

School Improvement Plan

Comprehensive Needs Assessment

School:	Carroll MS
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
<p>Student Achievement</p> <p>EVAAS 2011-2012 to 2012-2013 comparison When comparing scores from 2011-2012 to 2012-2013, growth was made for each of the grade levels in reading and math. Growth was also made for 8th grade Science and Algebra I.</p> <p>6th Reading -3.0 to -1.4 6th Math -5.9 to -5.4 7th Reading -1.1 to 2.0 7th Math -4.6 to 0.0 8th Reading -1.6 to -1.3 8th Math -4.8 to 1.1 8th Science -2.4 to -1.7 Algebra I -4.0 to -1.5</p> <p>In the 2012-2013 EVAAS chart, we scored better than the district in 7th grade Reading and Math as well as in 8th grade Math.</p> <p>Based on the AMO Status Report in both Reading and Math, our White subgroup met reading proficiency in 2012-2013.</p>		<p>2010-2011 Overall EOG proficiency was 64.1 compared to the district average of 81.3 based on EOG Composite Scores. All three grade levels are <i>below</i> the district average on the EOG performance composite in both reading AND math:</p> <p>6th grade reading = 61.3 vs. 79.3 for district 7th grade reading = 59.7 vs. 73.6 for district 8th grade reading = 59.2 vs. 75.5 for district</p> <p>6th grade math = 65.9 vs. 83.4 for district 7th grade math = 67.6 vs. 84.5 for district 8th grade math = 69.1 vs. 85.4 for district</p> <p><i>When comparing all three grade levels within our school, 6th grade had the highest reading scores and 8th grade had the highest math scores.</i></p> <p>Only 15 of 25 (60%) federal target goals were met (AYP) The lowest performing subgroups were Black (34.1%), Hispanic (48.6%), Economically Disadvantaged (38.8%), LEP (23.7%), and SWD (24.3%)</p> <p>2011-2012 Overall EOG proficiency was 63.6 compared to the district average of 82 based on EOG Composite Scores. All three grade levels are <i>below</i> the district average on the EOG performance composite in both reading AND math:</p> <p>6th grade reading = 68.0 vs. 79.8 for district 7th grade reading = 54.1 vs. 73.9 for district 8th grade reading = 59.7 vs. 76.6 for district</p> <p>6th grade math = 65.2 vs. 84.9 for district 7th grade math = 58.7 vs. 84.3 for district 8th grade math = 65.1 vs. 85.6 for district</p> <p><i>When comparing all three grade levels within our school, 6th grade had the highest reading and the highest math scores.</i></p> <p>Only 21 of 29 (72.4%) federal target goals were met according to the federal AMO status report. The lowest performing subgroups were Black (31.6%), Hispanic (41.2%), Asian (41.2%), Economically Disadvantaged (34.7%), LEP (18.2%), and SWD (24.2%). The majority of these subgroups showed a <i>decrease</i> in scores when compared to the 2010-2011 report.</p> <p>2012-2013 Overall EOG proficiency is at 28.7 compared to the district average of 55 for 2012-2013 EOG scores. <i>We are below the district average in all areas.</i></p> <p>The average Reading proficiency for all grades is 31.7 compared to district average of 54. The average Math proficiency for all grades is 20.2 compared to the district average of 48. CCMath1 has an average proficiency is 45.5 compared to the district average of 68. 8th grade Science scored a proficiency of 38 compared to the district score of 70.</p> <p>All three grade levels are below the district average on the EOG performance composite in both reading AND math:</p> <p>6th grade reading = 29.7 vs. 55 for district 7th grade reading = 39.8 vs. 56 for district 8th grade reading = 26.7 vs. 50 for district</p> <p>6th grade math = 19.7 vs. 51 for district 7th grade math = 23.5 vs. 50 for district 8th grade math = 17.8 vs. 42 for district</p> <p><i>Within our school, 7th grade had the highest scores in Reading and Math when compared to 6th and 8th grade.</i></p> <p>For 2012-2013, we met 18 of 29 (62.1%) of the federal AMO targets and 35 of 52 (67.3%) of the state AMO targets. Our Black, Hispanic, Economically Disadvantaged, LEP, SWD, and AG subgroups performed below target in both reading and math. The White subgroup also did not meet target expectations in math.</p>

