School Vision and Mission Statements for N. L. Dillard Middle School

Vision:

N. L. Dillard Middle School, a community of diverse learners, is committed to facilitating student-centered learning, enriching students' lives, and preparing for local and global success.

Mission:

N. L. Dillard Middle School, in partnership with the community, is committed to educating all children in a safe environment while promoting academic excellent for lifelong learning in a changing global society.

LEA or Charter Name/Number:	Caswell County Schools - 170
School Name/Number:	N. L. Dillard Middle School
School Address:	255 Hatchett Road Yanceyville, NC 27379
Plan Year(s):	2015-2016
Date prepared:	10/14/2015

Principal Signature: Emily B. Buchanan 10/14/2015
Date

Local Board Approval Signature: _____ _____
Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Emily Buchanan		
Assistant Principal Representative	Joshua Trotter		
6th Grade Teacher Representative	Carolyn Poteat		
7th Grade Teacher Representative	Ann Pickard		
8th Grade Teacher Representative	Joshua Fuqua		
Minority Representative	Neter Gunn		
Elective Representative	Matt Walters		
EC Representative	Brenda Reid		
Inst. Support Representative	Rachel Turner		
Guidance Representative	Emily Pruitt		
Media Coordinator	Terry Hinrichs		
Parent Representative	Tonya Pegg (PTSO President)		
Student Representative	SGA President		

* Add to list as needed. Each group may have more than one representative.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

One area of data that we analyzed as a school improvement team is reading achievement data for all students. Reading proficiency scores dropped significantly when students began being assessed on Common Core State Standards instead of the NCSCOS standards. In the 2012-2013 school year, 32.5% of N. L. Dillard Middle School students were deemed proficient in reading as measured by the NC Ready EOG Reading assessments. In the 2013-2014 school year, 54.6% of N. L. Dillard Middle School students were deemed proficient in reading as measured by the NC Ready EOG Reading assessments. In the 2014-2015 school year, 45.1% of N. L. Dillard Middle School students were deemed proficient in reading as measured by the NC Ready EOG Reading assessments. For the past three school years, the overall percentage of N. L. Dillard Middle School students reading at or above grade level as measured by NC Ready EOG assessments has been below the state average for reading proficiency of North Carolina's middle school students; however, the scores are increasing and we are showing growth. To us, this indicates that the strategies that we've implemented for increasing literacy and reading achievement are working. We also analyzed student proficiency rates on the 8th grade science EOG. During the 2012-2013 school year 57.8% of N. L. Dillard Middle School students were grade level proficient as measured by the NC Ready 8th Grade Science EOG. In 2013-2014, 61.5% of N. L. Dillard Middle School students were grade level proficient as measured by the NC Ready 8th Grade Science EOG. In 2014-2015, 66.5% of N. L. Dillard Middle School students were grade level proficient as measured by the NC Ready 8th Grade Science EOG. Even though the percent of students at or above grade level in math and science has been below the state average of North Carolina's middle school students who were proficient in 8th grade science, we are experiencing growth in this area and have realized that strategies that 8th grade science teachers are using are effective (project-based learning, working in professional learning communities, administering and analyzing data on common assessments, etc.). We also analyzed overall student proficiency on the EOG assessments as a whole. During 2012-2013 school year, overall student proficiency on all NC Ready EOG assessments was 30.8%. In 2013-2014, overall student proficiency was 37.3% on all NC Ready EOG assessments. In 2014-2015, overall student proficiency on all NC Ready EOG assessments was 40.8%. For the past three school years, overall student proficiency on NC Ready EOG assessments has been below the state average, but just like in reading achievement, we are showing growth overall as a school. We believe that the assessment systems we have put in place for the past two years are working, but we would like to refine and hone these skills as a faculty.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Another data point that we analyzed as a school improvement team is past NC Teacher Working Conditions Survey results. The 2012 NC TWC Survey Results indicated that 77.1% of N. L. Dillard Middle School teachers agreed that they had sufficient access to instructional technology, including computers, printers, software, and internet access (Q 3.1b). The 2014 NC TWC Survey Results indicated that 76.4% of N. L. Dillard Middle School teachers agreed that they had sufficient access to instructional technology, including computers, printers, software, and internet access (Q 3.1b). Since this measure has decreased in the past two years, we have determined that this is an area for growth. As we analyzed the NC TWC survey results from previous years, we also focused on the area of community involvement. The 2010 results of the NC Teacher Working Conditions Survey for N. L. Dillard Middle School on question 4.1c (This school does a good job of encouraging parent/guardian involvement) indicated that 87.5% of teachers agreed with the statement. In 2012, the number of teachers who indicated they agreed that the school does a good job of encouraging parent/guardian involvement increased to 89.2%. In 2014, that number decreased to 81.4%. This indicates to us as a school improvement team that we need goals aligned with community involvement for this upcoming school year. Another data point we analyzed was overall math achievement on NC Ready EOG math assessments. In the 2012-2013 school year, 19.7% of students were grade level proficient in math as measured by NC Ready EOG math assessments. In 2013-2014, 28.9% percent of N. L. Dillard Middle School students were grade level proficient in math as measured by NC Ready EOG math assessments. During the 2014-2015 school year, 24.5% of students were proficient in math as measured by the NC Ready EOG math assessments. When analyzing this data, we noticed that we have decreased in the number of students achieving proficiency and need to work on implementing strategies to help students achieve in this area. We also analyzed student discipline data and discovered that during the 2012-2013 school year, N. L. Dillard Middle School recorded 1396 disciplinary incidents. In 2013-2014, the number of discipline incidents decreased to 1041. During the 2014-2015 school year, that number increased to 1285. This number has increased from the previous school year, so we know that we need to set goals related to minimizing disruptive behaviors from students.

