N.B. Mills Elementary School

1410 Pearl Street, Statesville, NC 28677, Phone 704-873-8498
Vision: To develop highly qualified citizens through relationships and authentic instruction.
Mission: To partner with parents, students, teachers, and community to ensure all students achieve their highest learning potential in a safe, orderly, and caring environment.

2015-16 SIP Narrative

Demographics
Sitting with 95.8% free and reduces lunch percentage, NB Mills is a school within a high-poverty community. The children are often transient, and over 110 families are currently living with other families in single homes (this is defined as "conditional enrollment" but, technically, it is homelessness). There are 485 students, to date, enrolled in our PK thru 5th Grade elementary school. There are 259 boys and 226 girls. Our exceptional children's department includes two self-contained classes, 60 speech IEPs, and 35 resource students. Our ethnicity breakdown is 236 African American, 3 Asian, 116 Hispanic, 18 Multi, and 112 Caucasian. Last year, we had 11 subgroups.

Our staff's years of teaching experience is well-ranged from beginning teachers to experienced teachers. Although teacher turnover rate has improved tremendously and is below state's rate, we still seem to have a couple teachers who leave each year (sometimes at the end of the year and sometimes in the middle of the year) to switch to a less high-needs school, and we tend to have at least one teacher out for a long period of time due to maternity leaves or surgeries, etc. Last year, I had a substitute in a third grade class for most of the year because a teacher decided not to come back more than half-way through the year. This had a tremendous impact of student performance.

Governance
Our school leadership team includes a representative from each grade level and department, instructional facilitator, assistant principal, dean of students, a parent, a teacher assistant, and the principal. The school also has goal teams to align with the core subjects: reading, math, and science. The science goal team was just started this year because of the lack of growth in EOG science scores. Grade levels complete analysis of assessment data focusing on strengths, weaknesses, and next steps. These analyses are reported into goal teams and analyzed again. With this information, the teams decided what the top priorities are and create a deployment plan for their portion of the school improvement plan. Goal teams report out to the school improvement team as to the strengths, weaknesses, next steps, and supplies/resources which are needed. The School Improvement Team discusses and approves the final deployment plan of each goal team. Grade level and goal team representatives return to their respective teams and report to them the content of the SIT meeting. Minutes from goal teams and school improvement team are sent electronically to the entire school.

MTSS
This is NB Mills' fourth year of utilizing the multi-tiered student support system (previously called Response to Instruction). This model is used for both academic and behavioral needs. We have many students come into our school (whether they move in or start kindergarten) where they have many gaps – may be academics and/or behaviors. We start with baselines and as we start to identify instructional gaps, learning issues, or behavioral concerns, we immediately begin the process. We start with monitoring data and implementing interventions. There are three tiers to the model. The first level is what we do for all students – academically and behaviorally. Some students progress to the second tier because the tier one strategies are not enough support for them to close gaps or have changes in behaviors. Lastly, there is the third level of interventions. These are considered very intensive in nature, and there are fewer students who receive these. The system progresses in intensity from tier one through tier three, and all interventions are data-driven.

Because of a very transient population and very few students attend any form of pre-school prior to coming to kindergarten, we have many students from our school who are in MTSS. Although it is very time consuming and involves a lot of paperwork by teachers and monitoring of data, we have seen progress with our students. Our overall growth last year was 82%!

Currently in Tiers 2 and 3, we have a total of 202 students in the academic MTSS and nine students for the behavioral component.

Metrics
We have been using multiple metrics over the past few years due to continuously working to close our gaps. We have consistently monitored our students' gaps as our focus is to always close them. We monitor our data to make our decisions, to plan our instruction, and to reflect on the decisions that we make in our school. The data we use include common assessments, district baseline assessments, district benchmark assessments, mClass (all components), EVAAS, AIMsWeb, Core Phonics, Moby Max, and

PDSA assessment. We use different data for our different needs. We track historical grade level, school level, and teacher level (administration only and the individual teacher) to measure and monitor our progress, student growth, and the effects of our strategies and decisions. As a school, discipline, attendance, and tardies have historically been an issue, so these are monitored and strategies have been put in place, as well.

Our school also focuses on continuous learning for our staff. In addition to district required professional development, we also do our own based on our observations, team needs, and requests. Our topics of focus have included children of poverty (implications in our classrooms and learning), reading strategies, technology instruction, classroom management, writing instruction, vocabulary instruction, and math strategies. I also require all my teachers to attend both Math Foundations and Reading Foundations provided by District. As new staff members arrive, I enroll them as soon as slots are available to attend these. In regards to our AIG population, at least one teacher from each grade level has also attended district training/certification classes for Academically/Intellectually Gifted.

SMART Goals
Originally, our intent for writing our goals was to aim high and not leave anyone "behind." Thus is why we wrote our goals to include all or high percentages of our students being proficient. Based on recent coaching, we are rewriting our goals to be more obtainable although the passion for all students to be proficient will always drive us. Our SIP smart goals now reflect more obtainable measures.

Deployment Steps
Parent Involvement: Parent involvement has always been a struggle at NB Mills, so we've worked very hard to get our parents and guardians "reconnected" with our school. We have many curriculum events as well as fellowship gatherings. During our curriculum events, we inform our parents what curriculum their children must master by the end of the school year and give them strategies to help them at home, as well. We also send home the expected curriculum each quarter or semester to remind them of what their children will be learning. We do several events just for "fun" to get parents in and comfortable with the school setting. Last year, we started the "Parent Resource Room" where parents can come to learn more about the curriculum and how to help their children at home. Another new program that we partnered with a community business is called "Raising Highly Capable Kids" where parents volunteer to attend parenting classes. There are free academic-based summer camps for students which have a requirement for parents to regularly attend parent classes. We also provide parents opportunities to solicit feedback to our school thru surveys and parent involvement activities, so that their concerns and ideas are heard. I have a high expectation of myself and staff that parent communication is required: positive parent phone calls, face to face conferences each semester, involvement in the MTSS process, and awareness of a behavioral and/or academic concern via phone call or conferences, and home visits as needed.