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Instructional Practices/Strategies	<p>Based on Middle School Programs Visits (from the district) the following areas were summarized as "Glows":</p> <ul style="list-style-type: none"> activities were relevant/personal to students students had choices in projects, tools, and groups students were maximizing the use of technology students were working in partners and groups <p>Based on the compilation of staff instructional rounds completed for quarters 1-3 of the 2013-2014 school year, the following areas were summarized as "Glows":</p> <p><u>6th grade</u></p> <ul style="list-style-type: none"> classroom environments were warm and inviting students had opportunities for creativity such as creating and performing skits, participating in gallery walks, and blogging about the books they were reading graphic organizers were used frequently as well as rotating stations culture was made accessible and relevant to every day life <p><u>7th grade</u></p> <ul style="list-style-type: none"> students used cooperative groups to complete rigorous projects that connected lessons to real life and were assessed using rubrics some classrooms were "flipped" successfully students used media clips, drawing of concepts, ePhotos, paper slideshows, board builders, PowerPoints, and webquests on both computers and iPads The "RACER" technique was consistently used across the grade level classrooms <p><u>8th grade</u></p> <ul style="list-style-type: none"> teachers used current events to relate to students' lives students were asked open-ended questions and used graphic organizers to construct responses science and math was connected into inquiry-based activities and students participated in rotating stations student work was displayed RAFT writing assignments were used in different classrooms music, foldables, and gallery walks were incorporated in various ways into lessons 	<p>Based on the Middle School Programs visits (from the district), these areas were summarized as "Grows":</p> <ul style="list-style-type: none"> all students should be able to articulate the class objective and goal for the day more differentiation is needed (small strategy groups and tiering of assignments) assignments should have deeper complexity and rigor students need the opportunity to create a portfolio of their work <p>Based on the compilation of staff instructional rounds completed for quarters 1-3 of the 2013-2014 school year, the following areas were summarized as "Grows":</p> <p><u>6th grade</u></p> <ul style="list-style-type: none"> reduce student traffic in and out of classrooms during class time and eliminate student idle time during the class period engage students more with academic vocabulary and language as well as work on using higher-level questioning techniques increase group work and peer interactions and increase technology use create more cross-curricular units and projects and reduce the use of worksheets teachers should circulate more through the classrooms to monitor students' use of technology more carefully teachers should work to increase the frequency of hands-on/manipulative activities <p><u>7th grade</u></p> <ul style="list-style-type: none"> more often than not, the objective for the lesson was NOT posted some teachers need the physical space for computers for group work teachers should increase critical-thinking questions and activities during group time, teachers should move around the room more and not remain sitting in one location more structure is needed for students as they transition during project work time and off-task behaviors including horseplay need to be reduced teachers need to consistently use PBIS tickets to reward appropriate behavior during class time <p><u>8th grade</u></p> <ul style="list-style-type: none"> more student engagement is needed and the chattiness of students with side conversations needs to be reduced teachers should consider posting jobs/roles for students and encourage more partner and group work teachers should consistently enforce school-wide rules and policies (such as use of headphones, bookbags, etc) higher level questioning is needed and greater use of discussion circles is encouraged to get students talking on-task; teachers should consider creating opportunities for students to lead and facilitate discussions as well as teaching students how to be an audience member and ask meaningful questions teachers should consider how to differentiate for students that complete assignments early