3. What data is missing and how will you go about collecting this information for future use?

At this point in time, we do not have access to EVAAS data that can indicate student growth for specific student demographics. When this information is released, we will analyze it as a school improvement team to better pinpoint areas of strengths and weaknesses and to determine which students are growing more than others academically.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?
Cite relevant evidence from your analysis to support these priorities.
Based on this analysis, we have decided to focus on the following goal areas for our school improvement plan for the 2015-2016 school year: literacy across the curriculum, technology integration, school-wide balanced assessment, decreasing student discipline incidents, and community involvement. The team has decided to focus on these goal areas because our school has historically scored significantly below the NC state average for student proficiency in reading, teachers have indicated that access to technology resources have decreased, student discipline issues have significantly increased from the previous year, and community involvement has declined from the previous year. We want to continue to focus on literacy integration and balanced assessment because we feel that our school is growing in reading achievement and overall grade level proficiency, and we want to strengthen our skills in these areas to continue the progress N. L. Dillard Middle School has made.

Priority Goal 1 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

The area for improvement for goal one is literacy across the curriculum. School-wide student proficiency on NC Ready EOG assessments for reading during the past three school years are data points to support this as an area for improvement. Reading proficiency scores dropped significantly when students began being assessed on Common Core State Standards instead of the NCSCOS standards. In the 2012-2013 school year, 32.5% of N. L. Dillard Middle School students were deemed proficient in reading as measured by the NC Ready EOG Reading assessments. In the 2013-2014 school year, 54.6% of N. L. Dillard Middle School students were deemed proficient in reading as measured by the NC Ready EOG Reading assessments. In the 2014-2015 school year, 45.1% of N. L. Dillard Middle School students were deemed proficient in reading as measured by the NC Ready EOG Reading assessments. For the past three school years, the overall percentage of N. L. Dillard Middle School students reading at or above grade level as measured by NC Ready EOG assessments has been below the state average for reading proficiency of North Carolina's middle school students.

School Goal 1:	All teachers will use literacy strategies across the curriculum to ensure student proficiency in reading.
Supports this district goal:	Goal 1: Caswell County Schools will produce globally competitive students.
Target SMART Goal:	During the 2015-2016 school year, all classroom teachers will implement literacy strategies in all content areas to ensure an increase in student reading proficiency as evidenced by a ten percentage point increase in overall reading EOG scores in May/June 2016.
Indicator:	School-wide student proficiency in reading will increase from 45.1% to 55.1% on reading EOGs in May/June 2016; benchmark assessment results will indicate incremental 5% increases in overall student proficiency in reading per quarter.
Milestone dates:	October 27, January 15, March 24 (End of Grading Period Case 21 Benchmark Assessment Results)

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	N. L. Dillard Middle School will continue to implement a morning literacy program. **Action steps:**	
	1. The literacy team will establish "morning literacy" expectations and share with staff.	
	2. The media specialist will evaluate "morning literacy" expectations with a walk through document.	
	3. The media specialist will report to SIT for progress monitoring.	
	4. The literacy team will create and administer teacher and student feedback surveys on the morning literacy program.	
Strategy 2:	N. L. Dillard Middle School will continue fostering literacy team collaboration and leadership. **Action steps:**	
	1. The administrative team will select and purchase the literacy team common reader for a book study on middle grades literacy; the literacy team members will conduct a year-long book study on this work and foster the school-wide implementation of useful, suggested, research-based strategies.	**5. The literacy team will establish school-wide expectations for Word Walls.**
	2. The administrative team will establish literacy team members.	**6. The literacy team will create and administer teacher and student feedback surveys on digital literacy tools and report back to the school improvement team.**
	3. The literacy team members will establish literacy team norms and purposes.	
	4. The literacy team will establish avenues for literacy team members to present professional development on literacy integration and share strategies.	
Strategy 3:	N. L. Dillard Middle School will implement the effective use of digital literacy resources through a 1:1 Initiative **Action steps:**	
	1. The administrative team will establish a 1:1 team.	**5. The administrative team will stablish a sub-committee of the 1:1 team to evaluate how the 1:1 initiative and literacy technology tools are impacting student achievement.**
	2. The administrative team will hire a highly-qualified, effective ITF and technician.	**6. The administrative team will collaborate with the 1:1 team to create and administer teacher feedback surveys.**
	3. The administrative will collaborate with other agencies to establish dates for 1:1 team members to attend professional development training with experts from The Friday Institute.	
	4. The administrative team will establish avenues for 1:1 team members to share technology literacy tools with staff members.	

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed
Dillard Faculty	LMS (Canvas) and Tech. Tools	Dillard 1:1 Team	8/19/2015
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	10/5/2015
Dillard Faculty	Tech. Tools Across the Curriculum	Dillard 1:1 Team	10/12/2015
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	1/20/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	2/8/2016
Dillard Faculty	Tech. Tools and Literacy	Dillard 1:1 Team	2/18/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	3/14/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	3/17/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	4/11/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	4/21/2016
Dillard Faculty	Content-Specific Strategies for Teaching and Learning	PTEC	On-Going

How will we fund these strategies and associated professional development?

Funding source 1: School general funds — **Funding amount:** $400

Funding source 2: Other — **Funding amount:** $200,000

Total initiative funding: **$200,400**

Review frequency: Quarterly

Assigned implementation team: Literacy Team; 1:1 Team; SIT Team

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Morning Literacy Walk Through Data, Case 21 Benchmark Data, Common Assessment (teacher developed) Data, PLC Minutes

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

The SIT will disseminate benchmark achievement data. We will also conduct teacher surveys on implemented strategies and view student performance data from technology tools (readtheory.org and Actively Learn).

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

Act

Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

The area for improvement for goal two is technology integration and student achievement in math and science. The 2012 NC TWC Survey Results indicated that 77.1% of N. L. Dillard Middle School teachers agreed that they had sufficient access to instructional technology, including computers, printers, software, and internet access (Q 3.1b). The 2014 NC TWC Survey Results indicated that 76.4% of N. L. Dillard Middle School teachers agreed that they had sufficient access to instructional technology, including computers, printers, software, and internet access (Q 3.1b). In the 2012-2013 school year, 19.7% of students were grade level proficient in math as measured by NC Ready EOG math assessments. In 2013-2014, 28.9% percent of N. L. Dillard Middle School students were grade level proficient in math as measured by NC Ready EOG math assessments. During the 2014-2015 school year, 24.5% of students were proficient in math as measured by the NC Ready EOG math assessments. During the 2012-2013 school year 57.8% of N. L. Dillard Middle School students were grade level proficient as measured by the NC Ready 8th Grade Science EOG. In 2013-2014, 61.5% of N. L. Dillard Middle School students were grade level proficient as measured by the NC Ready 8th Grade Science EOG. In 2014-2015, 66.5% of N. L. Dillard Middle School students were grade level proficient as measured by the NC Ready 8th Grade Science EOG. For the past three years, the percent of students at or above grade level in math and science has been below the state average of North Carolina's middle school students who were proficient in these subjects.

