

School Improvement Plan



2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: October 3, 2016	Final Copy Due: October 18, 2016
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2016-2017 Thomasboro Academy School Improvement Plan Report

Thomasboro Academy Contact Information			
School:	Thomasboro Academy	Courier Number:	553
Address:	538 Bradford Drive Charlotte, NC 28208	Phone Number:	980-343-6000
		Fax Number:	980-343-6017
Learning Community	Project LIFT	School Website:	http://schools.cms.k12.nc.us/thomasboroES/Pages/Default.aspx

Principal:	Jan McIver
Learning Community Superintendent:	Denise Watts

Thomasboro Academy School Improvement Team Membership			
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>			
Committee Position	Name	Email Address	Date Elected
Principal	Jan McIver	Jan.mciver@cms.k12.nc.us	8/31/2016
Assistant Principal Representative	Courtney Mochan	Courtneyl.mochan@cms.k12.nc.us	8/31/2016

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Teacher Representative	Jordyn Jenkins	<i>Jordyna.jenkins@cms.k12.nc.us</i>	8/31/2016
Inst. Support Representative	Temeka Truesdale	<i>Temeka.truesdale@cms.k12.nc.us</i>	8/31/2016
Teacher Assistant Representative	Nancy O'Brien	<i>Nancyr.obrien@cms.k12.nc.us</i>	8/31/2016
Parent Representative	Donovan Jackson	<i>Donovand.jackson@cms.k12.nc.us</i>	8/31/2016
Parent Representative	April Huntley	<i>April1.huntley@cms.k12.nc.us</i>	8/31/2016
Parent Representative	Justin Johnson	<i>Justin.johnson@cms.k12.nc.us</i>	8/31/2016

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School:

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Our mission is to create a safe, respectful, and trusting community that encourages and educates the whole child, providing the skills necessary to succeed and positively contribute to society.

Thomasboro Academy Shared Beliefs

- Empowers its students through a rigorous curriculum
- Encourages through a positive school culture
- Enriches through engaging community partners

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Thomasboro Academy SMART Goals

- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Provide a duty-free lunch period for every teacher on a daily basis.
 - Increase Reading Achievement: Reading from 29% to 40% of students will score proficient/advanced on End of Grade exam
 - Increase Math Achievement: Math proficiency moves from 25% to 40% of students scoring proficient/advanced on End of Grade exam
 - Increase Science Achievement: Science proficiency moves from 58% to 70% of students scoring proficient/advanced on End of Grade exam
- Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready

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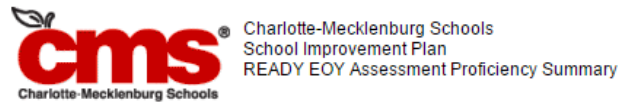
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Thomasboro Academy Assessment Data Snapshot

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Thomasboro Academy									
Assessment	Subgroup	2015-2016		2014-2015		2013-2014		2012-2013	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	37.3	28.8	32.0	18.0	26.7	16.5		19.9
Grade 03 EOG Math	All	46.1	35.5	30.3	16.9	27.3	18.2		30.1
Grade 03 EOG Reading	All	28.6	22.1	33.7	19.1	26.1	14.8		9.6
Grade 04 EOG Composite	All	22.3	14.5	26.2	21.4	20.9	15.1		31.5
Grade 04 EOG Math	All	21.7	15.7	25.4	20.6	23.3	18.6		40.7
Grade 04 EOG Reading	All	22.9	13.3	27.0	22.2	18.6	11.6		22.2
Grade 05 EOG Composite	All	40.0	30.9	29.6	17.5	41.6	33.9		18.5
Grade 05 EOG Math	All	36.4	34.5	24.0	13.3	41.0	37.2		22.2
Grade 05 EOG Reading	All	16.4	10.9	17.6	4.1	35.9	26.9		13.3
Grade 05 EOG Science	All	67.3	47.3	47.3	35.1	48.1	37.7		20.0
Grade 06 EOG Composite	All	27.1	18.8	32.4	25.0	27.0	19.1		20.8
Grade 06 EOG Math	All	23.6	18.1	35.1	28.4	21.6	19.6		19.5
Grade 06 EOG Reading	All	30.6	19.4	29.7	21.6	32.4	18.6		22.1
Grade 07 EOG Composite	All	37.5	26.7	23.6	17.0	28.9	17.6		23.9
Grade 07 EOG Math	All	36.7	23.3	16.5	14.3	23.9	14.1		30.4
Grade 07 EOG Reading	All	38.3	30.0	30.8	19.8	33.8	21.1		17.4
Grade 08 EOG Composite	All	37.4	27.6	42.0	32.2	44.8	35.9		30.8
Grade 08 EOG Math	All	18.3	11.0	23.5	17.6	35.9	26.6		26.2
Grade 08 EOG Reading	All	30.5	17.1	33.3	24.6	28.1	15.6		12.3
Grade 08 EOG Science	All	63.4	54.9	69.1	54.4	70.3	65.6		53.8
EOC Math I	All					100.0	100.0		
School EOG Reading Composite	All	28.0	18.6	28.9	18.5	29.0	18.0		16.1
School EOG Math Composite	All	29.7	22.2	25.7	18.3	28.2	22.1		28.2
School EOG Science Composite	All	65.0	51.8	57.7	44.4	58.2	50.4		34.2
EOG Composite	All	33.8	24.7	31.4	21.8	32.4	23.9		23.9
EOC Composite	All					100.0	100.0		
School Composite	All	33.8	24.7	31.4	21.8	32.4	23.9		23.9

