

East Iredell Middle School

School Improvement Plan Narrative

East Iredell Middle School (EIMS) is situated in a very rural setting, yet serves a quite diverse population from two different communities. One community is very rural, comprising farmland and single family housing. The other community is in the city limits, comprising public housing, apartment complexes, and large, new residential developments. These students are brought together from two main feeder elementary schools and are then separated after three years into two high schools. EIMS has 485 students, 39% are Caucasian, 35% are African-American, 21% are Hispanic, 3% are Multi-Racial, and 2% are Asian. 72% of our students qualify for free or reduced lunch. Our student population reflects the communities that we serve. EIMS has 36 teachers. 81% of the teachers have more than three years of experience. Three of our teachers have National Board Certification and five have a master's degree. In addition to classroom teachers, we have an instructional facilitator, media specialist, and a blended learning coach.

Based on the analysis of the 2014-2015 End of Grade test data, the school improvement goal teams worked with department teams to identify areas in which improvement is needed. The test data for the reading and math tests were consistent with district and classroom assessments in these areas. The teams then researched strategies to help move the students forward in the areas of reading, mathematics, and behavior. Additionally, teams addressed professional development needs for the staff. This plan addresses the specific strategies for each of these categories. For math, EIMS is working to improve student proficiency with number sense by focusing on this domain daily through a bellringer activity and weekly assessment probes. In reading, our teachers are focusing on

informational text, specifically with vocabulary development. Our entire staff is undergoing professional development to learn the (Sheltered Instruction Observation Protocol (SIOP) Model. Finally, our staff is addressing the behavioral needs of our students. We are undergoing training in Restorative Justice Practices. This training will enable our staff to mitigate issues and offer our students strategies for dealing with their problems in a proactive way. For our students, these practices teach them how to avoid making the same mistakes in the future. Traditionally, EIMS meets or exceeds expected growth. The 2014-2015 school year was our first full year of 1:1 technology deployment. This initiative may have caused some growing pains that the data do not convey.

The governance of EIMS is focused on the work of the school improvement plan. Our school improvement team meets once per month to review the progress of the goal teams, make decisions for the school, and determine next steps. The leadership team meets once per week. Members include the principal, assistant principal, blended learning coach, instructional facilitator, counselor, and media specialist. This team reviews behavior and academics, attendance, and instructional needs. Every teacher is part of a professional learning community (PLC) that meets weekly. These PLCs are organized by grade level. PLCs review student progress, along with attendance or behavior concerns. Professional development is also part of these weekly meetings. Teachers receive training on lesson plan design, classroom management, curriculum planning, and technology integration once per month. Further professional development in behavior and academics is also given during monthly Early Release Professional Development. Teachers also meet by department once per month. In these meetings, teachers review their progress toward the SIP, examine vertical alignment, and share successful instructional strategies. Lastly, every staff member is part of a goal team that meets once per month.

These goal teams monitor student performance and teacher fidelity of the deployment steps within the school improvement plan.

These teams work in conjunction with all teams to provide next steps for student and staff progress.

The work of our school is divided into two components: academic and behavioral. We use the Multi-Tiered System of Support to provide a framework of support for all of our students, based on need. For academics, all of our students receive strategies under Tier 1. After review of student failures, low performance on indicators such as AIMS Web fluency probes, district benchmark assessments, or standardized tests; some students are moved onto Tier 2, in which they receive more intensive instruction. Tier 2 students receive extra classes in reading and or mathematics. In these classes, students receive small group instruction targets their specific learning gaps. Tier 3 students receive the most intensive resources, designed for students that are several grade levels behind their peers. Behaviorally, students are placed into the same framework. Once a child receives three referrals, administration, teachers, and parents work together to support the child. The student is placed on Check-in Check out, a system in which the child a staff mentor meet daily to review the child's day and offer any support or advice. Each teacher contributes feedback to the child from each class period. The goals for each child is dependent upon his or her specific behavioral needs. Data tracking is an integral part of this. Teachers are monitoring students in Tier 2 to determine the antecedents for the poor behavior of the student so that teachers can work with the student to deal with situations appropriately. If these measures do not work after four weeks, students are moved up to Tier 3. Tier 3 students receive a Functional Behavior Assessment and a behavior plan is written for the child.

