



Trinity Middle School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission:

- MISSION: At Trinity Middle, we
- Provide safe learning environment
- Foster positive relationships
- Provide instruction that is engaging and meaningful
- Collaborate with all stakeholders
- Increase student success
- Practice two-way communication
- Our inclusive environment will lead to a developmentally responsive education

Vision:

VISION: Trinity Middle School believes in a positive, engaging, nurturing environment for all learners to be successful.

Goals:

- During the 2023-2024 school year, Trinity Middle School Professional Learning Communities will analyze data during collaborative team time to determine changes needed in instructional strategies to increase student grade level proficiency by at least 10 percentage points as measured by the end of grade and end of course exams. (A.2.04, B1.03, B2.03, D1.02)
- Trinity Middle School will provide training to 100% of staff members during the 23-24 school year in order to implement MTSS and positive behavior strategies linked to social and emotional growth of our students to increase attendance by 1% annually and decrease behavior issues and the use of ISS and Suspensions by 10%. (A1.07, A4.01, A4.06)
- During the 2023-2024 school year, 85% of teachers will implement at least 3 different techniques to facilitate improved two-way communication with stakeholders as measured with communication logs and by an increase in 2024 Teacher Working Conditions Survey. (E1.06)



Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			September 2023 - Teachers teach a variety of classroom rules and procedures that are put into place and practice on the first day of school. Students are held to high expectations throughout the school which are reinforced with visual reminders. Positive reinforcements are given throughout the school year for students with acceptable behaviors to earn. Consequences are given with the incentive of earning back privileges within the school-wide and classroom settings.	Limited Development 10/21/2021		
How it will look when fully met:			Students will understand the positive expectations of the teachers both in the classroom and across the school. Students will be able to work towards positive rewards for their behavior. During full implementation all students will participate as well as all teachers. Matrices will be posted in each area of the school to reference behaviors. Teachers will be given documents that describe and explain what is office managed versus what is classroom managed as well as computerized forms in order to document those behaviors and communication with parents.		Meagan Welch	06/14/2024
Actions				2 of 4 (50%)		
	9/8/22	Review of Discipline data monthly at SIT and recorded in the goal section of our plan.		Complete 10/03/2023	Aaron Barr	10/01/2022
Notes:						
	10/4/22	Meet with SIT in order to compile specific expectations for different areas of the school.		Complete 10/04/2022	Aaron Barr	10/15/2022
Notes:						
	10/4/22	Train teachers on components of PBIS.			Leslie Lomax	06/30/2024
Notes:						
	11/2/21	Compile data to target specific behaviors.			Leslie Lomax	06/30/2024
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Collaborative team time groups use the Standard Course of Study and district pacing to either individually or in subject area groups to plan units of instruction and common formative assessments. Feedback on units of instruction is limited.	Limited Development 10/21/2021		
How it will look when fully met:			When this is fully implemented teachers will have yearlong plans that integrate the different subjects by team in order to show the continuity of the standards and team members. Students would then be able to see the interconnectedness of the standards and how they are applied across different subjects.		Sarah Allred	12/22/2024
Actions				0 of 2 (0%)		
	11/4/21		Create year-long plan of instruction for each subject area including Math, Science and ELA. Plans will include power standards, pacing, common formative assessments.		Sarah Allred	06/30/2024
<i>Notes:</i> Plan made once a year and revisited as necessary.						
	11/4/21		Review each plan during collaborative team time to determine appropriate pacing and use of power standards. Note when content can be shared across subject areas as review or as new material.		Sarah Allred	06/30/2025
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The groundwork for MTSS has been established. We have a current MTSS team that will assist in the implementation of MTSS across the school. Dr. Shanna Good will be the chair for MTSS. Students are participating in check in tests in order to gain insight for instruction and they also will participate in common formative assessments in order to assess skills across grade levels and teachers as well as iReady diagnostics. Teachers will teach the essential standards to fidelity during core instruction. Teachers will use collaborative team time to	Limited Development 09/07/2021		

			identify students will specific needs in order to remediate and intervene when needed in tiers 2 and 3 for MTSS.			
How it will look when fully met:			Trinity Middle will ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. TMS will focus on student response to instructional practices, as opposed to student deficits or failures, then improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.		Shanna Good	06/18/2024
Actions				0 of 2 (0%)		
	9/9/21	MTSS will meet twice monthly to discuss student needs and instructional interventions.			Shanna Good	06/15/2024
<i>Notes:</i>						
	10/5/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based intervention , HD Word/Phonics Boost to increase overall performance of students with disabilities.			Kelly Sinclair	06/15/2024
<i>Notes:</i>			This will be delivered during remediation time by the EC teachers.			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers utilize the counselors and support staff in assisting students. Some teachers guide students in managing their emotions. Teachers communicate known student needs/situations with student services staff.	No Development 09/09/2021		
How it will look when fully met:			Students will have access to multiple tools and staff members for assistance with their social well-being and their emotional states. All staff will be trained in how to access assistance and provide support for their students outside of the discipline protocols.		Leslie Lomax	06/15/2024
Actions				0 of 3 (0%)		
	9/9/21	Compile list of resources to provide assistance to students and families to distribute to staff.			Leslie Lomax	01/15/2024
<i>Notes:</i>						
	9/9/21	Create a team to look at classroom discipline data to determine student needs based on that data.			Aaron Barr	06/30/2024