Instructional Assurances: Our assurances first start with creating a schedule that reflects principal's required instructional time allotments per each academic subject, and then leadership doing fidelity checks to ensure that the time frames are being adhered. Lesson plans are reviewed weekly by principal and instructional facilitator, and then teams are coached weekly in PLCs to meet the expectations (ie: vocabulary instruction, guided reading, etc.). We, previously, struggled with lesson plans being a second listing of the daily schedule or just a listing of objectives. Our focus is on the "how" students are going to learn. Data collecting for core instruction and intervention are checked in PLCs, and coaching and discussion follows concerning next steps. When gaps are noted per leadership observations, classroom walk-throughs, or PLC discussions, additional training is provided based on the level of needs (may also be individualized). Principal maintains a folder for each certified staff with observations and conference notes (strengths and weaknesses), next steps (area to improve), professional development participation, school leadership opportunities, and student/teacher data are kept so that coaching is a continuum and next steps are the focus for both teacher and leadership.

Attendance/Tardies Monitoring: Due to the amount of absences and tardies, leadership put a system in place to improve this data. Our plan is that a counselor calls parents concerning tardies, a counselor then calls at six absences, and principal calls at ten absences. It emphasizes the importance to the parents for the need of students to be at school. We, then, recognize students each quarter with excellent attendance.

Behavioral Supports: Many of our students struggle with having appropriate social and learning behaviors, as well as minimum organizational and coping skills. We utilize the MTSS model to assist our school with identifying these students and putting interventions in place to help them. We are also putting an enormous focus on students who continue to work hard and make good decisions (see below). We want these children to receive much recognition and reinforcement for effort and doing well.

Data Analysis Processes: Data analysis is done monthly in two forms – one is of core instruction and the other is intervention instruction. We also analyze after district and state assessments as a grade level, where we identify our strengths, weaknesses, and next steps. These are reported out to goal teams, where they report to our school improvement team. The data drives our instruction, identifying gaps and needs and implementing strategies and activities that are data proven. We use data which is proven to be of quality; such as, mClass, AIMSweb, Core Phonics, district tests, etc.

Student Leadership-building and Recognition Activities: We created leadership and recognition opportunities for our students, but these opportunities are contingent upon students making appropriate decisions – academically and behaviorally. Students are being rewarded by getting to do interest-driven privileges and jobs based on studying, working hard in the classroom, and being a character

role model for others. Regular recognition activities are put into place, as well. These include quarterly assemblies with parents invited, announcing on morning announcements to school, and posting to social media.

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach we will use to ensure all our students are career and college ready.

SCIENCE

School: NB Mills	Year: 2015-16	Current Growth Status: Met Expected Growth	

Mission: Our mission is to work together with the community to build leaders in an engaging, respectful, and safe environment.
School Improvement Plan Summary
Our focus area is: Science
Overall goal (What we want to accomplish by the end of the second year.) Proficiency Goal: By June 2018, 80% of NB Mills' students will be proficient (80% or higher) in science as measured by EOGs (5th Grade). Growth Goal: By June 2018, all teachers will meet or exceed expected growth as measured by EVAAS.
Target goal (What we want to accomplish this year.) Proficiency Goal: By June 2016, 50% of NB Mills' students will be proficient (80% or higher) in science as measured by EOGs (5th Grade). Growth Goal: By June 2016, growth rating for NB Mills will be "Exceeds Expected Growth" as measured by EVAAS.
Approaches/Strategies (What we will do to realize our goal.) 4th Grade is piloting team teaching which is allowing grade level to develop "specialists" for science instruction. Uniform schedule was created for every grade level to ensure adequate amount of time being spent on subjects. School-wide focus on vocabulary for all subjects. Visiting science curriculum weekly in PLCs.
Measures; we will use to monitor our progress toward reaching our goal:

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

Performance/Impact: Benchmark Assessments, Common Assessments
Fidelity of implementation: Lesson planning, data analysis

Expected Outcomes: We expect the number of proficient students to increase, for school status of student growth to become "Exceeds Expected Growth," and for more teachers to obtain "Exceeds Expected Growth."

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**

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

NB Mills' EOY Data History

Grade	Subject	2011	2012	2013 - CC	2014	2015			
5th	Science	51.4	35.8	24.7	24	24.4			
Teachers Met Growth	Science		1 of 4	3 of 4	1 of 3	2 of 2			
K-5	ODR	477	299	582	905	1000			
K-5	School Attendance	95.5%	96%	95%	95%	95%			

CC: first year of Common Core testing

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach we will use to ensure all our students are career and college ready.

SCIENCE

SCHOOL	Performance Composite 2013-2014 CCR	Performance Composite 2014-2015 CCR	Performance Composite 2013-2014 GLP	Performance Composite 2014-2015 GLP	Growth Status 2013-2014	Growth Status 2014-2015	
NB Mills	23.2	20.6	34.2	28.6	Not Met	Met	

Historical Science EOG Subgroups Data

School Name	Subject	Standard Measurement	All Students	Female	Male	AmIn	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG	Year
N B Mills Elementary	EOG Science 5	Grade Level Proficient	24.7	15.2	30.4			7.5	28.6		48.1	16.7	10	10		2012-2013
N B Mills Elementary	EOG Science 5	Grade Level Proficient	35.4	37.5	34	*	*	24.4	20	*	68.4	30	<5	22.2	*	2013-2014
N B Mills Elementary	EOG Science 5	Grade Level Proficient	24.4	17.4	31.8	*	*	22.7	12.5	*	40	22	*	12.5	*	2014-2015

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

SCIENCE

Report: School Value Added   **Test:** End of Grade *i*

School: N B Mills Elementary   **Subject:** Science

District: Iredell-Statesville Schools

Year: 2015

<div style="border:1px solid #ccc; background:#ffffcc">

LEARN HOW TO USE THIS REPORT (Flash required)

Gain Model | Predictive Methodology

</div>

Subject	Grade	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Science	5	2013	71	245.7	29	247.1	34	-1.3 R	0.6
		2014	62	244.8	22	248.0	32	-3.0 R	0.6
		2015	29	244.5	23	247.2	30	-2.4 R	0.9
		3-Yr-Avg	162	245.1	26	247.5	33	**-2.3 R**	0.4

B	Significant evidence that the school's students made more progress than the Growth Standard
G	Evidence that the school's students made progress similar to the Growth Standard
R	Significant evidence that the school's students made less progress than the Growth Standard

Achievement results and growth results must be used together to get a complete picture of student learning.

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

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? science vocabulary, adequate time being spent on science instruction, and ensuring high levels of engagement
2. What approaches/strategies are contributing to your success in this area and what data suggests this? We're hoping the by piloting team teaching in 4th grade, this will allow us to build "experts" in subjects and roll out to other grade levels next year (5th and possibly 3rd grades).
3. What are opportunities for improvement, gap or barriers are in this area? Ensuring all grade levels are adequately doing science instruction.
4. What seems to be the root cause of the problem and what data suggests this? Enormous focus has been on reading and math in most primary grades, so we're ensuring that adequate attention is given for science (ie: time commitment, engaging lesson plans, revisiting science curriculum)

Reflection:
5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Lesson plans are a PLC focus, lesson plans are reviewed by principal with on-going coaching, uniform grade level schedules were created to ensure time allotments are met to science instruction.
6. What research did you review to support the use of these strategies/approaches? Previous methods have not worked: each classroom creates its own schedule, no real "specialists" were created because of the **enormous amount of curriculum** that all teachers have been accountable to k and plan for every day, every week.
7. What performance measures will you use to monitor impact of your approach/strategy? Benchmark Assessments and Common Assessments
8. What measure will you use to monitor fidelity of deployment of your strategy/approach? Principal reviews lesson plans/criteria checklists, minutes from PLCs, and lesson plans.

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

SCIENCE

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Continuous vocabulary instructional best practices.
10. If funding is required, what funding source will be used?

Messaging:
11. How will you convey intent of this focus area of SIP to stakeholders?
12. How will you communicate progress towards goals or course corrections to stakeholders?

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.

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

	These are continuously implemented strategies that have been put into place by chronological order and are put in front of all plans so all members are aware and continue to implement. ● Curriculum Nights ● Student RtI Data folders ● Class/teacher data folders ● Teachers conferencing with students using data folders ● Analyze EC Resource data for growth – inclusive practice vs. pull out ● Vertical alignment discussions two to three times per year. ● Check classroom instruction against schedule and lesson plans ● Purposefully focusing on the components of lesson plans & instruction - quality and engaging activities; timeframes. ● Ensure centers should only be used after students know skill (independent practice) ● Used model of: demonstrate skill/think aloud, model skill, guided practice, and then independent practice ● Maintain a school data spreadsheet ● Systematically share BA, CA, and RtI Adequate Growth Chart data with Resource teachers ● Ensure lesson plans meet criteria; coach as needed. ● Ensure instruction matches plans and schedule. ● "Academics PLC" which meets weekly to plan and use data (CA, BAs) w/ IF.				

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

Step #	List the specific NEW 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
	"RtI PLC" which meets every other week to plan lessons for targeted skill gaps w/ IF. - Intentional vocabulary instruction. - Checking and coaching quality lesson plans – lesson plan fidelity checks by principal - YMCA Summer Camp Science & Reading focus for July 1016 rising 5th graders 4th Grade team teaching (creating ELA/SS and Math/Science experts) - Enhancement folks reinforce homeroom concepts and vocabulary.				
1	Monthly in-house professional development focusing on identified vocabulary, vocabulary instruction, highlighting vocabulary best practices, sharing vocabulary practices, and training on test taking strategies for students.	Mitchell	Monthly meeting agendas	8/25/15	6/15/16
2	Create a Science/Social Studies Goal Team to address lack of adequate growth with Science EOG scores.	Mitchell	Team roster; minutes	8/25/15	9/15/15

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

SCIENCE

3	Pilot team teaching in 4th grade to create science/social studies "specialists," as well as ELA and math specialists. If this works well, we will possibly roll this concept out to 3rd and 5th grades, as well.	Mitchell	Grade level roster; lesson plans	8/25/15	6/15/16
4	Partner, again, with YMCA/United Way to implement the "Summer Academy" in July 2016 for rising 5th graders, with science being the focus.	Mitchell	Plan; teacher roster; curriculum map	8/25/15	8/1/16
5	School-wide uniform schedule created and implemented to ensure science being taught - science deliberately scheduled a specific set time for each grade level.	Mitchell	School-wide schedule	8/25/15	6/15/16
6	Science curriculum guides reviewed weekly in PLCs to ensure curriculum is being addressed.	Grade level chairs	Lesson plans	8/25/15	6/15/16
7	Create quality plans to address science with high levels of engagement.	Grade level chairs	Lesson plans	8/25/15	6/15/16
8	Lesson plans reviewed and coached for engagement and quality.	Mitchell	Lesson plan fidelity checks	8/25/15	6/15/16
9	Science vocabulary words attached to floor so that children are constantly viewing them as they are in hallways.	Brooks	Vocabulary word list	8/25/15	6/15/16
10	People on Science/SS Goal Team lead curriculum guide discussion in PLCs to determine curriculum	Science Goal Team Chair	PLC minutes	8/25/15	6/15/16

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

11	Create a science lab with instructional materials for classrooms to utilize for lab/hands-on experiments to supplement classroom instruction.	Mitchell/Brooks	Science Lab Sign-up Calendar	8/25/15	6/15/16

S	Study – Analysis of data after implementing an approach

Grade	Baseline NBM/ISS	Benchmark 1 NBM/ISS	Benchmark 2 NBM/ISS	Benchmark 3 NBM/ISS
5	38.5 / 46.4	56.79 / 67.2		
3	NA	51% / NA		

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?

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?

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring…?
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.

A	**Act – Revise or continue with implementation plan based on data analysis.**

1. For the next cycle are you continuing with the approach from previous cycle ?

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

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

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

SCIENCE

S	**Study – Analysis of data after implementing an approach**

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.

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

SCIENCE

A	**Act – Continue with the Target Goal or revise the Target Goal for next year.**

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.
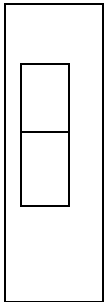
Overall goal has been met and School Improvement Plan focus will change for next year.

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.

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

SCIENCE

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

School: NB Mills	Year:2015-16	**Current Growth Status: Met Expected Growth**	

Mission: Our mission is to work together with the community to build leaders in an engaging, respectful, and safe environment.
School Improvement Plan Summary
Our focus area is: Reading Comprehension.
Overall goal (What we want to accomplish by the end of the second year.) Proficiency Goal: By June 2018, 80% of NB Mills' students will be proficient (80% or higher) in reading as measured by EOGs (3rd-5th) and mClass (K-2). Growth Goal: By June 2018, all teachers will meet or exceed expected growth as measured by EVAAS.
Target goal (What we want to accomplish this year.) Proficiency Goal: By June 2016, we will have 50% of NB Mills' students proficient in reading as measured by EOGs (3rd-5th) and mClass (K-2). Growth Goal: By June 2016, growth rating for NB Mills will be "Exceeds Expected Growth" as measured by EVAAS.
Approaches/Strategies (What we will do to realize our goal.) In order to meet our goal of 80% of NB Mills' students becoming proficient (80% or higher) in reading, the most important area that needs improving is reading comprehension due to mclass TRC data (k-3) Kindergarten: 66% proficient; First Grade: 63% proficient; Second Grade: 61% proficient; Third Grade: 30.38% proficient on EOG; Fourth Grade: 43.04% proficient; Fifth Grade: 27.7% proficient. Increase student vocabulary, building students' reading stamina to successfully complete multiple grade level passages in one sitting. Improvements in decoding and phonemic awareness through the use of Letterland and Words Their Way.

