



DIXON MIDDLE SCHOOL

A National School to Watch

200 Dixon School Road
Holly Ridge, NC 28445

STRATEGIC PLAN

2007 - 2010

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Dixon Middle School Quality Council Members 2007-2008

Faculty and Staff

Dr. Laurie Spring, Principal
Kadren Davis, Asst. Principal
Laura Ward, Quality Council Chair
Amanda West, Counselor
Richard Mullins, 6th Grade
Lisa Fox, 7th Grade
Valerie Gruner, 8th Grade
Joel Frank, Exploratory Team
Rebeccah Jones, Exceptional Children
Sylvia Sanders, Teacher Assistant
David Hawkins, Support Staff

Parents

Jeannie Heckart
Barry Brown
Lisa Keenan
Freda Bruton
Keith Pierce
Chuck Grafius
Amy Prince
Kathleen Conley
Jeannie Hall
Michelle Norris
Pam Shepard, PTO Liaison

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 at the end of the profile. While the profile is able to provide the school with useful information needed to develop a strategic plan for continuous improvement, each year, a more in-depth and detailed analysis of data is made both at the system level and the school level. This assists the school in meeting organizational and instructional effectiveness 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, approximately 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 school year, 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 is being recognized as a School of Progress. The attendance rate for students is 95.1% for all students.

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 performance 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.

For the 2006-2007 school year, overall proficiency on the EOG's grew from 70.3% to 73.5%. 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 increase is due largely to the focused instruction that our students received as well as the utilization of integrated lesson plans supported by the Technology Facilitator assigned to the school.

At Dixon Middle School, students with disabilities and economically disadvantaged students are in the most need of support and focused intervention strategies. Based upon the 2007 AYP Summary Report of Target Goals, 47.3% of students with disabilities were proficient in reading, while only 29.1% were proficient in mathematics. 83.7% of economically disadvantaged students were proficient in reading, while only 51.2% were proficient in mathematics. Math has been an area of needed improvement for all students demonstrated by the 62.0% of students at or above grade level, with only 61.6% of white students meeting proficiency. Presently our student population does not support any other 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 two AIG specialists. The mathematics teacher specializes in curriculum compacting to accelerate the mathematics students. For the first time, students will be taking both Algebra I and Geometry during the eighth grade year, enabling the students to enroll in Algebra II during the freshman year. AIG language arts students are participating in the William and Mary series requiring higher order thinking skills for students, thus preparing them for the rigorous curriculum of high school honors classes.

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. Currently Dixon

Elementary School is incorporating AVID strategies with their fifth graders, which will support a future sixth grade AVID elective class.

Throughout the school, differentiated instructional practices are used to enhance the curriculum. Teaching assistants offer support to students in math and language arts classes. Our EC teachers are able to offer separate instruction services to students achieving more than two grade levels below and inclusion services to students that are near grade level.

Student Demographic Data

According to the nine month principal's report for 2006-2007, Dixon Middle School served 468 students in sixth through eighth grade. On the twelfth day of enrollment, our membership was 462. The student population has slightly more males at 245 as opposed to 223 females. Sixth grade is our largest grade with 165 students. Seventh grade had a membership of 145, and eighth grade finished the year with 157 students. 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.

Students are serviced by thirty-six certificated staff members, including administration, guidance, and media specialist, as well as twelve support personnel composed of custodians, teaching assistants, and office staff. The school also receives services from the following individuals: school nurse, school social worker, technology facilitator, technology assistant and first-year Principal Fellows intern.

For 2006-2007, 61 students were serviced by the Exceptional Children's Program. Four English as a Second Language (ESL) students 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 this school year.

School Characteristics

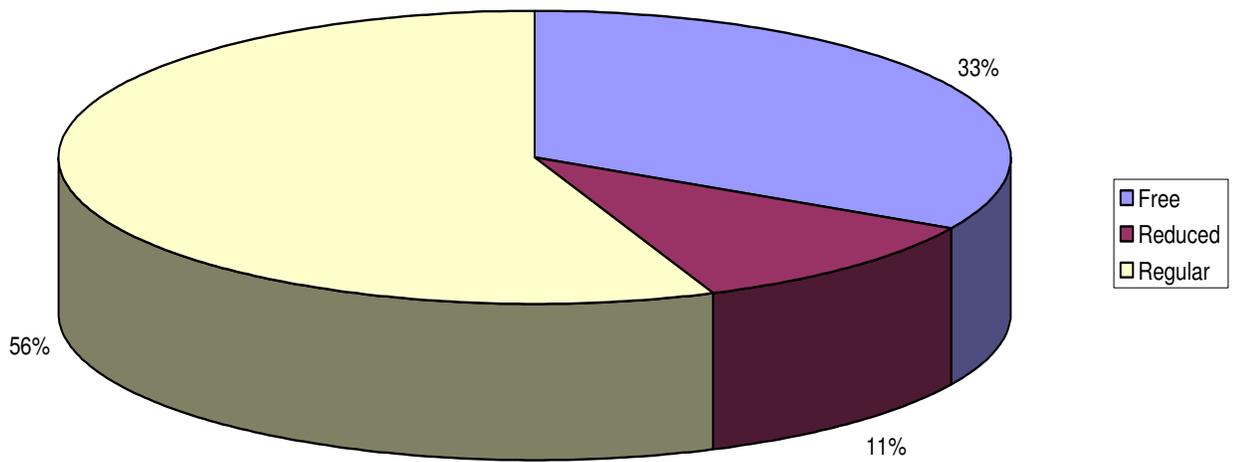
Dixon Middle School is located on the corner of Highway 17 and 210 just north of Holly Ridge. The original school building was built in 1929 and has served as a school for a variety of levels over the years. Under the school bond referendum funding, land was purchased for a future middle school. An updated facility will bring Dixon Middle School into the forefront with 21st century technology.

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.

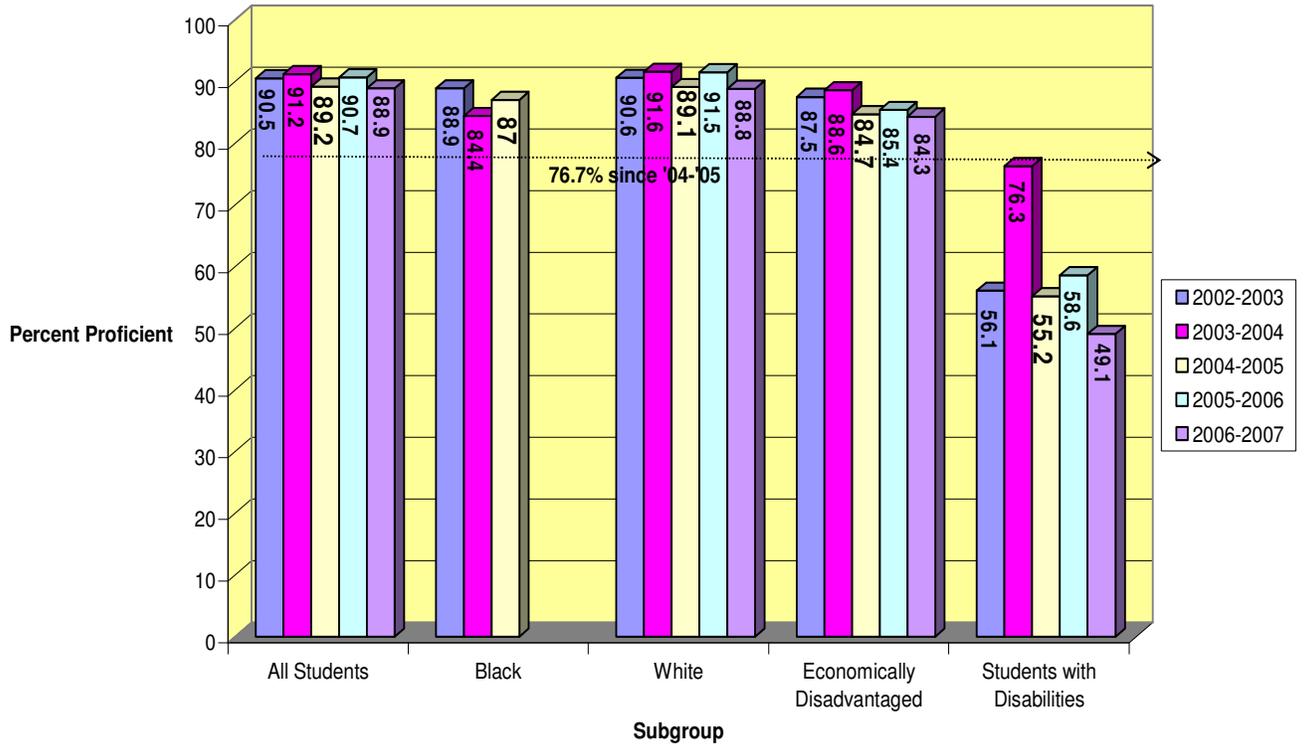
Stakeholder Perspectives

The active Parent Teacher Organization members work hard to encourage parents from all of the school communities to support Dixon Middle School in any way 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 among parents, students, and staff.

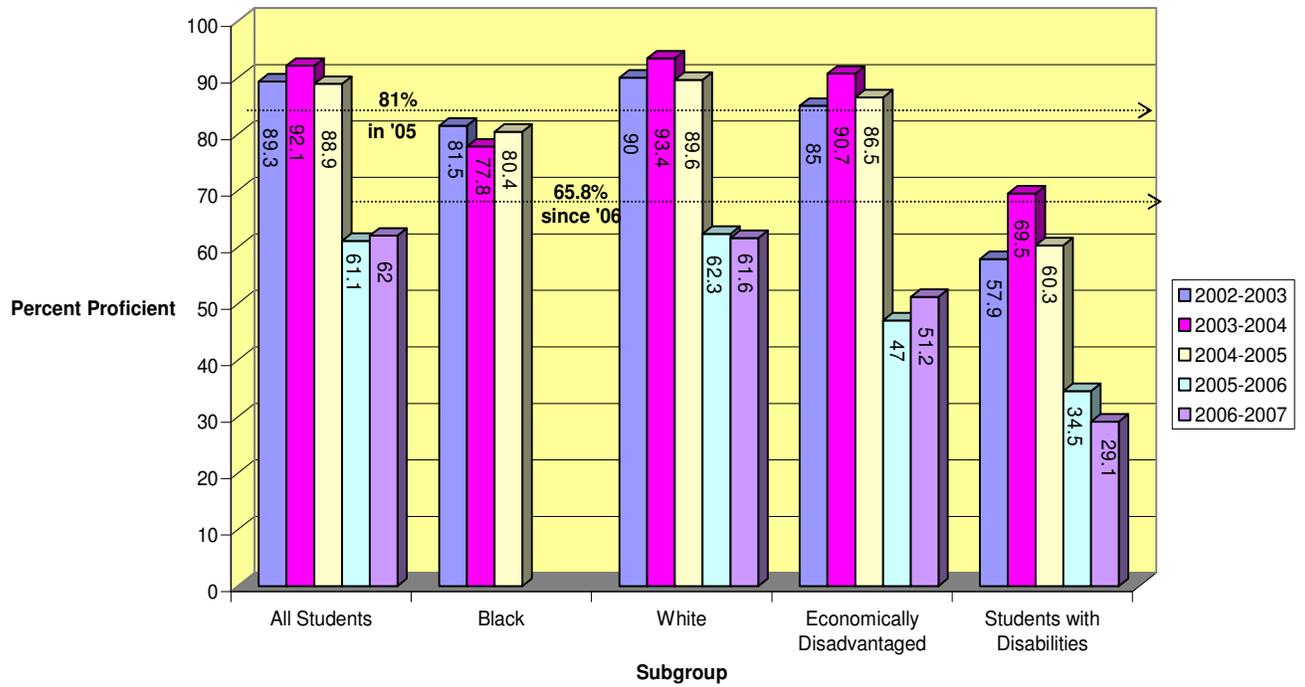
**Dixon Middle School
2007 Free and Reduced Lunch**



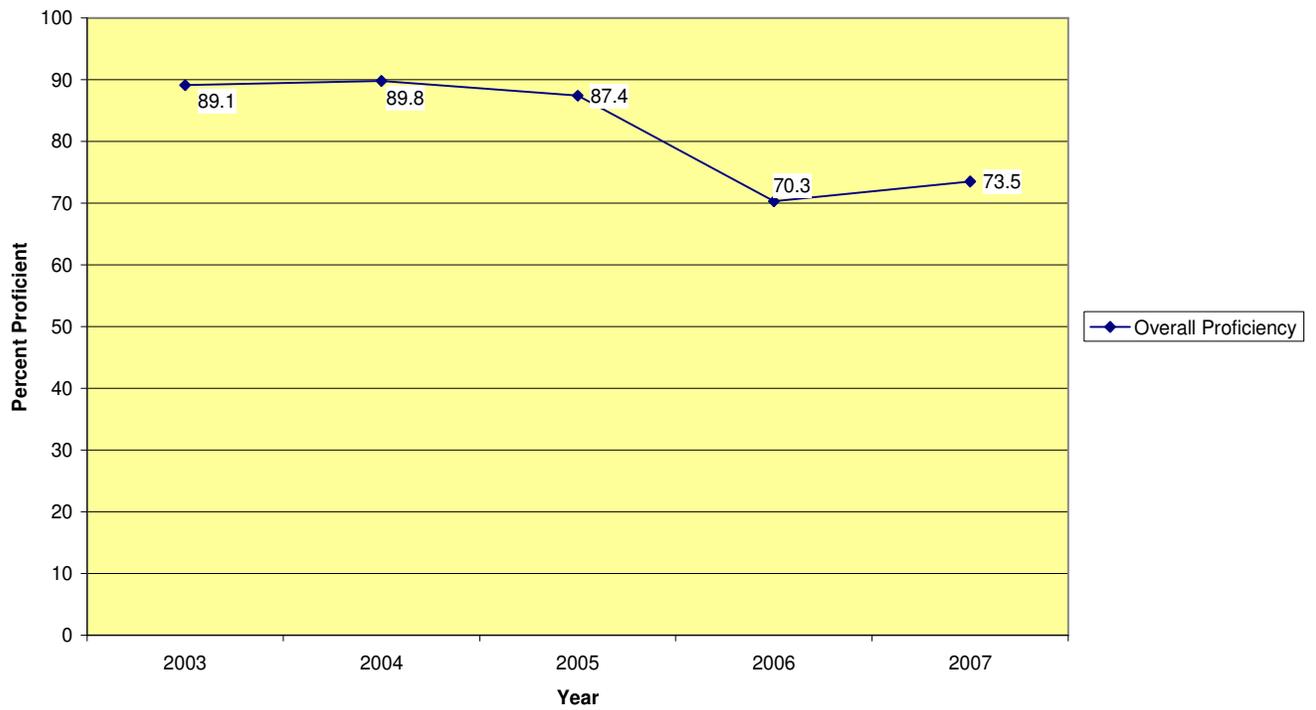
Dixon Middle School AYP Reading 2003-2007



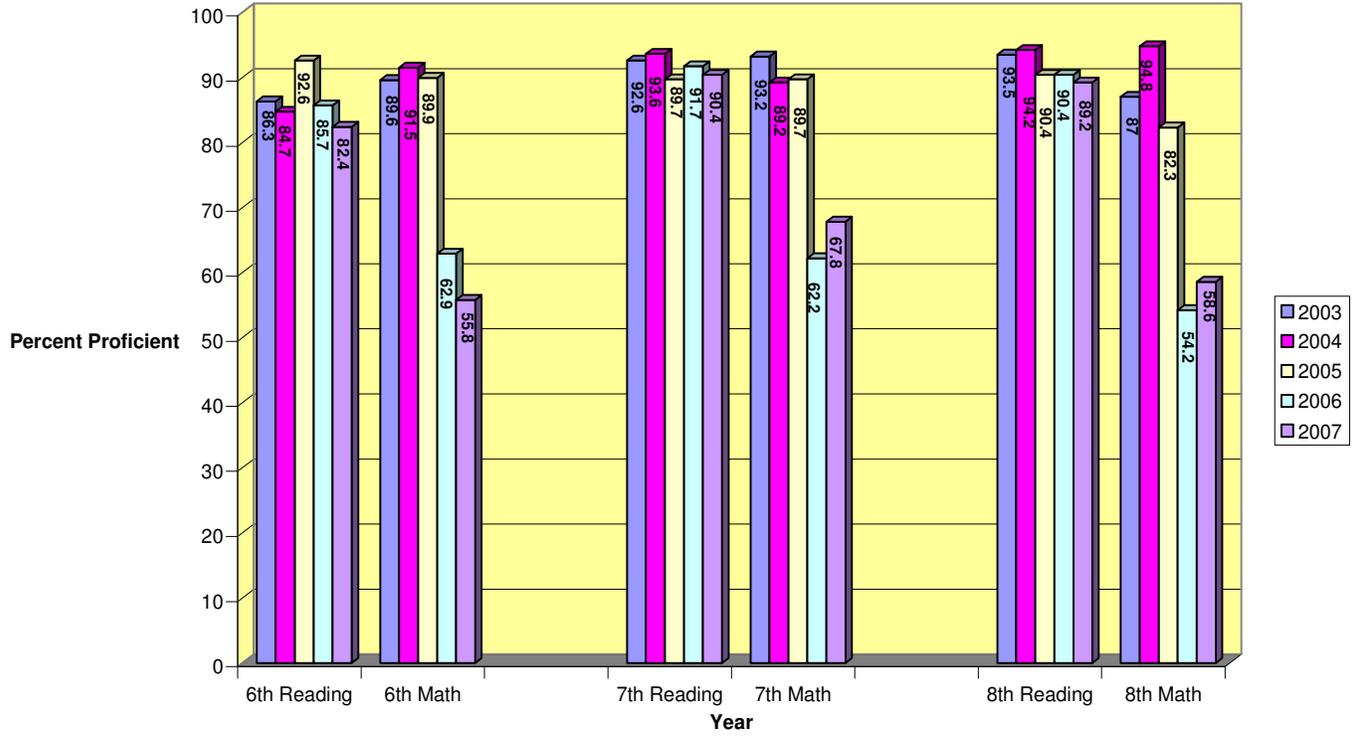
Dixon Middle School AYP Math 2003-2007



Dixon Middle School Overall EOG Proficiency 2003-2007

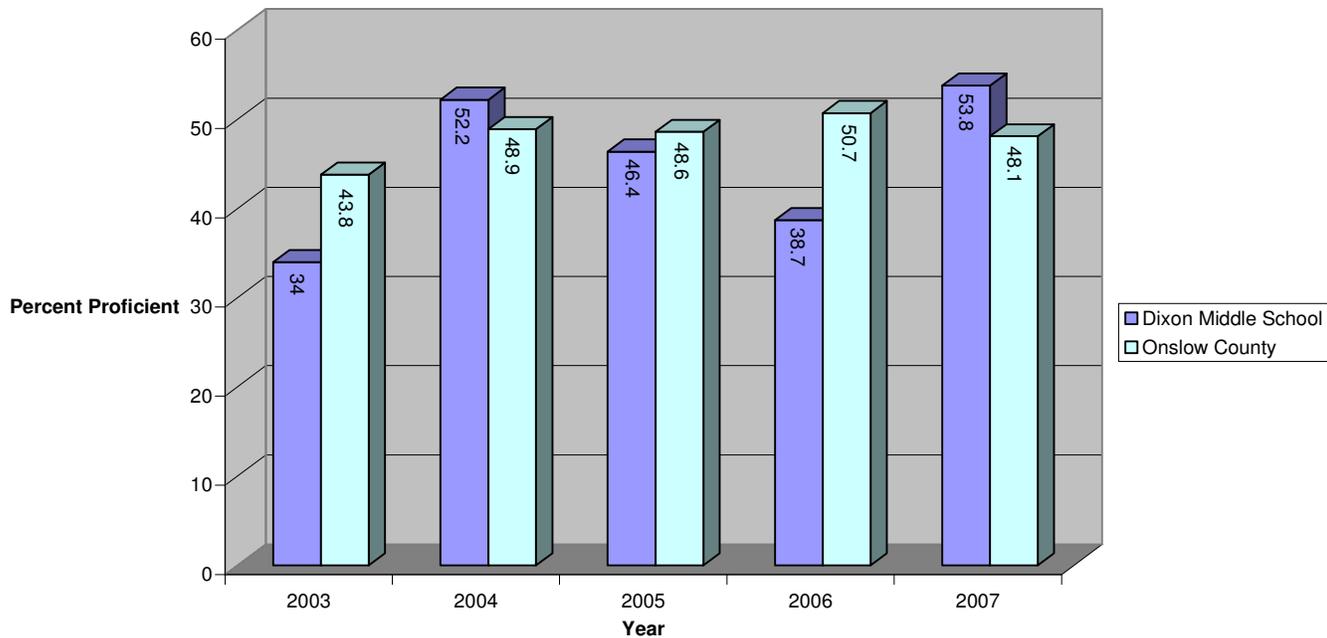


Dixon Middle School EOG Proficiency 2003-2007

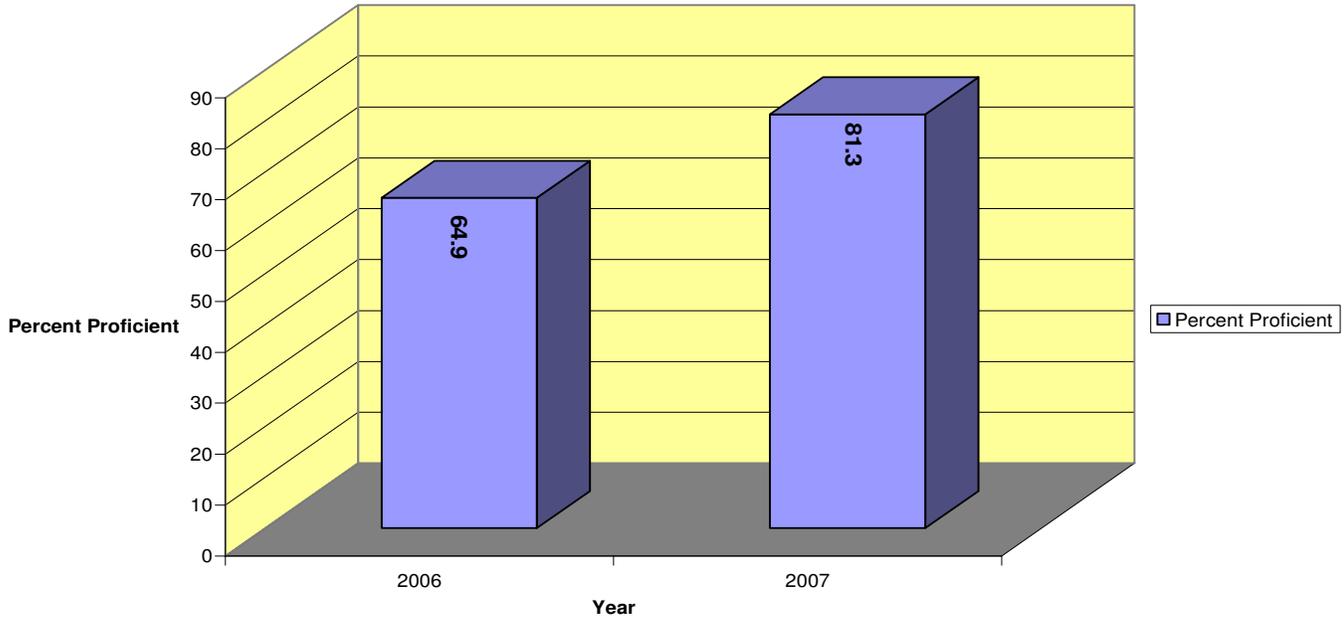


New Math EOG in 2006

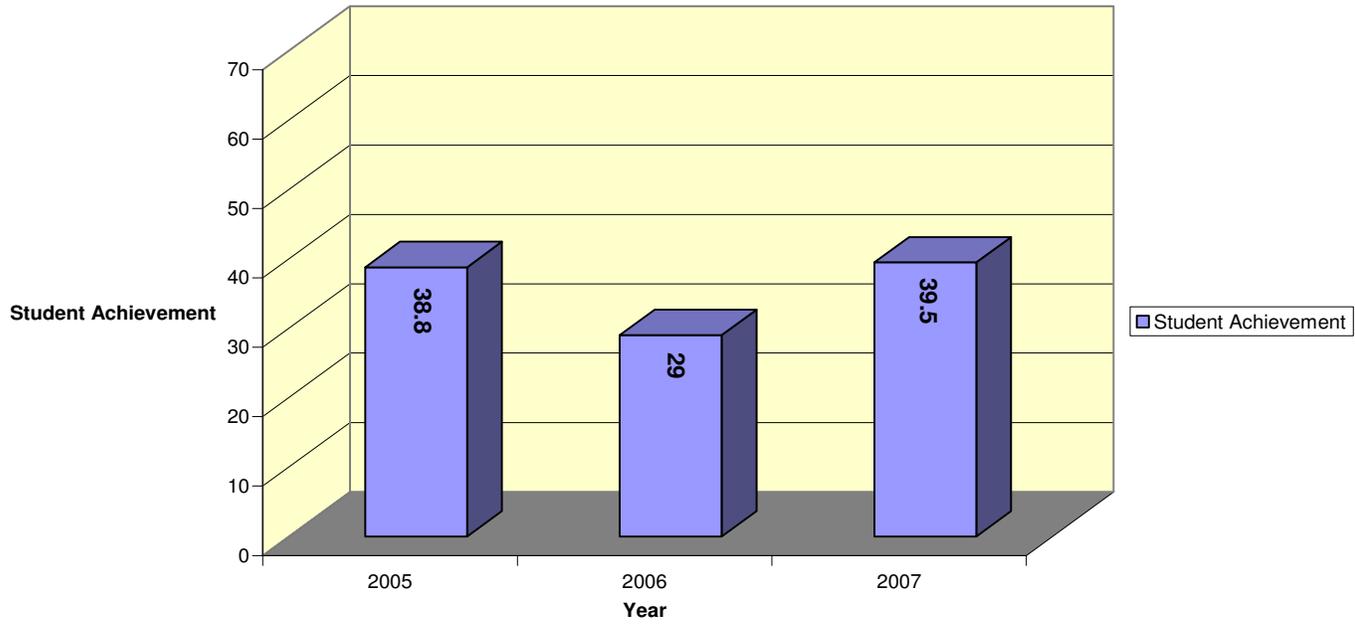
Dixon Middle School 7th Grade Writing Assessment 2003-2007



