

School Improvement Plan

School:	Carroll MS
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p>2014-2015 7th grade- reading, math; 8th grade reading- met expected growth on a 3 year average 8th grade math met expected growth according to Evaas</p> <p>2013-2014 7th grade reading, 7th grade math , 8th grade reading, 8th grade math, 8th grade science met expected growth according to EVAAS</p> <p>Met expected growth for overall reading</p> <p>2012-2013 met expected growth for 6th grade reading, 7th grade math, 8th grade reading, 8th grade math according to EVAAS</p>	<p><u>2012-2013</u> <u>CHANGES MADE IN RESPONSE TO DPI FEEDBACK ON 1.7.16 ARE BOLDED, ITALICIZED AND UNDERLINED.</u></p> <p>Overall EOG proficiency is at 28.7 compared to the district average of 55 for 2012-2013 EOG scores. We are below the district average in all areas.</p> <p>The average Reading proficiency for all grades is 31.7 compared to district average of 54. The average Math proficiency for all grades is 20.2 compared to the district average of 48. CCMath1 has an average proficiency is 45.5 compared to the district average of 68. 8th grade Science scored a proficiency of 38 compared to the district score of 70.</p> <p>All three grade levels are below the district average on the EOG performance composite in both reading AND math: 6th grade reading = 29.7 vs. 55 for district; 7th grade reading = 39.8 vs. 56 for district; 8th grade reading = 26.7 vs. 50 for district. 6th grade math = 19.7 vs. 51 for district; 7th grade math = 23.5 vs. 50 for district; 8th grade math = 17.8 vs. 42 for district. <i>Within our school, 7th grade had the highest scores in Reading and Math when compared to 6th and 8th grade.</i></p> <p>For 2012-2013, we met 18 of 29 (62.1%) of the federal AMO targets and 35 of 52 (67.3%) of the state AMO targets. Our Black, Hispanic, Economically Disadvantaged, LEP, SWD, and AG subgroups performed below target in both reading and math. The White subgroup also did not meet target expectations in math.</p> <p>2013-2014 All three grade levels are below the district average on the EOG performance composite in both reading AND math: 6th grade reading 29.7% vs. 55.5% district; 7th grade reading 39.7% vs 56.4% district; 8th grade reading 31.7% vs 54.1% district; 6th grade math 19.7% vs 51.0% district; 7th grade math 23.5% vs 50.4% district; 8th grade math 20,2% vs 54.3% district Overall EOG proficiency was 31.7% in reading compared to the district average of 54.1%, whereas in math 20.2% compared to the district average of 54.3%</p> <p>2014-2015</p> <p>6th grade reading, math; 8th grade math, common core math 1, 8th grade science overall reading and overall math did not meet expected growth according to EVAAS; all subjects and also according to their performance composite were below district average proficiency by a mean of 23%.</p> <p><u>NOTE: Progress Monitoring of all student assessment data as outlined by the state is accessible to all Wake County Employees and DPI; However, Wake County SIP website does not support the information in chart or graph form . The data is analyzed by CMMS regularly and instruction is modified accordingly.</u></p>

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Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	<ul style="list-style-type: none"> • Integration of Leadership/Covey practices • Accessibility of technology (one-to-one tablet initiative) 	<ul style="list-style-type: none"> • 15% Compliance with Progress Monitoring. • 0% Met Progress Monitoring Expectations. • Student Engagement. • 4 Cs. • Rigor. • Relevance. • Standards-Based. • Formative Assessments. <p>CMMS goals and initiatives reflect that of the WCPSS strategic plan.</p>

