

Excellence in Education

Dixon Middle School 2015-2018 Strategic Plan



Purpose

To educate students for a successful future

Vision

Excellence in Education

Mission

The Dixon Middle School community will prepare students to be globally competitive leaders and responsible citizens for the 21st century.

Onslow County Schools' Board of Education and Executive Staff

Onslow County Board of Education

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Patricia Smith, Assistant Principal

School Executive's Message

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way the school stays faithful to its vision. For almost ninety years, Dixon Middle School has been providing a quality education for our immediate community and surrounding areas of Onslow County. Times have changed, but the same commitment to "Excellence in Education" remains. Our school is the embodiment of what a community school should look like. We work with all stakeholders to make data-driven decisions that will have a positive impact on the lives of the students we serve.

Dixon Middle School offers numerous opportunities for our students to grow. There is a wide array of courses and activities that provide a rigorous, globally-competitive curriculum. We have an AVID program that serves students in every grade level. All eighth grade students are offered the opportunity to take classes for high school credit. Our partnership with Hanban and The Center for International Understanding at The University of North Carolina has enabled us to partner with a school in the Jiangsu province in China and to participate in the Guest Teacher Program, utilizing a Chinese teacher to enlighten our sixth through eighth grade students to Chinese language and culture.

Providing for the social development and citizenship for our students is a very important aspect of middle school. With this in mind, Dixon Middle School has expanded its extracurricular activities to include Art Club, Drama Club, and Debate Club to the many students groups we already have in place. Student achievement is recognized and celebrated on a regular basis. In order to address the social and emotional development of our students, Dixon Middle School participates in Positive Behavior Intervention Support (PBIS). Through this program we teach our students acceptable behaviors in various situations and environments. Additionally,

we reward the students when they display these behaviors through a token system and grade level celebrations.

Deep rooted values and a vision to the future continue to make Dixon Middle School a special place to learn and grow. We look forward to meeting the challenges ahead as we do our part to prepare our students to be globally competitive leaders and responsible citizens for the 21st Century.

School Profile

Introduction

The School Profile documents community demographic data, school characteristics, student performance data, and stakeholder perspectives regarding the quality of education at Dixon Middle School. Within the profile, trends are noted as well as strengths and areas of needed improvement. Annually, we complete an in-depth and detailed evaluation of data at the district and school levels in an attempt to improve both instructional effectiveness and our success with meeting the needs of the students at Dixon Middle School.

Community Demographic Data

Dixon Middle School is located in a rural setting composed of six feeder communities: Holly Ridge, Jacksonville, Maple Hill, North Topsail Beach, Sneads Ferry, and Verona. Presently, our school receives approximately ninety-five percent of our students from Dixon Elementary School and Southwest Elementary School. Dixon Middle receives about two percent from Meadow View Elementary School and the remaining three percent come from various locations.

Over the years, the Dixon community has seen sharp rises in both retirees seeking the resort-type atmosphere of the coastal communities and young families drawn to the availability of more and/or affordable housing. New housing developments and businesses have been established over the past five years at a very rapid rate. With the continued growth in the Dixon area it is evident our student population will continue to rise. To meet the challenge of an ever growing student population, Onslow

County Schools broke ground on the new Dixon Middle School during the summer of 2015. We will transition to this new school in the fall of 2017.

Student Performance Data

National Standards:

Federal legislation from the No Child Left Behind (NCLB) has set a series of performance targets called Annual Measurable Objectives (AMO's). The AMO's are based upon specific subgroups within a school's student population. Schools must meet all the targets identified. The subgroups are measured in 6-8 grade mathematics, 6-8 grade reading, and 8th grade science.

During 2014-2015, Dixon Middle School met 73.2% or 30 out of 41 targets for AMO. The white subgroup did not make the measurable objective in math, reading or eighth grade science. The black subgroup did not meet their objectives in math but did in reading. There was not a black subgroup for eighth grade science. Economically Disadvantaged and Students With Disabilities did not meet their objectives in math or reading. They did both meet their objective in eighth grade science.