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Globally Competitive Students: Math Goal Team

School: East Middle School	Year:2015-2016	Current NCLB Status	Current ABC Status
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Mission: To rigorously challenge all students as 21st Century learners by providing them with opportunities to achieve their learning potential. We will achieve this with the support of students, parents, staff, and the community.

School Improvement Plan Summary

Our focus area is: To increase our percentage of students who are Grade Level Proficient in Mathematics

Overall goal (What we want to accomplish by the end of the second year.) By the end of 2016-2017, 100% of our students will meet or exceed expected growth as measured by the NC Math EOG test.

Target goal (What we want to accomplish this year.) By the end of 2015-2016, 75% of our students will meet or exceed expected growth as measured by the NC Math EOG test.

Approaches/Strategies (What we will do to realize our goal.) All Core and Intervention Block math teachers will concentrate on Number Sense daily through Bellringers. Knight Time (Intervention Block) classes will also concentrate on number sense for 15 minutes daily in conjunction with the use of small group instruction: technology integration, direct instruction in a small group, working with manipulatives, error analysis, and/or corrections.

Measures; we will use weekly skills quizzes on Number Sense to monitor our progress toward reaching our goal:
-Performance/Impact: The impact will be increased proficiency with math problems involving percents, decimals, fractions, integers, and exponents.
-Fidelity of implementation: All Core and Intervention Block math teachers will participate by using Bellringers in both regular and intervention classes. This will be assessed by a weekly skills quiz in the regular math class. The weekly quiz score will be submitted

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once per month via Google Forms.

-Intervention Classes will progress monitor through Accelerated Math or Moby Max. These items should be evident in classroom walk-throughs and observations. There will be a separate walk-through fidelity instrument used by administration for the Intervention Block.

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our 4 weeks.

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P	PLAN: Identify the gap and the approach
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Performance Data; Formative and/or Summative that is aligned to goal.										
	2014-2015 Math EOG Analysis									
		8th Grade				7th Grade			6th Grade	
		% of Test	% Correct			% of Test	% Correct		% of Test	% Correct
	Calculator Inactive	30.0%	31.9%		Calculator Inactive	30.0%	29.3%		30.0%	33.3%
	Gridded Response	18.0%	21.2%		Gridded Response	18.0%	18.2%		18.0%	25.7%
	Calculator Active	70.0%	43.0%		Calculator Active	70.0%	39.9%		70.0%	39.2%
	Functions	24.0%	37.8%		Ratios/Prop.	26.0%	36.7%		14.0%	42.4%

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	Number System	6.0%	22.0%		Number System	10.0%	16.6%		30.0%	38.8%
	Expressions & Equations	32.0%	39.5%		Expressions & Equations	26.0%	40.9%		30.0%	31.4%
	Geometry	22.0%	48.0%		Geometry	24.0%	33.7%		16.0%	39.9%
	Stats/Probability	16.0%	38.4%		Stats/Probability	14.0%	48.5%		10.0%	40.3%

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why? Expressions and Equations. It is a major part of the test for each grade level and our students only answered 39.5%, 40.9%, and 31.4% correct.
2. What approaches/strategies are contributing to your success in this area and what data suggests this? Students are able to follow the steps in order of operations and for solving equations. Student work samples show that the students understand the steps, but make errors related to basic operations, fractions, and percentages. According to NCDPI, this is a major contributing factor to the proficiency of students in expressions and equations.
3. What are opportunities for improvement, gap or barriers are in this area? Number Sense (Fractions, decimals, fractions, and percentages), integer rules, and exponents. According to the above data, number sense is low for each grade level.
4. What seems to be the root cause of the problem and what data suggests this? These skills are not automatic for the students. They need more practice with Number Sense problems and then how to apply these problems into expressions and equations. This is supported by the above EOG data. Our students perform poorly on Number System and Expressions and Equations questions. Both of these require students to have mastered basic math operational skills.

