

Terrell Lane Middle School



School Improvement Plan

2006-2008

SCHOOL IMPROVEMENT PLAN

2006-2008

**Terrell Lane Middle School
Franklin County Schools**

Principal

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2006-2008**

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SCHOOL IMPROVEMENT Terrell Lane Middle School

TEAM/VOTING RESULTS

2006-2008

Joyce Hartsfield (Chair), Novella Brown (Principal), John Cubbage (Assistant Principal), Phyllis Dalton (Teacher), Debra Frary (Teacher), Rebecca Fry (Teacher), Charlotte Harris (Teacher), Pam Harris (Teacher), Vicki Hight (Teacher), Carolyn Joyner (Teacher), Casey Lundy (Teacher) , Fannie Perry (CRT), Nancy Shaffer (Media Specialist), Latoya Smith (Teacher), Cassandra White (Counselor), Rita Duke (Parent), Diane Marks (Parent), Richard Keith (Parent), and Jackie Neal (Parent & Teacher Assistant).

Voting Results

100 % of the eligible school staff voted to approve this school improvement

SCHOOL PROFILE: Executive Summary

**Terrell Lane Middle School
2006-2008**

Introduction

This section of the school improvement plan is devoted to an overview of the characteristics of the school and its clientele. First and foremost is student data -- performance and demographic. Also included are community demographics, school characteristics, and our stakeholders' perspective. These particulars are easily found in the tables located in the School Profile Data section of this Plan.

Student Performance Data

Current data are listed in the Profile Data, Developmental Scale Scores Grades 6-8 table section of this document. The overall trend shows increase in the percent of students passing the end of grade achievement tests, including the End-of-Grade Math and Reading Tests, the End-of-Course Algebra I Test, and the North Carolina Computer Test.

SCHOOL PROFILE: Executive Summary

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Student Demographic Data

At this writing, the total enrollment of students attending Terrell Lane Middle School is 561 of which 53.3% are males and 46.7% are females. The ethnic composition of our school is 9.6% Hispanic, 50.6% Black, 38% White, and 1.8% are identified as Other. Students in the Exceptional Children Program comprise 8.2% of our student population. Current and historical data are recorded in the Profile Data, Ethnic Data of the Appendix of this document.

Students who qualify for and participate in the Free and Reduced Meal Program consist of 63.3% of our student population. Current data and the history of this category are listed

Community Demographic Data

Terrell Lane Middle School is located in the central section of Franklin County. The campus is situated on a fourteen-acre tract one mile east of Louisburg.

Terrell Lane Middle School's facility brings pride to the student body, the staff, and the community, all who believe that strong interaction between the school and community is essential.

Terrell Lane Middle School provides grades six through eight education for the northeastern part of Franklin County, including the town of Louisburg. Louisburg has a population of about 3,500 people and is the geographic center of Franklin County. The local economy includes an array of service industries and manufacturing of wood/furniture items. Agriculture is also a large part of the area's economic base.

Students feed into Terrell Lane Middle School from three elementary schools: Louisburg Elementary, Laurel Mill Elementary and part of Edward Best Elementary. We also receive students from the Riverside Elementary Magnet School who live within our district. Upon completion of eighth grade, students proceed to Louisburg High School. Louisburg College (a private junior college) and Vance-Granville Community College provide further educational opportunities within our immediate area.

To ensure that we meet the needs of our students, we strive to keep a cooperative and workable relationship between the school and the community, we work to establish knowledge, skills, and attitudes that will enable our students to develop mentally, physically,

socially, and emotionally. In this process, students become more independent productive citizens.

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School Characteristics

The facility at Terrell Lane Middle School provides optimum conditions for learning. Grades six academic classes are located in our new 600 building which houses eight classrooms. Grades seven and eight are housed in two wings each, of the original building. Fine arts and exploratory classes are provided to Terrell Lane Middle School students. All students participate in exploratory classes. The cafetorium, media center, gymnasium, and administrative areas of the school are easily accessible to students and faculty.

The Terrell Lane Middle School staff commits itself totally to the student population by responding to the physical, intellectual, social, emotional, and moral needs of early adolescents. Teachers are enthusiastic and dedicated to the teaching of adolescents. All portray a positive attitude, thus making the learning process not only a challenge, but also fun. To ensure that students grow and succeed, the instructional staff:

- *attends student activities outside the regular classroom
- *recognizes the difference in student learning styles and makes appropriate provisions by utilizing a variety of teaching strategies
- *promotes the development of a positive self-image for the students.

The principal and assistant principal accept the responsibility for the administration of all school policies. Administrative policies are flexible and allow for individual suggestions and innovations.. The administrative staff seeks to maintain a good relationship with the community, the staff, and the student body while providing instructional leadership. Demonstrating a well-formulated philosophy of education based on a thorough knowledge of middle level students, the principal:

- *communicates the goals and commitments of the school to the community and staff
- *employs scheduling practices that allow for flexibility and provide for faculty input
- *establishes a learning environment that promotes the practice of innovative ideas to be practiced
- *demonstrates effective human relation skills with staff, students, and parents
- *maintains an orderly learning environment by monitoring and effectively dealing with student behavior and discipline problems.

Staff positions are allocated by the state according to average daily membership. Terrell Lane Middle School's teachers are chosen on the basis of certification, individual qualification, and a genuine interest in students. They must have and portray a vision of

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assisting students to reach their fullest potential. With that in mind, Terrell Lane Middle School has a staff that is committed to the total learning process. We are proud that 21 percent of our staff have already earned advanced degrees in their areas of certification. Others are presently enrolled in schools of higher education.

Stakeholder Perspective on the Quality of Education

Parents and community leaders are very visible at Terrell Lane Middle School. Having high expectations for the school and their students, parents provide assistance with the transition from elementary to middle and from middle to high school. Parents, students, and the staff have formed a partnership to help students to achieve the highest level of intellectual development.

DEFINING DESIRED RESULTS FOR STUDENT LEARNING

**Terrell Lane Middle School
2006-2008**

Introduction

This section of the school renewal plan is devoted to a brief analysis of the school's current practices. This analysis is based upon review of strategies utilized and their impact on student achievement. Systematic analysis of practices provides sound support for effective planning.

It is the commitment of the Administration of Terrell Lane Middle School to provide the best quality education for all students in an environment that is safe and orderly. This requires all professionals to work in concert. Together we strive to improve instruction while capitalizing upon the talents and skills of our staff. We have several faculty members who are capable of providing on site training: four technology specialists, one Franklin County Schools Lead Mentor, nine trained Teacher Mentors to provide guidance to Initially Licensed Teachers, One reading specialist, eight teachers of communication skills who are trained in the Mock Writing Process, and eight team leaders to provide additional support for faculty and to serve as liaisons.

Our school is committed to the middle school concept. We have two teams per grade level. Terrell Lane emphasizes the use of multiple teaching strategies, acknowledges and provides for multiple learning styles of the students and all teachers show ownership in the learning process by teaching cross curriculum lessons where reading, writing and mathematics are stressed in every class. .

Terrell Lane Middle School utilizes the North Carolina Standard Course of Study and Franklin County Schools Pacing Guides to fulfill curriculum requirements in planning lessons. Student progress is measured annually by testing developed by the North Carolina Department of Public Instruction which includes the End-of-Grade Math and Reading Tests, the North Carolina Writing Test and the North Carolina Computer Competency Test. In the Spring of 2006, we implement the North Carolina End-of-Grade Science Test. To further enhance our assessment process and monitor student achievement teachers utilize Item Bank Testlets, diagnostic tests, the North Carolina Sharpen up Series, the North Carolina Reading Coach, the North Carolina Writing Coach, The Franklin County Mock Writing Test, the Accelerated Reader Program, the Science State Practice Tests 1 & 2, and mathematics assessment software (provided with our textbooks) which conform to the requirements of the North Carolina Standard Course of Study. All of the above provide feedback necessary for adjusting instruction. Teachers also have access to pacing guides. Bench mark tests are administered after the 2nd and 4th grading periods. All teachers utilize concepts promoted through Whole Faculty Study Groups, Working on the Work, the Curriculum Resource Teacher, and Reading Empowerment, as resources to improve

Reading and Writing

Reading, Writing, Speaking, Listening, and Viewing are processes that enable learners to clarify thinking, to investigate, and to increase knowledge in all subject areas. For this reason the sixth grade team has worked collaboratively to improve reading comprehension and written language as demonstrated by the End-of-Grade Tests.

Each instructor has become a teacher of reading as well as written language. They emphasize reading comprehension skills and the total writing process across the curriculum. Using various strategies, the sixth grade team has provided opportunities to encourage our students to think, read, and write critically and creatively.

To this end, sixth grade teachers utilize assessment tools such as teacher observations, oral and written reading samples, speaking samples, writing samples, student portfolios as well as standardized and other tests. Teacher-generated tests include at least one essay question that requires the use of the writing process. This writing is scored using the focused Holistic Scoring Scale and Conventions Rating Criteria. Students are encouraged to use the complete writing process (State Model). This process includes five states: Pre-Writing, Drafting, Revising, Editing, and Publishing. These assessment tools provide ample opportunities and support to enable our students to maintain and move to higher levels of reading and writing.

