



## Title I School-Wide Improvement Plan

|  |   |                    |
|--|---|--------------------|
| <b>LEA or Charter Name</b>             | Moore County Schools                          | <b>Number:</b>     |
| <b>School Name</b>                     | Southern Pines Elementary School              | <b>Number:</b> 356 |
| <b>School Address:</b>                 | 255 S. May Street<br>Southern Pines, NC 28387 |                    |
| <b>Plan Year(s):</b>                   | 2014-2015                                     |                    |
| <b>Date prepared:</b>                  | September 10, 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 |
|---------------------|-------------------|---------------------|------|
| Chairperson         | Molly Gibson      |                     |      |
| Principal           | Dale Buie         |                     |      |
| Assistant Principal | Katrina Fox       |                     |      |
| 5th grade           | Brittany Caldwell |                     |      |
| 4th grade           | Lorin Brown       |                     |      |
| 3rd grade           | Laura Nash        |                     |      |
| EC Teacher          | Lucinda Dedmond   |                     |      |
| Encore Teacher      | Heather Lewis     |                     |      |
| Parent              | Deb Sassano       |                     |      |

## School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

| Demographic Profile 2013-2014 |         |             |
|-------------------------------|---------|-------------|
| Students                      | Numbers | Percentages |
| Male                          | 228     | 54.5        |
| Female                        | 190     | 45.5        |
| White                         | 215     | 51.4        |
| Black                         | 145     | 34.6        |
| Hispanic/Non-Hispanic         | 34      | 8.1         |
| Asian                         | 5       | 1.2         |
| Hawaiian/Am. Indian           | 5       | 1.2         |
| Multi-racial                  | 14      | 3.5         |
| SWD                           | 53      | 12.7        |
| AIG                           | 76      | 18.2        |

1. What does the analysis tell you about your school's strengths?

High growth occurred in all subgroups.

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

EC students are still performing well below typically developing peers.

3. What data is missing and how will you go about collecting this information for future use?

Lexile data for current year will be disaggregated and analyzed.

4. Based upon the analysis conducted, what 3-4 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

- Consistent reading intervention needs to take place for students below grade level.
- EC students need to be tracked and followed to ensure adequate growth is occurring throughout the year.
- Economically disadvantaged students need to be tracked and followed to ensure adequate growth is occurring throughout the year.
- Teachers need to work with a literacy coach to ensure all lessons are aligned to the SCS.

SRI data will be analyzed and displayed in data charts throughout the year. Student growth will be closely monitored. Students will be given direct instruction as well as intervention in order to remediate deficiencies. Teachers will participate in the coaching cycle with the instructional coach to ensure best practices are utilized and the content of the lessons is aligned to the curriculum.

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|--|---|---|
| <b>Pathway:</b><br><input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community<br><input type="checkbox"/> Culture <input type="checkbox"/> Leadership | <b>Critical Element:</b><br>Differentiation | <b>Current Growth Stage:</b><br><input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing<br><input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|--|---|---|

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

\*End of year 2013-2014 EOG reading data indicates that 66.2% of white students were proficient on the state reading test while 10.9% of Students with Disabilities were proficient. This indicates a 55.3 point gap. 59 students were tested, 53 students were not proficient. To achieve our AMO in 2014-2015, 13 students in this subgroup must be proficient, a 7 student increase from the 2013-2014 school year.

**Annual Objective:**

By the end of the 2014-2015 school year, 73% of white students will be proficient in reading as measured by the North Carolina End of Grade test. (This goal will be updated in November, 2014 when AMO targets are released)

23% of Students with Disabilities will be proficient in reading as measured by the North Carolina End of Grade test. (This goal will be updated in November, 2014 when AMO targets are released)

100% of students will meet their Reading Counts individual reading goal.

