

Dillard Middle School Wayne County Public Schools School Improvement Plan

**School Improvement Plan
2014 through 2016**

**Sonja Emerson, Principal
1101 South Devereaux Street
Goldsboro, North Carolina 27530**

District Improvement Plan Goals and Vision

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State Board of Education Goals:
Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 2 – North Carolina public schools will be led by 21st Century professionals.
Goal 3 – North Carolina Public School students will be healthy and responsible.
Goal 4 – Leadership will guide innovation in North Carolina public schools.
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

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District Goals for Wayne County Public Schools (960)
District Goal 1 –Wayne County Public Schools will produce globally competitive students. District Goal 2 – Wayne County Public Schools will be led by 21st Century professionals. District Goal 3 –Wayne County Public Schools students will be healthy and responsible. District Goal 4 –Leadership will guide innovation in Wayne County Public Schools. District Goal 5 – Wayne County Public Schools will be governed and supported by 21st Century systems.

Dillard Middle School(960/326)
School Goal 1 – Dillard Middle School will provide a safe and orderly environment for all stakeholders by decreasing student office discipline referrals by 30 percent by June 2016 as measured by PowerSchool discipline data. School Goal 2 – Dillard Middle School staff will analyze data to formulate instructional planning supporting students to exceed expected academic growth by June 2016 as measured by EVAAS results and EOG scores in reading, math and science improving the school’s performance grade. School Goal 3 -Dillard Middle School staff will participate in personalized professional development activities and resources based on instructional student data to increase student proficiency and growth in literacy and math as measured by EOG and EVAAS data by June 2016. School Goal 4 – Dillard Middle School students in the 5th through 8th grade will exceed expected academic growth in reading, math and science by demonstrating proficiency growth as measured by EVAAS data for the 2015-2016 school year.

District Mission Statement for Wayne County Public Schools (960)
Mission: Wayne County Public Schools holds high expectations for all students by collaborating with parents and the community to provide individualized support.

Mission Statement Dillard Middle School (960/326)
Mission: Dillard Middle School in partnership with parents and other stakeholders will continuously promote the academic growth of every student through a research-based curriculum with rigor and relevancy to stimulate the educational, physical, social and emotional development of each child. This will allow them to become productive learners and contributing citizens in a 21st century global economy that is forever changing.

District Vision and Beliefs Statement for Wayne County Public Schools (960)	
Vision:	Cultivation, Personalization, Innovation Every Student, Every Day!
Beliefs:	<ul style="list-style-type: none"> * The education of children is a priority and is the responsibility of the entire community. * Education is a sound investment for society and a key to ending the cycle of poverty. * Understanding and respecting cultural diversity enriches the learning environment. * All students deserve a quality education. * Learning is a lifelong process.

Vision and Beliefs Statement for Dillard Middle School (960/326)	
Vision:	Each Dillard Middle School student will acquire the skills for future success from a caring and committed staff in a safe and orderly environment.
Beliefs:	<ul style="list-style-type: none"> ❖ Every student can learn. ❖ Everyone deserves to be treated with respect. ❖ Everyone is unique and has value. ❖ Everyone deserves a safe and caring environment that is conducive to academic and social success. ❖ Shared goals and high expectations are necessary. ❖ Everyone can be successful. ❖ Shared commitment to continuous improvements and cultural diversity is imperative. ❖ Education is a shared responsibility.



Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	Dillard Middle School/326
School Address:	1101 South Devereaux Street Goldsboro, NC 27530
Plan Year(s):	2015-2016

School Improvement Team Membership	
Committee Position	Name
Principal	Sonja Emerson
Assistant Principal	Jamel Jones
Data Coach	Manning Musgrave
Instructional Coach	Tameshia Willoughby
Curriculum Facilitator	Nino Coley
5th Grade Chairperson	Rachel Mays
6th Grade Chairperson	Melissa Allen
7th Grade Chairperson	Revelene Hutchins
8th Grade Chairperson	Stephanie Edwards
EC Department Chairperson	Amy Clark
Elective Department Chairperson	Victoria Atkins
AdvancEd Facilitator	Brenda Elam-Coney
Parent Involvement Coordinator	Linda Jones
Guidance Counselor	Millicent Brooks
PTO Treasurer	Catherine Booker, Parent of Dillard Middle School student

Percentage of Staff Approval:	<Percentage number> %

Principal Signature:		September 22, 2015 October 1, 2015
Local Board Approval Date:	<Date goes here>	
	Date	

Executive Summary –Dillard Middle School

Synopsis of School Demographics

Dillard Middle School is located in the heart of Goldsboro with the school's predominant student population from 3 area public elementary schools (North Drive Elementary, Carver Heights Elementary and School Street Elementary) and 1 charter school (Dillard Academy). The school has a rich history in Goldsboro as one of the locations of the high school for African-American students prior to desegregation. The last high school graduating class of Dillard High School was 1969. The school's grade level membership has varied during its educational history. It currently provides an educational setting for 5th-8th grade students. The school continues to be supported by the Dillard Alumni Association, as well as the surrounding community with existing positive collaboration between the school and its Partners-in-Education. The school completed its fourth year of the School Transformation Model under the federal Race to the Top Grant at the end of the 2013-2014 school year. The school is operating under the School-Wide Title I Model which allows greater opportunity to address the needs of our low-achieving and at-risk students.

Student Performance Data

Dillard Middle School continues to show inconsistent growth in the number of students proficient on the North Carolina Ready End of Grade Tests. Our Fifth Graders dropped from 13.5% proficient in Reading to around 10%. But in Math, the Fifth Graders improved from 6.1% scoring at proficiency to 8.7% proficient. Sixth Graders in Reading improved from 19.5% proficient to 23% proficient but dropped in Math from 10.8% proficient to 3.9% proficient. However, Sixth Graders exceeded growth standards in both Reading and Math. Seventh Graders decreased in Reading proficiency from 26.2% to 21% and decreased in Math as well from 11.1% to 9%. Eighth Grade did not see any change in Reading proficiency but did see an increase in Math proficiency from 4.4% to 7%. About 10% of our Fifth Graders scored at or above proficiency in Science while about 23% of our Eighth Graders were proficient or above. In Math 1, 69% of our students scored at or above Level 3.

Student Demographic Data

Dillard Middle School has a current enrollment of 493 students in Grades 5 through 8. The school's population comprises 92 percent Black, and less than 1 percent Multi-Racial, Hispanic, White, Asian and American Indian. Twenty-six percent of the Dillard Middle School students are identified as Special Needs under the Exceptional Children's program which is double the state average of 12.5 percent.

Approximately less than one percent of the student population is identified as Academically and Intellectually Gifted. The number of Limited English Proficient students is less than 1 percent. More than 90 percent of students in the school qualify for free and reduced lunch. The school is currently part of the Community Eligibility Provision which qualifies all students in the school for free breakfast and lunch. Attendance figures from the 2014-2015 school year show greater than 93 percent for the school.

Community Demographic Data

Dillard Middle School is located in the inner-city district of Goldsboro. Students attending Dillard Middle School reside in the local neighborhoods. The community surrounding the school is comprised of low-income housing in an urban environment. There are nine low-income housing projects in which the majority of our students reside. More than two-thirds of Dillard Middle School students are transported to and from school through the public school transportation system. The remaining students walk to and from school with some students transported to school by their parents/guardians. The school's property is surrounded by family dwellings that range from homes of retired professionals to single dwelling low-income houses. Research of the education level of individuals residing in the neighborhoods surrounding the school indicates that the educational level is rated as a Level 3 on a scale of 1 to 10 with Level 5 being Average and Level 10 as the Most Educated. (www.neighborhoodscout.com/reports/4408368)

School Characteristics

The Dillard Middle School campus is approximately 62 years old. The school buildings and campus, along with the grade levels, has been through many renovations/changes during this time period. Renovations to the school's auditorium were completed in the Spring of 2013. The addition of the STEM Lab in the 2013-14 school year included renovation to one of the original buildings known as the school's Field House. This building also now houses the school's Music classroom with renovations to this side of the building with new floors and painting. During the summer of 2014 the canopy covering the walkway between the main building and the STEM/Music Building was replaced. Air conditioning was installed in the school's original gym during the Fall of 2014. In the ongoing effort to promote handicapped-accessibility to all areas of the campus, ramps were installed to the school's gym and a smaller ramp was installed leading to the Student Commons entrance doors. An additional ramp to the school's front doors is scheduled to be completed.

The school has an on-site health center provided through the Wayne Initiative for School Health (WISH). The WISH Center serves approximately 75% of the student population that is enrolled in the health center. Dillard Middle School has an active athletics program with opportunities for male and female students to participate in football, volleyball, soccer, basketball, baseball and cheerleading. The student athletes are supported by their families and the staff of the school. The various athletic programs of the school have won many local championships during the past years. Additionally, the school has an active student chorus and band program/flag girls which participates regularly in community events. The school campus hosts many school system and community functions due to the school's large auditorium and gym facilities.

The school-wide schedule for staff and students was revised for the 2015-2016 school year. Prior to this year, students attended school from 7:00 a.m. to 2:45 p.m. with staff working hours as 7:00 a.m. to 3:00 p.m. In the continuous effort to improve teaching and learning in the school, the Dillard Middle School school-wide schedule was revised with staff hours of 7:45 a.m.-3:15 p.m. and student hours of 8:30 a.m.-2:45 p.m. The Dillard Middle School staff and the Wayne School of Engineering staff are in a collaborative effort to improve instruction and student success. The instructional staff of Dillard Middle School are participating in daily Professional Learning Communities each morning prior to student arrival on campus. These morning PLCs are from 7:45 - 8:25 a.m. and are focused on lesson plan tuning, departmental alignment, professional development and team building skills. The Wayne School of Engineering staff are providing monthly professional development opportunities to the Dillard Middle School instructional staff focused on Common Instructional Framework strategies. Additionally, the two schools' staff members are engaged in classroom observations between the campuses.

