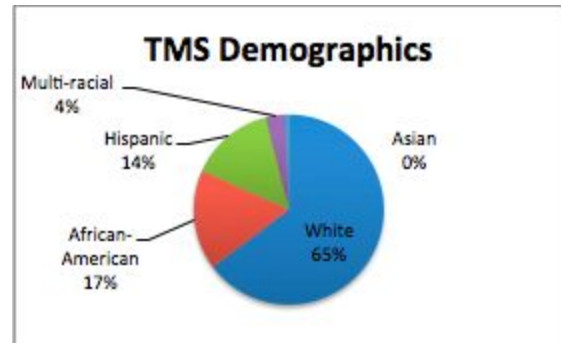


## **Troutman Middle School School Improvement Plan Narrative**

At Troutman Middle School, we provide a positive and rigorous learning environment. Through quality teaching and teamwork, we work to challenge all students to meet their academic potential. Students are encouraged to take an “active role in their learning” through the IMPACT Blended Learning Initiative and tracking their own data. We meet students at their level and move them forward to reach their potential. With our Discovery Time, students can explore their interests in addition to their core academic subjects. We encourage positive behavior with our SHOWTIME Expectations. We are extremely proud that we have 6 National Board Certified Teachers on our staff and that 100% of our teachers are highly qualified. Along with our rigorous academics, we have Bobcat spirit. We offer Fall, Winter and Spring sports along with National Junior Honor Society, to name a few of our extracurricular activities. We also have award winning chorus and band programs. Through these activities students are learning the important skills of teamwork, discipline, self-confidence and how to be part of a community.

The community of Troutman plays an important role in who we are as a school. As a true community school, we are committed to providing a clean, safe environment for students and staff. We encourage community involvement through PTO, volunteers, mentors, faith-based partners, Athletic Boosters and multiple businesses in and around Troutman. Our students are very caring and have connected to the community by raising money for Teens for Jeans, food closets, veterans, families in need and other charities. Local officials are a regular fixture in the classrooms and climate of Troutman Middle School.

Troutman is a small, rural community located at the top of Lake Norman. We have a diverse population from affluent families near the lake to working poor families. We are also the home school for 3 group homes for troubled youth, 1 battered women’s shelter and 1 homeless shelter. Troutman Middle School’s student body, approximately 431, has 121 6th grade students, 141 7th grade students, and 155 8th grade students, 241 of which are male and 190 are female. Approximately 55% Troutman Middle School students receive free or reduced lunch. TMS’ current student demographics are illustrated in the above chart.



Troutman Middle School's biggest challenge is that a significant number of students come to us not performing academically to their grade level. Additionally, available diagnostic data on the performance of our present student body indicate that our students are not predicted to be college and career ready. Faced with these challenges, this school improvement plan was developed to address core foundational gaps in Reading and Math. The primary method in which we are addressing these deficit areas are through differentiated blended learning, a school-wide focus on academic vocabulary, and a during the school day remediation time (Discovery Success Academies) to address these skill deficits daily.

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<b>School: Troutman Middle School</b>	<b>Year: 2015-2016</b>	<b>Current NCLB Status</b>	<b>Current ABC Status</b>
---------------------------------------	------------------------	----------------------------	---------------------------

**Mission:** To increase student growth, proficiency rates and close gaps in reading for all TMS students.

**School Improvement Plan Summary**

**Our focus area is:** To eliminate academic gaps and the lack of foundational skills of our students by focusing on academic vocabulary.

**Overall goal**

To increase

- student growth to meet or exceed expected state growth standard and close gaps in English/Language Arts
- Increase overall student proficiency rate by 5 percentage points per year

**Target goal**

By the end of the 2015-16 school year, 100% Troutman Middle School ELA teachers will meet or exceed growth, as determined by EVAAS

**Approaches/Strategies**

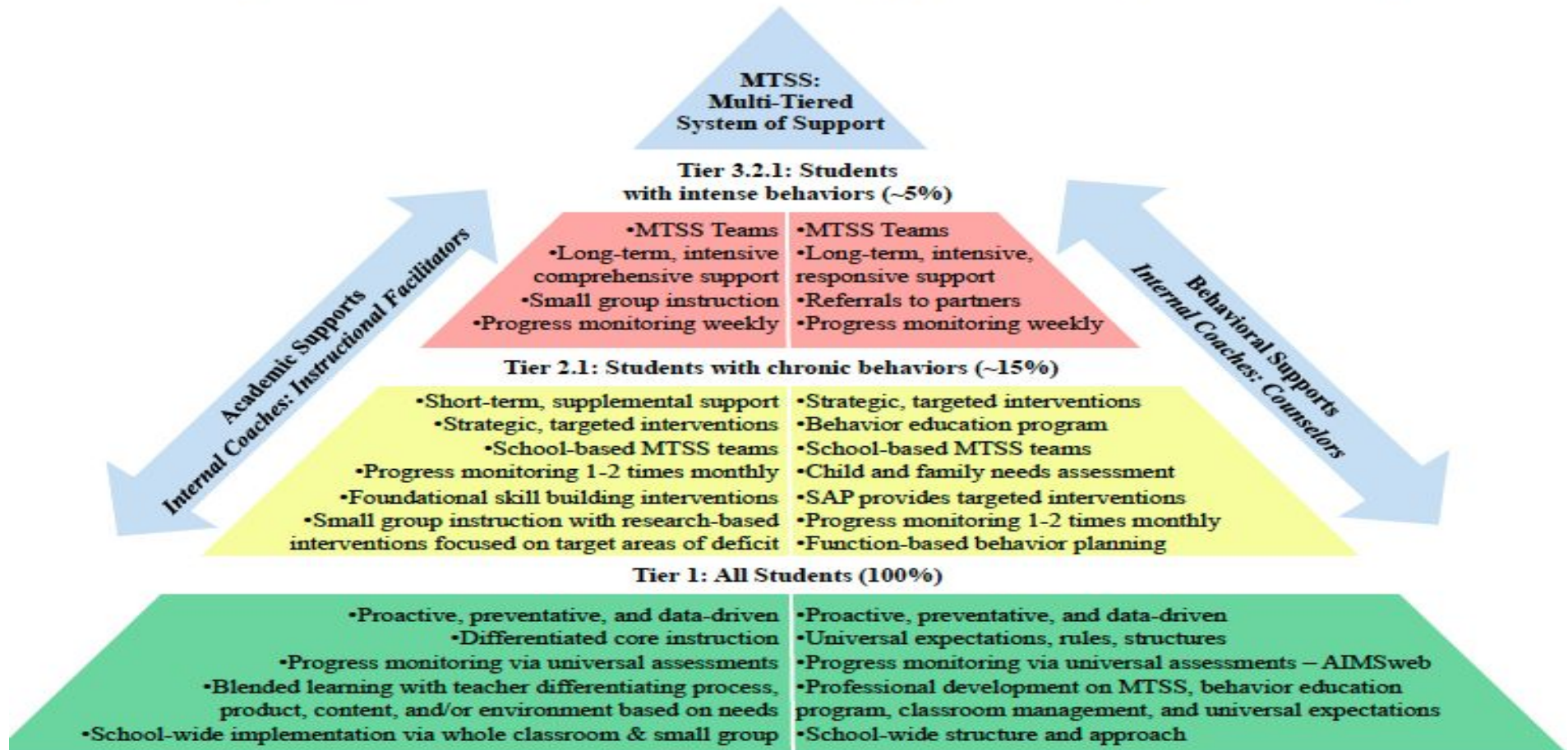
We will use the MTSS Problem-Solving, Blended Learning and Personalized Learning approaches as the framework for teaching good Differentiated Core Instruction to all students. Through these approaches, we will be implementing the following strategies for vocabulary and comprehension: Interactive Word Walls, Interactive Notebooks, FCRR Lessons/Activities, Words Their Way Activities and Visible Learning strategies.

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## MULTI-TIERED SYSTEM OF SUPPORT

*Aligned staff, documents, data-based decision making, professional development, and coaching*



- 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

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- 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:
  - Interactive Word Walls:
    - consistently using some or all of the following strategies: content maps; words in writing, prefixes and suffixes, musical words, contextualization, word card partner games, word pictures and word relationships
  - Interactive Notebooks:
    - consistently using some or all of the following strategies: frayer model, two-column notes, foldables, and graphic organizers
  - Success Academy 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 Florida Center for Reading Research lessons and activities, words their way activities, and visible learning strategies

**Measures:**

We will use the following measures to monitor our progress toward reaching our goal:

**Performance/Impact:**

- Data from BAs
- 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:**

- Teacher Evaluations - conducted by administrative team in alignment with North Carolina Educator Effectiveness System
- CWTs - conducted by leadership team daily and aligned to targeted number of walks within a nine-week period of 30-40 visits.
- AIMSweb Universal Screening and Progress Monitoring data - includes 3 schoolwide universal screenings and biweekly progress monitoring.
- Monthly Data meetings to monitor student progress using Progress Monitoring Data

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

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**P**

**PLAN: Identify the gap and the approach**

Troutman Middle 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
Troutman Middle	45.6	56	46.7	Not Met	Not Met	Not Met	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	-	-	-	-	-	-

**Assessment Trend Data:**

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2012-2013 State Assessment Results			
School	Troutman MS	Iredell- Statesville Schools	North Carolina
Performance Composite	45.6	49.1	44.7
EVAAS Growth Status	Met	-	-
State AMO Targets%	91.4	83.8	89
State AMO Target#	32/35	145/173	187/210
Federal AMO Targets%	92	88.3	95.6
Federal AMO Target#	23/25	68/77	87/91
EOG6 Prof	48	48.7	42.7
EOG7 Prof	46.1	50.6	46.2
EOG8 Prof	41.4	49.1	44.7
Reading6	60	53.7	46.4
Reading7	52.6	53.4	47.8
Reading8	41.4	44.1	41
Math6	36	43.8	38.9
Math7	39.6	47.8	38.5
Math8	34	42.1	34.2
Science8	48.8	61.1	59.1
EOC	67.8	52.3	46
Math I	67.8	54	42.6



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2013-2014 State Assessment Results						
School - Categories	Troutman MS CCR	Troutman MS GLP	Iredell-Statesville Schools CCR	Iredell- Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Comp	44.8	56	49.7	59.4	46.2	56.3
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	81.5		66.5		55.2	
AMO Target#	22/27		113/170		116/210	
EOG6	52.2	62.6	44.7	53.4	42.7	51.8
EOG7	41.3	51.8	48.5	57.1	43.3	51.6
EOG8	39.7	51.7	53.4	63	46.3	55.9
Reading6	59.3	68.9	49.5	60.8	45.7	56.8
Reading7	47.1	59.4	52.5	62.7	47.6	57.3
Reading8	41.2	55.9	47.3	59.4	42.3	54.2
Math6	45.2	56.3	39.9	46.1	39.6	46.8
Math7	35.5	44.2	44.5	51.5	38.9	45.9
Math8	30.9	41.2	43.4	51.3	34.6	42.2
Science8	47.1	58.1	69.7	78.2	61.9	71.4
Math I	79.3	93.1	51.7	63.1	46.9	60
<b>School Performance Grade</b>	<b>Achievement</b>	<b>Growth</b>	<b>Performance</b>	<b>Grade</b>		
Overall	56	66.9	58	C		
Reading	61	81.4	65	C		
Math	47	78.3	53	D		
Science	58					
Math I	93					

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2014-2015 State Assessment Results						
School - Categories	Troutman MS CCR	Troutman MS GLP	Iredell-Statesville Schools CCR	Iredell- Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Comp	38.6	46.7	48.7	57.8	46.9	56.6
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	60		62.6		-	
AMO Target#	21/35		109/174		-	
EOG6	41.4	47	45.7	53.3	43.8	52.9
EOG7	41.4	51.4	42.6	50.9	43.2	51.5
EOG8	32.1	40.7	49.1	58.2	47.1	56.4
Reading6	39.1	47	48.3	57.9	46.6	57.2
Reading7	47.6	61.4	45.1	55.5	46.5	56.1
Reading8	35.3	45.6	44	56.4	41.6	53.4
Math6	43.7	47	43.1	48.8	41	48.5
Math7	35.2	41.4	40.1	46.2	40	46.9
Math8	18.4	25.7	37.8	45.5	35.8	43.2
Science8	42.6	50.7	65.5	72.6	63.7	72.6
Math I	81.8	90.9	53.3	63.1	48.5	59.8
School Performance Grade	Achievement	Growth	Performance	Grade		
Overall	47	54.3	48	D		
Reading	51	62	54	D		
Math	38	61	43	D		
Science	51	8				
Math I	91					

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Troutman Middle Attendance Trend Data

<b>Year</b>	<b>Membership</b>	<b>Month 9 % Present</b>	<b>Cumulative % Present for Month 9</b>	<b>M09 ADM</b>	<b>M09 ADA</b>
2012-13	423	95.37%	95.39%	423	403
2013-14	410	95.03%	94.12%	410	390
2014-15	434	93.90%	94.31%	434	408

<b>Membership</b>				
<b>Year</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Mo9</b>
2012-13	125	136	162	423
2013-14	135	138	137	410
2014-15	151	146	137	434

**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?**

- Academic vocabulary
- Student reading comprehension
- Only 30 students, out of 125 in 6th grade, made a 4 or a 5 on previous years EOG
- Only 58 students, out of 159 in 7th grade, made a 4 or a 5 on previous years EOG
- Only 69 students, out of 146 in 8th grade, made a 4 or a 5 on previous years EOG
- TMS has not met growth, as measured by state model, for 2 years

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

- New goal so no data

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

- Students are not reaching expected growth
- Only 45 out of 125 passed the 5th Grade EOG - 64% did not pass the 5th grade EOG Reading Test
- Only 70 out of 159 passed the 6th Grade EOG - 54% did not pass the 6th grade EOG Reading Test
- Only 89 out of 146 passed the 7th Grade EOG - 43% did not pass the 7th grade EOG Reading Test

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

- Lack of foundational skills: Vocabulary and Reading Comprehension
- 76% of our incoming 6th grade are not considered to be on grade level, as measured by their 5th grade Reading EOG results
- 58.2% of our students are deemed academically at risk for not scoring a level 3 on their Reading EOG, as projected by EVAAS  
EVAAS Data predicts that:
- 76 out of 141 8th graders have less than a 60% chance of scoring a level 3, with an average probability of 22.2% chance of scoring proficient.
- 76 out of 136 7th graders have less than a 60% chance of scoring a level 3, with an average probability of 18.8% chance of scoring proficient
- 72 out of 121 6th graders have less than a 60% chance of scoring a level 3, with an average probability of 19.9% chance of scoring proficient
- Current teaching methods are not reaching all students
- Personalization and Differentiation strategies need to be implemented more regularly and effectively

**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

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- 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:
  - Interactive Word Walls:
    - consistently using some or all of the following strategies: content maps; words in writing, prefixes and suffixes, musical words, contextualization, word card partner games, word pictures and word relationships
  - Interactive Notebooks:
    - consistently using some or all of the following strategies: frayer model, two-column notes, foldables, and graphic organizers
  - Success Academy 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 Florida Center for Reading Research lessons and activities, words their way activities, and visible learning strategies

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

- **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 2006, 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.
  - Mouzakis, C. (2008). Teachers' Perceptions of the Effectiveness of a Blended Learning Approach for ICT Teacher Training. *Journal of Technology and Teacher Education* 461-482. Chesapeake, VA: Society for Information Technology & Teacher Education. Retrieved October 22, 2015 from <http://www.editlib.org/p/24384>
- **Personalized Learning Approach:**
  - Sampson, D. and Karagiannidis, C., *Personalised Learning: Educational, Technological and Standardisation Perspective*, Interactive Educational Multimedia, number 4 (April 2008), pp. 24-39 <http://www.ub.es/multimedia/iem>
- **Interactive Word Walls**
  - Callella, Trisha. Making Your Word Wall More Interactive. Huntington Beach: Creative Teaching Press, 2001. 1-57471-773-1
  - Beers, Kylene. When Kids Can't Read: What Teachers Can Do. Portsmouth: Heinemann, 2003. 0-86709-519-9-90000



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- **Interactive Notebooks**

- Bayerl, Katie, *Rigor Plus Support: How Science Teachers Use Literacy Techniques to Get Students Ready for College*, ERIC Educational Article, March 2007. <http://files.eric.ed.gov/fulltext/ED497816.pdf>
- 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.

- **Florida Center for Reading Research-Strategies for Phonics, Fluency, Comprehension and Vocabulary**

- Gough, P. B. (1996). How children learn to read and why they fail. *Annals of Dyslexia*, 46, 3-20.
- Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (2000). *Handbook of Reading Research*. Vol. III. Mahway, NJ: Lawrence Erlbaum Associates.
- Hudson, R.F., Lane, H. B, & Pullen, P. C. (2004). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, August.
- Baumann, J., & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. NY: The Guilford Press.
- Beck, I.L., McKeown, M.G. & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.
- Fisher, J., Schumaker, J., & Deshler, D. (in press). Improving the reading comprehension of at-risk adolescents. In M. Pressley & C. Block (Eds.), *Strategies for increasing comprehension*. New York: Guilford
- Harvey, S., & Goudvis

- **Words Their Way-Bear, Invernizzi, Templeton, Johnston**

- Bear, D. R. (2000). Words their way: Word study for phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill.

