LEA or Charter Name	Moore County Schools	**Number:**	630
School Name	West Pine Middle School	**Number:**	374
School Address:	144 Archie Road West End, NC 27376		
Plan Year(s):	2014-2015		
Date prepared:	September 23, 2014		

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
Classified	Jeanne Wolfe		
6th grade	Courtney Pearson		
7th grade/Chairperson	Ashley Randolph		
8th grade	Jennifer Belmore		
EC	Karen Meyer		
Parent	Kristin Richmond		
Parent	Kim Ledford		
Administrator	Matt Moore		
Administrator	Jeni Wiley		
Administrator	Robin Calcutt		
Encore teacher	Adam Martinez		

School Improvement Plan

School: West Pine Middle School   Principal: Robin Calcutt

Pathway:		Critical Element:	Current Growth Stage:	
[X] **Learning**	[ ] **Community**	Assessment for Learning	[ ] **Beginning**	[X] **Progressing**
[ ] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?

Based on data from AMO Targets and State Targets from the 2013-2014 school year, West Pine Middle met all state targets. However, there is a considerable achievement gap in reading between our white students (73.7% proficiency) and our Black students (36.6% proficiency), American Indian students (25% proficiency), Economically Disadvantaged (ED) students (43.1% proficiency), and Students with Disabilities (24.4% proficiency). This results in a 37.1% achievement gap between White and Black students, a 48.7% achievement gap between White and American Indian students, a 30.6% achievement gap between White and ED students, and 49.3% achievement gap between White students and Students with Disabilities.

Annual Objective:

Using targeted interventions, West Pine Middle School will increase reading proficiency for Black students by 6%, American Indian students by 19%, Economically Disadvantaged students by 6%, and Students with Disabilities by 6% in order to meet or exceed AMO targets and decrease the achievement gap for the 2014-2015 school year. These subgroup targets will meet the AMO reading requirements for 2014-2015 school year.

Mid Year Target:

By implementing our action steps and strategies, students will increase their Lexile levels by the Scholastic Reading Inventory (SRI) mid year assessment in February. English Language Arts interim assessments data points are monitored to assess growth. English Language Arts teachers and the Reading Plus teacher will meet monthly to design differentiated instruction. Personal Education Plans are in place for at-risk students. Flex time will be implemented with fidelity as teachers meet with identified students. Implement our SRI digital wall.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Selected students (scoring at a low level 2 and level 3) who did not pass the EOG for reading as well as students considered at risk for not passing the EOG were placed in Reading Plus, a tier three intervention. Students are assessed quarterly using SRI data and placed as needed into Reading Plus.

Adjustments to student schedules will occur if students are on grade level according to SRI levels. Students exited from the program will continue to receive consultative services. | EC teachers, ELA teachers, Reading Plus monitor, Counselors, Administrators, Melody Thomas | Reading Plus Instructional Support Model | ELA and EC teachers, Administration | Student Reading Plus Reports, SRI lexiles, EOG Reading | Monthly SIT Meeting | June 2015 | |
| Language Arts teachers will also work with their small team members and the media specialist to provide individualized strategies generated by SRI and to provide reading materials that generate growth and other data points to differentiate instruction daily throughout all content areas so that remediation and extension will occur. | Grade Level- teachers Heather Plourde Jessica Steger Deanna Kimball Emilee Springer Debbie Henry Courtney Pearson Jami Burr Sarah Malpass Jeni Wiley Melody Thomas | Reading Counts training for teachers Reading Plus training | Jeni Wiley | lesson plans, weekly PLC meeting | Monthly SIT Meeting | June 2015 | |
| Teaching Studies will be introduced for teachers to observe instructional strategies so that we generate a PLC learning community. | Robin Calcutt All teachers Courtney Pearson Jeni Wiley Matt Moore Amanda Bullard | Teaching Studies Structure PLC time | Administration | November 4-intro to teachers Schedule of observations Feedback for teachers | Monthly SIT Meeting | June 2015 | |

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
ELA teachers will meet with targeted students to review goals for reading and monitor reading growth during Reading Plus. Teachers will meet with these students during FLEX (a 35 minute focused instruction based upon student need) time and during class as needed.	ELA teachers, Reading Plus monitor, EC teachers	Reading Plus Report	Jeni Wiley	SRI Reports and Reading Plus Reports and reports of meetings	Monthly SIT Meeting	June 2015	
Grade level core content teachers will support at risk students during FLEX time with targeted interventions, content acceleration and skill development so that they are prepared for content assessments.	ELA, Math, Science, SS teachers	Time to plan and review current assessments from small teams	Matt Moore	Reading Plus Reports, EOG scores and lesson plans documenting work	Monthly SIT Meeting	June 2015	
SRI digital data wall	Jeni Wiley, Robin Calcutt	Time to analyze data	Jeni Wiley, Robin Calcutt	SRI data	Monthly SIT meeting	June 2015	

School Improvement Plan

School: West Pine Middle School   **Principal: Robin Calcutt**

Pathway:		Critical Element:	Current Growth Stage:	
[X] **Learning**	[ ] **Community**	Future-ready Skills	[ ] **Beginning**	[X] **Progressing**
[ ] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?

West Pine Middle School is a school designated in Phase III of the Moore County Schools 1:1 digital initiative. Teachers at West Pine have had experience with laptops, iPads, and desktop computers either in labs or on carts. This year, a Digital Integration Facilitator (DIF) will be at West Pine 2-3 days a week to assist teachers. In addition, professional development, geared towards digital integration, has been planned for the year.

Annual Objective:

West Pine students will develop the digital literacy skills needed to create a digital portfolio. The digital portfolio will include student data, work samples and goals. 100% of West Pine Middle School students will use and maintain Google Drive and Google tools. 40% of students will develop digital portfolios by June 2015 with the goal that all students will develop digital portfolios by June 2016.

Mid Year Target:

By our mid-year, professional development will be completed that provides support for Google platform. Students will use Google Apps for learning through pilot classroom implementation. Parent introduction by video, webpage, PTA meeting focus to the digital learning initiative occurrs by January 2015. Digital citizenship lessons are ongoing with targeted lessons weekly as we get closer to January 2015.

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Technology processes and purchases will be coordinated to support the digital learning initiative.	Robin Calcutt Corinne Walls Melody Thomas Debbie Caulk Steve Johnson Tony Tuso	Financial support	Robin Calcutt	Purchase orders Email messages	SIT meetings	June 2015	
Professional development will be provided to the teachers so that they have the skills and understanding to incorporate digital learning into their classrooms.	Robin Calcutt Jeni Wiley Matt Moore Corinne Walls Melody Thomas Steve Johnson	PD on digital integration	Robin Calcutt	PD logs Observation data	SIT meetings	June 2015	
Students will receive instruction/lessons on digital citizenship so that they are prepared to work safely and thoughtfully with digital resources.	Encore team Corinne Walls Melody Thomas Officer Rebecca Madden Grade level teachers Katie HIppenmeyer, Becky Carlson	PD on lessons and instruction with digital resources, Schedule	Melody Thomas, Katie Hippenmeyer	Digital citizenship lesson plan, Calendar	SIT meetings	June 2015	
Use digital tools for daily activities, online reading sources, student research, assessments; consider increasing typing skills with a variety of tools.	Teachers Students Chromebook Pilot teachers Melody Thomas Corinne Walls	PD on digital integration, Word Processing software	All teachers, Chromebook pilot teachers	Formative assessment and project based assessment data	SIT meetings	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Access and use Google docs-drive. Collaborate with peers using technology; receive feedback from teachers	Teachers Students Chromebook Pilot teachers	PD with Google Docs and Google Classroom	All teachers, students, and Chromebook pilot teachers	Teacher feedback, observations of technology use	SIT meetings	June 2015	
Encourage parents to use Parent Portal; encourage students to use Student Portal to access grades and communications; Provide continuous information to families about the digital learning initiative.	Teachers Students Parents/ Guardians Chromebook Pilot teachers	Assist students and parents with the use of the portal.	Administration, Teachers, Students, and Parents	Increased use of the portal, more efficient communication with parents	SIT meetings	June 2015	

School Improvement Plan

School: West Pine Middle School

Principal: Robin Calcutt

Pathway:		Critical Element:	Current Growth Stage:	
[ ] **Learning**	[ ] **Community**	Emotional Safety	[ ] **Beginning**	[X] **Progressing**
[X] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?

Information from the 2013-2014 OCR survey indicated both staff and students believed we needed to talk more about racism and other forms of discrimination.

Annual Objective:

Continue to Improve the sense of belonging for all of the staff and students at West Pine Middle as measured by the question from the OCR Survey for staff (We need to talk more about racism and other forms of discrimination) and for students (The teachers and administrators at my school treat students of all races/ethnicities/national origins fairly) in the 2014-2015 school year OCR Survey.

Mid Year Target:

A survey will be administered in January 2015 with a focused set of questions that target our improvement goals. Our students, teachers and parents will receive a copy of the results for team analysis. Lessons delivered by guidance counselors and teachers that address specific concerns.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
OCR Survey will be given in the spring of 2015 to teachers and students	Teachers and administration	OCR survey	Matt Moore	Survey Results	May 2015	May 2015	
Review the results of the current 2014 OCR Survey with staff and ask for feedback	Administrators	October Staff Meeting and the OCR data	Administration, SIT	Grade level and encore feedback after discussion in teams	November Staff Meeting	November 2014	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Follow a lesson plan and student survey that specifically addresses the concerns of bullying, racism, prejudice, and discrimination. Use selected questions to measure student understanding and increased sense of belonging.	All teachers	Time to meet, Lesson plan	SIT	Completed lesson plan	January Staff Meeting	January 2015	
Team building activities that promote diversity and understanding on grade level and in classrooms. Kagan Cooperative Learning; Incentives, Positive Behavior System	Team Leaders	Time to implement, Team building activities	Jeni Wiley Grade level leaders	Team building improvement	SIT meeting	January 2015	
Follow Growing Great Classroom positive and emotional climate: remember about staff behaviors towards students.	Adminstrators, Teachers	Growing Great Classroom Initiative, Teacher Observations	Administration, Teachers	Survey results, Teacher Observations	June 2015	June 2015	
Build Community and a sense of belonging by Community Events-Habitat for Humanity and Relay for Life participation. Performing Arts Moore Schools-Bright Star Theater After School- Army Youth Program In Your Neighborhood	Administrators, Teachers, Students, Parents	Fundraiser to support event, needs around the community - Habitat for Humanity	Administration, Teachers, PTA,	Teacher, Student, and Parent feedback	Staff and SIT meetings	June 2015	
The Club initiative will provide an opportunity for teachers to share a special interest or talent of theirs with the students. This will provide an opportunity for positive relationships and team building among students and teachers.	Administration, Teachers	Special interests of teachers, club time	Administration, Teachers	Student and Teacher feedback	SIT meeting	June 2015	
FLEX time will be used to provide remediation for at risk students. This time will be spent with the same	Teachers, Powerschool, Students	Remediation and extension resources, FLEX	Administration, Teachers	Student and Teacher feedback	SIT meeting	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
teacher for an entire year which will enable the growth of positive and enriching relationships.		time					
Student Led Conferences implementation to improve communication between teachers, parents and students. Students will share their classroom grades and school work with their parents. The Scholastic book fair and PTA parent fair will be held at the same time to help build positive relationships among teachers, students, and parents.	Administrators, Teachers, Students, Parents, PTA members	Scheduled time for conferences, Conference pamphlets, student binders and notebooks	Administration, Teachers	Feedback from teachers, students and parents	October SIT meeting	October 2014	
Utilize volunteer participation from students and staff in community-wide events.	Administrators, Teachers, Students, Parents, PTA members	Volunteer coordinator-Stacy Newton	Administration, Teachers	Number of volunteers pariticipating	December, 2014	June 2015	

MOORE COUNTY SCHOOLS
Growing to Greatness

School Improvement Plan

School: West Pine Middle School   **Principal: Robin Calcutt**

Pathway:		Critical Element:	Current Growth Stage:	
[X] **Learning**	[ ] **Community**	Assessment for Learning	[ ] **Beginning**	[X] **Progressing**
[ ] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?
Based on data from AMO Targets and State Targets from the 2013-2014 school year, West Pine Middle met all state targets. However, there is a considerable achievement gap in math between our White students (67.5% proficiency) and our Black students (22.6% proficiency), Hispanic students (33.3% proficiency), Economically Disadvantaged (ED) students (34.6% proficiency), and Students with Disabilities (15.4% proficiency). This results in a 44.9% achievement gap between White and Black students, a 34.2% achievement gap between White and Hispanic students, a 32.9% achievement gap between White and ED students, and 52.1% achievement gap between White students and Students with Disabilities.

Annual Objective:
Using targeted interventions, West Pine Middle School will increase math proficiency for Black students by 16%, Hispanic students by 13%, Economically Disadvantaged students by 8%, and Students with Disabilities by 15% in order to meet or exceed AMO targets and decrease the achievement gap for the 2014-2015 school year. These subgroup targets will meet the AMO math requirements for 2014-2015 school year.

Mid Year Target:
By implementing our action steps and strategies: students will increase their Quantile levels by the mid year assessment. Benchmark data points will demonstrate growth. Math teachers will meet to design differentiated instruction. Modified Personal Education Plans for at-risk students are in place and are followed with fidelity. Flex time is implemented with fidelity as teachers meet with identified students. Implement our digital data wall.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Step 1: Use data to identify targeted students, End of Grade (EOG) math and EVAAS data will be used to determine which students are at risk and in need of remediation.	All teachers Administrators	Data points from SchoolNet; EVAAS, EOG scores;	Teachers, Administrators, Counselors	EOG math, math testing data	Monthly SIT meetings	June 2015	
Step 2: Math teachers meet with all content areas including encore to communicate math content covered in the 6, 7, and 8th grade year. Cross curricular activities. Schedule PLC meetings during early release days. Use of Teaching Studies to support collaboration	Math teachers All teachers Courtney Pearson	Early release time Vertical team meetings, PLC time for teaching studies	Teachers, math teachers	Pacing guides for math and other content areas	Monthly SIT meetings	June 2015	
Step 3: Implement Math Intervention Curriculum-targets students in level 3; Analyze student data at mid-point in the year as a math team.	Math teachers	ALEKS program, time to implement program, ALEKS data	Math teachers, EC teachers	ALEKS data, EOG math	Monthly SIT meetings	June 2015	
Step 4: Grade level core content teachers will support at risk students during FLEX time with targeted interventions, content acceleration and skill development so that they are prepared for content assessments.	All teachers Administrators	FLEX time, remediation activities, Math EOG data, ALEKS program	Math teachers, EC teachers	EOG math data, math testing data, ALEKS data	Monthly SIT meetings	June 2015	
Step 5. Provide professional development on the use of SchoolNet to support student assessment and instruction for mastery learning.	Administrators Amanda Bullard Grade level team leaders	Professional Development	Administrators Amanda Bullard	Use of SchoolNet for assessment Data analysis documents	Monthly SIT Meetings	June 2015	