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?
Performance/Impact: Daily focus on number sense problems through Bellringers. All math Intervention Block classes will focus 15

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minutes on number sense questions as part of a station rotation for small group instruction . The time devoted to having students practice these skills daily will result in a greater proficiency with expression and equation questions.

The impact will be greater understanding of number sense, which will lead to an increased performance in expressions and equations

Fidelity of implementation: Every math class will complete a Bellringer, students will track progress monitoring data, and teachers will report progress monitoring to ensure the plan is being followed. Admin will also look for evidence of these actions during classroom walkthroughs and observations.

6. What research did you review to support the use of these strategies/approaches?

Bellringers:

- <http://www.learnnc.org/lp/pages/783>
- <http://mathsolutions.com/making-sense-of-math/number-sense/>
- <http://www.uil texas.org/files/academics/NumberSense-Sample-Lessons.pdf>
- <http://images.pcmac.org/Uploads/JeffersonCountySchools/JeffersonCountySchools/Departments/DocumentsSubCategories/Documents/3rd0Math%20-%20Ten%20Methods%20for%20Instruction.pdf>

Small Group instruction:

- http://www.gram.edu/sacs/qep/chapter%204/4_1EducationAlliance.pdf
- http://www.bestevidence.org/word/math_Jan_05_2010_guide.pdf
- http://www.kansasmtss.org/pdf/Symposium/2012Symposium/Cain_SessionsA&K.pdf
- http://www.teacherstoolbox.co.uk/T_effect_sizes.html

7. What performance measures will you use to monitor impact of your approach/strategy? Weekly quizzes will inform the teacher of drivers and barriers.

8. What measure will you use to monitor fidelity of deployment of your strategy/approach? The quiz grades from the last week of the month will be reported out. Our progress is also reported out in weekly PLC meetings.

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Training during Early Release Days and Math Professional Learning Communities, focused on Bellringers and small group instruction.

10. If funding is required, what funding source will be used? n/a

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Messaging:
11. How will you convey intent of this focus area of SIP to stakeholders? Faculty meeting, connectEd, school website, teacher webpages, weekly agendas, student data posters
12. How will you communicate progress towards goals or course corrections to stakeholders? Faculty meeting, connectEd, school website, teacher webpages, weekly agendas, PLC meetings

D	DO: Develop and Implement Deployment Plan
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Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date
1	Analyze math data from 2014-2015- EOG, district testing, and any other relevant teacher data and make recommended next steps to drive this plan.	All Math and Intervention Block teachers	Meeting Agenda	August 2015	August 2015

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2	Train all teachers on Bellringers and creating a quality lesson plan	IF and BLC	Meeting Agenda	9/16/15	9/16/15
3	Train all teachers on implementation of small group instruction for Intervention Block Classes, based on data analysis of student needs and observation of teacher needs. (Monthly)	Math teachers and Houpe	Math PLC agenda and Grade Level PLC agenda	September 2015	June 2016
4	Begin each class with a bellringer of a minimum of 5 number sense questions (fractions, decimals, percents, integers)	All math teachers	Student Data charts	9/28/15	June 2016
	Implement small group instruction in the Math Intervention Block: technology integration, direct instruction in a small group, working with manipulatives, error analysis, and/or corrections; with a 15 minute focus on Number Sense development.	All Math and Intervention Block teachers	Intervention Walkthrough Instrument	October 2015	June 2016
5	Monitor that students are tracking progress of Bellringers either daily or weekly. This can be done via paper or e-portfolio.	All math teachers	Student Data Charts	9/28/15	June 2016
6	Teachers will report out progress during weekly PLC meetings.	Houpe	PLC notes	10/5/15	June 2016
7	Finkbiner will create and share a Google Form for data collection	Finkbiner	Spreadsheet	10/01/15	10/25/15
	Administer PLC Common Assessment	All Math teachers	Test administration	9/21/15	10/2/15
	Analyze Common Assessment Scores and reorganize Intervention Block assignments as needed	All Math and Intervention Block teachers	Meeting agenda, Schedule Change Requests	10/5/15	10/16/15
8	All teachers will give a weekly quiz with 5 Number Sense questions. This data will be tracked and posted in the classroom weekly.	All math teachers/Finkbiner	Submitted data	10/31/15	June 2016

