Statesville High School (SHS) is Iredell County's historic flagship high school that is located in the heart of Downtown Statesville. It is minutes from the interstate and is home of Mac Gray Auditorium that is used throughout the county to house community functions and events. SHS is a traditional high school to approximately 1,200 students. It is also home of the James Iredell AP Academy with 104 enrolled students and will be the home of *FAMIS* (Fine Arts Magnet of Iredell Statesville) starting in the 2016 school year.

Statesville High comprises a student population that is not only racially diverse but spans the socioeconomic gamut, serving families from low to upper class. We are home to a diverse population with 421 AA students, 300 Caucasian 187 Hispanic and 33 Asian as well as several students of multi- racial descent. Our school has a 'Free and Reduced Lunch' allotment of 51.98%. It makes for a unique learning environment for all populations that converge under our single roof.

Our diverse student body requires very unique and specialized governance that consists of a 'ground up' leadership approach in order to maintain an ongoing cycle of continuous improvement and progress monitoring. Each step in governing Statesville High School has been carefully strategized to leave no gaps while addressing the diverse needs and unique situations that arise in our school. Each level reports to the next level in order to be addressed and prioritized. Our 'top level' Leadership Team consisting of Dr. Beth Bradley, principal, the three Assistant Principals, and our blended learning instructional facilitator (BLIF), meets weekly to address the concerns and needs of the school. Then we have our School Improvement Team (SIT) that meets monthly. This consists of a departmentally elected committee holding a two-year seat, which votes and monitors SHS's Standard Operating Procedures. Our Department Chairs, who serve as the liaison between leadership and staff, also meet monthly in order address staff needs and plan weeks PLCs. Lastly, in our school we have weekly Professional Learning Community (PLC) meetings. This is when the entire department comes together to look at our management techniques and strategies while addressing deficiencies and concerns in order to build on achieving our predetermined learning goals while improving instruction for our students.

The Multi-tiered framework that uses data driven processes to promote growth is commonly referred to as MTSS. This consists of three separate tiers: Tier 1 is classroom Strategies, Tier 2 is the next level (administration, guidance and community partners), then Tier 3 guided interventions and ultimately alternative placements both long term and short term. Our MTSS support team consists of department heads, administration, guidance, community partners and various county professionals.

At Statesville High our classroom level process that has been adopted by Iredell-Statesville Schools is called PDSA (Plan Do Study Act). This beginning Tier 1 process is the model by which classroom teachers create their lesson plans that are then implemented in the class. Teachers look at what the students know and what they need to know, then consider how this goal is to be achieved, what students need to study and do in order to understand and access the objectives. Teachers reassess this information on a classroom-determined basis that usually runs in a 7-10 day cycle.

Our Academic level MTSS Tier 1 interventions begin with all Math I students being assessed through AIMSweb (MCOMP and MCAPP) during the fall, winter and spring. We then

use District Baselines and Benchmarks across all core subjects to monitor student progress and assess data driven instruction. Our school meets in Homeroom twice a week to monitor student grades and address any gaps or failures. Ideally students are then counseled to discuss 'next steps' with their classroom teachers. If this still is insufficient, then counselors and tutors are enlisted for still struggling students, again reassessed weekly. Progress reports are sent home midway through each quarter in order to keep parents and students informed although all students and parents have live access to grades and progress through the "Parent Portal" found online at Powerschool.

Our MTSS team regularly analyses discipline in order to better serve our student body needs. This takes the form of SWOT, strengths, Weaknesses, Opportunities and Threats. This is updated on a weekly basis. They look at school wide norms and expectations along with the compliance rate of each. They look at major vs. minor offenses and departmental discipline overall. Then, as the data is analyzed strategies are then discussed and implemented such as parent teacher conferences, counselor interventions or mission and vision realignment.

Tier 2 supports consist of specific weekly student groups for behavior, grief, and anger management strategies. These groups operate generally on a teacher, faculty referral system. Our high school partners with community churches, organizations, and counseling agencies that provide much needed mentorships for many of our 'at risk' population. Supports include a range of strategies from "check in/check out" to restorative practices, all focusing on students taking ownership for negative behaviors that impede the learning environment while increasing social skills and teaching norms.

Tier 3 supports entail more therapeutic groups with smaller numbers of the higher 'at risk' students as well as therapeutic mentorship programs amongst students and qualified professionals in a more one on one relationship for specific interventions. Specialized Behavioral Intervention Programs (BIP) have been implemented for a select number of students. Lastly, for the students that cannot be successful in their current environment, an Admission and Release Committee is formed to discuss the interventions that have failed and the probability of success through alternative placement both short term and long term.

As much as the instructional strategies are data and needs driven on the classroom level, the Professional Development opportunities on a school wide level are needs driven. Professionally, our school is on a one to one initiative through our Apple Grant and therefore has unique technological needs. These have been addressed through our district wide Innovation Showcase that takes teachers from across the district that have been successful reaching the needs of the wide range of students we teach and gives them a platform from which they can share their ideas and successes with fellow teachers. These diverse offerings stretch from "Life After the AP Exam" to "Using Canvas in the classroom" and full circle to "Foldable for struggling students". These mini seminars present invaluable ideas for teachers to take back to their classrooms and offer inspiration to frustrated or new teachers. We also have school wide professional development that addresses classroom engagement and best practices include building relationships with your students and classroom management techniques- both building blocks of the successful classroom. Much of our school development offerings this year have centered on lesson design and understanding content in the classroom.

This has been especially useful to our new or younger teaching population as we hope to grow our own veteran teachers as ours retire.

Moving forward our school wide SMART goals address our school behavior as well as the three core subject areas of concern: Math, English and Biology. For these goals all departments will meet or exceed expected growth for the 2016-2017 school year. SHS will have a decrease in office referrals by 20%, from 1478 to 1182, due to our implementation of tiered academic and behavioral supports. Also, 60% of students enrolled in Math I, English II and Biology will achieve proficiency.

Deployment of improvement strategies at Statesville High School will take the form of careful and precise monitoring of the impact strategies and frequent needs based adjustments. We will also continue our weekly PLC meetings, and monthly departmental meetings to assess and evaluate. Monthly Department Chair Meetings and SIT meetings will continue in order to address SWOT and assess the needs of our unique population as it rises to its potential.

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School: Statesville High School	**Year:** 2015-2016	**Current NCLB Status**	**Current ABC Status**

Mission: This goal will raise achievement and close gaps for all students attain proficiency in Biology
School Improvement Plan Summary
Our focus area is: Biology proficiency
Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2016-2017 school year, all departments will meet or exceed expected growth, as determined by EVAAS. By the end of the 2016-2017 school year, 60% of students enrolled in Biology will achieve proficiency.
Target goal (What we want to accomplish this year.) By the end of the 2015-2016 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2015-2016 school year, 40% of students enrolled in Biology will achieve proficiency.

Approaches/Strategies (What we will do to realize our goal.)
● Approaches:
   ○ MTSS Problem-Solving Model
      ■ PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share best practices and the effectiveness in their classroom
   ○ Blended Learning
      ■ We will implement the station-rotation model schoolwide
   ○ Personalized Learning

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- ■ Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons
- ● Strategies implemented:
  - ○ Vocabulary Strategies
    - ■ Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables
  - ○ Active Engagement Strategies
    - ■ Bell ringers
    - ■ Formative quizzes

Measures; we will use to monitor our progress toward reaching our goal:
- ● Performance/Impact:
  - ○ Data from BAs, BMs, EOCs
- ● Fidelity of implementation:
  - ○ Teacher evaluations
  - ○ CWT
  - ○ TEG Survey

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.)

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- 12-13 Biology EOC
  - 26.8 % Proficient
- 13-14 Biology EOC
  - 31.1 % Proficient
- 14-15 Biology EOC
  - 24.03% Proficient

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Biology	2013	234	245.0	28	246.1	32	-1.1 R	0.3
	2014	288	244.4	26	246.0	31	-1.5 R	0.3
	2015	240	242.7	25	246.0	34	-3.1 R	0.3
	3-Yr-Avg	762	244.1	27	246.0	34	**-1.9 R**	0.2

Report: School Accountability Growth   **School:** Statesville High

Year: 2015   **District:** Iredell-Statesville Schools

School Accountability Growth Estimates						
School Accountability Growth Type	**2015**		**2014**		**2013**	
	Index	Level	Index	Level	Index	Level
Overall	-11.48	Does Not Meet Expected Growth	-4.88	Does Not Meet Expected Growth	-3.40	Does Not Meet Expected Growth

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Statesville High School Profile										
SCHOOL	Performance Composite 2012-2013	Performance Composite 2013-2014	Performance Composite 2014-2015	AMO Targets 2012-2013	AMO Targets 2013-2014	AMO Targets 2014-2015	Growth Status 2012-2013	Growth Status 2013-2014	Growth Status 2014-2015	
Statesville High	28.4	38.3	29.1	Not Met	Not Met	Not Met	Not Met	NotMet	NotMet	
Iredell-Statesville	49.1	59.4	57.8	Not Met	Not Met	Not Met	-	-	-	
North Carolina	44.7	56.3	56.6	-	-	-	-	-	-	

2014-2015 State Assessment Results						
School	SHS CCR	SHS GLP	Iredell-Statesville Schools CCR	Iredell-Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Composite	21.7	29.1	48.7	57.8	46.9	56.6
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	55		62.6		55.2	
AMO Target#	33/60		109/174		-	
EOC	21.7	29.1	50	59.1	47.9	57.9
Math I	23.1	32.1	53.3	63.1	48.5	59.8
Biology	14.9	19.9	47.1	55.2	44.9	53.6
English II	27.4	35.9	48.4	57.6	50	59.6
ACT Composite	39.4		63.2		59.7	
ACT Subtests	18.1		34.9		31.4	
ACT Eng	28.2		48.1		44.1	
ACT MA	14.6		34.5		29.5	
ACT RD	15.9		32.7		29.8	
ACT Sci	16.3		27.4		23.4	
ACT Writing	15.6		31.9		30.1	
ACT Workeys	78.6		71.1		72.2	
Math Course Rigor	98.1		98.4		>95	
Grad Rate 4-yr	87.8		86.6		85.4	
Grad Rate 5-yr	86		90.9		86.2	

School Performance Grade	Achievement	Growth	Performance	Grade
Overall	51	50	51	D
English II	36			
Math I	32			
Biology	20			
The ACT	39			
ACT Workkeys	79			
Math Course Rigor	98.1			
CGR 4yr	88			

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2013-2014 State Assessment Results						
School	SHS CCR	SHS GLP	Iredell-Statesville Schools CCR	Iredell-Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Composite	27.9	38.3	49.7	59.4	46.2	56.3
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	64.5		66.5		55.2	
AMO Target#	40/62		113/170		116/210	
EOC	27.9	38.3	51.2	61	47.8	58.6
Math I	21.2	33.8	51.7	63.1	46.9	60
Biology	21	31.1	45.3	54	45.1	53.9
English II	43.1	51.5	56.6	65.7	51.7	61.2
ACT Composite	45		62.9		59.3	
ACT Subtests	19.7		34.1		31.9	
ACT Eng	26		47		44.3	
ACT MA	17		34.1		29.6	
ACT RD	19.6		33.4		30.7	
ACT Sci	10.5		23.3		23	
ACT Writing	25.5		32.7		31.8	
ACT Workeys	59.6		63.9		67.6	
Math Course Rigor	99.1		96.9		>95	
Grad Rate 4-yr	86		89.3		83.8	
Grad Rate 5-yr	87.1		89.5		84.9	

School Performance Grade	Achievement	Growth	Performance	Grade
Overall	56	58.5	56	C
English II	52			
Math I	34			
Biology	31			
The ACT	45			
ACT Workkeys	60			
Math Course Rigor	>95			
CGR 4yr	86			

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2012-2013 State Assessment Results			
School	Statesville HS	Iredell-Statesville Schools	North Carolina
Performance Composite	28.4	49.1	44.7
EVAAS Growth Status	NotMet	-	-
State AMO Targets%	71	83.8	89
State AMO Target#	44/62	145/173	187/210
Federal AMO Targets%	72	88.3	95.6
Federal AMO Target#	18/25	68/77	87/91
EOC	28.4	52.3	46
Math I	23.9	54	42.6
Biology	26.8	49.6	45.5
English II	34.2	52.5	51.1
ACT Composite	48.3	65.8	58.5
ACT Subtests	23	36.3	31.7
ACT Eng	34.2	50.6	43.5
ACT MA	20.8	36.7	30.4
ACT RD	22.6	33.7	26.9
ACT Sci	13.2	25.6	20.6
ACT Writing	23.9	34.8	37
ACT Workeys	66.7	65.1	67.3
Math Course Rigor	>95	>95	>95
Grad Rate 4-yr	87.1	88.1	82.5
Grad Rate 5-yr	83.6	89	83.1

Attendance

Year	Membership	Month 9 % Present	Cumulative % Present for Month 9	M09 ADM	M09 ADA
2012-13	1038	95.00%	94.22%	1043	991
2013-14	980	96.09%	94.02%	990	951
2014-15	935	96.05%	94.47%	940	903

Membership

Year	9	10	11	12	Mo9
2012-13	290	250	250	248	1038
2013-14	273	266	229	212	980
2014-15	273	229	232	201	935

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Official Dropout Report				
Year	SCHOOL_NAME	# of DROPOUTS	SCHOOL CALCULATION	LEACALCULATION
2011-12	ISS	141	0	1.99
2012-13	ISS	120		1.14
2013-14	ISS	126	0	1.76
2014-15	ISS	174		2.36
2011-12	SHS	24	2.07	0
2012-13	SHS	24		
2013-14	SHS	27	2.47	0
2014-15	SHS	28	2.65	

SAT	School System & School	# Tested	% Tested	Math Score	CR Score[1]	Writing Score[3]	M+CR[2]	M+CR+W[3]
2012-13	SHS	94	38.2	480	467	453	947	1400
2013-14	SHS	100	43.9	489	472	455	961	1416
2014-15	SHS	89	45.2	459	452	443	911	1354
2012-13	ISS	760	50.6	531	510	487	1041	1528
2013-14	ISS	781	50.6	529	511	487	1040	1527
2014-15	ISS	766	50.7	521	507	484	1028	1512
2012-13	NC	58100	62.0	506	495	478	1001	1479
2013-14	NC	57997	64.0	507	499	477	1006	1483
2014-15	NC	58022	59.0	504	498	476	1002	1478
2012-13	US	1660047	50.0	514	496	488	1010	1498
2013-14	US	1672395	52.0	513	497	487	1010	1497
2014-15	US	1698521	52.3	511	495	484	1006	1490

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AP	School System & School	# of Test Takers[1]	Participation Rate[2]	# of Test-taker Scoring 3 or Higher[3]	% of Test-Takers Scoring 3 or Higher[4]	# of Exams Taken[5]	# of Exams with Scores of 3 or Higher[6]	% of Exams with Scores of 3 or Higher[7]
2012-13	NC	50434	11.8	30984	61.4	94198	55805	59.2
2013-14	NC	56988	13.0	33346	58.5	105469	58700	55.7
2014-15	NC	67850	15.3	36603	53.9	126351	64282	50.9
2012-13	ISS	1142	16.7	616	53.9	1655	917	55.4
2013-14	ISS	1153	16.5	612	53.1	1750	927	53.0
2014-15	ISS	1329	18.9	674	50.7	2004	979	48.9
2012-13	SHS	167	15.6	56	33.5	248	76	30.6
2013-14	SHS	193	18.3	49	25.4	285	69	24.2
2014-15	SHS	192	19.4	45	23.4	312	64	20.5

Historical Reportable Acts Per School				
SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15
Statesville	10	9	13	19	8

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School Name	Subject	Standard Measurement	All Students	Female	Male	AmIn	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG	Year
Statesville High	ACT Workkeys	Silver or Better Certificate	66.7	60	71.4			63.6	68.8		72.2	64.1		<5		2012-2013
Statesville High	ACT WorkKeys	Silver or Better Certificate	59.6	57.1	61.5	*	*	40	75	*	70.6	50	*	*	*	2013-2014
Statesville High	ACT WorkKeys	Silver or Better Certificate	78.6	62.5	85	*	*	62.5	*	*	84.6	80	*	*	*	2014-2015
Statesville High	EOC Biology	Grade Level Proficient	26.8	24.2	29.2		28.6	5.7	19.1		53.8	13.7	<5	<5	94.1	2012-2013
Statesville High	EOC Biology	Grade Level Proficient	31.1	30.2	31.8	*	42.9	17.6	32.9	<5	48	22.2	<5	<5	80	2013-2014
Statesville High	EOC Biology	Grade Level Proficient	19.9	16.9	22.6	*	30.8	8.8	9.1	<5	40.5	12.7	<5	<5	75	2014-2015
Statesville High	EOC English 2	Grade Level Proficient	51.5	51.8	51.3	*	44.4	35	47	33.3	77	36.8	<5	5.6	>95	2013-2014
Statesville High	EOC English 2	Grade Level Proficient	35.9	37.9	34.5	*	44.4	24.3	28	16.7	57	26.7	<5	<5	92.3	2014-2015
Statesville High	EOC English II	Grade Level Proficient	34.2	38.8	30.7		30	15.2	27.7		56.6	23	<5	<5	83.3	2012-2013
Statesville High	EOC Math I	Grade Level Proficient	23.9	15.9	29.7		36.4	10.5	20.8	11.1	40.2	14.5	8.7	<5	85	2012-2013
Statesville High	EOC Math I	Grade Level Proficient	33.8	34.9	32.9	*	50	24	30	<5	50.6	26.3	13.3	<5	92.9	2013-2014
Statesville High	EOC Math I	Grade Level Proficient	32.1	32.8	31.3	*	75	15.3	28.3	25	51.4	23	18.8	<5	>95	2014-2015
Statesville High	Graduation Rate	Standard (4 year)	87.1	91.7	83		90.9	82.1	85.1	80	93.9	81.5	75	59.3	>95	2012-2013
Statesville High	Graduation Rate	Standard (4 Year)	86	88.3	83.6	*	60	91.5	78.2	66.7	88.2	82.2	60	65	>95	2013-2014
Statesville High	Graduation Rate	Standard (4 Year)	87.8	88	87.6	*	90	85.1	79.5	83.3	93	86.1	85.7	73.3	>95	2014-2015
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95		>95	>95	>95		>95	>95	>95	90.9	>95	2012-2013
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95	*	*	>95	>95	>95	>95	>95	>95	81.8	>95	2013-2014
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95	*	>95	>95	>95	>95	>95	>95	>95	75	>95	2014-2015
Statesville High	The ACT - All Subtests	Percent of Benchmarks Met	19.7	20	19.5	<5	12	5.3	11.4	8	35.7	9.1	5.3	<5	74.7	2013-2014
Statesville High	The ACT - All Subtests	Percent of Benchmarks Met	18.1	18.2	18	*	20	5.5	13.9	5.7	35.1	8	<5	<5	74.2	2014-2015
Statesville High	The ACT - Composite Score	Met UNC Minimum	48.3	44.8	52.3			25.3	47.8		74.1	27.8	<5	7.1	>95	2012-2013
Statesville High	The ACT - Composite Score	Met UNC Minimum	45	48.5	41.9	*	30	18.3	37.8	40	70.2	27.6	12.5	*	>95	2013-2014
Statesville High	The ACT - Composite Score	Met UNC Minimum	39.4	39.8	39.1	*	37.5	15.7	34.7	<5	70.9	19.5	<5	8.3	>95	2014-2015

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
- Gap analysis tied to instructional strategies used to bridge those gaps.
- Follow up discussion and other strategies to use if gaps persist.
- Finding time for Remediation and Intervention to address gaps
- **SHS has not met growth, as measured by state model, for 3 years**

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

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- no data available

3. What are opportunities for improvement, gap or barriers are in this area?
  - Science Teacher turnover
  - Biology PLC meetings need to be more focused on gap analysis and strategies to improve student learning.
  - Increase use of Vocabulary strategies

4. What seems to be the root cause of the problem and what data suggests this?
  - Current teaching methods are not reaching all students
  - Personalization and Differentiation strategies need to be implemented more regularly and effectively
  - High Teacher turnover has been constant for 3 years

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?
  - Approaches:
    - MTSS Problem-Solving Model
      - PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom
    - Blended Learning
      - We will implement the station-rotation model schoolwide
    - Personalized Learning
      - Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons
  - Strategies implemented:
    - Vocabulary Strategies
      - Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables
    - Active Engagement Strategies

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■ Bell ringers ■ Formative quizzes

6. What research did you review to support the use of these strategies/approaches? ● John Hattie - Visible Learning ● National Science Teachers Association - interactive notebooks ● Marzano ● Anita Archer - Explicit Instruction

7. What performance measures will you use to monitor impact of your approach/strategy? ● BA, CFA, BM Assessment scores

8. What measure will you use to monitor fidelity of deployment of your strategy/approach? ● CWT ● BLIF Coaching Log ● Department Chair minutes ● PLC Minutes

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? ● Blended Learning ● Station Rotations ● Responding to Instruction/Intervention

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? ● PLC Matrix ● PLC Coaching ● SHS Website

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12. How will you communicate progress towards goals or course corrections to stakeholders? ● Longstanding Leadership Team agenda item/Minutes ● PLC Minutes ● IF/BLC Weekly Update

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	Biology PLC will create a personalized pacing guide using the district "At a Glance", incorporating days spent on each unit	Biology PLC	PLC Agenda Minutes	8/25/15	EOY
2	Analyze Data based on, but not be limited to, Baseline scores to address student gaps	Classroom Teachers	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	9/1/15	9/10/15

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3	PLCs will collaborate and share best practices through weekly meetings	Classroom Teachers	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	9/1/15	EOY
4	Classroom Teachers will receive PD on lesson design incorporating bell ringers and learning targets into their daily lessons	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion, Lesson Plans	9/16/15	EOY
5	Baseline gaps will be addressed using purposeful, skill based, Grouping (Blended Learning)	Classroom Teachers	CWT; PDSA; PLC Agenda Minutes will note discussion; Lesson Plans	9/1/15	EOY
6	Biology PLC will design lessons with a focus on literacy standards, incorporating writing frames and vocabulary strategies such as foldables and interactive notebooks	Science Department/Leadership Team	PDSA, Lesson Plans, PLC Agenda Minutes will note discussions	9/1/15	EOY
7	Homeroom activities ● Twenty minutes a day, two days a week to support academics and behavior, monitored by teachers weekly and reported monthly at ERPD	Classroom Teachers	PLC Agenda Minutes will note discussion, Lesson Plans	9/1/15	EOY
8	All subject level teachers will be trained in Gradual release of responsibility and mindset. Teachers will build lessons that allow for "I do", "We do", "You all do", now "You do alone"	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion, Lesson Plans	10/21/15	EOY
9	Complete Tier 1 RIOT Paperwork: ● Departmental ● Academic and Behavior Plans	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion	10/21/15	EOY

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10	Biology PLC will incorporate review units into weekly lessons through purposeful, skill based grouping (blended learning)	Science Department/Leadership Team	CWT; PDSA; PLC Agenda Minutes will note discussion	10/1/15	11/2015
11	ALL PLC will Analyze Data based on, but not be limited to, Benchmark scores to address student gaps	ALL PLC	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	10/26/15	11/2/2015
12	Biology PLC will continue monitoring objective mastery and closing gaps through blended learning, writing frames, and vocabulary strategies	Biology PLC	CWT; PDSA; PLC Agenda Minutes will note discussion; Lesson Plans	10/30/15	EOY
13	Anaylze EVAAS data to determine grade/PLC issues that can be addressed through Differentiated Core instruction through lesson planning and PLC's	Instructional Facilitator, Classroom Teachers, Leadership	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	11/1/15	EOY

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?

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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.

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.
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?

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4. What measure will you use to monitor fidelity of deployment of your strategy/approach?
5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?

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

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

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

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.

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School: Statesville High School	**Year:** 2015-2016	**Current NCLB Status**	**Current ABC Status**

Mission: This goal will raise achievement and close gaps for all students to attain English proficiency

School Improvement Plan Summary

Our focus area is: English proficiency

Overall goal (What we want to accomplish by the end of the second year.)
By the end of the 2016-2017 school year, all departments will meet or exceed expected growth, as determined by EVAAS.
By the end of the 2016-2017 school year, 60% of students enrolled in English II will achieve proficiency.

Target goal (What we want to accomplish this year.)
By the end of the 2015-2016 school year, Statesville High School will exceed expected growth measured by EVAAS.
By the end of the 2015-2016 school year, 40% of students enrolled in English II will achieve proficiency.

Approaches/Strategies (What we will do to realize our goal.)
- ● Approaches:
  - ○ MTSS Problem-Solving Model
    - ■ PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom
  - ○ Blended Learning
    - ■ We will implement the station-rotation model schoolwide
  - ○ Personalized Learning

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- ■ Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons
- ● Strategies implemented:
  - ○ Comprehension Strategies
    - ■ Teachers will use a variety of comprehension strategies including but not limited to: graphic Organizers, Cornell notes, and questioning
  - ○ Active Engagement Strategies
    - ■ Bell ringers

Measures; we will use to monitor our progress toward reaching our goal:
- ● Performance/Impact:
  - ○ Data from BAs, BMs, EOCs,
- ● Fidelity of implementation:
  - ○ Teacher evaluations
  - ○ CWT
  - ○ TEG Survey

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.)

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- 12-13 English II EOC
  - 34.2% Proficient
- 13-14 English II EOC
  - 51.5% Proficient
- 14-15 English II EOC
  - 29.2 % Proficient

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English II	2013	240	146.6	33	147.3	36	-0.6 R	0.3
	2014	236	148.1	39	148.2	39	-0.0 G	0.3
	2015	231	144.7	30	146.0	34	-1.2 R	0.3
	3-Yr-Avg	707	146.5	35	147.2	37	**-0.6 R**	0.2

Report: School Accountability Growth   **School:** Statesville High
Year: 2015   **District:** Iredell-Statesville Schools

School Accountability Growth Estimates						
	2015		**2014**		**2013**	
School Accountability Growth Type	Index	Level	Index	Level	Index	Level
Overall	-11.48	Does Not Meet Expected Growth	-4.88	Does Not Meet Expected Growth	-3.40	Does Not Meet Expected Growth

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Statesville High School Profile

SCHOOL	Performance Composite 2012-2013	Performance Composite 2013-2014	Performance Composite 2014-2015	AMO Targets 2012-2013	AMO Targets 2013-2014	AMO Targets 2014-2015	Growth Status 2012-2013	Growth Status 2013-2014	Growth Status 2014-2015
Statesville High	28.4	38.3	29.1	Not Met	Not Met	Not Met	Not Met	NotMet	NotMet
Iredell-Statesville	49.1	59.4	57.8	Not Met	Not Met	Not Met	-	-	-
North Carolina	44.7	56.3	56.6	-	-	-	-	-	-

2014-2015 State Assessment Results

School	SHS CCR	SHS GLP	Iredell-Statesville Schools CCR	Iredell-Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Composite	21.7	29.1	48.7	57.8	46.9	56.6
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	55		62.6		55.2	
AMO Target#	33/60		109/174		-	
EOC	21.7	29.1	50	59.1	47.9	57.9
Math I	23.1	32.1	53.3	63.1	48.5	59.8
Biology	14.9	19.9	47.1	55.2	44.9	53.6
English II	27.4	35.9	48.4	57.6	50	59.6
ACT Composite	39.4		63.2		59.7	
ACT Subtests	18.1		34.9		31.4	
ACT Eng	28.2		48.1		44.1	
ACT MA	14.6		34.5		29.5	
ACT RD	15.9		32.7		29.8	
ACT Sci	16.3		27.4		23.4	
ACT Writing	15.6		31.9		30.1	
ACT Workeys	78.6		71.1		72.2	
Math Course Rigor	98.1		98.4		>95	
Grad Rate 4-yr	87.8		86.6		85.4	
Grad Rate 5-yr	86		90.9		86.2	

School Performance Grade	Achievement	Growth	Performance	Grade
Overall	51	50	51	D
English II	36			
Math I	32			
Biology	20			
The ACT	39			
ACT Workkeys	79			
Math Course Rigor	98.1			
CGR 4yr	88			

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2013-2014 State Assessment Results						
School	SHS CCR	SHS GLP	Iredell-Statesville Schools CCR	Iredell-Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Composite	27.9	38.3	49.7	59.4	46.2	56.3
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	64.5		66.5		55.2	
AMO Target#	40/62		113/170		116/210	
EOC	27.9	38.3	51.2	61	47.8	58.6
Math I	21.2	33.8	51.7	63.1	46.9	60
Biology	21	31.1	45.3	54	45.1	53.9
English II	43.1	51.5	56.6	65.7	51.7	61.2
ACT Composite	45		62.9		59.3	
ACT Subtests	19.7		34.1		31.9	
ACT Eng	26		47		44.3	
ACT MA	17		34.1		29.6	
ACT RD	19.6		33.4		30.7	
ACT Sci	10.5		23.3		23	
ACT Writing	25.5		32.7		31.8	
ACT Workeys	59.6		63.9		67.6	
Math Course Rigor	99.1		96.9		>95	
Grad Rate 4-yr	86		89.3		83.8	
Grad Rate 5-yr	87.1		89.5		84.9	

School Performance Grade	Achievement	Growth	Performance	Grade
Overall	56	58.5	56	C
English II	52			
Math I	34			
Biology	31			
The ACT	45			
ACT Workkeys	60			
Math Course Rigor	>95			
CGR 4yr	86			

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2012-2013 State Assessment Results			
School	Statesville HS	Iredell-Statesville Schools	North Carolina
Performance Composite	28.4	49.1	44.7
EVAAS Growth Status	NotMet	-	-
State AMO Targets%	71	83.8	89
State AMO Target#	44/62	145/173	187/210
Federal AMO Targets%	72	88.3	95.6
Federal AMO Target#	18/25	68/77	87/91
EOC	28.4	52.3	46
Math I	23.9	54	42.6
Biology	26.8	49.6	45.5
English II	34.2	52.5	51.1
ACT Composite	48.3	65.8	58.5
ACT Subtests	23	36.3	31.7
ACT Eng	34.2	50.6	43.5
ACT MA	20.8	36.7	30.4
ACT RD	22.6	33.7	26.9
ACT Sci	13.2	25.6	20.6
ACT Writing	23.9	34.8	37
ACT Workeys	66.7	65.1	67.3
Math Course Rigor	>95	>95	>95
Grad Rate 4-yr	87.1	88.1	82.5
Grad Rate 5-yr	83.6	89	83.1

Attendance

Year	Membership	Month 9 % Present	Cumulative % Present for Month 9	M09 ADM	M09 ADA
2012-13	1038	95.00%	94.22%	1043	991
2013-14	980	96.09%	94.02%	990	951
2014-15	935	96.05%	94.47%	940	903

Membership

Year	9	10	11	12	Mo9
2012-13	290	250	250	248	1038
2013-14	273	266	229	212	980
2014-15	273	229	232	201	935

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		Official Dropout Report		
Year	SCHOOL_NAME	# of DROPOUTS	SCHOOL CALCULATION	LEACALCULATION
2011-12	ISS	141	0	1.99
2012-13	ISS	120		1.14
2013-14	ISS	126	0	1.76
2014-15	ISS	174		2.36
2011-12	SHS	24	2.07	0
2012-13	SHS	24		
2013-14	SHS	27	2.47	0
2014-15	SHS	28	2.65	

SAT	School System & School	# Tested	% Tested	Math Score	CR Score[1]	Writing Score[3]	M+CR[2]	M+CR+W[3]
2012-13	SHS	94	38.2	480	467	453	947	1400
2013-14	SHS	100	43.9	489	472	455	961	1416
2014-15	SHS	89	45.2	459	452	443	911	1354
2012-13	ISS	760	50.6	531	510	487	1041	1528
2013-14	ISS	781	50.6	529	511	487	1040	1527
2014-15	ISS	766	50.7	521	507	484	1028	1512
2012-13	NC	58100	62.0	506	495	478	1001	1479
2013-14	NC	57997	64.0	507	499	477	1006	1483
2014-15	NC	58022	59.0	504	498	476	1002	1478
2012-13	US	1660047	50.0	514	496	488	1010	1498
2013-14	US	1672395	52.0	513	497	487	1010	1497
2014-15	US	1698521	52.3	511	495	484	1006	1490

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AP	School System & School	# of Test Takers[1]	Participation Rate[2]	# of Test-taker Scoring 3 or Higher[3]	% of Test-Takers Scoring 3 or Higher[4]	# of Exams Taken[5]	# of Exams with Scores of 3 or Higher[6]	% of Exams with Scores of 3 or Higher[7]
2012-13	NC	50434	11.8	30984	61.4	94198	55805	59.2
2013-14	NC	56988	13.0	33346	58.5	105469	58700	55.7
2014-15	NC	67850	15.3	36603	53.9	126351	64282	50.9
2012-13	ISS	1142	16.7	616	53.9	1655	917	55.4
2013-14	ISS	1153	16.5	612	53.1	1750	927	53.0
2014-15	ISS	1329	18.9	674	50.7	2004	979	48.9
2012-13	SHS	167	15.6	56	33.5	248	76	30.6
2013-14	SHS	193	18.3	49	25.4	285	69	24.2
2014-15	SHS	192	19.4	45	23.4	312	64	20.5

Historical Reportable Acts Per School					
SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15
Statesville	10	9	13	19	8

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School Name	Subject	Standard Measurement	All Students	Female	Male	AmIn	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG	Year
Statesville High	ACT Workkeys	Silver or Better Certificate	66.7	60	71.4			63.6	68.8		72.2	64.1		<5		2012-2013
Statesville High	ACT WorkKeys	Silver or Better Certificate	59.6	57.1	61.5	*	*	40	75	*	70.6	50	*	*	*	2013-2014
Statesville High	ACT WorkKeys	Silver or Better Certificate	78.6	62.5	85	*	*	62.5	*	*	84.6	80	*	*	*	2014-2015
Statesville High	EOC Biology	Grade Level Proficient	26.8	24.2	29.2		28.6	5.7	19.1		53.8	13.7	<5	<5	94.1	2012-2013
Statesville High	EOC Biology	Grade Level Proficient	31.1	30.2	31.8	*	42.9	17.6	32.9	<5	48	22.2	<5	<5	80	2013-2014
Statesville High	EOC Biology	Grade Level Proficient	19.9	16.9	22.6	*	30.8	8.8	9.1	<5	40.5	12.7	<5	<5	75	2014-2015
Statesville High	EOC English 2	Grade Level Proficient	51.5	51.8	51.3	*	44.4	35	47	33.3	77	36.8	<5	5.6	>95	2013-2014
Statesville High	EOC English 2	Grade Level Proficient	35.9	37.9	34.5	*	44.4	24.3	28	16.7	57	26.7	<5	<5	92.3	2014-2015
Statesville High	EOC English II	Grade Level Proficient	34.2	38.8	30.7		30	15.2	27.7		56.6	23	<5	<5	83.3	2012-2013
Statesville High	EOC Math I	Grade Level Proficient	23.9	15.9	29.7		36.4	10.5	20.8	11.1	40.2	14.5	8.7	<5	85	2012-2013
Statesville High	EOC Math I	Grade Level Proficient	33.8	34.9	32.9	*	50	24	30	<5	50.6	26.3	13.3	<5	92.9	2013-2014
Statesville High	EOC Math I	Grade Level Proficient	32.1	32.8	31.3	*	75	15.3	28.3	25	51.4	23	18.8	<5	>95	2014-2015
Statesville High	Graduation Rate	Standard (4 year)	87.1	91.7	83		90.9	82.1	85.1	80	93.9	81.5	75	59.3	>95	2012-2013
Statesville High	Graduation Rate	Standard (4 Year)	86	88.3	83.6	*	60	91.5	78.2	66.7	88.2	82.2	60	65	>95	2013-2014
Statesville High	Graduation Rate	Standard (4 Year)	87.8	88	87.6	*	90	85.1	79.5	83.3	93	86.1	85.7	73.3	>95	2014-2015
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95		>95	>95	>95		>95	>95	>95	90.9	>95	2012-2013
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95	*	*	>95	>95	>95	>95	>95	>95	81.8	>95	2013-2014
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95	*	>95	>95	>95	>95	>95	>95	>95	75	>95	2014-2015
Statesville High	The ACT - All Subtests	Percent of Benchmarks Met	19.7	20	19.5	<5	12	5.3	11.4	8	35.7	9.1	5.3	<5	74.7	2013-2014
Statesville High	The ACT - All Subtests	Percent of Benchmarks Met	18.1	18.2	18	*	20	5.5	13.9	5.7	35.1	8	<5	<5	74.2	2014-2015
Statesville High	The ACT - Composite Score	Met UNC Minimum	48.3	44.8	52.3			25.3	47.8		74.1	27.8	<5	7.1	>95	2012-2013
Statesville High	The ACT - Composite Score	Met UNC Minimum	45	48.5	41.9	*	30	18.3	37.8	40	70.2	27.6	12.5	*	>95	2013-2014
Statesville High	The ACT - Composite Score	Met UNC Minimum	39.4	39.8	39.1	*	37.5	15.7	34.7	<5	70.9	19.5	<5	8.3	>95	2014-2015