School Goal 2:	Technology and twenty-first century skills will be integrated across the curriculum.
Supports this district goal:	Goal 1: Caswell County Schools will produce globally competitive students.
Target SMART Goal:	During the 2015-2016 school year, teachers and students will be provided with on-going use of and support with instructional technology resources to ensure an increase from 76.4% to 86.4% of teachers agreeing that they have sufficient access to instructional technology, including computers, printers, software, and internet access as measured by the 2016 NC Teacher Working Conditions Survey Results (Question 3.1b). A direct result of this implementation will be an increase from 24.4% to 34.4% in students achieving grade level proficiency in math school-wide and an increase from 66.5% to 76.5% in students achieving grade level proficiency in 8th grade science as measured by the NC Ready EOG assessments in May/June 2016.
Indicator:	NC TWC Survey Results will indicate an increase from 76.4% to 86.4% on Question 3.1b; overall student proficiency in math will increase from 24.5% to 34.5% as measured by NC Ready EOG math assessments; overall student proficiency in 8th grade science will increase from 66.5% to 76.5% as measured by the NC Ready 8th grade science EOG assessment; benchmark assessment results will indicate incremental 5% increases in overall student proficiency in math and 8th grade science each quarter.
Milestone date:	Spring 2016 (NC TWC Survey Results); October 27, January 15, March 24 (End of Grading Period Case 21 Benchmark Assessment Results)

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	**N. L. Dillard Middle School will implement a successful 1:1 Chromebook initiative.**	
	Action steps:	
	1. The administrative team will form an effective 1:1 team.	
	2. The administrative team will hire a qualified ITF (Instructional Technology Facilitator).	
	3. The instructional technology facilitator and 1:1 team members will conduct on-going, job-embedded professional development on 1:1 and technology integration during faculty meetings, teaching and learning meetings, grade level meetings, PLC meetings, and one-on-one sessions.	
	4. In collaboration with the district technology director, N. L. Dillard Middle School will house a qualified, on-site technician for technical support.	
Strategy 2:	**N. L. Dillard Middle School will effectively reformat the media center.**	
	Action steps:	
	1. The 1:1 team will establish an organized system for checking out resources and equipment.	
	2. The new media specialist will establish the media center, labs, and equipment as a resource for teachers, students, and the community.	
	3. The media specialist will establish a media center handbook for staff and students outlining processes, procedures, and expectations.	
	4. The media specialist and instructional technology facilitator will collaborate to conduct "Digital Citizenship" sessions for students.	
Strategy 3:		
	Action steps:	
	1.	

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed
Dillard Admin.	Leading the Charge	The Friday Institute	7/30/2015
Dillard 1:1 Team	Caswell 1:1 Retreat	The Friday Institute	8/7/2015
Dillard Faculty	LMS (Canvas) and Tech. Tools	Dillard 1:1 Team	8/19/2015
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	10/5/2015
Dillard Faculty	Tech. Tools Across the Curriculum	Dillard 1:1 Team	10/12/2015
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	1/20/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	2/8/2016
Dillard Faculty	Tech. Tools and Literacy	Dillard 1:1 Team	2/18/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	3/14/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	3/17/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	4/11/2016
Dillard Faculty	Content-Specific Tech. Tools	Dillard 1:1 Team	4/21/2016
Dillard Faculty	Content-Specific Strategies for Teaching and Learning	PTEC	On-Going

How will we fund these strategies and associated professional development?