Measures: we will use to monitor our progress toward reaching our goal:
   Performance/Impact: Benchmark Assessments, mclass, Common Assessments, Aimsweb
   Fidelity of implementation: lesson planning, data analysis, MTSS

Expected Outcomes: We expect the number of proficient students to increase, for school status of student growth to become "Exceeds Expected Growth," and for more teachers to obtain "Exceeds Expected Growth."

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

READING

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

P	PLAN: Identify the gap and the approach

Performance Data; Formative and/or Summative that is aligned to goal. (Insert data or link to access data here.)
mclass TRC data (k-3) Kindergarten: 66% proficient; First Grade: 63% proficient; Second Grade: 61% proficient; Third Grade: 30.38% proficient on EOG; Fourth Grade: 43.04% proficient; Fifth Grade: 27.7% proficient.

NB Mills' EOY Data History

Grade	Subject	2011	2012	2013 – CC	2014	2015			
5th	Reading	54.1	46.5	22.5	34.62	28.9			
	AIMsWeb	███	MOY 42	48	50	52			
4th	Reading	44.6	46.5	25.6	20	42.5			
	AIMsWeb		MOY 39	38	38.7	47.3			
3rd	Reading	58.2	57.6	26.4	36.84	30.1			
2nd	Reading	TRC 54	57/91	41/57	56/57	56/61			
1st	Reading	TRC 89	66/70	57/40	68/59	61/63			
K	Reading	TRC 89	86/75	91/68	86/61	93/66			

School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

READING

Teachers Met Growth	Reading		8 of 8	6 of 7	7 of 9	23 of 23 (K-5)			
K-5	ODR	477	299	582	905	1000			
K-5	School Attendance	95.5%	96%	95%	95%	95%			

CC: first year of Common Core testing

3rd-5th: Scores reflect EOGs plus EOY AIMsWeb
1-2nd: Scores reflect EOY mClass (DORF fluency/TRC) and EOY Benchmark Assessments
K: Scores reflect EOY mClass (NWF/TRC) and EOY Benchmark Assessments

AIMsWeb, mClass, & EOGs = % on grade level
BA = % correct thru 2012; 2013-14 becomes % on grade level

SCHOOL	Performance Composite 2013-2014 CCR	Performance Composite 2014-2015 CCR	Performance Composite 2013-2014 GLP	Performance Composite 2014-2015 GLP	Growth Status 2013-2014	Growth Status 2014-2015			
NB Mills	23.2	20.6	34.2	28.6	Not Met	Met			

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

READING

Historical Reading EOG Subgroups Data

School Name	Subject	Standard Measurement	All Students	Female	Male	AmIn	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG	Year
N B Mills Elementary	EOG Reading 3	Grade Level Proficient	26.4	20	32.1			23.8	16.7		36.4	25.5		12.5		2012-2013
N B Mills Elementary	EOG Reading 3	Grade Level Proficient	36.8	46.5	24.2	*	*	28.6	17.6	*	59.1	32.8	7.7	<5	*	2013-2014
N B Mills Elementary	EOG Reading 3	Grade Level Proficient	30.1	32	27.3	*	*	16.2	26.7	*	44.8	22.2	18.2	14.3	*	2014-2015
N B Mills Elementary	EOG Reading 4	Grade Level Proficient	25.6	31.3	21.7			16.7	15.8		55.6	19	<5	8.3		2012-2013
N B Mills Elementary	EOG Reading 4	Grade Level Proficient	19.6	16	23.1	*	*	14.3	<5	*	33.3	19.1	*	20	*	2013-2014
N B Mills Elementary	EOG Reading 4	Grade Level Proficient	42.5	40.8	45.2	*	*	30.8	23.5	*	72.7	39.1	16.7	<5	*	2014-2015
N B Mills Elementary	EOG Reading 5	Grade Level Proficient	22.5	21.2	23.2			15	19		37	16.7	10	10		2012-2013
N B Mills Elementary	EOG Reading 5	Grade Level Proficient	34.2	43.8	27.7	*	*	31.7	20	*	57.9	30	<5	11.1	*	2013-2014
N B Mills	EOG	Grade	28.9	26.1	31.8	*	*	27.3	12.5	*	40	26.8	*	25	*	2014-2015

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

Elementary	Reading 5	Level Proficient												

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach we will use to ensure all our students are career and college ready.

READING

Report: School Value Added   Test: End of Grade ⓘ

School: N B Mills Elementary   Subject: Reading

District: Iredell-Statesville Schools

Year: 2015

LEARN HOW TO USE THIS REPORT (Flash required)
Gain Model | Predictive Methodology

Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2013 Growth Measure		0.5 G	-2.7 G	-1.1 G
Standard Error		1.5	1.5	1.0
2014 Growth Measure	-2.8 G	-4.9 R	-2.5 G	-3.4 R
Standard Error	1.6	2.1	1.5	1.0
2015 Growth Measure	-3.9 R	1.7 G	4.2 G	0.7 G
Standard Error	1.5	1.6	2.1	1.0
3-Year-Average Growth Measure		-0.9 G	-0.3 G	-1.3 R
Standard Error		1.0	1.0	0.5

Estimated School Average Achievement				
Grade	3	4	5	
State NCE Average	50.0	50.0	50.0	
2012 Average Achievement	44.4	44.9	42.3	
2013 Average Achievement	38.4	44.9	42.4	
2014 Average Achievement	38.8	33.4	42.5	
2015 Average Achievement	37.9	40.6	37.6	

B	Significant evidence that the school's students made more progress than the Growth Standard
G	Evidence that the school's students made progress similar to the Growth Standard
R	Significant evidence that the school's students made less progress than the Growth Standard

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

READING

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? reading comprehension due to gaps in vocabulary
2. What approaches/strategies are contributing to your success in this area and what data suggests this? MTSS, intervention block, small group guided reading
3. What are opportunities for improvement, gap or barriers are in this area? Improve reading comprehension by increasing student vocabulary, building students' reading stamina to successfully complete multiple grade level passages in one sitting.
4. What seems to be the root cause of the problem and what data suggests this? The root cause seems to be the lack of vocabulary. When students enter kindergarten, they lack basic academic vocabulary (ie numbers, colors, a letters).

