Thomasville Middle School Strategic Plan for Improvement

Thomasville City Schools Vision: Thomasville City Schools will engage, inspire, and empower students to graduate ready for a successful life in a globally competitive world.

Thomasville City Schools Mission: Thomasville City Schools works together with families and community to provide personalized learning opportunities for all students in a safe, caring, and innovative environment.

Thomasville Middle School Vision: All students can learn. Each student is a valued individual with unique intellectual, physical, social, and emotional needs. Student learning is the chief priority of our school. All constituents share the responsibility for providing learning. High expectations and research-based learning help design instruction. We provide children with a variety of instructional strategies. Assessment of student learning should be provided in a variety of ways. Commitment to continuous improvement should be imperative so students can become confident, self-corrective, life-long learners.

Thomasville Middle School Mission: Thomasville Middle School strives to serve the academic, physical, social, and emotional needs of our students. Our mission is to provide the best possible learning experience for all students so they can lead fulfilling and productive lives in today's rapidly changing society.

Goal 1: Focus on Instructional Core in All Areas

By June 2023,
- <u>Reading</u>: **30%** (GLP) to **42%** (GLP) in all grade levels;
- <u>Math</u>: **24.7%** (GLP) to **40%** (GLP) in all grade levels;
- <u>Science</u>: **54%** (GLP) to **70%** (GLP) in 8th grade

Task:	Metric:	Research:	Team Member(s) Responsible:
Acceleration/Remediation Periods Targeted interventions to improve proficiency levels of subgroups (ARC conferencing, iReady);	- School Pace - NC Check-ins - iReady Diagnostics - Common Assessments	**American Reading Company's** (ARC) provides teachers with an Independent Reading Level Assessment (IRLA). The IRLA is a tool used with every student, at	TOP Dogs (TMS Instructional Leadership Team) ELA Teachers All Teachers (Bullpup-it-Up Time)

Small Group Instruction During Bullpup-it-Up Time, TMS Time, increased emphasis on daily small group instruction along with standard based instruction. Teachers will use ARC conferencing goals as well as standard based instruction in small group; **Student Accountability Goals** Students maintain a data notebook in which they track one ELA goal (Power Goal). Students will track their goals on their individual data notebook.		every reading level and delivers specific and actionable data that identifies for the teacher where the student is, why, as well as the sequence of skills needed to help accelerate their growth. **SchoolPace** by ARC is a web-based student achievement dashboard that allows teachers to monitor growth and performance in real-time. **NC Check-Ins** are interim assessments developed by the North Carolina Department of Public Instruction (NCDPI) that are aligned to North Carolina grade-level content standards (for reading and mathematics) and North Carolina Essential Standards (for science). **i-Ready** is an online assessment and instruction tool that helps teachers provide all students a path to proficiency and growth in reading and mathematics.	
Task: **Gradual Release** Instructional Leadership Team provides feedback to ensure optimum delivery of all instructional components (I DO, WE DO, FEW DO, YOU DO). Students will exercise and	**Metric:** ● iReady ● MasteryConnect ● NC Check-ins ● iReady Diagnostics ● Benchmark Assessments ● Common Assessments	**Research:** The goal of the **Gradual Release of Responsibility Framework** is to provide appropriate instruction, moving students towards independence. **Guided Math** is a structure for teaching whereby a teacher supports each child's development	**Team Member(s) Responsible:** TOP Dogs (TMS Instructional Leadership Team) Math Teachers

communicate sound mathematical reasoning for various concepts. **Guided Math** Delivery of small group instruction based on student performance by standards.		of mathematical proficiency at increasing levels of difficulty, within the context of a small group. … Allowing teachers to re-teach, reinforce, expand and compact concepts, strategies and skills.	
Task: **5 E's** Instructional Leadership Team provides feedback to ensure optimum delivery of all instructional components (5E's) **Discovery Techbook** Utilize resources to deliver standards based instruction. **Professional Learning Communities (PLCs)** Unpacking standards, creating academic vocabulary word walls, facilitating student rigorous student products based on standards to increase outcomes.	**Metric:** • Benchmark Assessments • NC Check-ins • Common Assessments • Mastery Connect	**The 5Es** are an instructional model encompassing the phases Engage, Explore, Explain, Elaborate, and Evaluate, steps which educators have traditionally taught students to move through in phases.	TOP Dogs (TMS Instructional Leadership Team) Science Teachers