Stakeholders Perspective on the Quality of Education

The Dillard Middle School staff is held to high expectations for quality instruction and improved student learning. The school is supported by an active and engaged Parent Teacher Organization, Parent Advisory Committee and Partners-in-Education sponsors. Dillard Middle School Administration and staff are encouraging parents to take an active role in their children's educational program by attending PTO meetings, PEP nights, IEP meetings, academic awards assemblies and supporting our behavioral expectations. Parents and families receive consistent communication about their child's academic progress through student progress reports, parent conferences, and phone calls from their child's teachers.

The school participated in a North Carolina DPI Comprehensive Needs Assessment school review in April 2014. During the two-day review team visit, the school was assessed in the areas of Instructional Excellence and Alignment, Leadership Capacity, Professional Capacity, Planning and Operational Effectiveness, and Families and Communities. As part of this two-day review, three focus groups were organized to facilitate the assessment of the school. A parent focus group, a staff focus group and a student focus group were interviewed by the CNA review team during their visit. These interviews, along with the observations of the CNA review team and the research of the school's data yielded information of the school's overall performance. Areas in which the school was identified as doing well included the school leadership's open door policy, the recognition of students who excel academically and behaviorally, the number of extra-curricular opportunities, and other areas which are identified in the report. Additionally, the CNA review listed areas the school needs to improve. These areas include developing a consistent process for instructional monitoring, maximizing use of instructional time, utilizing data to adjust instruction on a daily basis, and other areas which are identified in the report. A copy of the April 2014 CNA and the June 2014 Unpacking the CNA Review document are available in the school principal's office.

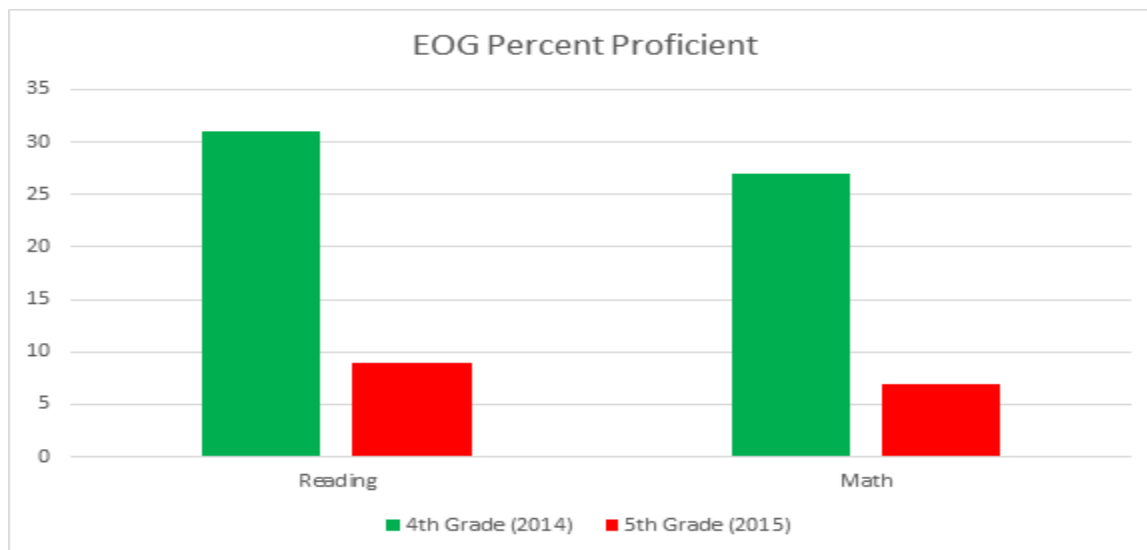
A review of the Dillard Middle School 2014 Teacher Working Conditions survey indicates that there was a 90.48% response rate from the faculty. Upon review of these survey results, 78.9% of the staff stated that overall the school is a good place to work and learn. A copy of the 2014 School Summary Results is included in the Profile Data section of this School Improvement Plan.

Data Summary Analysis: Dillard Middle School

What does the analysis tell you about your school's strengths? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, discipline, attendance, etc. (See Profile Data section)

- 69% of Math I students scored at or above proficiency level
- 6th Grade exceeded growth in Reading and Math
- 7th and 8th Grade met growth in Reading and Math
- Attendance goal for school was met
- Students are recognized for academic success and positive behavior

What does the analysis tell you about your school's gaps or opportunities for improvement? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, etc.



• 5th grade students made less progress than the Grow

th Standard

- Dillard Middle continues to perform well below the state average
 - Daily participation in Professional Learning Communities includes
- + collaboration that will improve instruction

Based upon the analysis conducted, what 3 top priorities emerge for the school:

- 1. 5th Grade students will receive focused support in reading, math and science to increase proficiency and demonstrate academic success as measured by exceeding expected growth in reading, math and science.**
- 2. Instructional staff will participate in continual and focused professional development in math, reading, science and social studies as well as ongoing support in lesson planning to promote academic success to improve the school's performance grade.**
- 3. School-wide schedule will facilitate remediation and enrichment focus for all students to promote academic success by exceeding expected growth to improve the school's performance grade.**

Priority Goal 1 and Associated Strategies

School Goal 1:	Dillard Middle School will provide a safe and orderly environment for all stakeholders by decreasing student office discipline referrals by 30 percent by June 2016 as measured by PowerSchool discipline data.
Supports this District Goal:	District Goal 3-Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Administrators, First Responders/Crisis Team, PBIS Committee, Choice and Tardy Central Staff, In-School Suspension Staff, Intervention Specialist, Instructional Coach, WCPS Teaching and Learning Coach, EC Teachers

Goal 1 Improvement Strategies

Strategy 1: Increase staff, student, and community awareness/engagement for school safety issues, needs, and concerns; as well as, clarify and communicate district- and school-level policies and procedures pertaining to identified areas.		
Action steps:	Timeline:	Status:
Complete all requirements for the CIRK (Black Box)	October 2015	In progress Emerson/Adams
Create a Crisis Plan utilizing School Safety Components Template	October 2015	In progress Emerson
Participate in district and site professional development focusing on emergency response.	Ongoing	In progress SRO/Local Law Enforcement
Conduct a minimum of two practice Lockdown Drills to target any necessary revisions in school Crisis Plan and procedures	January 2016 June 2016	In progress Dillard Middle School Staff

Strategy 2: Continue to implement Positive Behavior Instructional Support (PBIS) plan for Dillard Middle School focusing toward achieving Green Ribbon status		
Action steps:	Timeline:	Status:
Continue PAW awards for recognizing students following the school's ROAR pledge.	Ongoing	Ongoing Dillard Staff/Weekly
School's PBIS Committee members will continue PBIS staff development for Modules 1, 2 & 3	June 2016	In progress T. Willoughby/M. Musgrave
Establish a school store for redeeming student	January 2016	Not yet started PBIS Committee

Tiger Bucks		
Continue monthly staff training of PBIS procedures and strategies	May 2016	In progress T. Willoughby
Implement Tier 2 and Tier 3 strategies to promote behavioral success for all Dillard students	January 2016	Not yet started T. Willoughby/Brooks/Mentors

Strategy 3: Continue school-wide procedures, programs and routines to ensure student safety, supervision and positive social skills.

Action steps:	Timeline:	Status:
Implement new bell schedule to increase the monitoring of student movement and transition during the school day.	October 2015	In progress J. Jones
Fully implement Tardy Central procedures to decrease student tardies to school and during class transitions.	October 2015	In progress Teachers/Miller
Collaborate with School Resource Officer to implement student support programs promoting safe choices and positive life skills	January 2016	Not yet started Officer Daniels
Implement additional mentoring program options to support social skills development for all students	October 2015	In progress Community Volunteers PIE Volunteers

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Nov 2015	Jan 2016	Apr 2016	June 2016
Tardy Central/Choice/ISS/OSS Discipline Referral Data				
Mentoring Programs Data				
PBIS Data				

What are the artifacts used to document the strategies and action steps?

- SIP Review and Compliance Review notes
- PBIS Committee minutes and documentation of PBIS trainings
- School-wide schedule and procedures (Staff Handbook)
- Parent and Student Handbook; Parent and Student Compact

- Documentation of CIRK reviews and Lockdown Drills
- Monthly Safety Inspections and Reports

What does data show regarding the results of the implemented strategies?

<Write a narrative summary of the results of the 2-3 data measure identified above

Priority Goal 2 and Associated Strategies

School Goal 2:	Dillard Middle School staff will analyze data to formulate effective instructional planning supporting students to exceed expected academic growth by June 2016 as measured by EVAAS results and EOG scores in reading, math and science improving the school's performance grade.
Supports this District Goal:	District Goal 2: Wayne County Public Schools will be led by 21st Century professionals.
Assigned Implementation Team:	Administrators, Data Coach, Instructional Coach, Curriculum Facilitator, Teaching and Learning Coach, Grade Level and Elective Department Chairpersons

Goal 2 Improvement Strategies

<small>T. Sm</small>		
Strategy 1: <i>WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction.</i>		
Action steps:	Timeline:	Status:
Coaching conducted by Teacher-Leaders, and Administrators during PLCs to create, revise, and implement weekly and daily plans.	September 2015 Ongoing	In progress T. Willoughby/M. Musgrave/ N. Coley/A. Forsleff/H. Lewis/C. Glenn/J. Cunningham/B. Kee
Conferencing with students to create individual goals, as well as track student progress and mastery.	September 2015 Ongoing	In progress Classroom Teachers/M. Musgrave/H. Lewis/N. Coley/T. Willoughby
Monitoring or Evidence Based Action that reflects and tracks instructional program or practice revision, as well as success of adaptation	October 2015 Ongoing	In progress Emerson/J. Jones/C&I Staff
Conferencing with students' families to facilitate academic support and student progress.	September 2015	In progress Classroom Teacher

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Strategy 2: Dillard Middle School will use student data to identify and target students for academic growth and success.		
Action steps:	Timeline:	Status:
Implement daily small group reading intervention groups for 5th-8th graders.	September 2015 Ongoing	In progress N. Coley/M. Bourdon/Title I Tutors
Implement daily small group math intervention groups for 5th-8th graders.	September 2015 Ongoing	In progress Teresa Smith/Title I Tutors
Implement after-school tutoring program for identified 5th grade students focusing on reading, math and science instruction	January 2016 Ongoing	In progress Emerson/J. Jones/After-school tutors/After-school coordinators
Team teach identified 8th grade students with Math I and 8th grade Math	September 2015 Ongoing	In progress Tyrone Smith/Teresa Smith
Employ Title I tutors for remediation in math and reading in 5th-8th grade	October 2015 Ongoing	In progress Emerson/M. Musgrave
Implement school-wide student book study that will coordinate with scheduled author's school visit and student instruction	January 2016 Ongoing	In progress M. Musgrave/ELA Teachers
Purchase and implement research-based science support materials for 5th-8th grade students	January 2016 Ongoing	In progress A.Forsleff/Science teachers
Utilize interactive research based technology supports such as Moby Max, BrainPop and Discovery Ed to support differentiated instruction.	September 2015 Ongoing	In progress EC Classroom Staff/Classroom Teachers
Implement Language Live literacy program in EC separate classrooms.	September 2015 Ongoing	In progress EC Classroom

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Nov 2015	Jan 2016	Apr 2016	June 2016
STAR Reading and Math Assessments				

Schoolnet 9 week benchmarks				
Classroom Formative Assessments				
Student progress and report cards				
EOG Ready Scores/NC Final Exam				

What are the artifacts used to document the strategies and action?

- **Daily PLC Action Plans and agendas**
- **Grade and Department PLC minutes and notebooks**
- **Staff attendance rosters for site-based and system-level professional development**
- **Lesson Plan reviews for support and revisions**
- **WCPS SIP Compliance Reviews**
- **Instructional staff feedback for tutor support and effectiveness**
- **Student PEPs**

What does data show regarding the results of the implemented strategies?

<Write a narrative summary of the results of the 2-3 data measure identified above>

Priority Goal 3 and Associated Strategies

School Goal 3:	Dillard Middle School staff will participate in personalized professional development activities and resources based on instructional student data to increase student proficiency and growth in literacy and math as measured by EOG and EVAAS data by June 2016.
Supports this District Goal:	District Goal 2: North Carolina public schools will be led by 21st Century professionals. District Goal 5: North Carolina public schools will be governed and supported by 21st Century systems.
Assigned Implementation Team:	Media and Technology Advisory Committee, Data Coach, Instructional Coach, Administration, Media Coordinators, Instructional Technology Specialists

Goal 3 Improvement Strategies

Strategy 1: Instructional staff will locate, review and create resources in SchoolNet.		
Action steps:	Timeline:	Status:
Develop math and ELA action plans based on student data to target identified areas of student weaknesses in math and ELA content.	September 2015 Ongoing	In progress PLC Groups
Instructional staff will participate in weekly professional development to familiarize themselves with SchoolNet and its resources. (Instruction on Strategy/Class 1)	November 2015 Ongoing	Not yet started Tony Smith/C. Giambatista/ A. Forsleff
Staff lesson plans will include SchoolNet resources. (Follow-up activity for Strategy/Class 1)	November 2015 Ongoing	Not yet started Emerson/T.Willoughby/M. Musgrave/N. Coley

Strategy 2: Instructional staff will locate, review and create assessments in SchoolNet.		
Action steps:	Timeline:	Status:
Grade level departmental staff will develop	December 2015	Not yet started

common formative assessments using SchoolNet resources. (Instruction on Strategy/Class 2)	Ongoing	T. Willoughby/ Classroom Teachers
Grade level departmental staff will use student formative assessment to determine student instruction. (Follow-up Activity for Strategy/Class 2)	December 2015 Ongoing	Not yet started PLC Meetings

Strategy 3: Instructional staff will create lesson plans in SchoolNet Part 1 and Part 2.		
Action steps:	Timeline:	Status:
Instructional staff will use resources in SchoolNet to develop lesson plans for their students. (Instruction on Strategy/Class 3 and 4)	January 2016 Ongoing	Not yet started A.Forsleff/Tony Smith/C. Giambatista
Staff will adjust and modify lesson plans created in SchoolNet. (Follow-up activity for Strategy/Class 3 and 4)	January 2016 Ongoing	Not yet started T. Willoughby/C. Glenn

Strategy 4: Instructional staff will create a unit plan in SchoolNet (Part 1)		
Action steps:	Timeline:	Status:
Instructional staff will develop departmental unit plans in SchoolNet (Instruction on Strategy/Class 5)	March 2016	Not yet started PLC Meetings
Instructional staff will share departmental unit plans in SchoolNet (Follow-up activity for Strategy/Class 5)	March 2016	Not yet started School Staff with Central Office Support Personnel

Strategy 5: Instructional staff will complete a unit plan in SchoolNet (Part 2) demonstrating the use of resources, assessments and lesson plans in the classroom.		
Action steps:	Timeline:	Status:
Instructional staff will implement departmental unit plans in SchoolNet (Instruction on Strategy/Class 6)	May 2016	Not yet started School Staff with Central Office Support Personnel

Instructional staff will implement departmental unit plans in SchoolNet (Follow-up activity for Strategy/Class 6)	May 2016	Not yet started School Staff with Central Office Support
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What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Nov 2015	Jan 2016	Apr 2016	June 2016
Participation in professional development				
Implementation of learning				

What are the artifacts used to document the strategies and action steps?

- Professional Development agendas and rosters
- Certificates of completion from online courses
- Lesson and Unit plans integrating strategies learned from coursework
- Classroom walkthrough data reflecting use of strategies learned from coursework

What does data show regarding the results of the implemented strategies?

<Write a narrative summary of the results of the 2-3 data measure identified above>

Priority Goal 4 and Associated Strategies

School Goal 3:	Dillard Middle School students in the 5th through 8th grade will exceed expected academic growth in reading, math and science by demonstrating proficiency growth as measured by EVAAS data for the 2015-2016 school year.
Supports this District Goal:	District Goal 1: Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Administration, Data Coach, Instructional Coach, Curriculum Facilitator, EC Teachers, Core Content Teachers, Support and Elective Teachers, Teaching and Learning Coach

Goal 4 Improvement Strategies

Strategy 1: Dillard Middle School instructional staff will participate in professional development activities to improve effective instructional strategies with all Dillard Middle School students.		
Action steps:	Timeline:	Status:
Core content, elective and support teachers will participate in system-level staff development to improve content knowledge and instructional plannings.	September 2015 Ongoing	In progress District Lead Teachers/ WSE Facilitators

Selected teachers will participate in school and system-level training for AIG students.	October 2015 Ongoing	In progress Holly Lewis
All Dillard Middle School instructional staff will participate in daily professional development activities to improve knowledge and instructional planning.	August 2015 Ongoing	In progress Certified Staff
Selected teachers will attend system and state level workshops and conferences to increase content knowledge and will provide inservice to DMS staff.	October 2015 Ongoing	In progress Emerson
Beginning Teachers will participate in mandated school and system level training.	September 2015 Ongoing	In progress C. Glenn

Strategy 2: Exceptional Children's teachers and the school's Guidance Counselor will collaborate with grade level core content teachers to facilitate student academic and social progress.

Action steps:	Timeline:	Status:
Exceptional Children's resource teachers will meet weekly with grade level teachers to target and troubleshoot academic and social strategies.	September 2015 Ongoing	In progress A.Clark/A. Evans
Dillard Middle School Guidance Counselor will meet with grade level teachers to inform and educate staff on students with 504 Plans.	September 2015 Ongoing	In progress M. Brooks
Develop, train and implement EC/504 Informational Binders for grade levels and elective department to support academic and social success.	September 2015 Ongoing	In progress M. Brooks/ A. Clark
Exceptional Children's teachers will design and present staff development to regular education staff to facilitate instructional planning for student progress and success.	November 2015 Ongoing	Not yet started EC Staff

Strategy 3: Dillard Middle School will continue parent academic trainings and support strategies to increase parental involvement with students' academic and social success.		
Action steps:	Timeline:	Status:
Schedule PEP/Academic Evenings each nine-week grading period to promote parental awareness and participation in students' academic progress.	October 2015 Ongoing	Not yet started Staff
Promote parent participation in Title I Computer Take Home program.	September 2015 Ongoing	In progress L. Jones
Implement site-based parent training sessions focusing on academic and emotional development of students.	November 2015 Ongoing	Not yet started L. Jones
Support parental and family involvement in district Title I Parent Seminars	October 2015 Ongoing	In progress L. Jones
Continue PTO in the Community meetings during the school year (minimum of 2)	November 2015 Ongoing	In progress Staff/L. Jones/PTO Board

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Nov 2015	Jan 2016	Apr 2016	June 2016
Classroom Observation/ELEOT data				
Classroom Formative Assessments				
STAR Reading and Math Assessments				

What are the artifacts used to document the strategies and action steps?

- Attendance rosters for parent training sessions/PEP Evenings
- Title I program participation rosters
- Staff attendance rosters
- Grade level and Elective Department Planning Notebook agendas/minutes

What does data show regarding the results of the implemented strategies?

<Write a narrative summary of the results of the 2-3 data measure identified above>

Title 1 School-Wide Compliance Review and Plan

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement as determined by **AMOs (Annual Measurable Objectives)** on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
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Reading growth for all subgroups in 5th-8th grades will increase by 5% or more as measured on READY End-of-Grade Assessments.	<p>*Student IEPs and PEPs will be aligned to reflect use of differentiated strategies</p> <p>*Staff development will be provided to beginning teachers in the effective use of student PEPs.</p> <p>*Research-based Reading programs, Reading Eggs and other research based reading supports (Moby Max) will be utilized for at risk students.</p> <p>*Classroom libraries will be re-categorized and distributed to core content teachers to support literacy instruction.</p> <p>*Collaborative PLCs will provide vertical planning within the school's ELA Department.</p> <p>*Tutors will be utilized to deliver instructional and small group reading instruction.</p>	<p>Student Outcomes: IEP/PEP data Formative tests Benchmark tests READY EOG</p> <p>Teacher Outcomes: Lesson Plans PLC Minutes Staff Development</p>	<p>Student Outcomes: Every 3-4 weeks Quarterly Semester Yearly</p> <p>Teacher Outcomes: Quarterly/Yearly</p>	<p>*Common Core Reading Content</p> <p>*Data Literacy</p> <p>*EC and Differentiation</p> <p>*Collaborative Lesson Planning</p> <p>*Tutor Training</p>	<p>Parent/Family Nights to focus on Curriculum</p> <p>*PEP Nights</p> <p>*Grade level Parent Information Meetings</p> <p>*Site-based Parent Trainings</p> <p>*PTO in the Community</p> <p>*Title I Take-Home Computer Program</p>
Math growth for all subgroups in 5th-8th grades will increase by 5% or more as measured on the READY End-of-Grade Assessments	<p>*Student IEPs and PEPs will be aligned to reflect use of differentiated strategies</p> <p>*Tutors will be used to deliver individualized and small group math instruction.</p> <p>*Math Intervention Specialist will work with Math Lead Teacher to support identified students</p> <p>*Research-based</p>	<p>*Student Outcomes: IEP/PEP Data Formative Tests Benchmark Tests READY EOG</p> <p>Teacher Outcomes: Lesson Plans PLC Minutes Staff Development</p>	<p>Student Outcomes: Every 3-4 weeks Quarterly Semester Yearly</p> <p>Teacher Outcomes: Quarterly Yearly</p>	<p>*Common Core Math Content</p> <p>*Data Literacy</p> <p>*EC and Differentiation</p> <p>*Collaborative Lesson Planning</p> <p>*Tutor Training</p>	<p>*Parent/Family Nights to focus on Curriculum</p> <p>*PEP Nights</p> <p>*Grade Level Parent Information Meetings</p> <p>*Site-based Parent Trainings</p> <p>*PTO in the Community</p>

	Math programs such as Moby Math/Max and others will be utilized for at-risk students *Collaborative PLCs will provide vertical planning within the school's Math Department				
Science growth for 5th and 8th grades will increase by 5% as measured on READY EOG in 5th and 8th grades and NC Final Exams in 6th and 7th grades	*Student IEPs and PEPs will be aligned to reflect the use of differentiated strategies *School's Science Lab will be scheduled and utilized by all Science teachers and 5th grade teachers *Students will participate in school-level Science Fair *Students will participate in system-level Science Fair *Collaborative PLCs will provide vertical planning within the school's Science department	Student Outcomes: IEP/PEP data Formative tests Benchmark tests READY EOG NC Final Exams Teacher Outcomes: Lesson Plans PLC Minutes Staff Development	Student Outcomes: Every 3-4 weeks Quarterly Semester Yearly Teacher Outcomes: Quarterly Yearly	*Common Core Science Content *Safety in the Lab PD for all Science teachers *Science Fair expectations for school and system levels	*Parent/Family Science Fair participation *PEP Nights *Grade Level Parent Information meetings *PTO in the Community

SCHOOLWIDE PROJECT SCHOOLS

Provide a **SCHOOL summary** of the ten (10) schoolwide components being implemented in participating schools, as described in section 1114. All activities in schoolwide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as determined by the comprehensive needs assessment of the school. Attach additional pages as needed.

1. SCHOOL REFORM STRATEGIES

***Continue self-contained classrooms for all 5th grade students**

***Implement current school-wide schedule change proposal for the 2015-16 school year**

***Continue to implement Positive Behavior Intervention and Support (PBIS) program throughout the school**

***Continue to implement research-based reading and math programs for at-risk students in all grade levels**

***Continue to implement the recommendation from the 2014 NC DPI Comprehensive Needs**

Assessment

- *Continue to design strategies to address areas of concern identified through the 2014 NC Teacher Working Conditions Survey results

- *Continue to employ Title I tutors to support differentiation in core content areas for identified students and to support differentiation

- *Continue to group academically gifted students to facilitate growth in all core content areas

- *Employ Instructional Coach to support all instructional staff in effective instructional strategies and classroom expectations.

- *Implement after-school tutoring program targeting identified 5th grade students focusing on math, reading and science**

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

- *Teaches and Instructional Staff will meet the guidelines and mandates as set forth in the Highly Qualified staffing requirements

- *Tutors will meet the guidelines and mandates as set forth in the Highly Qualified staffing requirements

- *Instructional staff will continue to be encouraged to seek additional licensing certifications in core content areas to support Highly Qualified staffing requirements

3. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

- *Staff will participate in school-wide PLC development as outlined in the proposed school-wide schedule for the 2015-16 school year

- *Instructional staff will continue to participate in Data Literacy professional development

- *Staff will participate in professional development on Exceptional Students and differentiation

- *Staff will continue to participate in professional development for teaching students of poverty

- *Staff will continue to participate in school-wide book study professional development

- *Core content staff will participate in professional development for effective PEP development and implementation

- *School staff will continue to participate in PBIS training to facilitate more effective PBIS protocols

- *Instructional staff will participate in Mult-Tier Student Support professional development provided by WCPS

4. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS

- *WCPS provides ongoing support for beginning teachers through Teaching and Learning Coaches

- *Smaller class sizes are provided in 5th-8th grade core content areas to promote instructional support

- *School employs additional support staff to provide instructional assistance and guidance to teachers and students

- *Provide opportunities for after-school tutoring employment for qualified staff**

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

- *Teachers are represented by grade levels and department on the school's Leadership Team which makes decisions regarding school-wide assessments and scheduling

- *School support staff provides assistance for instructional planning and differentiation within and outside the classroom

- *School employs full-time Data Coach to support the use of students assessments and data literacy

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT (also explain how assessment results will be reported to parents)

- *Parents of students with IEPs/PEPs/504 plans are provided ongoing involvement in educational planning

- *School's Parent Facilitator schedules parent workshops/trainings for each quarter's grading periods based on parent surveys**
- *Curriculum and PEP Nights are planned both at night and during the school day to share assessment information and strategies**
- *Parents are represented on the school's Parent Advisory Board and on the school's Parent Teacher Organization**
- *Ongoing attempts are made for parent representation on the school's Leadership Team**
- *School performances and activities are scheduled throughout the school year to encourage parent involvement with their child's school activities.**
- *SchoolMessenger phone messages are sent on a continual basis to inform parents of upcoming events and school information**
- *Special "Come and Eat Lunch with your Child" days are planned in the Fall and the Spring to encourage families to participate in school activities**
- *A minimum of two PTO in the Community events will continue to held in the 2015-16 school year to encourage student and parent participation**
- *Families are provide WCPS written correspondence regarding EOG/EOC Assessment results**
- *School web pages and individual teacher web pages provide paretns and families with school information and instructional support**
- *The school's marquee provided updated weekly information regarding school activities and programs**
- *Student progress reports are sent home with students a minimum of two times per grading period for students who are at-risk for failure**
- *Academic Awards programs are conducted at the end of each grading period to recognize students for academic and behavioral success; parents are contacted by students' teachers**
- *Ongoing attempts are made to involve parents in quarterly PEP nights and curriculum events to promote parent involvement**
- *Parents of EC students are contacted on a consistent basis to support student IEP and assessment needs; Phone conferences are conducted when parents are unable to get to school**
- *School's Social Worker supports administration and instructional staff in contacting student families that are difficult to find/reach**

7. TRANSITION STRATEGIES

- *Academic and behavioral information is shared with the school from the three public school elementary feeder schools during the Spring semester to promote more effective transition for incoming 5th graders**
- *Administration of the feeder schools are contacted to create a procedure for a more effective transition process and sharing of pertinent student information**
- *Rising 5th graders are invited to attend a Transition Day during the Spring Semester of their 4th grade year**
- *A separate 5th Grade Open House is conducted at the beginning of the school year prior to the students' first day to share information with families and to promote effective transition**
- *Eighth grade students are involved in informational meetings with representatives of the receiving high schools for course planning**
- *Seventh and Eighth grade students are involved in the annual school-level Future Ready Conference facilitated by the Intervention Specialist involving Goldsboro High School administrators, students and faculty and area colleges/universities**
- *Goldsboro High School administration and staff attend 8th grade graduation/promotion**
- *Goldsboro High School staff attend Athletic Awards event to promote continuation of athletic from the middle school to the high school**

*Eighth grade students visit Goldsboro High School, Wayne School of Engineering and Wayne Early Middle College High School for more effective transition from middle to high school

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

*Academic remediation is provided to students through Title I tutors

*Teachers are encouraged to use the Choice Room option for students who need to refocus for classroom instruction

*Students are provided In-School Suspension (if appropriate) as an alternative to out of school suspension

*Guidance and Counseling services are provided for students through the school's Guidance Counselor and Social Worker

*On-campus WISH Medical and Counseling services are provided to students for physical, emotional and behavioral needs

*Mentoring programs for all students are provided through the Intervention Specialist as well as Partners-in-Education

*Students' families are provided support through the school's Social Worker

*School Resource Officer provides support and counseling to students and their families to avoid legal issues

***Identified 5th grade students will be provided after-school tutoring opportunities**

9. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES

*Dillard Middle School will use Title I monies to support the staff positions of 5 highly qualified staff and 2 instructional assistants. Title I monies are also used to increase and upgrade school-wide technology resources and staff development for 21st Century teachers and students. State monies are used to fund other instructional positions, materials and supplies and the maintenance of the school facility. Local monies are provided to give annual supplements to certified teachers as well as to support the purchasing of instructional supplies and resources.

10. RESOURCES USED IN PROGRAMS Briefly summarize the Title I and other resources used in participating schools. Include instructional programs and how students will be served in the Title I program.

Title I monies are used to purchase resources for reading, math and science programs. Research based programs such as Reading Eggs, Discovery Streaming, and other resources are used to support teacher instruction and student learning. Additionally, Title I monies are used to purchase computers, software and other 21st Century hardware to support teacher instruction and student learning in all areas of the school. **Title I monies will also be used to purchase reading books for a school-wide student book study which will coordinate with the author's visit to the school to support student instruction and the book study. Additionally, research-based science resources will be purchased to be used for instruction with all students in 5th-8th grade Science instruction. Title I monies will also be used to support science instruction through the purchase of visiting resources/programs to provide in-school science experiences.** Students are provided much needed individualized and small group instruction through the Title I tutor program at the school.

Strategies for Improving Student Reading in Kindergarten-First Grade

Pursuant to General Statute §115C-105.27(b), The schools shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;

- **Not Applicable**

Strategies for Improving Academic Performance of At-Risk Students

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;

- **Intervention Specialist works collaboratively with students and staff to prepare all students for success in school and middle school graduation**
- **Data Coach provides in-service and support to instructional staff for effective use of student data for increase student performance**
- **Instructional Coach provides lesson planning and instructional support to all instructional staff**
- **Daily professional development sessions are provided to all instructional staff**
- **EVAAS data is used to identify at-risk students and assist in remediation planning**
- **STAR data is used to assist in student remediation and lesson planning**
- **PEP procedures and monitoring are implemented school-wide**
- **Reading and Math intervention classes are provided to identified students on a daily basis**
- **Weekly instructional academic support is provided by Title I tutors in all grade levels**

Strategies for Providing Duty-Free Times

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C - 301.1, with the goal of providing an average of at least five hours of planning time per week.

- **School-wide schedule provides a daily 80-minute planning period for all certified staff in grades 6-8**
- **Grade 5 teachers follow an elementary schedule which provides them with 45 minutes of daily planning**
- **A 45-minute PLC period is provided to all instructional staff on a daily basis**

Waivers

Waiver No: 1

Waiver Name: Classroom Flexibility

Law, Regulation or Policy which Exemption is requested: G.S. 115.c-105.21.B

How waiver will promote achievement of performance Goals: Students will be provided continuous instruction from a highly qualified instructor to support provision for an education continuum.

Professional Development Plan: 2015-2016

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/District -wide/In- school	Fund Source	Estimated Amount
WCPS C&I Summer Institute	August 2015	Goals 1,2,4	Beginning Teachers DMS Staff	District-Wide Staff	State Local	
Common Instructional Framework	August 2015 June 2016	Goals 1,2,4,5	All Instructional Staff	Site -based Collaboration with Wayne School of Engineering		
First Responder/ Diabetes/ EpiPen Pen	August 2015	Goal 3	DMS First Responders	District-wide Staff	Local	
Deborah Greenblatt Training	August 2015	Goal 3	DMS Staff	Site-based provided by DMS Administrators	State	
Bullying	August 2015	Goal 3	DMS Staff	Site-based provided by DMS Administrators	Local	
Exceptional Children's IEP Basics	2015-2016	Goals 1&2`	DMS EC Staff	District-wide Staff	Local	
CPI Training	2015-2016	Goals 1,2,3	EC Staff Selected Staff	District-wide StaffD	State	
Exceptional Children's Conference	Nov. 2015`	Goals 1,2,4	DMS EC Staff	State Conference	EC	
PEP Systems	2015 2016	Goals 1&2	DMS Select Teachers	Site-based	Local	
Beginning Teachers	2015 2016	Goals 1 & 2	Beginning Teachers	Site and System TLC	Local	

EC Language Live	2015-2016	Goals 1&2	DMS Select EC Teachers	District Wide Staff	EC	
AIG Training	2015-2016	Goals 1&2	DMS Select Teachers	District Wide Staff	EC	
504 Plans	October 2015	Goals 1&2	DMS Staff	District Wide Staff	EC	
ELA/SS/Math/Science	2015-2016	Goals 1,2,4,5	DMS Staff	Site-based	Local	
Collaborative Conference for Student Achievement	Spring 2016	Goals 1,2,4,5	Selected DMS Staff	State	Federal	\$6000
ESL/Second Languages	2015-2016	Goals 1&2	Selected DMS Staff	District Wide Staff	Local State	
Visual & Performing Arts	2015-2016	Goals 1 & 4	Selected DMS Staff	District Wide Staff	Local State	
PBIS	2015-2016	Goals 3&4	DMS Staff	Site-based/District and State	EC	
Technology/SchoolNet	2015-2016	Goals 1,2,5	DMS Staff	District	Local	
Data Literacy	October 2015	Goals 2.4	DMS Staff District Wide	District Wide	Local	

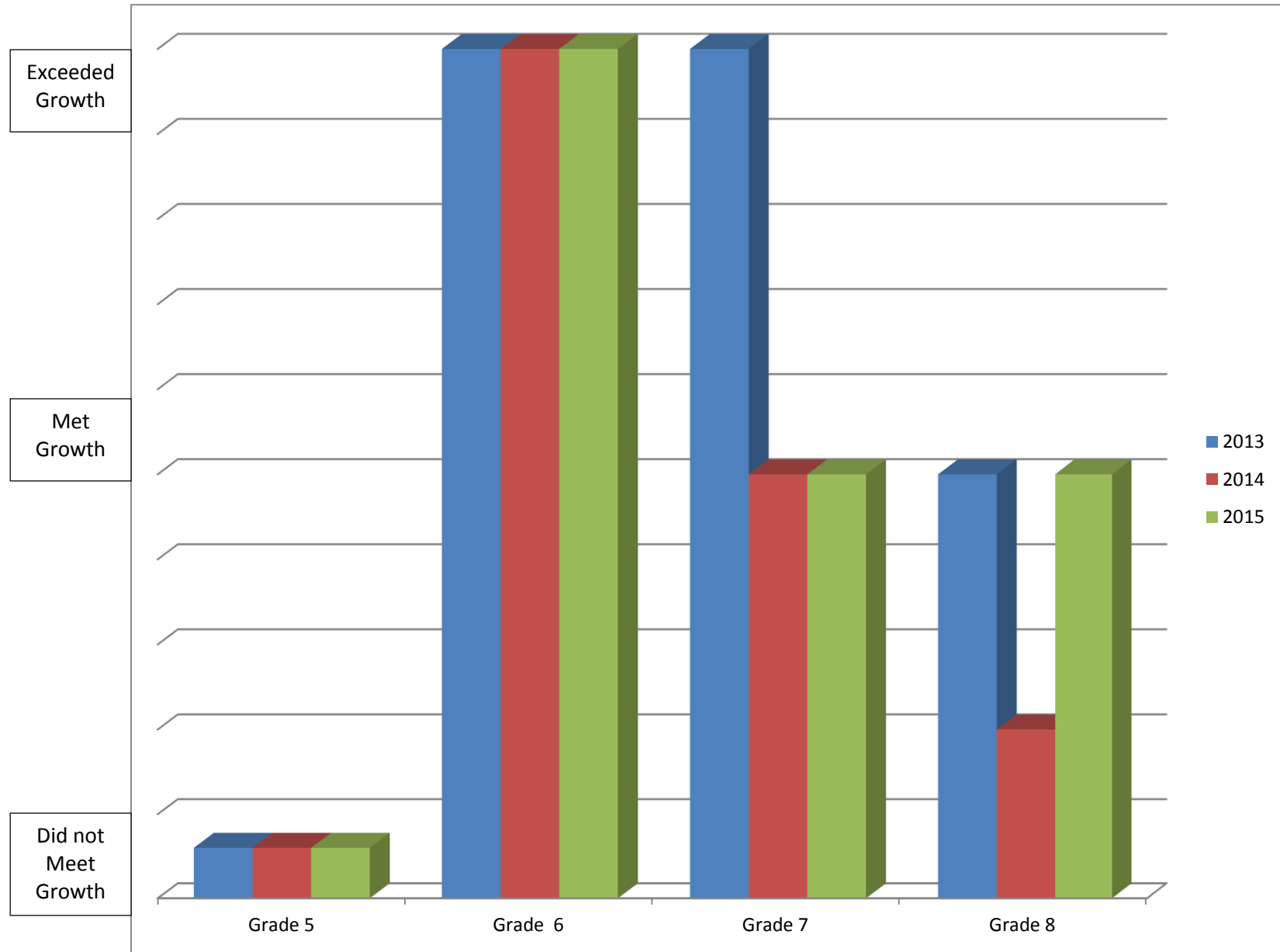
Profile Data

2014-2016

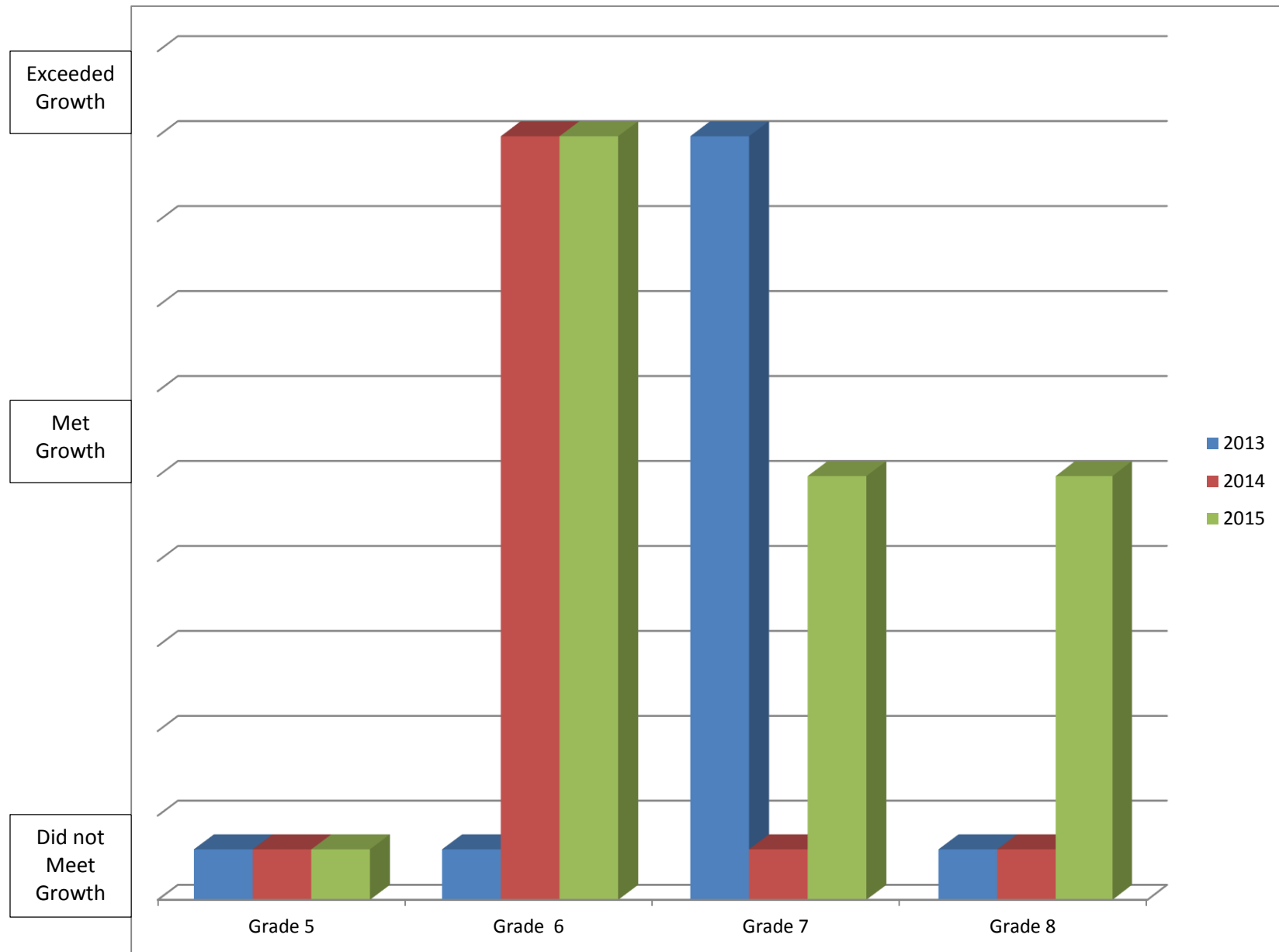
Wayne County Public Schools

Dillard Middle School

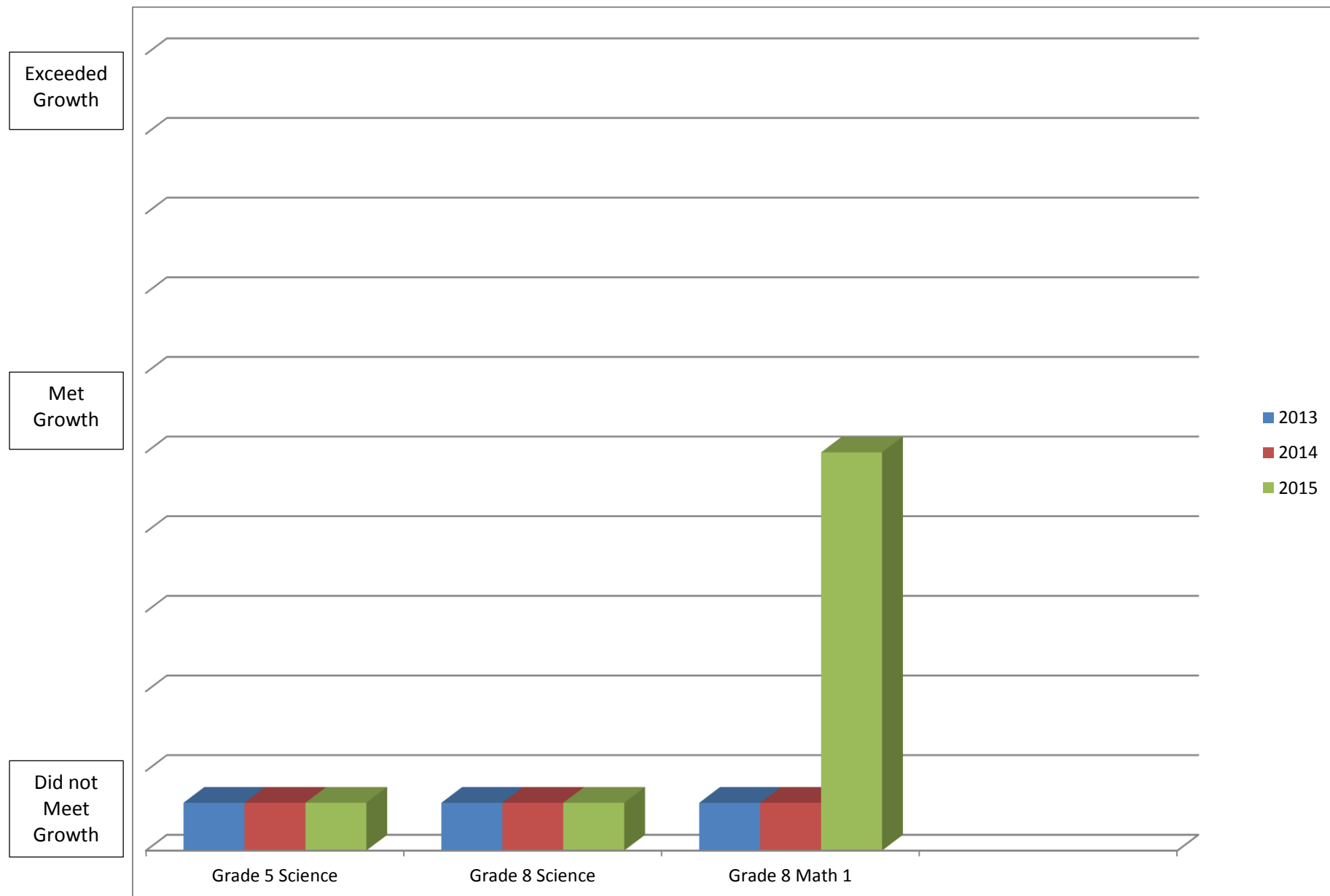
DILLARD MIDDLE SCHOOL READING GROWTH



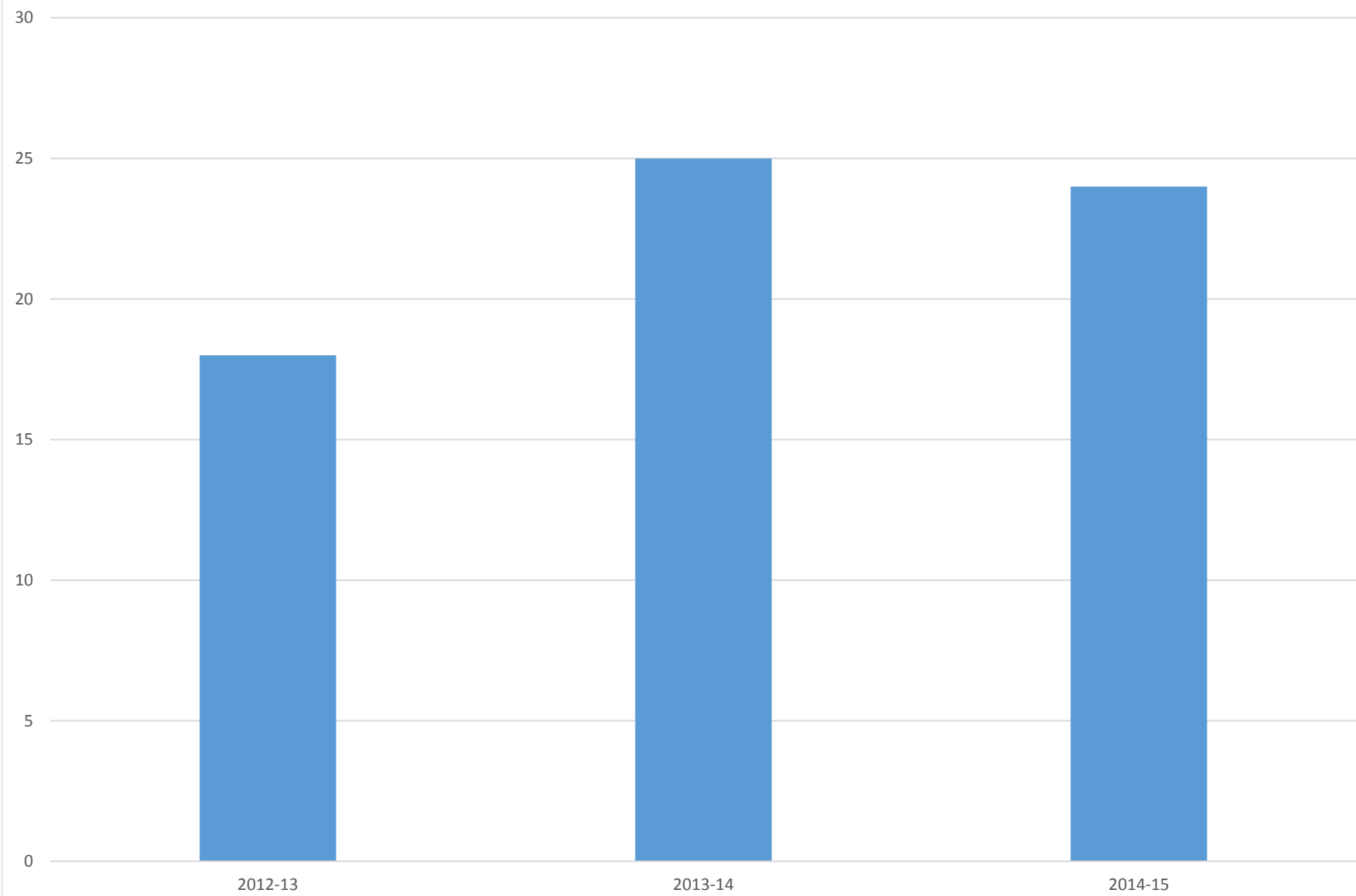
DILLARD MIDDLE SCHOOL MATH GROWTH



DILLARD MIDDLE SCHOOL SCIENCE/ MATH 1 GROWTH

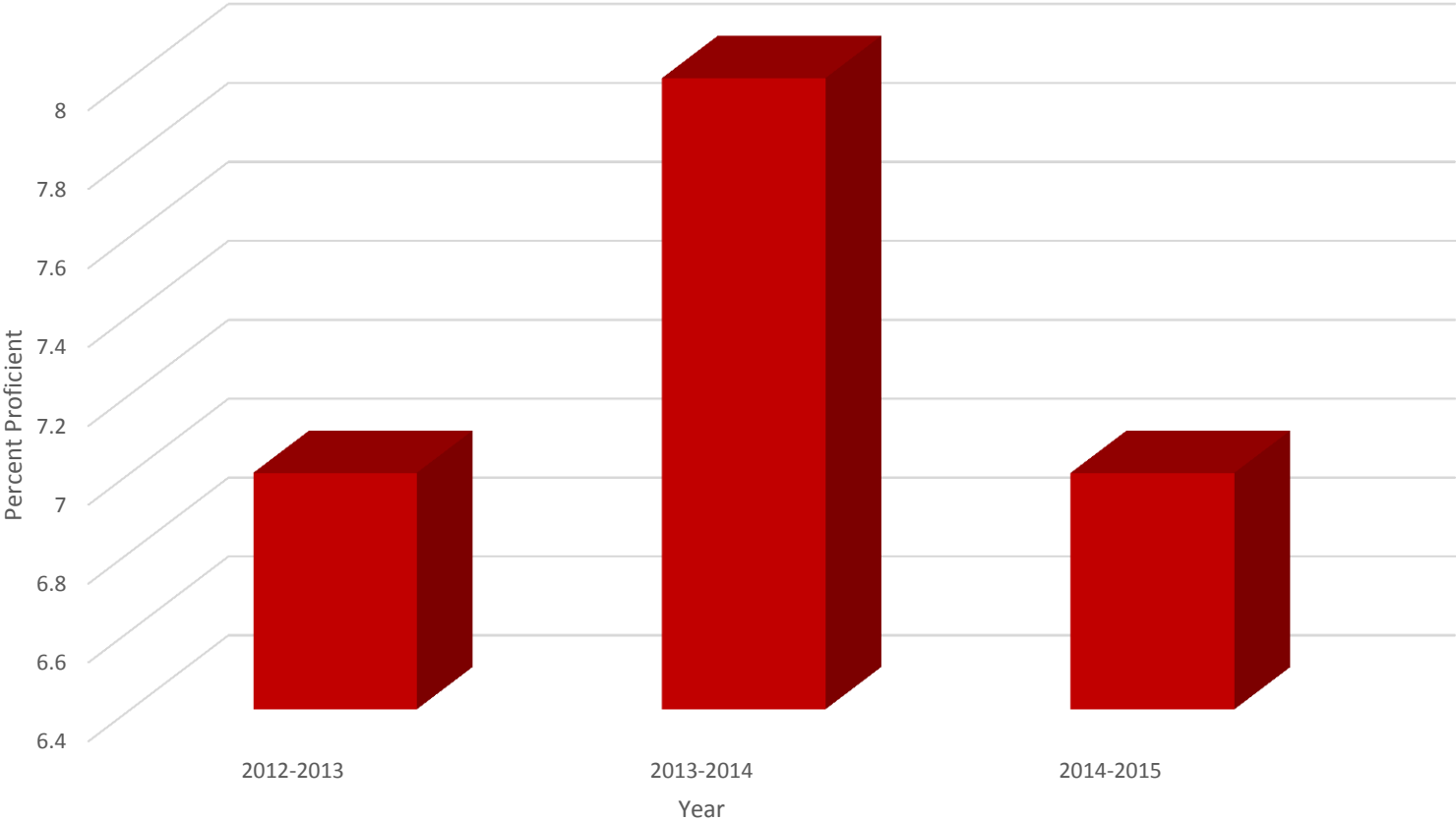


Dillard Middle
EC Population



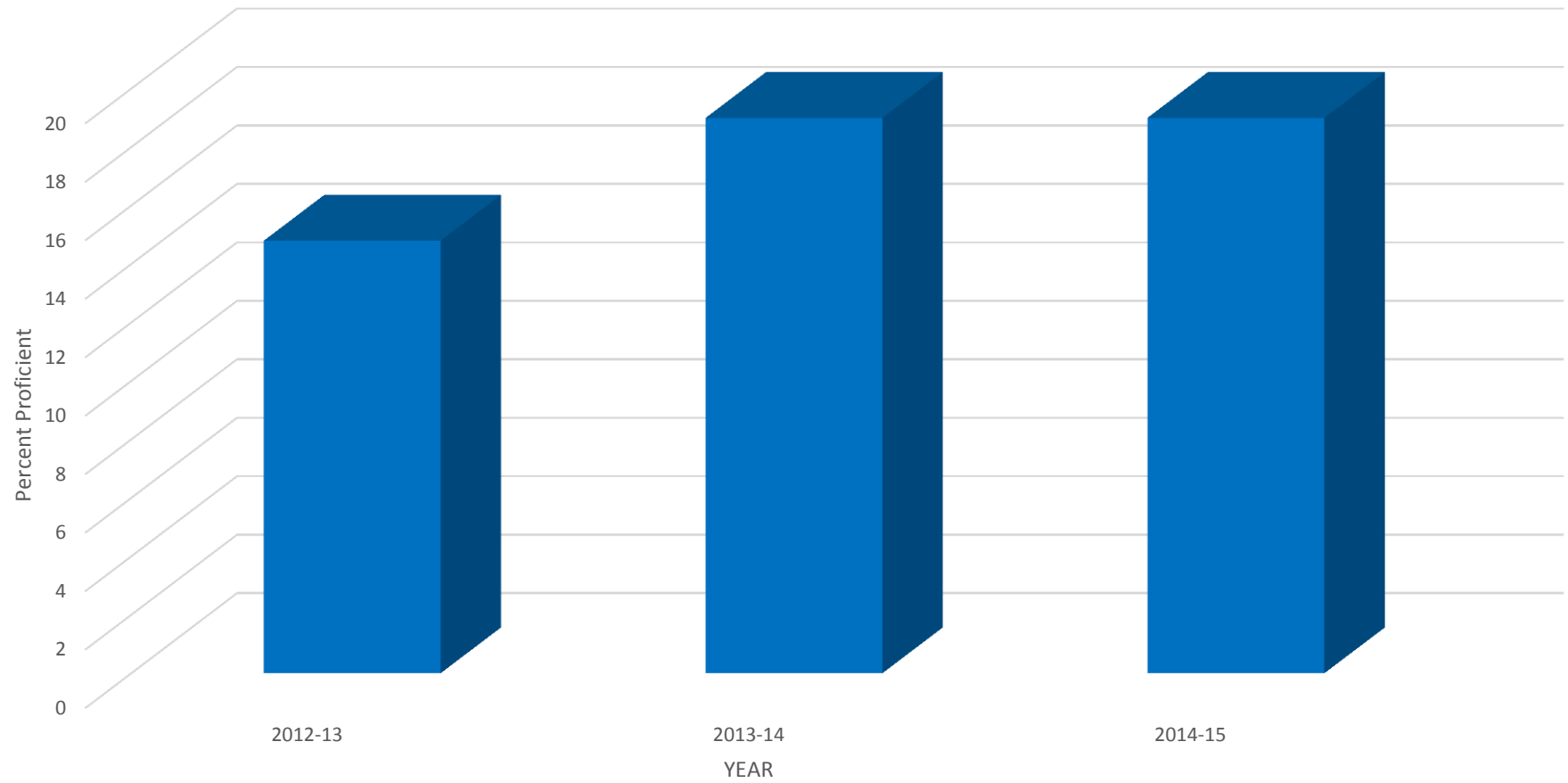
2012-13	18
2013-14	25
2014-15	24

EOGMATH Proficiency

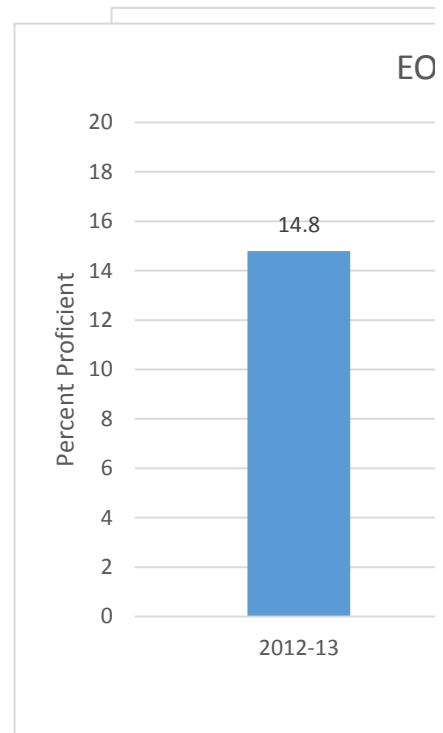


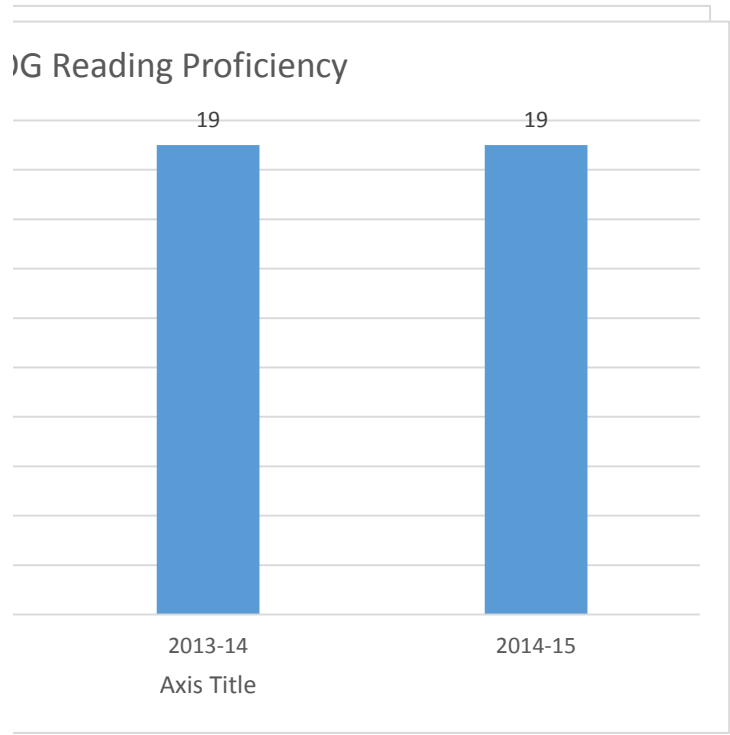
2012-2013	7
2013-2014	8
2014-2015	7

EOG Reading Proficiency

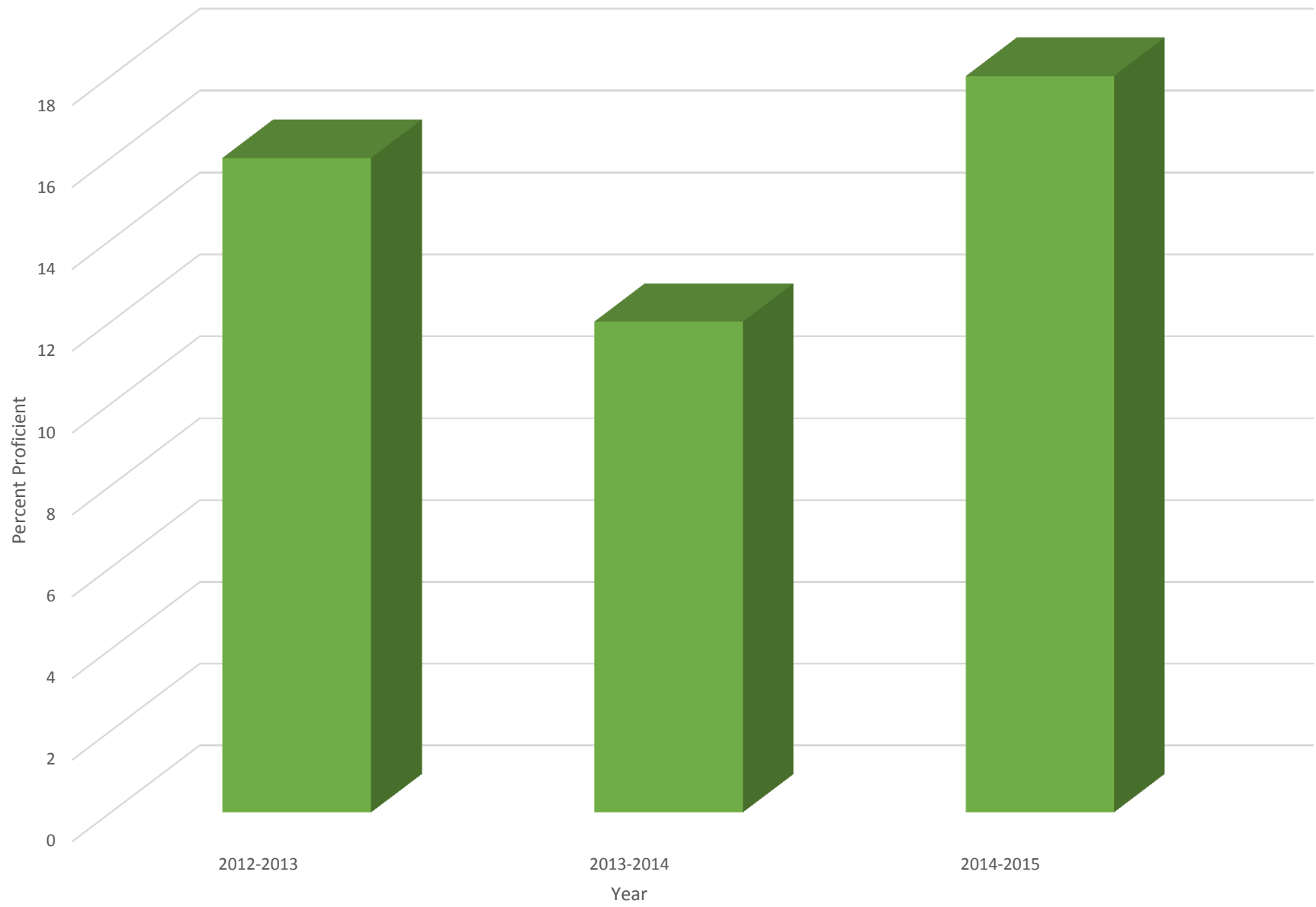


2012-13	14.8
2013-14	19
2014-15	19



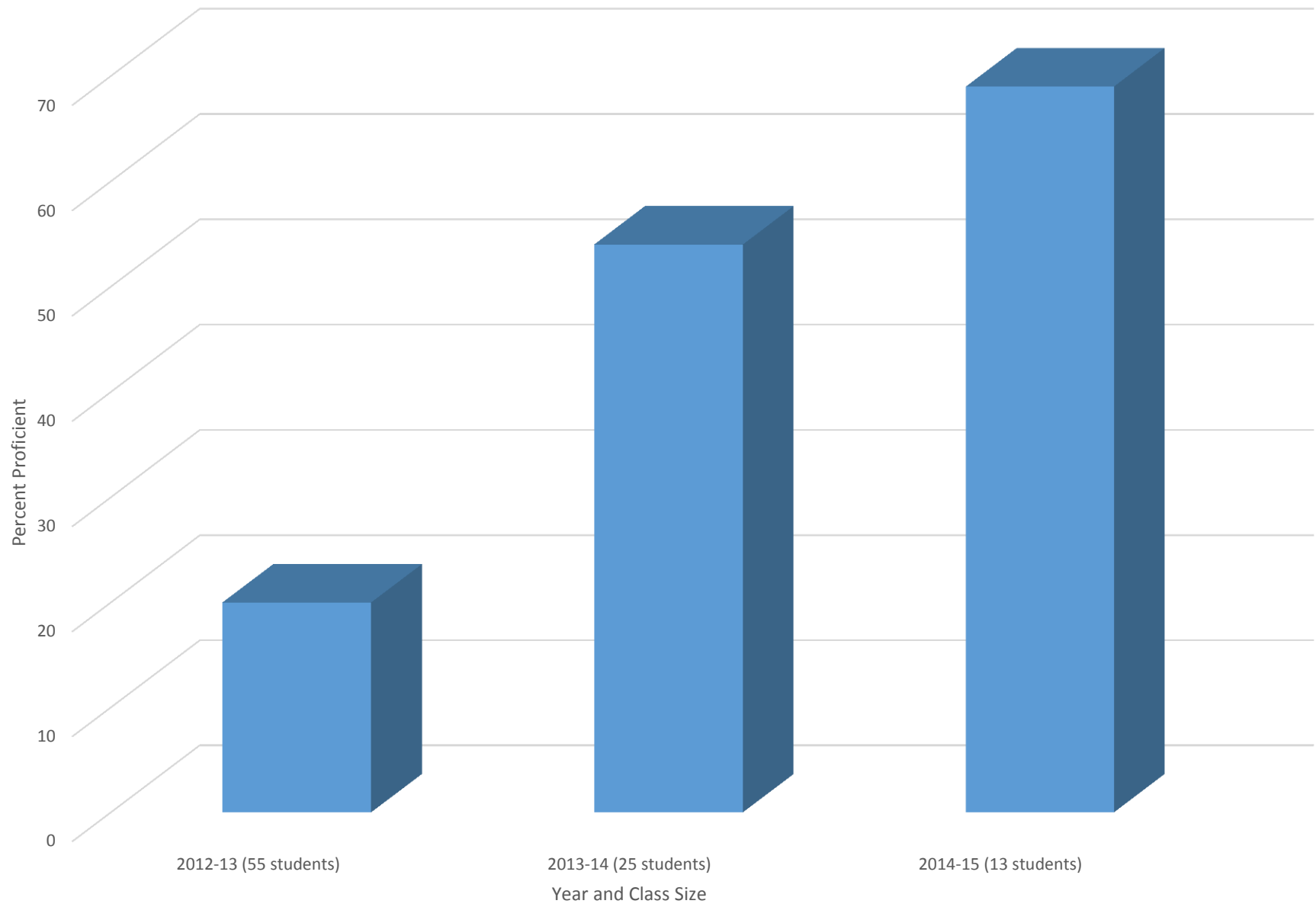


EOGSci Proficiency



2012-2013	16
2013-2014	12
2014-2015	18

Math1 Proficiency



2012-13 (55 students)	20
2013-14 (25 students)	54
2014-15 (13 students)	69

Dillard Middle School
School Improvement Plan
Research/References for Goal/Strategy Implementation

GOAL ONE - Dillard Middle School will provide a safe and orderly environment for all stakeholders by decreasing student office discipline referrals 30% by June 2016 as measured by PowerSchool discipline data.

