



Dixon Middle School

A National School to Watch

200 Dixon School Road
Holly Ridge, NC 28445

School Strategic Plan

2007-2010

2009-2010 Update

Table of Contents

Quality Council Members	Page 3
School Profile	Page 4
Data Charts and Graphs	Page 10
Action Plans	
Goal One	Page 15
Goal Two	Page 21
Goal Three	Page 25
Goal Four	Page 30
Goal Five	Page 35
Projected Budget	Page 39
Assurance Statement	Page 42

Dixon Middle School Quality Council Members 2009-2010

Faculty and Staff

James Strobe, Principal	*replaced Laurie Spring 2008
Kadren Davis, Asst. Principal	
Laura Ward, Quality Council Chair	
Steve Coker, 7 th Grade	*replaced Lisa Fox 2008
Roger Stanley, 6 th Grade	*replaced Richard Mullins 2008
Sammie Shepard, 8 th Grade	*replaced Valerie Gruner 2008
Sherrie Weaver, Exploratory Team	*replaced Joel Frank 2008
Chandra Walsh, Exceptional Children	*replaced Rebeccah Jones 2008
David Hawkins, Classified	*replaced Sylvia Sanders 2008

Parents

Billie Jean Davenport	*replaced Stacy Pierce 2009
Christina Lewis	*replaced Chuck Grafius 2009
Charlene Whitford	*replaced Kathleen Conley 2009
Susanne Sanders	*replaced Jeannie Hall 2009
Debra Winters	*replaced Barry Brown 2008
Regina Shepard	*replaced Traci Marshburn 2009
Rhonda Fullerton	*replaced Jenna Nichols 2009
Katherine Wendling	*replaced Michelle Norris 2009
Carol Justice, PTO Liaison	*replaced Pam Shepard 2008

Executive Summary

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. A summary of major sets of data within each of these categories is outlined by graphs located in and the end of the profile. The profile is able to provide the school with useful information needed to develop a strategic plan for continuous improvement. In addition, each year, a more in-depth and detailed analysis of data is made both at the system level and the school level to assist the school in meeting the organization and instructional effectiveness of Dixon Middle School and success in meeting the needs of students at the 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 the majority of students from Dixon Elementary School; however, each year, over fifty students are sent over from Southwest Elementary School. 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 business are also in the planning and building phases which is expected to increase the student enrollment over the next few years.

Student Performance Data

National Standards:

Federal legislation from the No Child Left Behind (NCLB) has set a series of performance targets based upon the subgroups of a school's student population. Schools must meet all the targets identified in order to meet Adequate Yearly Progress (AYP).

During the 2006-2007, Dixon Middle School met 70.6% or 12 out of 17 targets; therefore, we did not meet AYP. Dixon Middle School met overall expected growth on the 2007 EOG assessments and was recognized as a school of progress. The attendance rate for students was 95.1% for all students.

In the 2007-2008 school year, Dixon Middle School met 12 of 13 targets, still narrowly missing AYP. On a positive note, Dixon Middle School met high growth on 2008 Math EOG assessments. Reading scores were delayed and not accounted for in the 2008 results.

For 2008-2009, Dixon Middle School met AYP. Students with Disabilities did not meet desired proficiency, but did meet the AYP growth criteria for safe harbor. Again, Dixon Middle School achieved high growth in the North Carolina ABC accountability model.

State Standards:

The North Carolina End-of-Grade (EOG) assessments are given in reading and mathematics for grades six through eight. Seventh grade students participate in the state administered writing assessment, and eighth grade students are given the North Carolina Online Test of Computer Skills. Students enrolled in the high school credit-bearing classes of Algebra and Geometry will be 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 is 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 will be expected to excel in curriculum that is rigorous and relevant incorporating the arts, second languages, and competencies in the use of technology.

There have been fluctuations in overall EOG performance over the past few years at DMS. During the 2006-2007 school year, overall proficiency on the EOG's grew from 70.3% to 73.5%, but then fell in 2008 to 65.4%. **In 2009, proficiency made remarkable improvement to a four-year high of 75.8%.**

Grade 7 Writing assessment proficiency increased tremendously from 38.7% in 2006 to 53.8% proficient in 2007. Focused instructional strategies especially in the areas of summarization, prewriting, and collaboration, as well as writing across the curriculum will support future growth in the area of writing. Computer skills performance results indicated an increase from 64.9% to 81.3% overall. This is due largely in part to the focused instruction that our students received as well as the utilization of integrated lesson plans supported by the Technology Coordinator assigned to the school.

At Dixon Middle School, students with disabilities and economically disadvantaged students are in the most need to support and focused intervention strategies. Based upon the 2007 AYP Summary Report of Target Goals, 47.3% of students with disabilities were proficient on in reading, while only 29.1% were proficient in mathematics. That number dropped even further in 2008 to 28.9%. **In 2009, students with disabilities rose to 32.7% for reading and 44.2% in mathematics.** Economically disadvantaged students achieved 83.7% proficient in reading, while only 51.2% were proficient in mathematics. In 2008, Math proficiency for economically disadvantaged students grew to 58.1%. **In 2009, it increased even further to 71.6% in math. Economically disadvantaged students were at 57.9% proficiency in reading, almost 15% above the target goal.**

Overall, Math has been an area of needed improvement for all students, demonstrated by the 62.0% of students in 2007 who were at or above grade level, rising to 66.8% in 2008. Over the course of the same year, proficiency grew for white students at Dixon Middle School from 61.6% to

68.7%. Presently our student population does not support any racial subgroups for AYP purposes, and data for these students is unavailable at this time.

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.

Our Academically and Intellectually Gifted students will benefit from the support of our AIG specialist. The mathematics teacher specializes in curriculum compacting to accelerate the mathematics students. For the first time, students took both Algebra I and Geometry during the eighth grade year, enabling the students to enroll in Algebra II during the freshman year.

During the 2007-2008 school year, 100% of the students at DMS who took the Algebra I EOC (19 students) achieved proficiency, with over 68% scoring level four. The same group took the Geometry EOC and 89.5% achieved proficiency on the EOG.

In 2009, 93.3% of Algebra I students at DMS (28 of 30) achieved proficiency. The three students that were not proficient were within one point of meeting the goal. All Geometry students (13 of 13) were proficient.

AVID students are able to participate in this program during their seventh and eighth grade years. These students are receiving assistance in the area of organization and college preparation to ensure access to college for students who may have let obstacles stand in the way. During the 2007-2008 school year, there were twenty-two students in AVID. In the 2008-2009 school year, Dixon Middle School began a sixth grade AVID elective class. Currently, there are over seventy-five students (grades 6-8) in the program.

Throughout the school differentiated instructional practices are used to enhance the curriculum. Our EC teaching assistant offers support to students in math and language arts classes, while our EC teachers are able to

provide specific and intense instruction to students who scored at least two grade levels below their placement. Inclusion services are provided to students who scored near their grade level placement.

Student Demographic Data

According to OCS membership reports for 2007-2008, Dixon Middle School served 456 students in sixth through eighth grade. The student population had more males at 243 as opposed to 213 females. The ethnic composition of the school is as follows: 83.9% White, 8.4% African American, 3.1% Multiracial, 2.3% Hispanic, 1.3% Native American, and 1.0% Asian. The free and reduced lunch population is 44% percent. Of those students, 33% receive free lunch and 11% receive reduced lunch.

On the twelfth day of the 2008-2009 school year, our membership was 510. Sixth grade is our largest grade with 185 students (an increase of 20 students). Seventh grade had a membership of 151 (an increase of 6 students), and eighth grade had 163 students (an increase of 6 students.)

