



**Trinity Middle School
School Improvement Plan
2022-2023**

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 2022-2023 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.

A4.06 Trinity Middle School will provide training to 100% of staff members during the 22-23 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%.

During the 2022-2023 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.



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
<i>Initial Assessment:</i>		Staff currently address behaviors in the classroom. There is no overarching positive behavior plan. There is a plan to report misbehavior and also assign detention, choices, and ISS. Rules and PBIS are being developed through the school improvement team and some of this indicator may be satisfied through work on other indicators.	Limited Development 10/21/2021		
<i>How it will look when fully met:</i>		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.		Penny Thames	10/20/2023
Actions			2 of 5 (40%)		
	9/8/22	Review of Discipline data monthly at SIT and recorded in the goal section of our plan.	Complete 10/03/2022	Aaron Barr	10/01/2022
<i>Notes:</i>					
	10/4/22	Meet with SIT in order to compile specific expectations for different areas of the school.	Complete 10/04/2022	Cory Bentley	10/15/2022
<i>Notes:</i>					
	10/4/22	Train teachers on components of PBIS.		Leslie Lomax	12/30/2022
<i>Notes:</i>					
	10/4/22	Discuss and create reward system for PBIS implementation for students.		Penny Thames	01/15/2023
<i>Notes:</i>					
	11/2/21	Compile data to target specific behaviors.		Penny Thames	06/30/2023
<i>Notes:</i>					

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>		Currently many teachers are teaching new curriculums or grade levels. They are working collaboratively to unpack the standards and become familiarized with the content. We will begin work on this goal when the teachers are more comfortable with the curriculum.	Limited Development 10/21/2021		
<i>How it will look when fully met:</i>		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	12/22/2023
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	05/30/2023
		<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	12/20/2023
		<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
<i>Initial Assessment:</i>		The groundwork for MTSS has been established. We have a current MTSS team that will assist in the implementation of MTSS across the school. Mrs. Lindsay ran MTSS at her past school and will continue to do the same here. 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	Limited Development 09/07/2021		

		teachers. Teachers will teach the essential standards to fidelity during core instruction. Teachers will use collaborative team time to 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.		Julie Lindsay	06/18/2023	
Actions			0 of 2 (0%)			
	9/15/21	Meet Two times a month as student support teams to identify students who are at risk and review strategies as a grade level.		Sarah Allred	06/12/2023	
	<i>Notes:</i>					
	9/9/21	MTSS will meet weekly to discuss student needs and instructional interventions.		Julie Lindsay	06/15/2023	
	<i>Notes:</i>					
	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 and students will be able to determine necessary steps to support student needs through relationships that have been formed with the students and their families. Teachers will be able to implement plans developed in conjunction with support personnel that will facilitate emotional growth and maturity. When this is accomplished we will have a culture that values the whole child and the school staff will have a mentality that it is the responsibility of each member of the staff to care for each child's well-being.	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	06/15/2023	
Actions			0 of 3 (0%)			

	9/9/21	Create a team to look at classroom discipline data to determine student needs based on that data.		Aaron Barr	12/20/2022	
	<i>Notes:</i>					
	9/9/21	Determine needs based on discipline data and plan staff development to address those needs.		Leslie Lomax	12/31/2022	
	<i>Notes:</i>					
	9/9/21	Compile list of resources to provide assistance to students and families to distribute to staff.		Leslie Lomax	01/15/2023	
	<i>Notes:</i>					
	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
Initial Assessment:			Student transition has been addressed informally up to this point due to the fact that we have just opened as a new school. The principal visited the surrounding schools in order to address students and ensure a smooth transition. SIT members will address additional strategies in the upcoming year.	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	06/09/2023
Actions				0 of 3 (0%)		
	11/4/21	Review strategies for transitioning from elementary schools into Trinity Middle School.		Leslie Lomax	02/22/2023	
	<i>Notes:</i>					
	11/4/21	Review strategies for transitioning from one grade level to the next in TMS.		Aaron Barr	02/22/2023	
	<i>Notes:</i>					
	11/4/21	Review transition strategies from TMS to THS and Randolph County Early College.		Leslie Lomax	02/22/2023	
	<i>Notes:</i>					

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>		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	Target Date
<i>Initial Assessment:</i>		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 10/07/22	Aaron Barr	01/17/2022
Actions					
	11/4/21	Compile evidence to show these meetings are occurring.	Complete 09/08/2022	Aaron Barr	01/22/2022
<i>Notes:</i>					
Implementation:			10/07/2022		
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
<i>Initial Assessment:</i>		While there is a plan for all teams to have common planning time there has not been a focus on addressing this issue to ensure that there is an optimization of time.	Limited Development 10/29/2021		
<i>How it will look when fully met:</i>		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.		Julie Lindsay	06/09/2023
<i>Actions</i>			0 of 1 (0%)		
	9/8/22	Minutes for bi-monthly collaborative team time meetings is recorded for both Math and ELA.		Sarah Allred	12/19/2022
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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 instructional strategies, student participation, and observation		Aaron Barr	06/09/2023

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	12/30/2022
<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	Target Date
<i>Initial Assessment:</i>		Structures for reviewing data are covered in Student support teams and through School Improvement meetings. While this is being done regularly it is not being monitored at the time.	Limited Development 10/29/2021		
<i>How it will look when fully met:</i>		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 or 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.		Cory Bentley	06/09/2023

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	10/19/2022
<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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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
<i>Notes:</i>					
Implementation:			10/07/2022		
	<i>Evidence</i>	9/26/2022			
	<i>Experience</i>	9/26/2022			
	<i>Sustainability</i>	9/26/2022			

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
<i>Initial Assessment:</i>		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	No Development 09/09/2021		

	determine ways to reach out and include parents in the instructional process.			
How it will look when fully met:	<p>Full implementation of this indicator will include:</p> <ul style="list-style-type: none"> • creating an environment where families feel valued and welcomed • 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 <p>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.</p>		Sarah Allred	06/09/2023
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	11/30/2022
	<i>Notes:</i> 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	01/15/2023
	<i>Notes:</i>			



NCStar/SIP Mandatory Components

School Name: Trinity Middle School

School Year: 2022-23

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.

Duty free lunch is provided Monday-Thursday of each week for every core teacher. Elective teachers have duty free lunch daily and have other duties as well.

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.

Each teacher has planning every day for between one hour and one hour and thirty minutes.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Elementary school students visit our school in the spring of the year to tour and become acquainted with the school layout. Sixth grade has begun a program called Sixth Grade Prime Time in order to meet teachers, walk schedules, become acquainted with expectations and build relationships with students. Eighth grade students tour the high school in the spring and we have conversations with the counselors and EC teachers in order to prepare the students for the transition.