

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Sandhills Farm Life Elem School	Number:	324
School Address:	2201 Farm Life School Road Carthage NC 28327		
Plan Year(s):	2014-2015		
Date prepared:	09/29/14		
Principal Signature:			
Local Board Approval Signature:			Date
			Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Nora McNeill	Specialist Representative	Kathryn Blake
		Assistant Representative	Shirleen Percell
Asst. Principal	LoriSue Driessen	Parent Representative	MacKenzie Sovey
Reading Intervention Coach		Parent Representative	Cassia Smith, Jennifer Holcomb
K-1 Representative	Elizabeth Perry		
2-3 Representative	Patricia Steingraber		
4-5 Representative	Susan Cioccolanti		
AIG Specialist	Michele Drummond		



School Improvement Plan

School: Sandhills Farm Life Elem School

Principal: Nora McNeill

Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Alignment to Standards	Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

3-5 Math proficiency 2013-2014 (92.6%)

Annual Objective:

Teachers will utilize digital learning to support mastery of Common Core Math Standards so that the Annual Measurable Objectives increase to 95% proficiency in Math for all students.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1.K-5 Classroom Teachers will be trained and implement digital learning so that students may access targeted instruction, assignments and assessments with multiple learning modalities.	K-5 teachers	Michelle Gray Pat McFadyen Common Core State Standards PD, mClass, Brain Pop, Brain Pop Jr, Math Study Jams, Math Standards Pacing Guide, ABC Ya, Starfall, 10 Marks, X-tra Math, Edmodo Response To Intervention (Tier Response LLI)	K-5 teachers N. Petry	District Assessment Quarterly K-2 Assessments Teacher Made Assessments Brain Pop Data Formative and summative assessments	BOY-October 2014 November 2014 December 2014 MOY-February 2015 April 2014 EOY-May 2015	May 2015	June 2015
2.K-5 Classroom teachers will be trained in and utilize the 8 Mathematical Practices, so that, math , achievement, accuracy and fluency will increase.	K-5 Teachers	Common Core State Standards, PD, Kagan Cooperative Learning Structures, Multiple Intelligences, Math Tool Kits, Calculators	K-5 Teachers	Formative Assessments (data) PLC Minutes Data Notebooks Faculty meeting sharing and planning	BOY-October 2014 November 2014 December 2014 MOY-February 2015 April 2015 EOY-May 2015	May 2015	June 2015



School Improvement Plan

School: Sandhills Farm Life Elem School

Principal: Nora McNeill

Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Assessment for Learning	Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

mClass/Dibels Composite K-5 -9% far below benchmark, 14% below benchmark,77% at benchmark
 TRC Scores-22% far below benchmark, 16% below benchmark, 39% at benchmark, 23% advanced
 SRI School Proficiency- Below Basic 20%, Proficient 46%, Basic 18% and Advanced 17%,

2013-2014 Reading proficiency grades 3-5 81%
 57.8% Black students proficient grades 3-5 needs to be 61.7%
 59.7% ED students proficient in grades 3-5 needs t be 64.9%
 81% all students proficient in grades 3-5 needs to be 84.8%

Annual Objective:

Teachers will provide specialized reading instruction daily to increase Annual Measurable Objectives in reading 90% of all students will meet or exceed expected growth determined by mClass and the SRI growth expectations and EOG tests.

Mid Year Target:

Teachers will provide specialized reading instruction daily to increase measurable objectives in reading. 85% of all students will meet or exceed expected growth determined by mClass.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1. ELA Teachers will continue implementation of the reading adoption within the 90 minute balanced literacy framework so that students receive differentiated, targeted instruction in the 5 domains daily.	K-5 teachers	Journeys PD Model Lessons and co-teaching with the Volunteer Instructional Advisor Multiple Intelligences PD Home Base Think Central	ELA Teachers A. Williams	Student Portfolios Pass Along Folders Teacher-made Assessment/ Data Learning Stations Data Aligned Literacy Assessments PD and PLC session sign-ins Administrative Team Walk Through	November 6, 2014 December 20, 2014 January 18, 2015 February 14, 2015 March 7, 2015 April 2, 2015 May 30, 2015	May 2015	June 2015
2. Implement direct instruction by the Reading Curriculum Team that will serve identified students in 1st and 3rd grade, so that they receive targeted research-based interventions.	K-5 teachers	Journeys Series PD Reading Stations Aligned Literacy Assignments 3-5 data from EOG/October Formative Assessment, SRI mClass	S. Auman E. Collins J. Perry N. Petry	Teacher -made assessments Weekly Lesson Plans Student response journals PLC minutes that reflect data discussions and follow-up	November 6, 2014 December 10, 2014 January 14, 2014 February 12, 2014 March 5, 2014 April 2, 2014 May 13, 2014	May 2015	June 2015