On the twentieth day of the 2009-2010 school year, our membership was 525. Sixth grade had a membership of 180 students (a decrease of 5 students). Seventh grew to 182 students (an increase of 31 students.) Eighth grade had 156 (a decrease of seven students) There are nine students in the Life Skills EC class (grades 6-8).

Students are currently serviced by thirty-six licensed staff members, including administration, guidance, and media specialist, as well as thirteen support personnel composed custodians, teaching assistants, and office staff. The school also receives services from the following individuals: school nurse, school social worker, technology facilitator and technology assistant.

For 2006-2007, 61 students were serviced by the Exceptional Children's Program. Four English as a Second Language (ESL) student were identified in the school; however, only two of those students received services. For this reason, teachers were trained by the ESL department to foster learning and promote understanding in the core curriculum. The AIG program serviced sixty identified students, and the AVID program serviced 22

students, with increased enrollment for the 2007-2008 and 2008-2009 school years.

In the 2009-2010 school year, the EC population grew to 72 students. To accommodate this influx, Dixon Middle began to utilize the inclusion model for many sixth and seventh graders. There are 50 AIG students and 77 AVID students.

School Characteristics

Dixon Middle School is located on the corner of Highway 17 and 210 just north of Holly Ridge. The original school building was built in 1929 and has served as a school for a variety of levels over the years. Under the school bond referendum funding, land was purchased for a future middle school. This will bring Dixon Middle School into the forefront of technology in education with an updated facility and renewed spirit to the staff.

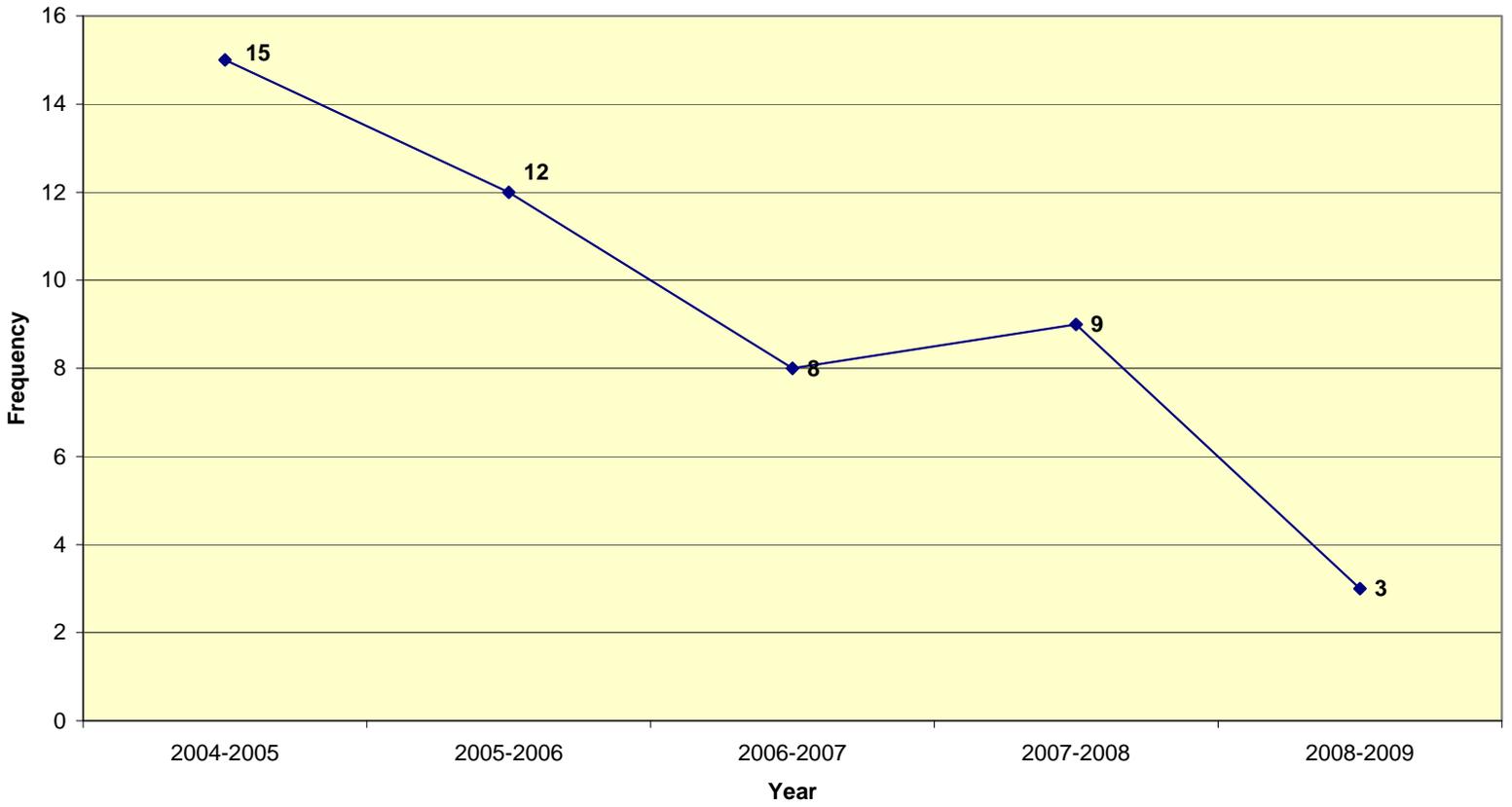
The school also has an ongoing partnership with the University of North Carolina at Wilmington's Teacher Training Program. The school benefits from the innovative practices brought by student interns. We will continue to foster this partnership to promote the valuable resource for teacher recruitment.