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Plan Year 2014-2016

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Staff and Student Demographics	<p>Enrollment Data</p> <p>For 2011-2012 school year: Membership = 695 Not FRPL = 295 FRPL = 400 % Not FRPL = 42.4% % FRPL = 57.6% % ESL = 4.6% % LEP = 8.5%</p> <p>6th grade = 211 7th grade = 240 8th grade = 244 Male students = 386 Female students = 309 Asian = 16 Black = 282 Hispanic = 127 American Indian/Alaskan Native = 2 Multi-racial = 37 Native Hawaiian/Pacific Islander = 0 White = 231</p> <p>For 2012-2013 school year: Membership = 808 Not FRPL = 316 FRPL = 492 % Not FRPL = 39.1% % FRPL = 60.9% % ESL = 3.3 % % LEP = 11.5%</p> <p>6th grade = 282 7th grade = 246 8th grade = 280 Male students = 456 Female students = 352 Asian = 19 Black = 325 Hispanic = 193 American Indian/Alaskan Native = 2 Multi-racial = 1 Native Hawaiian/Pacific Islander = 1 White = 244</p> <p>For 2013-2014 school year: Membership = 837 Not FRPL = 339 FRPL = 498 % Not FRPL = 40% % FRPL = 60% % ESL = 4.1% % LEP = 11.7%</p> <p>6th grade = 307 7th grade = 277 8th grade = 253 Male students = 468 Female students = 369 Asian = 23 Black = 303 Hispanic = 210 American Indian/Alaskan Native = 2 Multi-racial = 28 Native Hawaiian/Pacific Islander = 1 White = 270</p> <p>Teacher Data In 2011-2012 and 2012-2013, 100% of Carroll teachers were Highly Qualified</p> <p>Attendance Data For both 2011-2012 and 2012-2013 school years, Carroll's average attendance percentage has been closely aligned with the district and state attendance averages.</p> <p>2011-2012/2012-2013 Carroll 95% /94% WCPSS 96% /96% NC 95% /95%</p>	<p>Behavior Data According to our NCRptCard for 2012-2013, there were 12 acts of violence (out of 808 students) that occurred. When calculated as the number of crimes/acts of violence per 100 students, our school scored 1.47 in comparison to the district score of .84 and the state score of .91. In the 2011-2012 report there were also 12 acts of violence committed (out of 707 students) and the the score per 100 students was 1.7 for our school vs. the district score of .97 and the state score of .96.</p> <p>In both 2011-2012 and 2012-2013, Carroll had a larger number of short and long term suspensions than the district with an increase in both categories from year to year.</p> <p>2011-2012/2012-2013 Carroll 28.27/31.74 (short-term) .43/.61 (long-term) WCPSS 16.22/17.10 (short-term) .26/.20 (long-term)</p> <p>Teacher Data for 2010-2011, teacher turnover rate was 25% for 2011-2012, teacher turnover rate was 22% for 2012-2013, the teacher turnover rate was 13% and there were 4 National Board Certified Teachers at Carroll.</p>