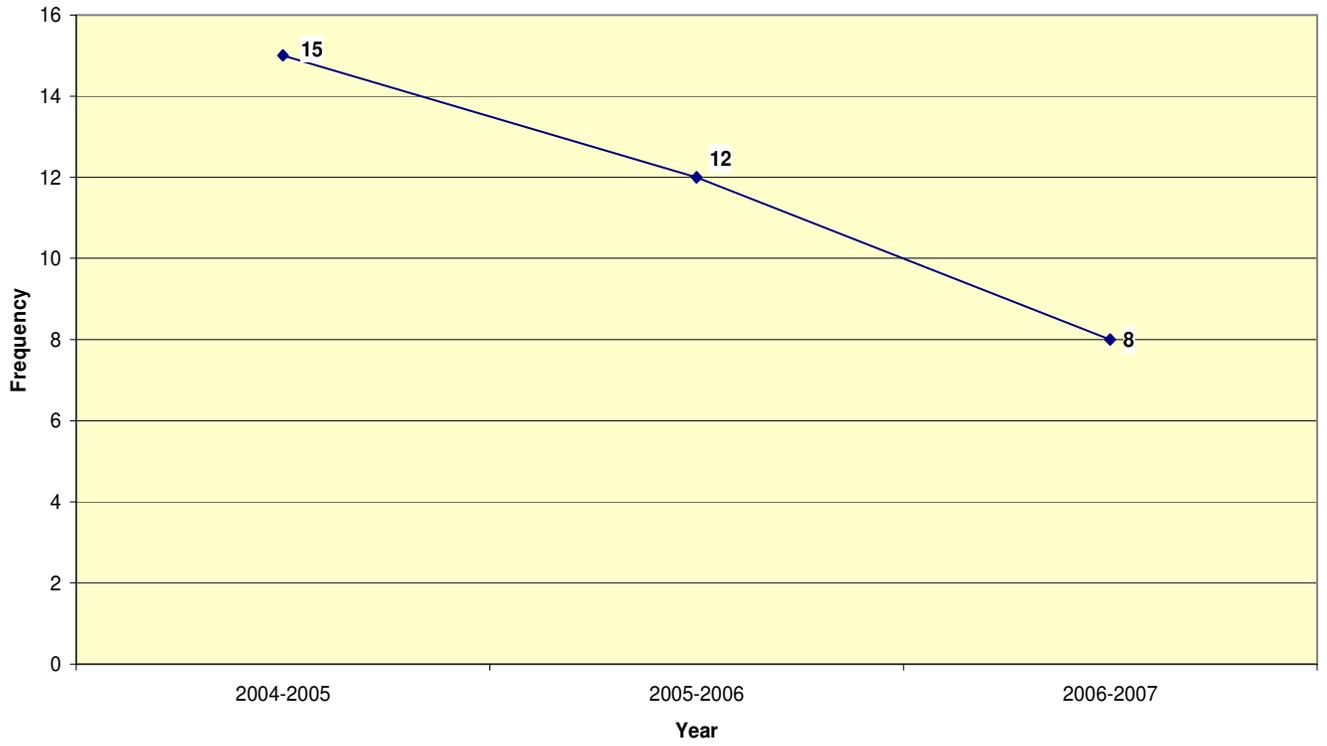
**Dixon Middle School
NC Online Test of Computer Skills
2006-2007**



Dixon Middle School Career Technical Education 2005-2007



**Dixon Middle School
Reportable Offenses
2005-2007**



Vision

We believe with high expectations and hard work, our students can achieve anything.

Mission

Dixon Middle School will inspire and empower our students to become life-long learners who will develop into globally competitive, 21st century citizens.

Goals

- Dixon Middle School students will be globally competitive through the mastery of a rigorous and relevant curriculum.
- Dixon Middle School students will be led by creative, passionate, and technologically skilled professionals.
- Dixon Middle School students will learn in a safe, civil, and welcoming atmosphere to become healthy, productive, and globally competitive citizens.
- Leadership will facilitate innovation in the Dixon School System by collaborating with families and community partners.
- Dixon Middle School will be supported by effective and efficient systems.

Values

We will passionately follow the Middle School Philosophy (*This We Believe*) and the Schools To Watch Criteria.

We will implement and participate in research-based programs as they relate to curriculum, school safety, and student well-being.

We will make data-driven decisions.

We will partner with community organizations and educational institutions.

We will involve stakeholders in decision making.

This We Believe

Successful schools for young adolescents are characterized by a culture that includes

- Educators who value working with this age group and are prepared to do so
- Courageous, collaborative leadership
- A shared vision that guides decisions
- An inviting, supportive, and safe environment
- High expectations for every member of the learning community
- Students and teachers engaged in active learning
- An adult advocate for every student
- School-initiated family and community partnerships.

Therefore, successful schools for young adolescents provide

- Curriculum that is relevant, challenging, integrative, and exploratory
- Multiple learning and teaching approaches that respond to their diversity
- Assessment and evaluation programs that promote quality learning
- Organizational structures that support meaningful relationships and learning
- School-wide efforts and policies that foster health, wellness, and safety
- Multifaceted guidance and support services.

(National Middle School Association)

**The National Forum to Accelerate Middle Grades Reform
Recognizes
Dixon Middle School
As a School to Watch
2004 - 2007
2007 - 2010**

School to Watch Criteria

Academic Excellence: High-performing schools with middle grades are academically excellent. They challenge all students to use their minds well.

Developmental Responsiveness: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.

Social Equity: 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.

Organizational Structures and Processes: High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.

STRATEGIC PLANNING PROCESS

The Quality Council at Dixon Middle School represents all stakeholders at Dixon Middle School, including parents and staff. Parents are selected by ballot by other parents, and staff representatives are selected by ballot by fellow staff members. The Quality Council is primarily responsible for developing the school Strategic Plan through input from the school's stakeholders and by incorporating regulations and mandates from the federal and state governing bodies.

The Quality Council meets bimonthly to monitor the implementation and progress of the school's plan. The Quality Council and stakeholders annually review the strategic plan for needed modifications to ensure continuous growth in meeting the needs of our students.

AdvanceED Accreditation Standards for Quality Schools (SACS/CASI) Effective 2007

The Board of Trustees of the North Central Association Commission on Accreditation and School Improvement (NCA/CASI) and the Board of Directors of Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) recently unified to bring NCA/CASI, SACS/CASI, and the National Study of School Evaluation (NSSE). Known as AdvanceED, the unified organization serves 23,000 in 65 countries.