Funding source 1: Other

Funding amount: $200,000
Total initiative funding: **$200,000**

Review frequency: Quarterly

Assigned implementation team: Dillard 1:1 Team

Check

What data will be used to determine whether the strategies were deployed with fidelity?

We will use walk through data, LMS use reports generated by Canvas, and reports completed by our ITF on professional development attendance and participation. The ITF will also administer teacher surveys on technology resources and efficacy to determine areas of need.

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will analyze quarterly benchmark and common assessment data in PLCs to determine which strategies are working and which ones need to be revised.

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

Act

Based upon identified results, should/how should strategies be changed?

Priority Goal 3 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

The area for improvement for goal three is balanced assessment. School-wide student proficiency on NC Ready EOG assessments for all tested areas for the past three school years are data points to support this as an area for improvement. During 2012-2013 school year, overall student proficiency on all NC Ready EOG assessments was 30.8%. In 2013-2014, overall student proficiency was 37.3% on all NC Ready EOG assessments. In 2014-2015, overall student proficiency on all NC Ready EOG assessments was 40.8%. For the past three school years, overall student proficiency on NC Ready EOG assessments has been below the state average.

School Goal 3:	All teachers will use balanced assessment strategies (formative and summative) to inform remediation, core instruction, and acceleration in order to ensure an increase in overall student proficiency on NC Ready EOG assessments.
Supports this district goal:	Goal 2 – Caswell County Schools will provide every child with a personalized education.
Target SMART Goal:	During the 2015-2016 school year, all classroom teachers will utilize balanced assessment strategies in all content areas to ensure an increase in overall student proficiency as evidenced by a ten percentage point increase in school-wide EOG scores in May/June 2016.
Indicator:	School-wide student proficiency in will increase from 40.8% to 50.8% in May/June 2016 as measured by NC Ready EOG assessments; quarterly benchmark assessment results will indicate 5% incremental increases in overall student proficiency.
Milestone date:	October 27, January 15, March 24 (End of Grading Period Case 21 Benchmark Assessment Results)

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	**N. L. Dillard Middle School will use balanced assessment (formative and summative) data to analyze student progress and achievement, and use that information to make sound and strategic instructional decisions.**	
	Action steps:	
	1. The administrative team will establish PLC structures within each grade level and content area.	
	2. The administrative team will establish expectations for PLC roles and responsibilities (assessment creator, recorder, leader).	**5. The administrative team will lead math, ELA, and 8th grade science PLC meetings after the administration of each Case 21 benchmark to help teachers disseminate and use data from assessments.**
	3. The administrative team will establish a system of common assessments and benchmarks to measure student mastery of Common Core and NCSCOS standards.	**6. The administrative team will share last year's student achievement data with teachers and facilitate department meetings during which teachers will disseminate the data and make instructional decisions based on the available information.**
	4. The administrative team will collect and give feedback on PLC agendas and minutes for each meeting.	

Strategy 2:	N. L. Dillard Middle School will implement effective uses of digital assessment tools.	
	Action steps:	
	1. The administrative team will establish expectations for overt responses/formative assessment in the classroom.	
	2. The instructional technology facilitator will conduct on-going, job-embedded professional development sessions on digital formative assessment tools and assessment features of other digital tools (Canvas, Padlet, etc..).	
	3. The administrative team will establish expectations for data wall implementation.	
	4. The administrative team will monitor the data wall displays in each classroom.	
Strategy 3:	N. L. Dillard Middle School will implement a remediation/acceleration center as a resource for struggling and excelling students.	
	Action steps:	
	1. The administrative team will select a certified teacher to serve as the school CFAAR (Center for Acceleration and Remediation) teacher.	5. The CFAAR teacher will house the seventh grade students being accelerated by completing the Math I course online through NCVPS (North Carolina Virtual Public Schools).
	2. The administrative team will collaborate with the CFAAR teacher to establish school-wide processes and procedures for having teachers refer students to the CFAAR.	6. The CFAAR teacher will contact retired teachers to help tutor students struggling in reading and math during the school day in the center.
	3. The CFAAR teacher will train faculty and staff on the processes and procedures for referring students to the CFAAR.	
	4. The CFAAR teacher will collaborate with school teachers to create meaningful, effective, standards-based, data-driven remediation and acceleration activities for qualifying students.	