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Perception	<p>The Teacher Working Conditions survey comparison from 2010-2012 showed improvements in several areas. The greatest improvements were in class size satisfaction, professional development and communications resources, parental communication/involvement/support, and teacher support. Teachers felt that they worked in a safe environment and felt encouraged to serve in leadership roles. Positive changes that came along with new administrative leadership include positive changes in new teacher support, effective feedback, evaluation processes, and the level of trust and respect from school leadership. Evaluating professional development and communicating the results to faculty improved and teachers felt supported to try new pedagogy in their classrooms.</p> <p>100% of teachers agree that Carroll is a safe school environment. 88.9% of teachers agree that Carroll is a good place to work and learn</p> <p>According to the Student Survey of 2012-2013, 80% of our students feel safe at school and 67% of students like our school. This is a notable increase from the results of the Student Survey of 2011-2012 where only 68.4% of students reported feeling safe and 61% of students like our school.</p> <p>The parental satisfaction survey (from August 2013-February 2014) showed that the vast majority of parents had a satisfactory visit to our school and that they felt we offered a safe and orderly environment.</p> <p>1. Was your visit today satisfactory? Yes = 1498 No = 20 2. Is your child in a safe and orderly environment? Yes = 1500 No = 18</p> <p>During the magnet transition process (from 2012-2013 to 2013-2014), 100% of teachers opted in to the re-interview process.</p>	<p>When comparing the Teacher Working Conditions Survey results of 2010 and 2012, the percentage of teachers that agree with the following statements show that we did NOT improve in the following areas:</p> <ul style="list-style-type: none"> time available to collaborate with colleagues down to 46.5% from 70.6% agreement non-instructional time is sufficient down to 41.9% from 47.1% agreement access to technology down to 77.8% from 88.2% agreement local assessment data timely delivered down to 81.0% from 93.8% agreement <p>According to the Student Survey comparison between 2011-2012 and 2012-2013 students rated the overall quality of our school in the following way:</p> <p><u>2011-2012 vs. 2012-2013</u></p> <ul style="list-style-type: none"> excellent = 5.6% vs. 10% good = 38.1% vs. 39% fair = 36.5% vs. 35% poor = 19.8% vs. 15% <p>Overall, only 49% of students rated Carroll as good or excellent in 2012-2013. Although this percentage is still less than half of our students, it is an increase from the student rating in 2011-2012 of 43.7% of students rating Carroll as good or excellent.</p> <p>Based on High-Five PLT surveys for 2011-2012 (of which 30 teachers responded), the following questions/areas relating to PLTs need attention. These statements are included here because they were the statements most disagreed with on the survey. The percentage of teachers who disagreed is in parenthesis after each statement.</p> <ul style="list-style-type: none"> #17 - require students in need to participate in other learning opportunities (33%) #20 - examine results of assessments to identify students in need (30%) #22 - I am a better teacher because of my work with my PLT (23%) #23 - My students are learning more because of my work with my PLT (23%) #25 - Time spent with my PLT will save me time overall (27%) #27 - My school celebrates team progress toward implementing our PLTs (27%) <p>Based on High-Five PLT surveys for 2012-2013 (of which 14 teachers responded), the following questions/areas relating to PLTs need attention. These statements are included here because they were the statements most disagreed with on the survey. Percentages were not calculated in this data set as the data was reported as COUNTS responding.</p> <ul style="list-style-type: none"> #20 - improve examination of results to identify students in need #21 - improve examination of results to evaluate instructional practices #25 - improve impact of time with PLC #26 - increase feedback and support from leadership #27 - increase celebration of progress toward implementing our PLCs #28 - increase celebration of progress toward SMART goals #29 - use of formative assessments and increased frequency of testing <p>#22 & #23 - the perception that PLTs are impacting teacher instruction and student learning could increase</p> <p>According to the MISO survey of 2012-2013:</p> <ul style="list-style-type: none"> -about 55 - 60% of students agree that they are interested or are confident in mathematics -student confidence in science is not strong where 68% say they cannot do a good job in science -23 - 28% of students disagree that science will be a part of their future -on average about 53% of students are interested or curious about STEM fields -over 75% of students responded that they are confident with the skills needed for 21st century learning -85% of students report planning to go to college. -following a question about if students know adults in STEM fields, Carroll needs to increase connecting students to adults in STEM fields.