2015 - 16 Vocabulary Proficiency Data (per mClass & AIMSweb DAZE & MAZE data)

Grade	BOY	MOY	EOY
3rd	54% (at 50th percentile)		
5th	35.8% (at 50th percentile)		

Reflection:
5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? increase a literacy rich environment, vocabulary focus during media enhancement, targeted vocabulary instructions during intervention block as well as during core

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

6. What research did you review to support the use of these strategies/approaches? From Robert Marzano's book on vocabulary: Stanovich, K.E. (Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly,* 21(4), 360-407
7. What performance measures will you use to monitor impact of your approach/strategy? mclass, benchmark assessments
8. What measure will you use to monitor fidelity of deployment of your strategy/approach? lesson plans
9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Train teachers in Ruby Payne's A Framework for Understanding Poverty, strategies to use in vocabulary instruction, how to increase vocabulary thr teacher read alouds
10. If funding is required, what funding source will be used? Ruby Payne, digital sites, parent resource room, vocabulary instruction resources, leveled books parent night: 069 and 050

Messaging:
11. How will you convey intent of this focus area of SIP to stakeholders? social media, school website, parent curriculum night, faculty meetings, learning targets posted in classroom, newsletters to parents
12. How will you communicate progress towards goals or course corrections to stakeholders? SIT will share with each other, go back to grade level and share, then shared with parents through social media, website, conferences

D	**DO: Develop and Implement Deployment Plan**

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

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

	These are continuously implemented strategies that have been put into place by chronological order and are put in front of all plans so all members are aware and continue to implement. • Letterland for Gr. K-2 • School focus of writing instruction in all grades • Curriculum Night for parents • Lesson Plan Guidelines & expectations per Mitchell • Intervention Block (3 Reading days) - based on RtI • Maintain well-equipped "Book Rooms" (one for K-2, one for 3-5) with leveled sets of readers • Student-maintained data folders for grades 1st thru 5th • PLC Focuses: resources/tools that support HYIS, academic games, academic vocabulary, guided reading, text-based questioning, using data, common core, RtA, and RtI • "Words their Way" word study program for 3rd-5th Grades • RtI paperwork support in PLCs • Train TAs on how to use Letterland • Create an RtI Data binder for reading data • Class/teacher data folders for reading data • Teachers conferencing with students using data folders • Analyze EC Resource data for growth – inclusive practice vs. pull out • Data Days on a regular schedule throughout year • "Nurturing Program" with AIG Specialist to start working with 1st and 2nd graders who are high-flying. • School-wide Book Drive to get books into homes over summer				

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

	- Vertical alignment discussions - Strong training on Guided Reading with constant follow-up in PLCs and coaching in classrooms/teachers - Letterland instruction taken into 3rd Grade (maybe just first semester). - Focus/ensure instructional spiraling of skills. - Purposefully focusing on the components of lesson plans & instruction - quality and engaging activities; timeframes. - Teachers reviewing assessments with students to analyze why they are missing questions. - Utilize parrot reading – children mimic inflections, use punctuation, etc. - Maintain a "Parent Resource Room" to help parents learn how to help their kids at home - Bring BA and CA data each time (class averages and student scores) to identify math gaps and reading skills gaps (why are they not comprehending?? – inferring, using context clues, vocab., background knowledge, identifying main idea and topics, fluency, etc.). We're figuring out why they can't read in RtI (letter sounds, decoding skills, segmentation, fluency, etc.). - Ensure centers should only be used after students know skill (independent practice) - Used model of: demonstrate skill/think aloud, model skill, guided practice, and then independent practice - Emphasis on non-focused groups during guided reading time where practice skills have to be accounted for (ie: independent reading needs some kind of accountability activity at end of period such as writing a summary, etc.). Suggested: 2 focused guided reading groups (teacher, TA each run a group at same time), writing/grammar focus independent practice, and independent/endurance reading with an accountability piece.				

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

| | | Groups rotate three times (once with guided reading, once with writing, and once with independent reading)
 ● Daily fluency reads; charting daily
 ● Training of students and staff about what engagement looks like, holding students accountable for engagement and behavior in monthly trainings
 ● Systematically share BA, CA, and RtI Adequate Growth Chart data with Resource teachers
 ● Creating a 4th-5th At-risk Reading Teacher.
 ● Ensure lesson plans meet criteria; coach as needed.
 ● Ensure instruction matches plans and schedule.
 ● Identified "Academics PLC" which meets weekly to plan and use data (CA, BAs) w/ IF.
 ● Identified "Intervention PLC" which meets every other week to plan lessons for targeted skill gaps w/ IF.
 ● Intentional vocabulary instruction; constant training for staff
 ● Media Specialist's instruction supports vocabulary identified by teachers
 ● Sight-words and content-specific words on hallway floors
 ● Class-schedule fidelity checks to see if classes match schedules
 ● IF and At-risk Reading Teacher collaborate (focus on bubble kids list, strategies)
 ● Reading At-risk Teacher pushes into classes and pulls small groups (her groups are in addition to guided reading groups – double dipping)
 ● YMCA Annual Summer Reading & Science Camp - to help most at-risk kids over summer break
 ● 4th Grade team teaching (creating ELA/SS and Math/Science experts)
 ● Kindergarten greatly utilizes big-book read alouds to students.
 ● Reading specialist involved in grade level planning with grades she collaborates. | | | | |