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
- **Differentiated/Leveled text**
- Gap analysis tied to instructional strategies used to bridge those gaps.
- Follow up discussion and other strategies to use if gaps persist.
- Finding time for Remediation and Intervention to address gaps
- **SHS has not met growth, as measured by state model, for 3 years**

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2. What approaches/strategies are contributing to your success in this area and what data suggests this?
● No data available

3. What are opportunities for improvement, gap or barriers are in this area?
● English PLC meetings need to be more focused on gap analysis and strategies to improve student learning.   ● Increased use of Fluency, Vocabulary, and Comprehension Intervention strategies

4. What seems to be the root cause of the problem and what data suggests this?
● Current teaching methods are not reaching all students   ● Personalization and Differentiation strategies need to be implemented more regularly and effectively   ● High Teacher turnover has been constant for 3 years

Reflection:

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

● Approaches:
  ○ MTSS Problem-Solving Model
    ■ PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom
  ○ Blended Learning
    ■ We will implement the station-rotation model schoolwide
  ○ Personalized Learning
    ■ Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons
● Strategies implemented:
  ○ Comprehension Strategies
    ■ Teachers will use a variety of comprehension strategies including but not limited to: graphic Organizers, Cornell notes, and questioning
  ○ Active Engagement Strategies

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■ Bell ringers

6. What research did you review to support the use of these strategies/approaches?
- Anita Archer - Explicit Instruction
- Marzano
- John Hattie Visible Learning

7. What performance measures will you use to monitor impact of your approach/strategy?
- BA, CFA, BM Assessment scores

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?
- CWT
- IF Coaching Log
- BLC Coaching Log
- PLC Minutes

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
- Blended Learning
- Station Rotations
- Responding to Instruction/Intervention

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

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders?
- PLC Matrix
- PLC Coaching
- SHS Website

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12. How will you communicate progress towards goals or course corrections to stakeholders?
● Longstanding Leadership Team agenda item/Minutes ● PLC Minutes ● IF/BLC Weekly Update

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	English teachers personalize district pacing guide to include reading text that school has available	English Department	PLC Agenda notes will reflect discussion	8/25/15	EOY
2	Utilize and update PLC created Google doc that include suggested text and topics for each grade level	English Department	PLC Agenda notes will reflect discussion, Lesson Plans, Google Doc	8/25/15	9/30/15

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3	Analyze baseline data. Determine opportunities for improvement and steps needed for reteaching and looping.	Classroom teachers	PLC Agenda notes will reflect discussion, Lesson Plans	9/1/15	9/10/15
4	Classroom Teachers will receive PD on lesson design incorporating bell ringers and learning targets into their daily lessons	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion, Lesson Plans	9/16/15	EOY
5	Homeroom activities ● Twenty minutes a day, two days a week to support academics and behavior, monitored by teachers weekly and reported monthly at ERPD	Classroom Teachers	PLC Agenda Minutes will note discussion, Lesson Plans	9/16/15	EOY
5	English PLC will analyze CA data to address student gaps and build lessons to support those gap areas Teachers will use ereadingworksheets.com and englishunitplans.com to assist in closing those gaps	English Department	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	9/20/15	10/1/15
6	English teachers will use novels to increase and enhance comprehension skills through graphic organizers, Cornell notes, Questioning and cooperative learning groups, as well as blended learning strategies using websites with current events such as newsela.com, activelylearn.com and izzit.org	English Department	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	9/1/15	EOY
7	PLCs will collaborate and share best practices for reading comprehension, fluency and vocabulary building.	All PLCs	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans, CWT	9/1/15	EOY
8	PLCs will incorporate blended learning, SAMR, and reading components for all teachers to utlize as they are creating lessons	All PLCs	PLC Agenda Minutes will note discussion;	9/1/15	EOY

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			PDSA; Lesson Plans, CWT		
9	All subject level teachers will be trained in Gradual release of responsibility and mindset. Teachers will build lessons that allow for "I do", "We do", "You all do", now "You do alone"	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion, Lesson Plans	10/21/15	EOY
10	Complete Tier 1 RIOT Paperwork: ● Departmental ● Academic and Behavior Plans	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion	10/21/15	EOY
11	ALL PLC will Analyze Data based on, but not be limited to, Benchmark scores to address student gaps	Classroom Teachers	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	10/30/15	11/2/15
12	English teachers will incorporate reading best practices into their lesson plans, such as but not limited to, teacher read aloud to class, nightly reading homework, and silent and sustained reading in class. They will also read appropriate leveled text for their classroom using Baseline and Benchmark data	English Department	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans; MAZE, BA, BM	10/1/15	EOY
13	Analyze EVAAS data to determine grade/PLC issues that can be addressed through Differentiated Core instruction through lesson planning and PLC's	Instructional Facilitator, Classroom Teachers, Leadership	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	11/1/15	EOY
14	Present a cross curricular workshop on reading and writing in the classroom. Distribute school wide; encourage weekly school wide reading and writing in all classrooms	English Department/Paslay	PLC Agenda notes will reflect discussion, Example materials shared through	12/1/15	EOY

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			Google Drive; Lesson Plans		
15	ALL PLCs will analyze CA data to address student gaps and build lessons to support those gap areas	ALL PLCs	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	12/1/15	12/16/15

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.

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 2014-15 SIP to take our work to sustaining.

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Target goal not met, so we will continue current plan for 2015-16. We will make improvements to the plan based on what didn't work
through this year.

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?

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

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

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

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 2014-15 SIP to take our work to sustaining.

Target goal not met, so we will continue current plan for 2015-16. We will make improvements to the plan based on what didn't work

through this year.

Schedule your 2015-16 SIP Coaching Session.

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

Mission: This goal is to focus on the organization of multi-tiered system of supports

School Improvement Plan Summary

Our focus area is: Aligning key processes and operations to meet tier two and three academic and behavioral support

Overall goal (What we want to accomplish by the end of the second year.)
By the end of the 2016-2017 school year, all departments will meet or exceed expected growth.
By the end of the 2016-17 school year, Statesville High School will have a decrease in office referrals by 20%, from 1478 to 1182, due
increase in tiered academic and behavioral supports.

Target goal (What we want to accomplish this year.)
By the end of the 2015-2016 school year, Statesville High School will exceed expected growth measured by EVAAS.
By the end of the 2015-2016 school year, Statesville High School will have a decrease in office referrals by 10%, from 1478 to 1330, due to
increase in tiered academic and behavioral supports.

Approaches/Strategies (What we will do to realize our goal.)
- ● Approaches:
  - ○ MTSS Problem-Solving Model
    - ■ PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share
      of best practices and the effectiveness in their classroom
  - ○ Implement Chain of Command

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- ■ Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff
- ○ Increasing Mentoring partnerships
  - ■ We will build community and school partners to provide additional supports for student needs
- ● Strategies implemented:
  - ○ High Yield Behavioral Strategies
    - ■ Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP.

Measures; we will use to monitor our progress toward reaching our goal:
Performance/Impact:
- Data from BAs, BMs, EOC,
- Small groups, CICO
- PLC attendance
- Partners, referrals to guidance,
- ODR reports

Fidelity of implementation:
- CWT
- Climate Survey
- PLC minutes
- Guidance logs of support, partner logs

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

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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.)