Stakeholder Perspectives

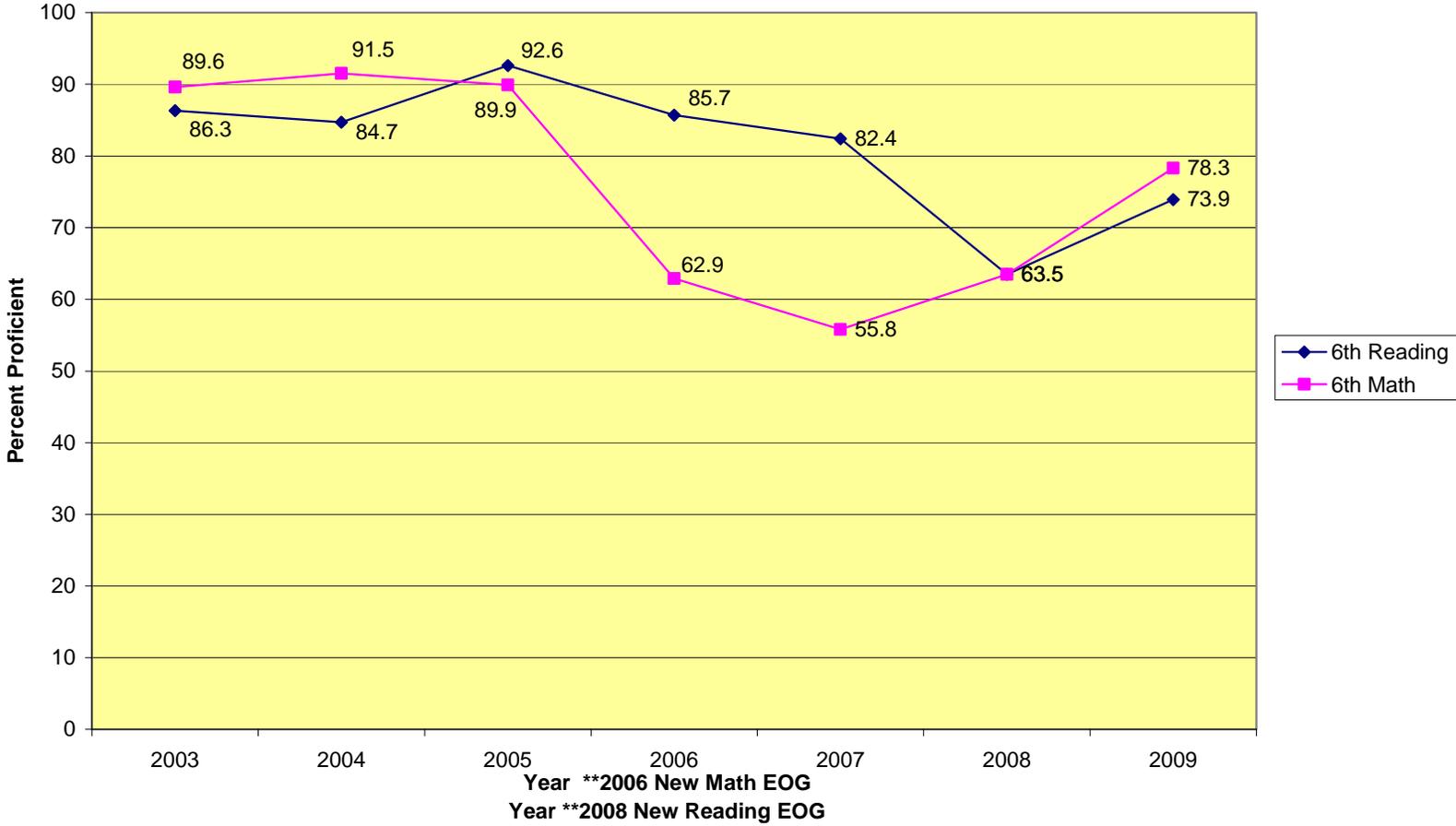
The active Parent Teacher Organization members work hard to encourage parents from all of the school communities to support Dixon Middle School in any ways possible. The results from the Onslow County Schools Climate Survey indicate that students felt safer than their parents believe. This is a subject the school will investigate during the next school year to promote a safer feeling amongst parents, students, and staff.

During 2007-2008, parent responses to the Climate Survey generally matched student responses to safety, but there is room for improvement for both groups. Dixon Middle School will continue to promote a safer feeling for all stakeholders. Both groups also indicated a desire for a more globally competitive education.

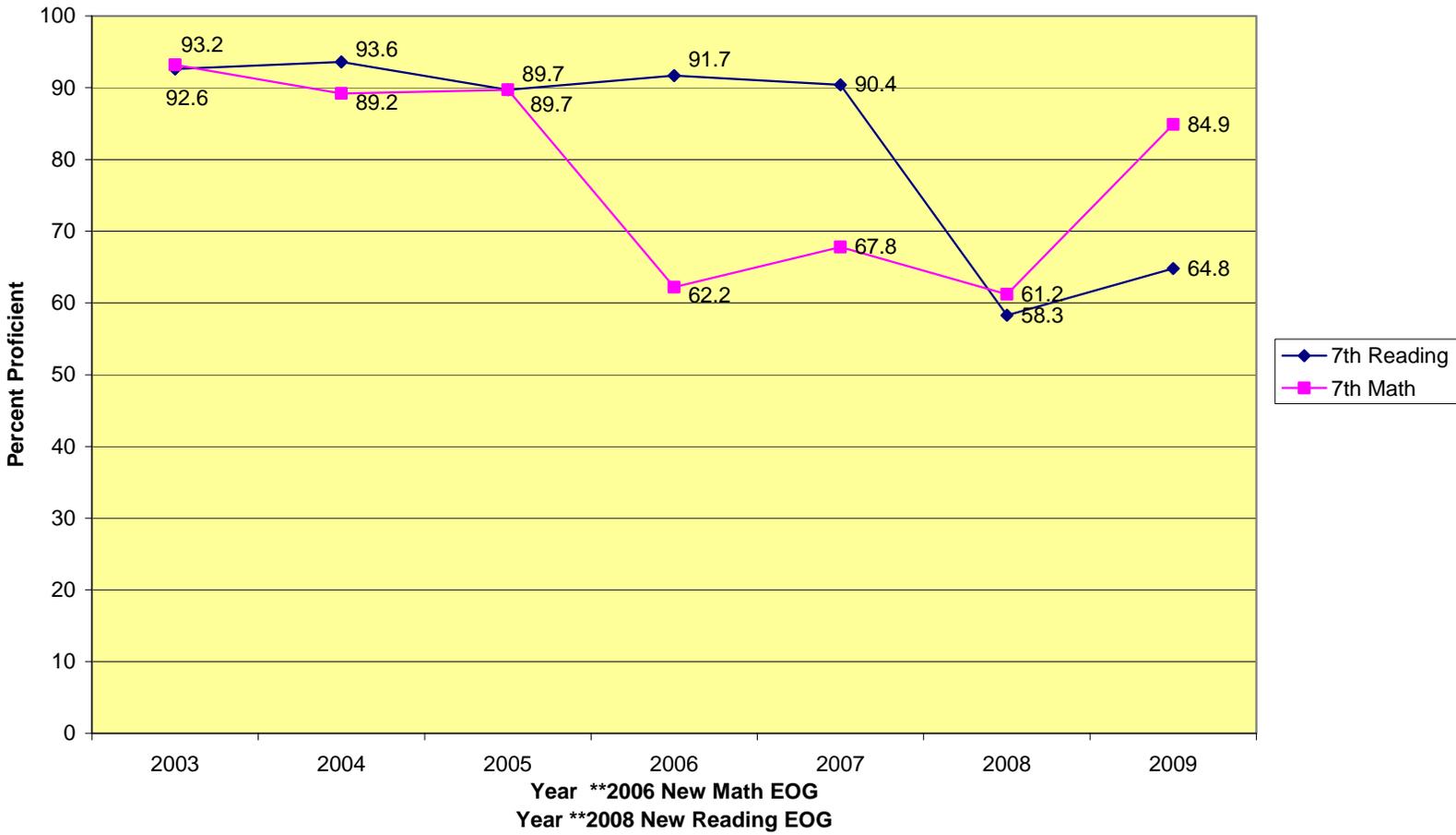
Dixon Middle School Reportable Offences 2005-2009