- **Visible Learning-Hattie**

- John Hattie (2012) Visible learning for teachers Routledge (New York & London) isbn 978-0-415-69015-7 269 pp £22.99 [www.routledge.com/books/details/9780415690157](http://www.routledge.com/books/details/9780415690157)

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

- AIMSweb universal screening and progress monitoring probes (R-CBM and Maze)
- Baseline Assessments
- Benchmark Assessments
- Common Formative Assessments
- Classroom Walk-Through Data
- EVAAS Data
- Teacher Evaluations

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

- CWTs
- Teacher Evals
- Lesson Plans
- Grade level PLC documentation
- Coaching log of the Blended Learning Instructional Facilitator

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

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- Interactive notebook and word wall training from Brie Beane (Staff trained on 8/21 by Brie Beane, Director of i3 (Innovation, Intervention and Improvement)
- School vocabulary and content specific vocabulary in PLCs by Blended Learning Instructional Facilitator

**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?**

- Professional Learning Communities
- PLC Coaching log
- Faculty meetings
- Parent Nights
- TMS Website

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

- Standing Leadership Team agenda item
- PLC Minutes
- BLIF Weekly Update
- Admin Team Notes

**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	Start Date	End Date
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		<b>completion of the step.</b>	<b>(Used to monitor performance, process improvement or completion)</b>		
1	Professional Development for staff on implementing vocabulary strategies into the differentiated core instruction for every class	Brie Beane Director of i3	Training Agenda Sign-in sheets	8/21/15	8/21/15
2	All subject level teachers will consistently use some or all of the following strategies: content maps; words in writing, prefixes and suffixes, musical words, contextualization, word card partner games, word pictures and word relationships <ul style="list-style-type: none"> <li>Staff trained on 8/21 by Brie Beane, Director of i3 (Innovation, Intervention and Improvement)</li> </ul>	Classroom teachers	CWTS Observations	8/24/15	EOY
3	All students will keep interactive vocabulary notebooks for each subject and all subject level teachers will consistently using some or all of the following strategies: frayer model, two-column notes, foldables, and graphic organizers <ul style="list-style-type: none"> <li>Staff trained on 8/21 by Brie Bean, Director of i3 (Innovation, Intervention and Improvement)</li> </ul>	Classroom teacher	CWTs Observations Student notebooks with rubrics	8/26/15	EOY
4	Begin administering Baseline Assessments for all courses	Classroom teachers	Baseline Assessments	8/27/15	9/3/15
5	Administer BOY Universal Screening - AIMSweb <ul style="list-style-type: none"> <li>We have decided to administer the following universal screening assessments: <ul style="list-style-type: none"> <li>RCBM</li> <li>MAZE</li> </ul> </li> </ul>	Leadership Team Classroom teachers	AIMSweb Universal Screening Assessments - entered into the program	9/1/15	9/22/15
6	Disaggregate Data: <ul style="list-style-type: none"> <li>Prior EOG data</li> <li>EVAAS Performance Projections</li> <li>EOY Reading 3D &amp; AIMSweb Data</li> </ul>	Principal and/or Leadership Team, Instructional Facilitator,	Grade level team data disaggregation spreadsheets	9/8/15	9/8/15



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	<ul style="list-style-type: none"> <li>• Folders from previous year</li> <li>• Baseline assessment data</li> <li>• Prior discipline data</li> </ul> <p>Complete Tier 1 RIOT Paperwork</p> <ul style="list-style-type: none"> <li>• Grade level or departmental</li> <li>• Complete pages 1 and 2 of Tier 1 RIOT</li> </ul>	Counselor, all instructional teachers/staff			
7	<p>Homeroom activities 2 days a week with building academic vocabulary:</p> <ul style="list-style-type: none"> <li>• 10 Minute Vocabulary Lesson</li> <li>• 100 Words Every Middle Schooler Should Know</li> <li>• Interactive Word Notebooks.</li> </ul>	Homeroom teachers	<p>Observations</p> <p>Lesson Plans</p> <p>Teacher check</p> <p>Interactive Notebooks using rubric</p> <p>AIMSWeb probes and small group work plans. Yellow will be probed every 3 weeks and red will be probed every 2 weeks. Students will be tracking their data.</p>	9/14/15	EOY
8	<p>Data Day</p> <ul style="list-style-type: none"> <li>• Fulfill Data Day Goals for BOY (according to the Data Day Manual)</li> <li>• Each team will Evaluate and Revise the Tier 1 Plans</li> <li>• Determine appropriate tiered level of support for all students based on the triangulation of data</li> </ul>	Principal Blended Learning Instructional Facilitator Teachers	<p>ERPD Agenda</p> <p>Grade level team data disaggregation spreadsheets</p>	9/16/15	10/30/15
9	<p>Differentiated Success Academy activities to close gaps:</p> <ul style="list-style-type: none"> <li>• Language Live</li> <li>• READ 180</li> <li>• FCRR Intervention Activities</li> </ul>	Success Academy Teachers	<p>Observations</p> <p>Lesson Plans</p> <p>AIMSWeb PM probes and small</p>	9/21/15	EOY

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

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15	Continue Monthly PLC Disaggregation of Data to determine growth of students and make data-based instructional decisions <ul style="list-style-type: none"> <li>Each team will Evaluate and Revise the Tier 1 Plans</li> <li>Teams will review all student Tier 2 and Tier 3 Plans and make instructional recommendation for the next school year</li> <li>Student's scheduled for the remainder of the year will depend on the data-analysis</li> </ul>	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	5/2/16	6/9/16
16	Begin administering EOG assessments	Principal Blended Learning Instructional Facilitator Classroom Teachers	EOG's	5/26/16	6/9/16

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

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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 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.

<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>
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- |  |
|--|
| 1. For the next cycle are you continuing with the approach from previous cycle ?<br>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?                             |

<b>Include Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging. into deployment plan.</b>
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<b>Step #</b>	<b>List the specific steps your team will complete during this cycle.</b>	<b>Person(s) responsible for completion of the step.</b>	<b>Measure/Indicator (Used to monitor performance, process improvement or completion)</b>	<b>Start Date</b>	<b>End Date</b>

<b>S</b>	<b>Study – Analysis of data after implementing an approach</b>
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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.

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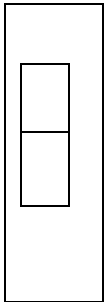
**Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2014-15 SIP.**

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

**Schedule your 2014-15 SIP Coaching Session.**

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<b>School:</b> Troutman Middle School	<b>Year:</b> 2015-2016	<b>Current NCLB Status</b>	<b>Current ABC Status</b>
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**Mission:** To increase student growth, proficiency rates and close gaps in Mathematics for all TMS students.

**School Improvement Plan Summary**

**Our focus area is:** To eliminate academic gaps and the lack of foundational skills of our students by focusing on math foundational skills.

**Overall goal:**

- By the end of the 2015-16 school year, 100% Troutman Middle School math teachers will meet or exceed growth, as determined by EVAAS
- Increase overall student proficiency rate by 5 percentage points per year

**Target goal**

By the end of the 2015-16 school year, 100% Troutman Middle School Math teachers will meet or exceed growth, as determined by EVAAS

**Approaches/Strategies**

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 vocabulary and comprehension: Interactive Word Walls, Interactive Notebooks, and Visible Learning strategies.

- 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



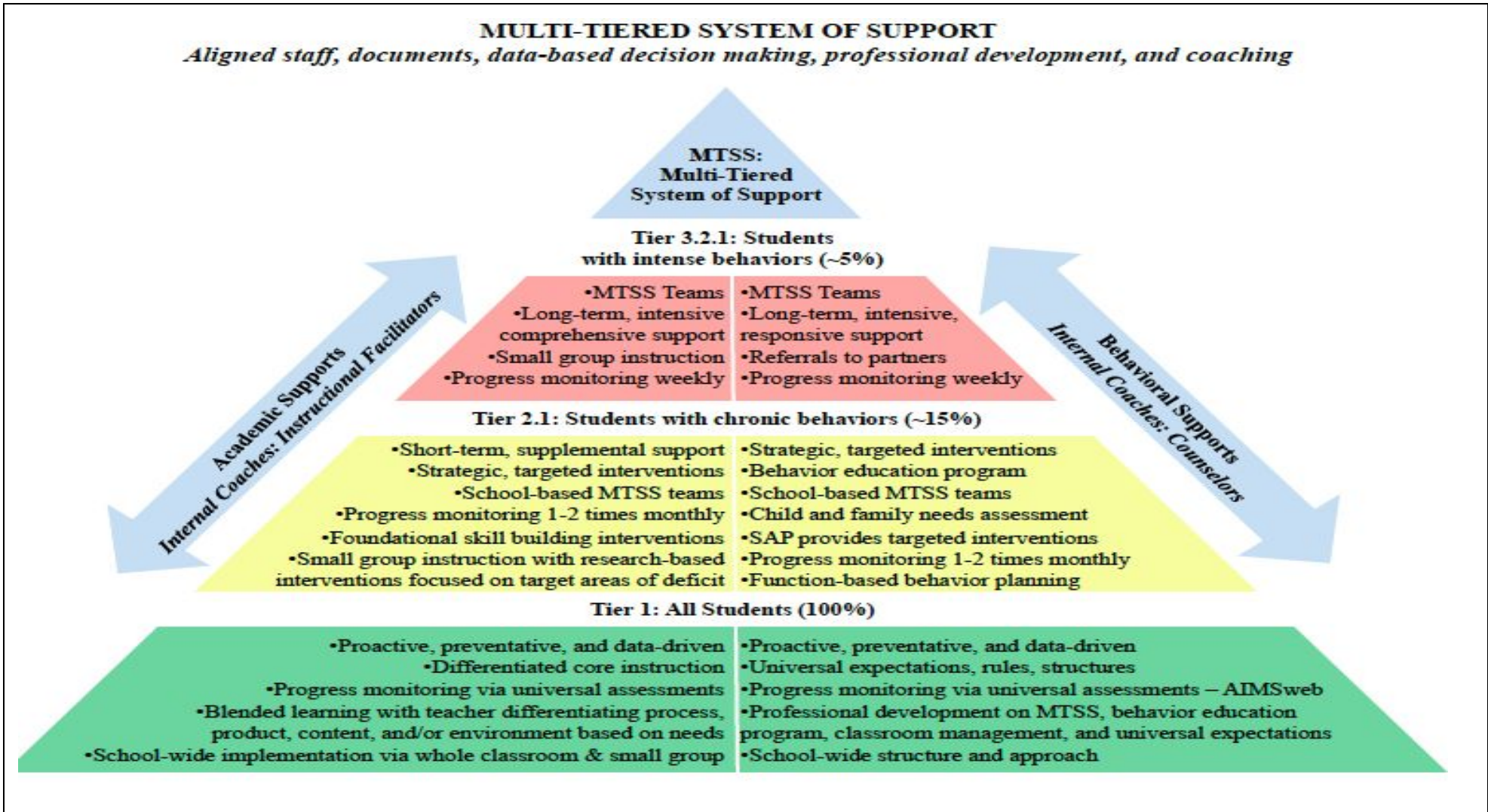
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- We will triangulate the analyzed data (universal screening, prior EOG, baseline, etc.) to identify gaps in learning during PLCs and then teachers will use that data to ensure appropriate groupings in classroom settings for effective differentiation in the core
- Strategies implemented to increase engagement and student participation:
  - Interactive Word Walls:
  - consistently using some or all of the following strategies: content maps; words in writing, prefixes and suffixes, musical words, contextualization, word card partner games, word pictures and word relationships
- Interactive Notebooks:
  - consistently using some or all of the following strategies: frayer model, two-column notes, foldables, and graphic organizers
- Success Academy 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 visible learning strategies

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## Measures:

We will use the following measures to monitor our progress toward reaching our goal:

Performance/Impact:

- Data from BAs
- AIMSweb tests (Math)

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- EOGs
- Castle
- Moby Max
- Targeted professional development for those teachers identified by EVAAS as not meeting growth standards with instructional coach

Fidelity of implementation:

- Teacher Evaluations - conducted by administrative team in alignment with North Carolina Educator Effectiveness System
- CWTs - conducted by leadership team daily and aligned to targeted number of walks within a nine-week period of 30-40 visits.
- AIMSweb Universal Screening and Progress Monitoring data - includes 3 schoolwide universal screenings and biweekly progress monitoring.
- Monthly Data meetings to monitor student progress using Progress Monitoring Data

**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.

TMS has not met growth, as measured by state model, for 2 years

Troutman Middle 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
Troutman Middle	45.6	56	46.7	Not Met	Not Met	Not Met	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	-	-	-	-	-	-

**Assessment Trend Data:**

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2012-2013 State Assessment Results			
School	Troutman MS	Iredell- Statesville Schools	North Carolina
Performance Composite	45.6	49.1	44.7
EVAAS Growth Status	Met	-	-
State AMO Targets%	91.4	83.8	89
State AMO Target#	32/35	145/173	187/210
Federal AMO Targets%	92	88.3	95.6
Federal AMO Target#	23/25	68/77	87/91
EOG6 Prof	48	48.7	42.7
EOG7 Prof	46.1	50.6	46.2
EOG8 Prof	41.4	49.1	44.7
Reading6	60	53.7	46.4
Reading7	52.6	53.4	47.8
Reading8	41.4	44.1	41
Math6	36	43.8	38.9
Math7	39.6	47.8	38.5
Math8	34	42.1	34.2
Science8	48.8	61.1	59.1
EOC	67.8	52.3	46
Math I	67.8	54	42.6

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2013-2014 State Assessment Results						
School - Categories	Troutman MS CCR	Troutman MS GLP	Iredell-Statesville Schools CCR	Iredell- Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Comp	44.8	56	49.7	59.4	46.2	56.3
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	81.5		66.5		55.2	
AMO Target#	22/27		113/170		116/210	
EOG6	52.2	62.6	44.7	53.4	42.7	51.8
EOG7	41.3	51.8	48.5	57.1	43.3	51.6
EOG8	39.7	51.7	53.4	63	46.3	55.9
Reading6	59.3	68.9	49.5	60.8	45.7	56.8
Reading7	47.1	59.4	52.5	62.7	47.6	57.3
Reading8	41.2	55.9	47.3	59.4	42.3	54.2
Math6	45.2	56.3	39.9	46.1	39.6	46.8
Math7	35.5	44.2	44.5	51.5	38.9	45.9
Math8	30.9	41.2	43.4	51.3	34.6	42.2
Science8	47.1	58.1	69.7	78.2	61.9	71.4
Math I	79.3	93.1	51.7	63.1	46.9	60
<b>School Performance Grade</b>	<b>Achievement</b>	<b>Growth</b>	<b>Performance</b>	<b>Grade</b>		
Overall	56	66.9	58	C		
Reading	61	81.4	65	C		
Math	47	78.3	53	D		
Science	58					
Math I	93					



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2014-2015 State Assessment Results						
School - Categories	Troutman MS CCR	Troutman MS GLP	Iredell-Statesville Schools CCR	Iredell- Statesville Schools GLP	North Carolina CCR	North Carolina GLP
Performance Comp	38.6	46.7	48.7	57.8	46.9	56.6
EVAAS Growth Status	NotMet		-		-	
AMO Targets%	60		62.6		-	
AMO Target#	21/35		109/174		-	
EOG6	41.4	47	45.7	53.3	43.8	52.9
EOG7	41.4	51.4	42.6	50.9	43.2	51.5
EOG8	32.1	40.7	49.1	58.2	47.1	56.4
Reading6	39.1	47	48.3	57.9	46.6	57.2
Reading7	47.6	61.4	45.1	55.5	46.5	56.1
Reading8	35.3	45.6	44	56.4	41.6	53.4
Math6	43.7	47	43.1	48.8	41	48.5
Math7	35.2	41.4	40.1	46.2	40	46.9
Math8	18.4	25.7	37.8	45.5	35.8	43.2
Science8	42.6	50.7	65.5	72.6	63.7	72.6
Math I	81.8	90.9	53.3	63.1	48.5	59.8
School Performance Grade	Achievement	Growth	Performance	Grade		
Overall	47	54.3	48	D		
Reading	51	62	54	D		
Math	38	61	43	D		
Science	51					
Math I	91		7			

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Troutman Middle Attendance Trend Data

<b>Year</b>	<b>Membership</b>	<b>Month 9 % Present</b>	<b>Cumulative % Present for Month 9</b>	<b>M09 ADM</b>	<b>M09 ADA</b>
2012-13	423	95.37%	95.39%	423	403
2013-14	410	95.03%	94.12%	410	390
2014-15	434	93.90%	94.31%	434	408

<b>Membership</b>				
<b>Year</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Mo9</b>
2012-13	125	136	162	423
2013-14	135	138	137	410
2014-15	151	146	137	434

**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?**

- Basic math foundational skills
- Academic vocabulary
- Student reading comprehension
- Only 45 students, out of 125 students in 6th grade, made a 4 or a 5 on the previous year's EOG
- Only 64 students, out of 159 students in 7th grade, made a 4 or a 5 on the previous year's EOG
- Only 51 students, out of 156 students in 8th grade, made a 4 or a 5 on the previous year's EOG
- TMS has not met growth, as measured by state model, for 2 years

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

- New goal so no data

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

- Students are not reaching expected growth
- 64% of our 6th graders did not pass the previous year's 5th grade EOG Math Test
- 56% of our 7th graders did not pass the previous year's 6th grade EOG Math Test
- 61.5% of our 8th graders did not pass the previous year's 7th grade EOG Math Test

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

- Lack of Math foundational skills:
- 64% of our incoming 6th grade are not considered to be on grade level, as measured by their 5th grade Math EOG results
- 64.3% of our students are deemed academically at risk for not scoring a level 3 on their Math EOG, as projected by EVAAS  
EVAAS Data predicts that:

EVAAS Data predicts that:

- 97 out of 141 8th graders have less than a 60% chance of scoring a level 3, with an average probability of 17.09% of scoring proficient
- 78 out of 136 7th graders have less than a 60% chance of scoring a level 3, with an average probability of 13.1% of scoring proficient
- 81 out of 121 6th graders have less than a 60% chance of scoring a level 3, with a average probability of 14% of scoring proficient

**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:
  - Interactive Word Walls:



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- consistently using some or all of the following strategies: content maps; words in writing, prefixes and suffixes, musical words, contextualization, word card partner games, word pictures and word relationships
- Interactive Notebooks:
  - consistently using some or all of the following strategies: frayer model, two-column notes, foldables, and graphic organizers
- Success Academy 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 visible learning strategies

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

- **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, 2006, 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.
  - Mouzakis, C. (2008). Teachers' Perceptions of the Effectiveness of a Blended Learning Approach for ICT Teacher Training. *Journal of Technology and Teacher Education*, 461-482. Chesapeake, VA: Society for Information Technology & Teacher Education. Retrieved October 22, 2015 from <http://www.editlib.org/p/24384>
- **Personalized Learning Approach:**
  - Sampson, D. and Karagiannidis, C., *Personalised Learning: Educational, Technological and Standardisation Perspective*, Interactive Educational Multimedia, number 4 (April 2007) pp. 24-39 <http://www.ub.es/multimedia/iem>
- **Interactive Word Walls**
  - Callella, Trisha. Making Your Word Wall More Interactive. Huntington Beach: Creative Teaching Press, 2001. 1-57471-773-1
  - Beers, Kylene. When Kids Can't Read: What Teachers Can Do. Portsmouth: Heinemann, 2003. 0-86709-519-9-90000
- **Interactive Notebooks**
  - Bayerl, Katie. *Rigor Plus Support: How Science Teachers Use Literacy Techniques to Get Students Ready for College*, ERIC Educational Article, March 2007. <http://files.eric.ed.gov/fulltext/ED497816.pdf>
  - 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.

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- **Florida Center for Reading Research-Strategies for Phonics, Fluency, Comprehension and Vocabulary**
  - Gough, P. B. (1996). How children learn to read and why they fail. *Annals of Dyslexia*, 46, 3-20.
  - Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (2000). *Handbook of Reading Research*. Vol. III. Mahway, NJ: Lawrence Erlbaum Associates.
  - Hudson, R.F., Lane, H. B, & Pullen, P. C. (2004). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, August.
  - Baumann, J., & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. NY: The Guilford Press.
  - Beck, I.L., McKeown, M.G. & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.
  - Fisher, J., Schumaker, J., & Deshler, D. (in press). Improving the reading comprehension of at-risk adolescents. In M. Pressley & C. Block (Eds.), *Strategies for increasing comprehension*. New York: Guilford
  - Harvey, S., & Goudvis
- **Words Their Way-Bear, Invernizzi, Templeton, Johnston**
  - Bear, D. R. (2000). Words their way: Word study for phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill.
- **Visible Learning-Hattie**
  - John Hattie (2012) Visible learning for teachers Routledge (New York & London) isbn 978-0-415-69015-7 269 pp £22.99[www.routledge.com/books/details/9780415690157](http://www.routledge.com/books/details/9780415690157)

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

- AIMSweb probes (Math)
- Baseline Assessment
- Common Assessments
- Classroom Walk Throughs
- Teacher Evaluations

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

- CWTs
- Teacher Evals
- Lesson Plans
- Grade level PLC documentation

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

- Interactive notebook and word wall training from Brie Beane
- School vocabulary and content specific vocabulary in PLCs

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

n/a

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**Messaging:**

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

- PLC
- PLC Coaching log
- Faculty meetings
- Parent Nights
- TMS Website

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

- Standing Leadership Team agenda item
- PLC Minutes
- BLIF Weekly Update
- Admin Team Notes

<b>D</b>	<b>DO: Develop and Implement Deployment Plan</b>
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School Improvement Plan**

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

<b>Step #</b>	<b>List the specific steps your team will complete during this cycle.</b>	<b>Person(s) responsible for completion of the step.</b>	<b>Measure/Indicator (Used to monitor performance, process improvement or completion)</b>	<b>Start Date</b>	<b>End Date</b>
1.	Professional Development for staff on implementing vocabulary strategies into the differentiated core instruction for every class	Brie Beane Director of i3	Training Agenda Sign-in sheets	8/21/15	8/21/15
2.	All subject level teachers will consistently use some or all of the following strategies: content maps; words in writing, prefixes and suffixes, musical words, contextualization, word card partner games, word pictures and word relationships <ul style="list-style-type: none"> <li>Staff trained on 8/21 by Brie Bean, Director of i3 (Innovation, Intervention and Improvement)</li> </ul>	Classroom teachers	CWTS Observations	8/24/15	EOY
3	All students will keep interactive vocabulary notebooks for each subject and all subject level teachers will consistently using some or all of the following strategies: frayer model, two-column notes, foldables, and graphic organizers <ul style="list-style-type: none"> <li>Staff trained on 8/21 by Brie Bean, Director of i3 (Innovation, Intervention and Improvement)</li> </ul>	Classroom teachers	CWTS Observations Student notebooks with rubrics	8/26/15	EOY
4	Homeroom activities <ul style="list-style-type: none"> <li>Twenty minutes a day, two days a week to build academic vocabulary, monitored by teacher weekly and reported monthly in PLCs</li> </ul>	Homeroom Teachers	Observations Lesson Plans	9/14/15	EOY