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	Administer Benchmark Assessment	All Math teachers	Test administration	10/29/15	11/6/15
	Analyze Benchmark Assessment Scores and reorganize Intervention Block assignments as needed	All Math and Intervention Block teachers	Meeting agenda, Schedule Change Requests	11/10/15	11/20/15
9	Assess implementation of this plan	Houpe	Intervention Walkthrough Instrument	11/9/15	11/13/15
10	Share coaching with teachers based on observations	Houpe	Coaching logs	11/13/15	June 2016
11	Evaluate this plan	Math Goal Team, All Math and Intervention Block teachers	Study and Act Sections Completed	12/1/15	12/18/15

S	Study – Analysis of data after implementing an approach
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Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.
1. What worked and how do you know? Skills quizzes are working because averages are improving for students on weekly quizzes
2. What didn't work and how do you know? Nothing at this time
3. Do you need any additional assistance as you look at your results and start planning for the next Cycle? NO If Yes in what areas or topics do you need coaching or P.D. in?
4. What improvements could be made to the following areas: approach/strategy/process/support/professional

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development/monitoring...? None at this time however we need to be more diligent in reporting weekly data during PLC meetings.

Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

Target goal has been met and is changed to a new target goal.

X Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 and #4 above.

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.
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1. For the next cycle are you continuing with the approach from previous cycle ? Yes If yes continue to deployment plan. If no, address questions #2-5.
2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?) none
3. What performance measures will you use to monitor impact of your approach/strategy? weekly skill quiz, warm ups
4. What measure will you use to monitor fidelity of deployment of your strategy/approach? PLC notes, Graphs in classroom as evidence, classroom walk through data

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5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach? None

**Include Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.
into deployment plan.**

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date
1	All teachers will give a weekly quiz with 5 Number Sense questions. This data will be tracked and posted in the classroom weekly.	All math teachers/Finkbiner	Submitted data	10/31/15	June 2016
2	Administer Benchmark Assessment	All Math teachers	Test administration	10/29/15	11/6/15
3	Analyze Benchmark Assessment Scores and reorganize Intervention Block assignments as needed	All Math and Intervention Block teachers	Meeting agenda, Schedule Change Requests	11/10/15	11/20/15
4	Assess implementation of this plan	Houpe	Intervention Walkthrough Instrument	11/9/15	11/13/15
5	Share coaching with teachers based on observations	Houpe	Coaching logs	11/13/15	June 2016

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6	Evaluate this plan	Math Goal Team, All Math and Intervention Block teachers	Study and Act Sections Completed	12/1/15	12/18/15

S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2014-15 SIP.

Overall goal has been met and School Improvement Plan focus will change for next year.
Target goal has been met and is changed to a new target goal.

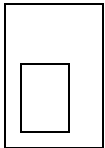
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Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.

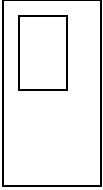
Target goal not met, so we will continue current plan for 2014-15. We will make improvements to the plan based on what didn't work through this year.

Schedule your 2014-15 SIP Coaching Session.



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School: East Middle School	Year:2015-2016	Current NCLB Status	Current ABC Status
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Our focus area is: Provide an effective alternative to OSS to encourage appropriate behavior from students.
Overall goal (What we want to accomplish by the end of the second year.) East Middle will decrease OSS days by 20% by the end of the 2016-2017 school year to approximately 800 days of OSS.
Target goal (What we want to accomplish this year.) EIMS will decrease OSS days from last year by 10% by the end of the 2015-2016 school year to approximately 900 days of OSS.
Approaches/Strategies (What we will do to realize our goal.) EIMS will: <ul style="list-style-type: none">• Revisit the universal ‘norms’ and rules• Establish grade-level reward systems• Utilize MTSS for behavior interventions/strategies and provide training for staff who need it.• Train all staff on Restorative Justice conversations and groups, send individual staff members to the full Restorative Justice training to help aid with the implementation• Create a school-wide academic reward system• Collaborate with the EC staff at Pressley and Monticello to help with behavior techniques• Create an “office vs. classroom” managed behavior protocol
Measures we will use to monitor our progress toward reaching our goal: OSS referrals Performance/Impact: Create a documentation system that will be used to monitor which students are earning OSS and the number of days lost to OSS. Fidelity of implementation: Monthly progress monitoring and data analysis by admin and MTSS team.
During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks or sooner if needed.