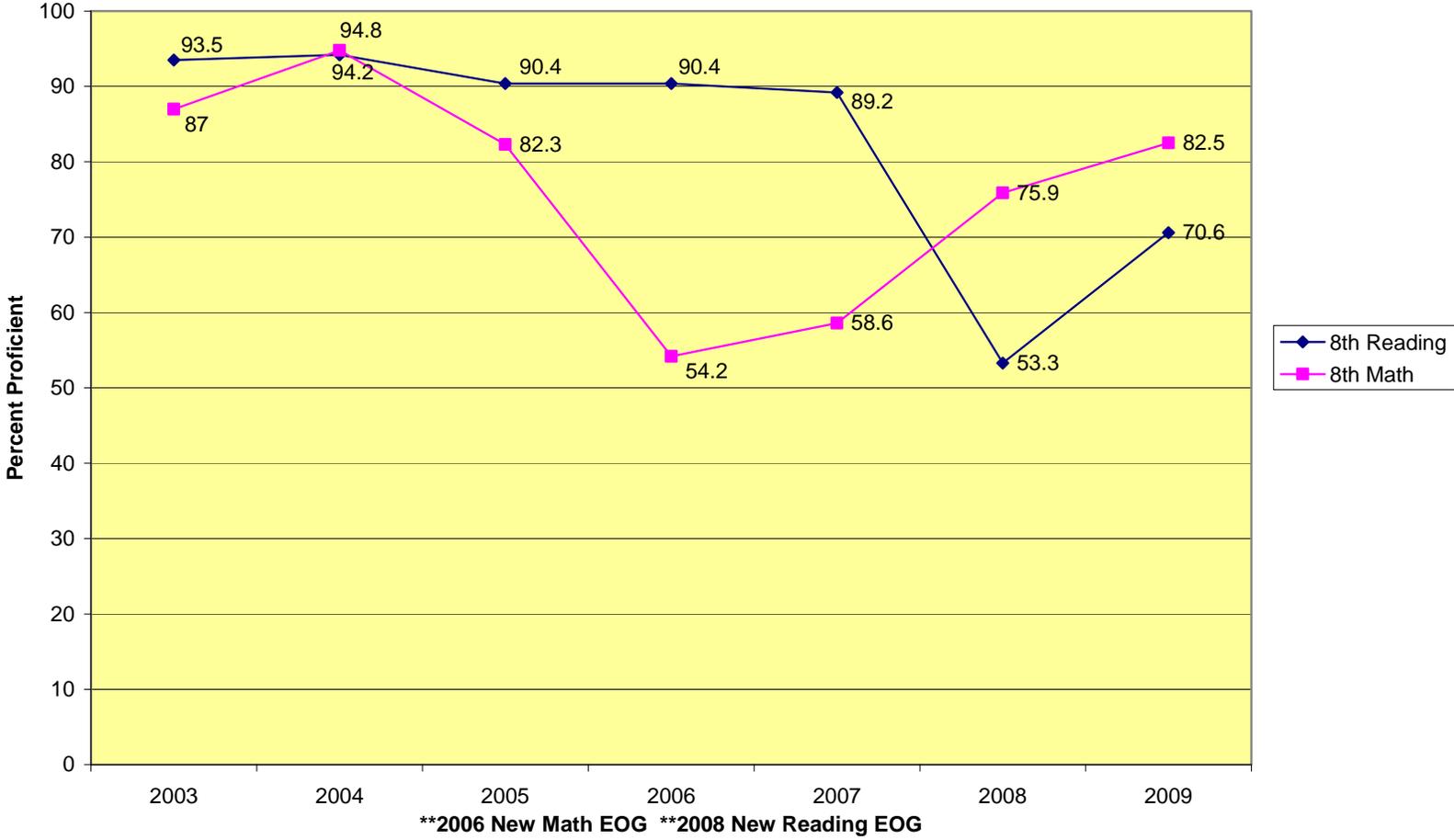
Dixon Middle School 6th Grade EOG Proficiency 2003-2009



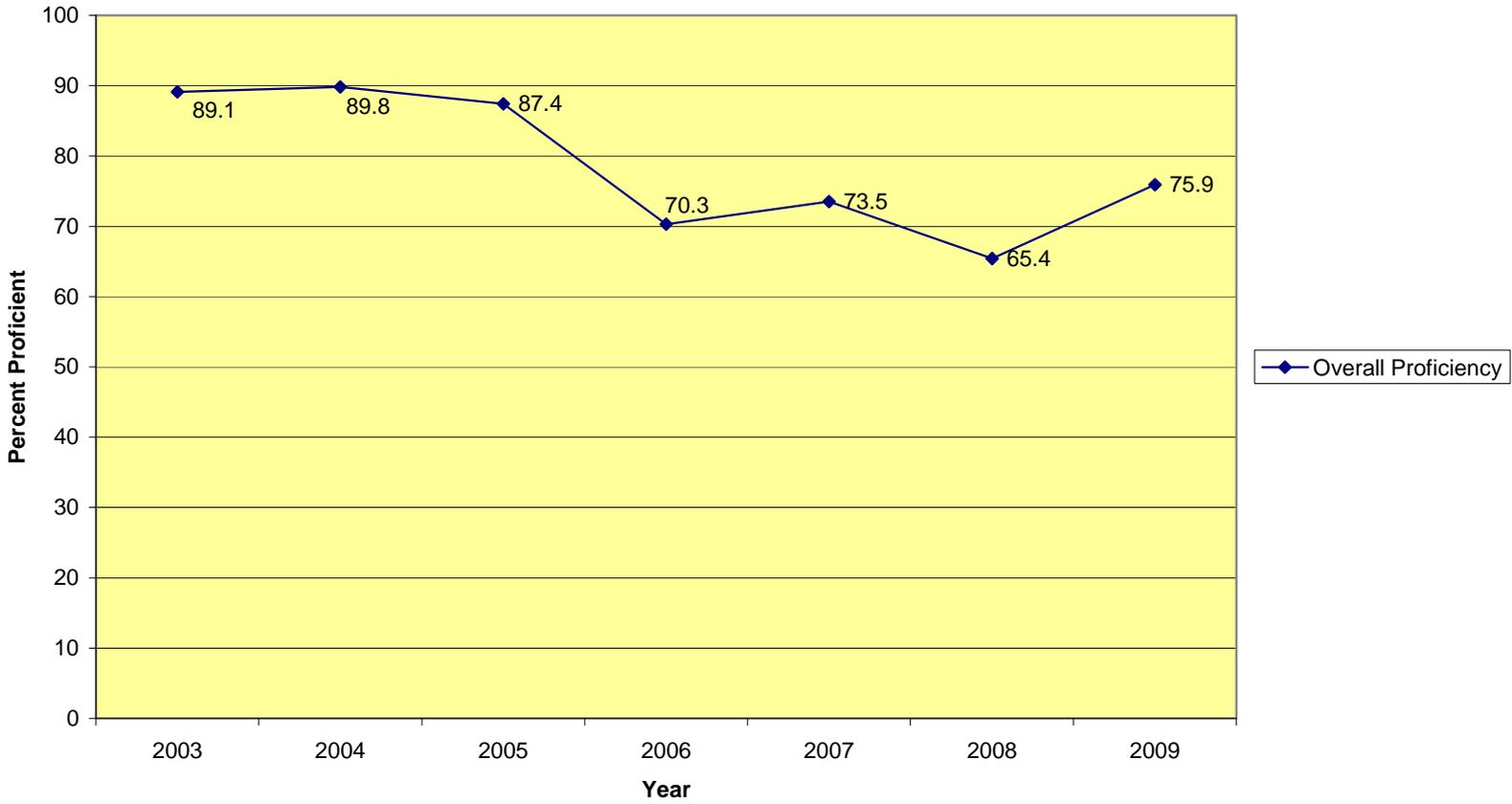
Dixon Middle School 7th grade EOG Proficiency 2003-2009



Dixon Middle School 8th Grade EOG Proficiency 2003-2009



Dixon Middle School Overall EOG Proficiency 2003-2009



Dixon Middle School
Strategic Action Plan
2007-2010

<p>NC Goal# <u>1</u>: NC public schools will produce globally competitive students.</p> <p>OCS Goal# <u>1</u>: Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.</p> <p>DMS Goal# <u>1</u>: Dixon Middle School students will be globally competitive through the mastery of a rigorous and relevant curriculum.</p> <p>STW Criteria: <u>Academic Excellence</u>: High-performing schools with middle grades are academically excellent. They challenge all students to use their minds well. <u>Social Equity</u>: High-performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students. <u>Developmental Responsiveness</u>: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.</p>	
<p>Strategy: Provide a curricular focus that enables all students to achieve at high levels.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Lesson and classroom observations indicate a rigorous, challenging, and globalized curriculum. • DMS will receive the highest level of state recognition. • Each student will achieve proficiency in reading, math, and writing in grades 6-8. • Each EC student will achieve proficiency in reading, math, and writing in grades 6-8. • Each AVID student will achieve above grade level proficiency in reading, math, and writing in grades 6-8. • Each AIG student will achieve above grade level performance in reading, 	<p>Measures:</p> <ul style="list-style-type: none"> • Locally-developed constructs and climate survey data • NC Public Schools Assessment data • NC VoCATS data • System-generated data reports • Lesson plans and classroom units • Thematic and integrated unit plans • Integrated technology lesson plans and pacing guides • NC Online Test of Computer Skills Assessment data • SIMS/NCWise data