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed
Math, ELA, EC, and 8th Grade Science Teachers	Overt Responses (AKA Formative Assessment) Strategies	Dr. Harris-Burke, NCDPI	11/5/2015
Dillard Faculty and Staff	Canvas in the Classroom	Corretta Clark, Dillard ITF	On-Going
Dillard Faculty and Staff	Padlet in the Classroom	Corretta Clark, Dillard ITF	On-Going

How will we fund these strategies and associated professional development?

Funding source 1:	Other	**Funding amount: $200,000**	$200,000
Funding source 2:	School general funds	**Funding amount: $3,000**	$0
		Total initiative funding: $203,000	**$200,000**
Review frequency:	Quarterly		

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

The administrative will review and respond to PLC agendas and minutes and teacher teams meet to disseminate and discuss balanced assessment data; the administrative team will monitor the implementation of approved pacing guides in all content areas. PLCs meet weekly during planning; the administrative team conducts regular formal and informal evaluations (each teacher is evaluated at least once weekly according to the site-developed Teacher MTSS system).

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

The administrative team will monitor the implementation of balanced assessments in all content areas aligned to Common Core and NC Essential Standards; the administrative team will monitor the PLC data analyses of student work and scores on standards-based assessments. Teachers will focus on four major PLC questions each week based on Richard DuFour's research-based strategies for PLC frameworks: 1) What do we want the students to know and do? 2) How will we make sure that they know it? 3) What will we do differently if and when students do not show mastery on these skills? 4) What will we do for students who have already mastered the content, skills, and standards? The administrative team will also seek to understand how it can support teachers through this process of meeting all students' diverse learning needs.

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

Act

Based upon identified results, should/how should strategies be changed?

Priority Goal 4 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

It is important to provide a safe learning environment conducive to teaching and learning. The occurrences of discipline issues at N. L. Dillard Middle School is a data point for illuminating the school climate and culture. The number of incidents related to student discipline reported to the office is indicative of how safe and well-managed our classrooms are. During the 2012-2013 school year, N. L. Dillard Middle School recorded 1396 disciplinary incidents. In 2013-2014, the number of discipline incidents decreased to 1041. During the 2014-2015 school year, that number increased to 1285. Time spent by students in the office, in In School Suspension, or Out of School Suspension translates to less time in class learning and collaborating with teachers and peers. This negatively impacts student achievement.

School Goal 4: Expectations for student behavior will be a foundation for a positive school climate and culture.

Supports this district goal: Goal 2: Caswell County Schools will produce healthy, responsible students.

Target SMART Goal: During the 2015-2016 school year, administrators will implement PBIS strategies and monitor student discipline data to ensure a ten percent decrease in student misbehavior as evidence by the number of office referrals turned in to administration.

Indicator: Overall student discipline will decrease by at least ten percent from 1285 office referrals during the 2014-2015 school year to less than 1156 by June 2016.

Milestone date: The administrative team will review school-wide student discipline data quarterly and discuss it with staff members during PLCs and faculty meetings.

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1: N. L. Dillard Middle School will implement PBIS (Positive Behavior Intervention Support) strategies.

Action steps:

1. The administrative team will research successful middle school discipline programs and present data to the school improvement team.
2. The administrative team will create expectations, processes and procedures for teachers to report minor incidents and major incidents.
3. The administrative team will train teachers on common discipline procedures, MIRs (Minor Incident Reports) and office referrals.
4. The administrative team will create shared Google Forms for reporting MIRs.
5. The administrative team will conduct small-group team meetings with students on school-wide expectations and the discipline system.

Strategy 2: N. L. Dillard Middle School will implement student behavior interventions and positive behavior incentives.