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Overall goal (What we want to accomplish by the end of the second year.) East Middle will decrease OSS days by 20% by the end of the 2016-2017 school year to approximately 800 OSS days total.

Performance Data; Formative and/or Summative that is aligned to goal. (Insert data or link to access data here.)

East Iredell Middle	208	275	274	1020
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Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Student expectations and procedures need to be clear and well-known to students. These need to be modeled, explained and repeated for students throughout the year on a quarterly basis.

2. What approaches/strategies are contributing to your success in this area and what data suggests this?

Short and long term rewards for students that meet expectations, both academic and behavioral.

Teaching student expectations in the beginning of the year through Knighttime classes.

3. What are opportunities for improvement, gap or barriers are in this area?

Student turnover - many new students come throughout the year.

Students returning from alternative placement.

Lack of transportation for students to Monticello to recover OSS days.

4. What seems to be the root cause of the problem and what data suggests this?

-Classroom managements issues: Inconsistent procedural expectations leads to disruptive, disrespectful behavior

-Lack of buy-in for students.

-Lack of coping skills- students are reactive and impulsive

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

Lesson plans for procedures and expectations

-Continue to provide 7-Habits lessons for student leadership

-Rewards/incentives for positive behavior (school-wide and grade-level)to add buy-in for students- such as field trips/college visits.

-Classroom management PD for teachers

-Increase Parent Contact/Conferences

-Core Team weekly meetings

-Check-in Check-out & Behavior Contracts For Tier 2 and Tier 3 students

-Restorative Justice Training and Practices for Tier 1 students

-Revamp the discipline matrix to include Restorative Justice Practices

6. What research did you review to support the use of these strategies/approaches?

-Seven Habits of Highly Effective People/Leader in Me:

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<http://www.theleaderinme.org/what-is-the-impact/>

http://www.huffingtonpost.com/2013/10/15/stephen-covey-school-program_n_4100657.html

<http://innocademy.com/blog/wp-content/uploads/leader-in-me-research.pdf>

-College Visits:

<http://www.hs.iastate.edu/news/2015/04/23/helping-at-risk-children/>

https://www.tgslc.org/pdf/files-sfts_what_works.pdf

-Classroom Management PD/restorative Justice:

<http://restorativejustice.org/>

<http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/dignity-disparity-and-desistance-restorative-justice-strategies-to-plug-the-201cschool-to-prison-pipeline/schiff-dignity-disparity-ccrr-conf-2013.pdf>

<http://www.kpbs.org/news/2015/jul/30/new-approach-discipline-san-diego-unified-proven-su/>

7. What performance measures will you use to monitor impact of your approach/strategy?

ODR numbers

OSS log

Parent Contact log

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

Monthly behavioral comparisons

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Monthly PD offered in PLCs and Early Release Day Professional Development

Restorative Justice & SAP Training Sept 25th - staff-wide

10. If funding is required, what funding source will be used?

No funding required

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders?

Behavior handbook - Student, Staff

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Parent night & Parent conferences

12. How will you communicate progress towards goals or course corrections to stakeholders?

Reward days for students

Goal team meetings & PLC meetings

D

DO: Develop and Implement Deployment Plan

Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date
1	Review/revise Discipline Matrix to include Restorative Justice Practices and project-based consequences	Houpe	Student Handbook Discipline Matrix	June 2015	August 2015
2	Review and analyze data from the 2014-2015 school year	All Staff	Minutes	August 18	August 19
3	Develop lessons to teach the expectations for student behavior	All Staff	Lesson Plans	August 19	August 21
4	Teachers teach procedures to students during all classes, with a special focus during Knight Time according to the lesson plans: (How to walk in the hall, how to enter and sit on the bus, how to enter the cafeteria, etc.)	All Teachers	Observation	August 25	Sept 4