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Staff and Student Demographics	<p>Enrollment Data</p> <p>For 2015-2016 school year: Membership = 992 students; FRPL = 51.35% % LEP = 21 6th grade = 342; 7th grade = 324; 8th grade = 325; Male students = 552; Female students = 439; Asian = 24; Black = 295; Hispanic = 227; American Indian/Alaskan Native = 3; Multi-racial = 39; Native Hawaiian/Pacific Islander = 3; White = 400</p> <p>For 2014-2015 school year: Membership = 936; % LEP = 25; 6th grade = 331; 7th grade = 316; 8th grade = 288; Male students = 525; Female students = 410; Asian = 23; Black = 325; Hispanic = 221; American Indian/Alaskan Native = 1; Multi-racial = 28; Native Hawaiian/Pacific Islander = 1; White = 336</p> <p>For 2013-2014 school year: Membership = 837; Not FRPL = 339; FRPL = 498; % Not FRPL = 40%; % FRPL = 60%; % ESL = 4.1%; % LEP = 11.7%; 6th grade = 307; 7th grade = 277; 8th grade = 253; Male students = 468; Female students = 369; Asian = 23; Black = 303; Hispanic = 210; American Indian/Alaskan Native = 2; Multi-racial = 28; Native Hawaiian/Pacific Islander = 1; White = 270</p> <p>For 2012-2013 school year: Membership = 808; Not FRPL = 316; FRPL = 492; % Not FRPL = 39.1%; % FRPL = 60.9%; % ESL = 3.3 %; % LEP = 11.5%; 6th grade = 282; 7th grade = 246 8th grade = 280; Male students = 456; Female students = 352; Asian = 19; Black = 325; Hispanic = 193; American Indian/Alaskan Native = 2; Multi-racial = 1; Native Hawaiian/Pacific Islander = 1; White = 244</p> <p>Teacher Data In 2012-2013, 2014-2015, and for 2015-2016 100% of Carroll teachers were Highly Qualified</p> <p>Attendance Data For the 2011-2012, 2012-2013 and 2013-2014 school years, Carroll's average attendance percentage has been closely aligned with the district and state attendance averages.</p> <table border="1"> <tr> <td></td> <td>2011-2012</td> <td>2012-2013</td> <td>2013-2014</td> </tr> <tr> <td>Carroll</td> <td>95%</td> <td>94%</td> <td>97.5%</td> </tr> <tr> <td>WCPSS</td> <td>96%</td> <td>96%</td> <td>95.7%</td> </tr> <tr> <td>NC</td> <td>95%</td> <td>95%</td> <td>95.5%</td> </tr> </table> <p>Behavior Data The top 4 policy violations that resulted in major referrals were noncompliance, disrespect, harassment/bullying and physical aggression/fighting. From 13/14-14/15 harassment/bullying, incidents decreased by 6.64% and physical aggression/fighting decreased 7.49%.</p> <p>The demographics of Wake County, according to the US Census Bureau (2013) are- Total Population: 929,214; White- 61.8%; Black- 20.5%; Hispanic- 9.8%; Asian- 5.6%; Multi-Racial- 1.8%; Some Other Race- 0.3%; American Indian/Alaskan Native- 0.2%; Native/Hawaiian/ Other Pacific Islander- 0%</p>		2011-2012	2012-2013	2013-2014	Carroll	95%	94%	97.5%	WCPSS	96%	96%	95.7%	NC	95%	95%	95.5%	<p>For 2015- 2016 Carroll Middle's F/R Lunch Rate is 51% compared to the district average of 37%.</p> <p>Behavior Data According to our NCRReportCard for 2012-2013, there were 12 acts of violence (out of 808 students) that occurred. When calculated as the number of crimes/acts of violence per 100 students, our school scored 1.47 in comparison to the district score of .84 and the state score of .91. In the 2011-2012 report there were also 12 acts of violence committed (out of 707 students) and the the score per 100 students was 1.7 for our school vs. the district score of .97 and the state score of .96.</p> <p>In both 2011-2012 and 2012-2013, Carroll had a larger number of short and long term suspensions than the district with an increase in both categories from year to year.</p> <table border="1"> <tr> <td></td> <td colspan="2">2011-2012/2012-2013</td> </tr> <tr> <td>Carroll</td> <td>28.27/31.74 (short-term)</td> <td>.43/.61 (long-term)</td> </tr> <tr> <td>WCPSS</td> <td>16.22/17.10 (short-term)</td> <td>.26/.20 (long-term)</td> </tr> </table> <p>Teacher Data for 2011-2012, teacher turnover rate was 22% for 2012-2013, the teacher turnover rate was 13% 2013-2014, teacher turnover rate 13.3% 2014-2015, teacher turnover rate was 14% Carroll Middle School turnover rate is 4% higher than the district and 2% higher than the state.</p>		2011-2012/2012-2013		Carroll	28.27/31.74 (short-term)	.43/.61 (long-term)	WCPSS	16.22/17.10 (short-term)	.26/.20 (long-term)
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Perception	<p>The Teacher Working Conditions survey comparison from 2010-2012 showed improvements in several areas. The greatest improvements were in class size satisfaction, professional development and communications resources, parental communication/involvement/support, and teacher support. Teachers felt that they worked in a safe environment and felt encouraged to serve in leadership roles. Positive changes that came along with new administrative leadership include positive changes in new teacher support, effective feedback, evaluation processes, and the level of trust and respect from school leadership. Evaluating professional development and communicating the results to faculty improved and teachers felt supported to try new pedagogy in their classrooms. 100% of teachers agree that Carroll is a safe school environment. 88.9% of teachers agree that Carroll is a good place to work and learn</p> <p>According to the Student Survey of 2012-2013, 80% of our students feel safe at school and 67% of students like our school. This is a notable increase from the results of the Student Survey of 2011-2012 where only 68.4% of students reported feeling safe and 61% of students like our school.</p> <p>The parental satisfaction survey (from August 2013-February 2014) showed that the vast majority of parents had a satisfactory visit to our school and that they felt we offered a safe and orderly environment. 1. Was your visit today satisfactory? Yes = 1498 No = 20 2. Is your child in a safe and orderly environment? Yes = 1500 No = 18</p> <p>During the magnet transition process (from 2012-2013 to 2013-2014), 100% of teachers opted in to the re-interview process.</p>	<p>According to the 2015 WCPSS teacher survey</p> <ul style="list-style-type: none"> • 67.7% of teachers agree "there is an atmosphere of trust and mutual respect." • 88.5% of teachers agree "this school is a good place to work and learn." • 66.1% of teachers agree "minimal time is spent addressing discipline." <p>According to the 2014 TWC survey</p> <ul style="list-style-type: none"> • 90.2% of teachers agree "there is an atmosphere of trust and mutual respect." • 79.2% of teachers agree "this school is a good place to work and learn." • 65.2% of teachers agree "minimal time spent addressing discipline." <p>According to the 2015 WCPSS Student Survey (of 8th graders):</p> <ul style="list-style-type: none"> • 71.3% of students agree "overall, adults at my school treat students fairly." • 57.1% of students agree "most teachers at my school are interested in me as a person, not just as a student." • 58.5% of students agree "the grades in my classes do a good job of measuring what I am able to do." <p>When comparing the Teacher Working Conditions Survey results of 2010 and 2012, the percentage of teachers that agree with the following statements show that we did NOT improve in the following areas:</p> <ul style="list-style-type: none"> • time available to collaborate with colleagues (down to 46.5% from 70.6% agreement) • non-instructional time is sufficient (down to 41.9% from 47.1% agreement) • access to technology (down to 77.8% from 88.2% agreement) • local assessment data timely delivered (down to 81.0% from 93.8% agreement) <p>According to the Student Survey comparison between 2011-2012 and 2012-2013 students rated the overall quality of our school in the following way:</p> <p><u>2011-2012 vs. 2012-2013</u></p> <ul style="list-style-type: none"> • excellent = 5.6% vs. 10% • good = 38.1% vs. 39% • fair = 36.5% vs. 35% • poor = 19.8% vs. 15% <p>Overall, only 49% of students rated Carroll as good or excellent in 2012-2013. Although this percentage is still less than half of our students, it is an increase from the student rating in 2011-2012 of 43.7% of students rating Carroll as good or excellent.</p>

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

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Priority Concerns	Root Causes (with evidence)	Solutions
<p>Academic: All students are not meeting proficiency and growth expectations in Reading, Mathematics, and Science.</p>	<p>Core instruction needs to improve and PLT use of common assessments must become more frequent. Students need more focused intervention strategies and support. (Evidence = EOC composite score data and AMO status reports on subgroups)</p>	<p>Implementing and supporting continuing improvement in the following:</p> <ol style="list-style-type: none"> 1. Monthly learning rounds for staff to exemplify being leaders of learning in areas of increasing student engagement, rigor and discourse with integrity and fidelity 2. Highly functional PLT meetings with priority focus on strengthening core instruction around direct alignment to common core standards and The 4 C's- communication, collaboration, critical thinking and creativity, student discourse and rigor. 3. Professional Development with a focus on literacy and mathematics , proficiency in all subject areas, and student discourse 4. Challenge Balanced Learning to get students involved in their own thinking and learning by questioning and reflection 5. Increase specific timely feedback for students and teachers
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Data Summary

Describe your conclusions

The vision of improvement to impact growth and performance is to focus on Core Instruction. Our data indicates that our priority concerns are the lack of academic growth for ALL students in Reading, Math, and Science (both in proficiency and growth). To address this concern, we plan to

- build capacity to work collaboratively in highly functional PLTs
- effectively progress monitor student proficiency and growth
- strategically conduct learning rounds.

We will continue to refine our Leadership in Technology magnet theme and evaluate its effect on the student and community perception of our school. The School Improvement Team will meet monthly to monitor and review our progress towards goals.

School:	Carroll MS
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Principal:	Elizabeth MacWilliams
Date:	Oct - 2015

SIP Team Members

Name	School Based Job Title
1 Andrea Sharpe	Teacher
2 Ann Lee	Teacher
3 Brooke Rackley	Teacher
4 Chris Snarey	Teacher
5 Debra Dansky	School Improvement Chair
6 Donnell McLean	Assistant Principal
7 Edwina Young	Teacher
8 Elizabeth MacWilliams	Principal
9 James Aldridge	Assistant Principal
10 Jessica Bryant	Teacher
11 Jessie Hathcock	Teacher
12 Jeuel Davis	Teacher
13 Julie Spiriti	Teacher
14 Julie Treadwell	Teacher
15 Leslie Fish	Teacher
16 Linda Kimball	Teacher
17 Rebecca Caroway	Teacher
18 Shara Wolkimir	Teacher
19 Sharon Harris	Teacher
20 Susan Kempf	Parent
21 Tanya Guinn	Teacher

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Date:	Oct - 2015

Mission Statement:

Carroll Leadership in Technology Magnet Middle School will engage student leaders in rigorous and relevant learning opportunities founded in collaboration, communication, critical thinking, and creativity, and enhanced by a focus on meaningful technology and Covey's 7 Habits.

Vision Statement:

Carroll Leadership in Technology Magnet Middle School students will be respected leaders in their communities who learn continuously, lead collaboratively, and innovate courageously.

Value Statement:

We believe every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
We believe every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

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LEA:	Wake County (920)

School Goal	By July 2016, Carroll students will meet or exceed 60% proficiency in Math, ELA, and Science as measured by state and local assessments, with no subgroup performing below 40% proficient, and all subgroups meeting AMO targets and annual growth targets.
Goal Manager Strategic Objective State Board of Education Goal Data Justification for Goal Based on Comprehensive Needs Assessment	Elizabeth MacWilliams Achievement Globally Competitive Students According to 14-15 EOY data, 36.6% of Carroll students performed at proficiency in the area of Reading, and 29.3% of Carroll students performed at proficiency in Math. No subgroups met AMO targets in either category. The achievement gap among subgroups is as high as 55.4 percentage points. The overall objectives are to increase proficiency to illustrate that the majority of students are meeting grade level standards, and to reduce the achievement gap among subgroups to a maximum of 20 percentage points.
1	Key Process
	School stakeholders will build capacity for all teachers to work collaboratively in highly functional PLTs, with a priority focus on strengthening core instruction.
Process Manager	Debra Dansky
Completion Date	May - 2015
Restrainers	<ul style="list-style-type: none"> • Common foundational knowledge around instructional best practices. • Shared belief systems. • Mindset.
Resources	<ul style="list-style-type: none"> • PLT Calendar. • Shared Planning Periods. • Shared Agenda Document. • Shared Instructional Planning Document. • WCPSS' Office of Professional Learning. • WCPSS' Academics Department.

