

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.**

Statesville Middle School will serve as a guiding light for students, parents, staff and the community as we continue to prepare our students for the 21st century. They will accomplish their mission by providing specialized instruction in education, leadership, and socialization. We are a school committed to achieving excellence without excuses, just solutions.

STUDENT BODY PROFILE

Total Enrollment- 411 students

6th Grade- 114

7th Grade-144

8th Grade-153

Demographics

African American 43.31%

White 27.25%

Hispanic 23.11%

Asian 2.43%

Multi-Racial 3.90%

90.71% of SMS students are eligible to receive free or reduced price meals in school.

SCHOOL HIGHLIGHTS

Statesville Middle School is a school with state and local recognitions. The state has recognized SMS as a model PBIS school. We have a diverse population of students and staff. Students are offered Blended Learning at SMS, which incorporates technology and leads to differentiation. At the completion of the 2014-15 school year the number of discipline referrals were down 20%; the number of ISS days has decreased by 250% and the number of OSS days has decreased by 450%. In addition, we received many grants such as the Lowe's grant for books for the media center, Dollar General grant to purchase books, STEM kits, and the Mr. Holland's Opus Foundation to purchase new band instruments.

WHY STATESVILLE MIDDLE SCHOOL?

Statesville Middle School offers a standard core curriculum as well as advanced classes in language arts and mathematics. We offer "Bulldog Time" with students being able to participate in remediation, clubs, or enrichment activities. We have award winning Robotics teams, local recognition for student artwork, Battle of the Books, advanced physical education, and culture club. Before students are placed in these classes, certain data points are analyzed. The data points are the previous years Math and Reading EOG scores, Spring AIMSweb scores such as MCAP, MCOMP, Fluency, MAZE. Students are placed on availability of licenses of each program. The reading programs that are implemented cover all lexiles and gaps. Read 180 covers reading comprehension and fluency from 500-750 lexile. Language Live covers 200 to 500 Lexile and focuses on phonetics while increasing fluency and beginning stages of comprehension. These address student's gaps while keeping the focus of personalized instruction. As students are placed in the lower levels of remediation, which is Language Live, they progress to Read 180. In both

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.**

programs, there are benchmarks that are used a form of progress monitoring within the program. All students that are placed in Math or Reading remediation can be placed out based on data points that were stated earlier. The remediation coincides with the Response to Intervention (RtI) process and is monitored closely. We offer a fitness program during school and after school which is funded by a grant. Students are able to join student support group as need for counseling. Each student has access to a MacBook, which allows teachers to plan for differentiation for each student. We offer band, art, career exploration, chorus, health and physical education. SMS offers a variety of College Readiness Events. We use the PBIS behavior program. We have received state recognition as a model school for PBIS. Special needs students receive inclusion support in the regular education classrooms and at the resource level. In addition, we offer a variety of school sports for students to participate in: football, volleyball, girls and boys basketball, cross-country, girls and boys soccer, wrestling, and cheerleading.

DATA ANALYSIS AND REFLECTION

SMS AMO Data: We met 18 out of 37 targets(Strategic Priority 1)

After reviewing and discussing the available and appropriate data, we determined the following specific opportunities for improvement: Using CFA and Benchmark data to drive instruction, AIMS progress monitoring, Data Driven Professional Development, and Effective PLC's. Based upon this list we implemented strategies from the book "Driven by Data: A Practical Guide to Improve Instruction" By Paul Bambrick-Santoyo (Jossey-Bass, 2010). This book presents four building blocks of data-driven instruction used by effective data-driven schools and provides professional development activities to develop them. The four basic components that we will put in place over the next couple of years:

Assessment-Create rigorous interim assessments that provide meaningful data

Analysis-Examine the results of assessments to identify the causes of both strengths and shortcomings.

Action-Teach effectively what students most need to learn based on assessment results.

Data-Driven Culture-Create an environment in which data-driven instruction can survive and thrive.

Data-driven instruction involves changing a school's focus from "what was taught" to "what was learned." Along with the leadership team, we included a core group of teachers, whom we felt were trusted by the faculty; those teachers to who others turn for personal support. This makes up our data analysis team; they are involved in every aspect of implementing data driven instruction. We began the school year with a detailed calendar that included time for assessment creation/adaptation, implementation, analysis, planning meetings and re-teaching. Our on-going professional development is aligned with our instructional plan, which includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs. Our Common Formal Assessments (CFA) will be administered 6 times throughout the school year and are aligned to the instructional sequence of the Common Core Standards. Approximately 1 week after the CFA's are administered, the data analysis meetings are held with the teachers during their PLC time. During these meetings is our goal to move beyond "what" students got wrong and answers "why" they got it wrong. Moreover, we have also believe in "Building by Borrowing". We have identified and implemented best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies.

SMS EVAAS Data: We have a low percentage of our teacher meeting or exceeding growth.(Strategic Priority Goal 2 & 4)

Based on this data set we have developed a plan to provide meaningful professional development for teachers. Due to the wide range of gaps our goal is to fit all professional development into our district initiative of personalized learning. Our monthly staff meetings are designed to address

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.**

specific needs. For example, Blended Learning vs. Personalized Learning, EVAAS, Instructional Technology Tools, Best Practices, Classroom Management. We will also organize ongoing Professional Development on the key strategies introduced in “Driven By Data”. Our professional development plan includes four key components:

1. Activity- Design airtight activities which provide a learning experience (such as case studies, video clips, and role plays) so participants can come to the right conclusions.
2. Reflection-Facilitate reflection-individual, small group, and large group—that allows participants to draw conclusions from the activity.
3. Framing- Use the vocabulary of the new principles to frame the participants' conclusions so they can share one common language.
4. Applying- Provide opportunities for participants to apply the learning in simulated and real-world experiences.

Overall, our goal is to manage time well and inspire by sharing a vision of success so participants can see that it can be done!

In addition, our teachers are involved in a Book Study called “What Great Teachers do Differently” by Todd Whitaker. We first introduced the book to the staff as a whole with goals in mind. This book is about what great teachers do that sets them apart. It frames the landscape of school from the perspectives of great teachers. What do they see when they view their classrooms and students in them? Where do they focus their attention? How do they spend their time and energy? What guides their decisions? How can we gain the same advantages? All of our teachers are required to schedule coaching sessions with our Blended Learning/Instructional Facilitator. In this meeting, teachers should bring their focus from their PDP, Baseline Data, AimsWeb Data, along with EOG data to set up the structure of the class.

SMS ODR Data: There is a 15% discrepancy/disparity between the percentage of African American students at the school and the percentage of African American students being written up and suspended. (Strategic Priority Goal 3) To address discipline issues, we restructured our In School Suspension (ISS). We now call it our Bulldog Academy (Alternative Learning Center-ALC). This will be an alternative, short-term placement in which a student complete class assignments in a setting within the school, but is isolated from other students. Statesville Middle School Alternative Learning Center Program will include: mission statement explaining the goals of the program; a full-time qualified staff person to supervise the ALC and who serves as a supportive resource or mentor for students; a protocol for student referral and communication of academic assignments to the ALC teacher; access to individual and/or group counseling.

RATIONALE:

To address educational and social needs because frequently, suspended students have both academic and behavioral problems. Problem-solving and/or mediation (including peer mediation) sessions among teachers and students or students and students, which result in written contracts that spell out future expectations.

To help reduce the number of out of school suspensions. ALC can also help reduce the effects suspensions can have on the dropout rate.

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.**

PURPOSE:

To be an integral part of a school wide strategy for creating and sustaining a positive, nurturing school climate, based on respectful relationships between teachers and students, teachers and teachers, students and students.

FRAMEWORK FOR ALC PROGRAM:

Students are referred to ALC by school administrators

Behavior(s) for which ALC may be assigned are clearly delineated (teachers have been given a Behavior Flow Chart). The focus will be on more serious behaviors and find other ways to address less serious misbehavior.

Consider making ALC optional; allow students to opt for OSS if they unwilling to commit to program expectations.

Make ALC part of a hierarchy of consequences and assign it accordingly.

Consider how many days are needed so that appropriate consequence is assigned and the purpose of the assignment can be attained.

Assign one administrator to oversee program management and coordinate staff involvement.

RULES AND BEHAVIOR MANAGEMENT

Begin each session with a rule review so that students know what exactly is expected of them.

Post rules and expectations

Have students sign a contract agreeing to program rules and expectations.

COUNSELING/BEHAVIORAL INTERVENTION AND RESOLUTION

Time must be set aside so that each student has the opportunity to discuss: reasons for referral, what was happening at the time of the misbehavior; the student's goal for the behavior, an assessment of gains vs. costs, alternative that might result in a more productive outcome should the situation occur again.

ALC staff provides conflict mediation between the assigned student and staff or peer with whom the conflict originated.

STUDENT RATING SHEET/RUBRIC

Students' performances in ALC can be evaluated using a point sheet or rubric

1. Use a 3 or 5 point scale to assess student performance

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.**

2. Evaluate students in the following categories: punctuality, beginning work promptly, completing assigned work, meeting behavioral expectations (code of conduct), prepared with necessary materials
3. Determine the number of points need for successful completion of the ALC term.

Unsuccessful completion of ALC should always result in a referral to school administration for consideration of an out of school suspension.

PARENTAL INVOLVEMENT

Parents should be notified when ALC is assigned. The reasons for the assignment and the expectations for successful completion should be discussed.

Parental support should be requested

Parents should be notified upon successful completion

ALC DATA COLLECTION/EVALUATION

The following data should be collected and evaluated quarterly: Student demographics data (grade, age, ethnicity), special education status, referring staff member, reason for assignment, number of days, location where the offense occurred, successful complete (yes/no). The results of this data collection and analysis should be reported to the School Improvement Team (SIT) and shared with other subject area teams so that program efficacy can be evaluated.

PROGRAM GOALS/DESIRED OUTCOMES

ALC to be viewed as a program that is an integral part of the school wide system of positive behavior supports; provides students with the support necessary for them to change their behavior; encourages parental involvement in student discipline; decreases the frequency of out of school suspensions; decrease discipline referrals; improve school climate.

Provide academic support while in disciplinary consequences are enacted

Provide students with skills in conflict resolution

Provide students with counseling and behavioral support

Improve attendance

Increase academic engagement and academic performance.

**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.**

Please note that we chose to eliminate Strategic Priority Goal 5 in an attempt to purposely narrow our focus. However, the action items outlined in this document are indicative of our commitment to “seek first to understand” as we continue this awesome journey. As we move forward, please know that we welcome and desire your input as we reveal Statesville Middle School as the premier school in the Iredell Statesville School System. Together we can and we will rise to the top because of our commitment to join together as a united school family, declaring that our children will receive the best education possible. We are in our finest days and our best is yet to come!

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.**

- Leadership: Turner (Prin), Campbell (AP), Johnson (BLIF), Goodwin (Media), Rife (SAP), Mayberry (Guid), Sanchez (ESL)
- Elected: Dalton (6th), Kester (7th), Scott (8th), Plyler (EC), Hopkins (Wheel), Hayden (Classified)
- Parent rep(s): Tueresa Hayden
- Officers:
 - Chair: Plyler
 - Vice Chair: Dalton
 - Sect: Sanchez

School: Statesville Middle	Year: 2016 - 2017	Current NCLB Status:	Current ABC Status:
-----------------------------------	--------------------------	-----------------------------	----------------------------

Mission: To increase AMO Targets
School Improvement Plan Summary
Our focus area is: Priority Goal 1 - Globally Competitive Students - Increasing the number of AMO Targets Met
Overall goal (What we want to accomplish by the end of the second year.): By the end of 2016-17, 75% of our students will meet or exceed expected growth.
Target goal (What we want to accomplish this year.): By the end of 2015-16, 50% of our students will meet or exceed expected growth.
<p>Approaches/Strategies (What we will do to realize our goal.):</p> <p>We will use the MTSS Problem-Solving, Blended Learning and Personalized Learning approaches as the framework for teaching good Differentiated Core Instruction to all students. Through these approaches, we will be implementing the following strategies for Math Computation and Fact Fluency as well as Reading Fluency and Comprehension: MobyMax, Ten Marks, Marcy Cook Manipulatives, Kahn Academy, Interactive Word Walls, Interactive Notebooks, Teacher made activities and games, NewsELA, Fluency Skill Building Activities, Graphic Organizers, Interactive Notebook, LINC Strategy, Small Group Direct Instruction, Language Live!, and Read 180.</p> <p>We will assess all students and progress monitor to determine gaps and individualize instruction to meet the needs of every student. Data Driven Professional Development, Using CFA Data and Benchmark Data to drive instruction, Effective PLCs, and AIMS Progress monitoring.</p>
<p>Measures we will use to monitor our progress toward reaching our goal:</p> <p>Performance/Impact:</p> <ul style="list-style-type: none"> • Data from BAs and CFAs

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.**

- AIMSweb Universal Screening and Progress Monitoring (R-CBM and Maze)
- EOGs
- Targeted professional development for those teachers identified by EVAAS as not meeting growth standards

Fidelity of implementation:

- CWTs and Teacher Observations
- Teacher Evaluations
- AIMSweb Universal Screening and Progress Monitoring data
- PLC Meeting Notes
- Data Day Meeting Notes
- Language Live!

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

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.)

	SMS AMO Target Data												
Year	Subject	AI	Female	Male	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG
2012-2013	EOC Math I	52.9	42.9	60		50				66.7			
2013-2014	EOC Math I	78.9	80	77.8	*	*	87.5	*	80	73.3	*	*	*
2014-2015	EOC Math I	26.3	22.2	30	*	*	28.6	*	28.6	25	*	*	*
2012-2013	EOG 6	19.6	20.8	18.6	<5	16.4	23.2	30	22	18.5	<5	<5	62.5
2013-2014	EOG 6	19.8	17.9	21.5	*	15.4	18.2	33.3	26.7	17.8	<5	15.4	*
2014-2015	EOG 6	19.6	18.7	20.5	40	12.5	19.1	<5	35.7	17.4	<5	15.5	83.3
2012-2013	EOG 7	20.3	24.6	15.9	16.7	8.8	29.2	20	29.7	21.1	10	<5	>95
2013-2014	EOG 7	27.3	32.3	22.9	*	18.8	39.6	33.3	34.3	28.1	<5	5.6	62.5
2014-2015	EOG 7	15.7	13.2	17.9	*	14.8	11.8	21.4	18.5	13.1	8.8	14.3	*
2012-2013	EOG 8	14.1	11.6	16.4	11.1	6.7	16.5	<5	26.1	14.4	<5	<5	66.7
2013-2014	EOG 8	31.1	33.2	29.2	44.4	17.4	44.4	20	42.2	29	19.4	10.3	88.9
2014-2015	EOG 8	19.5	23.7	16	*	14.2	27.3	28.6	25	19.2	<5	6.4	66.7

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.**

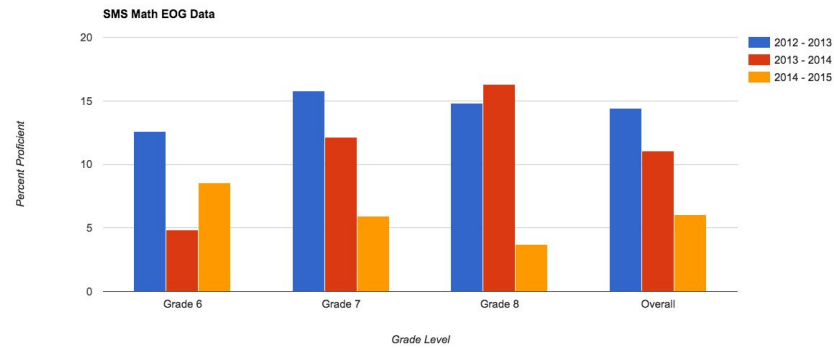
2012-2013	EOG Math 6	13	10	15.4		8.2	25	20	12.2	11	7.1	<5	
2013-2014	EOG Math 6	<5	<5	6.3	*	<5	9.1	<5	<5	<5	5.6	7.7	*
2014-2015	EOG Math 6	10.8	9.3	12	20	6.3	8.8	*	22.9	9.6	<5	13.8	*
2012-2013	EOG Math 7	15.2	18.8	11.6		5.3	25	20	21.6	15.7	6.7	<5	
2013-2014	EOG Math 7	12.7	10.9	14.3	*	<5	25.9	16.7	17.1	12.6	<5	5.6	*
2014-2015	EOG Math 7	6.5	<5	9.9	*	<5	5.9	14.3	6.5	5.4	5.9	9.5	*
2012-2013	EOG Math 8	14.6	11.6	17.3		9.2	16.7		24.3	14.2	<5	<5	
2013-2014	EOG Math 8	16.5	20.9	12.5	*	6.6	30.6	20	20.6	14.4	8.3	7.7	*
2014-2015	EOG Math 8	<5	<5	5.5	*	5.5	<5	<5	<5	<5	<5	<5	*
2012-2013	EOG Reading 6	26.1	31.7	21.8		24.6	21.4	40	31.7	26	<5	<5	
2013-2014	EOG Reading 6	34.9	32.9	36.7	*	27.7	27.3	66.7	48.8	31	<5	23.1	*
2014-2015	EOG Reading 6	28.5	28	28.9	60	18.8	29.4	*	48.6	25.2	<5	17.2	*
2012-2013	EOG Reading 7	25.4	30.4	20.3		12.3	33.3	20	37.8	26.4	13.3	<5	
2013-2014	EOG Reading 7	42.1	54	31.4	*	32.8	53.8	50	51.4	43.7	8.3	5.6	*
2014-2015	EOG Reading 7	24.8	23.6	25.9	*	25	17.6	28.6	30.4	20.8	11.8	19	*
2012-2013	EOG Reading 8	16.8	14.5	18.9		9.2	22.2		25	17.6	<5	<5	
2013-2014	EOG Reading 8	32.4	37.3	27.8	*	18	44.4	20	47.1	30.5	16.7	7.7	*
2014-2015	EOG Reading 8	27.4	35.5	20.5	*	21.9	27.3	42.9	37.5	26	<5	<5	*
2012-2013	EOG Science 8	11	8.7	13		<5	10.8		28.9	11.6	<5	<5	
2013-2014	EOG Science 8	44.3	41.2	47.2	*	27.4	58.3	20	58.8	42	33.3	15.4	*
2014-2015	EOG Science 8	26.7	32.3	21.9	*	15.1	50	42.9	34.4	27.6	11.1	11.5	*

Iredell-Statesville Schools School Improvement Plan

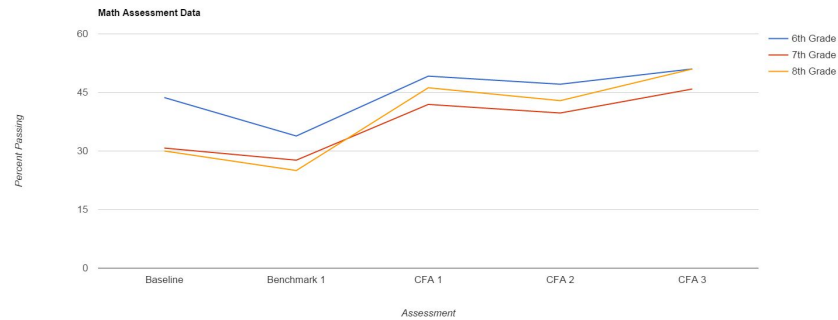
A continuous improvement strategic plan, that communicates the approach we will use to ensure all our students are career and college ready.

Math Assessment Data

13-15 EOGs



15-16 Assessments

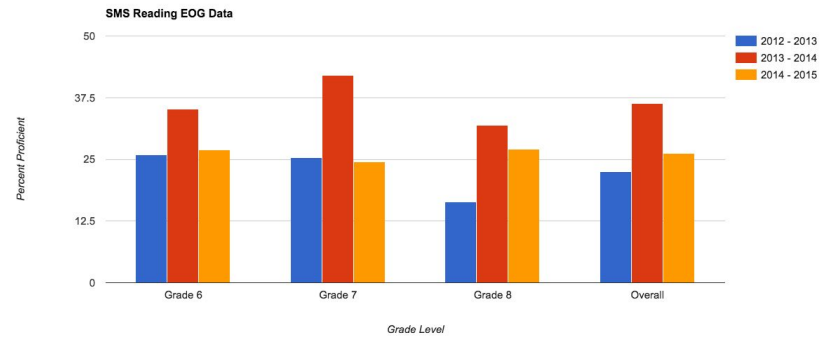


ELA Assessment Data

13-15 EOGs

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.



15-16 Assessments

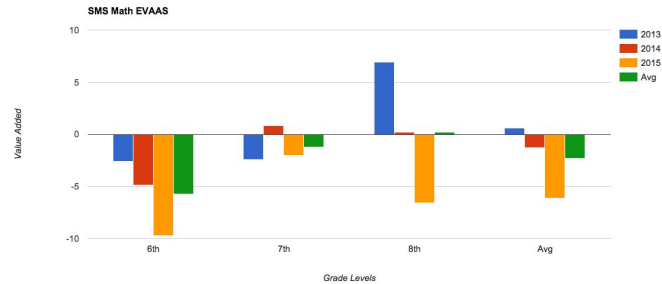


EVAAS Data

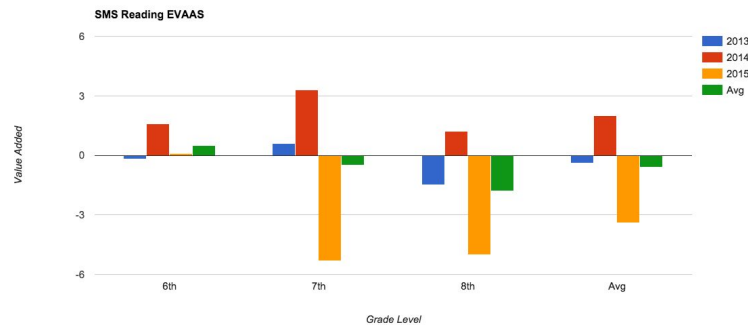
Math

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



AMO Targets not met:

Reading: All, Black, Hispanic, White, EDS, LEP, SWD

Math: All, Black, Hispanic, White, EDS, LEP, SWD

Science: All, Black, White, EDS

Completing data analysis within a timely manner and with fidelity to drive instruction; data driven PD; effective PLCs.

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.**

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?

Data Driven PD so that data analysis can be done in a timely manner with fidelity. Only 18 of our 29 AMO targets were met.

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

A data analysis team was implemented, data goal setting, data PD, created CFA calendar, restructuring PLCs

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

Using the data effectively, effective instructional strategies and interventions

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

Teacher turnover, student assessment data

Reflection:

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

- Approaches and Models:
 - MTSS Problem-Solving Model
 - PLC teams meet weekly to analyze their data and problem-solve best practices, discuss and select solutions, and create learning plans for students
 - Blended Learning Approach
 - We will implement the Station-Rotation Model schoolwide to increase differentiation and personalized learning
 - Personalized Learning Approach
 - We will triangulate the analyzed data (universal screening, prior EOG, baseline, etc.) to identify gaps in learning during PLCs and then teachers will use that data to ensure appropriate groupings in classroom settings for effective differentiation in the core
- Strategies implemented to increase engagement and student participation:
 - Math and Science Departments will focus on basic computation skills and math fluency by using some or all of the following strategies:
 - Moby Max, Ten Marks, Marcy Cook Manipulatives, Kahn Academy, Interactive Word Walls, Interactive Notebooks and Teacher made activities and games specific to building the desired skills identified above.
 - English and Social Studies department will focus on reading fluency and comprehension by using some or all of the following strategies:
 - NewsELA, Fluency Skill Building Activities, Graphic Organizers, Interactive Notebook, LINC Strategy, and Small Group Direct Instruction.

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.

- Bulldog Time remediation/intervention:
 - Short-term targeted remediation/intervention provided to students based on identified skill gaps determined through data-analysis by the problem-solving teams in PLCs using Math remediation, Language Live!, and Read 180.

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

- **Driven By Data:**
 - Bambrick-Santoyo, Patrick, (2010). *Driven By Data: A practical guide to improve instruction*. San Francisco, CA. Jossey-Bass.
- **MTSS Problem Solving Approach:**
 - Empowerment and team effectiveness: An empirical test of an integrated model. Mathieu, John E.; Gilson, Lucy L.; Ruddy, Thomas M. *Journal of Applied Psychology*, Vol 91(1), Jan 1997, 97-108. <http://dx.doi.org/10.1037/0021-9010.91.1.97>
 - Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavioral challenges in early elementary grades. *Journal of Positive Behavior Interventions* July 2006 vol. 8 no. 3 146-154
- **Blended Learning Approach:**
 - Hoic-Bozic, N.; Mornar, V.; Boticki, I., "A Blended Learning Approach to Course Design and Implementation," in *Education, IEEE Transactions on*, vol.52, no.1, pp.19-30, Feb. 2009 doi: 10.1109/TE.2007.914945
 - Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Journal of Computers and Education*. Volume 51, Issue 1, August 2008, Pages 318-336
 - Bixler, B. A. 2008. The effects of scaffolding student's problem-solving process via question prompts on problem solving and intrinsic motivation in an online learning environment. PhD. diss., The Pennsylvania State University, State College, Penn.
- **Personalized Learning Approach:**
 - Sampson, D. and Karagiannidis, C., *Personalised Learning: Educational, Technological and Standardisation Perspective*, Interactive Educational Multimedia, number 4 (April 2002), p. 35-40. <http://www.ub.es/multimedia/iem>
- **Khan Academy**
 - Light, D. and Pierson, E. *Increasing Student Engagement in Math: The use of Khan Academy in Chilean classrooms*. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 2014, Vol. 10, Issue 2, pp. 103-119.
- **Marcy Cook**
 - Luke, Jessica, "The Impact of Manipulatives on Students' Performance on Money Word Problems." Dissertation, Georgia State University, 2012. http://scholarworks.gsu.edu/epse_dis
- **Ten Marks**
 - Interview | Rohit Agarwal and Andrew Joseph: **Getting TenMarks (edtechdigestcom)**
 - <https://edtechdigest.wordpress.com/2011/08/24/interview-rohit-agarwal-and-andrew-joseph-getting-tenmarks/>
- **Interactive Notebooks**
 - Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.
 - Just Read Now (n.d.). Frayer Model. Retrieved 2008, February 25, from <http://www.justreadnow.com/strategies/frayer.htm>
 - Hyerle, D. (1996). Visual tools for constructing knowledge. Alexandria, VA: Association of Supervisors of Curriculum Development.
 - Lovitt, T.C., & Horton, S.V. (1994). Strategies for adapting science textbooks for youth with learning disabilities. *Remedial and Special Education*, 15, 105-116.
- **Graphic Organizers**
 - Dr. Katherine McKnight's books, *Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing and the Content Areas* (2010, Jossey-Bass)
- **LINCS**
 - O'Brien, C. (2005). *Modifying Learning Strategies for Classroom Success*. *Teaching Exceptional Children Plus*, Volume 1, Issue 3, January 2005.
- **Language Live!**

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.**

- Fields, Laura N., "Effectiveness of the Language! Comprehensive Literacy Curriculum for 6th Graders" (2014). Theses, Dissertations and Capstones. Paper 823.
- **Read 180**
 - Deshler, D. D., Palincsar, A. S., Biancarosa, G., & Nair, M. (2007). Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices DE: International Reading Association. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention
 - Holyoke Public Schools. (2006). READ 180 overview. Holyoke, MA: Author. The study is ineligible for review because it does not use a comparison group.

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

- Data-Analysis Meetings
- AIMSweb universal screening and progress monitoring probes (R-CBM and Maze)
- Baseline Assessments
- Benchmark Assessments
- CFAs
- CWT Data
- EVAAS Data
- Teacher Observations and Evaluations
- Lesson Plans

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

Data analysis meetings, PLCs, CWTs, Teacher Evaluations

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

- Ongoing Professional Development take place during staff meetings and consist of the following:
 - Small group Professional Development on personalized learning, CFAs, Data-analysis, and classroom management strategies
 - Whole group Professional Development on Canvas, Screencasts, and a book study What Great Teachers Do Differently by Todd Whitaker.

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

n/a

Messaging:

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

Data Team, Staff Meetings, HUB - weekly newsletter, SMS Web Site

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

**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.**

[Progress Reports, ConnectEd, Web Page](#)

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.	Admin Book Study	Leadership Team		Spring 2015	6/15
2.	Data Analysis Team Meeting (8/13) This is a core group of teachers who will help get all other teachers on board with using data to drive instruction	Leadership Team/Data Team	Sign In Sheet	8/2015	8/13/15
3.	Data Goal Setting	Staff	Sign In Sheet	8/2015	8/20/15
4.	PD on Data Driven Instruction	Admin/Team	Sign In Sheet	8/2015	6/16 ongoing
5.	CFA Calendar	Admin	CFA Data	8/2015	7/16
6.	Book Study: "What Great Teachers Do Differently"	Leadership	Blog	August 2015	On going
7.	PLC Restructure/Support	Leadership	Minutes	8/2015	On going

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.**

8.	Begin administering Baseline Assessments for all courses	Classroom teachers	Baseline Assessments	8/27/15	9/3/15
9.	Administer BOY Universal Screening - AIMSweb <ul style="list-style-type: none"> We have decided to administer the following universal screening assessments: <ul style="list-style-type: none"> RCBM MAZE 	Leadership Team Classroom teachers	AIMSweb Universal Screening Assessments - entered into the program	9/1/15	9/22/15
10.	Disaggregate Data: <ul style="list-style-type: none"> Prior EOG data EVAAS Performance Projections EOY Reading 3D & AIMSweb Data Folders from previous year Baseline assessment data Prior discipline data Complete Tier 1 RIOT Paperwork <ul style="list-style-type: none"> Grade level or departmental Complete pages 1 and 2 of Tier 1 RIOT 	Principal and/or Leadership Team, Instructional Blended Learning Facilitator, Counselor, all instructional teachers/staff	Grade level team data disaggregation spreadsheets	9/8/15	9/8/15
11.	Data Day <ul style="list-style-type: none"> Fulfill Data Day Goals for BOY (according to the Data Day Manual) Each team will Evaluate and Revise the Tier 1 Plans Determine appropriate tiered level of support for all students based on the triangulation of data 	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	9/16/15	10/30/15
12.	Differentiated BullDog Time to close gaps: <ul style="list-style-type: none"> Language Live READ 180 Begin Intervention/Enrichment Block school-wide	BullDog Time Teachers	Observations Lesson Plans AIMSWeb PM probes and small group work plans. Yellow will be probed every 4 weeks and red will	9/21/15	EOY

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.**

			be probed every 2 weeks. Students will be tracking their data.		
13.	Administer Benchmark Assessment #1	Classroom teachers	Benchmark Assessment	10/29/15	11/5/15
14.	Continue Monthly PLC Disaggregation of Data to determine growth of students and make data-based instructional decisions <ul style="list-style-type: none"> To include all progress monitoring data in addition to the other data identified above 	Principal Blended Learning Instructional Facilitator Teachers	PLC Agendas Grade level team data disaggregation spreadsheets	10/21/15	EOY
15.	Administer MOY Universal Screening - AIMSweb <ul style="list-style-type: none"> Administer the following universal screening assessments: <ul style="list-style-type: none"> RCBM MAZE 	Leadership Team Classroom teachers	AIMSweb Universal Screening Assessments - entered into the program	1/4/16	1/29/16
16.	Data Day <ul style="list-style-type: none"> Fulfill Data Day Goals for MOY (according to the Data Day Manual) Each team will Evaluate and Revise the Tier 1 Plans Teams will review all student Tier 2 and Tier 3 Plans Placement of students in the Intervention/Enrichment blocks will depend on the data-analysis completed 	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	1/29/16	2/29/16
17.	Administer Benchmark Assessment #2	Classroom teachers	Benchmark Assessment	3/17/16	3/24/16
18.	Continue Monthly PLC Disaggregation of Data to determine growth of students and make data-based instructional decisions <ul style="list-style-type: none"> Each team will Evaluate and Revise the Tier 1 Plans Teams will review all student Tier 2 and Tier 3 Plans and make instructional recommendation for the next school year 	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	5/2/16	6/9/16