Academically and Intelligently Gifted did not meet their objectives in math, but did in reading and eighth grade science. Dixon Middle School did not meet growth on the 2014-2015 state assessments.

The attendance rate for students is 94.9%. Dixon Middle School would like to see this number rise. If students are not in school, they will not be able to progress with the curriculum.

	AMO Targets Met			Reading Proficiency			Math Proficiency			Overall Proficiency		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
School-wide	34/39 87.2%	28/37 75.7%	31/40 71.2%	45.3%	55.3%	54.3%	32.2%	42.6%	39.7%	42.0%	53.7%	50.7%
Black Subgroup	N/A	N/A	N/A	25.0%	36.9%	36.5%	8.9%	18.8%	25.4%	17.7%	32.9%	34.4%
White subgroup	N/A	N/A	N/A	48.1%	57.8%	56.4%	34.8	46.0%	40.0%	44.5%	56.8%	52.4%

State Standards:

The North Carolina End-of-Grade (EOG) assessments are given in reading and mathematics for grades six through eight. Eighth grade students also participate in the EOG assessment for science. Students enrolled in Math 1 for high school credit are required to complete the respective End-of-Course (EOC) assessment.

Dixon Middle School has seen fluctuations in student performance over the years. This is based largely on the fact that curriculum has been evolving, which bring stricter standards and new assessments to the students. To foster growth in this changing field of education, Dixon Middle School, in conjunction with other Onslow County Schools, utilized research-based practices to ensure that all students are prepared to be globally competitive and responsible citizens in the 21st century. Students are expected to excel in curriculum that is rigorous and relevant incorporating the arts, second languages, and competencies in the use of technology. During the 2014-2015 school year, Dixon Middle saw a decline in our composite scores in math and reading. In math, 31.7% of the students in all grade levels were Career and College Ready (CCR) while 39.7% were Grade Level Proficient (GLP). In reading 42.5% of all

students were CCR and 54.3% were GLP. In Math I 51.0% were CCR and 67.3% were GLP. It is important to understand that CCR only contains those students that scored a level 4 or 5 on the EOG/EOC while GLP are those students that scored a level 3, 4, or 5. An analysis of the assessment data points towards a need for more research-based practices to increase student performance. Dixon Middle School is dedicated to providing these strategies in the upcoming year through our concentrated instructional initiatives that will specifically target mathematics and literacy.

	Overall Achievement			Reading Achievement			Math Achievement		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Grade Level Proficiency	42.0%	53.7%	50.7%	45.3%	55.3%	54.3%	32.2%	42.6%	39.7%
College & Career Ready	N/A	43.3%	40.7%	N/A	43.3%	42.5%	N/A	34.2%	31.7%

At Dixon Middle School, students with disabilities and economically disadvantaged students are the most at-risk and therefore are in need of increased support and focused intervention strategies. Based upon 2014-2015 testing data 22.5% of students with disabilities were Grade Level Proficient and 17.1% were considered College and Career Ready in reading, while 16.3% were Grade Level Proficient and 12.4% were College and Career Ready in mathematics. In the Economically Disadvantaged Students subgroup 44.8% achieved Grade Level Proficiency and 35.1% were College and Career Ready in reading and 30.5% achieved Grade Level Proficiency and 22.9% were College and Career Ready in mathematics.