Notes:						
9/9/21		Determine needs based on discipline data and plan staff development to address those needs.		Aaron Barr	06/30/2024	
Notes:						
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Trinity Middle hosts two Open House camp sessions for rising 6th graders. We host an open house night for all 3 grade levels before school starts. We also offer a progress report pickup to allow parents to check-in. Administration held individual meetings with families for at-risk students. Exceptional children teachers visit the elementary schools to have transition meetings/meet with the families of upcoming students. 6th graders are on an elective wheel which allows them to choose their path for electives and allows them to get to know all the teachers. Exceptional children teachers also visit the high school to have transition meetings for rising 9th graders. Elementary schools visit TMS in the Spring. 8th graders tour the high school. Students at TMS visit local colleges.		Limited Development 10/29/2021		
How it will look when fully met:		Students will have many opportunities during time with the counselors and in the regular education classroom to ask questions and gain experiences with the next level of their education. School employees will make positive connections with the different tutoring, athletic, academic, and CTE groups that feed into our school, the next grade level and also for our students that will feed into Randolph County Early College and Trinity High School.			Leslie Lomax	06/09/2024
Actions			0 of 3 (0%)			
11/4/21		Review strategies for transitioning from elementary schools into Trinity Middle School.		Leslie Lomax	06/01/2024	
Notes:						
11/4/21		Review strategies for transitioning from one grade level to the next in TMS.		Leslie Lomax	06/01/2024	
Notes:						
11/4/21		Review transition strategies from TMS to THS and Randolph County Early College.		Leslie Lomax	06/01/2024	

Core Function:			Dimension B - Leadership Capacity		
Effective Practice:			Strategic planning, mission, and vision		
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To
Initial Assessment:			A district support team has been formed and is available to our school. Artifacts are listed in the folder showing our support team.	Full Implementation 10/29/2021	
	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
Initial Assessment:			Meetings are held twice a month with administration in order to address indicators. The current schedule is set up so we address indicators in the first meeting explicitly and then review data during the second meeting as it relates to those indicators.	Limited Development 10/29/2021	
			Priority Score: 2 Opportunity Score: 2 Index Score: 4		
How it will look when fully met:			The school improvement team will meet twice a month to monitor school effectiveness.	Objective Met 09/26/23	Aaron Barr
Actions					
11/4/21			Compile evidence to show these meetings are occurring.	Complete 09/08/2022	Aaron Barr
Notes:					
Implementation:				09/26/2023	
Evidence			9/8/2022 Meetings are documented in Indistar. We have recently begun to document using the agenda instead of adding additional notes.		
Experience			9/8/2022 We meet regularly and now are in a position to fully document those meetings in Indistar.		
Sustainability			9/8/2022 We will continue to document meetings and upload them into Indistar.		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Common planning time with teams is built into the master schedule. Teams meet once a week and have specific duties they have chosen to optimize collaborative team time.	Limited Development 10/29/2021		
How it will look when fully met:			The school will establish team structures with specific purpose and duties to ensure that time necessary for meetings is scheduled and protected for teams. The school will continue to document the work of teams. These teams will be a subset of the School Improvement Team and work as the MTSS team to target interventions for students. The master calendar will reflect times where teacher teams can work together and share data across the grade level as well as across the school. Data will be shared at least quarterly with the whole SIT, but bi-weekly with the MTSS team.		Aaron Barr	06/09/2024
Actions				0 of 1 (0%)		
		9/8/22	Minutes for bi-monthly collaborative team time meetings is recorded for both Math and ELA.		Sarah Allred	06/30/2024
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Lesson plans are reviewed and readily available for review. Observations are done at the scheduled times and administration are in the rooms to review instruction and manage behaviors.	Limited Development 10/29/2021		
How it will look when fully met:			Administration will be able to use district and/or school based instructional walk-through forms to address instruction and instructional practices in the classroom. This data that will focus on		Aaron Barr	06/09/2024

	instructional strategies, student participation, and observation information will be able to be shared with both the teacher and the school as a whole to see the level of instruction and the needs that should be addressed. School improvement discussions can be generated from that data that will indicate trends across the school, which will inform the needs of the school and provide direction for professional development.			
Actions		0 of 1 (0%)		
11/4/21	Work with lead teacher representatives from each grade level to complete a walkthrough tool that will focus on instruction across the school.		Aaron Barr	06/30/2024
<i>Notes:</i>				