<p>math, and writing in grades 6-8.</p> <ul style="list-style-type: none"> • Each CTE student will demonstrate proficiency in each state-required assessment. • Gaps based on race, gender, and socio-economic status will decrease on all academic measures. • Eighth grade students will demonstrate proficiency on the Online Test of Computer Skills. • Each student will participate in multiple age-appropriate, co-curricular activities. • The number of individual students earning recognition, honors, and awards in all curricular areas will increase. 	<p>(scheduling, enrollment, testing, academics, and attendance)</p> <ul style="list-style-type: none"> • Student membership in co-curricular activities • Data from recognitions, honors, and awards • AVID Certification Self-Study data • Data on the number of students completing high-school credit-bearing courses in the middle school
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Processes:

- Utilize the following 3 of the Eleven Elements of Effective Adolescent Writing Instruction from "Writing Next": Summarization, Prewriting, and Collaboration (writing across the curriculum)
- Utilize writing survey for teachers
- Vertically align writing strategies across grades 6-8, as well as 5th grade
- Use AVID philosophies and strategies across all subject areas to promote student success, including Cornell system of note taking with summaries in all content areas and the use of notebook organizational system school wide
- Organize after-school Collaborative Inquiry Sessions (CIS) tutorial sessions beginning with the 8th grade
- Incorporate technology across the curriculum
- Fully utilize Promethean or Smart Board access in four different lab areas for integrating technology in instruction
- Participate in staff development in utilizing technology
- Develop integrated technology plans
- Development and implementation of integrated thematic unit plans
- Incorporation of math, reading, and writing into all Exploratory classes.
- Continue to utilize our literacy specialist for training with reading in the content areas

- Utilize ESL materials to assist in helping teachers and students communicate with each other
- Utilize small group instruction
- Diversifying Instruction (individualized spelling word in 6th grade, AR levels/goals, AM Objectives)
- Practice test-taking skills utilizing test prep materials
- Use EduTest Program for benchmark testing/EOG practice testing
- Use diagnostic test data to guide planning and instruction
- Use Accelerated math in all math classes
- EC TA for math and language arts
- Inclusion classes for language arts and math at all grade levels
- Small group math and language arts classes available for EC students who are below grade level
- Resource classes to assist EC students in meeting IEP goals
- Peer tutoring with paired reading and writing to meet unique learning styles
- Pilot Instructional Intervention Program
- Participation in NCPIMS
- Implementation of content area staff development
- Apply for Bright Ideas Grants and Donors Choose
- Participate in Book-It program in 6th grade
- Participation in ENVISIONS program to promote articulation between middle school and 5th grade math and science teachers
- AIG Math and AIG Language Arts classes
- Implementation of William and Mary AIG Language Arts curriculum which is research-based and designed specifically for higher ability students
- Offer Algebra I and Geometry high school credit-bearing class for 8th grade AIG and advanced math students (both semester and year long)
- Utilization of science lab for inquiry lessons
- Use PLATO learning system to increase student proficiency in math, language arts, writing, and computer skills
- Provide tutoring for North Carolina Online Test of Computer Skills
- Develop E.A.C.H. vocabulary lists for all grade levels
- Use of Classroom Manager and CTE test item banks
- Singing in foreign languages
- Reinforce math skills in Physical Education by calculating Body Mass Index, heart rates, and bio-statistics

- Utilization of new art textbooks in conjunction with hands-on activities
- Promotion of student involvement in community art contests
- Use of "Smart Music", "Finale", "IPAS" software to enhance band instruction
- Development of new Hand bells and Piano classes
- Utilize Paxton Action Lab modules to encourage problem solving through the use of technology
- Promote global awareness by studying Central America, South American society, customs, economics in Spanish courses
- Achievement awards in all Exploratory classes
- Use weekly planning guides in all classes
- Battle of the Books
- Academic Derby
- Utilize a comprehensive award program (Honor Roll, Principal's List, Star Student, Athletic Recognition, etc.)
- Identify all at-risk EC students through data from the testing office and ensure that Personal Education Plans are implemented for each of these students (subgroup that did not meet AYP target goal in math or reading)

Resources:

- Appropriate test prep materials
- Staff development opportunities
- Book-It packets from Pizza Hut
- Consumable science materials for implementation of the ENVISIONS science activities
- Writing PLC (Professional Learning Community) Training and other writing workshops
- Writing survey for teachers so Language Arts teachers can provide training where appropriate
- Promethean Boards and Smart Board for use by classroom teachers
- Classroom Performance System Interactive Remote Controls for students
- AVID Library
- Edu-Test program
- EOG/EOC test data
- Accelerated Math
- PLATO resources
- EC resources for assistive technology

- William and Mary AIG Language Arts Curriculum
- Resources from the AIG Library at Morton Elementary
- Resource classes for EC students
- Technology facilitator
- Literacy Specialist
- ESL Materials
- VoCATS Test Item Banks
- "Essential Musicianship" Book/Worksheets
- Health books
- "Smart Music", "Finale", "IPAS System"
- Paxton software and modules
- Buckle Down Series
- Math On Call Books
- NC Writing Coach
- Master Teacher subscriptions
- Hydrogen fuel cell cars

End of Year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

What are the areas for improvement? What will you do differently the next time?

2007-2008

- DMS met Hi Growth status for Math
- AYP Math areas (all, White and Economically Disadvantaged) experienced growth.
- Students with Disabilities dropped in AYP proficiency
- Overall Math proficiency increased from 62% in 2007 to 66.8% in 2008.
- 43 students were retained at the end on the 2008 school year.

During the 2008-2009 school year:

- *Schedule academic awards during school hours so students can be recognized in front of their peers*
- *Coordinate III by grade levels and incorporate activities with a global focus*
- *Expand STAR testing for every student to monitor reading abilities.*
- *Expand AR across all Language Arts classes.*

2008-2009 Results

- Overall proficiency rose from 65.4 to 75.9.
- Math proficiency rose in:
 - 6th grade: 63.5 to 78.3
 - 7th grade: 61.2 to 84.9
 - 8th grade: 75.9 to 82.5
- Reading proficiency rose in:
 - 6th grade: 63.5 to 73.9
 - 7th grade: 58.3 to 64.8
 - 8th grade: 53.3 to 70.6
- DMS met overall High Growth status (math and language arts were both factored in the results.)
- DMS made Adequate Yearly Progress for the first time in five years.
- Students with Disabilities increased in proficiency and met AYP through safe harbor.