**Mid Year Target:**

| Action Steps/Strategies  | Implementation  |   | Monitoring               |  |                               | Completion  |           |
|--|---|---|--------------------------|--|-------------------------------|-------------|-----------|
|  | Team Members  | Resources/<br>Professional<br>Development<br>Needed                                 | Person(s)<br>Responsible | Evidence(s)  | Reporting<br>Timeframe        | Target Date | Completed |
| Continue to implement the Journeys reading program to fidelity so that the research base will not be compromised.  | 3rd grade teachers<br>Griffin<br>Dorrel<br>Petersen<br>Caldwell<br>Grigg<br>Hancock<br>Hanlon<br>Cazier | Journeys materials<br>Continued PD (follow-up training during monthly PLC meetings) | Gibson<br>Buie           | Lesson Plans<br>Walk through data<br>SRI data<br>mclass data<br>formative/summative assessment | December, 2014<br>March, 2015 | June, 2015  |           |
| Improve the established literacy block by increasing rigor so that the needs of all students are met.  | 3rd grade teachers<br>Griffin<br>Dorrel<br>Petersen<br>Caldwell<br>Grigg<br>Hancock<br>Hanlon<br>Cazier | Journeys materials<br>PD on rigor with literacy assignments<br>CORE training        | Gibson<br>Buie           | Literacy assignments<br>Walk through data<br>SRI data<br>student work samples<br>lesson plans  | December, 2014<br>March, 2015 | June, 2015  |           |
| Monitor and track SRI and mclass data to ensure that targeted interventions for students are being successful so that all students are increasing their reading ability.                               | Fox<br>Gibson<br>RI teachers<br>EC teacher<br>Content teachers  | Data wall cards   | All teachers             | Data wall<br>SRI data<br>mclass data   | December, 2014<br>March, 2015 | June, 2015  |           |
| Provide an extended instructional year by offering intersession camps that focus on literacy instruction and reading intervention so that targeted students have more time to acquire literacy skills. | Fox<br>RI teachers  | Targeted skills to be taught<br>Appropriate reading material                        | Fox                      | Attendance logs<br>student work samples<br>SRI data<br>mclass data                             | October, 2014<br>April, 2015  | June, 2015  |           |

| Action Steps/Strategies   | Implementation   |   | Monitoring                                       |  |   | Completion  |           |
|---|--|---|--|--|---|-------------|-----------|
|   | Team Members   | Resources/<br>Professional<br>Development<br>Needed   | Person(s)<br>Responsible                         | Evidence(s)  | Reporting<br>Timeframe                                      | Target Date | Completed |
| Utilize leveled readers for Science and Social Studies content areas so that all students have reading material at their lexile level.  | 3rd grade teachers<br>4th grade teachers<br>5th grade teachers | Leveled readers that provide Science and Social Studies content                                   | Caldwell   | SRI data<br>mclass data<br>checkout logs                   | December, 2014<br>March, 2015                               | June, 2015  |           |
| A reading intervention block will be continued and protected so that all students have access to intervention without missing curriculum content.   | All teachers   | LLI program<br>SPIRE program<br>Fast ForWord program<br>Orton Gillingham strategies<br>MCS Matrix | Leo Moore<br>Foreman<br>Fagan<br>Shinn<br>Gibson | SRI data<br>mclass data<br>SPIRE data<br>Fast ForWord data | December, 2014<br>March, 2015                               | June, 2015  |           |
| Administration and third grade faculty will attend the IEP meetings of second grade students so that we are prepared to meet the needs of upcoming students.  | Buie<br>Fox<br>Foreman<br>Third grade teachers                 | Schedule of meetings  | Foreman  | Minutes of meetings<br>Individual plans for students       | December, 2014<br>March, 2015                               | June, 2015  |           |
| Data meetings with teachers will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and communication will occur regarding Read to Achieve notifications. | Buie<br>Gibson<br>Third grade teachers                         | PEPs<br>Intervention data   | Gibson   | Individual student data                                    | November, 2014<br>January, 2015<br>March, 2015<br>May, 2015 | June, 2015  |           |

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| <b>Pathway:</b><br><input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community<br><input type="checkbox"/> Culture <input type="checkbox"/> Leadership | <b>Critical Element:</b><br>Differentiation | <b>Current Growth Stage:</b><br><input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing<br><input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|--|---|---|

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

End of year 2013- 2014 EOG reading data indicates that 66.2% of white students were proficient on the state reading test while 26.7% of Black students were proficient. This indicates a 39.5 point gap. Of the 131 Black students that were tested, 96 students were not proficient. To achieve our AMO (tentatively) in 2014-2015, 45 students in this subgroup must be proficient, a 10 student increase from the 2013-2014 school year.

**Annual Objective:**

By the end of the 2014-2015 school year, 73% of white students will be proficient in reading as measured by the North Carolina End of Grade test. (This goal will be updated in November, 2014 when AMO targets are released.) 35% of Black students will be proficient in reading as measured by the North Carolina End of Grade test. 100% of students will meet their Reading Counts individual reading goal.

**Mid Year Target:**

| Action Steps/Strategies   | Implementation  |  | Monitoring               |  |                               | Completion  |           |
|---|---|--|--------------------------|--|-------------------------------|-------------|-----------|
|   | Team Members  | Resources/<br>Professional<br>Development<br>Needed                                  | Person(s)<br>Responsible | Evidence(s)  | Reporting<br>Timeframe        | Target Date | Completed |
| Continue to implement the Journeys reading program to fidelity so that the research base will not be compromised. | 3rd grade teachers<br>Hancock<br>Griffin<br>Dorrel<br>Petersen<br>Caldwell<br>Grigg<br>Hanlon<br>Cazier | Journeys materials<br>Continued PD<br>Follow up training during monthly PLC meetings | Gibson                   | Lesson Plans<br>Walk through data<br>SRI data<br>mclass data<br>Formative/summative assessment | December, 2014<br>March, 2015 | June, 2015  |           |

| Action Steps/Strategies  | Implementation  |  | Monitoring               |  |                               | Completion  |           |
|--|---|--|--------------------------|--|-------------------------------|-------------|-----------|
|  | Team Members  | Resources/<br>Professional<br>Development<br>Needed  | Person(s)<br>Responsible | Evidence(s)  | Reporting<br>Timeframe        | Target Date | Completed |
| Improve the established literacy block by increasing rigor and differentiating literacy assignments so that the needs of all students are met.   | 3rd grade teachers<br>Hancock<br>Griffin<br>Dorrel<br>Petersen<br>Caldwell<br>Grigg<br>Hanlon<br>Cazier | Journeys materials<br>PD on rigor with literacy assignments<br>CORE training during PLC        | Gibson<br>Buie           | Literacy assignments<br>Walk through data<br>SRI data<br>mClass data<br>student work samples<br>lesson plans |                               |             |           |
| Monitor and track SRI and mClass data to ensure that targeted interventions for students are being successful so that all students are increasing their reading ability.                       | Buie<br>Fox<br>Gibson<br>Classroom teachers   | Data wall cards  | Buie                     | Data wall<br>SRI data<br>mClass data   | December, 2014<br>March, 2015 | June, 2015  |           |
| Provide an extended instructional year by offering intersession camps that focus on literacy instruction and intervention so that targeted students have more time to acquire literacy skills. | Fox<br>Leo<br>Moore<br>Shinn<br>Foreman   | Materials<br>Leveled readers<br>Targeted focus skills for each student                         | Fox                      | Attendance logs<br>Student work samples<br>SRI data<br>mClass data<br>LLI data                               | October, 2014<br>April, 2015  | May, 2015   |           |
| Utilize leveled readers for Science and Social Studies content areas so that all students have reading material at their lexile level.   | Classroom teachers<br>Gibson  | Appropriate<br>lexiled leveled readers for students of all levels                              | Caldwell                 | SRI data<br>mClass data<br>checkout logs<br>RC data  | December, 2014<br>March, 2015 | June, 2015  |           |
| A reading intervention block will be added and protected for all classes so that all students have access to intervention without missing curriculum content.                                  | All teachers  | LLI program<br>SPIRE program<br>Fast ForWord program<br>Orton Gillingham program<br>MCS Matrix | Leo<br>Moore<br>Gibson   | SRI data<br>mClass data<br>SPIRE data<br>OG data<br>FF data<br>LLI data                                      | December, 2014<br>March, 2015 | June, 2015  |           |

