



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	630
<b>School Name</b>	Robbins Elementary School	<b>Number:</b>	348
<b>School Address:</b>	268 Rushwood Road Robbins, NC 27325		
<b>Plan Year(s):</b>	2013-2014		
<b>Date prepared:</b>	September 2, 2014		
<b>Principal Signature:</b>			Date
<b>Local Board Approval Signature:</b>			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
Specials	B. J. Shore		
Teacher Assistant	Theonia Person		
Reading Interventionist	Lesley Vanaman		
K-1 Grades	Holly Curry		
2nd-3rd Grade	Angela Gonzalez		
4th - 5th Grade	James Ray		
ESL	Sherrill Morrison		
Instructional Coach			
Assistant Principal	Emily Davis		
Principal	Kim Bullard		

## School Improvement Plan

**School:** Robbins Elementary School

**Principal:** Kim Bullard

<b>Pathway:</b> <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Alignment to Standards	<b>Current Growth Stage:</b> <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?**

EOG 2013-14

3rd - Level 3, 4 or 5- 38.67% proficient

4th - Level 3, 4, or 5- 31.03 % proficient

5th - Level 3, 4, or 5- 30.88% proficient

**Annual Objective:**

Increase Math proficiency in grades 3,4 and 5 as measured by End of Grade tests to meet 2014-15 AMO target of 53.9% proficiency for the subgroup all students.

**Mid Year Target:**

Math proficiency on quarterly benchmark assessments provided by the county will show that 50% of our students are performing at or above mastery as compared to the rest of the county

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Grade level teachers will spend 60 minutes per day on math instruction. Instruction will be framed by the 8 mathematical practices.	All Certified Staff	State Standard - Math PLC Professional Development - 8 Mathematical Practices Professional Development	Principal  Assistant Principal  Instructional Coaches	Schedule Adm. Observations - Formal and Informal Lesson Plans Data Formative and Summative Assessments	Weekly	June 4, 2015	
Professional development will occur on a regular and consistent basis throughout the school year to maximize mathematics instruction and student growth.	All Certified Staff	MCS Math My Math State Standards - Math  PLC  MCS Instructional Support Matrix- Mathematics  Professional Development	Principal Assistant Principal Instructional Coach K-5 Teachers Reader Interventionist  ESL Teachers	Calendar Agendas Notes/Minutes Lesson Plans Formative and Summative Data	Weekly	June 4, 2015	
Monitor and support teachers as they incorporate SIOP model strategies into daily lesson design	All staff	Professional Development	Principal  Assistant Principal  Certified Teachers  Instructional Assistants	Schedule of PD  Agenda of PD  Lesson Plans  Formative and Summative Assessments	Weekly	June 4, 2015	

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**What data provides evidence of current growth stage?**

mClass- BOY- 28% well below benchmark, 17% below benchmark 55% benchmark

Scholastic Reading Inventory (SRI) BOY 2014-2015 grades 2-5 Advanced- 5%, Proficient- 21%, Basic- 31%, Below Basic-44%

WIDA - World Class Instructional Design and Assessment K- exited 3rd exited

EOG 2013-2014

3rd - Level 3, 4 or 5- 49.33% proficiency

4th- Level 3, 4, or 5- 50 % proficiency

5th- Level 3, 4 or 5- 36.76 % proficiency

**Annual Objective:**

Increase Reading proficiency in grades 3,4 and 5 as measured by EOG tests to meet 2014-15 AMO targets of 55.1% proficiency for the subgroup all students.

**Mid Year Target:**

Reading proficiency on quarterly benchmark assessments, mclass data, SRI data and WIDA data will show at least 55.1% of our students performing at or above proficiency as measured by these assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Increase literacy instruction from 90 minutes to 120 minutes per day.	All Certified Staff	Reading Domains PLC Pacing Guides Professional Development	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	Lesson Plans Schedule Formative and Summative Data	Weekly	June 4, 2015	
Tier II and III students will require and receive additional reading intervention instruction each day.	All Certified Staff	Data Analysis PLC Student Support Team Pacing Guides PEPs MCS Instructional Support Matrix- Literacy LLI Reading Intervention Teachers Professional Development	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	Administrative Observations - Formal and Informal Formative and Summative Data Schedule	Weekly	June 4, 2015	
Implement literacy framework by incorporating literacy domains and strategies into lesson plans so that students are able to utilize a variety of literacy strategies.	All Certified Staff	I can ...statements. PLC Pacing Guides Journeys Professional Development	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	System 44 Read 180 Data Formative and Summative Data Lesson Plans	Weekly	June 4, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
A focus on creating differentiated literacy assignments aligned with literacy skills with a focus on nonfiction text.	All Certified Staff	State Standards - Science and Social Studies PLC Pacing Guides Professional Development	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	Lesson Plans Literacy Assignments PLC minutes/ handouts Formative and Summative Data	Weekly	June 4, 2015	
Strategic interventions aligned with each student's specific needs based on mClass data.	All Certified Staff	Region 4 - DPI Literacy Specialist PLC mClass Item Level Advisor Home Connect LLI	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	System 44/Read 180 Data Attendance Roster Student Support Team Lesson Plans Formative and Summative Data	Weekly	June 4, 2015	
Per North Carolina's Read to Achieve, we will track kindergarten through third students' reading progress so that reading proficiency will increase.	All Certified Staff	Region 4 - DPI Literacy Specialist Beginning of Grade assessment for 3rd grade mCLASS MCS Instructional Support Matrix - Literacy Professional Development	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	PEPs Intervention Documentation Student Support Team mCLASS Progress Monitoring SRI <a href="http://www.fcrr.org">www.fcrr.org</a> <a href="http://www.easycbm.org">www.easycbm.org</a> Formative and Summative Data	Weekly	June 4, 2015	

