

## **2018 NMS School Improvement Plan (Draft 9-13-18)**

**Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.**

The NMS SIP Team Consists Of:

Jeff Harshbarger - Principal

Rob Cummings - Assistant Principal

Emily Force-Tinsley - Guidance Counselor

Rachel Pemberton - Academic Coach

Kat Hall - Media Specialist/Librarian

NMS Leadership Team - Jenny Taylor -6th SS, Maria Spiva - 7th Science, Allison Cornell - 8th RLA, Ashley McInturff - RTI, Tallitha Job - SPED, Kat Hall - Librarian

Core subject help from:

RLA - Amy Horak (Chair), , Brian Jones, Allison Cornell, Lyndsay Hoorn, Lacey Barnhurst, Nicole Jett, Tallitha Job, Elizabeth Moore, Angela Goodale

Math -Louann Caldwell(Chair), Sarah Birge, Hayley Phillips, Natalie Grisham, Leanne Norris, Megan Lyness, Michelle Lewallen

Science - Maria Spiva (Chair), Deanna Blackburn, Kyla Lewis, Rob Cummings, Madison Jones

Social Studies - Daniel McInturff (Chair), Jenny Taylor, Dale Caldwell, Rachel Madron

School Climate - Rob Cummings, Madison Jones, Emily Force-Tinsley, Nancy Adams, Ted Phillips, Kelly Rainer, Ben Weaver, Tyler Vittatoo, Candace Watson

Parents - Laura Beard, Tracy Phelps, Brandon Pelizarri

Community Members - Jim Hayes, Dan Startup

**Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.**

This school year the District Office will be not only reviewing each school's SIP but will also requiring each administrator to "Defend" the plan during a review session in September. This will require each plan to be more of a living document to aid in school improvement.

The planning team provides on-going feedback and is vital to the success of our school. It helps our school communicate its mission and vision. Through the use of PTSO meetings, Skyalerts, Remind App messages, and surveys we are able to keep two-way communication on current issues, concerns, and celebrations. The planning team meets as needed to develop, review and update the strategic plan. We value their input as partners in the educational process.

Parents are included during the planning and writing process by attending various meetings and work sessions.

Throughout the year the principal shares goals and progress at regularly scheduled PTSO meetings. The approved SIP is converted to a PDF file and sent to parents via Skylert email and posted on the NMS website.

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**Elementary/Middle School Subjects**

 **3-8 Reading/Language Arts - Data Tables**

**After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.**

8th Grade ELA assessments included a state mandated test, or TCAP, district benchmark assessment based on Anderson County Schools Guaranteed Curriculum, Easy CBM as a universal screener, and a product for measuring growth and assessing individual student needs called the STAR reading program. Each of these assessments were used to inform and evaluate student growth and improve teaching methods.

**TCAP 2017-2018 Results**

	Mastered/On Track	District	State
NMS			
8th	31.1%	22.7%	26.4%
7th	37.2%	29.1%	33.8%
6th	38.4%	25.8%	35%

8th grade ELA is 8.4% above the district; 8th grade ELA is 5% above the state.

7th grade ELA is 8.1% above the district; 7th grade ELA is 3.4% above the state.

6th grade ELA is 12.6% above the district; 6th grade ELA is 3.4% above the state.

On average, NMS was 9.7% above the district. On average, NMS is 3.93% above the state.

Due to major obstacles during testing that included internet connection issues, testing format glitches, and an overall stressful climate, we believe the numbers above do not accurately describe the optimal performance of our students. Therefore, we will plan for future instruction and make improvements based on several data points.

**STAR**

8th grade growth level of 1.1 for grade equivalent and an increase of 110L for Lexile levels.

7th grade growth level of 0.4 for grade level equivalent and a 60 for lexile level.

6th grade growth level of 0.4 for grade level equivalent and a 60 for lexile level.

School-wide increase on average of 0.5 for grade levels and 70 for lexile level.

Lexile levels from the STAR test were used to select text and novel titles with the intent to produce the most effective results for increasing reading fluency and comprehension.

**EASY CBM**

Easy CBM testing is used to monitor and track progress for students in RTI and SPED.

The entire student population took the universal screener in the fall. That data was used to identify students for RTI Tiers 2 and 3. In addition, RTI Tiers 2 and 3 continued to serve students who proved to be at risk or need further instructional support, based on the universal screener.

**County Wide Benchmarks**

Anderson County School ELA team has built a suite of assessments over the past two school years. While the kinks are being worked out, we realized that the numbers were difficult to compare across grade levels at each middle school. That being said, we were able to analyze most missed questions and align the standards appropriately so that we can better meet the needs of struggling learners. This year we look to administer a common pre and post test at the beginning of the Fall Semester and December. This test will serve as a guiding tool for the Spring 2019 semester.

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### 3-8 Mathematics - Data

#### Tables

**After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.**

TNReady data is limited and unreliable due to the numerous testing irregularities that occurred throughout the 2017-2018 testing window. Provided below is our data from the state and school level with brief descriptions of trends and expository information.

#### Algebra I EOC Percent of students in each performance level

Level	School	State	Difference
4	2%	8%	-6%
3	63%	15%	+48%
2	29%	25%	+4%
1	7%	52%	-45%

Norris Middle School had 2% percent of their students score at a level four, while the entire state had 8% score at a level 4. The majority of students at Norris Middle scored at a level 3, 63%. Only 15% of the students in the state scored at a level 3. The next highest percentage of students scored at a level 2, 29%. Only 4% of the students taking Algebra I EOC in the state scored at a level 2. The final and lowest category, level 1, had the largest difference in school versus state. Norris had 7%, approximately 4 students, score at level one while the state had 52% of students score at that level.

#### 8th Grade TNReady Percent of students in each performance level

Level	School	State	Difference
4	1%	7%	-6%
3	25%	25%	0%
2	46%	31%	+15%
1	28%	36%	-8%

According to the TN Ready data, 61% of Norris Middle School students scored a level 2 and 3 while the 56% scored at a level 2 and 3. NMS is 5% higher than the state. However, NMS was 6% lower than the state at level 4. This data skews downward by the participation of the top one-third of NMS students in Algebra while in the 8th grade. Had those Algebra students taken the TNReady math portion instead of the Algebra test, 8th grade math scores would have been significantly higher.

7th Grade TNReady Percent of students in each performance level

Level	School	State	Difference
4	7%	6%	+1%
3	34%	24%	+10%
2	40%	42%	-2%
1	18%	28%	-10%

According to the TN Ready data, 41% of 7th grade NMS students scored Level 3 or 4 compared to 30% across the state. NMS was 11% above the state average. NMS was below the state average by 12% on levels 1 and 2. As a school, our 7th grade scores were above the state average in a positive trend at all levels.

7th grade EasyCBM Data (grade level averages)

Fall	Winter	Spring	Growth
27 correct	30 correct	32 Correct	+5 correct
68th Percentile	60th Percentile	59th Percentile	-9 in percentile

Student data indicated a downward trend from fall to spring in overall average percentile growth.

6th Grade TNReady Percent of students in each performance level

Level	School	State	Difference
4	1%	5%	-4%
3	41%	30%	+11%
2	34%	35%	-1%
1	24%	30%	-6%

According to the TN Ready data, 11% more NMS 6th grade students scored a level 3 versus the state. NMS had a 4% decrease versus the state at a level 4. NMS Level 2 average was nearly the same as the state while our level one was below the state percentage. 75% of NMS sixth graders scored a level 2 or level 3; higher than the state which had 65% at a level 2 or 3.

6th grade EasyCBM Data (grade level averages)

Fall	Winter	Spring	Growth
27 correct	27 correct	32 Correct	+5 correct
57th Percentile	49th Percentile	59th Percentile	+2 in percentile

Student data indicated an upward trend from fall to spring in overall average percentile growth.

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**3-8 Science - Data  
Tables**

**After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.**

The administration of the TNReady Science test suffered serious issues at NMS as almost all of our students were inadvertently given the 5th grade science TNReady instead of their grade level tests. Below is a breakdown of the number of tests each grade level completed in 2018.

6th Grade Science: 8 out of 156 took the correct science test and received data. Of those 8 students, 1 scored Proficient, 3 scored Basic, and 4 scored Below Basic

7th Grade Science: 3 out of 145 students took the correct test and received data. Of those 3 students, 1 scored Proficient, 1 scored Basic, and 1 scored Below Basic

8th Grade Science: 3 out of 169 students took the correct test and received data. Of those 3 students, 1 scored Basic, and 2 scored Below Basic .

Data from 2017 is available and is as follows:

6th Grade Science: 15% scored Advanced, 50% scored Proficient, 20% scored Basic, and 15% scored Below Basic. The proficient/advanced percentages for NMS were 10% higher than the district and 6% above the state average.

7th Grade Science: 20% scored Advanced, 48% scored Proficient, 22% scored Basic, and 10% scored Below Basic. The proficient/advanced percentages for NMS were 2% higher than the district and 6% above the state average.

8th Grade Science: 30% scored Advanced, 44% scored Proficient, 17% scored Basic, and 9% scored Below Basic. The proficient/advanced percentages for NMS were 11% higher than the district and 9% above the state average.

With less than 3% of our students receiving TNReady Data and the total lack of data from 2016, conclusions about student progress are difficult to make. However, 6th and 7th grade science continues to be a concern with lower scores than the 8th as well as only slight gains over the district and state averages. With the science standards changing it is imperative that NMS creates a tool for measuring student science achievement. Therefore, the NMS Science Team will be working with the other science teachers in the district to create benchmark exams and a guaranteed curriculum for the 2018-2019 school year. This work will be done in both weekly school PLCs and in monthly district-wide science PLCs with the other district middle schools. Our 6th and 7th grade science program will benefit from this collaboration and will improve the rigor of standards taught in the 6th and 7th grade science classrooms.

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**SOCIAL STUDIES** - Not required but we are still teaching and measuring our own growth.

Social Studies School Improvement Plan:

The 2013-2014 academic school year was the last year middle grades social studies was provided with official state testing and comprehensive data from the Tennessee Department of Education (TDOE). Therefore, we have been unable to analyze standardized data on a consistent basis. We have also faced the challenge of ever changing

standards and materials from the department of education, making it that much more difficult to ascertain student progress in the social studies curriculum.

As a county social studies department, we have decided to take matters into our own hands concerning data collection. Therefore, we will be developing a system wide standardized question bank that we hope to deploy by December 2018 using the Edulastic test platform. The steps we are taking towards achieving this goal include:

- Attend Item and Standards Review sessions given by the TDOE and the testing vendor.
- Ensure that all social studies teachers use the current social studies standards with fidelity.
- Commit to weekly department level meetings with clear goals in mind toward testing.
- Lead countywide Professional Learning Communities (PLCs) in how to utilize the Edulastic test platform.
- Develop countywide grade level test items that correlate with TDOE standards.
- Collaborate with other social studies departments to create a bank of standardized test items.
- Discuss the most effective means of roll out for a benchmark exam with other social studies departments in Anderson County.

The challenge for social studies teachers at Norris Middle School is the lack of data to identify traditional subgroups and their needs. We have decided as a staff to focus on reading development to help our reading and language arts colleagues. Our reading development program will focus on modifying material to reach struggling readers and use scaffolding teaching methods to increase their overall reading abilities. We will also connect our struggling readers with peers who demonstrate reading skills at or above grade level in cooperative learning environments. In order to foster encouragement and teamwork, we will use STAR testing data and personal knowledge of our students.

As stated above, TDOE has not provided a consistent set of standards, assessments, or data for the state to properly identify social studies curriculum needs. In order to gather and analyze local data, we have been forced to create our own benchmark assessments to provide data. We will work diligently to implement the steps provided above to create our own assessment tools and to gather data to further the social studies standards.

In regards to the English as a Secondary Language (ESL) subgroup, we will focus on conversational and academic English skills first and then address social studies content. For example, we will address social studies sight words such as post office, landmarks, streets, etc. At Norris Middle School, we have a relatively small population of ESL students; therefore, we are able to focus on individual language growth before we aggressively pursue specific content knowledge. We will work in conjunction with the language and ESL teachers to ensure the student has a proper grasp of the English language in order to thrive in their new environment.

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**Student Enrollment - (represents student enrollment on October 1)**

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
<b>All Students</b>	<b>516</b>		<b>492</b>		<b>508</b>	<b>100</b>
- Asian	3	0.6	4	0.8	4	0.8
- Black or African American		0.6	4	0.8	8	1.6
- Hispanic or Latino	3	0.6	7	1.4	8	1.6
- Native American / Alaskan Native	3	0.6	2	0.4	4	0.8
- Native Hawaiian / Pacific Islander					1	0.2
- White	504	97.7	475	96.5	483	95.1
<b>Economically Disadvantaged</b>	<b>224</b>	<b>43.4</b>	<b>20</b>	<b>4.1</b>	<b>114</b>	<b>22.4</b>
<b>Students with Disabilities</b>	<b>84</b>	<b>16.3</b>	<b>73</b>	<b>14.8</b>	<b>68</b>	<b>13.4</b>
<b>English Learners</b>	<b>1</b>	<b>0.2</b>	<b>1</b>	<b>0.2</b>	<b>1</b>	<b>0.2</b>

#### Student Attendance - Elementary and Middle Grades

	2014-15	2015-16	2016-17
	%	%	%
<b>All Students</b>	<b>95.3</b>	<b>95.9</b>	<b>95.9</b>
- Asian	96.6	96.3	97.1
- Black or African American	97	98.3	96.8
- Hispanic or Latino	90.3	96.5	94.4
- Native American / Alaskan Native			97.1
- Native Hawaiian / Pacific Islander	91	99.9	98.8
- White	95.3	95.8	95.9
<b>Economically Disadvantaged</b>	<b>94.5</b>	<b>93.9</b>	

<b>Students with Disabilities</b>	<b>94.2</b>	<b>94.9</b>	<b>95.1</b>
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### Students Who Were Chronically Absent (by subgroup)

	2014-15				2015-16				2016-17			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>	<b>39</b>	<b>10.2</b>	<b>6</b>	<b>1.5</b>	<b>21</b>	<b>4.2</b>	<b>10</b>	<b>2</b>	<b>32</b>	<b>6.3</b>	<b>**</b>	<b>**</b>
- Asians									*	*	*	*
- Black or African American									*	*	*	*
- Hispanic or Latino									*	*	*	*
- Native American / Alaskan Native									*	*	*	*
- Native Hawaiian / Pacific Islander												
- White									<b>32</b>	<b>6.6</b>	<b>**</b>	<b>**</b>

**Review chronic absenteeism data. Discuss progress and challenges with chronic absenteeism overall, by grade level, or subgroup, especially if rates exceed 10%. Identify steps to be taken to ensure students have opportunities to learn.**

In the 2017-2018 school year Norris Middle School's chronic absenteeism was 11% for grades 6-8. This is a slight increase from 2016-17 data. At Norris Middle School, chronic absenteeism is really about the individual student situation. Each chronically absent students has their own reasons/motivations for missing school. For instance, a 6th grade student whose parents have joint custody but one parent lives in another school district. When the child stays with that parent, the student is not made to attend. Another example is a trans-gender student who dealing with stress and anxiety due to his transgender status and therefore misses school and eventually goes on short-term home-bound. Each one of these situations require and individualized plan for attendance involving the guidance counselor, parent/guardian, social worker, administration, and teachers. Another big contributor to our chronic absenteeism are students who are diagnosed with concussions. These students are medically excused, sometimes for weeks or months until cleared by a doctor. The school has little control in these cases and must put the care of the students' health above school attendance.

In order to diminish the rate of absenteeism, Norris Middle must dive deeply to ascertain the individual causes of the absences then meet as a team to create a plan for improvement. A plan to increase overall attendance will include the following:

- Continuing to utilize Skyward to call parents daily if a student is absent.
- Keep track of positive student behavior on a google doc.

- Call parents to let them know positive things their students are doing biweekly.
- Teachers could implement encouragement tactics during ARM class to help students be motivated to come to school.

Additionally, each nine weeks, a reward system would be put in place for students that who have missed two or fewer days of school in which students would receive positive incentives such as ice cream. Students that have perfect attendance would additionally receive another incentive such as a game truck.

To involve parents, the social worker would continue to call home once a student has missed as few as two or three days. The remind app could also be used to communicate with parents.

**Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
<b>All Students (students suspended; not incidents)</b>	<b>33</b>	<b>5.9</b>	<b>33</b>	<b>5.9</b>	<b>10</b>	<b>1.8</b>
- Asian					*	*
- Black or African American					*	*
- Hispanic or Latino					*	*
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White	<b>31</b>	<b>5.7</b>	<b>31</b>	<b>5.7</b>		
<b>Economically Disadvantaged</b>					<b>5</b>	<b>3.2</b>
<b>Students with Disabilities</b>	<b>11</b>	<b>11.7</b>	<b>11</b>	<b>11.7</b>	<b>4</b>	<b>5</b>

**Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
<b>All Students</b>	<b>33</b>	<b>5.9</b>	<b>25</b>	<b>4.7</b>	<b>10</b>	<b>1.8</b>
<b>Grade 6</b>	<b>8</b>	<b>4.4</b>	<b>4</b>	<b>2.2</b>	<b>3</b>	<b>1.7</b>
<b>Grade 7</b>	<b>8</b>	<b>5</b>	<b>17</b>	<b>9</b>	<b>6</b>	<b>3.1</b>
<b>Grade 8</b>	<b>17</b>	<b>7.9</b>	<b>4</b>	<b>2.5</b>	<b>1</b>	<b>0.5</b>

**Review student discipline data. Discuss progress and challenges with discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and .25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.**

Both in-school and out-of-school suspensions at Norris Middle School has been on a downward trend for the last 5 years. Last year we increased slightly over the 2016-17 data due to a very challenging 8th grade class. For the second year in a row, Norris Middle School did not have any expulsions.

In order to curtail administrative referrals, a proactive conflict resolution class could occur when problems occur. Instead of focusing on punitive measures, Norris would implement restorative justice practices in which outstanding eighth graders could pair up with a small group of students to mediate and help provide an atmosphere of learning about positive practices to deal with conflict. These eighth graders would need to be strong communicators, helpful, and mature. These students would then be trained two weeks prior by the counselor and teachers who can show them how to mediate and resolve conflict. These students could be taken from those that were not selected to be a peer buddy or others. The goal of the counseling session would be to identify triggers, self regulation skills, helping students read social cues, how to deal with social situations when teachers are not present, empathy, and positive communication before problems spiral out of control.

Norris Middle teachers could implement a team communication strategy for individual students who need extra support. This document would describe how students are behaving; this could be a shared google doc in which all of the teachers have access. This team communication document could keep all staff on the same page and allow them to work together to come up with a positive solution when similar problems arise with multiple teachers.

**Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.**

Safe:

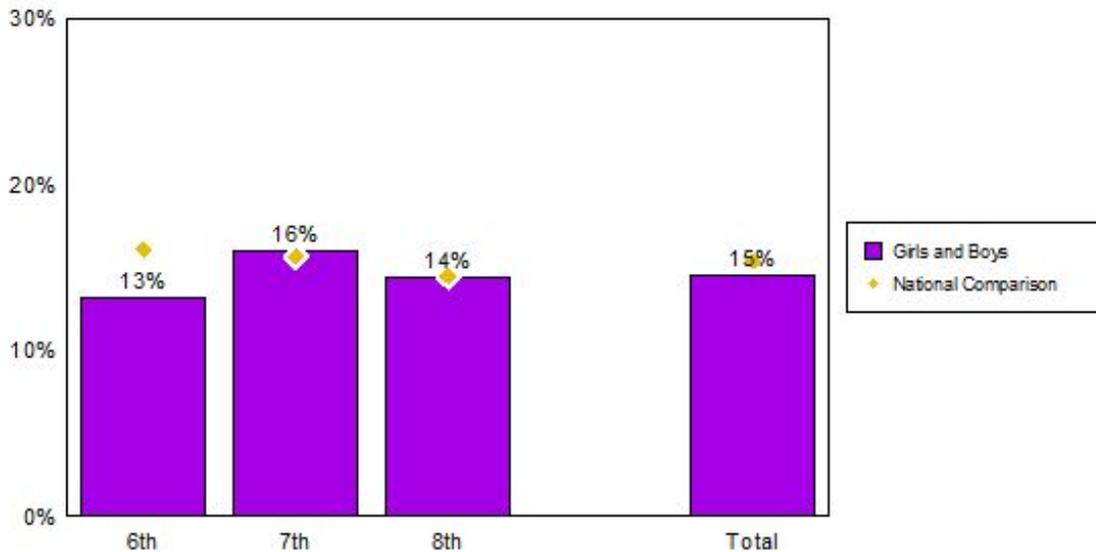
Our school is a safe and secure learning environment according data from surveys of our staff, students, and parents. The NMS teachers responded to the TN School Climate Teacher Survey to the statement, "I am safe at this school," with [66.7]% strongly agree, [26.7]% agree, and [6.7]% neither agree or disagree. The student response was significantly lower when responding to the statement, "I am safe at this school," with [45.4]% strongly agree, [37.5]%

agree, [11.4]% neither agree or disagree, [3.5]% disagree, and [2.2]% strongly disagree. Parents responded to the statement, "The school provides a safe place for my child to learn," with [41.0]% strongly agree, [48.2]% agree, [7.2]% neither agree or disagree, [3.6]% disagree, and [0]% strongly disagree.

All of these percentages are down slightly from the previous year. The committee feels that the high-profile school shootings that occurred during the survey window may have caused the slight drop in the figures as compared to previous years.

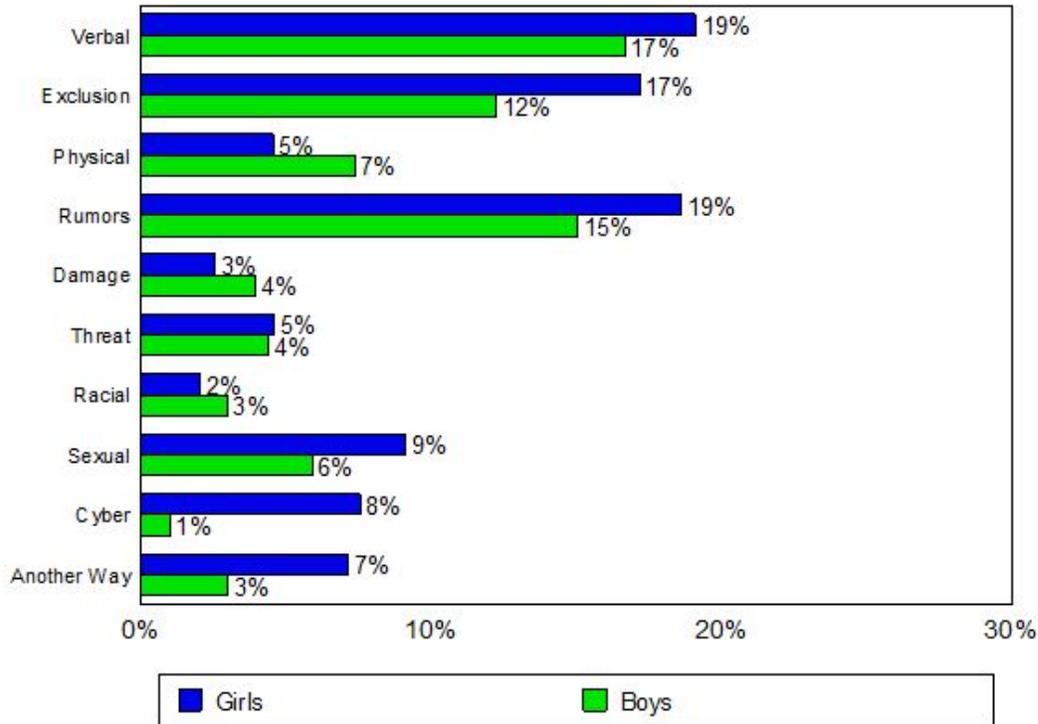
Data from the annual Olweus Bullying Questionnaire administered in May of 2018 shows while progress is being made on curtailing bullying behaviors, there is still work to be done. Only 12.1% of boys questioned responded that they had been bullied "2 or 3 times a month" significantly lower than the national average of 14.0%. However, 17.0% of girls at NMS stated they had been bullied "2 or 3 times a month" which is slightly higher than the national average of 16.8%. Overall, NMS ranks nearly one percentage point below the national average of 15.4% at 14.5% for both boys and girls.

**Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



According to the survey, Verbal (17.9%), rumors (16.8%), and exclusion (14.7%) were the top answers for the ways of being bullied as reported by both girls and boys.

**Graph 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4)**



Finally, in the battle to get students to share that they are being bullied, NMS continues to score significantly higher than the national average in the percentage of students who have told someone about the bullying. Students surveyed reported bullying to a teacher or other adult at school 42% of the time, told their parent/guardian 56% of the time, told a sibling or friend 63% of the time, and told no one only 27% of the time. Student empathy toward bullied individuals was over 90% when responding to them "try to help the bullied student."

The NMS Safety Committee meets regularly to review plans and address safety concerns. We also constantly review supervision and student monitoring during class changes, recess, lunch, and other less-structured times.

Supportive:

In addition to the survey, we have added a Classroom Guidance program that will help students develop an understanding of important socio-emotional issues such as safety topics, bullying, collaborating with others, communication, and conflict resolution. This program will serve all grades of students during their related arts periods throughout the school year.

In the spring of 2017, the NMS Leadership Team met to review and revise the school's mission and vision. Caring for students emotional health was the number one priority as shown in the new NMS Mission Statement which reads, "Norris Middle School exists to love and instruct all of our students so they can maximize their individual potential now and in future life endeavors." This mission helps our entire school continually create and improve our safe, supportive, and healthy learning environments.

Language Arts classes at NMS are implementing a consistent picture book read-aloud project. Picture books that explore different themes are read-aloud to large groups to build community. Topics include overcoming adversity, acceptance of different cultural groups, and dealing with tough issues.

The UTrust Appreciation program is utilized to appreciate staff members and is student led. This cultivates a positive culture for staff and students alike. All staff members are honored throughout the school year including; bus drivers, support staff, teachers, administration.

**Health:**

Each day, our students receive recess for 15 to 20 minutes. Students also have the opportunity to participate in physical enrichment classes which include PE and dance class. Our unique school setting surrounded by watershed and state park lands allows for occasional hiking activities, giving students a chance to participate in additional physical activity as well as develop a further appreciation for their environment. ARM (Acceleration, Remediation, and Mentoring) classes during intervention time give additional opportunities for students to engage in hiking, archery, advanced P.E., and other physical activities.

In order to protect the environment, Norris Middle has installed two filtered water filling stations within the building to decrease the amount of plastic waste from water bottles. Each class has a recycle bin in which Norris uses to save recyclable products. In addition to the weekly recycling program, Norris has begun a non-recyclable waste program, Terra-Cycle, in which materials can be remade into a new product. These collection programs are student-run with the support of a classroom teacher and the administration.

**STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)**

STAFF Characteristics	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
<b>Principal - Years in position</b>	<b>9</b>	<b>-</b>	<b>10</b>	<b>-</b>	<b>11</b>	
<b>Teaching Staff (Certified) - # of Teachers</b>						
<b>1 to 3 years</b>	<b>7</b>	<b>18.9%</b>	<b>6</b>	<b>15.0%</b>		
<b>4 to 10 years</b>	<b>15</b>	<b>40.5%</b>	<b>18</b>	<b>48.5 %</b>		
<b>11 to 20 years</b>	<b>10</b>	<b>27.0 %</b>	<b>6</b>	<b>15.0 %</b>		
<b>21 + years</b>	<b>5</b>	<b>13.5 %</b>	<b>7</b>	<b>21.5 %</b>		

**How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?**

With more new teachers this year than ever in recent memory, the administrative and support staff have spent much time and energy working on the support of new staff members. First, a brief explanation of the high staff turnover from 2017-18 school year to the 2018-19 school year.

NMS hired 11 new teachers out of 37 certified positions in the spring and summer of 2018. The departure of 11 staff members might indicate some serious issues or problems at the school. However, by examining each departure individually, the high turnover rate does not indicate climate, student, or overall school issues but rather the opposite as NMS is a leader in developing leaders for the rest of the district. Below is a breakdown of departures and replacements for the 11 staff members lost in 2018:

	Teacher Subject	Reason 2017 Teacher Left	Qualifications of replacement
1	ART	Care for Newborn Child/ Stay at Home Mom	28 years as Art Teacher in District/Transfer
2	6th ELA	Transfer to Alternative Learning School/Seeking new challenge	1st Year Teacher from another state
3	8th ELA	Promoted to Academic Coach at another District Middle School	20 Year Veteran Teacher
4	6th ELA	Moved to 8th S. Studies	1st Year Teacher from another state
5	8th ELA	Promoted to Academic Coach at NMS	10 year veteran teacher
6	8th Science	Care for Newborn Child/ Stay at Home Mom	5 year Veteran from another system
7	8th Math	Moved to RTI Interventionist	4 year Veteran from another system
8	SPED	Retired	1st Year Teacher
9	7th Math	Moved to 6th Grade Math	1st Year Teacher
10	PE	Moved to higher Paying System	Veteran Transfer from inside District
11	8th SS	Moved to higher Paying System	In school Transfer

Over the last several years supporting new teachers has evolved from simply assigning a "mentoring" teacher and the unofficial support of the grade level team or special area team to a much more robust system. As with most events and activities that occur at NMS, Google Form surveys are used to gauge effectiveness and solicit feedback. That openness to feedback from the administration has led to an "unofficial" official staff handbook in Google Document form similar to Wikipedia where all staff members have access to read, review and edit the handbook. The handbook is a living document that guides teachers through the many obstacles that create stress and anxiety during their early teaching years. Below is a copy of the cover page and table of contents:

■ Norris Middle School Teacher Guide:  
 What to expect when you don't know what to expect  
 The "UnOfficial" Official Guide to Being a Teacher at Norris Middle School  
 2018-2019  
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Please feel free to add to or comment on any part of this guide that needs revision or clarification. If you add a page, please insert a page break instead of pushing the Enter button multiple times. Additionally, be sure to update the page numbers in the Table of Contents.

**What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?**

The retention of high quality teachers is of the highest priority at NMS. Throughout the school year, highly successful teachers are asked to represent and present during weekly PLC meetings and our school and monthly meetings with the other district middle schools. Teachers are encouraged to apply for test and standard reviewing sessions held by the State Department of Education. Highly performing teachers are routinely asked to work with developing teachers by providing classroom observation opportunities. Furthermore, our academic coach helps connect new and emerging teachers with the high-performing teacher via mini-classroom observations and reflections. The district also asks for representatives for PLC presenters from our high-flying teachers to share with other district staff.

A school culture of mutual respect and life-long learning creates a happy workforce. On the 2017 TN School Climate Teacher Survey, 96.8% of the NMS staff stated that they agreed or strongly agreed with the statement, "I look forward to going to school on most days." Furthermore, 96.8% feel they "make an important contribution to this school," and 90.3% stated that, "this school is a good place to work." None of these statements had any teachers who "disagreed" or "strongly disagreed" with the statements.

We are very family and team-oriented at NMS. The grade level teams work together with a common planning time. In addition, weekly subject-specific PLCs occur weekly on early-out Wednesdays which allow for paid time to collaborate, review assessments, and plan. We focus on the whole child rather than unreliable State Testing scores and do not reward teachers with high scores nor do we focus on low scores of teachers. Exemplary teachers are given opportunities to lead PLCs for other NMS teachers and District Teachers. They are also encouraged to seek training and leadership roles in state training such as Social Studies Standards, Item reviews, and other state-led training.

**What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.**

All students are randomly scheduled between the 2 highly effective ELA and Math teachers at each grade level. These teachers co-plan together and meet weekly during scheduled PLC time to review progress of all students and make plans for reteaching. Due to our size, every student has the only grade level science and social studies teacher. These teachers meet monthly with other district middle school science and social studies teachers during PLC time to complete PLC work.

Low income, minority, and any student in need of extra support, receives high quality instruction from highly-effective teachers in the RTI2 program.

ELA, Math, Science, and Social Studies programs at NMS are collaborating on a guaranteed curriculum to ensure that all students have equal access to high-quality instruction. This work is being completed during weekly PLC time by NMS and the other 3 middle schools in Anderson County.

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### **Response to Intervention2 (RTI2)**

**Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.**

In the 2017-2018 school year, NMS continued to improve our Response to Intervention programs. We continued to address our core instruction in Tier I during weekly PLC time and worked together as a school to strengthen our instructional programs and to accommodate for individual differences in the classroom. ELA completed preliminary common assessment work over the last two years and are continuing to revise and improve the assessments based on student performance. Math started the process of creating district-wide benchmark assessments in the 2017-18 school year.

We continued to identify students who qualified for Tier II and Tier III interventions through the universal screener EasyCBM and offered targeted instruction to address non-mastered skills in each of these intervention classes. This RTI process of reviewing data as an RTI team, helps our school make educated decisions for our students' futures. It allows the teachers to rely on more than just one score or recommendation to transition a student to an IEP. By using this RTI process, a student's true deficits are discovered and instruction can be modified accordingly. Through the use of explicit instruction and progress monitoring on EasyCBM, students receive a visual of their progress, and this motivates them. The chance to work on their skill level allows them to demonstrate growth and confidence, as evidenced by students achieving the data needed to exit Special Education services, or increase their grade-level abilities. Not only did we strive to meet the needs of our lower achieving students, we also developed high-interest enrichment classes to meet the needs of our higher achieving students.

From the Tier I perspective, we try to give students choice of books for free reading and journaling. We use STAR data to help us guide students to appropriately leveled books as well as our knowledge of student interests. Through

regular conferencing we can address specific areas of need. We have also used different leveled versions of the same article to ensure students can encounter content at a level they can comprehend. Many of the strategies practiced in Tier II are also used in Tier I. In Tier I math, we use weekly spiral review quizzes to identify misconceptions as they arise and to see how they change over time. This allows us to group students based on grade level skill deficits to make better use of time and to keep students from falling behind.

In Tier II small groups, our class size is limited to six students. We use a variety of approaches to this level of instruction. One example is a book study. Students and teacher read together and practice various comprehension strategies as they work through the text. The second approach uses the Comprehension Toolkit. This resource presents lessons and practice for a wide variety of comprehension strategies. Based on progress monitoring results, the primary focus has been on inferencing strategies. In Tier II math, we try to tie skill deficits from previous grades to current grade level skills when possible to help students make the connection between prior knowledge and current material. This also helps to add some context to skill practice from previous grades. Teachers use small group instruction as well as technology to address individual skill needs. An example of the technology used in Tier II is Khan Academy. Khan Academy diagnoses and focuses on a student's individual skill need. It allows the student to practice a specific area that may not be the same as the peer sitting next to them. It allows the teacher to see individual reports as well. Teachers use the reports to plan for individualized instruction.

In Tier III Reading and Math, students are able to receive more intensive individualized instruction based on their needs. Our class size is limited to three students. We use EasyCBM testing to monitor progress of skills. Students are more willing to take risks and ask questions in the small group setting. Our interventions are skills based so that teachers can constantly go back and catch students up on missing skills, relieving the pressure to "move on."

As mentioned earlier, we use our intervention time to also meet the needs of our higher achieving students. One example is our Norris Middle School National Junior Honor Society. This group of students meets during 8th grade RTI time. This allotted time provides much needed enrichment opportunities for the student leaders of our school to meet and hold discussions, oftentimes using parliamentary procedure. Students organize and plan school events, volunteer for service projects in the community and beyond, and discuss concepts of leadership. Forms with event and project feedback led by NJHS are regularly collected and available if needed. Another example of an enrichment is Norris Newsies. Our students participate in the construction and editing of a school digital newsletter using Sway.

We will continue to address scheduling conflicts at our school so that we can meet the needs of our students. Supporting our students as they learn to apply the skills that are taught in RTI classes, will also remain an area of focus. The RTI Team at Norris Middle School seeks to identify students who need extra help, target the areas of need, and implement research-based interventions to help our students be successful.

### **Technology Access and Use**

**Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)**

Anderson County Schools Office of Technology applies for E-Rate funding for all schools. The E-Rate program supports 80% of our Internet connectivity to our school and district.

Technology continues to be a vital tool for increasing student achievement at NMS. NMS is a one-to-one school which utilizes Chrome Books. Students have individually assigned Chrome Books which can be taken home daily. This one-to-one program has been embraced by the staff and students on NMS and has proven to be a big student achievement success. Keeping Chromebooks in working condition has been a little bit of a challenge over the

summer of 2018 due to funding issues. Consequently, at the start of school, several students had missing Chrome Books out for repair. Once notified of the situation, the school administrator and the District Office of Technology found a way to get Chrome Books back into every students hand, every day.

Each classroom has either a smart board or projector and desktop computer but these devices are rapidly nearing the end of their working life. Funds for replacement of these vital tools is up to each individual school. Replacement costs are made much high due to the requirement of bids through the OOT. Old mounts for Bright-link Projectors cannot be used for replacements increasing the cost for each install to \$400-500.

With the one to one Chromebook program being implemented, it will add significantly more daily use of computer programs. Google Classroom is utilized on a daily basis as well as all the Google apps to increase student exposure to classroom content. Teachers also use internet based programs such as EasyCBM and STAR to help track student success. Other computer programs that are utilized include the following: Kahoot!, Nearpod, BrainPop, TedEd, United Streaming, Remind, Language Live, Storybird, and NewsELA. These programs are used for formative assessment and as part of instruction. GoGuardian and Gaggle are used to monitor and restrict content as needed. We have also added our first online textbook experience with EurekaMath in all math classes which includes enhanced resources in the form of video tutorials, extensions, and remediation tools all available online. Another technology resource utilized is that of 12 iPads and 12 iPod touches. These are used for many different classroom activities, assessments, and research tools. These are used to document scientific explorations and activities within the classrooms as well as on a multi-day, overnight field trip to the Great Smoky Mountain Institute at Tremont. iPads are also used in our Special Education curriculum with the VMath program. They are being used within the art classroom as well for projects and research. Document cameras, in each core area classroom, are used daily in instruction to display information and model instruction. There are 30 graphing calculators that are used to graph and analyze difficult functions.

We currently have 10 VEX IQ Robotics kits. Nine of these kits are used four days a week with seventh grade students in an enrichment class. One other kit is exclusively used for our Technology Student Association students. These robotics kits are an avenue for students to learn computer programming and experience problem solving hands-on. There are 2 Vex EDR Robotics kits used for enrichment with eighth grade Technology Student Association students. The science and technology team received a grant in the spring of 2017 for more robotics equipment making the program one of our most successful and fast growing. During intervention time, 30 students are enrolled in a robotics class that includes learning simple coding. The TSA program also competes in robotics at the regional and state levels.

Students also have access to 2 Canon digital cameras for check out in the library. There are also 10 Canon digital cameras in special area classrooms used for photography, stop motion animation, and movie making projects. In addition to the cameras, we also have 5 Sphero app-enabled robotic balls, 5 Makey Makey Go, and 5 Makey Makey circuit board invention kits available for teachers to check out and utilize within their classrooms.

### **Professional Development**

**Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.**

Norris Middle School plans professional development based on the needs of its staff and students. These PD sessions include school-led PLCs and other on-going training throughout the school year. The district has modified the school day on Wednesdays to release students 1 1/2 hours early every week so that teachers can have a PLC

time. During these weekly PLC sessions, core teachers work with other core teachers of the same grade and subject to create common assessments, unpack standards, identify power standards, and work toward a guaranteed curriculum for all students. This work is based on the belief that all students can learn at high levels with the proper instruction. All PLCs will focus on the following four questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How will we respond when students don't learn?
4. How will we respond when students do learn?
- 5.

By focusing our PLC work on student data and response to instruction using the above questions, teaching will be better focused on student learning.

Monthly district-wide PLC pullout meetings will aid in the process of measuring student progress. Benchmark data will be reviewed as well as the refinement of the guaranteed curriculum.

The administration and the NMS academic coach will review this data in monthly District Principal PLCs. The NMS assistant principal will also meet monthly in a district-wide assistant principal PLC.

The school principal will participate in the AsPIRE Mastermind Program Rural School Leadership Initiative throughout the school year. This program brings a group of administrators from similar schools to discuss and create plans to address school issues from attendance, school performance, and safety.

Through the Project Aware Grant, the NMS Guidance Counselor will be trained in referral to Cherokee Health Services for needy students.

Other planned Professional Development designed to enhance student learning includes:

- RLA teachers will continue their work on guaranteed curriculum as well as benchmark tests. Data from these assessments will be analyzed and shared with all RLA teachers, academic coaches, and administration.
- Math Teachers will meet and work on pacing guides, benchmark tests, and guaranteed curriculum under the guidance of an academic coach leader,
- Math Teachers will attend a 2-day training provided by Eureka on math fluency and customization to differentiate for students.
- Olweus Bullying Training provided by certified Olweus Trainer Jeff Harshbarger
- Safe Schools On-line Training including: Bloodborne Pathogens, On-line Safety, CIPA Compliance, Ethics, HIV/AIDS Awareness, AED, Hazing, Discrimination, Child Abuse.
- Principal and Assistant Principal will attend State-provided Restorative Justice Training
- Math Benchmark Assessment creation with a focus on Guaranteed Curriculum
- In house technology training from a team of NMS teacher-experts on the use of Chromebooks in instruction
- Health training on epi-pen, diabetes, AED, CPR, safety team, suicide prevention.
- Academic Coach will work with new staff on TNCompass, TEAM Evaluation Model, and Max Teaching
- A team of 5 teachers will attend the AMLE National Conference in Orlando, Florida in November of 2018 and then share information with their teams during common planning as well as with the appropriate staff during PLCs.
- CDC and Special Education Teachers will be included in both core subject PLC time and their own pullout time to train and develop new skills for their unique students with the support of the district SPED office.

## **Parent and Family Engagement**

**Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English learners.**

We believe that working closely with parents and our community increase student achievement and help to create a more positive learning environment for our students.

The school hosts a "How to Succeed in Middle School" night in May for incoming 6th grade students. This helps allay fears and answer questions for both students and parents.

During the summer NMS runs a Summer Library Program whereby the school opens the library up for book checkout, crafts, food, and a movie. Additionally, with a donated school bus and driver, NMS staff members take the "Book-Mo-Bus" to several area trailer parks and communities with a high percentage of lower income families to provide free books as well as food and drinks.

Open house has been changed to allow students and parents to follow their child's schedule and meet all their teachers for a brief introduction to classroom and homework philosophies and procedures.

Senator Day continues to be our biggest success and more options than ever for students were included in this years event. This year students not only got to pick their preferred related arts classes but they also were given the opportunity to select their enrichment class which meets daily during intervention time. When available, state test data is shared and explained privately to individual students and parents. During the 2018 Senator Day however, TNReady testing data was not ready for release and therefore parents missed this opportunity to have their child's scores explained to them.

Duke Talent Search is utilized to connect high performing students to college access via the option of taking the ACT as a 7th grade student.

Every event held at NMS is announced and communicated via the Skyalert system with voice, email, and text messaging. Additional, notes are still sent home with students for important events. Daily announcements are made in the morning and afternoon and the morning announcements are also emailed out to all parents and/or guardians.

For the 2018-19 school year, Anderson County Schools has purchased "Remind" for each of our teachers. While we will continue to utilize SkyAlert in Skyward for school-wide announcements and communications, individual teachers and classes may send texts, documents and other communication through the Remind App. Remind is a true communication tool as parents can respond back to the sending teacher with questions via text. All teachers will continue their use of Google Classroom for students and parents to see the work that students are completing and preview upcoming topics/lessons.

At this time, NMS does not officially have any ELL students however, all print Skyalert communications are translated into Spanish for our small but increasing percentage of bilingual households.

Norris Middle School continues to build upon current parent involvement events while also incorporating innovative ideas to encourage more positive interactions between parents and the community. We believe that these efforts increase student achievement for our entire student population.

Current events that we continue to include in our school calendar:

Senator Day-Highly attended event that kicks off the school year with 95% of students and families attending throughout the day

Open House with Book Fair-First semester event that encourages literacy through the Scholastic Book Fair as well as informal parent teacher meetings

Parent Conference Night with a spin- follow your child's schedule in order to meet each teacher. This format allows parents to see first hand what takes place during the school day

UTrust Program- Incorporates leadership opportunities and allows students to increase communication skills through speaking, listening, and writing. Students have raised funds for grassroots charities locally with the "Good Neighbors Program" and the "Norris Area Food Bank", regionally by helping send aid to flood victims, and even internationally by sending school supplies to needy students in developing countries. NMS students have also collected and sent support items for our service men and women overseas.

Parent Volunteers:

Parents are welcome at NMS and are encouraged to take part in various field trips as well as overnight class trips.

TSA after school meetings-The Technology Student Association recruits individuals from the community to work alongside students as they complete their projects for the annual spring competition.

ELA volunteers- Our English and language arts teachers have incorporated the assistance of volunteers, both parents and individuals from the community, to aid in reading comprehension and writing skills.

DC Meetings- Parents are asked to accompany their student in interactive meetings regarding the eighth grade field trip to Washington D.C.

NJHS- National Junior Honor Society is involved in the organization of several events including fundraisers, UTrust appreciation days, charity fundraisers, and programming

Science Bowl- Students and parents meet together to study and travel to the Science Bowl, which is held at Roane State Community College in Oak Ridge.

Programs that include parent and community involvement:

Talent Show- Students, teachers, parents, and community members are all invited to enjoy a talent show where students take their talent and develop an act to perform.

Drama Production in conjunction with Norris Little Theatre- The drama club and the Norris Little Theatre work hand in hand, to connect students of all ages and community members to theatrical productions. These productions encourage literacy, memorization, and public speaking skills.

Summer Reading Program- This program, developed by our librarian and many volunteer teachers, is used to prevent students from substantial summer reading loss by getting books into the homes of students, making connections with community members, and encouraging students to continue learning throughout the summer. A "Book-Mo-Bus" travels to various low-income housing areas in June and July to bring free books to students and community members of all ages.

Related Arts Showcase- Parents are encouraged to come and see their students' achievements as well as what is being taught in related arts classes at the school.

Veteran's Day Program showcases our community's veterans and lessons are taught in conjunction with this holiday.

Girl Empowerment Lunch Series allows small groups of 8th grade females during lunch to meet with female mentors from our community who may have non-traditional roles in society. Our goal is to show these young females that there are numerous opportunities for their future regardless of their gender or background. Various presenters include among others an accountant, a tool saleswoman, a small business owner, and two health care administrators.

The NMS PTSO has a new active and highly motivated officer core that is revitalizing this important group. The group helps with teacher/staff appreciation throughout the year as well as funding for individual teachers, grade level incentives, and replacement technology. They raise funds through school dances and other fund raising events and serve as a liaison between the administration and parents.

Media coverage has allowed our community to be more aware of the events at our school. Over the past calendar year we have received several visits from multiple local news stations for positive stories.

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**Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?**

At NMS, we are always looking for ways to improve our school for all our students. The following initiatives have enabled our students to make significant academic gains during the 2017-2018 school year.

PLCs continue to be our driving force for educational decision making and improvement. This work has led to the development of a guaranteed curriculum for both ELA and Math. Norris' continued focus on reading and writing has led to fewer students qualifying for RTI2 Tier 2 or Tier 3 in RLA and has also helped several students "test out" of special education services. Continuing to revise and refine our RTI2 program to best serve each individual student has led to an overall gap closure for many students in both ELA and math. NMS continues to serve Tier 2 students 45 minutes per day, which is 15 more minutes than regulations require. This added time daily has accumulated into more than 44 additional hours of intense, small group instruction on the specific gaps of each student during the school year. High achieving students are receiving enrichment during the Tier 2 pullout time including robotics, desktop publishing (digital school newsletter), leadership training via NJHS, science enrichment, writing enrichment classes, hiking, and many others.

We had approximately 1/3 of our 8th grade students enroll and succeed in 8th grade Algebra Classes. This allows students to reach high math classes in high school and prepare more students for careers in science, mathematics, and technology.

Special education continues to evolve at NMS with both pullout and inclusion services provided as indicated by IEPs. The addition of a behavioral support classroom supported by SPED but not limited to SPED students has allowed students struggling with learning in a regular classroom the support to be successful and be mainstreamed. Parents and students from around the district are requesting to attend NMS to be a part of this program.

The One-to-One Chrome Book program and the teacher/student use of this technology has transformed our school. Teachers can share recorded lessons when they are absent and students can preview or review lessons digitally at home. Furthermore, individual student formative assessments can take place throughout each class period. With the use of classroom software, students can share work in real time with the teacher and the classroom instead of just one student or teacher showing work on the board/smart board.

These accomplishments are direct result of the shared leadership and teacher dedication to improving every child's life, every day. In 2017-2018, the NMS Staff under the direction of the NMS Leadership Team revisited their school's

mission, vision, and goals. This deep dive into “Why NMS exists led to an even greater understand of our role in students lives. The teachers and staff members of Norris Middle School always strive to put their students first. Teachers are always finding more ways to help struggling students and are moving away from blaming a child's circumstances for their lack of success. NMS teachers are determined to help all their students learn at a high level.

List, in priority order, the top 3-5 areas of needs as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Math	Standards Alignment/Depth and Rigor	6-8	All
Reading	Standards Alignment/Depth and Rigor	6-8	All
College & Career Readiness	ACT/Graduation Rate/ Ready Graduates	6-8	All
Safety & Health	Behaviour & Mental Health	6-8	All

## School Plan Prioritized Goals and Strategies

### Math

**G** 1) District-Level: Increased Academic Achievement: Mathematics (required) - **School-Level: Increased**

#### Academic Achievement: Mathematics

Description:

District-Level: For 2018-19 school year, the district will reach the following grade band AMOs: 3-5: 30.8% 6-8: 33% 9-12: 25.8%

**School-Level: For 2018-19 school year, Norris Middle School will achieve a level 3 TVAAS score or higher in numeracy.**

Performance Measure:

District-Level: The performance measure will be the percentage of students on-track and mastered in each grade band on the TN Ready Assessments.

**School-Level: The percentage of students on-track and mastered in the aggregate and for applicable each subgroup, as measured by TNReady.**

**S** 1.1) District-Level: Effective teachers - School-Level: Effective teachers

Description:

District-Level: Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.

**School-Level: Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.**

**AS** 1.1.1) Developing a Guaranteed Curriculum

Description: Core Instruction-6-8 Math teachers and leaders will continue to refine the district wide Guaranteed Curriculum utilizing Eureka Math Curriculum. The process will include; realignment to new TN Math Standards, vertical alignment, expectation and rigor of standards and tasks, continuing to create assessment questions, reviewing student work, and analyzing data.

Benchmark Indicator: Guaranteed Curriculum Plan, Common Assessments, Sign-in Sheets

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 1.1.2) Weekly PLCs

Description: PLC time will be used for all teachers to analyze common assessment data as well as break down standards to interpret meaning and define rigor.

Benchmark Indicator: Weekly PLC logs, Principal Feedback, Student Performance Data, Benchmark Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 1.1.3) Edulastic Eureka Module Assessments(Math)

Description: Teachers will administer assessments through Edulastic to administer Eureka module assessments. Upon completion, teachers will participate in data chats with the principals and academic coach to provide feedback and support on how to reach all students. Administrators, teachers, and academic coach will use the Data Conversation Worksheet provided by East Core.

Benchmark Indicator: module assessment data, teacher feedback

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 1.1.4) Math Training (Content Knowledge)

Description: Middle school math teachers will attend two all day professional development sessions on math fluency and customization to differentiate for students. Eureka will lead the intensive training sessions and share out lessons to all teachers.

Benchmark Indicator: Professional Development documentation, teacher survey results, student performance data

Person Responsible: Suzi Schmidt

Estimated Completion Date: 11/30/2018

**AS** 1.1.5) Middle School PLC Content Area Pull-Outs

Description: Middle school academic coaches will deliver on-going, content-based training throughout the school year, focusing on a variety of topics from guaranteed curriculum to various assessments, based on the needs of each subject. Grade level bands will meet each month to discuss and analyze the module lessons for the month. Teachers will collaborate to provide most effective teaching resources.

Benchmark Indicator: Student Performance Data, Teacher Surveys, Teacher feedback, attendance

Person Responsible: Ligia Boundy, Amber Bingen, Andrew Harrison, Pam McCrary

Estimated Completion Date: 5/24/2019

**S** 1.2) District-Level: Standards-aligned core instruction - **School-Level: Standards-aligned core instruction**

Description:

District-Level: Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.

**School-Level: Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.**

**AS** 1.2.1) Weekly PLCs

Description: PLC time will be used for all teachers to analyze common assessment data as well as break down standards to interpret meaning and define rigor.

Benchmark Indicator: Weekly PLC logs, Principal Feedback, Student Performance Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/23/2018

**AS** 1.2.2) School Level Data Analysis

Description: School level data analysis is a central aspect of weekly PLC meetings at Norris Middle School. Each week subject area and grade level teachers review common assessment data to inform instructional practices in the classroom and identify specific areas of academic deficits for individual students. The use of data analysis platforms such as EasyCBM will also be used as a means of determining appropriate learning plans for all students. The administration of NMS has also placed a greater emphasis on the use of data analysis as a means to guide PLC focus.

Benchmark Indicator: Attendance to Meetings, EasyCBM Data, PLC Reflection Notes, Student Performance Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 1.2.3) 1.2.1) Eureka Curriculum (6-8)

Description: Teachers are provided by Great Minds called Eureka Math. Every teacher has been provided resources, materials, and professional development prior to the start of the school year. Teachers will participate in ongoing monthly collaboration and training.

Benchmark Indicator: teacher feedback, monthly module assessment data, sign-in sheets

Person Responsible: Suzi Schmidt

Estimated Completion Date: 5/24/2019

**AS** 1.2.4) Middle School PLC Content Area Pull-Outs

Description: Middle school academic coaches will deliver on-going, content-based training throughout the school year, focusing on a variety of topics from guaranteed curriculum to various assessments, based on the needs of each subject. Grade level bands will meet each month to discuss and analyze the module lessons for the month. Teachers will collaborate to provide most effective teaching resources.

Benchmark Indicator: teacher feedback, Eureka module assessment data

Person Responsible: Ligia Boundy, Amber Bingen, Andrew Harrison, Pam Mccrary

Estimated Completion Date: 5/24/2019

**AS** 1.2.5) Math Training (Content Knowledge)

Description: Middle school math teachers will attend two all day professional development sessions on math fluency and customization to differentiate for students. Eureka will lead the intensive training sessions and share out lessons to all teachers.

Benchmark Indicator: sign-in sheets, teacher survey, student data  
Person Responsible: Suzi Schmidt  
Estimated Completion Date: 11/30/2018

**S** 1.3) District-Level: Effective leaders - **School-Level: Effective leaders**

Description:

District-Level: Develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.

**School-Level: Develop policies, procedures and programs to support and build the capacity of school leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.**

**AS** 1.3.1) Assistant Principals PLC

Description: The NMS assistant principal will attend a year long training to provide support and guidance related to school policy, leadership skills, communication and restorative practices. During these sessions, participants will do a book study on Rethinking Teacher Supervision and Evaluation by Kim Marshall. This is to prepare for next years change in evaluation system.

Benchmark Indicator: sign in sheet, assistant principal feedback

Person Responsible: Danielle Rutig

Estimated Completion Date: 5/24/2019

**AS** 1.3.2) Principal's PLC

Description: The NMS Principal will attend Middle School Principal PLC that will focus on data analysis, common assessments, and student engagement as a way to improve student achievement. The sessions will focus on providing feedback and how to support teachers for Eureka Math. Principal and coaches will do mini observations to better understand the math program.

Benchmark Indicator: Student Performance Data, Professional Development Agendas, Principal/Coach agenda, sign-in sheets, principal feedback

Person Responsible: Suzi Schmidt

Estimated Completion Date: 5/24/2019

**AS** 1.3.3) AsPIRE Mastermind Program

Description: The NMS principal will attend and participate in the AsPIRE Rural School Leadership Initiative Mastermind Groups. Nominated by ACS Director of Schools Dr. Tim Parrott

Benchmark Indicator: Problems of Practice Documentation, Attendance, Principal Feedback

Person Responsible: Dr. Jim McIntrye and Jeff Harshbarger

Estimated Completion Date: 6/7/2019

**AS** 1.3.4) District Level Data Teams

Description: Quarterly Data Team meetings will be held with representatives from each school. Andrea Russell, District Data Administrator, will lead school level teams in discussions related to the use of data analyses in schools and how it relates to instruction and student achievement. Trends and strategies will be shared among the team to support school level planning. Team leaders will take back data information to collaborate with teachers on self-reflection on student data.

Benchmark Indicator: sign in sheets, leader feedback, data conversation sheet

Person Responsible: Andrea Russell

Estimated Completion Date: 5/24/2019

**S** 1.4) District-Level: Targeted interventions - **School-Level: Targeted interventions**

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.

**School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.**

**AS** 1.4.1) RTI2-Math

Description: Norris Middle School will have math interventions for students one to two grade levels behind based on specific needs.

Benchmark Indicator: RTI Paperwork, Fidelity Checks, Student Performance Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 1.4.2) SPED Service Delivery

Description: SPED teachers will implement a service model based of pull-out, inclusion or co-taught interventions addressing the skill deficient area(s) of each student. We will address the students with disabilities vs non gap by changing the service model for SWD in grades 6-8 to a pull-out model designed to address identified skill deficit areas. This intervention is provided daily, for forty-five minutes, in a small group setting with a ratio of 1:5. Teachers are trained yearly in intervention programs and updates. Teachers get support from a special education interventionist through modeling, observations, and and program support to ensure service delivery is being implemented as trained. VMath is used for curriculum instruction.

Benchmark Indicator: IEP Documentation, Student Performance Data

Person Responsible: Tallitha Job, Michelle Lewallen, Angela Goodale, Elizabeth Moore

Estimated Completion Date: 5/24/2019

**AS** 1.4.3) RTI2 Intervention Math Training

Description: Interventionist will attend monthly trainings on how to support struggling math learners. Participants are going to do a book study entitled Number Talks by Sherry Parrish in efforts to increase math fluency for students. Visible Learning for Mathematics by John Hattie and Douglas Fisher will be the second book study used by interventionist. This book will support teachers in planning intentional designed lessons for students.

Benchmark Indicator: teacher feedback, easyCBM data, sign-in sheets

Person Responsible: Ashley McInturff

Estimated Completion Date: 5/24/2019

**S** 1.5) District-Level: Extended learning opportunities - **School-Level: Extended learning opportunities**

Description:

District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

**School-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.**

**AS** 1.5.1) Before School Tutoring

Description: Through differentiated pay, teachers will provide before school tutoring in reading for student in need. Students participation is based on academic data and teacher recommendation.

Data considered will be EasyCBM, running records, quarterly benchmark tests and classroom performance.

Benchmark Indicator: Student performance data, participation documentation

Person Responsible: Ashley McInturff

Estimated Completion Date: 5/24/2019

**AS** 1.5.2) Extended School Year

Description: Extended School Year will be offered for those students who show regression on academic goals.

Benchmark Indicator: Academic Achievement, Progress towards goal on IEP

Person Responsible: Kim Towe

Estimated Completion Date: 7/19/2019

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**Reading/Language Arts**

**G** 2) District-Level: Increased Academic Achievement: Reading/Language Arts (required) - **School-Level: Increased Academic Achievement: Reading/Language Arts (required)**

Description:

District-Level: For 2018-19 school year, the district will reach the following grade band AMOs: 3-5: 33.5% 6-8: 33.5% 9-12: 33.9%

**School-Level: For the 2018-19 school year, Norris Middle School will achieve a level 3 TVAAS score or higher in 6-8 literacy.**

Performance Measure:

District-Level: The performance measure will be the percentage of students on-track and mastered in each grade band on the TN Ready Assessments.

**School-Level: The percentage of students on-track and mastered in the aggregate and for each applicable subgroup, as measured by TNReady**

**S** 2.1) District-Level: Effective teachers - **School-Level: Effective teachers**

Description:

District-Level: Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc

**School-Level: Support all NMS teachers through job embedded professional development activities, mentoring programs, induction programs, etc**

**AS** 2.1.1) Weekly PLCs

Description: PLC time will be used for all teachers to analyze common assessment data as well as break down standards to interpret meaning and define rigor.

Benchmark Indicator: Weekly PLC logs, Principal Feedback, Student Performance Data, Benchmark Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 2.1.2) Refining the Guaranteed Curriculum

Description: Core Instruction-6-8 ELA teachers and leaders will continue to refine the district wide Guaranteed Curriculum. The process will include; realignment to TN ELA Standards, vertical alignment, expectation and rigor of standards and tasks, continuing to create assessment questions, reviewing student work, and analyzing data.

Benchmark Indicator: Guaranteed Curriculum Plan, Common Assessments, Sign-in Sheets  
Person Responsible: Rachel Pemberton  
Estimated Completion Date: 5/24/2019

**AS** 2.1.3) New Teacher Institute

Description: New Teacher Institute: All new teachers at Norris Middle will attend the New Teacher Institute for the 2018-2019 SY. These teachers will meet throughout the year focusing on teaching strategies, reading strategies, classroom management, etc. In addition, each teacher will spend one day observing an effective teacher within the county and work closely with their mentor on the TEAM rubric. This Institute continues to be an effective way to provide support and retain the newest members of our school community.

Benchmark Indicator: Agendas, Sign-in Sheets, Survey Increased performance as measured by TEAM rubric from the 1st to the last observation.

Person Responsible: Rachel Pemberton  
Estimated Completion Date: 5/24/2019

**AS** 2.1.4) AMLE Conference

Description: A team of 5 NMS teachers from all three grade bands will attend the Association of Middle Level Educators National Conference in Orlando, Florida in November 2018. Participants will share learned information with other educators within their schools/district. This training includes focus on leadership, reading, math, RTI and school climate at the middle school level

Benchmark Indicator: Training of other educators in the district, Student Performance Data, attendance

Person Responsible: Jeff Harshbarger  
Estimated Completion Date: 11/30/2018

**AS** 2.1.5) SPED Best Practice

Description: The NMS SPED Department Chair will be trained monthly in best practices, grades 6-8, for students with disabilities. PLC's are implemented by departments and programs to ensure teachers are getting needed support and trainings in best practices.

Benchmark Indicator: TEAM Observation, Attendance in Monthly Meetings, IEP Development  
Person Responsible: Tallitha Job

Estimated Completion Date: 5/24/2019

**AS** 2.1.6) Middle School PLC Content Area Pull-Outs

Description: Middle school academic coaches will deliver on-going, content-based training throughout the school year, focusing on a variety of topics from guaranteed curriculum to various assessments, based on the needs of each subject. Grade level bands will meet each month to discuss and analyze the module lessons for the month. Teachers will collaborate to provide most effective teaching resources.

Benchmark Indicator: Student Performance Data, Teacher Surveys, Teacher feedback, attendance  
Person Responsible: Ligia Boundy, Amber Bingen, Andrew Harrison, Pam McCrary

Estimated Completion Date: 5/24/2019

**S** 2.2) District-Level: Standards-aligned core instruction - **School-Level: Standards-aligned core instruction**

Description:

District-Level: Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.

**School-Level: Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.**

**AS** 2.2.1) Weekly PLCs

Description: PLC time will be used for all teachers to analyze common assessment data as well as break down standards to interpret meaning and define rigor.

Benchmark Indicator: Weekly PLC logs, Principal Feedback, Student Performance Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/23/2018

**AS** 2.2.2) STAR Reading Assessments Data

Description: Norris Middle School teachers will administer STAR Reading Assessments 3 times/year to assess student reading level growth. This data will be compared to previous years data to determine student progress and possible interventions.

Benchmark Indicator: Student Performance data, STAR Assessment Reading Level.

Person Responsible: Rachel Pemberton

Estimated Completion Date: 5/24/2019

**AS** 2.2.3) School Level Data Analysis

Description: School level data analysis is a central aspect of weekly PLC meetings at Norris Middle School. Each week subject area and grade level teachers review common assessment data to inform instructional practices in the classroom and identify specific areas of academic deficits for individual students. The use of data analysis platforms such as EasyCBM will also be used as a means of determining appropriate learning plans for all students. All grade levels have also developed strategies for the analysis of literacy and writing skills. NMS has implemented plans and SMART goals that specifically target writing and literacy in order to improve proficiency levels in both areas for all students. The administration of NMS has also placed a greater emphasis on the use of data analysis as a means to guide PLC focus.

Benchmark Indicator: Attendance to Meetings, EasyCBM Data, PLC Reflection Notes, Writing Scores, Student Performance Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**S** 2.3) District-Level: Effective leaders - **School-Level: Effective leaders**

Description:

District-Level: Develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.

**School-Level: Develop policies, procedures and programs to support and build the capacity of school to effectively develop, implement and manage instructional programs for students and be accountable for the results.**

**AS** 2.3.1) Assistant Principals PLC

Description: The NMS assistant principal will attend a year long training to provide support and guidance related to school policy, leadership skills, communication and restorative practices. During these sessions, participants will do a book study on Rethinking Teacher Supervision and Evaluation by Kim Marshall. This is to prepare for next years change in evaluation system.

Benchmark Indicator: sign in sheet, assistant principal feedback

Person Responsible: Danielle Rutig

Estimated Completion Date: 5/24/2019

**AS** 2.3.2) Principal's PLC

Description: The NMS Principal will attend Middle School Principal PLC that will focus on data analysis, common assessments, and student engagement as a way to improve student achievement. The sessions will focus on providing feedback and how to support teachers for Eureka Math. Principal and coaches will do mini observations to better understand the math program.

Benchmark Indicator: Student Performance Data, Professional Development Agendas, Principal/Coach agenda, sign-in sheets, principal feedback

Person Responsible: Suzi Schmidt

Estimated Completion Date: 5/24/2019

**AS** 2.3.3) AsPIRE Mastermind Program

Description: The NMS principals will attend and participate in the AsPIRE Rural School Leadership Initiative Mastermind Groups. Nominated by ACS Director of Schools Dr. Tim Parrott

Benchmark Indicator: Problems of Practice Documentation, Attendance, Principal Feedback

Person Responsible: Dr. Jim McIntrye and Jeff Harshbarger

Estimated Completion Date: 6/7/2019

**AS** 2.3.4) District Level Data Teams

Description: Quarterly Data Team meetings will be held with representatives from each school. Andrea Russell, District Data Administrator, will lead school level teams in discussions related to the use of data analyses in schools and how it relates to instruction and student achievement. Trends and strategies will be shared among the team to support school level planning. Team leaders will take back data information to collaborate with teachers on self-reflection on student data.

Benchmark Indicator: sign in sheets, leader feedback, data conversation sheet

Person Responsible: Andrea Russell

Estimated Completion Date: 5/24/2019

**S** 2.4) District-Level: Targeted interventions - **School-Level: Targeted interventions**

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.

**School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.**

**AS** 2.4.1) RTI2- Reading

Description: NMS will have reading interventions for students one to two grade levels behind based on specific needs.

Benchmark Indicator: RTI paperwork, fidelity checks, student performance data

Person Responsible: Tallitha Job

Estimated Completion Date: 5/24/2019

**AS** 2.4.2) SPED Reading Interventions

Description: SPED teachers will be using the following reading programs to support students with reading deficits: Reading Strategies, and Language Live.

Benchmark Indicator: IEP Documentation, Student Performance

Person Responsible: Tallitha Job, Michelle Lewallen, Elizabeth Moore, Angela Goodale

Estimated Completion Date: 5/24/2019

**AS** 2.4.3) SPED Service Delivery

Description: SPED teachers will implement a service model based of pull-out, inclusion or co-taught interventions addressing the skill deficient area(s) of each student. We will address the students with disabilities vs non gap by changing the service model for SWD in grades 6-8 to a pull-out model designed to address identified skill deficit areas. This intervention is provided daily, for forty-five minutes, in a small group setting with a ratio of 1:5. Teachers are trained yearly in intervention programs and updates. Teachers get support from a special education interventionist through modeling, observations, and and program support to ensure service delivery is being implemented as trained.

Benchmark Indicator: IEP Documentation, Student Performance Data

Person Responsible: Tallitha Job

Estimated Completion Date: 5/24/2019

**AS** 2.4.4) Intervention Block(RTI)

Description: Norris Middle School has established daily 45 minute intervention block. Based on data analysis, differentiation will be provided for all students. Students not meeting proficiency will be assigned to intervention groups (Tier II, Tier III) using research based strategies and interventions. Some of these strategies and interventions include Comprehension Toolkit, etc. The instruction of Tier II and Tier III interventions will be provided by trained staff and school Interventionists. Progress monitoring will be used to assess student improvement. Progress will be monitored by the RTI Team. Students performing at proficiency or advanced levels will be placed in enrichment activities. These activities may include book studies, robotics, archery, gardening, NJHS/service learning, research projects, etc. This designated time is focused on learning and enrichment.

Benchmark Indicator: School Schedule, Student Performance Data /Gap Closure - Students with Disability and Economically Disadvantaged

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**S** 2.5) District-Level: Extended learning opportunities - **School-Level: Extended learning opportunities**

Description:

District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

**School-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.**

**AS** 2.5.1) Before School Tutoring

Description: Through differentiated pay, teachers will provide before school tutoring in reading for student in need. Students participation is based on academic data and teacher recommendation. Data considered will be EasyCBM, running records, quarterly benchmark tests and classroom performance.

Benchmark Indicator: Student performance data, participation documentation

Person Responsible: Ashley McInturff

Estimated Completion Date: 5/24/2019

**AS** 2.5.2) Extended School Year

Description: Extended School Year will be offered for those students who show regression on academic goals.

Benchmark Indicator: Academic Achievement, Progress towards goal on IEP

Person Responsible: Kim Towe

Estimated Completion Date: 7/19/2019

**AS** 2.5.3) Summer Library Program

Description: A summer library program will also continue in the summer of 2018. This program not only opens the library up to all students throughout the summer months but it serves as a community outreach by bringing books to the communities of low income families. Food is provided free of charge at both the school library meetings and the outreach program. The "Book-Mo-Bus" outreach program gives away free books to all ages (students and adults alike). Transportation to the school is provided free of charge from 4 different communities that Norris Middle School serves. Free student supplies and backpacks will be handed out during the final "Book-Mo-Bus" event. The program is funded totally by donations. A Summer Library Program Coordinator is paid via Differentiated Pay funds and each event is staffed by teacher, parent, and community volunteers.

Benchmark Indicator: Participation documentation, number of books delivered, and student achievement data.

Person Responsible: Kat Hall

Estimated Completion Date: 5/24/2019

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**G** 3) District-Level: College and Career Ready Students (required) - **School-Level: College and Career Ready Students (required)**

Description: District-Level: For 2018-19, the district will reach the ACT Composite (21 or higher) to reach the following AMOs: 53.7%

**School-Level: For 2018-19, the district will reach the ACT Composite (21 or higher) to reach the following AMOs: 53.7%**

Performance Measure:

District-Level: The performance measure will be the percentage of students scoring 21 or higher (ready graduate) on the ACT.

**School-Level: The percentage of students scoring at least a 21 on the overall composite of the ACT.**

**S** 3.1) District-Level: ACT preparation - School-Level: ACT preparation

**Description:** District-Level: Provide opportunities for students to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT.

**School-Level: Provide opportunities for students to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT.**

**AS** 3.1.1) Duke Talent Search

Description: Norris Middle School regularly invites high performing students to participate in the Duke Talent Search. Selected students take the ACT during their 7th grade year.

Benchmark Indicator: Duke Talent Search Results

Person Responsible: Emily Force-Tinsley

Estimated Completion Date: 5/24/2019

**S** 3.3) District-Level: Career exploration and work-based-learning opportunities - **School-Level: Career exploration and work-based-learning opportunities**

Description:

District-Level: Provide students with college and career planning opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities for internships, apprenticeships, etc.

**School-Level: Provide students with college and career planning opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities for internships, apprenticeships, etc.**

**AS** 3.3.1) Career Exploration

Description: The 8th grade at Norris Middle School will complete a career exploration project and interest inventory as part of their transition to high school. All NMS students will be given the opportunity to go to work with their parent or family member on Groundhog Day. During intervention block, students will have the opportunity to explore career areas such as coding, robotics, and other careers. The technology class will participate in the "Dream It, Do It" video project with local manufacturing companies. All 8th grade SPED students will complete the transition page during their annual IEP meeting.

Benchmark Indicator: Student Performance Data, Participation Documentation, IEPs

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 3.3.2) Job Shadow Day

Description: NMS will encourage all students to participate in the District Job-Shadow Day on Groundhog Day. Students will be excused from school to Job-Shadow an adult. Students unable to job-shadow will participate in career day opportunities including possible visits to local businesses and guest speakers,

Benchmark Indicator: Student feedback and assignments, student participation, social media feedback

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 2/1/2019

**S** 3.4) District-Level: Personalized learning - **School-Level: Personalized learning**

Description:

District-Level: Develop instructional programs that are designed to meet individual student needs and provide a learning pace and instructional approaches that are optimized to meet the needs of each learner.

**School-Level: Develop instructional programs that are designed to meet individual student needs and provide a learning pace and instructional approaches that are optimized to meet the needs of each learner.**

**AS** 3.4.1) Career Exploration

Description: All 8th grade SPED students will complete the transition page during their annual IEP meeting.

Benchmark Indicator: Student Performance Data, IEPs

Person Responsible: Tallitha Job

Estimated Completion Date: 5/24/2019

**AS** 3.4.2) SPED CDC Classes Life Skills

Description: Severely disabled students enrolled in the CDC-A class at NMS will focus on developing life-skills and independent living skills along with their core curriculum based on Individual Education Plans.

Benchmark Indicator: IEPs, student performance

Person Responsible: Katherine Galyon

Estimated Completion Date: 5/24/2019

**S** 3.5) District-Level: Targeted interventions - School-Level: Targeted interventions

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.

**School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.**

**AS** 3.5.1) RTI2- Reading

Description: NMS will have reading interventions for students one to two grade levels behind based on specific needs.

Benchmark Indicator: RTI paperwork, fidelity checks, student performance data

Person Responsible: Tallitha Job

Estimated Completion Date: 5/24/2019

**AS** 3.5.2) SPED Reading Interventions

Description: SPED teachers will be using the following reading programs to support students with reading deficits: Reading Strategies, and Language Live.

Benchmark Indicator: IEP Documentation, Student Performance

Person Responsible: Tallitha Job, Michelle Lewallen, Elizabeth Moore, Angela Goodale

Estimated Completion Date: 5/24/2019

**AS** 3.5.3) SPED Service Delivery

Description: SPED teachers will implement a service model based of pull-out, inclusion or co-taught interventions addressing the skill deficient area(s) of each student. We will address the students with disabilities vs non gap by changing the service model for SWD in grades 6-8 to a pull-out model designed to address identified skill deficit areas. This intervention is provided daily, for forty-five minutes, in a small group setting with a ratio of 1:5. Teachers are trained yearly in intervention programs and updates. Teachers get support from a special education interventionist through modeling, observations, and and program support to ensure service delivery is being implemented as trained.

Benchmark Indicator: IEP Documentation, Student Performance Data

Person Responsible: Tallitha Job

Estimated Completion Date: 5/24/2019

**AS** 3.5.4) Intervention Block(RTI)

Description: Norris Middle School has established daily 45 minute intervention block. Based on data analysis, differentiation will be provided for all students. Students not meeting proficiency will be assigned to intervention groups (Tier II, Tier III) using research based strategies and interventions. Some of these strategies and interventions include Comprehension Toolkit, etc. The instruction of Tier II and Tier III interventions will be provided by trained staff and school Interventionists. Progress monitoring will be used to assess student improvement. Progress will be monitored by the RTI Team. Students performing at proficiency or advanced levels will be placed in enrichment activities. These activities may include book studies, robotics, archery, gardening, NJHS/service learning, research projects, etc. This designated time is focused on learning and enrichment.

Benchmark Indicator: School Schedule, Student Performance Data /Gap Closure - Students with Disability and Economically Disadvantaged

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**AS** 3.5.5) RTI2-Math

Description: Norris Middle School will have math interventions for students one to two grade levels behind based on specific needs.

Benchmark Indicator: RTI Paperwork, Fidelity Checks, Student Performance Data

Person Responsible: Jeff Harshbarger

Estimated Completion Date: 5/24/2019

**G** 4) District-Level: Safe and Healthy Students (required) - **School-Level: Safe and Healthy Students (required)**

Description:

District-Level: For the 2018-2019 school year, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn. The district will improve attendance and reach the chronically absent AMO of 53.7%.

**School-Level: For the 2018-2019 school year, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn. NMS's chronically absent student percentage will be <10%. The number of student disciplinary actions will decrease by 5%.**

Performance Measure:

District-Level: The performance measure will be the number of disciplinary actions taken against students. The performance measure for attendance will be the chronic attendance rate for the school year.

**School-Level: The number of disciplinary actions taken against students. Percentage of chronically absent students**

**S** 4.1) District-Level: Mental health supports - **School-Level: Mental health supports**

Description:

District-Level: Develop external partnerships and provide necessary student supports for identified mental health needs.

**School-Level: Develop external partnerships and provide necessary student supports for identified mental health needs.**

**AS** 4.1.1) Project AWARE - Anderson County

Description: AWARE Anderson County will be used to support students by providing access to mental health resources, positive behavior strategies, and restorative practices. At school counseling by a professional counselor will be available to all students via staff or parent request and after obtaining parental permission.

Benchmark Indicator: Discipline Data, Attendance Data, Guidance Referrals, Student Performance Data, Student and Parent Surveys

Person Responsible: Kim Guinn

Estimated Completion Date: 5/24/2019

**AS** 4.1.2) Peer Mediation

Description: The NMS Guidance Counselor will develop and implement a peer mediation team.

Benchmark Indicator: Office and guidance referrals

Person Responsible: Emily Force-Tinsley

Estimated Completion Date: 5/24/2019

**AS** 4.1.3) Restorative Justice Training

Description: NMS Assistant Principal will attend State Restorative Justice Training

Benchmark Indicator: Attendance and reduction in repeat office referrals.

Person Responsible: Rob Cummings

Estimated Completion Date: 5/24/2019

**S** 4.2) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral interventions and supports**

Description:

District-Level: Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

**School-Level: Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.**

**AS** 4.2.1) Ripple Effects

Description: Norris Middle School will address behavior challenges by having the option to implement the Ripple Effects Program. This program will increase the capacity to deliver personalized problem-solving and emotional and behavioral supports that address not only presenting behaviors, but underlying risk factors and learning differences as well.

Benchmark Indicator: Discipline Data, Attendance & Truancy Data, Guidance Referrals

Person Responsible: Emily Force-Tinsley

Estimated Completion Date: 5/24/2019

**AS** 4.2.2) Behavior Analyst Specialist

Description: Norris Middle School will utilize the Anderson County Schools contract with a Board Certified Behavior Analyst(BCBA) to provide classroom observations, recommendations and staff and student trainings. The BCBA will also consult with school staff and families to assist in developing appropriate Functional Behavior Assessments(FBA) and Behavior Intervention Plans(BIP).

Benchmark Indicator: Discipline Data, Office Referrals,Monitoring Documentation

Person Responsible: Kim Towe

Estimated Completion Date: 5/24/2019

**AS** 4.2.3) Behavioral Support Class

Description: Intervention time will be used to create a Behavioral Support Class for students struggling with behaviors that are impeding their learning.

Benchmark Indicator: Repeat office/guidance referrals, student performance

Person Responsible: Angela Goodale

Estimated Completion Date: 5/24/2019

**AS** 4.2.4) Peer Mediation

Description: The NMS Guidance Counselor will develop and implement a peer mediation team.

Benchmark Indicator: Office and guidance referrals

Person Responsible: Emily Force-Tinsley

Estimated Completion Date: 5/24/2019

**AS** 4.2.5) Restorative Justice Training

Description: NMS Assistant Principal will attend State Restorative Justice Training

Benchmark Indicator: Attendance and reduction in repeat office referrals.

Person Responsible: Rob Cummings

Estimated Completion Date: 5/24/2019

**S** 4.3) District-Level: Parent, family, and community engagement - **School-Level: Parent, family, and community engagement**

Description:

District-Level: Promote effective parent, family and community engagement in the planning, implementing, and evaluating of district improvement activities and overall student and district goals.

**School-Level: Promote effective parent, family and community engagement in the planning, implementing, and evaluating of school improvement activities and overall student goals.**

**AS** 4.3.1) School Level Family Engagement Coordinator

Description: Norris Middle School will have a family engagement coordinator paid through differentiated pay to facilitate and promote family engagement. They will plan and schedule quarterly opportunities for family, community, and schools to work together promotes shared responsibility for student learning. Their work will be guided by PTA's National Standards for Family-School Partnerships .

Benchmark Indicator: Meeting and Event Agendas, Sign in sheets, Parent/ Family Surveys

Person Responsible: Rachel Pemberton

Estimated Completion Date: 5/24/2019

**S** 4.4) District-Level: Targeted interventions - **School-Level: Targeted interventions**

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.

**School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.**

**AS** 4.4.1) Coordinated School Health

Description: Coordinated School Health will work to provide needed supports for at-risk students by implementing health initiatives which could reduce absenteeism that impacts academic success. This will include flu shots, health screenings, and other interventions based on student needs.

Benchmark Indicator: School Attendance and chronic absenteeism.

Person Responsible: Anna Hurt

Estimated Completion Date: 5/24/2019

**AS** 4.4.2) Student Mental/behavioral Support

Description: The Administration, Guidance, and teaching staff of NMS will work together to identify at-risk students and support them at school. NMS will use a new social worker position as well and services from Cherokee Health to provide additional services. During the RTI process, discoveries made about student performance and other factors negatively impacting their education will be addressed. The guidance counselor will create groups such as lunch bunches and other groups to help support students experiencing ACEs.

Benchmark Indicator: Student attendance and academic performance.

Person Responsible: Emily Force-Tinsley

Estimated Completion Date: 5/24/2019