During the 2009-2010 school year:

- *Expand AR nonfiction selections to promote literacy and support classroom curriculum.*
- *Expand STAR testing for every student to monitor reading abilities three times during the school year.*
- *Utilize a new, web-based version of PLATO to improve remediation of students who were non-proficient on EOG assessments.*
- *Implement and monitor changes to EC services by including a Life Skills class, offering inclusion, pull-out services and curriculum assistance to the 6th and 7th grades, and matching the curriculum assistance EC model (that Dixon High School offers) with our eighth graders.*
- *Implement and monitor new advanced language arts courses (Creative Writing, Journalism, and Yearbook.)*
- *Rededicate time during 1st period (for non-AVID, non-AIG students) to address specific academic concerns by grade level.*

Dixon Middle School
Strategic Action Plan
2007-2010

<p>NC Goal# <u> 2 </u>: NC public schools will be led by 21st century professionals. OCS Goal# <u> 2 </u>: Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals. DMS Goal# <u> 2 </u>: Dixon Middle School students will be led by creative, passionate, and technologically skilled professionals. STW Criteria: <u>Social Equity</u>: High-performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students. <u>Organizational Structures and Processes</u>: High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.</p>	
<p>Strategy: Create and sustain a workplace that attracts and supports highly qualified professionals who are creative, passionate, and technologically skilled professionals to foster a climate of high expectations for employee and staff performance.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Evaluations of employees are conducted fairly and equitably according to state and federal guidelines. • Diverse and creative high-quality workforces who are technologically skilled are recruited and maintained at Dixon Middle School. • Dixon Middle School will maintain its low employee attrition rate. • Orientation and mentoring opportunities are available. • Leadership, grade teaming, and departmental teaming opportunities are available. 	<p>Measures:</p> <ul style="list-style-type: none"> • Evaluation data from teacher appraisals. • North Carolina School Report Card data and school attrition data. • Highly-Qualified licensure data • Orientation and mentoring agendas, lessons, and rosters for BT's, mentors, and probationary teachers. • Team meeting agendas, department meeting agendas, and leadership team agendas.

Processes:

- Communicate the high expectations and requirements for employee evaluations in team and staff meetings
- Technology integration staff development in Promethean Board, Active Votes, E-Lab, Geo-Sketch Pad, PLATO, EduTest, Teacher Web, Accelerated Math, Accelerated Reader, Save the Tree books
- Technology facilitator assistance in classroom and E-lab technology lessons
- Access to technology to implement in classrooms and lessons
- Regular class celebrations
- Monthly "Golden Trash Can Award"
- Recognition of achievements of staff members
- Mentee and Mentor meeting before beginning of the year
- Monthly Mentor and Beginning Teacher meetings
- Time made for Beginning Teachers to observe a variety of teachers
- Weekly team meetings on Tuesdays on best teaching practices
- Support of fellow staff members
- Peer observations
- Social gatherings for team to build connectedness
- AVID Summer Institute
- Writing Across the Curriculum
- NCPIMS
- Promethean Board Training
- Writing PLC Training by Language Arts teachers at monthly staff meetings
- ESL training
- Assigned duty rosters for all staff members
- Time allocated within the instructional day for duty-free lunch
- Support for graduate programs
- NCCAT for maintaining professional development
- UNCW interns, PDP
- Encouragement to obtain National Board Certification
- Individual growth plans to foster teacher growth
- Bright Idea Grants and Donors Choose Grants

Resources:

- Food for staff celebrations
- Certificates for "Golden Trash Can Award"
- Technology Facilitator

<ul style="list-style-type: none"> • NC Wise Owl • Partner schools like UNCW, Coastal Carolina Community College, Cape Fear Community College • TPAI • Peer observations and evaluations • Individual Growth Plans • Funding for substitutes • PLATO training • Staff Development Opportunities 	
<p>End of Year Annual Review, Results, Next Steps</p>	
<p>Summarize your results. Show trends. Were improvements made?</p>	<p>What are the areas for improvement? What will you do differently the next time?</p>
<p>2007-2008</p> <ul style="list-style-type: none"> • DMS retained all certified staff members. • All Beginning Teachers were paired with trained mentors and attended regularly scheduled meetings. • 20 Mimios were purchased and staff members participated in training. 	<p><i>During the 2008-2009 school year:</i></p> <ul style="list-style-type: none"> • <i>Teachers will participate in technology training to master 21st century skills.</i> • <i>Dixon Middle School will take a global focus this year, with plans to explore international partnerships and sponsor teacher(s) to participate in international experiences.</i> • <i>Staff members will participate in team-building activities and morale-building activities.</i>

<p>2008-2009 Results</p> <ul style="list-style-type: none"> • All beginning teachers paired with trained mentors and attended regularly scheduled meetings. • Eight ELMOs and four Flip cameras were purchased for classroom use. • Wireless internet points were purchased in March and installed in August. • One administrator and one teacher visited China and entered a partnership with Jiangsu Tian Yi High School in Wuxi City, PRC. • 	<p><i>During the 2009-2010 school year:</i></p> <ul style="list-style-type: none"> • <i>Teachers will participate in NC Wise training to master required skills.</i> • <i>Teachers will receive training and information on the new teacher appraisal instrument.</i> • <i>Dixon Middle school will foster the growth of its new international partnership with Jiangsu Tian Yi High School by teaching lessons that focus on global awareness during 1st period.</i> • <i>Dixon Middle School will investigate ways to expand foreign language courses offered on campus.</i> • <i>A "new" computer lab will be created and utilized in the annex building.</i> • <i>Wireless internet coverage will be expanded to include all classrooms.</i> • <i>Funds will be utilized to purchase more ELMOs and Flip cameras for classroom use.</i> • <i>Staff members will continue to participate in team-building activities and morale-building activities through the Mariner Club.</i>

Dixon Middle School
Strategic Action Plan
2007-2010

<p>NC Goal# <u> 3 </u>: NC public school students will be healthy and responsible. OCS Goal# <u> 3 </u>: Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens. DMS Goal# <u> 3 </u>: Dixon Middle School students will learn in a safe, civil, and welcoming atmosphere to become healthy and globally competitive citizens. STW Criteria: <u>Developmental Responsiveness</u>: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.</p>	
<p>Strategy: Utilize the E.A.C.H. Advisory period and the Guidelines for Success to support our Safe and Civil Schools initiative.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Dixon Middle School will meet the Safe Schools Criteria. • Reduction in the number of reportable acts related to crime and violence. • Each student will participate in and show growth in physical fitness assessments administered during Health and Physical Education class. • Dixon Middle School's attendance rate will meet AYP guidelines. • Each child will participate in lessons regarding healthy lifestyle behavior and decision-making during the E.A.C.H. period. • Each child will participate in multiple seminar activities. • Each student will select and participate in the Triple I co-curricular activities. • Each student will have an adult advocate. • Each child will know and recognize the 	<p>Measures:</p> <ul style="list-style-type: none"> • Audit Team Scorecard • Climate Survey and School Administered Survey Data • School discipline data • Uniform System Discipline Data Collection tool used by NCDPI • NC Annual Report on School Crime and Violence Report • Standardized physical fitness test data. • SIMS Student attendance data.

