

**Iredell-Statesville Schools – School Improvement Plan
Third Creek – 2006-2008
Strategic Priority I: High Student Performance**

District Goal:

- 1.1.1 100% of schools will meet Adequate Yearly Progress.
- 1.1.2 100% of schools will meet ABC growth targets.
- 1.1.3 100% of all students in all subgroups will read and perform math on grade level by the end of 2nd grade.

District Indicator:

- 1.1.1 EOG Performance
- 1.1.2 K-2 Assessment and grade level data
- 1.1.3 K-2 Assessments

School/Department Goal:

- 1.1.1 The percentage of students in grades Kindergarten through 5 scoring proficient in reading will increase by at least 5.9% as measured by summative literacy assessments.
- 1.1.2 The percentage of students in grades Kindergarten through 5 scoring proficient in writing will increase by at least 10.0 % as measured by summative writing assessments.
- 1.1.3 The percentage of students in grades Kindergarten through 5 scoring proficient in mathematics will increase by at least 5% as measured by the summative mathematics assessments.

Grade/Area	Reading			Mathematics			Writing		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Kindergarten	35.96	38.96	41.96	60.0	65.0	70.0	68.89	78.89	88.89
1	94.69	97.69	100	94.0	99.0	100.0	61.86	71.86	81.86
2	60.0	63	66	79.0	84.0	89.0	65.15	75.15	85.15
3	78.10	81.1	84.1				54.95	64.95	74.95
4	84.60	87.6	90.6				41.0	51.0	61.0
5	85.70	88.7	91.7				55.17	65.17	75.17
African-American	74.7	77.7	80.7						
Hispanic	82.5	85.5	88.5						
Economically Disadvantaged	78.5	81.5	84.5						
White	84.7	87.7	90.7						
Exceptional Children	na	na	na						

School/Department Indicator:

- 1.1.1 EOG Performance, 4th Quarter Predictive Assessment data, K-2 Literacy Assessment data
- 1.1.2 EOG Performance, 4th Quarter Predictive Assessment data
- 1.1.3 EOG Performance, 4th Quarter Predictive Assessment data

Action Step	Mid-Year Progress	End-of-Year Progress	Person(s) Responsible or committee	Resources		Professional Development	Stakeholder Involvement	Start Date	Evaluation/ Assessment	Completion Date
				Available on Site	Needed					
<p>Improve student reading achievement in all subgroups through deployment of instructional guides and short cycle assessments.</p>			Reading Goal Team	Instructional guides Monitoring Rubric ELA support personnel Short Cycle Assessment Process Flowchart Short Cycle Assessments Literacy Labs Lead Teacher Teachscape Student Support Plans Scott Foresman Study Island EC/ESL Personnel PLC's	Teachscape- AIG Coordinator ADR Curriculum Room Funding for ELA support staff Funding for Technology Teacher	Scott Foresman NQEC Instructional Guide Training Short Cycle Assessments Data Analysis Teachscape-Best Practices CCI Differentiation K-2 Literacy Training K-2 Report Card Training PLC Training Additional Reading Professional Development as deemed necessary by School Improvement Team	SES Tutors SPARK Tutors- WABC SHAKE Garfield Center Dream Builders	7/1/06	Short Cycle assess. Predictive/Quarterly assess. Monitoring Rubric Lead Teacher PLC agendas/minutes/ feedback Grade level PLC agendas/minutes/ issue bin items Observation Instruments ISS Feedback Form Short Cycle Assessment Feedback Data Lead Teacher visit log Mentor logs	5/15/07