2014-15:
- Total Office Discipline Referrals (ODRs): 1478 (Baseline Year)

2012-13 Incidents					
Total Incidents	**ISS Incidents**	**ISS Days**	**OSS Incidents**	**OSS Days**	**Reportables**
1929	605	1146	313	912	13

2013-14 Incidents					
Total Incidents	**ISS Incidents**	**ISS Days**	**OSS Incidents**	**OSS Days**	**Reportables**

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1288	430	849	305	904	19

2014-15 Incidents					
Total Incidents	**ISS Incidents**	**ISS Days**	**OSS Incidents**	**OSS Days**	**Reportables**
1204	816	1122	274	643	8

Attendance

Year	Membership	Month 9 % Present	Cumulative % Present for Month 9	M09 ADM	M09 ADA
2012-13	1038	95.00%	94.22%	1043	991
2013-14	980	96.09%	94.02%	990	951
2014-15	935	96.05%	94.47%	940	903

Membership

Year	9	10	11	12	Mo9
2012-13	290	250	250	248	1038
2013-14	273	266	229	212	980
2014-15	273	229	232	201	935

Historical Reportable Acts Per School					
SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15
Statesville	10	9	13	19	8

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Official Dropout Report				
Year	SCHOOL_NAME	# of DROPOUTS	SCHOOL CALCULATION	LEACALCULATION
2011-12	ISS	141	0	1.99
2012-13	ISS	120		1.14
2013-14	ISS	126	0	1.76
2014-15	ISS	174		2.36
2011-12	SHS	24	2.07	0
2012-13	SHS	24		
2013-14	SHS	27	2.47	0
2014-15	SHS	28	2.65	

SAT	School System & School	# Tested	% Tested	Math Score	CR Score[1]	Writing Score[3]	M+CR[2]	M+CR+W[3]
2012-13	SHS	94	38.2	480	467	453	947	1400
2013-14	SHS	100	43.9	489	472	455	961	1416
2014-15	SHS	89	45.2	459	452	443	911	1354
2012-13	ISS	760	50.6	531	510	487	1041	1528
2013-14	ISS	781	50.6	529	511	487	1040	1527
2014-15	ISS	766	50.7	521	507	484	1028	1512
2012-13	NC	58100	62.0	506	495	478	1001	1479
2013-14	NC	57997	64.0	507	499	477	1006	1483
2014-15	NC	58022	59.0	504	498	476	1002	1478
2012-13	US	1660047	50.0	514	496	488	1010	1498
2013-14	US	1672395	52.0	513	497	487	1010	1497
2014-15	US	1698521	52.3	511	495	484	1006	1490

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?
- PLCs
- mission and vision
- outside partners

2. What approaches/strategies are contributing to your success in this area and what data suggests this?
No data available

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

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- Increase partnerships
- Provide clear guidelines for staff
- Provide instructional and behavioral support/professional development to staff

4. What seems to be the root cause of the problem and what data suggests this?
No processes and procedures have held students and/or staff accountable

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?
- Approaches:
  - MTSS Problem-Solving Model
    - PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom
  - Implement Chain of Command
    - Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff
  - Increasing Mentoring partnerships
    - We will build community and school partners to provide additional supports for student needs
- Strategies implemented:
  - High Yield Behavioral Strategies
    - Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP.

6. What research did you review to support the use of these strategies/approaches? Applebaum 2009 - RtI, Du For et al 2006 - PLC, Floyd and Thompsson 2006 - Behavior, Hughes and Dexter 2011 - RtI, McDermont 2008 - Behavior/Parent Involvement, Sue Guy and Horner 2009 - RtI introduction of PBIS, TregoED 2013 - Analytical Decisions, Wood, Thompson and Russell 1981 - Staff Development, Zepeda 1999 - Staff Development, Wang and Edwards 2009 - Implementation of Behavior, Wiggins and McTighe 2007 - Backwards Design, Sprick an Garrison 2008 - Tier 2 of Evidence based behavioral strategies

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

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- EVAAS
- ODR data

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?
- CWT
- Climate Survey
- PLC minutes
- Guidance logs of support and partner logs
- ODR reports
- Restorative Justice circles and re-entry numbers
- Homeroom Chair fidelity walks

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
Differentiated PLCs, ERPD, Monthly behavioral support by Mark Vaughn

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? Advertise our mission/vision through social media and website
12. How will you communicate progress towards goals or course corrections to stakeholders? SIP is online

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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	Reorganization of Standard Operating Procedures	Leadership Team	Realignment of minors and majors; structured chain of command	8/18/15	8/25/15
2	SIT Meeting calendar; calendar of meetings strategically aligned	Leadership Team SIT Chair, IF	Completed calendar aligned to leadership meetings, department meetings and PLC meetings	8/18/15	8/25/15
3	Creation of Staff standard operating procedures	SIT, Leadership	Completed document of expectations,	8/18/15	8/25/15

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			Faculty meeting agenda		
4	Creation of Department Chair standard operating procedure and chain of command	Department Chair, Bradley	Complete document of expectations, Department Chair agenda	8/18/15	8/25/15
5	Implementation and training of staff and students for school wide Norms	Norms Committee	Staff videos, student videos, posters in hallways, cafeteria, gym	8/18/15	8/25/15
6	Hiring of additional support staff, behavioral techs, to assist in administrative calls and restorative justice processes	Administration	Hire date effective	8/18/15	8/25/15
7	Restorative Justice training for all staff and implementation as a Tier 1 behavioral support strategy.	Restorative Justice team on campus, Leadership	Agenda for staff, CWT, ODR reports	8/18/15	8/25/15
8	Strategic Parent Nights and Open House for choice programs	Leadership, SAP, Fine Arts, AP Academy	Attendance roster, Agendas for evening events	9/1/15	EOY
9	Homeroom scheduled two days per week. Teachers create lessons that are focused on academic and behavioral supports that focus on high yield instructional and behavioral strategies for tier 1 level students	ALL staff	Realigned bell schedule, ODR, RtI data	8/25/15	EOY
10	Continue increased tier 2 and 3 behavioral support through partners	Leadership, SIT, SAP, Vaughn,	Student services log, SAP log, Group	8/18/15	EOY

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		Student services, Mann, Behavioral Tech, Keitt	sign in, PD attendance		
11	Department chair collect ODR data for department for monthly report out	Department Chair, Bradley	Agenda minutes will note discussion, CWT, ODR,	1/1/16	EOY
12	MTSS team will consistently analyze the progress monitoring data and move students up and down the tiers according to their data (i.e. if student(s) in Tier 2 are not making growth, move them to Tier 3)	Guidance, Leadership	Agenda minutes will note discussion	11/1/15	EOY
13	Monthly Gallery walks with principal for schoolwide update	All staff	Agenda minutes will note discussion	8/1/15	EOY
14	Data Days	Paslay Leadership Vaughn Williams	Ongoing completion academic, attendance and behavior data throughout semester	9/16/15	EOY
15	ODR flowchart and process for calling for administration support created	Norms committee, Administration	Faculty Agenda minutes will note discussion, ODR	8/18/15	8/25/15
16	Student re-entry process created for students after disciplinary actions	Administration Student services SAP	Meeting schedule, Meeting log	8/18/15	EOY

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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? Behavioral support - decreased discipline referrals; aligned meeting schedule - PLC meeting attendance

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

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

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

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

   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 2014-15 SIP to take our work to sustaining.
   Target goal not met, so we will continue current plan for 2015-16. We will make improvements to the plan based on what didn't work
   through this year.

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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.

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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

S	Study – Analysis of data after implementing an approach

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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

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

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 2014-15 SIP to take our work to sustaining.
   Target goal not met, so we will continue current plan for 2015-16. We will make improvements to the plan based on what didn't work
   through this year.

Schedule your 2015-16 SIP Coaching Session.

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School Improvement Plan
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School: Statesville High School	Year: 2015-2016	Current NCLB Status	Current ABC Status

Mission: This goal will raise achievement and close gaps for all students to attain math proficiency.
School Improvement Plan Summary
Our focus area is: Math proficiency
Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2016-2017 school year, all departments will meet or exceed expected growth, as determined by EVAAS. By the end of the 2016-2017 school year, 60% of students enrolled in Math 1 will achieve proficiency.
Target goal (What we want to accomplish this year.) By the end of the 2015-2016 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2015-2016 school year, 40% of students enrolled in Math 1 will achieve proficiency.
Approaches/Strategies (What we will do to realize our goal.) ● Approaches: 　○ MTSS Problem-Solving Model 　　■ PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom 　○ Blended Learning 　　■ We will implement the station-rotation model schoolwide 　○ Personalized Learning

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- ■ Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons
- ○ Math Foundations Support Initiative
  - ■ Math 1 will be taught year long through Math Foundations. Students that are proficient in 8th grade math may take semester long Math 1 to build math rigor. Students that are proficient in Math 1 can continue their rigorous math sequencing through Math II.
- ● Strategies implemented:
  - ○ Parallel assessments/Visible Learning Strategies
    - ■ Teach Common Core standards and allow students opportunities to master content while moving forward with new objectives
    - ■ Student data folders
  - ○ Active Engagement Strategies
    - ■ Bell ringers
    - ■ Guided Notes
    - ■ Formative quizzes

Measures; we will use to monitor our progress toward reaching our goal:
- ● Performance/Impact:
  - ○ Data from BAs, BMs, EOCs, Parallel assessments
  - ○ AIMSweb tests (Math)
  - ○ Moby Max
- ● Fidelity of implementation:
  - ○ Teacher evaluations
  - ○ CWT
  - ○ TEG Survey

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

School Improvement Plan
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P	**PLAN: Identify the gap and the approach**

Perfomance Data; Formative and/or Summative that is aligned to goal. (Insert data or link to access data here.)
- 2012-2013 Math 1 EOC
  - 23.9% Proficiency
- 2013-2014 Math 1 EOC
  - 33.8% Proficiency
- 2014-2015 Math 1 EOC
  - 16.67% Proficiency