AdvanceED, NCA/CASI, and SACS/CASI have defined shared, research-based accreditation standards in a unified, clear, and powerful accreditation process designed to help schools continually improve. The seven standards of AdvanceEd are listed below. These are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.

Standard 1: Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Standard 2: Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Standard 3: Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Standard 4: Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these resources to improve student performance and school effectiveness.

Standard 5: Resources and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Standard 6: Stakeholder Communication and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Standard 7: Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

DMS Strategic Planning Process



Dixon Middle School
Strategic Action Plan
2007-2008

<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, math, and writing in grades 6-8. 	<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 (scheduling, enrollment,

<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>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.)

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

Next Steps

Dixon Middle School
Strategic Action Plan
2007-2008

<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.
<p>Processes:</p>	

- 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
- 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

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	Next Steps

Dixon Middle School
Strategic Action Plan
2007-2008

<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?

2007-2008

Next Steps

Dixon Middle School
Strategic Action Plan
2007-2008

<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

- 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

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
2007-2008	Next Steps

Dixon Middle School
Strategic Action Plan
2007-2008

<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?

2007-2008

Next Steps



DMS 2007 - 2008 Projected Budget

DMS Goal# 1: Dixon Middle School students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Provide a curricular focus that enables all students to achieve at high levels.

Item	Budgeted Amount	Source of Funding	Purpose
Math On Call Resource Books	\$6747.13	61—Classroom Materials	To increase student understanding of basic math skills in order to prepare students for the math EOG
Buckle Down—Reading, Math, and Writing Resource Books and Practice EOG's	\$6406.35	61—Classroom Materials	To prepare students for the reading and math EOG's and for the State Writing Test
Word/Lens Series	\$4227.30	61—Classroom Materials	To enable AIG students to reach their growth potential in the area of Language Arts
NC Writing Coach Resource Books	\$350.51	61—Classroom Materials	To prepare 7 th grade students for the State Writing Test
Spanish Wheel and Audio Set	\$169.50	61—Classroom Materials	To enable teachers to better communicate with our ESL students and parents in order to help these students be more successful

DMS Goal# 2: Dixon Middle School students will be led by creative, passionate, and technologically skilled professionals.

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.

Item	Budgeted Amount	Source of Funding	Purpose
Master Teacher Resource Guides	\$446.04	61—Classroom Materials	To provide teachers with instructional ideas and support
Conference fees, Substitutes, and Lodging	\$2287.97	28—Staff Development	To provide teachers opportunities to attend professional development (for ex. World View, State Middle School Conference, ESL Training)

DMS Goal# 3: Dixon Middle School students will learn in a safe, civil, and welcoming atmosphere to become healthy and globally competitive citizens.

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

Item	Budgeted Amount	Source of Funding	Purpose
Treasure Chest: A Teacher Advisory Source Book	\$880.00	61—Classroom Materials	To enable E.A.C.H. teachers to be an adult advocate for their students
Bully Guide Flip Chart	\$427.85	61—Classroom Materials	To support our Safe & Civil Initiative
Behavior Guide Flip Chart	\$427.85	61—Classroom Materials	To support our Safe & Civil Initiative

DMS Goal# 4: Leadership will facilitate innovation in the Dixon School System by collaborating with families and community partners.

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

Item	Budgeted Amount	Source of Funding	Purpose
H.E.L.P. How to Enjoy Living With a Preadolescent brochures	\$25.00	61—Classroom Materials	To assist parents in communicating with their children and in understanding the middle school student's needs
More H.E.L.P. brochures	\$25.00	61—Classroom Materials	To assist parents in communicating with their children and in understanding the middle school student's needs

Take a Walk in Their Shoes: Practical Advice for Parents brochures	\$30.00	61—Classroom Materials	To assist parents in communicating with their children and in understanding the middle school student's needs
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DMS Goal# 5: Dixon Middle School will be supported by effective and efficient systems.

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

Item	Budgeted Amount	Source of Funding	Purpose
Teacher Web sites	\$896.70	61—Classroom Materials	To enable teachers to support instruction and communication through technology web sites



Glossary

ABC: NC State education model, mandated by the Legislature, which focuses on accountability, basics, and local control.

Academic Rigor: A set of standards established for students and staff. This includes helping students develop the capacity to apply content knowledge, processes, and strategies that are complex, thought-provoking, and personally or emotionally challenging.

Accommodation Plan under Section 504: A legal, binding document that provides a student identified as disabled with reasonable accommodations and modifications in the regular education program that are designed to meet the individual educational needs of the student in the least restrictive environment as adequately as the needs of a non-disabled person are met. It is developed through a team process which includes referral and evaluation information.

Achievement Levels: Based on scale score ranges, achievement levels identify 4 levels of performance: Level 1 is deficient. Level 2 is marginal. Level 3 is on grade level. Level 4 is well above grade level.

AdvancED (Advancing Education in Excellence Worldwide): An organization that has defined shared, research-based accreditation standards that cross state, regional, and national boundaries – made up of NCA/CASI, SACS/CASI, and NSSE

AIG (Academically Intellectually Gifted): Academically gifted; refers to students who have met the criteria to be served in an advanced academic enrichment program

AVID: Advancement Via Individual Determination

AYP (Adequate Yearly Progress): An accountability measure established by federal legislation that requires individual schools and the system to meet annual target goals

B.A.S.E.S. (Businesses Assisting Schools in Educating Students): A partnership between Onslow County Schools and the Jacksonville-Onslow Chamber of Commerce to provide volunteer resources and services to students

Benchmarking: An improvement process in which a company or organization compares its performance against best-in-class companies or

organizations, determines how those companies or organizations achieved their performance levels, and uses the information to improve its own performance; the subjects that can be benchmarked include strategies, products/programs/services, operations, processes and procedures.