GLP: Grade Level Proficiency. Level III/IV/V in 2013-14 and beyond.
CCR: College and Career Readiness. Level III/IV in 2011-12 & 2012-13. Level IV/V in 2013-14 and beyond.



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Charlotte-Mecklenburg Schools: School Improvement Plan
Comprehensive Data Snapshot
AMO Target Summary 2015-2016

Thomasboro Academy									
Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP
Participation Denominator	438	0	48	313	55	9	10	355	47
Participation Percent	99	0	100	99	100	0	0	99	100
Participation Status	Met	~	Met	Met	Met	Insuf.	Insuf.	Met	Met
Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP
Participation Denominator	438	0	48	313	55	9	10	355	47
Participation Percent	99	0	100	98	100	0	0	99	100
Participation Status	Met	~	Met	Met	Met	Insuf.	Insuf.	Met	Met
Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP
Participation Denominator	140	0	14	100	17	4	4	111	12
Participation Percent	99	0	0	99	0	0	0	100	0
Participation Status	Met	~	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.

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Thomasboro Academy Profile

This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications.

Thomasboro Academy is a K – 8 school located in the West Charlotte corridor. Thomasboro Academy is one of nine schools apart of the Project LIFT Zone, a five year initiative designed to increase the academic proficiency and passing rates to 90%. Thomasboro is one of four schools in Charlotte-Mecklenburg Schools that is on a continuous learning calendar. Thomasboro Academy is a Title 1 school that currently serves 744 students in grades K – 8.

The performance data listed below reflects the students who were enrolled during the 2015 – 2016 school year. The compilation of EOG test findings from grades 3 – 8 are as follows:

- ❖ 46.05% of 3rd grade students were at or above in mathematics
- ❖ 27.27% of 3rd grade students were at or above in reading
- ❖ 21.69% of 4th grade students were at or above in mathematics
- ❖ 22.89% of 4th grade students were at or above in reading
- ❖ 35.71% of 5th grade students were at or above in mathematics
- ❖ 16.36% of 5th grade students were at or above in reading
- ❖ 67.86% of 5th grade students were at or above in science

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- ❖ 22.97% of 6th grade students were at or above in mathematics
- ❖ 30.56% of 6th grade students were at or above in reading
- ❖ 36.07% of 7th grade students were at or above in mathematics
- ❖ 38.33% of 7th grade students were at or above in reading
- ❖ 18.07% of 8th grade students were at or above in mathematics
- ❖ 30.49% of 8th grade students were at or above in reading
- ❖ 62.65% of 8th grade students were at or above in science

GROUP	NUMBER ENROLLED	PERCENT ENROLLED
African-American	465	70%
White	17	2.6%
Asian	75	11.3%
Hispanic	98	14.8%
American Indian	2	0.3%
Multi-Racial/Other	7	1.1%

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Free/Reduced Lunch	n/a	n/a
Gifted Students	6	0.9%
Exceptional	57	8.6%
LEP Students	88	13.3%

Thomasboro Academy is a K-8 located in the West Charlotte corridor. Thomasboro is committed to creating an educational experience that provides each student with the skills necessary to compete and contribute positively to society. Because of this, Thomasboro is on a continuous and extended learning calendar. This means that students at Thomasboro attend school 199 days opposed to the traditional 180 days. With the implementation of the continuous and extended learning calendar, Thomasboro is committed to ensuring that there is not an academic disparity with our students due to their socioeconomic status.

In partnership with our Parent Teacher Association (PTA) and School Based Resource Team (SBRT), Thomasboro Academy is eager to engage the community and increase parent participation by implementing a more comprehensive method for tracking involvement with the community. Thomasboro has a very strong teaching staff willing to try new programs, techniques, and learn new strategies to meet the diverse population at Thomasboro. Teachers use the Data Driven Instruction (DDI) process as a primary tool used to measure student academic performance and increase student achievement. All teachers work collaboratively in Professional Learning Communities. They participate in vertical planning

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and learning walks. Our technology resources, such as Smart Boards, iPods', Chromebooks, help us retain and recruit teachers. A mentoring program is in place to advise, support, and encourage Standard 1 Professional Teachers.

Some key attributes of our program include:

- ❖ Diverse student population
- ❖ School wide use of technology with the use of iPads, Chromebooks
- ❖ School wide implementation of the workshop model in math and reading
- ❖ 2 Dean of Students

1 Math MCL, 2 Literacy MCL, 1 Science MCL

- ❖ 1 Assistant Principal
- ❖ 1 Reading Intervention Specialist
- ❖ 2 BMTs, 1 School Resource Officer, 1 Campus Security Associate
- ❖ 2 Counselors: K – 4, 5 – 8
- ❖ 1 Parent Advocate, 1 Social Worker

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- ❖ Daily 60 minute planning sessions focusing on literacy, math, science, professional development, and RTI
- ❖ 4 EC, 2 ESL, and 1 TD Teachers
- ❖ 1 Health, 1 PE Teacher
- ❖ 1 Music teacher, 1 Band teacher, 2 Art teachers and 1 CTE teacher, 1 AVID teacher, 1 Spanish teacher

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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ol style="list-style-type: none">I. College- and career-readinessII. Academic growth/high academic achievementIII. Access to rigorIV. Closing achievement gaps	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ol style="list-style-type: none">I. Proactive recruitmentII. Individualized professional developmentIII. Retention/quality appraisalsIV. Multiple career pathwaysV. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ol style="list-style-type: none">I. Family engagementII. Communication and outreachIII. Partnership development	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ol style="list-style-type: none">I. Physical safetyII. Social and emotional healthIII. High engagementIV. Cultural competencyV. Customer service

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Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems

Four focus areas:

- I. Effective and efficient processes and systems
- II. Strategic use of district resources
- III. Data integrity and use
- IV. School performance improvement

Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign

Four focus areas:

- I. Learning everywhere, all the time
- II. Innovation and entrepreneurship
- III. Strategic school redesign
- IV. Innovative new schools

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	Retention/quality appraisals
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. 1.Create administration lunch duty schedule from 10:30 AM to 1:30 PM daily to provide supervision of students: <ul style="list-style-type: none"> Grade Level Administrators BMTs SRO Campus Security Officer 	Jan McIver (Principal) Grades K-4 BMT Jackson Grades 5-8 BMT Hill	Scholars will benefit from supervision; teachers will benefit from a break; this will be evidenced in TNTP Insight survey data	N/A	Jan McIver (Principal) Courtney Mochan (Asst. Principal) Lori Rondo (Dean) Kaitlyn Goral (Dean) Richard Hill (BMT)	July 2016 Check points August 24 th September 30 November 30 December 20 January 31 February 28 March 24

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				Donovan Jackson (BMT) (SRO) Pamela Miller (CSO)	May 31 – June 16
2. Implement School-Wide NNN Strategies in the lunch room: <ul style="list-style-type: none"> MVP Directions (including voice level expectations) Narrating Consequences utilizing grade level-hierarchy 	Jan McIver (Principal) Grades K-4 BMT Jackson Grades 5-8 BMT Hill	Scholars will benefit from supervision; teachers will benefit from a break; this will be evidenced in TNTIP Insight survey data	N/A	Jan McIver (Principal) Courtney Mochan (Asst. Principal) Lori Rondo (Dean) Kaitlyn Goral (Dean) Richard Hill (BMT) Donovan Jackson (BMT) (SRO) Pamela Miller	July 2016 Check points August 24 th September 30 November 30 December 20 January 31 February 28 March 24 May 31 – June 16

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				(CSO)	
3.					
4.					

SMART Goal (2):
Duty Free Instructional Planning Time

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and - 301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

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Strategic Plan Goal:	<ol style="list-style-type: none"> 1. Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready 2. Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	<ol style="list-style-type: none"> I. Academic growth/high academic achievement II. Individualized professional development
Data Used:	NCEOG; Reading 3D; Discovery Education; School-wide common assessments

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Develop a master schedule (including special area & elective classes) that allots instructional planning time for each teacher, every day: <ul style="list-style-type: none"> • K – 8 general education & special area teacher have 60 minutes/day 	Jan McIver (Principal) Courtney Mochan (Asst. Principal) Kaitlyn Goral (Dean/Master Scheduler)	Reading 3D (K-2) <ul style="list-style-type: none"> • 80% of students will meet the benchmark goal NC End of Grade Tests (3 – 8): <ul style="list-style-type: none"> • 40% proficiency – Reading 	State, Local, & Title 1 Funding	K-8 General Education Teachers Special Area Teachers Elective Teachers EC Teachers	July 2016 (baseline data) September 30, 2016 CFA 1 data January 13, 2017 March 31, 2017

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		<ul style="list-style-type: none"> • 40% proficiency – Mathematics • 70% proficiency - Science 			June 16, 2017
3. Create an Instructional Leadership Team to facilitate data driven instruction meetings, lesson planning, and job-embedded PD with K – 8 teachers	Jan McIver (Principal)	<p>Reading 3D (K-2)</p> <ul style="list-style-type: none"> • 80% of students will meet the benchmark goal <p>NC End of Grade Tests (3 – 8):</p> <ul style="list-style-type: none"> • 40% proficiency – Reading • 40% proficiency – Mathematics • 70% proficiency - Science 	State, Local, & Title 1 Funding	<p>Grade Level Chairs</p> <p>J. Bambrick (K-1 Math/Literacy MCL)</p> <p>S. Bates (MCL 3-8 Literacy)</p> <p>K. Goral (2nd grade)</p> <p>T. Truesdale (Math MCL 3-8)</p> <p>S. Bunn (Science MCL)</p>	ILT meets each Monday from 1:30-3pm and occasionally on Friday

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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	I. Physical safety II. Social and emotional health
Data Used:	504 Plan Data, Discipline Data Reports, Attendance Data, Fitness Gram, Presidential Fitness Assessment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> NED Show Bully Prevention Week (Survey, pledge, petition, class contest, in class lessons) Classroom guidance lessons with project-based learning Safety Patrol 	G. Harris L. Brown	10% reduction in bullying reports and referrals compared to '15 – '16 school year	State, Local, & Title 1 Funding	Jan McIver (Principal) Courtney Mochan (Asst. Principal)	July 2016 Check points August 24 th September 30 November 30 December 20 January 31 February 28

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					March 24 May 31 – June 16
2. Character Education <ul style="list-style-type: none"> • The NED Show • Discipline Assemblies • K – 8 Behavior Trackers • Peer Mediation • Recognizing random acts of kindness 	L. Rondo K. Goral C. Mochan R. Hill D. Jackson P. Miller L. Brown G. Harris	10% reduction in suspension days for generally disruptive behavior and insubordination Pre and post assessments from group participants Pre and post assessments on school climate	State, Local, & Title 1 Funding	Jan Mclver (Principal) Courtney Mochan (Asst. Principal)	July 2016 Check points August 24 th September 30 November 30 December 20 January 31 February 28 March 24 May 31 – June 16
3. Healthy Active Child 30 min. <ul style="list-style-type: none"> • PE Elective • 30 minutes of healthy active child built into the schedule School sports: Soccer, Basketball, Football, Right Moves for Youth, Let Me Run, Girls on the Run	R. Copeland J. McCoy R. Hanson	10% improvement in Fitness Gram data 10% improvement in Presidential Physical Fitness Assessment	State, Local, & Title 1 Funding		July 2016 Check points August 24 th September 30 November 30 December 20 January 31

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					February 28 March 24 May 31 – June 16
4. School Health Team <ul style="list-style-type: none"> Develop a school health team that focuses on the social, emotional, and physical health of students Continue to connect parents with information on 504 plans 	R. Copeland J. McCoy SRO School Nurse L. Brown G. Harris W. Humphrey L. Millhouse	100% compliance on 504 plans	State, Local, & Title 1 Funding	Jan Mclver (Principal) Courtney Mochan (Asst Principal)	July 2016 Check points August 24 th September 30 November 30 December 20 January 31 February 28 March 24 May 31 – June 16
SMART Goal (4):	Increase Reading Achievement: Reading from 29% to 40% of students will score proficient/advanced on End of Grade exam				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	ii. Academic growth/high academic achievement iii. Closing achievement gaps				
Data Used:	SEE 90 DAY PLAN				

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Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.					
2.					

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SMART Goal (5):	Increase Math Achievement: Math proficiency moves from 25% to 40% of students scoring proficient/advanced on End of Grade exam
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	iii. Academic growth/high academic achievement iii. Closing achievement gaps
Data Used:	SEE 90 DAY PLAN

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.					
2.					

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SMART Goal (6):	Increase Science Achievement: Science proficiency moves from 58% to 70% of students scoring proficient/advanced on End of Grade exam
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	iv. Academic growth/high academic achievement iii. Closing achievement gaps
Data Used:	SEE 90 DAY PLAN

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
•					•
2.					

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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments <ul style="list-style-type: none"> Utilize Common Formative Assessment data to determine student's response to intervention. Pre and post assessments created in Discovery Education, School Net that are aligned to CCSS, NCSCOS 	T. Truesdale (Math MCL) K. Goral (Dean 2 nd grade all subjects?) S. Bunn (Sci MCL) J. Bambrick (K-1 math/Lit MCL) S. Bates(3-8 MCL)	Evidence of success includes increased usage of 21 st century skills Utilization of New Student Technologies An Increase in district/Zone formative assessment scores	Title 1	Administration Facilitators and MCLs Classroom Teachers Instructional Assistants	July 2016 – June 2017 <ul style="list-style-type: none"> October 2016 January 2017 March 2017 June 2017

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		Application of Content across all curriculum areas and elective classrooms.		and Reach Associates	
2. Data disaggregation <ul style="list-style-type: none"> Establish a schedule where grade levels can discuss and plan strategies to meet the needs of all learners Teachers will utilize DE, Common Formative Assessment data to differentiate instruction Process of monitoring student achievement by objective in order to facilitate remediation /intervention plans (Rtl) 	T. Truesdale (Math MCL) K. Goral (Dean 2 nd grade all subjects?) S. Bunn (Sci MCL) J. Bambrick (K-1 math/Lit MCL) S. Bates(3-8 MCL)	Common Formative Assessments (CFA) Schedule Planning days schedule An Increase in district formative assessment scores Targeted instruction	Title 1	Administration Facilitators and MCLs Classroom Teachers Instructional Assistants and Reach Associates	July 2016 – June 2017 <ul style="list-style-type: none"> October 2016 January 2017 March 2017 June 2017
3. Flexible grouping <ul style="list-style-type: none"> Students grouped based on common assessments, formative assessments, and informal assessments Teachers work in small group setting; with students who 	T. Truesdale (Math MCL) K. Goral (Dean 2 nd grade all subjects?)	Evidence of success includes increased usage of 21 st century skills Utilization of New Student Technologies	Title 1	Administration Facilitators and MCLs	July 2016 – June 2017 <ul style="list-style-type: none"> October 2016 January 2017

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<p>have not yet mastered, partially mastered, or mastered an objective.</p> <ul style="list-style-type: none"> Students work on math and literacy objectives in other contexts through the use of interactive games, technology, and problem solving stations. Students track objectives they have mastered and objectives they are still working on and complete self-assessments. Use of technology to reinforce objectives and skills 	<p>S. Bunn (Sci MCL) J. Bambrick (K-1 math/Lit MCL) S. Bates(3-8 MCL)</p>	<p>An Increase in district formative assessment scores</p> <p>Application of Content across all curriculum areas and elective classrooms.</p> <p>Increase connection to real world situations while learning.</p> <p>Increased usage of problem solving using real world context.</p>		<p>Classroom Teachers</p> <p>Instructional Assistants and Reach Associates</p>	<ul style="list-style-type: none"> March 2017 June 2017
<p>4. Late and make-up work</p> <ul style="list-style-type: none"> Provide opportunities for retesting after review of material covered in class Students will review their errors on tests and will retest on the material Students who miss homework or due dates because of absences whether excused or 	<p>T. Truesdale (Math MCL) K. Goral (Dean 2nd grade all subjects?) S. Bunn (Sci MCL) J. Bambrick (K-1 math/Lit MCL)</p>	<p>All students will achieve growth from original test to retest</p> <p>Students will achieve grades of 85 or above on math assessments</p>	Title 1	<p>Administration</p> <p>Facilitators and MCLs</p> <p>Classroom Teachers</p>	<p>July 2016 – June 2017</p> <ul style="list-style-type: none"> October 2016 January 2017