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
3. Teachers will track students reading progress based on progress monitoring and record on individual data cards so that gains/losses in proficiency are monitored, trends identified and strategic interventions put in place.	K-5 teachers A. Williams	Journeys Series PD Reading Stations Aligned Literacy Assignments 3-5 data from EOG/October Formative Assessment, SRI mClass	S. Auman B. Ryan S. Collins J. Perry E. Haywood	Teacher -made assessments Weekly Lesson Plans Student response journals PLC minutes that reflect data discussions and follow-up Data wall in Coaches classroom	November 6, 2014 December 10, 2014 January 14, 2015 February 12, 2015 March 5, 2015 April 2, 2015 May 13, 2015	May 2015	June 2015
4. K-3 teachers will support reading strategies and instruction so that third grade students will meet Read to Achieve requirements for third grade proficiency.	Instructional Coach Reading Intervention Teachers SST Model Instructional Support Model Intervention during the school day	Volunteer Instructional Advisor-A. Williams SST Model Instructional Support Model Intervention during the school day and after school.	VIA-A. Williams ELA Teachers K-2 teachers Principal Assistant Principal	Lesson plans Teacher made assessments Teaching Study Sessions Data cards/notebooks	November 6, 2014 December 10, 2014 January 14, 2015 February 12, 2015 March 5, 2015 April 2, 2015 May 13, 2015	May 2015	June 2015



School Improvement Plan

School: Sandhills Farm Life Elem School

Principal: Nora McNeill

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Emotional Safety	Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

- 39% of students stated they need additional help understanding what to do to prevent bullying/harassment (2013 OCR Survey) (Agreed 10%; strongly agreed 9%; neutral 20%)(agreed=21 students, strongly agrees=19 students, neutral=44 students)
- 23% of students stated they have not attended a presentation on harassment and bullying (2013 OCR Survey) (Disagree 3%; neutral (17%); strongly disagree 3%) (Disagree=6 students; Strongly Disagree = 7 Students; Neutral=38 Students)

Annual Objective:

Based on OCR Survey students in grades 3-5 who feel they need additional help understanding what to do to prevent bullying/harassment will decrease to 0% neutral/agree/strongly agree.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1. Educate students, parents and staff so that all stakeholders share a common language.	L. Evans E. Haywood S. Cicolananti T. Koontz A. Williams	Stopbullying.gov Guidance Resources stopbullying.gov/ kids	Haywood Koontz McNeill	Positive change in student climate/surveys Students will be able to verbalize/identify / define bullying and harassment	Nov. 18, 2014 January 14, 2015 March 5, 2015	May 2015	June 2015
2. Students will participate in directed Guidance and classroom activities designed to help them recognize bullying/harassment so that it is reported to an adult promptly.	Tyson	Bullying/Harassment SRO presentations stompoutbullying .com Bully Beans by Julia Cook Tease Monster by Julia Cook Cyber Safety Documents provided by MCS	SROs L. Driessen	Guidance Unit Lists/Class Roster/Lesson Plans Lesson Plans Completed Cyber Safety Assignments	Oct. 31, 2014 Nov. 17, 2014 Dec. 16, 2014 Jan. 19, 2015 Feb 26, 2015 Mar 27, 2015 Apr. 25, 2015 May 26, 2015	May 2015	June 2015

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
3. Students will be taught the action steps to follow when witnessing bullying/harassment so that they may better understand what they may do to prevent bullying/harassment.	Tyson	Bullying/Harassment SRO presentations Union Pines Student Task Force Cyber Safety Documents provided by MCS Spaghetti in a Hot Dog Bun Llama, Llama and the Bully Goat	SROs	Guidance Unit Lists/Class Roster/Lesson Plans Lesson Plans	Jan 19, 2015 May 26, 2015	May 2015	June 2015