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<p>Measurable Process Check(s)</p>	<p>100% participation in weekly PLT work. (3 Sessions)</p> <ul style="list-style-type: none"> • Subject/Department PLT • Team PLT • Subject/Department/Team + Instructional Support PLT <p>100% of PLT agendas & minutes shared school-wide and in compliance with expected criteria.</p> <ul style="list-style-type: none"> • School-wide Goal • Team Members/Attendance/Roles • Purpose of Team • Norms • Desired Outcomes • Process • Facilitator(s) • Minutes <p>100% of instructional plans shared school-wide and in compliance with expected criteria.</p> <ul style="list-style-type: none"> • Big Idea (Power Standard) • Guiding Questions (Standards) • Activities (4 Cs & Leadership) • Assessments (Formative and/or Summative) • ICR/Co-Teaching (if applicable) • Reflection (How did it go? How do you know?) <p><u>School Improvement Team will be responsible for redirection if the strategies are not successful and will use various methods of communication to inform all stakeholders.</u></p>	
	<p>1 Action Step</p>	<p>All teachers will participate in weekly PLT work. (3 Sessions)</p> <ul style="list-style-type: none"> • Tuesday (Department or Team + Instructional Support) - 1 Hour After School. • Wednesday (Department) - 1 Hour During Common Planning. • Thursday (Team) - 1 Hour During Common Planning.
	<p>Timeline</p>	<p>From 8/2015 To 6/2016</p>
	<p>2 Action Step</p>	<p>All teachers will share their PLT agendas and minutes school-wide every week.</p> <ul style="list-style-type: none"> • Agendas (Monday). • Minutes (Tuesday, Wednesday, & Thursday).
	<p>Timeline</p>	<p>From 8/2015 To 6/2016</p>
	<p>3 Action Step</p>	<p>All teachers will share their instructional plans school-wide every week.</p> <ul style="list-style-type: none"> • Common Planning Document (Friday).
	<p>Timeline</p>	<p>From 8/2015 To 6/2016</p>

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	4 Action Step	All teachers will be required to attend individualized professional learning opportunities. <ul style="list-style-type: none"> • Monthly Carroll Edcamp (1 Tuesday per month). • Early Release Professional Learning. • Workday Professional Learning. • eSchools. • Effective Teaching Framework. • ASCD. • Covey, CBL, 4 Cs, Discourse, Flexible Student Grouping, Discovery Education, etc.
	Timeline	From 8/2015 To 6/2016
2	Key Process	School stakeholders will build capacity for all teachers to effectively progress monitor student proficiency and growth.
	Process Manager	James Aldridge
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> • Common foundational knowledge around effectively utilizing data. • Common Grading Practices. • Mindset.
	Resources	<ul style="list-style-type: none"> • Classroom performance data. • PLTs. • EVAAS & Quickr. • Progress Reports. • PowerSchool. • Common Progress Monitoring Document. • WCPSS' Office of Data and Accountability. • WCPSS' Academics Department.
	Measurable Process Check(s)	100% participation in school-wide progress monitoring. <ul style="list-style-type: none"> • 9/18, 10/23, 11/20, 1/15, 2/19, 3/23, 4/29, & 6/9.
	1 Action Step	All teachers will record and share progress monitoring data twice per quarter to monitor and drive best instructional planning and facilitation. <ul style="list-style-type: none"> • Composite. • By Subgroup. • By Grade Level. • By Subject Area.
	Timeline	From 9/2015 To 6/2016
3	Key Process	School stakeholders will build capacity for all teachers to strategically conduct learning rounds.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Carroll MS
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LEA:	Wake County (920)

Process Manager	Sharon Harris	
Completion Date	Jun - 2016	
Restrainers	<ul style="list-style-type: none"> • Common foundational knowledge around instructional best practices. • Shared belief systems. • Mindset. 	
Resources	<ul style="list-style-type: none"> • Learning Round Document. • Identified Areas of Focus. • PLTS. • WCPSS' Northern Area Superintendent's Office. • WCPSS' Academics Department. 	
Measurable Process Check(s)	<p>100% participation in monthly learning rounds, recording information on a common Google form.</p> <p>100% compliance with a review of monthly learning round data in PLTs.</p>	
	1 Action Step	<p>All teachers will participate in monthly learning rounds to monitor and drive meaningful instruction.</p> <ul style="list-style-type: none"> • Common Learning Rounds form. • 10/21, 11/20, 12/11, 1/22, 2/19, 3/18, 4/22, & 5/22.
	Timeline	From 10/2015 To 5/2016