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Program	<p>Positive Behavior Support Data 2013-2014 Tardy to class data shows that we have seen a decrease in 8th grade tardies and 7th grade tardies when comparing 1st and 3rd quarter data. (8th grade down from 16 average tardies per day in 1st qtr to 10.7 average tardies per day in 3rd quarter. 7th grade down from 10 per day to 9.43 per day). 6th grade showed an increase of tardies to class when comparing 1st and 3rd quarter data. (4.9 tardies to class per day in 1st quarter vs. 5.25 tardies to class per day for 3rd quarter) However, 6th grade still has the smallest average of tardies to class per day when compared to the other grade levels in the building.</p> <p>The total number of incidents reported for 2012-2013 was 781 and the total number of incidents reported for 2013-2014 was 459. These numbers show a dramatic decrease in the number of incidents.</p> <p>Leadership IN Technology Magnet Program In 2012-2013, we had 57 applicants to our upcoming magnet program and were able to accept 50 applicants. In 2013-2014, we increased our number of applicants to 109 and were able to accept 54 applicants to join our magnet family.</p>	<p>Positive Behavior Support Data According to compilation statements from the PBIS team, there are a large number of Hispanic students who earned tardies through the 2013-2014 school year. Most students with 3rd quarter tardies also earned tardies 1st quarter. Most students who earn tardies are repeat offenders each day and are late to more than one class throughout the day.</p> <p>In 2012-2013, African American students had the highest number of office referrals (65.5% of the total number of referrals). Although Hispanics make up 15.6% of the total student population, they have 14.5% of the total number of referrals. Also, the data shows that the most frequent locations of referrals for 2012-2013 are the classroom (522 referrals for the year) and the hallway (125 referrals).</p> <p>Although the total number of incidents decreased from 781 in 2012-2013 to 459 in 2013-2014, 7th grade has the highest number of incidents both years. 6th grade = 92 vs. previous year at 172 7th grade = 219 vs. previous year at 328 8th grade = 152 vs. previous year at 281</p> <p>Success Maker data indicates the following amount of average gain per grade level in both reading and math (students are using SuccessMaker who have been identified as needing extra help and have been using the program during LEAD Intervention time): Reading average gain points: 6th grade: .05 7th grade: .07 8th grade: .11 Math average gain points: 6th grade: .10 7th grade: .07 8th grade: .13</p>

Priority Concerns	Root Causes (with evidence)	Solutions
<p>Academic: All students are not meeting proficiency and growth expectations in Reading and Mathematics.</p>	<p>Core instruction needs to improve and PLT use of common assessments must become more frequent. Students need more focused intervention strategies and support. (Evidence = EOC composite score data and AMO status reports on subgroups)</p>	<p>Implementing and supporting continuing improvement in the following:</p> <ol style="list-style-type: none"> 1. structured literacy and STEM focused lesson planning 2. professional development in digital learning 3. PLT meetings weekly to plan effective remediation aligned with Common Core and CMAPP 4. Project Based Learning 5. Quarterly learning rounds for teachers to observe student engagement and effective core instructional strategies

School:	Carroll MS
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
<p>Teacher Retention: In 2012-2013, the teacher turnover rate was 13% and only 85% of teachers stated they were satisfied at Carroll.</p>	<p>Teachers are still adjusting to the changes in leadership and to the addition of our magnet theme. Many new teachers were interviewed and hired in the magnet school transition process. Also, some teachers do not believe in/perceive the validity and usefulness of PLTs nor do they maximize the use of peer planning and common assessments in their individual instruction. (evidence = TWC, High Five PLT survey)</p>	<p>Implement and continue supporting the following:</p> <ol style="list-style-type: none"> 1. distributive leadership opportunities throughout the school 2. sharing of best practices and strategies 3. quarterly learning rounds for teachers to observe and learn from each other 4. monthly teacher recognitions based on the innovative use of technology and integration of our magnet theme 5. monthly mentee meetings with planned agendas to support new teachers 6. quarterly staff satisfaction surveys 7. monthly staff appreciation activities 8. ongoing staff development that is differentiated to meet different staff members' needs 9. duty free lunch and planning as required by the North Carolina policy

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Priority Concerns	Root Causes (with evidence)	Solutions
Safe, Healthy, Schools: According to the Student Survey of 2012-2013, only 49% of students rated our school as good or excellent and 80% of students feel safe at our school.	Needs of certain subgroups are not being met in regards to teaching and explaining behavior expectations and following through with consequences. These same subgroups may not feel supported emotionally or socially either.	Implement and support the continuation of the following interventions: 1. Latina Girls lunch group 2. Helping Hands mentoring 3. ICC Mentoring Program 4. PBIS rewards and incentives 5. school and grade-level traditions (STEM night, field trips, pep rallies, dances, CCC Breakfast for Character Education, cultural arts performances) 6. ensure that every student continues to receive the physical activity requirements set forth by the Healthy Active Children Policy

Data Summary

Describe your conclusions

A comprehensive look at our data indicates that our strengths include growth according to our EVAAS data, improved perception among the community and teachers, and positive outcomes stemming from our PBIS program work. In addition, our data indicates that our priority concerns are the lack of academic growth for ALL students in Reading and Math (both in proficiency and growth), teacher turnover rate, and student perceptions of our school. To address these concerns, we plan to participate and benefit from various professional development opportunities (such as digital portfolio building, academic vocabulary building, and project based learning), continue to maximize the positive impact of our Leadership IN Technology magnet theme on the student and community perception of our school, and ensure that all teachers feel supported and are represented in decision making processes in order to reduce the teacher turnover rate.

School Improvement Plan

Membership of School Improvement Team

School:	Carroll MS
Plan Year	2014-2016
Principal:	Cynthia Keech
Date:	Mar - 2014

SIP Team Members

	Name	School Based Job Title
1	Aaron Munz	Teacher
2	Courtney Harris	Teacher
3	Cynthia Keech	Principal
4	Donnell McLean	Assistant Principal
5	Jeremy Cominole	Parent
6	Jessica Streck	Teacher
7	Joe Boriatti	Teacher
8	Kathryn Green	Teacher
9	Rachael Jorgensen	Teacher
10	Raychelle Baptist	Teacher
11	Sharon Harris	Instructional Support Personnel
12	Tanya Guinn	Other

School Improvement Plan**Mission, Vision and Value Statements**

School:	Carroll MS
Plan Year	2014-2016
Date:	Mar - 2014

Mission Statement:

Carroll Leadership in Technology Magnet Middle School encourages, empowers, and equips our students to be positive and competitive leaders in the global community.

Vision Statement:

At Carroll Leadership in Technology Magnet Middle School:

- We will be nurturers of innovative leaders.
- We will prepare students to create relationships built upon trust.
- Through the use of cutting-edge technology, we will collaborate with all stakeholders in order to model being positive, contributing members of a global community.

Value Statement:

We teach students to collaborate meaningfully while working toward solutions to problems by fostering positive relationships with students, parents, colleagues, and the community.

We challenge every student to actively participate to the best of their ability; we evaluate, reflect and utilize data to support our decisions.

We behave as positive leaders and approach each day with the attitude that every student will learn.

We incorporate available technology and work cooperatively to support the academic achievement and personal growth of every student.

We encourage students, parents, and the community to recognize and celebrate success.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Carroll MS
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal		By June 2016, students in all subgroups, in grades 6 through 8, will increase growth by 20% in reading and math as measured by EOG growth data. All students in all subgroups will meet their AMO targets.
Goal Manager		Sharon Harris
Strategic Directive		Focus on Learning and Teaching
State Board of Education Goal		Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment		In the last three years, according to Carroll Middle School's AYP/AMO data: only one subgroup (white) has met the target in Reading, with declines of .5% in all other subgroups. In the last three years, according to Carroll Middle School's AYP/AMO no subgroups met the target in mathematics with 1.5%+ declines.
1	Key Process	Teachers across all content areas will implement PBL practices, Leadership, and Best Practices to increase literacy and mathematics instruction for all students.
	Process Manager	Joe Boriatti, Raychelle Baptist, Rachael Jorgensen
	Completion Date	Jun - 2016
	Restrainers	Continuing development of CCSS and district directives, implementing CCSS, STEM, Leadership, and PBL standards/practices simultaneously, Limited technology resources/availability
	Resources	Discovery Ed, TLC, CCSS, STEM standards, C-mapp, organized PLTs, professional development plan, magnet coordinator, technology facilitator, RTI Coach, Google Apps, NBC Learn, Voice Thread, NC Wise Owl, SAS Curriculum, Edmodo, Thinkfinity In addition, we wish to utilize all budget flexibilities allowed by DPI, general statutes, applicable laws, and local policies.
	Measurable Process Check(s)	Twice quarterly PLT's will analyze common formative assessments to determine student progress and the need for intervention and enrichment support. Staff will complete three learning rounds quarterly for data collection to determine the implementation of instructional practices for CCSS, STEM, PBL, and Leadership standards/practices.
	1 Action Step	PLTs will develop common assessments and document in minutes posted by subject area PLTs.
	Timeline	From 8/2014 To 6/2016
	2 Action Step	PLTs will use common test taking strategies such as C.U.T.E. and R.A.C.E.R. to improve comprehension and test question deconstruction
	Timeline	From 8/2014 To 6/2016
	3 Action Step	Teachers will use c-Mapp and other resources for the implementation of PBL practices, Leadership, and Best Practices.
	Timeline	From 8/2014 To 6/2016

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Summary of Goals, Key Processes and Action Steps

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	4 Action Step	Subject PLTs will develop word walls and/ or word of the week to improve vocabulary
	Timeline	From 8/2014 To 6/2016
	5 Action Step	IRT, magnet coordinator, TLC, technology facilitator, and administration will organize STEM, CCSS, PBL, Leadership and Best Practices professional development opportunities.
	Timeline	From 8/2014 To 6/2016
	6 Action Step	Subject PLTs will develop focus boards to display Essential Questions, objectives and other pertinent information
	Timeline	From 8/2014 To 6/2016
	7 Action Step	Subject PLTs will continue to discuss and implement Best Practices as needed, such as: exit tickets, warm ups, graphic organizers, interactive learning logs, data notebooks, etc.
	Timeline	From 8/2014 To 6/2016
	8 Action Step	Block schedule will be used to support implementation of PBL standards
	Timeline	From 8/2014 To 6/2016
2 Key Process	Teachers across content areas will use PLT's to review student outcome data to plan differentiated instruction to engage all students while meeting the needs of all subgroups, grades 6 through 8.	
Process Manager	Joe Boriotti, Raychelle Baptist, Rachael Jorgensen	
Completion Date	Jun - 2016	
Restrainers	Accountability	
Resources	EVAAS data, shared drive for PLT minutes, time for weekly meetings, interventions matrix, common assessments, research-based strategies, instructional rounds data, and walk-through data collection tool.	
Measurable Process Check(s)	Key Process Managers will review PLT minutes and learning round data each quarter to ensure that differentiation is happening across content areas with fidelity and consistency.	
	1 Action Step	PLT's will analyze data such as common assessments, EVAAS, data notebooks and intervention spreadsheet to identify instructional needs of students.
	Timeline	From 8/2014 To 6/2016

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2 Action Step	PLT's will discuss, document in minutes and post the minutes to show the use of research-based instructional strategies to be incorporated into classroom instruction (Examples: bell ringers, exit tickets, game reviews, small group instruction, remediation and enrichment, DEN time, SMART lunch and differentiation).
Timeline	From 8/2014 To 6/2016
3 Action Step	Walkthrough teams will use the Walkthrough tool to measure the frequency of the use of differentiation strategies.
Timeline	From 8/2014 To 6/2016
4 Action Step	Intervention team will analyze the results of the walkthrough and instructional rounds data and intervention matrix in order to determine the appropriateness of the differentiation and student engagement strategies.
Timeline	From 8/2014 To 6/2016

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School Goal		By June 2016, there will be a 20% decrease in out-of-school suspensions as measured by Carroll's SIRS data and 90% percent of CMMS parents and students will report that they feel safe at school and like our school as measured by the annual parent and student school climate surveys.
Goal Manager Strategic Directive State Board of Education Goal Data Justification for Goal Based on Comprehensive Needs Assessment		Jessica Streck Systems and Structures to Support Schools Healthy Responsible Students According to the student survey of 2012-2013, 80% of our students feel safe at school and 67% of students like our school. Parents responded to a 2013-2014 parental satisfaction survey and indicated that the majority of parents had satisfactory visits to our school and that our school offered a safe and orderly environment. (satisfactory visit? Yes = 1498 and No = 20) (safe and orderly environment? Yes = 1500 and No = 18)
1	Key Process	Address the needs of subgroups at-risk of out-of-school suspensions at Carroll by implementing the following interventions: <ul style="list-style-type: none"> • Latina Girls Lunch Group • Helping Hands Mentoring • Behavior Education Program (BEP) (Check in-Check-out CICO) • PBIS rewards and incentives
	Process Manager Completion Date Restrainers Resources	Aaron Munz Jun - 2016 Environmental factors affecting students at-risk that happen outside of school; designated individuals to collect data from specific sources PBIS Team, SIRSdata, OSS data, ISS data, ALC data, ASD data, PRIDE expectations published, PBIS reward incentives, William Bunn Leadership Program Students are assigned to a PE class daily for 30 minutes of activity in order to follow the Healthy Active Children Policy. Carroll Middle School's Character Education Program includes teachers nominating a student once a month for a designated character trait; those students attend a Character Breakfast at the end of the month (parents of the students are invited to attend). Carroll Middle School has a safe and orderly schools plan.
	Measurable Process Check(s)	The Key Process Manager will review SIRS data quarterly and administer surveys to intervention groups quarterly to measure success of involvement.

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	1 Action Step	Counselors, PBIS Team, Tier II Team, PLTs, and Administrators will have input for student selection in all intervention groups.
	Timeline	From 8/2014 To 6/2016
	2 Action Step	During weekly team PLTs, teachers will review the efficiency of interventions groups with their students during "kid talk."
	Timeline	From 8/2014 To 6/2016
	3 Action Step	During a staff meeting once a quarter, intervention group representatives will report out to faculty and staff about the progress of students in the targeted at-risk subgroups
	Timeline	From 8/2014 To 6/2016
2 Key Process	Create a welcoming, safe, and positive school climate by implementing extra-curricular activities, PBIS rewards and incentives, bully prevention box, positive teacher-student relationships, and school/grade level traditions (such as the CCC Breakfast, pep rallies, school dances, field trips, STEM night, cultural arts performances, etc)	
Process Manager	Aaron Munz	
Completion Date	Jun - 2016	
Restrainers	Survey return rate	
Resources	Ways to communicate with parents, surveys	
Measurable Process Check(s)	Grade level counselors will annually administer school climate sureys during LEAD class time for both parents and students to determine the effectiveness of the aforementioned strategies for improving school climate.	
	1 Action Step	The Student Services Team, PBIS Team, and staff will monitor progress via survey information and level of participation in all school activities.
	Timeline	From 8/2014 To 6/2016
	2 Action Step	Weekly highlights related to school activities will be disseminated via students throughout the school.
	Timeline	From 8/2014 To 6/2016

School Improvement Plan**Waiver Request****School:** Carroll MS**Plan Year** 2014-2016

Date	Aug - 2014
Waiver Requested	
N/A	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	N/A

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Carroll MS
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
<p>Results from the end-of-year staff survey which will be administered and collected at the close of the 2013-2014 school year will determine the professional development activities for the upcoming 2014-2015 school year.</p> <p>So far, we are sure we will be offering professional development in Digital Data Notebooks and Covey's 7 Habits (refresher).</p> <p>Our staff will respond to the professional development survey and will be asked to choose from the following opportunities:</p> <ul style="list-style-type: none"> • Project Based Learning • Padeia • Digital Learning/Technology (equipment use) • PowerSchool • Classroom Management/PBIS • Motivational Strategies • other 	<p>All Carroll Magnet Middle School staff members.</p>	<p>Academic Goal</p>	<p>TBD</p>

School Improvement Plan**Summary Sheet of Professional Development Activities**

School:	Carroll MS
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
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School Improvement Plan
Intervention Planning Matrix

School:	Carroll MS
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Student Identification	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Intervention Structure	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Instruction	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Assessment	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Curriculum/Resources	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		

School Improvement Plan

Intervention Planning Matrix

School:	Carroll MS
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Student Identification			
Intervention Structure			
Instruction			
Assessment			
Curriculum/Resources			