Improvement of reading and writing is an ongoing assessment. All teachers have the opportunity to keep abreast of current information and instructional techniques relevant to our school improvement plan. This is accomplished by following state, county and school guidelines, and includes attending workshops, seminars and other training as mandated.

In order to be considered proficient in all areas of Language Arts, there are some qualities that our students must demonstrate in reading and writing. It is our goal to ensure that our students demonstrate skills that are evident of proficient readers and writers.

The sixth grade team works collaboratively to motivate students, set high expectations, and achieve established goals. It is our belief that if students are able to demonstrate proficiency in reading and writing, they will be empowered to journey successfully through the twenty-first century.

The seventh grade's reading objective is to improve reading comprehension as demonstrated by showing expected growth on the End-of-Grade Test, and to become productive through reading. Strategies, resources required, people responsible, and means of evaluation are outlined. The timeline has been viewed as ongoing.

One strategy is to integrate the Accelerated Reading Program, Battle of the Books program, and teacher approved books into the seventh grade reading program. Resources required are the North Carolina Standard Course of Study, State Department of Public Instruction, library/media staff, computer network and books. Teachers and media staff work together. Teacher use computer generated tests are given as means of evaluation.

A variety of teaching strategies are used to enhance student growth. Teachers use overhead projectors, textbooks, supplementary books, and various projects.

A third strategy is to utilize the Standard Course of Study and guidance from the State Department of Public Instruction in the formation of goals and objectives. Teacher require access to the Standard Course of Study and communicate with the State Department of Public Instruction, central office personnel, and school administrators. Evaluation is by report card grades and End-of-Grade Tests.

Students analyze, synthesize, and organize information to show an understanding of written works. Textbooks and supplementary materials are supplied to the students. Students produce essays and complete a variety of tests.

Newspapers are used for reading instruction and critical thinking. Teachers are responsible for ordering newspapers from the News and Observer as long as funds are available. Teacher-generated written and oral tests, as well as class discussion, are used for evaluation.

Underachievers receive help through school programs such as: after school tutoring by teachers, tutoring by peers and other volunteers, and remediation work during exploratory time. Students scoring at Levels I & II on the End-of-Grade Tests are given diagnostic tests. Schedule changes are required to provide necessary help for the students identified. Administrators at the school and central office levels have an important role in planning and implementing these programs. Progress is measured by improvement in report card grades, reduction in discipline referrals, and growth in End-of-Grade Tests scores.

Another important strategy is to improve behavior to ensure more time-on-task. Staff work to provide a safe environment where learning is the top priority. This requires attention from parents and all school personnel as we focus on our school-wide discipline plan. A full-time In-School Suspension schedule is provided so that students who become disruptive can be removed from the classroom when necessary. More parent contact, as well as increased utilization of fellow teachers help with this, also.

Seventh grade teachers also work to increase student writing scores so that the percentage of students at or above 2.5 (Focused Holistic Scoring) is increased, and to increase the percentage of students who are improving on the conventions of writing. To reach this goal teachers pursue the on-going implementation of the following strategies.

One important strategy is to help our students build skills in sentence formation, usage, mechanics, and spelling and have them demonstrate a satisfactory command of these skills. This requires all classroom teachers to teach skills as outlined in the CBC. Progress in these areas is evaluated by measuring growth on the Franklin County Mock Writing Tests and on the North Carolina Writing Test.

Another strategy involves having all classroom teachers to utilize the writing process as a regular practice in all curriculum areas. This again requires all teachers to teach skills as

outlined in the CBC and to design and plan lessons in order to apply the writing process to regular assignments and tests. This is evaluated by performance on assignments and tests. Work samples are collected in student portfolios.

Recently, we have acquired three writing programs, The North Carolina End-of-Grade Preparation for Grade Seven Composition, The Prentice Hall Online Essay Scoring Program, and The empowering Writers Program. These programs are designed to enhance student performance the End-of-Grade Writing Test. Additionally, these programs heighten student growth in Reading Comprehension, and in skills for analyzing their own writing. These programs adhere to the conventions of Standard English in the areas of capitalization, punctuation, grammar, spelling, sentence structure, and penmanship.

Using all of our resources, teacher collaboration, setting high expectations, and recognizing student challenges and strengths, war are "Swimming the Sea of Success" to empower our students to succeed.

In eighth grade reading, teachers use a variety of strategies such as the use of overhead projectors, opaque projectors, textbooks, supplementary materials, Accelerated Reader Program, and End-of-Grade test preparation books. The use of these techniques is evaluated by computer generated tests, essays and worksheets. All supplementary materials are correlated with the goals and objectives of the North Carolina Standard Course of Study. The State Department of Public Instruction, central office personnel, and school administrators are consulted as needed. Students demonstrate their proficiency in critical thinking by analyzing, synthesizing, and organizing information to show an understanding of written works. The staff remain abreast of current educational techniques through the use of conferences, workshops, consultants, training sessions, and increased use of computers. Our Curriculum Resource Teacher organizes teachers in availing themselves of these resources.

Increasing the proficiency of eighth graders in writing is demonstrated by an improved ability to use skills in sentence formation, work usage, mechanics, and vocabulary. All teachers work to provide writing opportunities for their students across the curriculum. Writing skills are evaluated on teacher-generated tests through the use of essays, both for specific questions and extended works of reading. Teachers strive to utilize all ongoing

Mathematics

Sixth grade math teachers correlate daily lesson plans to the North Carolina Standard Course of Study. Teachers enhance these plans by using manipulatives, technology, modeling, and resources such as Testlets, Sharpen-Up, the North Carolina Item Bank, Study Island coach and others. Also, two bench-mark tests are given to students during the year (November and February). Students are given opportunities for creative thinking, critical thinking, and problem solving through the use of manipulatives, projects, journal writing, problem of the week activities, and cumulative daily reviews. Math is integrated in all areas of the curriculum when applicable such as reading graphs, schedules, recipes, maps, analyzing experimental data, and making graphs, schedules, and charts. Math teachers participate in workshop training and attend conferences to further their knowledge and

improve instructional techniques.

Seventh grade's objective in mathematics is to increase student performance on the End-of-Grade Test to expected growth or beyond. Strategies, resources required, persons responsible, and means of evaluation are described below. The timeline is on-going.

Daily lesson plans are correlated to the North Carolina Standard Course of Study in mathematics. Our teaching resources are the Standard Course of Study, manipulatives, the North Carolina End-of-Grade Item Bank from the Department of Public Instruction, the End-of-Grade readiness books such as Sharpen-Up! And Competitive Edge, in addition to Study Island. Teachers principals and county supervisors are responsible for meeting the objectives and executing strategies. The End-of-Grade Test is used as one means of evaluation.

Opportunities are provided for the development of creative thinking, critical thinking, and problem solving skills. The resources required are manipulatives, computers, and computer programs. More funds are needed to allow teachers to attend a variety of workshops and to purchase these materials.

Mathematics is integrated in all subject areas. The required resource is the Standard Course of Study. All faculty are responsible for meeting the objective and executing the math integration strategy. The End-of-Grade Test is used as one means of evaluation.

The classroom teachers use diagnostic tests to identify areas of needed remediation in math. There are after school tutoring and peer tutoring sessions during Advisor/Advisee time provided for students with End-of-Grade Test Levels of I and II. These same students are assigned to do remediation work in math during an exploratory period and are evaluated each report period. Students learn and practice test taking skills.

Each year, eighth grade mathematic performance at Terrell Lane Middle School is evaluated using the End-of-Grade Test. The correlation of the daily lesson plans according to the North Carolina Standard Course of Study in Mathematics is used to ensure ongoing growth. The use of supplementary materials and equipment such as overhead projectors, manipulatives, calculators, SmartBoard, and End-of-Grade Test preparation books enhance daily instruction. Additionally, we use an on-line resource, Study Island, as a tutorial which may be accessed by students either from school or home. The faculty uses Study Island to generate two Benchmark Tests per year (November and February). The Benchmark Tests enable the teachers to identify strengths and weaknesses of their students.

Mathematics is also incorporated into a variety of activities in all subject areas providing opportunities for creative thinking, critical thinking, and problem solving. Students are evaluated using a variety of tests, projects writing samples, oral and/or media presentations. The Science Fair provides the opportunity for students to integrate mathematics, writing, the scientific process and research. New best practices in mathematics are implemented as learned as a result of participation in conferences, workshops, training sessions, and Whole Faculty Study Groups. Students will use Reading Apprenticeship to improve reading and

mathematics comprehension. As a result of these strategies, our goal is for at least one-half of our eighth grade students to be enrolled in either Algebra I or Algebra IA each year.

At Terrell Lane Middle School, each year we identify our special needs students in each grade (i.e., levels one and two, ESL, and EC). Consequently, special strategies are being

Technology

Technology instruction provides opportunities for students to become proficient in the skills necessary for success in school and society. Students become comfortable with technology-based resources and tools, including computers, software, the Internet, calculators, VCR's, laser disc players, digital cameras, data projectors, and SmartBoards.

The North Carolina computer skills goals and objectives are the framework for utilizing computers and computer peripherals. In addition, Franklin County teachers have developed curriculum guides for each grade level that integrate subject areas and the computer curriculum. Technology is integrated into instruction, following the North Carolina Standard Course of Study.