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.**

	<ul style="list-style-type: none"> Student's scheduled for the remainder of the year will depend on the data-analysis 				
19.	Begin administering EOG assessments	Principal Blended Learning Instructional Facilitator Classroom Teachers	EOG's	5/26/16	6/9/16

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

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?

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.

**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.**

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?

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.					
2.					
3.					
4.					
5.					

**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.**

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 2015-16 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.**

School: Statesville Middle	Year: 2015 - 2016	Current NCLB Status:	Current ABC Status:
-----------------------------------	--------------------------	-----------------------------	----------------------------

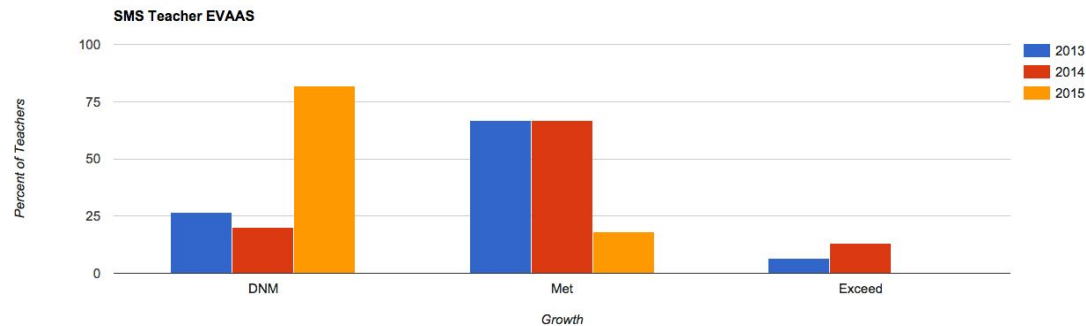
Mission: Empower teachers to be leaders in the building
School Improvement Plan Summary
Our focus area is: Strategic Priority 2 & 4: 21st Century Professional/Leadership Guides Innovation - Teacher Leaders
Overall goal (What we want to accomplish by the end of the second year.): By the end of 15-16 school year, at least 50% of teachers will meet or exceed EVAAS growth.
Target goal (What we want to accomplish this year.): By the end of 15-16 school year, at least 25% of teachers will meet or exceed EVAAS growth.
Approaches/Strategies (What we will do to realize our goal.): Admin attend PLCs, Grade Level meetings and Department meetings. Provide teachers with opportunities to share strategies and ideas and support implementation. CWTs targeted to ideas and strategies being implemented.
Measures we will use to monitor our progress toward reaching our goal: CWT data, PLC, grade level and department meeting notes,
During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every quarter.

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.) Teacher EVAAS Growth Data

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.



Teacher Attendance Data

SMS Teacher Attendance	July 13 - June 14	July 14 - June 15	July 15 - Dec 15
Days Missed	595.5	722.5	163
# of Teachers	40.5	40.5	35.5
# of Days	180	180	79
Total Days	7290	7290	2804.5
% Missed	8.1	9.9	5.8
# of Teachers Below 90%	13	19	7
# Bleow 90% who left	4	9	4
Days = Below 90%	18	18	8

*Three teachers who have missed at least eight days this year have moved to another school, and one will retire before the end of the year.

** Four current teachers have missed more than 10% of the school year at least twice.

Low percentage of teachers meeting or exceeding growth.

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?

Teacher lesson plans that authentically engage students in their own learning.

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

Teachers are on board to learn from one another and collaborate for the success of students.

**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.**

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

Increase data-driven instruction, Teachers volunteering to share and implement best practices and strategies.

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

Teacher attendance, teacher morale, lesson planning (lack of planning, lack of detail, lack of reflection)

Data: teacher attendance records, surveys, admin review of lesson plans

Reflection:

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

Providing more support and coaching to teachers, positive reinforcements for teachers who have good attendance, empowering teachers to be teacher leaders, admin being in the classrooms more for support, implementing more positive recognitions to teachers.

In addition, we will be holding periodic drawings for teachers who have had perfect attendance, Teacher of the Month nominated and voted by staff, Admin will monitor absenteeism and seek positive intervention to foster support of teachers and protect best interests of the students. PD on lesson planning for staff to maximize best practices, using high yield strategies such as those researched by Marzano, with an eye to blended learning and fuller integration of technology. Driven by Data PD, empower teachers to share best practices, book study on “What Great Teachers do Differently”, coaching with BLIF

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

All strategies used are researched based

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

Results from CFA data analysis meetings; Teacher surveys; District Assessments

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

Staff, PLC, Department meeting minutes, CWTs, Lesson plans,

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

Data analysis PD/Data Day, Lesson planning, Coaching sessions with BLIF, Book study on “What Great Teachers Do Differently”,

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

Messaging:

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

**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.**

Website, HUB, PTO meetings, Staff meetings, SIT meetings, emails, School Newsletter

12. How will you communicate progress towards goals or course corrections to stakeholders?
Website, HUB, PTO meetings, Staff meetings, SIT meetings, ConnectEd, emails, School Newsletter

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.	Provide Professional Development from "Driven By Data"	Admin & Data Team	PLC	8/2015	6/2016
2.	Provide opportunities for teachers to share strategies and best practices for academic success and classroom behaviors.	Leadership & Teachers	Meeting Minutes, CWTs, teacher observations, peer observation, peer CWTs,	8/2015	6/2016
3.	Provide Professional Development from "What Great Teachers Do Differently"	Leadership & Teachers	Blog, Canvas	8/2015	6/2016
4.	PD on Lesson Plans and expectations	Leadership	Completed Lesson Plans	Sept 2015	As Needed
5.	Coaching Sessions with BLIF	Teachers & BLIF	Coaching Log	8/2015	On going

**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.**

S	Study – Analysis of data after implementing an approach
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. 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?	