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

Step #	List the specific NEW 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
	● Enhancement folks reinforce homeroom concepts and vocabulary.				
1	Safe school plan reviewed, updated, and distributed to staff.	Mitchell	Safe School Plan	7/1/15	8/18/15
2	Increase parent involvement (curriculum & instruction based): August's Open House/Curriculum & Homework Night and October's Annual Curriculum & Discipline Picnic Night	Reading Goal Chair Goal Team	SIT Minutes	8/19/15	11/1/15
3	Continue building parent resource room (tools and tutors) to equip parents with strategies to support students with home practice. Increase parent participation.	Reading Goal Chair Goal Team	Parent Sign-ins	7/1/15	6/15/16
4	Continue to attract & hold HQ staff	Mitchell	Staff Roster	7/1/15	6/15/16
5	Create a Guided Reading lesson rubric/checklist	Goal Team Chair Goal Team	Checklist	8/25/15	6/15/16
6	Intervention block incorporated based on data gaps - all grade levels participate	Mitchell/Brooks	Lesson Plans	8/25/15	6/15/16
7	Purchase digital sites for resources - will vote on by staff in August. Provide a master list for staff.	Sigmon	Master list of sites	8/25/15	6/15/16
8	Purchase license for Ticket to Read to use for intervention to close gaps in literacy	Sigmon Teachers	Ticket to Read license	8/25/15	6/15/16

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

9	Daily and deliberate vocabulary instruction, beginning on day 1 of school year. Investigate programs to purchase and implement.	Dearman	Lesson plans, fidelity checks	8/25/15, weekly	6/15/16
10	Continue purchasing leveled books for the K-2 and 3-5 Book Rooms to meet Common Core Standards.	Dearman	Invoice slips	8/25/15	6/15/16
11	Train teachers in Ruby Payne's A Framework for Understanding Poverty	Dearman	Staff sign in roster	8/25/15	11/1/15
12	Support vocabulary instruction through media enhancement	Wells Teachers	Targeted vocabulary in lesson plans	8/25/15, weekly	6/15/16
13	Support third - fifth grade students who score right at the minimum level for proficiency through the use of a reading specialist "pushing into" the classroom and working with the targeted group of students.

Reading Specialist will also be planning with PLCs 2x/month. | Dearman Teachers | Benchmark assessments; progress monitoring fluency, vocabulary, and comprehension through individual PDSA (Plan Do Study Act) | 8/25/15, daily | 6/15/16 |
| 14 | Increase student reading stamina by building longer independent reading time and responding to comprehension questions in grades 2 through 5. | Teachers Grade Level Chairs | Progress monitoring with reading passages - gradually increasing the number of passages to read in one sitting. | 8/25/15 | 6/15/16 |

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

15	Monthly PLC discussions focusing on identified vocabulary, vocabulary instruction, highlighting vocabulary best practices, sharing vocabulary practices, and training on test taking strategies for students.	Mitchell	PLC minutes	8/25/15, monthly	6/15/16
16	Utilizing Dr. Goins (DPI) for ELA instructional coaching - to leadership and teachers	Mitchell	Calendar; leadership & PLC notes/minutes	9/10/15	5/30/16
17	ELA curriculum guides reviewed weekly in PLCs to ensure curriculum is being addressed.	Grade level chairs	Lesson plans	8/25/15, weekly	6/15/16
18	Create quality plans to address ELA with high levels of engagement.	Grade level chairs	Lesson plans	8/25/15	6/15/16
19	Lesson plans reviewed and coached for engagement and quality.	Mitchell	Lesson plan fidelity checks	8/25/15, weekly	6/15/16
20	Utilizing MTSS bi-weekly in RtI PLC to review and identify students at-risk of not being on grade level.	Brooks	RtI Spreadsheet	8/25/15, biweekly	6/15/16

S	**Study – Analysis of data after implementing an approach**

2015-16 Benchmark Assessment Data

Grade	Baseline NBM/ISS for 4th-5th	Benchmark 1 NBM/ISS for 3rd-5th	Benchmark 2 NBM/ISS for 3rd-5th	Benchmark 3 NBM/ISS for 3rd-5th
K				
1	73 & 61			

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

2	79 & 21	67.35 / 71.70		
3	Beginning of the Year EOG: Teacher A 431.1 Teacher B 425.7 Teacher C 432.3 Teacher D 429.7	62.32 / 70.42		
4	53.3 / 66.5	55.69 / 67.26		
5	54.5 / 63.8	58.54 / 68.25		

1st-2nd   Scores reflect mClass (DORF fluency & TRC)
K: Scores reflect mClass (NWF & TRC)

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?
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?
4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring…?
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.

Iredell-Statesville Schools
School Improvement Plan
A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.

READING

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.

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?

Iredell-Statesville Schools
School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

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

School Improvement Plan
**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

S	**Study – Analysis of data after implementing an approach**

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.**

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.
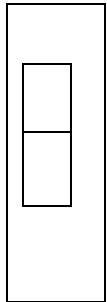
Overall goal has been met and School Improvement Plan focus will change for next year.
Target goal has been met and is changed to a new target goal.
Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
Target 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.

School Improvement Plan

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

READING

School Improvement Plan
A **continuous improvement strategic plan, that communicates the approach**
     we will use to ensure all our students are career and college ready.

MATH

School: N.B. Mills	Year: 2015-16 Math	Current Growth Status: Met Expected Growth	

Mission: Our mission is to work together with the community to build leaders in an engaging, respectful, and safe environment.
School Improvement Plan Summary
Our focus areas are: Building conceptual understanding by first learning via concrete methods; automaticity with math facts, and comprehending understanding of what is being asked to solve in word problems.
Overall goal (What we want to accomplish by the end of the second year.) Proficiency Goal: By June 2018, 80% of NB Mills' students will be proficient as measured by NC EOG. Growth Goal: By June 2018, all teachers will meet or exceed expected growth as measured by EVAAS.
Target goal (What we want to accomplish this year.) Proficiency Goal: By June 2016, 50% of all NB Mills' students will be proficient as measured by the NC EOG. Growth Goal: By June 2016, growth rating for NB Mills will be "Exceeds Expected Growth" as measured by EVAAS.
Approaches/Strategies (What we will do to realize our goal.) Conceptual math, intervention block, and math facts automaticity by practicing at home and at school.

Measures; we will use to monitor our progress toward reaching our goal:
    Performance/Impact: Data from benchmark assessments, charting math facts, Study Island, and Mobymath progress reports
    Fidelity of implementation: Planning and instruction will be checked to ensure these practices are being utilized. Schedules and planning of   intervention block will be checked to ensure that these are part of daily schedules.

Iredell-Statesville Schools
School Improvement Plan

A **continuous improvement strategic plan, that communicates the approach**
we will use to ensure all our students are career and college ready.