Each classroom at Terrell Lane Middle School has one or more networked computers. Teachers use these computers for instructional management, for individual student or small group activities, or for group instruction in conjunction with a data projector or SmartBoard. In addition, science teachers all have laptop computers, which are used for the same purposes. Math classrooms and some science classrooms have scientific calculators for student use. Graphing calculators and calculator-based laboratories (CBL's) are available on a limited basis. Televisions, VCR's, laser disc players, overhead projectors, camcorders, and CD players are available as needed.

Most students take a vocational exploratory course in one of three dedicated computer labs. Most sixth graders take one semester of keyboarding, and most seventh and eighth graders take Business Computer Technologies. In addition, each team has one day per week scheduled in the main computer lab, assuring that most students use the lab at least weekly. Classroom teachers are responsible for instruction. Math teachers focus on spreadsheets; language arts teachers focus on word processing; and science and social studies teachers focus on data bases. However, this amount of time is not enough for many of our students to become proficient in computer skills. Many of our students do not own modern home computers and do not regularly utilize computer skills outside of school. To raise the percentage of students who are considered competent, as evidenced by their performance of the North Carolina Computer Skills Test, Terrell Lane Middle School must look for ways to increase the amount of time available for students to engage in hands-on computer activities.

Students are encouraged to access all types of media, including the Internet. They are beginning to learn to evaluate the reliability of various sources of information. The media center, classrooms, and labs all have Internet access via dedicated T-1 lines. Students receive instruction on accessing valuable resources such as NC WiseOwl, the virtual library

for public schools in North Carolina. In addition, a variety of software resources are available on the school network, including a reading motivation program, a reading diagnostic program, a math tutorial program, and the library catalog.

Franklin County Schools provide basic and advanced technology training for all personnel. Workshops are available to enhance teacher knowledge of the computer skills curriculum and other technologies utilized in classrooms. The website, LEARN NC, is available as a classroom resource for lesson plan ideas and activities. A consultant visits the school every third week to maintain equipment, upgrade computers, and assist with instruction. Teachers have the opportunity to attend the State Technology Conference to keep up with new ideas and methods of communication.

Remediation: Reading and Mathematics Enrichment Plan

Terrell Lane Middle School graduated its remediation program to include accelerated reading and writing instruction. Although the teacher focuses on student's areas of deficiencies, the teacher also enhances the work established by the scheduled core teachers. Teams of teachers give students extra help by making themselves available in the afternoons for study sessions. Also, extra help is provided students during their exploratory classes.

Our school also provides the 21st Century Program after school where teachers provide additional instructional time in Reading and Math to help individual students improve their End-of-Grade Test scores. Transportation is provided for all students who stay for the after school program.

The entire school focuses on reading and writing throughout the curriculum. Every teacher is a teacher of reading and writing. To enhance reading, each team establishes a Drop Everything And Read" (DEAR) time each day in which all students participate. The library (Media Center) surveyed students and purchased more books that are of high interest to the students. More students are choosing to read more.

All students who fail a marking period or who otherwise show that there exists a probability of failing, are issued a Personal Education Plan (PEP). The PEP documents the student's contact information, classroom achievement, recent test grades, and needs as observed by the student's teachers. The PEP is shared with the student, the parent, and all the student's teachers. They then develop a plan to assist the student in order to enable the student to be successful in school.

Funds from the Leandro decision have been used to pay for the positions of a Curriculum Resource Teacher, an additional Math teacher, and calculators for student use. These additions have helped the school to focus more on data that reveals where learning problems exist, looking at interventions that have proven to work, and the implementation of those interventions.

The English as a Second Language (ESL) program provides instruction and assistance to

students who have not passed the test for ability in use of English. An instructor certified in teaching ESL students is provided by the Franklin County Schools ESL Program. This instructor holds classes for qualifying students at scheduled times each week on our school campus. Students progress in their use of English as a result of attending these classes.

Healthful Living

Terrell Lane Middle School promotes healthful living of our students in several ways. Physical Education promotes physical activity in sports, exercise and walking. Our school has a measured and marked walking track where students can partake of that healthful exercise. Health classes address this concern teaching the importance of healthy diet, exercise and physical development. The Healthful Living Program adopted by Franklin County Schools is supported by our school. A Healthful Living fair was held in the spring of 2005, which all students attended and enjoyed. Our cafeteria promotes foods that are

The McKinney-Vento Homeless Assistance Act

This Federal act provides for students who fall under the definition of homeless. They are anyone who, due to a lack of housing, lives:

- *Doubled up with relatives or friends
- *In a shelter
- *In a motel
- *In a vehicle
- *In a campground
- *On the street
- *Also considered homeless are any unaccompanied youth (children not in the company of a parent or guardian)

Our school provides these services to students who qualify under the McKinney-Vento Act:

- *Free breakfast and lunch programs.
- *Free transportation services.
- *Special transportation for children to remain in their home school.
- *Special education programs, especially if the student has previously received special education services.
- *Tutoring programs.
- *Programs to help children learn English.
- *Gifted or talented programs.
- *Summer school programs.
- *After-school programs.
- *Homeless assistance programs.

It is our commitment to provide all possible services to students who are covered by this

Description of the Process for Desired Results for Student Learning

The desired results for student learning are defined by the North Carolina Department of Public Instruction as documented in the NC Standard Course of Study. The NCDPI determines the rate of growth required for students in our school as revealed in the students performance on the NC End-of-Grade, End-of-Course, and other North Carolina

Priority Goals for Improving Student Learning

Our priority goals for improving student learning is to have all students perform at or above proficiency on all required tests. These are performance indicators, describing what proficiency in the skill area looks like.

For 2005-2006 the priority areas to be addressed is to raise the achievement of students in the areas of: Reading Benchmark test for Black Students, Economically Disadvantaged Students and Students with Disabilities. Math Benchmark test for All Students, Black Students, Economically Disadvantaged Students, Students with Disabilities, and Hispanic Students.

Assessment tools to be used prior to summative annual evaluation are: Benchmark tests, published and teacher generated tests, student portfolios, Personal Education Plans, and Individual Education Plans.

Our strategies for reaching our goals are as follows: The After School Program, remediation, exploratory Reading and Math classes, peer tutoring, weekly tutoring sessions on grade level Reading and Math supplementary programs/software/books, Curriculum Resource Teacher guidance, county-wide Math and Science Initiative, Whole Faculty Study Groups, and utilizing Working On The Work and Teaching with Love and Logic strategies.

Resources needed are software, books, additional teaching/resource personnel, materials that target specific areas of need in Reading and Math, community outreach, and means to contact families easier.

Professional development that is needed are current condensed best prescriptive practices for the disciplines, and resources/means to teach those practices; proven methods and ways to incorporate needed practices in the classroom. Whole Faculty Study Groups can be utilized to identify best practices from research methods that are proven and reproducible.

GOALS

Terrell Lane Middle School 2006-2008

GOAL	DESCRIPTION
01	To improve student performance in all areas
02	To provide a safe and orderly environment conducive to learning
03	To improve community support for the school
04	To provide support for continued growth of identified at-risk students
05	To implement the North Carolina Student Accountability Standards

OBJECTIVES

Terrell Lane Middle School
2006-2008

OBJECTIVE	DESCRIPTION
01.01	To improve reading comprehension as demonstrated by exceeding expected growth on the EOG
01.02	To increase the percentage of students scoring 2.5 (Focused Holistic Scoring) or higher, and ++ on the conventions of writing
01.03	To increase student performance on End of Grade test to expected growth or beyond
01.04	To demonstrate and achieve student proficiency in science
01.05	To keep abreast of current scientific information
01.06	To demonstrate student achievement in social studies
01.07	To increase percentage of students passing the North Carolina Computer Skills Test
01.08	To integrate the use of technology in all curriculum areas
01.09	To improve student attendance rate
01.10	To improve employee attendance
01.11	To promote positive student behavior, academics, school pride and responsibility
01.12	To provide incentives for school employees
02.01	To have clearly understood discipline policies
02.02	To utilize effective school management procedures and techniques
03.01	To improve collaboration between the school and parents
03.02	To improve collaboration between students and the community

OBJECTIVES

**Terrell Lane Middle School
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- 03.03 To improve collaboration between parents, students and school
- 04.01 To raise the End-of-Grade Test scores of at risk students who scored level 1 or 2 on the End-of-Grade Reading and/or Math tests
- 05.01 To inform parents, students and community about the North Carolina Student Accountability Standards
- 05.02 To plan the implementation of the North Carolina Student Accountability Standards to ensure students are prepared to fulfill Gateway 3

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.01 To improve reading comprehension as demonstrated by exceeding expected growth on the EOG

01.01.01	To use the Standard Course of Study and Franklin County Alignment and Pacing Guide in the development of strategies	2006/06/09 2007/06/09 2008/06/09	-NC Standard Course of Study -FCS Pacing Guide -Teacher training -Reading skills will be incorporated in all curriculum areas.	-Teachers -State Department of Public Instruction -Central Office personnel	-Teacher-generated tests -Expected growth in the End-of-Grade Test -Lesson plans
01.01.02	To implement Remedial Reading Program to assist in the motivation and instruction of underachieving	2006/06/09 2007/06/09 2008/06/09	-Sharpen Up -SRA Reading Kits -NC Standard Course of Study	-Remedial reading teachers	-Expected growth on the End of Grade Test -Study Island & Testlet scores.
01.01.03	To train students in the ability to select, understand, and utilize information found in written selections	2006/06/09 2007/06/09 2008/06/09	-Textbooks -Supplementary materials -Overhead projectors -Newspapers -Computers	-Teachers	-Teacher-generated tests -Essays -Worksheets -Discussions -Reports -Other projects -Portfolios

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STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
01.01.04	To increase participation in the Accelerated Reader Program in all grades	2006/06/09 2007/06/09 2008/06/09	-Media staff -Computers -Books -Test disks	-Media staff -Teachers	-Computer-generated tests
01.01.05	To continue to train students in test-taking skills	2006/06/09 2007/06/09 2008/06/09	-Buckle Down -Sharpen Up -Study Island -Evaluation software	-Teachers	-Diagnostic, Assessment & Benchmark tests -Expected growth on the End-of-Grade Test
01.01.06	To implement grade-wide daily Sustained Silent Reading periods.	2006/06/09 2007/06/09 2008/06/09	Library books magazines newspapers	-Teachers -State Department of Public Instruction -Central Office personnel -Media staff -Teachers	End-of-Grade Reading Tests.