| Action Steps/Strategies   | Implementation                            |   | Monitoring               |                            |   | Completion  |           |
|---|---|---|--------------------------|----------------------------|---|-------------|-----------|
|   | Team Members                              | Resources/<br>Professional<br>Development<br>Needed | Person(s)<br>Responsible | Evidence(s)                | Reporting<br>Timeframe                                      | Target Date | Completed |
|   |   | 2 RI staff<br>members                               |                          |                            |   |             |           |
| Data meetings with teachers will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and communication will occur regarding Read to Achieve notifications. | Buie<br>Gibson<br>Third grade<br>teachers | PEPs<br>Intervention data                           | Gibson<br>Buie           | Individual<br>student data | November, 2014<br>January, 2015<br>March, 2015<br>May, 2015 | June, 2015  |           |



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| <b>Pathway:</b><br><input type="checkbox"/> Learning <input type="checkbox"/> Community<br><input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership | <b>Critical Element:</b><br>Emotional Safety | <b>Current Growth Stage:</b><br><input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing<br><input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|--|--|---|

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

OCR data results:

16% of teachers considered bullying among students a moderate problem.

23% of students do not feel respected by their peers.

15% of students do not feel safe at school.

28% of students do not feel valued by their peers.

NCTWC Survey data results:

73.5% of staff feel that there is an atmosphere of trust and respect within the school

70.6% of staff feel that teacher concerns regarding student conduct are addressed.

**Annual Objective:**

By May, 2015, student and faculty survey results will show an improvement in the culture of our school.

**Mid Year Target:**

| Action Steps/Strategies   | Implementation   |   | Monitoring               |                                 |                        | Completion    |           |
|---|--|---|--------------------------|---------------------------------|------------------------|---------------|-----------|
|   | Team Members   | Resources/<br>Professional<br>Development<br>Needed | Person(s)<br>Responsible | Evidence(s)                     | Reporting<br>Timeframe | Target Date   | Completed |
| Provide professional development as a refresher course in PBIS strategies so that a common language will be used throughout the school community. | Buie<br>Randles<br>Central Office<br>staff<br>Dedmond<br>Fox | PD regarding PBIS                                   | Randles                  | Course<br>description<br>Roster | January, 2015          | January, 2015 |           |

| Action Steps/Strategies  | Implementation  |   | Monitoring               |  |                              | Completion                   |           |
|--|---|---|--------------------------|--|------------------------------|------------------------------|-----------|
|  | Team Members  | Resources/<br>Professional<br>Development<br>Needed | Person(s)<br>Responsible | Evidence(s)  | Reporting<br>Timeframe       | Target Date                  | Completed |
| Administer a student survey to measure current emotional culture throughout our school so that critical elements can be addressed.   | Beavers<br>Fox<br>Buie<br>Lewis                                 | Survey  | Beavers                  | Survey results   | November, 2014               | November, 2014<br>June, 2015 |           |
| Guidance Counselor will deliver classroom lessons regarding discrimination and harrassment to students so that students are knowledgeable regarding the terms and strategies for improving our school culture. | Fox<br>Beavers<br>Dedmond                                       | lesson plans<br>materials for<br>lessons            | Buie                     | Lesson plans<br>Schedule of<br>lessons<br>Sample student<br>work | January, 2015<br>June, 2015  | June, 2015                   |           |
| Professional development will occur for bus drivers so that they know how to appropriately handle behaviors of students riding the bus.  | Fox<br>Saunders   | materials for PD                                    | Fox                      | Rosters<br>PD materials  | November, 2014               | November, 2014               |           |
| Behavior plans will be created for students with repeat behaviors so that individualized instruction and support will be given.  | Beavers<br>Dedmond<br>Classroom<br>teachers<br>Shinn<br>Foreman | matrix<br>social stories<br>group materials         | Beavers                  | Behavior plans<br>Decreased office<br>referrals                  | December, 2014<br>June, 2015 | June, 2015                   |           |