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5	Attend Restorative Justice Trainings (some staff went to intensive training in the summer)	All Staff	Sign-in sheet	July 2015	June, 2016
6	Discuss Student needs and behavior in Weekly PLC	Teachers/ Leadership team	Minutes	August, 2015	June, 2016
7	Refer students to Core Team as needed	All Staff	Referrals	August 2015	June 2016
8	Complete requirements for Tier 2 and 3: Check in Check Out, ABC Checklists, parent conferences, implement behavior plans	All Teachers	Data Tracking	August 2015	June 2016
9	Participate in Monthly behavior PD during PLC and/or Early Release Professional Development	Tilley All Staff	minutes	September, 2015	June, 2016
10	Offer Grade-level Rewards/Incentives for following expectations: College Visits, Leader Lounge, Other smaller rewards, and Large Events.	Grade Level chairs	Incentives	September 2015	June 2016
11	Monthly Progress Monitoring Analysis	Houpe	Comparison Spreadsheet	September 30, 2015	June 2016
12	Review Plan- make changes to plan if necessary. If not, the plan will remain in place until mid- year	MTSS Goal Team	Minutes/changes	October 2015	October 2016

S	Study – Analysis of data after implementing an approach
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Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.

1. What worked and how do you know? The plan is working so far. According to the September and October comparisons, our OSS days are less than last year. We are seeing similar trends as last year with behavior when Block detention is factored in. Restorative Justice has saved 89 days of OSS so far this year in comparison to the punishments that would have been given without Restorative Justice practices.

2. What didn't work and how do you know? A pattern to watch- Not having block detention has caused an upswing in referrals to the office.

3. Do you need any additional assistance as you look at your results and start planning for the next Cycle? We are still seeing a trend for males and African-American students.

If Yes in what areas or topics do you need coaching or P.D. in? More training in management and engagement.

4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...? Continue to work with the planned PD.

Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

Target goal has been met and is changed to a new target goal.

☒ Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 and #4 above.

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

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A	Act – Revise or continue with implementation plan based on data analysis.
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1. For the next cycle are you continuing with the approach from previous cycle ? If yes continue to deployment plan. If no, address questions #2-5.
2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?)
3. What performance measures will you use to monitor impact of your approach/strategy?
4. What measure will you use to monitor fidelity of deployment of your strategy/approach?
5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?

Include Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging. into deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date

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S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2014-15 SIP.

Overall goal has been met and School Improvement Plan focus will change for next year.
Target goal has been met and is changed to a new target goal.

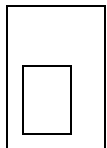
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Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.

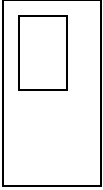
Target goal not met, so we will continue current plan for 2014-15. We will make improvements to the plan based on what didn't work through this year.

Schedule your 2014-15 SIP Coaching Session.



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Globally Competitive Students: Reading

School: EAST IREDELL MIDDLE SCHOOL	Year:2015 - 2016	Current NCLB Status	Current ABC Status
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Mission: East Iredell Middle School will rigorously challenge all students as 21st Century learners by providing them with opportunities to achieve their learning potential. We will achieve this with the support of students, parents, staff, and the community.

School Improvement Plan Summary

Our focus area is: Reading- developing vocabulary and fluency

Overall goal (What we want to accomplish by the end of the second year.) Students will demonstrate an increase of 20 percentage points, from 28.7 (6th), 17.3 (7th), 23.4 (8th) on Informational Text Questions by the end of 2017 as measured by the Reading End of Grade Test.

Target goal (What we want to accomplish this year.) Students will demonstrate an increase of 10 percentage points, from 28.7 (6th), 17.3 (7th), 23.4 (8th) on Informational Text Questions by the end of 2017 as measured by the Reading End of Grade Test. By the end of 2015-2015, 100% of our teachers will meet or exceed growth as identified by EVAAS data.

Approaches/Strategies (What we will do to realize our goal.) All ELA teachers will use academic vocabulary from all subject areas during Knight Time and as daily classroom Bellringer activities. All other academic subject teachers will focus on their academic vocabulary as well. Once trained, all teachers will use SIOP strategies throughout the building. L to J will be used to track progress throughout the year.