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STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
Objective: 01.02 To increase the percentage of students scoring 2.5 (Focused Holistic Scoring) or higher, and ++ on the conventions of writing				
01.02.01	To teach students sentence/paragraph structure as well as spelling, punctuation, and usage	2006/06/09 2007/06/09 2008/06/09	-Literature series -Supplementary materials -Computers -Sentence writing will not be used punitively. -Students will write using the NC Writing Prompts.	-Teachers -Text-generated practices -Worksheets -Teacher-generated essays
01.02.02	To teach students to write and recognize clarification, descriptive, and point-of-view/persuasive writing	2006/06/09 2007/06/09 2008/06/09	-Literature series -Supplementary books -F.C.S. Writing Plan -NC Writing Prompts	-Teachers -Franklin County Mock Writing Tests -Teacher-generated essays
01.02.03	To teach students skills in writing responses to literature-based questions	2006/06/09 2007/06/09 2008/06/09	-Literature series -Supplementary books - Provide a Writing Teacher	-Teachers -Teacher-generated and supplementary suggested essays
01.02.04	To include process writing questions in all curricula areas	2006/06/09 2007/06/09 2008/06/09	-Textbooks	-Teachers -Teacher-generated questions -Journals

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<p><i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference</i></p> <p>01.02.05 To train teachers to incorporate process writing techniques and holistic scoring in their discipline areas</p>	<p>2006/06/09</p> <p>2007/06/09</p> <p>2008/06/09</p>	<p>-Staff-generated materials.</p> <p>-NC Rubric will be used by teachers & students.</p>	<p>-Teachers</p> <p>-Administrators</p>	<p>-Portfolio of teacher-used questions to be kept in the grade-level workrooms</p>

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.03 To increase student performance on End of Grade test to expected growth or beyond

01.03.01	To correlate daily lesson plans to the North Carolina Standard Course of Study in Mathematics	2006/06/09 2007/06/09 2008/06/09	-North Carolina Standard Course of Study	-Teachers	-Lesson plans -NC End-of-Grade Test results -Classroom Walk Through (CWT)
01.03.02	To use a variety of resource materials	2006/06/09 2007/06/09 2008/06/09	-Testlets -Itembank -Test Ready -Sharpen-Up -Buckle Down	-Teachers	-Lesson plans -End of grade test results
01.03.03	To give diagnostic tests every six weeks	2006/06/09 2007/06/09 2008/06/09	-Study Island -Textbook software	-Teachers	-Study Island results
01.03.04	To provide opportunities for creative thinking, critical thinking, higher order thinking skills, and problem solving, while utilizing a variety of teaching strategies	2006/06/09 2007/06/09 2008/06/09	-Manipulatives -Computer software -Resource materials -Calculators -Real world problems -Written math projects	-Teachers -Administration	-Study Island results -End-of-Grade test results

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
01.03.05 To incorporate a tutoring program for students not meeting required objectives	2006/06/09	-Study Island -Current test scores -Peer tutors	-Teachers - Administration	-End of Grade test results -Study Island results -Tutoring log
	2007/06/09	-Teachers		
	2008/06/09			

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
Objective: 01.04 To demonstrate and achieve student proficiency in science				
01.04.01 To use a variety of teaching methods with Standard Course of Study and NC State Department of Public Instruction guidelines	2006/06/09	-Projects/experiments monthly -Discussions -Videos	-Teachers - Media staff -Administration	-Teacher-generated tests -Essays -Projects -Students' oral and visual presentations
	2007/06/09	-Visual & oral demonstrations		-Worksheets
	2008/06/09	-Textbooks -Computers -Math-Science Grant -Model Lessons - Science Safety Training		
01.04.02 To provide staff development in teaching science	2006/06/09	-Conferences -Consultants -University of North Carolina Math & Science Network	-Department of Public Instruction -Consultants -Community resources -Teachers -Administrators	-Successful completion of workshops
	2007/06/09			
	2008/06/09			

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.05 To keep abreast of current scientific information

01.05.01	To train students in the use of Internet resources	2006/06/09 2007/06/09 2008/06/09	-Internet access -Teacher training -Resident trainers	-Teachers -Media staff	-Integration of lesson plans -Student work/products
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ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.06 To demonstrate student achievement in social studies

01.06.01	To utilize NC Standard Course of Study and guidance from the State Department of Public Instruction in the formation of goals and objectives for teaching social studies	2006/06/09 2007/06/09 2008/06/09	-School staff -Administration -Central office personnel -NC Standard Course of Study -Supplementary materials	-Teachers -Administrators -Central office staff - NCDPI.	-Teacher-generated tests -Worksheets
01.06.02	To use a variety of teaching strategies in order to enhance student growth	2006/06/09 2007/06/09 2008/06/09	-NC State Department of Public Instruction -NC Standard Course of Study -Textbooks -Tests -Maps -Channel One -Videos -Projects -Supplementary materials -Newspapers -Computers -Cultural enrichment activities	-Teachers -Media staff	-Teacher-generated tests -Research projects -Current events -Essays -Worksheets

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
01.06.03 To develop map skills and provide cooperative learning opportunities	2006/06/09	-Maps	-Teachers	-Projects
	2007/06/09	-Atlas		-Oral participation
	2008/06/09	-Media materials -Computers	-Media staff	-Teacher-generated tests
01.06.04 To provide staff development in the teaching of social studies	2006/06/09	-Conference/workshop	-Teachers	-Documentation of staff development attendance
		-Consultants	-Staff	
		-Training sessions	-Administrators	
	2007/06/09	-Required		
	2008/06/09	equipment/resources		

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
Objective: 01.07 To increase percentage of students passing the North Carolina Computer Skills Test					
01.07.01	To use the NC Standard Course of Study and the Franklin County Curriculum Guide to plan instruction	2006/06/09 2007/06/09 2008/06/09	-Internet access -Teacher training	-Teachers -Franklin Co. Instructional Technologists	-Student projects -Log of technology use
01.07.02	To provide weekly access to the technology lab for all students	2006/06/09 2007/06/09 2008/06/09	-Up-to-date technology equipment -Teacher training	-Technology resource persons -Administration	-Lesson plans -Portfolios -Student work
01.07.03	To use 5th grade computer skills scores in development of plans to meet individual and group technology needs	2006/06/09 2007/06/09 2008/06/09	-Test data -Planning time	-Teachers -Instructional Technologists	-Lesson plans -Check list for each student

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
01.07.04	To provide staff development activities and/or opportunities for participation in workshops	2006/06/09 2007/06/09 2008/06/09	-Staff development funds -Workshops -Conferences -Instructional supplies	-Technology Center -Administration -TLMS staff development committee	-Documentation of attendance
01.07.05	To hold after school sessions to reinforce basic computer skills as mandated by the NC Standard Course of Study	2006/06/09 2007/06/09 2008/06/09	-Test practice activities -Volunteers -Lab time -Resource guides -Workshop ideas	-Computer resource team member Vocational Teachers -Administration	-Documentation of attendance

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
Objective: 01.08	To integrate the use of technology in all curriculum areas				
01.08.01	To train students in the use of Internet resources and telecommunications	2006/06/09 2007/06/09 2008/06/09	-Internet access -Teacher training	-Instructional technologists -Computer resource team members	-Student projects -Logbook of computer/Internet use
01.08.02	To utilize technology in classroom instruction	2006/06/09 2007/06/09 2008/06/09	-Teacher training -Up-to-date technology equipment	-Teachers & assistants -Administration -Technology center	-Documentation of workshop attendance -Lesson plans -Portfolios -Student work
01.08.03	To provide classrooms and labs with necessary technology to support curriculum	2006/06/09 2007/06/09 2008/06/09	-Funding (Franklin County Schools, PTSO)	-TLMS technology committee -Administration	-Purchase orders -Lesson plans -Technology lab logbooks

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
01.08.04 To model computer skills lessons for eighth grade teachers and students	2006/06/09	-FCS Instructional Technology Specialist	-TLMS technology committee	-N.C. Computer Skills Test
	2007/06/09	-Eighth grade computer skills curriculum guide		
	2008/06/09	-N.C. Computer Skills Test results		

