.		<b>Brian Hodgin</b>	<b>06/08/2019</b>
<i>Actions</i>			<b>1 of 2 (50%)</b>		
	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	02/01/2019
		<i>Notes:</i>			
	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>			
<i>Implementation:</i>			10/01/2018		
	<i>Evidence</i>	10/1/2018			
	<i>Experience</i>	10/1/2018			

<i>Sustainability</i>	10/1/2018			
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>			
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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
<i>Initial Assessment:</i>		See file folder C3.04 for this information.	Full Implementation 04/17/2017		

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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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
<i>Initial Assessment:</i>		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 processes to communicate positive news to parents and the surrounding community.	Limited Development 04/17/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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<b>How it will look when fully met:</b>	(2018-2019 school year) 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.		<b>Amy Todd</b>	<b>06/08/2019</b>
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<b>Actions</b>		<b>3 of 4 (75%)</b>		
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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 05/28/2018	Mark Dougherty	03/28/2019
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<i>Notes:</i>				
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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 09/24/2018	Brian Hodgins	08/28/2019
<i>Notes:</i>				
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.		Mark Dougherty	08/28/2019
<i>Notes:</i>				
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>				
<b>Implementation:</b>		10/01/2018		
<b>Evidence</b>	10/1/2018			
<b>Experience</b>	10/1/2018			
<b>Sustainability</b>	10/1/2018			



School: Archdale-Trinity Middle School

School Year: 2018-19

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
Teacher/Minutes	Cory Bentley		
Teacher	Jackie Burns		
Teacher	Jennifer Cash		
Teacher	Brenda Collins		
Parent Rep	Jennifer Mashburn		
Teacher	Alietha Davis		
Teacher	Andrew Davis		
Lead/Chair	Mark Dougherty		
As. Principal	Nicole Duncan		
Principal	Brian Hodgin		
Teacher	Lynne Jones		
EC Teacher	Cassie Keiffer		
Teacher	Angela Lafkas		
Teacher	Marti Langholz		
As. Principal	Julie Lindsay		
Guidance	Leslie Lomax		
Teacher As. Rep.	Tami Manring		
Media	Shannon Moser		
Teacher	Amy Todd		
Teacher	Sandy Tysinger		
Teacher	Denise Warren		



## NCStar/SIP Mandatory Components

School Name: Archdale-Trinity Middle School

School Year: 2018-19

### 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.

All certified teachers have been given a duty-free lunch at ATMS. At the onset of each lunch period, teachers bring their students to the cafeteria, where they stay with the administrative team, guidance counselors, lead teacher and student advocate. At the close of the scheduled lunch time, teachers return to the school's commons area where they pick-up their students and return to class.

### 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.

All core teachers are given two, 55-minute blocks of planning time each day. These periods are not back-to-back, but rather, in the morning and afternoon. This planning time is entirely duty-free. Any required meetings (Professional Learning Teams, Tutorials, SIT meetings, etc.) are held afterschool as not to interfere with this designated, duty-free, time.

### 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 transitioning to 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.

**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: Brian Hodgin

**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): Julie Lindsay, Nicole Duncan**

**Teachers: Mark Dougherty**

**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).**

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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 Multii-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:**Promote an environment where all tiers of MTSS protocol are followed diligently and thoroughly.**  
Target:**Increase staff fluidity with MTSS paperwork and processes.**  
Indicator:**MTSS team meetings; student involvement; parent contacts**  
Milestone Date: **Quarterly**

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 17 <sup>th</sup> , 2018			
<b>MTSS Training</b>	Monthly			
<b>Data Analysis</b>	Monthly			

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.**