**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.**

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
1					
2					
3					
4					
5					

**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.**

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 2015-16 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.

School: Statesville Middle	Year: 2015-2017	Current NCLB Status:	Current ABC Status:
-----------------------------------	------------------------	-----------------------------	----------------------------

Mission: To reduce the number of discipline referrals

**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.**

School Improvement Plan Summary	
Our focus area is: Strategic Priority 3: Healthy, Responsible Students - Classroom Behavior	
Overall goal (What we want to accomplish by the end of the second year.): By June 2017 SMS will decrease the discrepancy between the percentage of AA students enrolled (48% of student body) and the percentage of AA students suspended (63% of suspensions) by 15 percentage points.	
Target goal (What we want to accomplish this year.): By June 2016 SMS will decrease the discrepancy between the percentage of AA students enrolled (48% of student body) and the percentage of AA students suspended (63% of suspensions) by 7.5 percentage points.	
Approaches/Strategies (What we will do to realize our goal.): Implementation and staff training on PBIS; Implementation of Bulldog Academy (Alternative Learning Center), ALC provides conflict resolution, decision making strategies, coping skills for students and behavior intervention strategies for teachers. This includes a restoration fellowship piece on the part of the teachers visiting the student in ALC. Individual counseling with the school counselor will continue to be provided to students assigned to Bulldog Academy, Increase the number of student referrals to Core Team, Continue to offer support groups to students, Encourage all staff members to be trained in SAP Phase 1 session.	
Measures we will use to monitor our progress toward reaching our goal: Monthly data on discipline referrals, Core Team tracking data, monthly support group data, student contact log sheets, student recognition notebook and bulletin board, PBIS Set Review visitation, ALC data, Teacher sign in sheets from ALC and guidance, Performance/Impact: Higher student achievement, increased classroom and school attendance, improved culture of the school Fidelity of implementation: CWTs & PBIS, Bulldog tickets, SET Review visit by State and ISS district team which includes random student and staff interviews, ALC data, teacher sign in sheets.	
During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every quarter.	

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.)
--

**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.**

ODR Data	2013 - 2014											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
Total Referrals	2	39	46	25	42	71	48	93	15	93	15	489
Bus Referrals	0	0	4	0	0	1	7	3	2	8	0	25
By Grade												
6th Grade	0	19	23	13	19	13	21	43	25	32	10	218
7th Grade	1	8	7	3	6	6	6	13	6	18	0	74
8th Grade	1	12	16	9	10	6	15	16	17	43	5	150
By Gender												
M	2	27	29	14	23	17	25	48	32	65	10	292
F	0	12	17	11	12	8	17	25	16	28	5	151
By Race												
Black	2	30	25	19	21	17	26	49	30	71	11	301
Hispanic	0	2	5	2	5	2	0	2	4	2	1	25
Mixed	0	4	7	0	2	2	2	8	4	7	1	37
White	0	3	8	4	7	4	14	12	10	13	2	77
EC Student Referrals	0	9	7	5	9	7	15	14	12	18	1	97
Days												
ISS Referrals	1	20	22	10	10	6	15	34	16	39	0	173
ISS # of Days	1	40	96	29	19	24	20	92	35	86	0	442
ISS Partial Days	0	0	0	0	0	1	0	1	0	2	0	4
OSS Referrals	1	18	18	13	18	14	18	23	14	32	15	184
OSS # of Days	1	34	40	27	37	29	32	51	39	100	67	457

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.**

ODR Data	2014 - 2015											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
Total Referrals	1	24	44	24	27	32	10	57	36	58	20	333
Bus Referrals	0	1	1	1	6	4	0	6	2	6	0	27
By Grade												
6th Grade	0	9	16	9	12	15	1	26	13	13	8	122
7th Grade	1	10	23	8	11	10	5	23	15	29	7	142
8th Grade	0	5	5	7	5	7	4	8	8	16	5	70
By Gender												
M	1	20	22	15	18	26	9	41	6	43	13	214
F	0	4	22	9	10	6	1	16	30	15	7	120
By Race												
Black	0	19	18	19	19	19	5	31	24	41	11	206
Hispanic	0	1	3	0	0	2	0	5	2	1	2	16
Mixed	0	1	7	1	1	3	1	4	1	6	3	28
White	1	3	5	4	8	8	4	17	9	10	4	73
EC Student Referrals	0	7	9	4	3	2	3	14	3	14	5	64
Days												
ISS Referrals	0	4	18	10	11	10	2	11	14	15	13	108
ISS # of Days	0	8	36	23	27	36	2	28	20	24	23	227
ISS Partial Days	0	2	6	2	3	4	3	11	4	9	1	45
OSS Referrals	1	4	3	6	5	13	7	20	15	23	5	102
OSS # of Days	3	14	7	14	16	32	19	51	48	54	20	278

**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.**

ODR Data	2015 - 2016											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
Total Referrals	7	19	52	55								133
Bus Referrals	0	4	5	4								13
By Grade												
6th Grade	3	7	13	12								35
7th Grade	0	5	20	16								41
8th Grade	4	7	19	27								57
By Gender												
M	7	17	33	19								76
F	0	2	19	36								57
By Race												
Black	4	11	32	36								83
Hispanic	1	1	5	7								14
Mixed	1	0	0	1								2
White	1	7	15	11								34
EC Student Referrals	3	6	14	12								35
Days												
ISS Partial Days	0	0	2	7								9
ALC Referrals	6	13	22	22								63
ALC # of Days	14	32	43	45								134
OSS Referrals	1	4	16	13								34
OSS # of Days	3	10	46	65								124

There is a 15% discrepancy/disparity between the percentage of AA students at the school and the percentage of AA being written up and suspended.

[2014-2016 ODR Data](#)

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?

Percentage of African American students written up (63%) does not correlate with the percentage of African American students enrolled (48%);
Teacher/Student relationships

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.**

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

PBiS

- Students are given “tickets” for positive behavior
- Teams hold weekly drawings for prizes. Students put their name on a ticket and put it in the bucket to be drawn.
- There are two school-wide drawings each month.
- Students who do not get written up within a quarter are allowed to participate in a “fun day”. All students start fresh each quarter.
- Each grade level nominates two students (1 boy and 1 girl) each month for the month’s character trait. Students receive a certificate and their picture is posted online and on school social media.
- Students who achieve A/B Honor Roll are recognized at a celebration each quarter. Students receive a certificate and a goody. Pictures are posted online and on school social media.