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.09 To improve student attendance rate

01.09.01	To provide monitoring and parent notification regarding student attendance, including: a) Daily calls for absentees, b) Three day unlawful absence - contact by letter, c) Six unlawful absences - contact by letter, School Social Worker investigation. d) Ten unlawful absences - investigation & report of findings, court referral if needed. e) Emphasize parent providing absentee note. f) Accurate recording of	2006/06/09 2007/06/09 2008/06/09	-NC WISE System	-Teachers: e) -SIMS operator -Principal's designee -Social worker a) Principal's designee b) SIMS operator c) Social Worker d) Social Worker e) Teachers f) SIMS operator -NC WISE Operator: b), f) -Principal's designee: a) -Social worker: c), d)	-Logbook of daily contacts -Copies of letters on file -Reports on file/court appearances -Case documentation
01.09.02	To provide incentives for student school attendance: a) Grade level recognition for attendance each six weeks b) Perfect attendance award annually	2006/06/09 2007/06/09 2008/06/09	-Profit from fundraisers	- Principal -Guidance -NC WISE operator -Teachers	-Attendance rate as monitored each six weeks

ACTION PLAN**2006-2008****Terrell Lane Middle School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
01.09.03 To utilize the School Social Worker to investigate continuous absences	2006/06/09 2007/06/09 2008/06/09	-NC WISE system	-Principal -NC WISE operator -Social worker -Counselor	-Teacher/administrator input
01.09.04 To utilize the School Social Worker to initiate court referral/proceedings after ten days of unexcused absences	2006/06/09 2007/06/09 2008/06/09	-NC WISE system	-Principal -NC WISE operator -Social worker	-Logbook -Parent contact -Case documentation -Copies of legal referral forms
01.09.05 To utilize the School Social Worker to make home visits in cases of students with attendance problems, to make referral to school based team	2006/06/09 2007/06/09 2008/06/09	-NC WISE system	-Principal -NC WISE operator -Social worker -School based team	-Logs -Parent contact records
01.09.06 To increase student attendance through utilization of alternatives to O.S.S. whenever appropriate	2006/06/09 2007/06/09 2008/06/09	Creative Educ. Centre, In-School Suspension, Community Service	Administration Counselor	Attendance records, Test

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.10 To improve employee attendance

01.10.01	To provide incentives for employee attendance: a) social activities b) school recognition	2006/06/09 2007/06/09 2008/06/09	-Staff attendance records -PTSO funds	-Principal -Secretary	-Yearly attendance report submitted to the principal & superintendent
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ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 01.11 To promote positive student behavior, academics, school pride and responsibility

01.11.01	To promote positive student behavior by: a) Positive reinforcement techniques, b) use extracurricular activities as rewards (food, parties, dance, etc.), c) students select lunch menu, d) student of the month	2006/06/09 2007/06/09 2008/06/09	-PTSO -Parent volunteers -Money from fund raising activities	-Teachers -PTSO -Café Staff	-Fewer discipline reports
01.11.02	To provide academic incentive for better grades through: a) award certificates & trophies, b) publication in local newspaper, newsletter & radio, c) outings	2006/06/09 2007/06/09 2008/06/09	-PTSO -Newspaper	-SIMS operator -Teachers -Community resource persons	-Increase number of students on honor rolls -Improved grades
01.11.03	To establish school pride & spirit among students through: a) pep rallies, b) emblems (T-shirts, bumper stickers, banners)	2006/06/09 2007/06/09 2008/06/09	-School pride items for sale	-Staff -Parents	-Increased number of students & parents at school functions

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
01.11.04	To develop ownership and responsibility among students through: a) Character Education, b) student council, c) peer mediation, d) student representation in PTSO &/or school committee meetings	2006/06/09 2007/06/09 2008/06/09	-Written guidelines	-Staff -Parents	-Student organizations and their reports
01.11.05	To enhanced positive image through team symbol	2006/06/09 2007/06/09 2008/06/09	-Construct visuals of team symbol -Team competition in intramurals	-Staff	-Observation -Teamwork developed
01.11.06	To establish/maintain Academically and Intellectually Gifted Program, reading program, math program, weekly ISS class using academic work, and other programs	2006/06/09 2007/06/09 2008/06/09	-Funding for staff -Funding for programs	-All faculty	-Log kept by ISS Coordinator -Students enrolled in academic programs -Percentage of students meeting state standards
01.11.07	To provide counseling resources	2006/06/09 2007/06/09 2008/06/09	-Grants -School -Community agencies -Train teachers in Conflict Resolution techniques -Facilitate transition to H.S.	-Administration -Faculty -Social services -Community -Volunteers -Teachers - Counselor	-Log kept by school counselor

ACTION PLAN**2006-2008****Terrell Lane Middle School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
01.11.08 To encourage students to participate in extracurricular activities including yearbook, Beta Club, Student Council, presentations, community service, performances, academic competitions, and special events	2006/06/09 2007/06/09 2008/06/09	-School facility -Transportation	-Staff -Volunteers	-Student products -Student recognition/awards -Records in SACS file
01.11.09 To train and monitor students in the use of Student Agendas	2006/06/09 2007/06/09 2008/06/09	-Student Agendas	-Faculty -Parents -Students	-Increased number of students on school honor rolls
01.11.10 To incorporate Character Education in the curriculum	2006/06/09 2007/06/09 2008/06/09	-Character Education curriculum -Central office guidelines	-All staff -Media Specialist	-Observation -CWT

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
Objective: 01.12 To provide incentives for school employees				
01.12.01	To encourage innovative thinking among staff through: a) mentoring, b) flexible schedules, c) open forum meetings, d) workshops, e) grants	2006/06/09 2007/06/09 2008/06/09	-Mentor team -Staff development	-Staff -Administration -Staff participation -Attendance documentation
01.12.02	To increase employees morale through a) effective discipline policies, b) teacher talk programs, c) community support	2006/06/09 2007/06/09 2008/06/09	-Staff I.D. cards -F.C.S. Student Code of Conduct -Resources of community -School funds	-Administration -Staff -School board -Community resource personnel -Local Chamber of Commerce -Staff survey
01.12.03	To enhance congenial climate among staff through: a) planned events for staff, b) flexible schedules, c) common meal times	2006/06/09 2007/06/09 2008/06/09	-Social funds	-The school's social committee -Staff participation

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
Objective: 02.01 To have clearly understood discipline policies				
02.01.01	To provide copies of the TLMS student handbook and Franklin County Schools Code of Conduct to students/parents	2006/06/09 2007/06/09 2008/06/09	-Student Handbook -Student Agenda -FCS Code of Conduct	-Homeroom teachers -Handbook distributed -Parent cards returned & signed -Agenda agreements signed by
02.01.02	To post rules in each class	2006/06/09 2007/06/09 2008/06/09	-Consumables	-Teachers -Observation -CWT
02.01.03	To have all staff work together on one accord in the enforcement of school rules	2006/06/09 2007/06/09 2008/06/09	-Staff meetings	-All staff -Staff exhibits working knowledge of rules -Commitment and
02.01.04	To have teachers and staff assume responsibility of supervision of all students	2006/06/09 2007/06/09 2008/06/09	-	-All staff -All staff observed assuming responsibility

ACTION PLAN**2006-2008****Terrell Lane Middle School**

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
02.01.05	To have teachers/teams develop and utilize teacher/team level interventions for student behavior (document interventions, meetings, parent contacts)	2006/06/09 2007/06/09 2008/06/09	-Team meetings	-Teachers/teams	-Intervention/ documentation system in place -Decrease in number of referrals to In-School Suspension and Out-of-School Suspension over the previous
02.01.06	To have teachers read & become familiar with Code of Conduct, Student Handbook and Faculty Handbook	2006/06/09 2007/06/09 2008/06/09	-Code of Conduct -Student Handbook -Faculty Handbook	-Teachers	-Observation
02.01.07	To assure that Advisor-Advisee/homeroom teachers will teach students Code of Conduct and Student Handbook	2006/06/09 2007/06/09 2008/06/09	-Code of Conduct -Student Agenda	-Advisor-Advisee/Homeroom teachers	-Observation

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
Objective: 02.02	To utilize effective school management procedures and techniques				
02.02.01	To have teachers monitor hallways, restrooms, cafeteria, and escort students to designated areas	2006/06/09 2007/06/09 2008/06/09	-	-Teachers/staff	-Staff observed assuming responsibility
02.02.02	To encourage parents to attend all school functions to help promote a positive, safe and orderly environment	2006/06/09 2007/06/09 2008/06/09	-Notices published: web page, newsletter, newspaper -Parent pick-up of Report	-Teachers/staff -PTSO -Parents	-Notices in SACS file -Numbers in attendance
02.02.03	To have administration visible in all areas of school	2006/06/09 2007/06/09 2008/06/09	-	-Administration	-Observation by staff/students
02.02.04	To utilize effective consequences	2006/06/09 2007/06/09 2008/06/09	-Code of Conduct -Share ideas	-All faculty and staff	-In compliance with School Board policy and law