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| <b>Pathway:</b><br><input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community<br><input type="checkbox"/> Culture <input type="checkbox"/> Leadership | <b>Critical Element:</b><br>Assessment for Learning | <b>Current Growth Stage:</b><br><input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing<br><input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
|--|---|---|

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

End of year 2014 EOG math data indicates that 71.6% of white students were proficient on the state reading test while 29.8% of Black students and 21.8% of students with disabilities were proficient. This indicates a 41.8% point gap among Black students and a 49.8% gap among SWD. Of the 131 Black students that were tested, 39 students were proficient. To achieve our AMO (tentatively) in 2014-2015, 46 students in this subgroup must be proficient, a 5% student increase from the 2013-2014 school year. Of the 55 SWD students that were tested, 12 students were proficient. To achieve our AMO (tentatively) in 2014-2015, 17 students in this subgroup must be proficient, a 9% student increase from the 2013-2014 school year.

**Annual Objective:**

By the end of the 2014-2015 school year 80% of white students will be proficient as measured by the North Carolina End of Grade Test. 33.8% of black students will be proficient as measured by the North Carolina End of Grade Test and 30.8% of SWD will be proficient as measured by the North Carolina End of Grade Test.

**Mid Year Target:**

| Action Steps/Strategies   | Implementation  |   | Monitoring               |                            |   | Completion  |           |
|---|---|---|--------------------------|----------------------------|---|-------------|-----------|
|   | Team Members  | Resources/<br>Professional<br>Development<br>Needed | Person(s)<br>Responsible | Evidence(s)                | Reporting<br>Timeframe                                      | Target Date | Completed |
| Data meetings with teachers will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and communication will occur regarding the SMI. | 3rd Grade<br>Teachers<br>Randles<br>Hanlon<br>Dorrel<br>Griffin<br>Brown<br>Pairmore<br>Caldwell<br>Webb<br>Johnson | PEPs<br>Intervention data                           | Randles<br>Buie          | Individual<br>Student Data | November, 2014<br>January, 2015<br>March, 2015<br>May, 2015 | June 2015   |           |

| Action Steps/Strategies  | Implementation   |  | Monitoring               |   |   | Completion  |           |
|--|--|--|--------------------------|---|---|-------------|-----------|
|  | Team Members   | Resources/<br>Professional<br>Development<br>Needed                            | Person(s)<br>Responsible | Evidence(s)   | Reporting<br>Timeframe                                      | Target Date | Completed |
| Improve the established math block by increasing rigor and differentiating student assignments so that the needs of all students are met.  | 3rd Grade<br>Teachers<br>Randles<br>Hanlon<br>Dorrel<br>Griffin<br>Brown<br>Paimore<br>Caldwell<br>Webb<br>Johnson | IReady Books<br>Investigations<br>Books<br>PD on math rigor<br>and assignments | Randles<br>Gibson        | Walk through<br>data<br>student work<br>samples<br>lesson plans | November, 2014<br>January, 2015<br>March, 2015<br>May, 2015 | June 2015   |           |
| Provide an extended instructional year by offering intersession camps that focus on math instruction and intervention so that targeted students have more time to acquire required skills. | Randles<br>Fox<br>Leo<br>Moore<br>Gibson   | Manipulatives<br>Mathematical<br>Standards                                     | Randles<br>Fox           | Attendance logs<br>Student work<br>samples<br>Benchmark Data    | October 2014  | May 2015    |           |