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Math I	2013	188	245.9	37	245.9	37	-0.0 G	0.3
	2014	216	244.6	28	245.7	31	-1.0 R	0.3
	2015	180	243.4	30	245.8	37	-2.3 R	0.4
	3-Yr-Avg	584	244.7	33	245.8	36	**-1.1 R**	0.2

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Report: School Accountability Growth **School:** Statesville High

Year: 2015 **District:** Iredell-Statesville Schools

School Accountability Growth Estimates							
School Accountability Growth Type	**2015**		**2014**		**2013**	
	Index	Level	Index	Level	Index	Level
Overall	-11.48	Does Not Meet Expected Growth	-4.88	Does Not Meet Expected Growth	-3.40	Does Not Meet Expected Growth

Statesville High School Profile										
SCHOOL	Performance Composite 2012-2013	Performance Composite 2013-2014	Performance Composite 2014-2015	AMO Targets 2012-2013	AMO Targets 2013-2014	AMO Targets 2014-2015	Growth Status 2012-2013	Growth Status 2013-2014	Growth Status 2014-2015
Statesville High	28.4	38.3	29.1	Not Met	Not Met	Not Met	Not Met	NotMet	NotMet
Iredell-Statesville	49.1	59.4	57.8	Not Met	Not Met	Not Met	-	-	-
North Carolina	44.7	56.3	56.6	-	-	-	-	-	-

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School	SHS CCR	SHS GLP	Iredell-Statesville Schools CCR	Iredell-Statesville Schools GLP	North Carolina CCR	North Carolina GLP
			2014-2015 State Assessment Results			
Performance Composite	21.7	29.1	48.7	57.8	46.9	56.6
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	55		62.6		55.2	
AMO Target#	33/60		109/174		-	
EOC	21.7	29.1	50	59.1	47.9	57.9
Math I	23.1	32.1	53.3	63.1	48.5	59.8
Biology	14.9	19.9	47.1	55.2	44.9	53.6
English II	27.4	35.9	48.4	57.6	50	59.6
ACT Composite	39.4		63.2		59.7	
ACT Subtests	18.1		34.9		31.4	
ACT Eng	28.2		48.1		44.1	
ACT MA	14.6		34.5		29.5	
ACT RD	15.9		32.7		29.8	
ACT Sci	16.3		27.4		23.4	
ACT Writing	15.6		31.9		30.1	
ACT Workeys	78.6		71.1		72.2	
Math Course Rigor	98.1		98.4		>95	
Grad Rate 4-yr	87.8		86.6		85.4	
Grad Rate 5-yr	86		90.9		86.2	

School Performance Grade	Achievement	Growth	Performance	Grade
Overall	51	50	51	D
English II	36			
Math I	32			
Biology	20			
The ACT	39			
ACT Workkeys	79			
Math Course Rigor	98.1			
CGR 4yr	88			

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2013-2014 State Assessment Results						
School	SHS CCR	SHS GLP	Iredell-Statesville Schools CCR	Iredell-Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Composite	27.9	38.3	49.7	59.4	46.2	56.3
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	64.5		66.5		55.2	
AMO Target#	40/62		113/170		116/210	
EOC	27.9	38.3	51.2	61	47.8	58.6
Math I	21.2	33.8	51.7	63.1	46.9	60
Biology	21	31.1	45.3	54	45.1	53.9
English II	43.1	51.5	56.6	65.7	51.7	61.2
ACT Composite	45		62.9		59.3	
ACT Subtests	19.7		34.1		31.9	
ACT Eng	26		47		44.3	
ACT MA	17		34.1		29.6	
ACT RD	19.6		33.4		30.7	
ACT Sci	10.5		23.3		23	
ACT Writing	25.5		32.7		31.8	
ACT Workeys	59.6		63.9		67.6	
Math Course Rigor	99.1		96.9		>95	
Grad Rate 4-yr	86		89.3		83.8	
Grad Rate 5-yr	87.1		89.5		84.9	

School Performance Grade	Achievement	Growth	Performance	Grade
Overall	56	58.5	56	C
English II	52			
Math I	34			
Biology	31			
The ACT	45			
ACT Workkeys	60			
Math Course Rigor	>95			
CGR 4yr	86			

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2012-2013 State Assessment Results			
School	Statesville HS	Iredell-Statesville Schools	North Carolina
Performance Composite	28.4	49.1	44.7
EVAAS Growth Status	NotMet	-	-
State AMO Targets%	71	83.8	89
State AMO Target#	44/62	145/173	187/210
Federal AMO Targets%	72	88.3	95.6
Federal AMO Target#	18/25	68/77	87/91
EOC	28.4	52.3	46
Math I	23.9	54	42.6
Biology	26.8	49.6	45.5
English II	34.2	52.5	51.1
ACT Composite	48.3	65.8	58.5
ACT Subtests	23	36.3	31.7
ACT Eng	34.2	50.6	43.5
ACT MA	20.8	36.7	30.4
ACT RD	22.6	33.7	26.9
ACT Sci	13.2	25.6	20.6
ACT Writing	23.9	34.8	37
ACT Workeys	66.7	65.1	67.3
Math Course Rigor	>95	>95	>95
Grad Rate 4-yr	87.1	88.1	82.5
Grad Rate 5-yr	83.6	89	83.1

Attendance

Year	Membership	Month 9 % Present	Cumulative % Present for Month 9	M09 ADM	M09 ADA
2012-13	1038	95.00%	94.22%	1043	991
2013-14	980	96.09%	94.02%	990	951
2014-15	935	96.05%	94.47%	940	903

Membership

Year	9	10	11	12	Mo9
2012-13	290	250	250	248	1038
2013-14	273	266	229	212	980
2014-15	273	229	232	201	935

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Official Dropout Report				
Year	SCHOOL_NAME	# of DROPOUTS	SCHOOL CALCULATION	LEACALCULATION
2011-12	ISS	141	0	1.99
2012-13	ISS	120		1.14
2013-14	ISS	126	0	1.76
2014-15	ISS	174		2.36
2011-12	SHS	24	2.07	0
2012-13	SHS	24		
2013-14	SHS	27	2.47	0
2014-15	SHS	28	2.65	

SAT	School System & School	# Tested	% Tested	Math Score	CR Score[1]	Writing Score[3]	M+CR[2]	M+CR+W[3]
2012-13	SHS	94	38.2	480	467	453	947	1400
2013-14	SHS	100	43.9	489	472	455	961	1416
2014-15	SHS	89	45.2	459	452	443	911	1354
2012-13	ISS	760	50.6	531	510	487	1041	1528
2013-14	ISS	781	50.6	529	511	487	1040	1527
2014-15	ISS	766	50.7	521	507	484	1028	1512
2012-13	NC	58100	62.0	506	495	478	1001	1479
2013-14	NC	57997	64.0	507	499	477	1006	1483
2014-15	NC	58022	59.0	504	498	476	1002	1478
2012-13	US	1660047	50.0	514	496	488	1010	1498
2013-14	US	1672395	52.0	513	497	487	1010	1497
2014-15	US	1698521	52.3	511	495	484	1006	1490

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AP	School System & School	# of Test Takers[1]	Participation Rate[2]	# of Test-taker Scoring 3 or Higher[3]	% of Test-Takers Scoring 3 or Higher[4]	# of Exams Taken[5]	# of Exams with Scores of 3 or Higher[6]	% of Exams with Scores of 3 or Higher[7]
2012-13	NC	50434	11.8	30984	61.4	94198	55805	59.2
2013-14	NC	56988	13.0	33346	58.5	105469	58700	55.7
2014-15	NC	67850	15.3	36603	53.9	126351	64282	50.9
2012-13	ISS	1142	16.7	616	53.9	1655	917	55.4
2013-14	ISS	1153	16.5	612	53.1	1750	927	53.0
2014-15	ISS	1329	18.9	674	50.7	2004	979	48.9
2012-13	SHS	167	15.6	56	33.5	248	76	30.6
2013-14	SHS	193	18.3	49	25.4	285	69	24.2
2014-15	SHS	192	19.4	45	23.4	312	64	20.5

Historical Reportable Acts Per School					
SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15
Statesville	10	9	13	19	8