Measures; we will use to monitor our progress toward reaching our goal:

Performance/Impact: Vocabulary will be progress monitored through L to J. Oral fluency will be progress monitored through AIMS Web progress monitoring tools.

Fidelity of implementation: ELA, Social Studies, and science teachers will implement academic vocabulary strategies.

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This will be monitored through PDSA (Plan, Do, Study Act) cycles http://www.thecenter4learning.com/pdf/2010/summer/w1_datadriven_ad.pdf, L to J quiz data, CWT data, and teacher observations.

- KIM (KeyWord, Information, Memory Aid) http://www.asdk12.org/middlelink/about/Strategies_Can_Triumph.pdf
- Vocabulary Choice Menu http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Project-Based_Learning.aspx
- L to J <http://ltojconsulting.com/about/about-dr-lee-jenkins/>
- Frayer Model (http://www.readingrockets.org/strategies/word_maps)

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks

P	PLAN: Identify the gap and the approach
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Performance Data; Formative and/or Summative that is aligned to goal.
2014-2015 Reading EOG Data

	8th Grade	8th Grade	7th Grade	7th Grade	6th Grade	6th Grade
	% of Test	% Correct	% of Test	% Correct	% of Test	% Correct
Language	20.3%	60.6%	22.2%	57.3%	18.1%	63.8%

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Literature	33.6%	56.4%	34.0%	57.3%	38.2%	59.2%
Informational Text	46.2%	51.8%	43.8%	46%	43.8%	54.3%
AIMS Web Assessment Data: Fall 2015						
	Tier 1		Tier 2		Tier 3	
8th Grade	58%		23%		19%	
7th Grade	52.6%		36.6%		10.6%	
6th Grade	52%		32%		16%	

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Vocabulary - word meanings and fluency. Based on released test items, Informational text requires students to have a rich vocabulary. In addition, the length of these tests requires students to read lengthy passages and answer questions in a given amount of time. Based on EOG data, our students are only answering 51.8% (8th), 46% (7th) and 54.3% (6th) of informational text questions correctly. In addition, based on AIMS Web data, 42% of 8th graders, 48% of our 6th and 7th graders have fluency skills that are below grade level standards.

2. What approaches/strategies are contributing to your success in this area and what data suggests this?

Academic interventions through Knighttime, READ 180, Corrective Reading, and strategic intervention reading classes. Individual EOG Scores, READ 180 SRI Reading scores, Corrective Reading end of year data, SRI tests for CREW.

3. What are opportunities for improvement, gap or barriers are in this area?

Vocabulary, reading endurance, and fluency

4. What seems to be the root cause of the problem and what data suggests this?

**Limited student vocabulary, the inability to utilize context clues' strategies, and poor decoding skills (fluency).
EOG and AIMS Web data**

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Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

ELA, SS, and Science teachers will implement Context Clues' strategies within their content areas; PD on SIOP (Sheltered Instruction Observation Protocol) strategies will be provided on January 19, 2016.

6. What research did you review to support the use of these strategies/approaches?

(Context Clues) https://www.engageny.org/file/.../context_clues_research_article.pdf

<https://prezi.com/k7bsodsadljip/context-clues/>

<http://www.lds.org/cms/lib/PA09000083/Centricity/Domain/18/5contextclues.pdf>

(SIOP) <http://siop.pearson.com>

7. What performance measures will you use to monitor impact of your approach/strategy?

L to J vocabulary, AIMS Web, Benchmarks, CFA (classroom formative assessment)

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

PLC notes, CWT (classroom walk through), teacher observations

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

SIOP training Jan 19, 2016, February 17th, and April 20th. monthly PD in PLC and Early Release Days focused on lesson planning

10. If funding is required, what funding source will be used?

SIOP Training - 069 Money

Messaging:

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11. How will you convey intent of this focus area of SIP to stakeholders?