Action steps:

1. The administrative team and athletic department will collaborate to continue holding quarterly behavior incentives for students with no office referrals.
2. Dillard faculty and staff will implement lunch detention for teachers to use as consequences for minor infractions.
3. Dillard faculty and staff will implement after school detention for teachers to use as a classroom consequence for minor infractions.
4. The administrative team will create duty schedules for lunch and after school detention.

Strategy 3: N. L. Dillard Middle School will conduct on-going, job-embedded professional development and data analysis on culturally relevant pedagogy and discipline approaches.

Action steps:

1. During faculty meetings, the administrative team will share last year's discipline data with teachers.
2. The administrative team will schedule professional development with experts on discipline strategies for faculty and staff.
3. The administrative team will monitor student discipline data quarterly and the MIR system daily.

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed
Dillard Faculty	PBIS Strategies and MIR Reports	Mr. Joshua Trotter, Assistant Principal	8/19/2015
Dillard Faculty	De-Escalation Strategies	Ms. Lauren Appel, CCS Behavior Specialist	9/17/2015
Dillard Faculty	Building Relationship	Dillard Tier 3 Teachers	9/17/2015
Dillard Faculty	"Skin Is Not the Sin"	Dr. Prudence Layne, Elon University	9/14/2015

How will we fund these strategies and associated professional development?

Funding source 1: Select a funding source **Funding amount:** $0

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

The administrative team will monitor student discipline data quarterly and disseminate the data with the school improvement team. The administrative team will monitor teacher classroom management.

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

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

After the first quarter in 2014-2015, the office had received 212 office referrals. Currently (one week before the first grading period for the 2015-2016 school year), N. L. Dillard Middle School has only reported 92 office referrals.

Act

Based upon identified results, should/how should strategies be changed?

Priority Goal 5 and Associated Strategies

Plan/Do

Area for improvement and supporting data:
It is important that parents, community members, and stakeholders are comfortable interacting with faculty and staff. Research shows that schools with strong relationships with stakeholders including parents and community members have students who perform well academically. The 2010 results of the NC Teacher Working Conditions Survey for N. L. Dillard Middle School on question 4.1c (This school does a good job of encouraging parent/guardian involvement) indicated that 87.5% of teachers agreed with the statement. In 2012, the number of teachers who indicated they agreed that the school does a good job of encouraging parent/guardian involvement increased to 89.2%. In 2014, that number decreased to 81.4%.

School Goal 5:	During the 2015/2016 school year, parents, community members, and stakeholders will have an increased number of opportunities to interact with faculty and staff.
Supports this district goal:	Goal 4: Caswell County Schools will produce healthy, responsible students.
Target SMART Goal:	By June of the 2015/2016 school year, parents, community members, and stakeholders will have an increased number of opportunities to interact with faculty and staff members to ensure a 10% increase in parent and community involvement as measured by question 4.1c of the 2016 Teacher Working Conditions Survey results.
Indicator:	The NC Teacher Working Conditions survey results for question 4.1c (This school does a good job of encouraging parent/guardian involvement) will increase from 81.4% to 91.4%.
Milestone date:	Spring 2016 (NC TWC Survey Results)

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	**N. L. Dillard Middle School will re-establish the Parent Teacher Student Organization (PTSO).**	
	Action steps:	
	1. The administrative team will meet with parents interested in serving as officers of the PTSO.	**5. The PTSO president will serve as the parent representative on the school improvement team.**
	2. The administrative team will have the PTSO officers complete required volunteer paper-work.	
	3. The administrative team will host executive board and planning meetings for the PTSO parents.	
	4. The administrative team will provide opportunities for the PTSO to participate in school events.	
Strategy 2:	**N. L. Dillard Middle School will facilitate community involvement events (Open House, Curriculum Carousel, AIG Night, Band Concerts, Technology Showcase Night, etc.) and increase communication with parents.**	
	Action steps:	
	1. The administrative team and faculty and staff will plan and host an Open House night.	**5. The 1:1 team will plan and facilitate a technology showcase night in which student technology ambassadors will provide technology-based learning experiences for parents and community members.**
	2. The literacy team will plan and host a curriculum carousel to give parents an opportunity to experience curriculum-based activities and learning experiences.	**6. The 1:1 team and administrative team will invite community organizations (Gunn Memorial Library, Bojangles, PCC) to be a part of school events.**
	3. Dillard faculty and staff will use the Remind tool to effectively and regularly communicate with parents.	
	4. The school AIG committee will work with the administrative team to plan and host an AIG night for students and parents.	