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

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

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

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School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Digital Promise; Challenged-Based Learning, Goal Setting, Reflective Practice, & Digital Story Telling.	All faculty & Staff.	By July 2016, Carroll students will meet or exceed 60% proficiency in Math, ELA, and Science as measured by state and local assessments, with no subgroup performing below 40% proficient, and all subgroups meeting AMO targets and annual growth targets.	Challenged-Based Learning Artifacts Instructional Rounds Student Achievement
Covey; Leadership.	All Faculty & Staff.	By July 2016, Carroll students will meet or exceed 60% proficiency in Math, ELA, and Science as measured by state and local assessments, with no subgroup performing below 40% proficient, and all subgroups meeting AMO targets and annual growth targets.	Student Discipline Data Covey Artifacts Instructional Rounds
Discovery Education Network; Digital Leadership.	Leaders: Jessie Hathcock, Melanie Benson, Linda Kimball, & Jen Schram Participants: All Faculty & Staff.	By July 2016, Carroll students will meet or exceed 60% proficiency in Math, ELA, and Science as measured by state and local assessments, with no subgroup performing below 40% proficient, and all subgroups meeting AMO targets and annual growth targets.	Discovery Education Utilization Data Instructional Rounds Professional Learning Artifacts
Instructional Planning & Progress Monitoring.	All Faculty & Staff.	By July 2016, Carroll students will meet or exceed 60% proficiency in Math, ELA, and Science as measured by state and local assessments, with no subgroup performing below 40% proficient, and all subgroups meeting AMO targets and annual growth targets.	Student Achievement Data Instructional Rounds Evaluation Data
Collaboration Tuesdays --- The Carroll Unconference. i.e. Getting to the Core of Literacy; Rigor Through Student Discourse Paideia Entry Points; Serving Diverse Learners in ELA Math: Rigor Through Student Discourse	All Faculty & Staff.	By July 2016, Carroll students will meet or exceed 60% proficiency in Math, ELA, and Science as measured by state and local assessments, with no subgroup performing below 40% proficient, and all subgroups meeting AMO targets and annual growth targets.	Student Achievement Data Instructional Rounds Professional Learning Documents Instructional Plans

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Intervention Structure	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Instruction	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Assessment and Progress Monitoring	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		
Curriculum/Resources	Matrix is due and will be completed by the first student day of the 2014-1015 school year.		

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Intervention Planning Matrix

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	Reading	Math	Behavior
Data Decision Process for Entry and Exit	EOG scores, PathDriver information, Case21 data, grades	EOGs, Case 21 scores, grades, PathDriver data, EVAAS data	PBIS Tier II process
Intervention Structure	ARA pullout, Use of Interventions matrix, assessments, EOG scores, placement of students into ESL, Reading Acceleration, ESL tutoring, Reading Leaders, LEAD interventions, Successmaker, smart lunch and subject area tutoring, Case 21, benchmarks, Pathdriver	Math ALP, Use of Interventions matrix, assessments, EOG scores, placement of students into ESL, ESL tutoring, Math Leaders, LEAD interventions, Successmaker, smart lunch and subject area tutoring, Case 21, Benchmarks, EVAAS, Pathdriver	MTSS team, PBIS team
Instruction	ARA, ESL classes, differentiation, leveled texts, Successmaker, team time, Learning Rounds	Math ALP class, differentiated instruction, afterschool tutoring, team time, ESL afterschool tutoring, Learning Rounds, VMath	PBIS, Covey Leadership lessons during LEAD class
Assessment and Progress Monitoring	Pathdriver, Case 21 benchmarks, Successmaker, Academy of Reading pre-tests,	Pathdriver, VMath, Case 21 benchmarks, Successmaker	referral data, CICO process
Curriculum/Resources	Successmaker, Academy of Reading, CMAPP, Discovery Ed, PLTs	Successmaker, VMath, PLTs, Successmaker	PBIS, Covey Leadership Curriculum