Guidelines for Success	
<p>Processes:</p> <ul style="list-style-type: none">• Follow Save and Civil School procedures• Use of the Student Agenda to monitor hall traffic as well as sign out sheet in classrooms• Attendance letters mailed home• Attendance reminders to students to advise parents• Triple I• E.A.C.H. teacher as adult advocate• Guideline for Success taught and reinforced in E.A.C.H. class• Bullying, Character Education, Treasure Chest lessons in E.A.C.H. class• Internet safety instruction available• Incentive field trips for responsibility, following school rules and policies, and completion of assigned tasks• Implementation of Energizers• Scheduled locker and restroom breaks• Staggered dismissals• Red Ribbon Week Activities• Keep Onslow Beautiful participation and other community service projects• AVID in seventh and eighth grade and adding sixth grade class during the 2008-2009• School-wide seminar activities for E.A.C.H. class• Classroom and school expectations posted in all classes and hallways• Collaborative Inquiry Sessions• Assigned duty roster for all faculty and staff• Mediation between students• Daily exercise, weekly fitness run, and fitness pre- and post-testing in physical education class• Intramurals in Triple I• STOMP movement activities (exercises of rhythms using clapping, stomping, trashcans, walls, chairs, and tables to make different sound effects) in Triple I• Paideia Seminars, Socratic Seminars, and Philosophic Chairs on Character Education during E.A.C.H.• Team wide behavior systems• Achievement awards in all Exploratory classes• Guidelines for Success as an integral part of the CTE curriculum	

- County Fitness Testing
- Modeling of appropriate behavior
- Band breathing warm-ups and instrument warm-ups
- Units on patriotism
- Safety Training
- Shelter-In-Place Training
- CPR and First Aid Training
- CPI Training

Resources:

- Student Agendas
- Bullying curriculum
- Behavior management plans
- Attendance letters
- Progress reports
- Homework slips
- Drug prevention curriculum
- Character education activities
- Internet safety resources
- Incentive field trips (buses, activities, chaperones, etc.)
- Energizer books
- Science lab safety training
- Treasure Chest book for each E.A.C.H. teacher
- Safe and Civil Curriculum
- Guidelines for Success
- Triple I

End of Year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <ul style="list-style-type: none"> • DMS received SSS Certification. • All students participated in character education during E.A.C.H. • All students participated in Safe and Civil lessons during E.A.C.H. • All students participated in teacher-created III activities. • Reportable acts decreased from eight in 2007 to seven in 2008. • DMS participated in a Safe Schools Week in September 2007. 	<p><i>During the 2008-2009 school year:</i></p> <ul style="list-style-type: none"> • <i>students will participate in intramural sports and activities as an incentive for acting responsibly, following school rules and policies, and completing assigned tasks</i>

<p>2008-2009 Results</p> <ul style="list-style-type: none"> • DMS completed a SSS book for certification. • All students participated in character education during E.A.C.H. • All students participated in Safe and Civil lessons during E.A.C.H. • All students participated in teacher-created III activities. • Reportable acts decreased from nine in 2008 to three in 2009. • DMS participated in a Safe Schools Week in September 2008. • All students were given the opportunity to participate in intramurals or other incentive-related activities and/or trips. 	<p><i>During the 2009-2010 school year:</i></p> <ul style="list-style-type: none"> • <i>Students will continue to participate in intramural sports and other activities as an incentive for acting responsibly, following school rules and policies, and completing assigned tasks</i> • <i>Safe and Civil/Character Education lesson will be taught on a weekly basis.</i> • <i>The 7th grade Drama class will create character education videos.</i> • <i>All students will participate in Horizons; five themed events that will be incorporated into all lessons and will have special activities, assemblies and presentations. These five areas of focus include college, culture, career, special interest topics, and science.</i>

Dixon Middle School
Strategic Action Plan
2007-2010

<p>NC Goal# <u>4</u> : Leadership will guide innovation in NC public schools. OCS Goal# <u>4</u> : Leadership will foster innovation in the Onslow County School System with the cooperation of families and community partners. DMS Goal# <u>4</u> : Leadership will facilitate innovation in the Dixon School System by collaborating with families and community partners. STW Criteria: <u>Organizational Structures and Processes</u>: High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.</p>	
<p>Strategy: Partner with stakeholders to create an environment that encourages change, promotes dynamic continuous improvement, and supports innovative initiatives.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Dixon Middle School will foster and sustain long-lasting partnerships with a variety of community organizations and families (B.A.S.E.S., DMS PTO, Kiwanis, Lions, Loyal Order of the Moose, Rotary) • Dixon Middle School will foster and sustain long-lasting partnerships with a variety of educational partners (AdvanceED, AVID, CFCC, CFNC, DES, DHS, E.N.V.I.S.I.O.N.S., UNCW, NCPIMS) • SAS/CASI criteria are adhered to. • Annual strategic plan shows alignment among data, established goals, and strategies. • Dixon Middle School will communicate regularly with its families (i.e. newsletters, progress reports, Alert Now) • Dixon Middle School will adopt a 	<p>Measures:</p> <ul style="list-style-type: none"> • Climate Survey and locally produced survey data • Teacher Working Conditions Survey • SACS/CASI Annual Reports • District Accreditation Report • Peer Review Feedback • Family communication data • B.A.S.E.S. • School collected data on partnerships

<p>Marine Unit to promote a mutually beneficial relationship.</p>	
<p>Processes:</p> <ul style="list-style-type: none"> • Incorporate newsletters with report cards • Send weekly or bi-weekly progress reports • Utilize Alert Now to communicate events, activities, and policies • Maintain school website • Utilize Teacher Web for individual teacher websites • Maintain active Quality Council • Use Homework Hotline • Sponsor grade level Open Houses • Sponsor Rising 6th Grade Orientation • Implement and support programs which help prepare students for high school, college, and the 21st century (CFNC, AVID, F4K) • Sponsor Academic Awards Celebrations • Continue to utilize the transitional program with 8th grade moving to 9th grade • Invite Parents and volunteers to participate in Triple I classes • Volunteers for athletic and academic endeavors • Science Fair (invite community partners as judges) • Use marquee on the front lawn for communication • Use student Agendas to communicate between parents and teacher • Have frequent Student-teacher-parent conferences • Use Proud Grams to communicate with parents • Provide Internet safety session with staff and parents • Provide PTO teacher representative • School will actively work with PTO • Math teachers will participate in NCPIMS • AVID program will involve community/education partners as tutors • Partner with Coastal Carolina Community College • Share facilities with parks and recreation department • Promotion of alternative energy education with hydrogen fuel cell cars • Spanish teacher facilitates communication with ESL parents • Performance in community by band and chorus at Kiwanis, elementary schools, nursing homes, Winterfest • Participation in Council of the Arts and Shrimp Festival Art competitions • Coordinate soccer field use with community support 	

- Participate in Bright Ideas Grants and Donors Choose Grants
- Involve community in Safe and Civil Schools program
- Junior Beta Club
- Involve community in Cares4 program
- Builders Club will coordinate with its partner organization
- Special Olympics
- **Implement the district transition plan for rising sixth graders and exiting eighth graders.**

Resources:

- Alert Now system
- Hans Miller, North Carolina State Bureau of Investigation Internet Safety
- Parents and volunteers
- Community Partners
- School Staff
- Special Olympics
- Education Partners
- B.A.S.E.S.
- United Way and other community resources

End of Year Annual Review, Results, Next Steps

<p>Summarize your results. Show trends. Were improvements made?</p>	<p>What are the areas for improvement? What will you do differently the next time?</p>
<p>2007-2008</p> <ul style="list-style-type: none"> • DMS PTO and Quality Council met regularly during the school year. • DMS had 100% participation in the United Way fundraiser. • Four teachers and one administrator attended AVID Summer Institute in Atlanta, GA. • According to B.A.S.E.S., ten different businesses/people were utilized during the school year. • One teacher participated in ENVISIONS 	<p><i>During the 2008-2009 school year, DMS will:</i></p> <ul style="list-style-type: none"> • <i>Team up with Dixon High School for staff development, curricular focus, and international partnerships.</i> • <i>Devote one of the two counselors towards eighth grade and high school transitioning.</i> • <i>Host an AVID Parent Night to promote home-school connections.</i> • <i>Utilize Schoolinsites to create a new, modern, and user-friendly website.</i> • <i>Hire at least one TA to assist with PEPs and tutoring.</i>

2008-2009 Results

- DMS continued to have 100% participation in the United Way Fundraiser.
- Three teachers participated in AVID Summer Institute in Atlanta, GA.
- Our PTO was very active, raising funds, chaperoning dances and hosting the DMS end-of-year academic awards.
- According to B.A.S.E.S., _____ different businesses and individuals were utilized during the school year.
- A new website was created and maintained to enhance communication.