ACTION PLAN**2006-2008****Terrell Lane Middle School**

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
02.02.05	To manage visitor access using signs directing visitors to office	2006/06/09 2007/06/09 2008/06/09	-Signs to office -Timely greeting -Sign-in book -Staff nametags	-All staff	-Observation -Sign-in logbook
02.02.06	To notify parents daily of student responsibilities via Student Agenda record and communication	2006/06/09 2007/06/09 2008/06/09	-TLMS Student Agenda book -Students assume responsibility for learning -Teachers encourage students to do their best work.	-Teachers -Students	-Student possession and use of Agenda -Teacher communication logs
02.02.07	To make the school's main entrance the only access to the building	2006/06/09 2007/06/09 2008/06/09	-	-All Staff	-Observation by all staff
02.02.09	To develop a verbal code which will notify staff of situations over intercom	2006/06/09 2007/06/09 2008/06/09	-Central Office guidelines. -Staff development	-Administration -Staff	-Code distributed to staff
02.02.10	To distribute school floor plan and emergency response information to local law enforcement and fire departments	2006/06/09 2007/06/09 2008/06/09	-Floor plan -Emergency response information sheet	-Administration -School office personnel -Safe schools director	-Information distributed to local agencies

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
02.02.11	2006/06/09 2007/06/09 2008/06/09	-Development and documentation of procedures: *Crisis Plan *Emergency Contacts *Evacuation routes in rooms *Phone number display	-Administration -Staff	-Distribution of documents
02.02.12	2006/06/09 2007/06/09 2008/06/09	-Video camera -Video tapes -Video player	-Administration -Bus mechanics -Transportation personnel	-Mechanic work request log at FCS Transportation Office -Validation of behavior reports & increase behavior discoveries on buses
02.02.13	2006/06/09 2007/06/09 2008/06/09	-Student departure log with parent sign-out -Record of designated adults for student sign-out in school office	-Administration -Staff	-Designated adults on file -Student departure log with parent sign-out
02.02.14	2006/06/09 2007/06/09 2008/06/09	-Surveys developed by Central Office personnel	-Administration -Staff -Central office personnel	-Results of returned surveys on file in Central Office and

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Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
02.02.15 To utilize metal detector for searching students	2006/06/09 2007/06/09 2008/06/09	-Metal detector	-Administration	-Greater success in location of metal objects

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2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 03.01 To improve collaboration between the school and parents

03.01.01	To increase communication between parents and teachers	2006/06/09	-Student Agendas -Newsletters	-Teachers	-Teacher log of parent contacts
		2007/06/09	-Status reports		-Copy of reports sent home
		2008/06/09	-ESL Program -Shadowing Program -School web page -Core curriculum summaries -Open House		

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Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 03.02 To improve collaboration between students and the community

03.02.01	To raise student awareness about jobs/professions	2006/06/09	-Guest speakers -Parents	-Teachers	-Guest speaker registry
		2007/06/09	-Business persons	-Guidance	-Evaluation of field trip experience graded
		2008/06/09	-Field trips to local businesses -Tech-Prep Program -Cultural enrichment		-Guidance lesson plans

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 03.03 To improve collaboration between parents and students

03.03.01	To provide school resources for parents to use with their students	2006/06/09 2007/06/09 2008/06/09	-Computer lab access -Study materials/books available -Outdoor walking course -Gym - Healthful Living Program precepts	-Teachers	-Computer lab log sheets -Circulation records of resource material used by parents.
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ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
Objective: 04.01	To raise the End-of-Grade Test scores of at risk students who scored level 1 or 2 on the End-of-Grade Reading and/or Math tests			
04.01.01	2006/06/09 2007/06/09 2008/06/09	-Survey Reading Assessment materials -Supplementary materials	-Teachers -Administration	-Results from End-of-Grade tests -Teacher-generated tests
04.01.02	2006/06/09 2007/06/09 2008/06/09	-Teacher assistants	-Teacher assistants	-Student grades
04.01.03	2006/06/09 2007/06/09 2008/06/09	-Tutors -Personal Education Plan (PEP)	-Tutors -Teachers -Volunteers	-Student grades
04.01.04	2006/06/09 2007/06/09 2008/06/09	-Advisor/Advisee class -PEP	-Counselor -Teachers	-Student grades -End-of-Grade test score

ACTION PLAN**2006-2008****Terrell Lane Middle School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
04.01.05 To provide students with reading materials that are high interest and challenging to their level of proficiency	2006/06/09 2007/06/09 2008/06/09	-Abridged children's classics -Library books -Accelerated Reader list-	-Teachers -Media staff -Administration	-Accelerated Reader tests
04.01.06 To develop and implement a school-wide program designed to improve North Carolina End-of-Grade test scores of all students in the areas of Reading and Math	2006/06/09 2007/06/09 2008/06/09	-Grant money -Start-up assistance -Computers with Reading and Math programs	-Administration -Counselor -Teachers -Central office personnel	-North Carolina End-of-Grade test scores
04.01.07 To require that teachers demonstrate best practices and effective teaching strategies	2006/06/09 2007/06/09 2008/06/09	-Staff development as needed -Mentors -SREB Guidelines -WFSG	-Teacher -Administration	-Teacher observation -WFSG ACTION PLANS -WFSG LOGS -CWT
04.01.08 To require each teacher to write the objective of the day's lesson on the board or overhead display	2006/06/09 2007/06/09 2008/06/09	-	-Teacher	-Teacher observation

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
04.01.09	To provide each teacher with a copy of the North Carolina Standard Course of Study	2006/06/09 2007/06/09 2008/06/09	-Copies of NC Standard Course of Study -Internet access to NCSCS	-Administration -Grade/Team leaders	-Record of distribution to teachers
04.01.10	To raise the academic achievement of all middle grade students and to increase the percentages of students at the basic and proficient levels as defined by the National Assessment of Educational Progress	2006/06/09 2007/06/09 2008/06/09	-Southern Regional Education Board-State Middle Grades Consortium	-Teachers -Administration -Central Office -Southern Regional Education Board-State Consortium	-Pre and post Consortium tests (National Assessment of Educational Progress)
04.01.11	To provide class rosters of students and their levels and scale scores for each teacher's use	2006/06/09 2007/06/09 2008/06/09	-Roster created by NC WISE -List from previous testing	-Administration -Guidance Counselor	-List of students
04.01.12	To have all teachers complete monitoring charts of their classes with student name, levels and scale scores	2006/06/09 2007/06/09 2008/06/09	-Monitoring chart -PEP	-Teachers	-Monitoring chart

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
04.01.13	To explain individual N.C. End-of-Grade scale scores to all students and their parents	2006/06/09 2007/06/09 2008/06/09	-NC End of Grade scores information	-Teachers -Guidance -Trained staff	-Record of meeting
04.01.14	To formulate strategies for meeting the needs of students who score at Level 1 or 2 on the North Carolina End-of-Grade Tests	2006/06/09 2007/06/09 2008/06/09	-Specifically addressed in 10.01.01-06, 03.01.05, 05.01.05, & 08.03.02 -PEP -WFSG	-Administration -Guidance -Staff -School Improvement Team members	-Student grades -End-of-Grade Test scores -Accelerated Reader tests -Teacher-generated tests -Test Magic -WFSG ACTION PLANS -WFSG LOGS
04.01.15	To increase communication between E.C. teachers and regular teachers	2006/06/09 2007/06/09 2008/06/09	-WFSG techniques	Teachers - E.C. & Reg.	WFSG Logs
04.01.16	To ensure that regular classroom teachers understand and can implement IEP modifications and interventions	2006/06/09 2007/06/09 2008/06/09	Copies of IEP to teachers, Interventions and modifications	All teachers	E.C. teachers & Team Leaders will monitor

ACTION PLAN**2006-2008****Terrell Lane Middle School**

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
04.01.17	To ensure proper annual academic evaluation of E.C. students, testing modifications will be revisited	2006/06/09 2007/06/09 2008/06/09	E.C. folders	IEP Committee, E.C. teachers	E.C. records, E.C. students subgroup testing information
04.01.18	To plan together with E.C. teachers & share ideas as well as resources to create meaningful learning experiences for all students	2006/06/09 2007/06/09 2008/06/09	In-house staff development, WFSG, WOW	All teachers	WFSG Logs, Test scores
04.01.19	To ensure all students are engaged authentically	2006/06/09 2007/06/09 2008/06/09	WFSG meetings, WOW methodology	All teachers	Test scores
04.01.20	To use frequent assessment data to enable prescriptive instruction (re-teach & enrich)	2006/06/09 2007/06/09 2008/06/09	-Benchmark testing, -Study Island, -Testbook -Test Software -PEP	All teachers	Test scores
04.01.21	To target for instructional review students who have flat-lined or decelerated academically	2006/06/09 2007/06/09 2008/06/09	Testing data, Report cards - PEP	All teachers, Counselors	Test scores