Students with Disabilities	Overall Achievement			Reading Achievement			Math Achievement		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Grade Level Proficiency	12.3%	15.5%	23.0%	11.1%	16.7%	22.5%	8.3%	12.9%	16.3%
College & Career Ready	N/A	11.5%	16.7%	N/A	12.7%	17.1%	N/A	9.9%	12.4%

Economically Disadvantaged Students	Overall Achievement			Reading Achievement			Math Achievement		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Grade Level Proficiency	32.0%	41.5%	41.1%	34.7%	41.6%	44.8%	24.7%	33.0%	30.5%
College & Career Ready	N/A	31.2%	31.8%	N/A	30.2%	35.1%	N/A	22.9%	22.9%

Instruction will continue to encourage high expectations with technological focus and collaboration among peers and community liaisons in preparation for 21st century goals. The curriculum will be structured and organized to support academic excellence, developmental responsiveness, and social equity. Currently, the teachers of Dixon Middle School are participating in professional development on new 1:1 Technology, Core Curriculum content and ASW. This need will be specifically addressed through vertical planning and through respective content and grade-level ERPD.

Our Academically and Intellectually Gifted students benefit from the support of our AIG specialist. At Dixon Middle School, students are offered Math I and a variety of NCVPS courses for high school credit. Starting in the 2016-2017 school year, in addition to Math I, Dixon Middle School students will be offered World History and Spanish I for high school credit.

Students in the year-long Math I class will take the Math I EOC in the spring. During 2014-2015, 67.3% of the 49 students at DMS that took the Math I EOC achieved proficiency. We are not satisfied with these results and have made classroom adjustments. We will be allowing extra time during the school day for the students to meet with their Math I teacher during the morning Advisory period at least three days a week. This will allow ample time for questions/review/guided practice and time to review

the 8th grade math curriculum as well. These students are tested in both Math I and 8th grade mathematics.

Math 1 Achievement	12-13	13-14	14-15
Grade Level Proficiency	62.5%	92.3%	67.3%
College & Career Ready	N/A	71.2%	51.0%

Academically & Intellectually Gifted	Overall Achievement			Reading Achievement			Math Achievement		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Grade Level Proficiency	89.1%	94.8%	92.6%	85.4%	> 95%	90.1%	91.7%	91.7%	91.4%
College & Career Ready	N/A	90.6%	88.0%	N/A	92.9%	90.1%	N/A	84.5%	85.2%

Throughout the school differentiated instructional practices are used to enhance the curriculum. Our EC teachers offer inclusion support to our EC students in reading and math. Content Support occurs during EACH (homeroom) to minimize disruptions to instructional time. Dixon Middle School also offers an Adaptive class. There are currently eight students in this class. These students will be participating in the Extend I Assessments in the spring.

Career and Technical Education

Dixon Middle School currently serves students in a variety of Career and Technical Education (CTE) classes. Dixon Middle offers five different CTE courses by grade level. We are piloting one semester of Microsoft PowerPoint and one of Microsoft Word. Total enrollment for all CTE courses combined is currently at 227 students.

Student Demographic Data

Dixon Middle School currently serves 654 students in grades six through eight. The ethnic composition is as follows: 75.2% White, 10.2% Hispanic, 7.7% African American, 5% Multiracial, >1% Asian, >1% American Indian/Alaskan Native, >1% Native Hawaiian/Pacific Islander. Dixon Middle has 377 females and 287 males. Currently, 34% of all students receive free lunch and 9% receive reduced lunch.

Students are currently serviced by forty-three licensed staff members, including teachers, administration, guidance, and media specialist. Twelve full-time support personnel composed of custodians, teaching assistants, and office staffs provide additional assistance. The school also receives services from the following individuals: school nurse, school social worker, speech therapist, technology facilitator, technology assistant, Instructional Coach, Exceptional Children Coach, AIG Coach and Military Family Life Counselor.

Dixon Middle School currently serves 123 students (18.7%) in the Exceptional Children's Program. Our school offers multiple levels of services to meet the unique learning needs of our EC population, including consultation, content support, inclusion, inclusion/resource, resource and self-contained. Reorganization of the EC delivery system, to include team planning and increased focus on the basics, helped EC scores improve last year in all three grade levels.

Currently, we have five Limited English Proficient (LEP) students identified in the school. For this reason, teachers have been trained by the LEP department to foster learning and promote understanding in the core curriculum.