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Goal 2: Provide Personalized Instruction to Build Capacity for Learning

To ensure each student achieves optimal growth within the core academic disciplines based on multiple variables such as developing the capacity to be responsible for his or her own physical and mental health demonstrate growth in individual academic growth

Task:	Metric:	Research:	Team Member(s) Responsible:
Small Group Instruction During Level Up Time, TMS Time, increased emphasis on daily small group instruction along with standard based instruction. Teachers will use ARC conferencing goals as well as standard based instruction in small group;	- School Pace - NC Check-ins - iReady Diagnostics - Benchmark Assessments - Common Assessments - MasteryConnect - TMS Data War Room - Teacher Data Conferences	Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993).	TOP Dogs (TMS Instructional Leadership Team) All Teachers (Level Up Time)
i-Ready *i-Ready* is an online program for reading and/or mathematics designed to help students and teachers determine a student's needs, personalize their learning, and monitor progress throughout the school year.	- School Pace - NC Check-ins - iReady Diagnostics - Benchmark Assessments - Common Assessments - MasteryConnect - TMS Data War Room - Teacher Data Conferences	*i-Ready* allows your teacher(s) to meet students exactly where they are and provides data to increase a student's learning gains. *i-Ready* consists of two parts: Diagnostic and Personalized Instruction.	TOP Dogs (TMS Instructional Leadership Team) All Teachers (Level Up Time)
Common Assessments	- School Pace - NC Check-ins - iReady Diagnostics		TOP Dogs (TMS Instructional Leadership Team) All Teachers (Level Up Time)

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Teachers will use a variety of assessments to identify student needs and provide small group instruction..	- Benchmark Assessments - Common Assessments - MasteryConnect - TMS Data War Room - Teacher Data Conference		

Goal 3: Foster Social-Emotional Growth and Mental Health Development in All Students and Adults
TMS will take steps to serve student needs using multiple resources and supports.

Task:	Metric:	Research:	Team Member(s) Responsible:
Student Services/ Counseling Department Meet with teachers during PLCs to create behavior plans for high needs students.	- Review 360 data - MTSS data		Administration School Counselor Student Services Department
Task **Reset Room**	- Review 360 data - MTSS data	**Research:** **Restorative Practices**	**Team Member(s) Responsible** Administration School Counselor EC TAbULLDOGStms bULLDOGtms
Task: **Positive Behavior Intervention & Supports (PBIS)** Tiered support for students struggling with PBIS expectations. - Small pull out groups (ie. Why Try) - Second Step Curriculum	- Review 360 data - MTSS data	**Research:**	**Team Member(s) Responsible:** Administration School Counselor Student Services Department

● P.R.I.D.E. Academy			
Check-In/Check-Out (CI/CO) Meetings with students to monitor progress with inappropriate behavior. ● Student Support Team ● Community in Schools Site Coordinator	**Metric:** ● Review 360 data ● MTSS data	**Research:** PBIS initiatives help to improve school culture and climate by teaching and reinforcing positive behaviors. The majority of students in any given school will not need supports beyond Tier 1. However, for the roughly 15% of students who need behavior intervention support beyond the support of Tier 1 implementation. The Check-In/Check-Out behavior intervention is a commonly used option for behavior support.	**Team Member(s) Responsible:** Administration School Counselor Student Services Department
Staff Wellness Room ● *The Corner Pocket*	n/a	Employee wellness rooms can help ease stress and tension around the workplace.	**Team Member(s) Responsible:** Administration School Counselor Student Services Department