ACTION PLAN**2006-2008****Terrell Lane Middle School**

	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
04.01.22	To pair at-risk students with mentors	2006/06/09 2007/06/09 2008/06/09	Adult volunteers -PEP	All staff	Test scores
04.01.23	To develop Homework Groups during Advisor/Advisee time	2006/06/09 2007/06/09 2008/06/09	A.A. Time -PEP	All staff	Test scores, Report cards
04.01.24	To work with teachers on research based best practices	2006/06/09 2007/06/09 2008/06/09	In-house staff development -WFSG	Math/Science Coach	Test scores, Observation - WFSG ACTION PLANS - WFSG LOGS
04.01.25	To conduct model lessons, team teaching and help with resources	2006/06/09 2007/06/09 2008/06/09	Math/Science Coach, Math/Science Grants	Math/Science Coach	Test scores, Observation
04.01.26	To promote best practices in Math instruction	2006/06/09 2007/06/09 2008/06/09	Middle School Math Study Groups, WFSG / WOW	WFSG Coaches, Math/Science Coach	Observation -CWT
04.01.27	To use skills data from pre test of Math/Science Partnership Grant	2006/06/09 2007/06/09 2008/06/09	Math/Science pre test data	Math/Science Coach	Observation -WFSG ACTION PLANS -WFSG LOGS

ACTION PLAN**2006-2008****Terrell Lane Middle School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference					
04.01.28	To improve use of Reading Across the Curriculum	2006/06/09	District's On-line Course	Dir. Of Staff Development	Observation
		2007/06/09			
		2008/06/09			
04.01.29	To support lateral entry teachers w/ 10 days of master teacher supervision	2006/06/09	F.C.S. Master Teachers	Dir. Of Teacher Develop.	Observation
		2007/06/09			
		2008/06/09			

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES

BENCHMARK DATES

RESOURCES REQUIRED

PERSON(S) RESPONSIBLE

MEANS OF EVALUATION

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference

Objective: 05.01 To inform parents, students and community about the North Carolina Student Accountability Standards

05.01.01	To disseminate information about the North Carolina Student Accountability Standards to teachers, parents and students	2006/06/09 2007/06/09 2008/06/09	-PTSO meetings -NCDPI personnel -Central office personnel -Brochures from NCDPI, FCS and TLMS -Continue K-12 articulation (grades 4-9)	-N.C. Department of Public Instruction -Central office personnel -Administration	-Record of PTSO meetings -Record of staff meetings -Brochures distributed
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ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
Objective: 05.02	To plan the implementation of the North Carolina Student Accountability Standards to ensure students are prepared to fulfill			
05.02.01	To identify students who are at risk of not passing Gateway 3	2006/06/09 2007/06/09 2008/06/09	-Results from tests: *N.C. End-of-Grade Tests *N.C. Grade 7 Writing Assessment *Other assessments of student performance	-Central office personnel -Teachers have monitoring charts of their classes providing the following information: *Students' names *N.C. End-of Grade Tests levels *EOG scale scores *N.C. Writing Assessment
05.02.02	To provide students with skills to meet proficiency standards on the North Carolina Computer Skills Test	2006/06/09 2007/06/09 2008/06/09	-Computers	-Central office personnel -Technology specialists -Results of N.C. Computer Skills Test
05.02.03	To provide remediation for students below level III on the N.C. End-of-Grade Tests for Reading and Math	2006/06/09 2007/06/09 2008/06/09	-Remedial materials -Diagnostic tests	-Central office personnel -Guidance -Graded remedial work -Student assessments

ACTION PLAN

2006-2008

Terrell Lane Middle School

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference				
05.02.04 To provide remediation in writing skills for students who obtain a score below 2.5 on the N.C. Seventh Grade Writing Assessment	2006/06/09 2007/06/09 2008/06/09	-N.C. Standard Course of Study -F.C.S. Mock Writing Test -N.C. Writing Coach	-Central office personnel -Guidance	-N.C. Writing Assessment scores -Teacher assessments

WAIVERS

2006-2008

Terrell Lane Middle School

Waiver No	Waiver Name	Law, Regulation or Policy from Which Exemption is	How Waiver Will Be Used	How Waiver Will Promote Achievement of Performance
1	Waive school law 115-C 301 to allow maximum teaching load and maximize class size in grades 6, 7, and 8 to exceed legal limits.	GS 115-C 301 allocation of teachers; class size.	Waiver will be used to allow class size to exceed the funded allotment ratio of teachers to students and allow teachers more than the daily maximum number of students.	Waiver will allow 6th, 7th, and 8th grade students to continue in scheduled classes to avoid reassignment of curriculum, combination classes or shifting of student schedules. Change could be detrimental to students once class assignments have been made.

SCHOOL PROFILE

2006-2008

Terrell Lane Middle School

COMPOSITE DATA

Terrell Lane Middle School 2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
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Composite Score: 54.6 61.3 64.1 66.5 66.1 70.5 75.7 79.1 78.7

School Status: EXEM PLARY EXEM PLARY NO RECOG EXPEC TED NO RECOG NO RECOG School progress No Recog No Recog

School Growth: 0.19 1.3 -0.8 0.4 -0.47 -0.22 0.27 -0.20 -0.63

Other:

Codes:

DEVELOPMENTAL SCALE SCORES: 6-8

Terrell Lane Middle School
2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
Grade 6 Reading:	47.3	63.9	61.6	51.7	50.8	56.3	71.3	72.4	71.2	
Grade 6 Math:	51.4	69.3	61.5	59.2	82.1	68.1	77.9	86.5	81.6	
Grade 7 Reading:	63.5	51.9	64.1	62.1	60.2	64.1	78.5	73.2	77.6	
Grade 7 Math:	64.2	57.3	74.4	73	87.9	70.9	77.1	78.8	75.8	
Grade 8 Reading:	65.1	70	66.7	72.8	72.4	74.7	79.7	85.2	83.3	
Grade 8 Math:	60.8	75	69.9	83.7	85.7	79.3	71.3	72.7	72.2	

Notes: Algebra 1 EOC Test (8th gr.): 1998-99=100%(n=23); 1999-2000=100%(n=24);
2000-01=100%(n=26); 01-02=100%(n=19); 02-03=100%(n=24); 03-04=100% (n=28);
04-05=100%(n=28).

WRITING SCORES

Terrell Lane Middle School 2006-2008

School Years:	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006

Grade 4:

Grade 7: 30.8 46.5 48.17 61.94 49.68 37.1 0 30 29

Grade 10:

Notes: N.C. did not administer a Grade 7 Writing Test in 2002-2003.

COMPUTER SKILLS DATA

Terrell Lane Middle School
2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
Performance Summer:	0	0	0	0	0	0	0	0	0	0
Performance Fall:	0	0	0	0	0	0	0	0	0	0
Performance Spring:	0	73.2	72.7	79	89.4	87.4	93.9	95.48	87.25	0
Performance Totals:	0	73.2	72.7	79	89.4	87.4	93.9	95.48	87.25	0
Multiple Choice Summer:	0	0	0	0	0	0	0	0	0	0
Multiple Choice Fall:	0	0	0	0	0	0	0	0	0	0
Multiple Choice Spring:	0	75.9	68.7	84.1	78.2	85	84.9	86.17	86.89	0
Multiple Choice Totals:	0	75.9	68.7	84.1	78.2	85	84.9	86.17	86.89	0
% Passing Both Parts:	58.4	74.6	70.7	81.6	83.8	86.2				

Notes:

HIGH SCHOOL DATA_1

Terrell Lane Middle School
2006-2008

School Years:	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006

Algebra I: 100 100 100 100 100 100 100 100

Algebra II:

Biology:

Chemistry:

ELP:

English I:

Geometry:

Physical
Science:

Physics:

US History:

Notes: Algebra 1 # Students: 1998-99 = 23 students; 99-2000 = 24; 2000-01 = 26; 01-02 = 19; 02-03 = 24; 03-04=28; 04-05=28.

HIGH SCHOOL DATA_2

Terrell Lane Middle School 2006-2008

School Years:	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006

Competency:

Exit Exam:

LEP: 6 4 14 15

Dropouts:

Tech Prep:

College Tech Prep:

AIG: 44 45 49 61

Computer Skills Passed:

:

Notes:

OTHER ACADEMIC DATA

Terrell Lane Middle School 2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
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**Academic
Inventory:**

LEP_Yr 1:					3	2	5			
LEP_Yr 2:					13	14	13			

NCCATS:

Portfolio:

Section 504:					3	2	9			5
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Notes:

GENDER, ATTENDANCE, Etc.

Terrell Lane Middle School 2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
% Male:	52.1	51	50	49	49.6	49	55		53.3	
% Female:	47.9	49	50	51	50.4	51	45		46.7	
% Attendance:	92.2				93.8	95.2	95.1			
# Volunteer Hours:										
% Free / Reduced Lunch:			50.5	56.2	60.2	61	62		63.3	
# Referrals to Office:										
# Times In-School Susp.:			242	282	217	327	190			
# Days In-School Susp.:										
# Times Out-of-School Susp.:				147	177	149	178			
# Days Out-of-School Susp.:					989	918				

Notes:

ETHNIC DATA

Terrell Lane Middle School 2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
African American:	53.4	54.6	64.7	54.5	55.2	53.7	52.9	52.8	50.6	
American Indian:	0.2	0	0	0	0.02	0	0	0.4	0	
Asian:	0.2	0	0	0	0	0	0	1	0	
Hispanic:	1.7	4.9	3.4	4	3.5	5.1	6.3	8	9.6	
Multi-Ethnic:	0	0	0	0.9	0	0	1.7	1		
Native Hawaiian:										
White:	44.6	40.5	40	40.6	41.1	41.2	39.1	37	38	
Other:									1.8	
Notes:										

EXCEPTIONAL CHILDREN

Terrell Lane Middle School 2006-2008

School Years:	Yr 1 1996- 1997	Yr 2 1997- 1998	Yr 3 1998- 1999	Yr 4 1999- 2000	Yr 5 2000- 2001	Yr 6 2001- 2002	Yr 7 2002- 2003	Yr 8 2003- 2004	Yr 9 2004- 2005	Yr 10 2005- 2006
Autistic:						1	1	2	0	
BED:						13	11	10	5	
EMD:						20	17	15	9	
Hearing Impaired:						0	0	2	1	
OHI:						1	4	6	6	
Severe/ Profound:						0	0	0	0	
SLD:						31	37	27	18	
Speech/ Language:						2	3	1	5	
TMD:						1	1	3	0	
Other:	88				86	5	2	1	2	

Notes: For years 1996-7 & 2000-01 the row classified "Other" indicates the total of Exceptional Children during those years.
The total for 2001-02 is 74, and the total for 2002-2003 is 76.