The AIG program currently services eighty-one (12%) identified students. Over seventy students participate in the AVID program at DMS. The AVID students make up approximately 11% of the student population. Research shows that students who participate in AVID are more likely to be career and college ready. The data supports the need to increase the school-wide implementation of AVID which is a main component of the Dixon Middle School strategic plan.

School Characteristics

Dixon Middle School is located on the corner of Highway 17 and 210 just north of Holly Ridge. The original school building opened its doors in 1929 and has served as a school for a variety of levels over the years. Dixon Middle School will be relocating to its new location in August of 2017. The new site will be located at 118 Ridge Field Avenue in Sneads Ferry.

The master schedule of Dixon Middle School has been designed to allow flexibility and creativity. This has led to an increase in the amount of course offerings and extracurricular activities, while maintaining a duty-free lunch for teachers. Dixon Middle School had adopted the team based systematic approach in teaching behavioral expectations termed PBIS (Positive Behavior Interventions and Support).

Teachers also make use of time after lunches and during specially-planned afternoons for intramurals, recreational sports, and other physical activities. To support this endeavor, additional staff will be trained to increase positive interactions between students and staff.

The school also has an ongoing partnership with the University of North Carolina at Wilmington's Teacher Training Program. Dixon Middle has also accepted interns for guidance counselors. The school

benefits from the innovative practices brought by student interns. We will continue to foster this partnership to promote the valuable resource for teacher and staff recruitment.

Stakeholder Perspectives

The Parent Teacher Organization (PTO) members work hard to encourage parents from all of the school communities to support Dixon Middle School in any ways possible. The ASSIST survey for 2014-2015 had 35% participation for valid parent data. The highest average responses were for questions related to their student knowing expectations for learning, being prepared for the next school year, the school's purpose statement is clearly focused on student success, the school having an established goal and a plan for improving learning and availability of student programs and activities of interest. The lowest rated responses involved teachers keeping parents informed regularly, student receiving individualized instruction and condition of resources. The highest parental response was involved student access to up to date computers and other technology to learn. The survey data supports implementing additional innovative ways to increase communication and parent involvement.

Regulatory Information and Assurance Statement 2015-2016

School:	Dixon Middle School
Date Submitted:	10/20/15

1	Number of Plan Team Members	15
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Mark Yes/No	YES
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/15/15
5	A secret ballot vote for staff approval of the plan was conducted. Mark Yes/No	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Mark Yes/No	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	53%
8	The required staff development reports have been disseminated to the appropriate persons or departments Mark Yes/No	YES
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Mark Yes/No	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Mark Yes/No	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Mark Yes/No	YES

Principal's Signature	<i>Leigh Bizzell</i>
Signature, SSPT Facilitator/ Chairperson	<i>Charles Grimsey</i>
Signature, Elected Parent Representative	<i>Dal Tomlinson</i>
Signature, Elected Parent Representative	<i>Tasha Duell</i>

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

LEA Number: Onslow County Schools - 670
School Name/Number: Dixon Middle School- 318
School Address: 200 Dixon School Road, Holly Ridge, NC 28445
Plan Year(s): 2015-2018
Date prepared: October 15,2015
Principal Signature: Leigh Bizzell

Local Board Approval Date:

*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
Assistant Principal Representative	Patricia Smith	Teacher Representative	Julianne Grossman
Teacher Representative	Charles Grimsey	Teacher Representative	Toni Meyer
Inst. Support Representative	Hillary Zang	Teacher Representative	Alyson Waldrop
Teacher Assistant Representative	Toni Grimsey	Teacher Representative	Sammie Shepard
Parent Representative	Dal Tomlinson		
Parent Representative	Christel Caliguire		
Parent Representative	Amy Parker		
Parent Representative	Jennifer Whited		
Parent Representative	Barbara Simmons		
Parent Representative	Tasha Duell		
Parent Representative	Stephanie Whitekettle		
Parent Representative	Corey Stephenson		

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