Expected Outcomes: We expect the number of proficient students to increase, for school status of student growth to become "Exceeds Expected Growth," and for more teachers to obtain "Exceeds Expected Growth."
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

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

NB Mills' EOY Data History

Grade	Subject	2011	2012	2013	2014	2015						
5th	Math	66.2	57.7	29.2	32.9	20						
4th	Math	56.8	75	21.8	29.4	31.3						
3rd	Math	78.5	78.8	28.3	44.7	18.1						
2nd	Math	74.8	74.8	77.8	77.8	83.2						
1st	Math	89.1	84.6	85	92.1	88.1						
K	Math	94.8	90.1	94	91.5	93.3						
Teachers Met Growth	Math	■	7 of 8	1 of 7	6 of 7	5 of 6						
K-5	ODR	477	299	582	905	1000						
K-5	School Attendance	95.5%	96%	95%	95%	95%						

3rd-5th: Scores reflect EOGs

School Improvement Plan
A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

BA = % correct thru 2012; 2013-14 becomes % on grade level

SCHOOL	Performance Composite 2013-2014 CCR	Performance Composite 2014-2015 CCR	Performance Composite 2013-2014 GLP	Performance Composite 2014-2015 GLP	Growth Status 2013-2014	Growth Status 2014-2015			
NB Mills	23.2	20.6	34.2	28.6	Not Met	Met			

Historical Math EOG Subgroups Data

School Name	Subject	Standard Measurement	All Students	Female	Male	AmIn	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG	Year
N B Mills Elementary	EOG Math 3	Grade Level Proficient	28.3	12	42.9			14.3	33.3		45.5	27.7		12.5		2012-2013
N B Mills Elementary	EOG Math 3	Grade Level Proficient	44.7	48.8	39.4	*	*	34.3	29.4	*	68.2	41.8	23.1	<5	*	2013-2014
N B Mills Elementary	EOG Math 3	Grade Level Proficient	18.1	16	21.2	*	*	<5	26.7	*	31	13.9	18.2	9.5	*	2014-2015
N B Mills Elementary	EOG Math 4	Grade Level Proficient	21.8	18.8	23.9			19.4	15.8		33.3	19	<5	<5		2012-2013
N B Mills Elementary	EOG Math 4	Grade Level Proficient	29.4	24	34.6	*	*	23.8	37.5	*	38.9	29.8	*	20	*	2013-2014
N B Mills Elementary	EOG Math 4	Grade Level Proficient	31.3	30.6	32.3	*	*	25.6	17.6	*	50	29	8.3	<5	*	2014-2015

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

N B Mills Elementary	EOG Math 5	Grade Level Proficient	29.2	27.3	30.4			22.5	23.8		44.4	22.2	10	10		2012-2013
N B Mills Elementary	EOG Math 5	Grade Level Proficient	32.9	31.3	34	*	*	19.5	26.7	*	73.7	30	<5	11.1	*	2013-2014
N B Mills Elementary	EOG Math 5	Grade Level Proficient	20	21.7	18.2	*	*	13.6	12.5	*	30	19.5	*	25	*	2014-2015

Iredell-Statesville Schools
School Improvement Plan

A **continuous improvement strategic plan, that communicates the approach**
we will use to ensure all our students are career and college ready.

Report: School Value Added   **Test:** End of Grade ⓘ
School: N B Mills Elementary   **Subject:** Math
District: Iredell-Statesville Schools
Year: 2015

LEARN HOW TO USE THIS REPORT (Flash required)
Gain Model | Predictive Methodology

Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	
2013 Growth Measure		-7.7 R	-6.6 R	-7.2 R
Standard Error		1.4	1.3	1.0
2014 Growth Measure		-7.3 R	-0.5 G	-3.9 R
Standard Error		2.0	1.4	1.2
2015 Growth Measure		0.2 G	3.6 G	1.9 G
Standard Error		1.5	2.0	1.2
3-Year-Average Growth Measure		-5.0 R	-1.2 G	-3.1 R
Standard Error		0.9	0.9	0.6

Estimated School Average Achievement				
Grade	3	4	5	
State NCE Average	50.0	50.0	50.0	
2012 Average Achievement	49.2	45.2	40.9	
2013 Average Achievement	40.9	41.4	38.3	
2014 Average Achievement	39.6	33.6	41.0	
2015 Average Achievement	32.1	39.7	37.3	

B	Significant evidence that the school's students made more progress than the Growth Standard
G	Evidence that the school's students made progress similar to the Growth Standard
R	Significant evidence that the school's students made less progress than the Growth Standard

5

A **continuous improvement strategic plan, that communicates the approach**
we will use to ensure all our students are career and college ready.

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? Students don't know their math facts with automaticity, and students do not understand what/how to solve math problems.
2. What approaches/strategies are contributing to your success in this area and what data suggests this? Constant practice of math fact automaticity. Continuing training for staff in Math Foundations
3. What are opportunities for improvement, gap or barriers are in this area? Students are still not accurately performing or demonstrating understanding of solving word problems.
4. What seems to be the root cause of the problem and what data suggests this? Students not understanding word problems or not accurately solv word problems, and students not knowing their math facts, .

Reflection:
5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Our school is going to use Singapore Math, continue intervention block utilizing data-driven interventions, and math facts drilling. We are also going to get Singapore Math PD with a focus on model drawing and number sense. Number bond 1-20. Assessing fact family at least once a week with a minimum of 25 problems. K, 3rd through 5th use Engage New York Math Curriculum. Math instruction should be no less than 1hour for regular instruction PLUS an additional amount of time for remediation/enrichment and does not include morning work
6. What research did you review to support the use of these strategies/approaches? Chris Cain and Math Foundations support Singapore Math an conceptual teaching of math.
7. What performance measures will you use to monitor impact of your approach/strategy? Benchmark assessments, Mobymax Math, Study Island, graphing math facts.
8. What measure will you use to monitor fidelity of deployment of your strategy/approach? Lesson plans for core and intervention block
9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Math Foundations and and our professional development in August. Need to continue with identifying and sending new folks to Math Foundations PD

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

10. If funding is required, what funding source will be used? State & Federal at-risk funds

Messaging:
11. How will you convey intent of this focus area of SIP to stakeholders? SIT report out via goal team chair
12. How will you communicate progress towards goals or course corrections to stakeholders? SIT report out via goal team chair

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.