STAFF CHARACTERISTICS

Terrell Lane Middle School
2006-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
ADU-POKU	MARCIE	B	F	8 TEACHER	BA	6-9 COMMUNICATION	8 LANG ARTS	N	6
AUSTIN	BEVERLY	W	F	6 TEACHER	M.ED	6-9 MATH/SCIENCE	6 SCIENCE	N	1
BARNES	SUSAN	W	F	6&7 TEACHER	B.ED	CROSS CATEGORICAL K-12	RESOURCE MATH 7, LANG ARTS 6	N	10
BELUE	TARA	W	F	7 TEACHER	BACH	MIDDLE GRADES EDUCATION, ELEMENTARY EDUCATION K-6	7 MATH		4
BLICE	DEBORAH	W	F	6-8 TEACHER	BA	MUSIC K-12	6-8 BAND	N	17
BROWN	NOVELLA	B	F	PRINCIPAL	MSA	ADMINISTRATION, ENGLISH SECONDARY	PRINCIPAL	N	31
BYRD	N. JENNIFER	W	F	6 TEACHER	BS	EDUCATION K-6	6 SOCIAL SCIENCE	N	14
COLON	MARIA	W	F	6-8 TEACHER	MFA	ART K-12	6-8 ART	N	1

STAFF CHARACTERISTICS

Terrell Lane Middle School
2006-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
CONNOR	BRETT	W	M	7-8 TEACHER	BSBA	MATH 6-8, MUSIC K-12	7-8 RESOURCE TEACHER	N	2
COOPER	SHANYELL	B	F	6-8 TEACHER	B. SW	SPECIAL EDUCATION - SEVERE & PROFOUND	6-8 SPECIAL EDUCATION (SELF-CONTAINED)	N	0
CRAWFORD	JASON	W	M	6 TEACHER	BS	MATH 6-8	6 MATH	N	5
CUBBAGE	JOHN	W	M	ASST. PRINCIPAL	ABD	ADVANCED ADMINISTRATION, ACADEMICALLY GIFTED K-12, MUSIC K-12	ASSIST. PRINCIPAL	N	29
DALTON	PHYLLIS	W	F	6-8 TEACHER	MA	MENTAL DISABILITIES K-12, LEARNING DISABILITIES K-12, ELEMENTARY EDUCATION K-6	6-8 E.C. TEACHER	N	15

STAFF CHARACTERISTICS

Terrell Lane Middle School
2006-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
DAVIDSON	KATHERINE	W	F	6 TEACHER	BS	LANGUAGE ARTS 6-12	6 LANG ARTS	N	1
DOBSON	PATRICIA	B	F	7 TEACHER	BS	LANG ARTS/SOC. SCI. 6-9	7 LANG ARTS	N	16
DUNSTON	CULLUS	B	M	6-8 TEACHER	B BA	6-12/MARKETING	6-8 CAREER TECHNICAL EDUCATION	N	10
FATHAUER	SUZANNE	W	F	7 TEACHER	BS	SCIENCE MIDDLE SCHOOL	7 SCIENCE	N	4
FRARY	DEBRA	W	F	6-8 TEACHER	BS	MATH MIDDLE & HIGH, GENERAL SCIENCE MIDDLE & HIGH, ACADEMICALLY GIFTED K12, NATIONAL BOARD CERTIF - MATH (ADOLESCENTS)	6-8 AIG MATH	Y	28
FRY	BECKY	W	F	6/SOC.SCI.&SCI.	BACH	SECONDARY SOCIAL STUDIES	6 SOCIAL SCIENCE	N	5

STAFF CHARACTERISTICS

Terrell Lane Middle School
2006-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
GREENE JR	OLIVER	B	M	6-8 TEACHER	BS	BUSINESS TECHNOLOGY	6-8 CAREER TECHNICAL EDUCATION	N	1
HARRIS	CHARLOTTE	W	F	6 TEACHER	BA	6-9 SOC. SCI. & LANG ARTS	6/LANG ARTS	N	4
HARRIS	PAMELA	W	F	6-8 TEACHER	BS	ACADEMICALLY GIFTED K-12, INTERMEDIATE GR 4-6, LANG ARTS 6-9	6-8 AIG LANG ARTS	N	30
HARTSFIELD	CHRISTOPHER	B	M	6-8 TEACHER	BS	HEALTH & PHYS EDUC	6-8 P.E.& HEALTH	N	3
HARTSFIELD	JOYCE	B	F	7 TEACHER	BACH	INTERMEDIATE EDUCATION	7 LANG ARTS	N	31
HAWKINS	CORA	B	F	7 TEACHER	MA	MATH, LANG ARTS (READING) SCIENCE	7 MATH	N	32

STAFF CHARACTERISTICS

Terrell Lane Middle School
2006-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
HIGHT	VICKIE	W	F	6-8 TEACHER	BS	HEALTH & PHYSICAL EDUCATION K-12	6-8 HEALTH & P.E.	N	31
HINTON	CANDICE	W	F	6 TEACHER	BS	SCIENCE MIDDLE SCHOOL	6 SCIENCE	N	2
JORDAN	CATINA	B	F	7 TEACHER	BS	SCIENCE 6-12	7 SCIENCE	N	1
JOYNER	CAROLYN	B	F	6-8 TEACHER	BA	LANG ARTS 6-9, EARLY CHILDHOOD	6-8 READING, LANG ARTS	N	27
LUNDY	CASEY	W	M	7 TEACHER	BS	SOCIAL SCIENCE MIDDLE GRADES	7 SOCIAL SCIENCE	N	1
MADDEN	CATHY	W	F	8 TEACHER	BA	SOCIAL SCIENCE 6-12	8 SOCIAL SCIENCE	N	2
MCALLISTER	DEMETRIA	B	F	6 TEACHER	BS	MATH 6-8	6 MATH		1
MILLER	BRIAN	W	M	6-8 TEACHER	MAST	MUSIC K-12	6-8 BAND	N	9
MOODY	MICHEL	B	M	6-8 NURSE	BSN	RN, NC SCHOOL NURSE	6-8 SCHOOL NURSE	N	7

STAFF CHARACTERISTICS

Terrell Lane Middle School
2006-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
PARK	SUNG JU	ASIA	M	8 TEACHER	BA	MATH 6-9	8 MATH	N	0
PERRY	FANNIE	B	F	CURRICULUM RESOURCE TEACHER	M.ED	MATH SECONDARY (7-12), MATH AIG, FRENCH (SECONDARY, MENTOR	CURRICULUM RESOURCE TEACHER	N	36
PETROSILLO	DOMINICK	W	M	8 TEACHER	MSEd	SOCIAL SCIENCE 7-12	8 SOCIAL SCIENCE	N	0
SHAFFER	NANCY	W	F	MEDIA SPECIALIST	MS	MEDIA COORDINATOR K-12	MEDIA SPECIALIST	N	25
SMITH	LATOYA	B	F	8 TEACHER	BA	LANG ARTS 6-8, ENGLISH 9-12	8 LANG ARTS	N	1
SPIVEY-	BEVERLY	B	F	8 TEACHER	BS	MATH 6-9	8 MATH	N	3
TATUM	KATIE	W	F	8 TEACHER	BS	MATH & SCIENCE 6-9	8 MATH	N	0
THOMAS	HARRIET	B	F	6-8 TEACHER	BA,B	MUSIC K-12, AOC SCI 6-8, MENTOR	6-8 MUSIC, CHORUS	N	19

STAFF CHARACTERISTICS

Terrell Lane Middle School
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LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
THORNTON	FELICIA	B	F	6-8 TEACHER	BA	SPECIAL EDUCATION GENERAL CURRICULUM	6-8 E.C. TEACHER (INCLUSION)	N	1
TILL	JOSEPH	W	M	7 TEACHER	BA	SOCIAL SCIENCE 6-8	7 SOCIAL SCIENCE	N	0
WHITE	CASSANDRA	B	F	6-8 COUNSELOR	MSA	SCHOOL COUNSELOR 6-8, ADMINISTRATION K-12	6-8 SCHOOL COUNSELOR	N	2
WILDER	DANNY	B	M	6-8 TEACHER	BS	P.E. & HEALTH K-12	6-8 P.E. & HEALTH	N	36
WILKINS	ERICKA	B	F	8 TEACHER	BS	MIDDLE GRADES SCIENCE	8 SCIENCE	N	2