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5	<p>Homeroom activities</p> <ul style="list-style-type: none"> <li>Twenty minutes a day, two days a week to build basic math facts, using MobyMax Math Fast Facts, monitored by teacher weekly and reported monthly in PLCs.</li> </ul>	Homeroom Teachers	<p>Observations</p> <p>Lesson Plans</p> <p>MobyMax reports</p> <p>Small group work plans</p> <p>Student data tracking sheets</p>	9/14/15	EOY
6	<p>Differentiated Success Academy activities to close gaps:</p> <ul style="list-style-type: none"> <li>Explicit and systematic models of proficient problem solving</li> <li>Verbalization of thought processes</li> <li>Guided practice</li> <li>Corrective feedback</li> <li>Frequent cumulative review.</li> </ul>	Success Academy Teachers	<p>Observations</p> <p>Lesson Plans</p>	9/21/15	EOY
7	MobyMax - During Success Academy	Success Academy Teachers	Moby Max Data	8/31/15	EOY
8	AIMS Math Universal Screenings: Fall, Winter, and Spring	Classroom Teachers	AIMS Data	8/31/15	EOY
9.	Analyzing data monthly and adjusting student schedules and Discovery interventions based on student gaps.	Classroom Teachers	BAs, CFAs, Subject Grades, Aims data, Moby Max data	8/31/15	EOY
10	<p>Disaggregate Data:</p> <ul style="list-style-type: none"> <li>Prior EOG data</li> <li>EVAAS Performance Projections</li> <li>Folders from previous year</li> <li>Baseline assessment data</li> <li>Moby Max assessment</li> <li>AIMSWeb assessment MCAP</li> <li>Prior discipline data</li> </ul>	Principal and/or Leadership Team, Instructional Facilitator, Counselor, all instructional teachers/staff	Grade level team data disaggregation spreadsheets	9/8/15	9/18/15

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	Complete Tier 1 RIOT Paperwork: <ul style="list-style-type: none"> <li>• Grade level or departmental</li> <li>• Complete pages 1 and 2 of Tier 1 RIOT</li> </ul>				
11	Data Day <ul style="list-style-type: none"> <li>• Fulfill Data Day Goals for BOY (according to the Data Day Manual)</li> <li>• Each team will Evaluate and Revise the Tier 1 Plans</li> <li>• Determine appropriate tiered level of support for all students based on the triangulation of data</li> </ul>	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	9/16/15	10/30/15
12	Differentiated Success Academy activities to close gaps:  Begin Intervention/Enrichment Block school-wide	Success Academy Teachers	Observations Lesson Plans	9/21/15	EOY
13	Continue Monthly PLC Disaggregation of Data to determine growth of students and make data-based instructional decisions <ul style="list-style-type: none"> <li>• To include all progress monitoring data in addition to the other data identified above</li> </ul>	Principal Blended Learning Instructional Facilitator Teachers	PLC Agendas Grade level team data disaggregation spreadsheets	10/21/15	EOY
14	Administer Benchmark Assessment #1	Classroom Teachers	Benchmark Assessments	10/29/15	11/6/15
15	Administer MOY Universal Screening - AIMSweb <ul style="list-style-type: none"> <li>• Administer the following universal screening assessments: <ul style="list-style-type: none"> <li>○ MCAP</li> </ul> </li> </ul>	Leadership Team Classroom teachers	AIMSweb Universal Screening Assessments - entered into the program	1/4/16	1/29/16
	Data Day <ul style="list-style-type: none"> <li>• Fulfill Data Day Goals for MOY (according to the Data Day Manual)</li> <li>• Each team will Evaluate and Revise the Tier 1 Plans</li> <li>• Teams will review all student Tier 2 and Tier 3 Plans</li> </ul>	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	1/29/16	2/29/16

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	<ul style="list-style-type: none"> <li>Placement of students in the Intervention/Enrichment blocks will depend on the data-analysis completed</li> </ul>				
	Administer Benchmark Assessment #2	Classroom teachers	Benchmark Assessment	3/17/16	3/24/16
	Continue Monthly PLC Disaggregation of Data to determine growth of students and make data-based instructional decisions <ul style="list-style-type: none"> <li>Each team will Evaluate and Revise the Tier 1 Plans</li> <li>Teams will review all student Tier 2 and Tier 3 Plans and make instructional recommendation for the next school year</li> <li>Student's scheduled for the remainder of the year will depend on the data-analysis</li> </ul>	Principal Blended Learning Instructional Facilitator Teachers	ERPD Agenda Grade level team data disaggregation spreadsheets	5/2/16	6/9/16
	Begin administering EOG assessments	Principal Blended Learning Instructional Facilitator Classroom Teachers	EOG's	5/26/16	6/9/16

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

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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.

<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>
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1. For the next cycle are you continuing with the approach from previous cycle ?  
If yes continue to deployment plan. If no, address questions #2-5.

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

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

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



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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.**

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

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<b>S</b>	<b>Study – Analysis of data after implementing an approach</b>
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.
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<b>A</b>	<b>Act – Continue with the Target Goal or revise the Target Goal for next year.</b>
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<b>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.</b>
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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.
<b>Schedule your 2014-15 SIP Coaching Session.</b>

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