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed

How will we fund these strategies and associated professional development?

Funding source 1: Select a funding source

Funding amount: $0

Total initiative funding: **$0**

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

The School Improvement Team and the administrative team will review end-of-year parent survey results, parent sign-in sheets for special events, and NC Teacher Working Condition survey results related to parent and community involvement.

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will analyze and discuss the data to determine where we need to strengthen our community involvement efforts (advertising for events, communication methods between the school and community, and communication between teachers and parents).

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

Act

Based upon identified results, should/how should strategies be changed?

District Support			
Strategy	Person(s) Responsible	Timeframe	Comments
Develop, discuss, and implement a strategic planning process which provides a roadmap for academic achievement and re-culturing the school district and individual schools.	Superintendent and all Directors	Ongoing yearly	Directors and principals met in spring 2015 to begin work on a new district strategic plan. Subcommittees reconvened in the fall of 2015 to submit strategies for their respective sections of the plan and to refine the vision and mission.
Support and ensure school leaders' effectiveness by implementing with fidelity NCEES.	Superintendent and Director of Human Resources	Monthly	Principals are given a schedule for completing observations.
Organize and facilitate data retreats and meetings to monitor the district's process on board goals.	Superintendent, Director of Accountability, Directors of K-12 Curriculum, Director of Exceptional Children, and Chief Technology Officer	Every nine weeks	Meet with principals to review, analyze, and discuss results of benchmark assessments.
Provide time to allow teachers to develop pacing guides that guide instruction.	Directors of K-12 Curriculum	Fall and Spring	Meet with teachers to review and revise pacing guides.
Provide teachers with reading foundations that will ultimately improve the reading proficiency of all students.	Director of Pre-K-5 Curriculum and Director of Exceptional Children	Ongoing yearly	Emphasis on reading foundations at Pre-K-5.
Increase the promotion and graduation rates of all schools by closely monitoring data.	Director of Accountability and Directors of K-12 Curriculum	Every nine weeks	Meet with principals to review attendance, discipline, and report card data.
Provide district benchmark assessments for EOG and EOC courses for the purpose of monitoring student progress.	Superintendent, Director of Accountability, and Directors of K-12 Curriculum	Every nine weeks	Meet with principals to review benchmark data.
Support schools in implementing quality professional learning communities; provide feedback as needed.	Superintendent and Directors of K-12 Curriculum	Monthly	Meet with principals to disaggregate qualitative and quantitative data from weekly PLC meetings.
Support schools in implementing a strategic literacy plan.	Directors of K-12 Curriculum	Three years	Implementing literacy design collaboratively.
Encourage parents and the community to be involved in the academics offered in each school as well as extra-curricular activities.	Superintendent and Directors of K-12 Curriculum	Ongoing yearly	PTSOs, social media, parents' nights that focus on: AIG, elementary, middle and high schools curriculum, career awareness, 1:1 initiative, advisory board memberships, and SIT memberships.
Provide teachers with learning opportunities and test-taking strategies that may enhance students' performance on EOG's, EOC's, AP Exams, ACT PLAN, The ACT, ACT ASPIRE, and ACT WORKKEYS.	Director of Accountability and Directors of K-12 Curriculum	Ongoing yearly	Partnerships with PTEC and PCC to provide training for teachers on test-taking strategies.
Provide resources to teachers that will assist them in creating formative assessments.	Director of Accountability and Directors of K-12 Curriculum	Ongoing yearly	Teacher training by NCDPI staff on effective use of formative assessments.
Schedule time for vertical articulation meetings between K-12 teachers.	Directors of K-12 Curriculum	Twice a year	Teachers at grades 5, 6, 8 and high school core teachers meet to share strengths and weakness of student preparedness.