Behavior Intervention Strategies, Core Team, Support Groups

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

ISS becoming Bulldog Academy (ALC)

Revisit PBiS (BARK) monthly. Provide training on office referrals vs. classroom discipline (flow chart to help distinguish between the two).

Send school team to upcoming Tier 1, Tier 2 and Tier 3 trainings in October 2015, February 2016, and April 2016, at ADR.

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

Lack of classroom management, student engagement, and parent communication. Teachers lack understanding of how to work with students who are tier 3 in terms of behavior.

Reflection:

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

PBiS, mediation, guidance and SAP services (such as support groups, individual counseling, CORE team), bullying training for students and staff

Revamp ISS as Bulldog Academy (ALC), which will continue to include counseling to assigned students, working with staff on how to help student when they return, and process for returning to classroom from the ALC.

Work to update parent contact information.

6. What research did you review to support the use of these strategies/approaches? [PBiS Research](#)

7. What performance measures will you use to monitor impact of your approach/strategy? [ODRs](#)

**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.**

8. What measure will you use to monitor fidelity of deployment of your strategy/approach? [PD attendance, reduction in number of ODRs, Bulldog tracking data, exit rubric, and teacher sign-in](#)

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
[Continue PD on classroom management and personalized learning. Provide training on classroom discipline vs. office referrals and tier 3 strategies. SAP/Core Team Training; Bulldog Academy staff/teacher support](#)

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

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders? [SIP on webpage and other forms of communication](#)

12. How will you communicate progress towards goals or course corrections to stakeholders? [SIP on webpage and other forms of communication](#)

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	Established norms and expectations at grade level assemblies	Turner	Attendance	8/25/15	8/27/15
2	PBiS staff training	Mayberry/Hodges	Attendance	9/01/15	9/30/15

**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.**

3	Train staff on office referral vs. classroom management	Turner	Attendance	10/2015	10/2015
4	Students who attended Ignite Summit will take part in a group to provide their input on discipline	Turner	Attendance	Nov 15	June 2016
5	Continue PD on classroom and personalized learning	Goodwin and Johnson	ERPD attendance, BLC coaching log	August 2015	June 2016
6	Work with community representatives to establish a mentoring program	Turner	Mentor Log	8/24/15	June 2016
7	Continue guidance and SAP services	Mayberry and Rife	Student contact logs CORE team data Support team data	August 2015	June 2016
8	Bullying training for staff and students	Mayberry and Rife PE teachers	ERPD attendance Classroom attendance	10/1/15	June 2016
9	Train teachers on tier 1- 2 -3 behavior interventions	Mayberry and Rife	Attendance log	8/2015	6/2016
10	Train teachers in SAP Phase 1	District Rep	TNL	9/25/15	9/25/15
11	Revamp ISS and shift to Alternative Learning Community	Pierce and Gillion	Student data and student contact log	8/24/15	June 2016
12	Revisit BARK with students each month and following long breaks from school after holidays and extended snow days	Teachers	PBiS, ODR data remaining constant	8/2015	June 2016

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

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?

**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.**

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.
<p>Target goal has been met and is changed to a new target goal.</p> <p>Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p> <p>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.</p> <p>Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>

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.**

**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					
2					
3					
4					
5					

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 2015-16 SIP.

**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.**

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.

School: Statesville Middle	Year: 2015-2017	Current NCLB Status:	Current ABC Status:
-----------------------------------	------------------------	-----------------------------	----------------------------

Mission: To reduce the number of paper copies made by teachers.

School Improvement Plan Summary

Our focus area is: Strategic Priority 5: 21st Century Systems - Fiscal Responsibility

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.

Overall goal (What we want to accomplish by the end of the second year.): By the end of the 2016-17 school year, we will reduce the number of copies being made by 30%.
Target goal (What we want to accomplish this year.): By the end of the 2016-17 school year, we will reduce the number of copies being made by 15%.
Approaches/Strategies (What we will do to realize our goal.): Increased teacher attendance, effective and electronic lesson plans, effective use of MacBooks and Web based tools, online CFAs.
Measures we will use to monitor our progress toward reaching our goal: Quarterly check on copies being made Performance/Impact: Increase money to use in other areas Fidelity of implementation: Each teacher has their own copy code
During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every quarter.

P	PLAN: Identify the gap and the approach
----------	--

--

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? Teacher attendance so that copies don't need to be made for subs; accessibility to paper
2. What approaches/strategies are contributing to your success in this area and what data suggests this? We are fully staffed and are not starting out the year with any subs in the building; each teacher has their own copy code; increased implementation of technology (Drive, Canvas, HomeBase, etc), District make copies when appropriate.
3. What are opportunities for improvement, gap or barriers are in this area? Continue to increase use of the MacBooks so students can submit assignments online. Take CFAs online.
4. What seems to be the root cause of the problem and what data suggests this? Teacher attendance data suggests that there were a core group of teachers who were absent for long periods of time or habitually took off Mondays and/or Fridays. Most of these teachers have moved on to other buildings or careers.

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.

Reflection:
5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? More recognitions of staff members with perfect attendance; Improved selection of staff; Activities to sustain positive teacher morale
6. What research did you review to support the use of these strategies/approaches? N/A
7. What performance measures will you use to monitor impact of your approach/strategy? Teacher attendance data (daily, monthly, quarterly)
8. What measure will you use to monitor fidelity of deployment of your strategy/approach? Teacher attendance data, engagement of philosophical book study
9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? "What Great Teachers Do Differently" book study
10. If funding is required, what funding source will be used? No

Messaging:
11. How will you convey intent of this focus area of SIP to stakeholders? Website, HUB, Staff meetings, Blog, Canvas
12. How will you communicate progress towards goals or course corrections to stakeholders? Website, HUB, Staff 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	Measure/Indicator (Used to monitor performance,	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.**

		completion of the step.	process improvement or completion)		
1	Provide recognitions/incentives for teachers with perfect attendance	Leadership	Attendance data	8/2015	6/2016
2	Online lesson plan template and PD will be provided to teachers	Leadership	Submission of lesson plans online	8/2015	6/2016
3	Continued PD on Macs and web based tools	Leadership	Staff meeting and ERPD minutes	8/2015	6/2016
4	Book study	Leadership & Teachers	Blog & Canvas	9/2015	6/2016
5					

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

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...?

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.

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 ?

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.**

1					
2					
3					
4					
5					

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 2015-16 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.**