“Effects of Positive Behavioral Interventions and Supports on Attendance, Grades, and Discipline Referrals” by Ann Miles

www.mentoring.org/why-mentoring/mentoring-impact

Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success by Baruti K. Kafele

The Energy to Teach by Donald H. Graves

GOAL TWO - Dillard Middle School Staff will analyze data to formulate instructional planning supporting students to exceed expected academic growth by June 2016 as measured by EVAAS results and EOG scores in reading, math and science improving the school's performance grade.

GOAL THREE - Dillard Middle School staff will participate in personalized professional development activities and resources based on instructional student data to increase student proficiency and growth in literacy and math as measured by EOG and EVAAS data by June 2016

GOAL FOUR - Dillard Middle School students in the 5th through 8th grade will exceed expected academic growth in reading, math and science by demonstrating proficiency growth as measured by EVAAS data for the 2015-2016 school year.

Common Instructional Framework: Every student reads, writes, thinks and talks in every classroom every day. (North Carolina New Schools)

JFF's Common Instructional Framework: Six Strategies to Build College Readiness (Jobs for the Future)

The Tuning Protocol: Tuning A Plan (National School Reform Faculty)

Best Practice Fourth Edition: Bringing Standards to Life in America's Classroom by Steven Zemelman, Harvey Daniels and Arthur Hyde

The Continuum of Literacy Learning by Gay Su Pinnell and Irene C. Fountas

“The Value of Intentional Vocabulary Instruction in the Middle Grades” by Douglas Fisher and Nancy Frey

“Word Walls in Math Discussions Raise Student Achievement” (Educational Research)

EVAAS data from NCDPI

NCDPI Unpacking Documents for Math

“Why We Create and Use Common Assessments” by Rick DuFour, Becky DuFour and Bob Eaker

Uncovering Student Ideas in Science, Volumes 1 - 4

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano, Debra Pickering and Jane Pollock

Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It by Eric Jensen

Dillard Middle School
Teacher Qualifications
2012-2015

YEAR	2012-2013	2013-2014	2014-2015
Fully Licensed	82%	76.9%	65.0%
Advanced Degrees	11%	15.4%	10.0%
National Board	1	1	1
Teaching Experience 0-3 years	27%	30.8%	42.5%
4-10 years	30%	30%	22.5%
10+ years	43%	38.5%	35%
Turnover Rate	19%	19%	19%
Long Term Substitutes	1	7	11
Lateral Entry Teachers	7	10	13