<p>Provide remediation and supplemental support services during and after instructional hours to all students performing below grade level expectations in reading.</p>				<p>Instructional guides Monitoring Rubric ELA support personnel Short Cycle Assessment Process Flowchart Short Cycle Assessments Classified Staff Computer and Literacy Labs Borrowed Time Lead Teacher Teachscape Student Support Plans Student Support Checklists Subgroup Info Spreadsheet PLC's Study Island</p>	<p>Funding for additional teachers to reduce class size based on data Funding for ELA Support Staff Funding for tutors SES Tutors Funding for Parent Volunteer Coordinator ADR Curriculum Room Funding for staff development and substitutes</p>	<p>Volunteer Training Differentiation Teachscape-Best Practices CCI Data Analysis A-Team Monitoring Rubric Training Additional Reading Professional Development as deemed necessary by School Improvement Team</p>	<p>SES Tutors SPARK Tutors- WABC SHAKE Garfield Center Dream Builders</p>	<p>11/1/06</p>	<p>Short Cycle assess. Predictive/Quarterly assess. Study Island reports Lead Teacher PLC agendas/minutes/feedback Grade level PLC agendas/minutes/issue bin items Lead Teacher visit log</p>	<p>5/31/07</p>
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<p>Improve writing student achievement for all subgroups through the deployment of a school-wide writing plan.</p>			<p>Writing Goal Team</p>	<p>Write from the Beginning Instructional guides Monitoring Rubric ELA support personnel Literacy Lab Lead Teacher Teachscape Student Support Plans NCDPI TCE Writing Plan Curriculum Resource Room LearnNC Writing Experts Southwest RESA PLC's</p>	<p>Funding for additional teachers to reduce class size based on data Funding for ELA Support Staff Funding for tutors SES Tutors Funding for Parent Volunteer Coordinator ADR Curriculum Room Funding for staff development and substitutes</p>	<p>WFTB Training Teachscape-Best Practices Data Analysis CCI Writing Conference Training Monitoring Rubric Training Additional Reading Professional Development as deemed necessary by School Improvement Team</p>	<p>SES Tutors SPARK Tutors- WABC SHAKE Garfield Center Dream Builders</p>	<p>11/01/06</p>	<p>Predictive/ Quarterly assess. Writing Portfolios Monitoring Rubric (how do we know doing well) Lead Teacher PLC agendas/minutes/ feedback Grade level PLC agendas/minutes/ issue bin items Lead Teacher visit log</p>	<p>5/15/07</p>
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<p>Improve math student achievement in all subgroups through deployment of Instructional Guides and Everyday Math.</p>			<p>Math Goal Team</p>	<p>Everyday Math Instructional Guides Lead Teacher ADR Curriculum Resource Room LEARNNC NCDPI Short Cycle Assessments</p>	<p>Everyday Math trainers Plus/Delta on Instruction Guides Monitoring Rubric SCA data SW Education Alliance</p>	<p>Everyday Math Training Instructional Guide Training Short Cycle Assessment Training Monitoring Rubric Training Additional Math Professional Development as deemed necessary by School Improvement Team Funding for staff development and substitutes</p>	<p>SES Tutors SPARK Tutors- WABC SHAKE Garfield Center Dream Builders</p>	<p>7/1/06</p>	<p>Everyday Math training attendance roster Plus/Delta Feedback Revised Math Instructional Guides Lead Teacher PLC agendas/minutes/feedback Grade level PLC agendas/minutes/issue bin feedback Short Cycle Assessment Feedback Data Short Cycle Assessment data Predictive assessments PLC Minutes</p>	<p>6/15/07</p>
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Progress rating: ✓ denotes completed rating, ++ denotes progressing rating, + denotes planning rating

Provide a variety of communication methods for parents and other stakeholders to have opportunities for input and involvement.			Parent Volunteer Coordinator TCE Leadership Team	Connect Ed Marquee	Facility for community event Funding for Dream Builders Funding for Food Funding for Crucial Conversation's book Funding for part time Parent Volunteer Coordinator	Ruby Payne Poverty Training Crucial Conversation Training for SIT, mentors, grade/dept. chairs	Bryan Setser Gene May Dream Builders	8/14/06	Sign In Rosters Stakeholder Feedback plus/deltas and issues from School Functions Climate Survey Teacher Working Conditions Parent Night/PTO Event Sign-In Rosters Visitor Logs for school functions Short Cycle Survey	7/15/06
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Progress rating: ✓ denotes completed rating, ++ denotes progressing rating, + denotes planning rating

**Iredell-Statesville Schools – School Improvement Plan
 Third Creek – 2006-2008
 Strategic Priority V: Effective and Efficient Operations**

District Goal:
 5.1.6 ISS will implement the national model for performance excellence to ensure alignment and integration of all components of the school system to achieve high performance.

District Indicator:
 5.1.6 District Systems Check Level III

School/Department Goal:
 5.1.6 The Model for Performance Excellence will be fully implemented at Third Creek Elementary as evidenced by a 5% increase on School Systems Check III.

School/Department Indicator:
 5.1.6 Systems Check III

Action Step	Mid-Year Progress	End-of-Year Progress	Person(s) Responsible or committee	Resources		Professional Development	Stakeholder Involvement	Start Date	Evaluation/ Assessment	Completion Date
				Available on Site	Needed					
Provide a support system to train and assist staff in managing and sustaining a classroom Continuous Improvement model using the lead teacher, Systems Check III and the deployment of demonstration classrooms.			Goal Team 5	Lead Teacher Systems Check III PLC JSA materials JSA templates MPE checklist	Teacher Observation Coaching Checklist Funding for Marty Moore Funding for JSA materials Funding for substitutes Teachscape ISS LT Coach	New Teacher Training Marty Moore visit CCI Template Training Teachscape – Best Practice		9/1/06	School and Classroom Systems III Checklist MPE Checklist Plus/delta feedback Issue bin	6/15/07

Progress rating: ✓ denotes completed rating, ++ denotes progressing rating, + denotes planning rating

(School Plan)

(Reviewer)

(Date)

Iredell-Statesville Schools
School Improvement Plan Review Criteria

Part I:

A. Goals

All goals are **S.M.A.R.T.** goals:

Goals are **SPECIFIC**, student-centered, clearly stated and related to district goals.

Goals are **MEASURABLE** and focused on *what* is to be accomplished.

SIP goals are **ALIGNED** to the ISS Strategic Priorities.