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
Initial Assessment:			September 2023- Student data is used regularly to determine remediation groups. Behavior data is used to identify areas of needed improvement and to build a plan to address them. Using data for professional development needs is an area of growth at this time.	Limited Development 10/29/2021	
How it will look when fully met:			At full implementation this information would be readily available to inform both operational and instructional practices across the school. We are currently in the process of creating avenues to share this information and discuss the implication of that information. Data is shared during Collaborative team time, during staff meetings, during grade level meetings and also during School Improvement Meetings. Staff are on committees dealing with behavior, PBIS, MTSS or SEL in order to address specific needs based on the information.		Aaron Barr
Actions				0 of 1 (0%)	
11/4/21		Create and maintain a data spreadsheet in order to review data in one area in a timely manner.			Sarah Allred
<i>Notes:</i>					

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are currently reviewing strategies that will be used to recruit and retain teachers.	Limited Development 10/29/2021		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Staff will be able to communicate the benefits of working for RCSS and TMS in particular. Talking points will be developed for individuals that are involved in recruiting for employees at the school level.	Objective Met 10/07/22	Aaron Barr	05/31/2023
Actions						
	11/4/21		Create structure for coaching new teachers and provide feedback for veteran teachers as needed.	Complete 09/26/2022	Aaron Barr	03/30/2023
Notes:						
Implementation:				10/07/2022		
Evidence			9/26/2022			
Experience			9/26/2022			
Sustainability			9/26/2022			

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently at Trinity Middle School, time has been created within each teacher's schedule to have a common planning time where teachers meet once a week for collaborative team time with a focus on instruction. As far as money and human resources more guidance would be needed to explore creative ways to push the finances and	No Development 09/26/2023		

	human resources that already exist towards enhancing instructional practices.			
How it will look when fully met:	When fully met the school leadership, in collaboration with teachers and stakeholders, will have clearly identified and defined the instructional priorities for the school. These priorities may encompass academic subjects, extracurricular activities, and support services, and will align with the school's mission and student needs. Trinity Middle should regularly collect and analyze data to assess the impact of their resource allocation efforts. This includes tracking student performance, engagement, and other relevant metrics to ensure that the chosen priorities are effectively supported.		Aaron Barr	06/14/2024
Actions		0 of 2 (0%)		
10/5/23	Within the 2023-2024 school year, our school identified the following resource inequity for SWD curriculum resources , as a result, our school plans to mitigate this inequity by investigating and funding SWD curriculum resource requests from teachers.		Aaron Barr	06/15/2024
<i>Notes:</i>				
10/5/23	Provide staff development for newly hired EC teachers in order to develop their skills working with students with disabilities.		Aaron Barr	06/15/2024
<i>Notes:</i> Evaluate quarterly				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As a new school we are currently looking at ways to include parents in the instructional process. This is especially difficult in our current pandemic landscape. Over the next few months our team will determine ways to reach out and include parents in the instructional process.	No Development 09/09/2021		
How it will look when fully met:			Full implementation of this indicator will include: <ul style="list-style-type: none"> creating an environment where families feel valued and welcomed 		Sarah Allred	06/14/2024

- engaging students and families that represent the diverse population of the school
 - engaging students and families in problem solving
 - providing intensive outreach to unresponsive families
 - increasing the skills of families to support student learning
- All staff will participate in creating this environment with a special focus from our lead teacher, counselors and student advocate. The implementation of this framework will create a strong two way communication between the parents and the school which will facilitate strong relationships that will pay instructional dividends.

Actions		0 of 2 (0%)		
9/9/21	Investigate current practices for each grade level and team that facilitate two-way communication between the staff and families at Trinity Middle School.		Sarah Allred	06/30/2024
Notes: Information will be collected and then shared with the leadership team. We will then determine which communication pieces we would like to normalize and enhance as a school.				
9/9/21	Present to staff the different ways in which we can provide positive two-way interaction between staff and families at Trinity Middle School.		Sarah Allred	06/30/2024
Notes:				



NCStar/SIP Mandatory Components

School Name: Trinity Middle School

School Year: 23-24

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.

Teachers are given duty-free lunch Monday-Thursday of each week.

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.

Teachers are allotted 90 minutes daily of instructional planning time, which averages to 7.5 hours weekly.

Transition Plan for At-Risk Students

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

Please describe transition plan below.

Each grade level will plan vertically to ensure that student needs are being met. We will also provide opportunities for 8th grade students to network with Trinity High School and tour the campus. Counselors meet network regularly with the high school and share information with the students and also share pertinent information with the high school.