During the 2009-2010 school year, DMS will:

- *Build on our relationship with Dixon High School for staff development, curricular focus, international partnership(s), and AVID.*
- *Continue our eighth grade and high school transitioning and expand our 5th/6th grade transition program with all feeder schools.*
- *Electronic calendars will be created and maintained for meetings and the two computer labs.*
- *The Journalism class will create and maintain an online news magazine through the school website.*
- *Community support will be utilized in the implementation of the Horizons program(s).*

Dixon Middle School
Strategic Action Plan
2007-2010

<p>NC Goal# <u> 5 </u>: NC public schools will be governed and supported by 21st century systems.</p> <p>OCS Goal# <u> 5 </u>: Onslow County schools will be supported by effective and efficient systems.</p> <p>DMS Goal# <u> 5 </u>: Dixon Middle School will be supported by effective and efficient systems.</p> <p>STW Criteria: <u>Social Equity</u>: High-performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students. <u>Organizational Structures and Processes</u>: High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.</p>	
<p>Strategy: Maximize and manage resources and technology to support the instructional and operational needs of Dixon Middle School.</p>	
<p>Desired Results:</p> <ul style="list-style-type: none"> • Instructional and operational environments that contribute to the successful technological operation of Dixon Middle School are fully utilized. • Technology infrastructure and devices are fully utilized to integrate technology into the curriculum. 	<p>Measures:</p> <ul style="list-style-type: none"> • Work order utilization • IT data reports • Technology facilitator survey • North Carolina School Report Card • Media and Technology Report • Technology staff development agendas and rosters
<p>Processes:</p> <ul style="list-style-type: none"> • Staff development • Technology coordinator providing assistance for lessons in technology • EduTest reports used to revise instruction • Technology used to communicate • Coordinator meetings at the county level to disseminate information • Policy meetings • Team meetings • Staff meetings 	

- Departmental meetings
- Utilization of the Promethean Boards for lessons
- Access and use of the technology in the Library, Science Lab, Health room, and E-Lab
- Minimum of two technology lesson plans per year by each teacher
- Promethean Board staff training
- EC assistive technology library
- AIG Library at Morton Elementary
- Attain wireless internet
- Support of IT Assistant

Resources:

- Staff development
- EduTest and reports
- Meeting system
- Technology Facilitator
- Promethean Boards and Smart Board
- Accelerated Math
- Accelerated Reader
- PLATO
- Paxton Action Lab
- E-Lab
- School Network System
- Technology and Media surveys
- IT Assistant
- CO Staff
- IT Department

End of Year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <ul style="list-style-type: none"> • During the summer of 2008, wireless internet was added to the media center. • Twenty mimios were purchased for core academic teachers and received training on their use. • Twelve certified staff members received Tier One laptops. 	<p><i>During the 2008-2009 school year, DMS will:</i></p> <ul style="list-style-type: none"> • <i>Expand wireless capabilities to make better use of teacher laptops and mimio projectors.</i> • <i>Offer year-long technology training for continuing education credit</i> • <i>Offer training for NCWise</i> • <i>Add computers to the E-Lab and CTE computer lab to accommodate additional students.</i> • <i>Identify and distribute Tier One laptops to nine additional certified staff members.</i>

<p>2008-2009 Results</p> <ul style="list-style-type: none"> • Wireless internet points were purchased for core academic classrooms. • Eight ELMOs, four Flip cameras, and four web cameras were purchased to aid in student instruction and collaboration. • Nine staff members received Tier One laptops. • All teachers participated in technology training to increase productivity through sessions taught by Stephen Taylor, technology facilitator. • Computers were added to the E-lab and media center. 	<p><i>During the 2009-2010 school year, DMS will:</i></p> <ul style="list-style-type: none"> • <i>Utilize scanners and ID cards for the cafeteria and media center to improve efficiency.</i> • <i>Create and disseminate a written custodian schedule for cleaning classrooms and office spaces.</i> • <i>Hold all parent-teacher conferences after the final class bell to ensure that professional planning time is protected.</i> • <i>Move desktop computers from teacher classrooms and the media center to the "new" computer lab in the annex building, with the eventual goal of having thirty computers for student use.</i> • <i>Utilize wireless internet to enhance the use of classroom technology.</i> • <i>Identify and distribute Tier One laptops to eight additional certified staff members.</i>
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2009 - 2010 Projected Budget

Dixon Middle School
Strategic Plan Review and Continuation
2009-2010 Budget

Goal #: 1

A: Provide a curricular focus that allows all students to achieve at high levels

<i>Items for Purchase</i>	<i>Budgeted Amount</i>	<i>Source of Funding</i>	<i>Purpose</i>
Library Books	\$12,500	Instructional/Local/ PTO/LSTA Grant	New books for the library
Media and Classroom Subscriptions	\$1,500.00	Instructional	Support literacy and classroom content
Textbooks	\$5,000.00	Textbook	New and replaced textbooks

Goal #: 2

A: Create and sustain a workplace that attracts and supports highly qualified professionals who are creative, passionate, and technologically skilled professionals

to foster a climate of high expectations for employee and staff performance.

<i>Items for Purchase</i>	<i>Budgeted Amount</i>	<i>Source of Funding</i>	<i>Purpose</i>
Substitute Pay	\$0.00	Staff Development/ Instructional	Support teacher development
Wireless Points (2)	\$1,000	Instructional	Technology in classrooms
ELMOs (4)	\$2000	Instructional	Technology in classrooms
Flip Cameras (3)	\$400.00	Instructional	Technology in classrooms

Goal #: 3

A: Utilize the E.A.C.H. Advisory period and the Guidelines for Success to support our Safe and Civil Schools initiative.

<i>Items for Purchase</i>	<i>Budgeted Amount</i>	<i>Source of Funding</i>	<i>Purpose</i>
Radios	\$100.00	Safe Schools	On-campus communication
Student Incentives	\$200.00	Local	Incentive for citizenship and academics

Goal #: 4

A: Partner with stakeholders to create an environment that encourages change, promotes dynamic continuous improvement, and supports innovative initiatives.

<i>Items for Purchase</i>	<i>Budgeted Amount</i>	<i>Source of Funding</i>	<i>Purpose</i>

Goal #: 5

A: Maximize and manage resources and technology to support the instructional and operational needs of Dixon Middle School.

<i>Items for Purchase</i>	<i>Budgeted Amount</i>	<i>Source of Funding</i>	<i>Purpose</i>
Wireless Internet Equipment	\$1,000.00	Textbook/ Instructional	Expand wireless internet at DMS
Instructional Supplies	\$2,000.00	Instructional	Supplies used by the office and teachers
Copier	\$6,000.00	Local/Instructional	Copying needs of teachers and staff
Postage	\$2,000.00	Instructional/Local	Parental Contact

**Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010**

School Dixon Middle School Date Submitted 9-25-09

- | | |
|--|---|
| 1. Number of School Improvement Plan Team Members | <u>18</u> |
| 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). | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 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.) | <u>100%</u> |
| 4. Date of vote | <u>9/24/09</u> |
| 5. A secret ballot vote for staff approval of the plan was conducted. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.) | <u>50%</u> |
| 8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 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. Check one: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 11. All required local, State and Federal programs have been addressed in the School Strategic Plan. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

James P. Strope

Principal's Signature

Laura E. Ward

Signature, SSPT Facilitator/Chairperson

Signature of Elected Parent Representative

Signature of Elected Parent Representative

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