- High Student Performance
- Healthy, Safe, Orderly, and Caring Schools
- Quality Teachers, Administrators, and Staff
- Strong Family, Community and Business Support
- Effective and Efficient Operations

Goals are **RESULTS FOCUSED**, based on relevant data/information, and “stretch” beyond current performance.

Goals are **TIME FRAMED**.

B. Action Steps

Methods/processes indicated sufficiently describe *how* intended goals will be met.

Action steps reflect “best practices” (i.e., are based on practices that have a strong research base and/or a likelihood of success).

Actions are research based and reach beyond “business as usual.”

Action steps/methods are realistic for the school staff to implement within the time and resources indicated.

	<u>Status</u>	
<u>Met</u>		<u>Not Met</u>

C. Evaluation/Assessment Indicators

Evaluation indicator/assessment indicators are realistic for and aligned to the goals.

Indicate evidence that answer these 3 questions:

How will you know it got done?

How will you know it got done correctly?

How does it impact goals?

D. Other Aspects

Uses of quality management tools and principles are evident in the plan (e.g., PDSA)

Listed person(s) responsible are only those responsible for overseeing completion of action step

Required resources (human, fiscal, etc.) are addressed realistically and aligned with goals

Projected professional development is aligned to plan goals.

Stakeholders have been involved in plan development.

Projected start and completion date is listed

Faculty/Staff approval of plan achieved.

Part II:

A. Briefly describe the major *strengths* of this plan.

B. Briefly describe the major *areas for improvement* that need to be addressed in a revised/updated plan.

Recommend Approval: YES NOT AT THIS TIME

STRATEGIC PLANNING CRITERIA:

1. The school/department's strategic planning process focuses on continually improving school performance to enhance learning for all students.
2. The school/department has specific student learning goals that are consistent with the mission, beliefs, and core values; are appropriate in terms of rigor and equity; meet student needs; and are aligned with state and federal mandates and standards where applicable.
3. The school/department strategic planning process:
 - Involves representative stakeholders from the school/department;
 - Includes an analysis of student and stakeholder needs, demographics, and current performance levels;
 - Identifies a challenging set of goals and measures that focus on enhanced learning for all students;
 - Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated;
 - Facilitates alignment of department level and classroom level improvement plans;
 - Provides systematic assessment designed to document student performance and growth toward school/department goals;
 - Identifies strategies, interventions, and action plans;
 - Provides internal analysis of the system; and
4. There is a designated school/department priority/goal team that is responsible for initiating, planning, and coordinating improvement efforts.
5. Budget priorities are based upon an assessment of resources needed to accomplish the mission, goals, and school/department plan.
6. Leaders use the analysis of student performance results: short cycle assessments, standardized tests, etc.
7. Leaders consider the strength and weakness of faculty and staff, competitive environment, educational reform, and technological innovations when establishing the priorities for the school.
8. The school/department conducts staff development activities to support the school/department's improvement plan.

- **Mid-Year Review:** Using the **KEY** below, indicate the date of the mid-year review of strategies and indicate implementation cycle as to Planning, Progressing, or Completed stage.
- **End of Year Review:** Using the **KEY** below, indicate the date of the end-of-year review of strategies and indicate implementation cycle as to Planning, Progressing, or Completed stage.

DEFINITIONS/KEY:

Mid Year Review (February) – A mid year review of the strategy, outcome, and data in a PDSA cycle

End of Year Review (July) – An end of the year review of the strategy outcomes and data in a PDSA cycle

Planning – The action step is in the planning stage and is not implemented at this time.

Progressing – The action step is progressing through the PDSA cycle.

Completed – The action step is embedded in the system with supportive data and the next step is to remove it from the annual strategic plan since the the goal has been met.

- **Person Responsible:** Indicate who is held responsible for the completion of this specific action step in order to meet your goal.
- **Resources—Available and Needed:** Indicate what resources, supplies, materials, etc. will be used or needed to accomplish your action step. Available resources are those that the school presently has and needed are those that will be needed to complete action step.
- **Start Date:** Indicate the projected start date.
- **Professional Development:** Indicate what training, if any, your staff needs in order to meet the strategy.

- **Stakeholder Involvement:** Indicate evidence of parental and community involvement, if any, in accomplishing this step.
- **Evaluation/Assessment of Completion:** Indicate the product or results which would demonstrate accomplishment of this step-how the step will be measured.
- **Completion Date:** The action step must be assessed using a continuous process; however, you must indicate a specific projected completion date.

***ANNUAL REPORT**

- An annual report will be submitted to the Quality Department by June 30th of each school year.
- The report is a copy of your SIP document which guided your strategic planning for the year. Dates for the **Mid-Year Review** and **Annual Review** with your school/department must be provided and indicators must be checked (Planning, Progressing, Completed).
- Any action step which has been checked as “Completed” must be accompanied by sample documents listed in your Evidence of Completion column.
- Any action step indicated in the “Planning” or “Progressing” stages **do not need** to be documented with the submission of evidence.