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<p>unexcused, must be allowed to makeup the work (arrangements for completing the work should be made within five school days of the students' return to school. For elementary students, the teacher must initiate the contact with students regarding such work.)</p> <ul style="list-style-type: none"> Homework and other assignments should be accepted, even when turned in after the designated due date. 	S. Bates(3-8 MCL)			Instructional Assistants and Reach Associates	<ul style="list-style-type: none"> March 2017 June 2017
<p>5. Additional learning opportunities</p> <ul style="list-style-type: none"> Instructional pull out by MCL's, Blended Learning to accelerate, Mastery Connect, and Leveled Literacy Interventions are our intervention resources Scholars will be reassessed on non-mastered standards 	MCL's, PLC's, ILT	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data		MCL's, PLC Leads, ILT	<p>July 2016 – June 2017</p> <ul style="list-style-type: none"> October 2016 January 2017

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and grades will be updated accordingly					<ul style="list-style-type: none"> March 2017 June 2017
6. Late and make-up work <ul style="list-style-type: none"> A student who misses homework assignments or other assignments or due dates because of absences, whether excused or unexcused, will be allowed to make up his/her work. Arrangements for completing the work will be made within five school days of the scholars return to school. These arrangements should include a schedule for completion of the work. 	Teachers, ILT,	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data		MCL's, PLC Leads, ILT	July 2016 – June 2017 <ul style="list-style-type: none"> October 2016 January 2017 March 2017 June 2017

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<p>7. Grade reporting</p> <ul style="list-style-type: none"> • Grading will be on a 10pt Scale • Teachers must maintain a minimum of 10 class work/informal assessment grades per quarter for classes that meet daily and 4 for classes that meet on an A/B day schedule • Teachers will maintain a minimum of 10 homework grades per quarter for classes that meet daily. • Teachers will maintain a minimum of 4 formal assessment grades per quarter for classes that meet daily and 2 for classes that meet on alternating days. 	Principal, Administrators, Power-school Administrator	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data		Principal, Administrator s, Power-school Administrator	<p>July 2016 – June 2017</p> <ul style="list-style-type: none"> • October 2016 • January 2017 • March 2017 <p>June 2017</p>
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Thomasboro Academy - 600 Waiver Requests

Request for Waiver
<p>1. Insert the waivers you are requesting</p> <ul style="list-style-type: none">Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]
<p>2. Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none">115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]
<p>3. Please state how the waiver will be used.</p> <ul style="list-style-type: none">Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.

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4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Jan McIver		8/31/2016
Assistant Principal Representative	Courtney Mochan		8/31/2016
Teacher Representative	Jordyn Jenkins		8/31/2016
Inst. Support Representative	Temeka Truesdale		8/31/2016
Teacher Assistant Representative	Nancy O'Brien		8/31/2016
Parent Representative	Donovan Jackson		8/31/2016
Parent Representative	April Huntley		8/31/2016
Parent Representative	Justin Johnson		8/31/2016
Parent Representative			
Parent Representative			

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Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Parent Representative			
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Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			

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Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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4. Please state how the waiver will promote achievement of performance goals.

- This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Jan McIver	<i>Jan McIver</i>	8/31/2016
Assistant Principal Representative	Courtney Mochan	<i>Courtney Mochan</i>	8/31/2016
Teacher Representative	Jordyn Jenkins	<i>Jordyn A Jenkins</i>	8/31/2016
Inst. Support Representative	Temeka Truesdale	<i>Temeka Truesdale</i>	8/31/2016
Teacher Assistant Representative	Nancy O'Brien	<i>Nancy O'Brien</i>	8/31/2016
Parent Representative	Donovan Jackson	<i>Donovan Jackson</i>	8/31/2016
Parent Representative	April Huntley	<i>April Huntley</i>	8/31/2016
Parent Representative	Justin Johnson	<i>Justin Johnson</i>	8/31/2016
Parent Representative			
Parent Representative			