	These are continuously implemented strategies that have been put into place by chronological order and are put in front of all plans so all members are aware and continue to implement. • Lesson Plan Guidelines & expectations per Mitchell • Intervention Block (2 Math days) - per RtI data • Student-maintained data folders for grades 1st thru 5th • Moby Max for K-5 • Class/teacher data folders • Analyze EC Resource data for growth – inclusive practice vs. pull out • Data Days throughout year • Using 1st Grade TAs for 2nd–3rd Grade Remediation Block • Purchase index cards for kids to make a set of flashcards for home to practice math facts				

Iredell-Statesville Schools
School Improvement Plan
A **continuous improvement strategic plan, that communicates the approach**
we will use to ensure all our students are career and college ready.

	- Purchase math facts flashcards to use daily in classroom – children graph progress "Nurturing Program" with AIG Specialist to start working with 1st and 2nd graders who are high-flying. - All teachers requiring homework four nights a week with focus being on drill/practice so children can complete independently. Holding students accountable for completing. - Check classroom instruction against schedule and lesson plans - Focus/ensure instructional spiraling of skills. - Purposefully focusing on the components of lesson plans & instruction - quality and engaging activities; timeframes. - Teachers reviewing assessments with students to analyze why they are missing questions. - Ensure centers should only be used after students know skill (independent practice) - Used model of: demonstrate skill/think aloud, model skill, guided practice, and then independent practice - Training of students and staff about what engagement looks like, holding students accountable for engagement and behavior in monthly trainings - School data spreadsheet - Systematically share BA, CA, and RtI Adequate Growth Chart data with Resource teachers - Ensure lesson plans meet criteria; coach as needed. - Ensure instruction matches plans and schedule. - Identified "Academics PLC" which meets weekly to plan and use data (CA, BAs) w/ IF. - Identified "RtI PLC" which meets every other week to plan lessons for targeted skill gaps w/ IF. - Focus on automaticity of math facts - Media Specialist's instruction supports vocabulary identified by teachers - Sight-words, content-specific words, and math facts on hallway floors				

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

Step #	List the specific NEW 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
	● Class-schedule fidelity checks to see if classes match schedule ● 4th Grade team teaching (creating ELA/SS and Math/Science experts) ● Enhancement folks reinforce homeroom concepts and vocabulary.				
1	Identify teachers who need Math Foundations and send for training.	Durgin Mitchell	Rosters	8/1/15	6/15/16
2	Provide whole school Singapore Math Training at the beginning of school year. This year's focus on model drawing and number sense.	Durgin Brooks	Date Set and Agenda	8/18/16	12/1/16
3	Purchase Singapore workbooks for grades 1 & 2.???			??	??
4	Copy material for Engage New York for K, 3-5.	Durgin Brooks	Material printed & copied	8/1/15	6/15/16
5	Purchase Study Island for 5 grade	Durgin Mitchel Sigmon	Renewed for one year	8/24/16	9/1/16
6	Continue using Moby max for grades 3-5. Train new staff. Assess 3-5 students using the diagnostic test in Moby max. This can be used for MTSS tracking data.	Goal team members & Teachers	Lesson plans, fidelity checks data	8/19/15	6/15/16
7	Conduct daily classroom math fact drill practices (no more/less than 10 to 15 minutes) - such as flashcard drills, writing out fact families/multiplication table, etc.	Goal team members & Teachers	Lesson plans, fidelity checks data	8/25/15	6/15/16

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

8		Goal Team Members & Brooks	Purchase order	8/1/15	9/1/15
9	Create durable personal set of math fact families (Hecht's Templates) to be placed on each desk.	Goal Team members & Hecht	Sets made	8/24/15	9/1/15
10	Each student makes a set of math facts flashcards to use at home for drill practice.	Goal team members & Teachers	Parent signature page documenting practice	8/25/15	6/15/16
11	Develop a recognition board per grade level for student mastery of math facts.	Goal team members & Teachers	Recognition boards	8/19/14	9/1/15
12	Develop a one sheet at a glance document with student mastery of fact families to bring to PLCs and Math Goal team meetings. Should be updated weekly.	Goal team members & Teachers	Word or Excel Document	8/24/15	9/1/15
13	Identify gaps based on District Baseline Assessment then created flexible intervention/enrichment grouping per grade level to start no later than September 14	Goal team members & Teachers	Intervent schedule Groups created	8/24/15	9/14/15
14	Intervention/enrichment block time is at least 30 minutes in addition to regular math instruction hour for a total of 1.5 of math per day. Implement by September 14	Grade Level Chairs	Lesson plans	9/14/15	6/15/16
15	Monthly in-house professional development focusing on identified vocabulary, vocabulary instruction, highlighting vocabulary best practices, sharing vocabulary practices, and training on test taking strategies for students.	Mitchell	Monthly meeting agendas	8/25/15	6/15/16
16	Math curriculum guides reviewed weekly in PLCs to ensure curriculum is being addressed.	Grade level chairs	Lesson plans	8/25/15	6/15/16

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

17	Create quality plans to address math with high levels of engagement.	Grade level chairs	Lesson plans	8/25/15	6/15/16
18	Lesson plans reviewed and coached for engagement and quality.	Mitchell	Lesson plan fidelity checks	8/25/15	6/15/16
19	Utilizing MTSS bi-weekly in RtI PLC to review and identify students at-risk of not being on grade level.	Brooks	RtI Spreadsheet	8/25/15	6/15/16

S	**Study – Analysis of data after implementing an approach**

2015-16 Benchmark Assessment Data - % Correct

Grade	Baseline NBM/ISS for K-5th	Benchmark 1 NBM/ISS for K-5th	Benchmark 2 NBM/ISS for K-5th	Benchmark 3 NBM/ISS for K-5th
K		25.32 / 39.92		
1	77.6 / 79.9	84.71 / 78.89		
2	68.2 / 72.82	80.58 / 76.25		
3	61.2 / 64.8	54.46 / 60.82		
4	45.0 / 58.5	44.14 / 61.19		
5	56.8 / 64.2	55.64 / 65.03		

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?

School Improvement Plan

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

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?
4. What improvements could be made to the following areas: approach/strategy/process/support/professional   development/monitoring…?
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.**

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?

School Improvement Plan

A **continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

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

School Improvement Plan

A **continuous improvement strategic plan, that communicates the approach**
we will use to ensure all our students are career and college ready.

S	**Study – Analysis of data after implementing an approach**

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.**

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 2015-16 SIP Coaching Session.

Iredell-Statesville Schools
School Improvement Plan

A **continuous improvement strategic plan, that communicates the approach we will use to ensure all our students are career and college ready.**