Faculty meeting, connectEd, school website, teacher webpages, weekly agendas, Fright Fair

12. How will you communicate progress towards goals or course corrections to stakeholders?

**Faculty meeting, connectEd, school website, teacher webpages, weekly agendas, Fright Fair,
PLC meetings**

D

DO: Develop and Implement Deployment Plan

Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/ Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date
1	Teachers will review data to determine gaps, focus for the year, continuing throughout the year following assessments	All teachers	data analysis	August 2015	May 25, 2016
2	SIOP Training Scheduled for January 19, 2016	Houpe	Teacher attendance at training,	August 31, 2015	January 19, 2016
3	Create word banks to use for vocabulary focus	All ELA teachers	word bank identified	August 31, 2015	September 30, 2015

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	https://docs.google.com/spreadsheets/d/1QWyhoW5UbGvRHLjGtDLaw4T0m2jGjcxMwybwDoVrs-g/edit#gid=0				
5.	Report out the reading focus for the year to other academic teachers	All ELA teachers and admin	PLC notes SIT notes (School Improvement Team)	September 30, 2015	November 30, 2015
6.	Set up Knight Time classes for 4 components: Silent Sustained reading, writing, vocabulary development, and choice (read aloud, homework help, or credit recovery/correction time)	All remediation teachers	CWT, teacher observation	September 2015	June 10, 2016
7.	Active Reading Strategies form to be sent out to all remediation teachers http://www.asdk12.org/middlelink/la/reading/active/getactive.pdf	Tonia Rhodes	form sent	September 15, 2015	September 30, 2015
8.	PD delivered for lesson plan design/curriculum	Houpe	PD notes, attendance logs	September 2015	June 10, 2016
9.	L to J results reported each week during weekly PLC meetings.	All remediation teachers	PLC Notes	September 2015	May 25, 2016
10.	Train teachers on vocabulary strategies. Provide worksheets, step-by-steps	All ELA teachers in individual grades. Houpe to train Wheel	PLC Notes	October 27, 2015	October 27, 2015

S	Study – Analysis of data after implementing an approach
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Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.

1. What worked and how do you know? KIM strategy is working really well. Student scores are improving on weekly vocabulary quizzes. L to J is also a successful tool that is working for students and shows improvement on weekly quizzes.

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for the next Cycle?
If Yes in what areas or topics do you need coaching or P.D. in? NO

4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...? None at this time however we need to be more diligent in reporting weekly data during PLC meetings.

Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

Target goal has been met and is changed to a new target goal.

XTarget goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.

Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 and #4 above.

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.
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1. For the next cycle are you continuing with the approach from previous cycle ? YES If yes continue to deployment plan. If no, address questions #2-5.
2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?)
3. What performance measures will you use to monitor impact of your approach/strategy? Weekly quizzes, Warm ups
4. What measure will you use to monitor fidelity of deployment of your strategy/approach? PLC notes, Graphs in classroom as evidence classroom walk through data
5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach? None

Include Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging. into deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date
1.	Report out the reading focus for the year to other academic teachers	All ELA teachers and admin	PLC notes SIT notes (School Improvement Team)	September 30, 2015	November 30, 2015
2.	Set up Knight Time classes for 4 components: Silent Sustained reading, writing, vocabulary development, and choice (read aloud, homework help, or credit recovery/correction time)	All remediation teachers	CWT, teacher observation	September 2015	June 10, 2016

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3.	Active Reading Strategies form to be sent out to all remediation teachers http://www.asdk12.org/middlelink/la/reading/active/getactive.pdf	Tonia Rhodes	form sent	September 15, 2015	September 30, 2015
4.	PD delivered for lesson plan design/curriculum	Houpe	PD notes, attendance logs	September 2015	June 10, 2016
5.	L to J results reported each week during weekly PLC meetings.	All remediation teachers	PLC Notes	September 2015	May 25, 2016
6.	Train teachers on vocabulary strategies. Provide worksheets, step-by-steps	All ELA teachers in individual grades. Houpe to train Wheel	PLC Notes	October 27, 2015	October 27, 2015

S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

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A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2014-15 SIP.

Overall goal has been met and School Improvement Plan focus will change for next year.
Target goal has been met and is changed to a new target goal.
Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
Target goal not met, so we will continue current plan for 2014-15. We will make improvements to the plan based on what didn't work through this year.

Schedule your 2014-15 SIP Coaching Session.

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