Consensus: The collective opinion of a group on the discussion of an issue until all agree and/or everyone is willing to accept the decision.

Culture: Common or basic characteristics of any group of people (e.g., school, community, ethnic or nationality, church)

Deployment: The systematic process of introducing an activity or process in all applicable areas of an organization

Differentiated Instruction: A series of instructional and management strategies for designing learning options that are responsive to the unique needs of students

DPI (Department of Public Instruction): The state educational agency which leads in the development and deployment of curriculum and instruction, personnel, and facility issues; carries out policies and regulations of the State Board of Education

EC Program (Exceptional Children Program): Designed to meet the needs of students with handicapping conditions

EOC (End-of-Course tests): State tests in designated subject areas in grades 9-12

EOG (End-of-Grade tests): State tests in designated subject areas in grades 3-8

ESL (English as a Second Language): Refers to a program serving students whose primary language is not English

Goal: The end toward which effort is directed

G. S. (General Statute): A state mandate or law

IHE (Institutions of Higher Education): Refers to community colleges, colleges, and universities

IEP (Individual Education Plan): A written statement that defines and describes the specialized instruction to include supplemental aids and services designed and implemented to meet the needs of a student who meets the

definition of disabled under the Individual with Disabilities Education Act (IDEA). The components of an IEP include: present level of performance, annual goals, instructional objectives, statement of special education and related services, projected service dates, objective criteria, evaluation schedule, and transition services.

LEP (Limited English Proficiency): Refers to students whose primary language is not English

Mastery: Indicates that the student has scored at or above the score identified as needed to show adequate learning has occurred

Mission: The purpose and focus of an organization

Multiple-Choice Test: Tests that require students to select a single answer from a number of choices

NCA/CASI: (North Central Association Commission on Accreditation and School Improvement): An organization that delivers quality accreditation and related services to education entities worldwide. It accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools

NCLB (No Child Left Behind): Federal legislation passed in 2001 to help reform education. The key components are: measurement of student progress, accountability for every school and the district, highly qualified staff in the classrooms, English proficiency for limited English speaking students, increase of parent involvement, and safe learning environments for all children

NSSE (National Study of School Evaluation): A non-profit educational research and development organization to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation

OCLC (Onslow County Learning Center): An alternative school for students who require special services for behavior modification

Percentile: A measure widely used in educational testing that expresses an individual's standing in terms of the percentage of people falling below him/her

Performance Assessment: Requires students to perform a task such as a project, a debate, or production which requires use of knowledge and

skills under study; the final score evaluates both the product and processes involved

Processes: a series of actions that support a specified strategy in order to reach a defined goal

Process Management System: The system of processes that is designed and delivered to support the quality system

Proficiency: A level of achievement that assures attainment of fully adequate knowledge and skills

Quality Council: A group, representing the school community, who oversees the implementation of the strategic plan for the school

SACS/CASI (Southern Association of Colleges and Schools and Council on Accreditation and School Improvement): A voluntary organization that assures the public that an accredited school has met the minimum standards for staffing, facilities, and programs

SAT (Scholastic Achievement Test): A national test required for entrance into many colleges and universities

SBE (State Board of Education): The governing body of the public schools of North Carolina

School-based: Usually refers to decisions that are made at the school level and by those persons most affected by the decisions

STW: Schools To Watch

Stakeholder Focus: Related to the needs of both internal and external stakeholders; understanding that meeting or exceeding the needs of the stakeholder must drive the vision of the organization and that all improvement must be stakeholder driven

Stakeholders: Anyone who receives or consumes goods or services; includes internal stakeholders who consume or receive goods and services produced within the organization

Standard Course of Study: A brief, simple guide outlining the curriculum in all subject areas taught in the NC public schools

Strategy: A series of planned and sequenced tasks, which together allow for achievement; strategies must be clearly stated, observable and measurable

Testing Code of Ethics: Purpose is to assure that every student is fairly and appropriately tested, that test results are accurately reported and that individual student privacy rights are protected; revised to specify training and administrative responsibility for the superintendent and principals, as well as teachers.

Vision: A clear, positive, forceful statement expressed in simple, specific terms

VoCATS (Vocational Competency Achievement Tracking System): An instructional management and assessment process used by Career Technical Education

Code: 318

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Academically or Intellectually Gifted Students (state waiver) - Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. *How will the waiver be used?*

To increase service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Promote higher-order thinking skills which would correlate to higher achievement
- Enhance student self-esteem
- Improve SAT scores
- Prepare students for advanced curricula in middle school and high school
- Promote stronger growth in students already scoring proficiently on state end-of-course tests

Code: 318

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Textbooks (state waiver) - Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed.

Policy Code 3430 (G.S. 115C-105.25)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied adequate classroom materials and equipment needed for instruction.

3. *How will the waiver be used?*

To purchase classroom materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide appropriate materials and equipment that meet diverse student needs
- Assist in efforts to close performance gaps among students
- Enhance remediation and acceleration efforts
- Provide students a challenging curriculum

Code: 318

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

Class Size (state waiver) - Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301)

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

At the secondary level, students may be denied access to a singleton course if too few students for two classes are registered without the exemption of this waiver.

3. *How will the waiver be used?*

- Allow flexibility to assign students to classrooms based upon their individual needs.
- Allow for more course options for students.
- Assign students to classes based upon individual interests.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide more focused interventions to at-risk students
- Meet the needs of individual students
- Reduce performance gaps among targeted student populations