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School Name	Subject	Standard Measurement	All Students	Female	Male	AmIn	Asian	Black	Hisp	Multi	White	EDS	LEP	SWD	AIG	Year
Statesville High	ACT Workkeys	Silver or Better Certificate	66.7	60	71.4			63.6	68.8		72.2	64.1		<5		2012-2013
Statesville High	ACT WorkKeys	Silver or Better Certificate	59.6	57.1	61.5	*	*	40	75	*	70.6	50	*	*	*	2013-2014
Statesville High	ACT WorkKeys	Silver or Better Certificate	78.6	62.5	85	*	*	62.5	*	*	84.6	80	*	*	*	2014-2015
Statesville High	EOC Biology	Grade Level Proficient	26.8	24.2	29.2		28.6	5.7	19.1		53.8	13.7	<5	<5	94.1	2012-2013
Statesville High	EOC Biology	Grade Level Proficient	31.1	30.2	31.8	*	42.9	17.6	32.9	<5	48	22.2	<5	<5	80	2013-2014
Statesville High	EOC Biology	Grade Level Proficient	19.9	16.9	22.6	*	30.8	8.8	9.1	<5	40.5	12.7	<5	<5	75	2014-2015
Statesville High	EOC English 2	Grade Level Proficient	51.5	51.8	51.3	*	44.4	35	47	33.3	77	36.8	<5	5.6	>95	2013-2014
Statesville High	EOC English 2	Grade Level Proficient	35.9	37.9	34.5	*	44.4	24.3	28	16.7	57	26.7	<5	<5	92.3	2014-2015
Statesville High	EOC English II	Grade Level Proficient	34.2	38.8	30.7		30	15.2	27.7		56.6	23	<5	<5	83.3	2012-2013
Statesville High	EOC Math I	Grade Level Proficient	23.9	15.9	29.7		36.4	10.5	20.8	11.1	40.2	14.5	8.7	<5	85	2012-2013
Statesville High	EOC Math I	Grade Level Proficient	33.8	34.9	32.9	*	50	24	30	<5	50.6	26.3	13.3	<5	92.9	2013-2014
Statesville High	EOC Math I	Grade Level Proficient	32.1	32.8	31.3	*	75	15.3	28.3	25	51.4	23	18.8	<5	>95	2014-2015
Statesville High	Graduation Rate	Standard (4 year)	87.1	91.7	83		90.9	82.1	85.1	80	93.9	81.5	75	59.3	>95	2012-2013
Statesville High	Graduation Rate	Standard (4 Year)	86	88.3	83.6	*	60	91.5	78.2	66.7	88.2	82.2	60	65	>95	2013-2014
Statesville High	Graduation Rate	Standard (4 Year)	87.8	88	87.6	*	90	85.1	79.5	83.3	93	86.1	85.7	73.3	>95	2014-2015
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95		>95	>95	>95		>95	>95	>95	90.9	>95	2012-2013
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95	*	*	>95	>95	>95	>95	>95	>95	81.8	>95	2013-2014
Statesville High	Math Course Rigor	Passing Math III	>95	>95	>95	*	>95	>95	>95	>95	>95	>95	>95	75	>95	2014-2015
Statesville High	The ACT - All Subtests	Percent of Benchmarks Met	19.7	20	19.5	<5	12	5.3	11.4	8	35.7	9.1	5.3	<5	74.7	2013-2014
Statesville High	The ACT - All Subtests	Percent of Benchmarks Met	18.1	18.2	18	*	20	5.5	13.9	5.7	35.1	8	<5	<5	74.2	2014-2015
Statesville High	The ACT - Composite Score	Met UNC Minimum	48.3	44.8	52.3			25.3	47.8		74.1	27.8	<5	7.1	>95	2012-2013
Statesville High	The ACT - Composite Score	Met UNC Minimum	45	48.5	41.9	*	30	18.3	37.8	40	70.2	27.6	12.5	*	>95	2013-2014
Statesville High	The ACT - Composite Score	Met UNC Minimum	39.4	39.8	39.1	*	37.5	15.7	34.7	<5	70.9	19.5	<5	8.3	>95	2014-2015

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?
- Gap analysis tied to instructional strategies used to bridge those gaps.
- Follow up discussion and other strategies to use if gaps persist.
- Finding time for Remediation and Intervention to address gaps
- ● SHS has not met growth, as measured by state model, for 3 years
- ● Basic math foundational skills

2. What approaches/strategies are contributing to your success in this area and what data suggests this?
- No data available

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3. What are opportunities for improvement, gap or barriers are in this area?
- Use of Mobymax as a remediation tool in all Math 1 classrooms
- Math Teacher turnover
- PLC meetings need to be more focused on gap analysis and strategies to improve student learning.

4. What seems to be the root cause of the problem and what data suggests this?
- Current teaching methods are not reaching all students
- Personalization and Differentiation strategies need to be implemented more regularly and effectively
- High Teacher turnover has been constant for 3 years

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?
- ● Approaches:
    - ○ MTSS Problem-Solving Model
        - ■ PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom
    - ○ Blended Learning
        - ■ We will implement the station-rotation model schoolwide
    - ○ Personalized Learning
        - ■ Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons
    - ○ Math Foundations Support Initiative
        - ■ Math 1 will be taught year long through Math Foundations. Students that are proficient in 8th grade math may take semester long Math 1 to build math rigor. Students that are proficient in Math 1 can continue their rigorous math sequencing through Math II.
- ● Strategies implemented:

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○ Parallel assessments/Visible Learning Strategies
  ■ Teach Common Core standards and allow students opportunities to master content while moving forward with new objectives
  ■ Student data folders
○ Active Engagement Strategies
  ■ Bell ringers
  ■ Guided Notes
  ■ Formative quizzes

6. What research did you review to support the use of these strategies/approaches?
  ● John Hattie - Visible Learning
  ● Marzano
  ● Du For - PLCs
  ● Benjamin S Bloom - Mastery Learning

7. What performance measures will you use to monitor impact of your approach/strategy?
  ● Formative assessments on objective
  ● Objective mastery

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?
  ● CWT
  ● BLIF Coaching Log
  ● Student reflections through digital media
  ● Student achievement
  ● Lesson plans and ISS Continuous Improvement model
  ● PLC Minutes

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

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- ● Station Rotations
- ● Responding to Instruction/Intervention
- ● Math Foundations
- ● Technology PD

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

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders?
- ● PLC Matrix
- ● PLC Coaching
- ● SHS Website

12. How will you communicate progress towards goals or course corrections to stakeholders?
- ● Longstanding Leadership Team agenda item/Minutes
- ● PLC Minutes
- ● IF/BLC Weekly Update

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.

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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	Classroom teachers will Analyze Data based on, but not be limited to, Baseline scores to address student gap.	Classroom Teachers	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	8/25/15	9/25/15
2	All subject level teachers will be trained on consistent use of bell ringers in the classroom	Classroom Teachers	PLC Agenda Minutes will note discussion, Lesson Plans	9/1/15	EOY
3	AIMS Math Universal Screenings: Fall, Winter, Spring	Math Teachers	AIMS Data	9/1/15	EOY
4	Homeroom activities ● Twenty minutes a day, two days a week to support academics and behavior, monitored by teachers weekly and reported monthly at ERPD	Classroom Teachers	PLC Agenda Minutes will note discussion, Lesson Plans	9/1/15	EOY
5	Monthly PD on technology, instructional strategies and assessment strategies will be provided through Math PLC by department.	Math Department, IF	PDSA; PLC Agenda Minutes will note discussion, Lesson Plans	9/1/15	EOY
6	Classroom Teachers will receive PD on lesson design incorporating bell ringers and learning targets into their daily lessons	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion, Lesson Plans	9/16/15	EOY

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7	Test content objective mastery incorporating accommodations for students	Math Department	PDSA; Data Analysis	9/21/15	EOY
8	Math PLC will Analyze Data	Math Department	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	9/28/15	EOY
9	Content objective mastery gaps will be addressed using purposeful, skill based, Grouping (Blended Learning), use of HYIS to close gaps	Math Department/Leadership Team	CWT; PDSA; PLC Agenda Minutes will note discussion	10/2/15	EOY
10	All subject level teachers will be trained in Gradual release of responsibility and mindset. Teachers will build lessons that allow for "I do", "We do", "You all do", now "You do alone"	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion, Lesson Plans	10/21/15	EOY
11	Complete Tier 1 RIOT Paperwork: ● Departmental ● Academic and Behavior Plans	All Classroom Teachers/IF	PLC Agenda Minutes will note discussion	10/21/15	EOY
12	ALL PLC will Analyze Data based on, but not be limited to, Benchmark scores to address student gap.	ALL PLCs	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	10/27/15	EOY
13	Anaylze EVAAS data to determine grade/PLC issues that can be addressed through Differentiated Core instruction through lesson planning and PLC's	Instructional Facilitator, Classroom Teachers, Leadership	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	11/1/15	EOY
14	Continue monthly PD; provide skill challenges, review through purposeful, skill based grouping	All Classroom Teachers	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans	11/6/15	EOY

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15	Math PLC review curriculum guide and identify gaps to create small groups and utilize blended learning, implement ALEKS to groups to address significant gap areas	Math PLC	PLC Agenda Minutes will note discussion; PDSA; Lesson Plans; CWT	11/6/15	EOY
16	Content objective mastery gaps will be addressed using purposeful, skill based, Grouping (Blended Learning), use of HYIS to close gaps	Math Department/Leadership Team	CWT; PDSA; PLC Agenda Minutes will note discussion	11/30/15	EOY

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?
X4. 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.
Overall goal has been met and School Improvement Plan focus will change for next year.

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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 2014-15 SIP to take our work to sustaining. Target goal not met, so we will continue current plan for 2015-16. We will make improvements to the plan based on what didn't work through this year

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?

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

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

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

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 2014-15 SIP to take our work to sustaining.

Target goal not met, so we will continue current plan for 2015-16. We will make improvements to the plan based on what didn't work

through this year.

Schedule your 2015-16 SIP Coaching Session.

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