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<b>Pathway:</b> <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Emotional Safety	<b>Current Growth Stage:</b> <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?**

OCR (Office of Civil Rights) Data - Spring 2014 Staff responses

My school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

2012-2013 responses- No- 9.3 % Yes- 90.7%

2013- 2014 responses- No- 26.23% Yes- 73.77%

Change- No- 16.93% Yes- -16.93%

Based on Teacher Working conditions survey (Spring 2014):

- Teachers are recognized as educational experts. 31% agree or strongly agree compared to MCS at 71% agree or strongly agree.
- Teachers are trusted to make sound professional decisions about instruction. 24% agree or strongly agree compared to MCS at 67% agree or strongly agree.
- Teachers are relied upon to make decisions about educational issues. 22% agree or strongly agree compared to MCS at 67% agree or strongly agree.

**Annual Objective:**

Implement protocol to guide conversations with teachers during PLC's that is focused on student data that teachers have gathered to increase overall proficiency in student achievement.

**Mid Year Target:**

Conduct a mid-year OCR and TWC survey by pulling a sample group and have dialogue with them about how things are progressing looking at the same questions that were used in 2014 surveys and that will be used at the end of year.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continue to utilize the results of the OCR data, TWC survey and other surveys to protect emotional safety and promote a healthy environment.	All Certified Staff	Surveys	Principal Assistant Principal	Administrative Observations Formal and Informal  Surveys  OCR Data  Attendance Data (Employees)	Monthly	June 4, 2015	
Create guidelines/ protocols to guide PLC discussions	All Certified Staff	Protocols for PLC's  Professional Development	Principal Assistant Principal  Guidance Counselor	Protocols  Minutes from meetings	Weekly	June 4, 2015	
Participate in SIOP model of instructional professional development	All Certified Staff  All instructional Assistants	SIOP training	Principal  Assistant Principal	PD agendas  PD sign in sheets  Lesson Plans	Monthly	June 4, 2015	



## Title I School-wide Compliance Review and Plan – Component 2 School Reform Strategies

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you’ve already developed may fulfill many of these requirements.

**School-wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>		x			
	<b>Strategy 2</b>					
	<b>Strategy 3</b>			x		
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Teachers, teacher assistants, and school administrators monitor the 21st CCLC program, district benchmarks are used to ensure student success. Specific activities include, but are not limited to, reading interventionist, System 44, Read 180, Fast Forward, after-school tutoring, academic volunteers assigned, Student Support Team (SST), guidance support, RtI strategies/interventions. Robbins Elementary School students also have the opportunity to participate in summer programs and small group reading instruction based on the five domains. mClass assessment data as well as formal and informal assessments are used to design instruction to target individual student needs. Individual student progress is discussed and tracked monthly. During weekly PLC meetings student progress is discussed. Provisions are made to address and assist the students.

## Component 6

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X	X	X		
	<b>Strategy 2</b>	X	X	X		
	<b>Strategy 3</b>	X	X	X		
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Robbins Elementary School uses the required Title I funds set aside for parent involvement activities. Annual meetings are held along with additional special events. We have a PTO that supports our school goals. Parents are encouraged to become active participants in their child's education.

Annual Meeting - Title I - Read to Achieve  
 Parent Conference - Translators Available  
 Parent Night with Report Cards - Five times per year  
 Community Night - Fire Station with Police - Bullying and Safety  
 Student Work Night  
 Fall Festival  
 Annual Health Fair - Screening and 6th Grade Immunization  
 Kindergarten Health Fair - Immunization and Physicals  
 Book Exchange  
 Volunteer Breakfast - Fall and Spring  
 Summer Library - School and Community

**Title I Parent Involvement School Plan**  
2013-2014

Robbins Elementary School  
**School**

Parental Involvement, Section 1118 of NCLB

**Required Components**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
1. <b>Shall jointly develop</b> with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan				
2. <b>Shall convene an annual</b> meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)				
3. <b>Shall offer</b> a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)				
4. <b>Shall involve</b> parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)				
5. <b>Shall provide</b> parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)				

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
6. <b>Shall submit to LEA</b> any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)				
7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)				
8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)				
9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)				
10. <b>Shall provide</b> training for teachers, staff, and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. Sec. 1118(e)(3)				
11. <b>Shall coordinate and integrate</b> parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)				
12. <b>Shall ensure</b> that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5)				

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
13. <b>Shall provide</b> such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)				

1. Attach school’s parent involvement policy with documentation of parent input and how distributed.
2. Schools must have a process in place to address this component. (c)(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
3. School-parent compact: Sec. 1118(d)(1)(1)(A-c) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under the par a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Stat’s high standards. Such compact shall –
  - (1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time; and
  - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
    - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
    - (B) frequent reports to parents on their children’s progress; and
    - (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
4. As appropriate: Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs