



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:
School Name		Number:
School Address:	1250 West New York Avenue Southern Pines, NC 28387	
Plan Year(s):	2014-2015	
Date prepared:	9/11/14	
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
Chair; Kindergarten TR	Kim Brown	Parent Representative	
Kindergarten YR Representative	Lisa Scales	Reading Interventionist	Charity Blanchard
First Grade YR Representative	Sue Crosby		
First Grade TR Representative	Gloria Crabtree		
Second Grade YR Representative	Sheith Davis		
Second Grade TR Representative			
Specials Representative	Aaron Ribet		
EC Representative	Jennifer Beadell		
Instructional Assistant Representative	Jevone Baldwin		
Instructional Assistant Representative	Taniya Smith		
Parent Representative	Kim Moore		

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	252	51.22%
Female	240	48.78%
White	239	48.58%
Black	187	38.01%
Hispanic/Non-Hispanic	42	8.54%
Asian	3	.61%
Hawaiian/Am. Indian	0	0
Multi-racial	19	3.86%
SWD	29	5.28%
AIG	22	4.47%

Free/Reduced Lunch Profile 2013-2014 Percentage: 50.82%						
Total Students		Reduced Students		Free Students		
549		12		267		
mClass (% below proficient) 2013-2014						
Grade	White	Black	ED	LEP	SWD	ALL
K	3.82%	8.92%		4.46%	1.57%	17%
1	5.98%	6.59%		1.80%	8.30%	14%
2	6.06%	12.12%		3.03%	9.1%	22%

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

Our SRI data indicates that we are really growing our students' comprehension skills in 1st and 2nd grade. At the beginning of the year, 20% of our 1st graders were below grade level. At the end of the year, only 5% of our 1st graders were below grade level. At the beginning of the year, 50% of our 2nd graders were below grade level. At the end of the year, only 12% of our 2nd graders were below grade level.

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

Our data indicates that we continue to have a gap between our African American students and our white students as measured by TRC. We also have a significant gap with our Hispanic students according to our mClass assessment data.

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

We believe we have sufficient data to support the goals we have established for our school improvement plan.

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.

1. Our TRC assessment data reveals gaps between our white students and our minority students (specifically African American and Hispanic), therefore we need to address these gaps.
2. Our TRC growth data indicates a significant decline in our 2nd grade proficiency. We recognize that this decline correlates with the increased complexity of the written comprehension questions.
3. Now that we have math baseline data, we are able to identify areas of strengths and weaknesses and need to implement strategies to address our weaknesses.
4. Our Teacher Working Conditions Survey revealed two significant concerns: autonomy in making instructional decisions and Professional Development that is differentiated according to teacher needs. Therefore we will need to address these concerns.

School Improvement Plan

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

What data provides evidence of current growth stage?

81% of white students (179 out of 221) were proficient in TRC while 57% of African American students (94 out of 165) were proficient. Additionally, 40% of Hispanic students (14 out of 35) were proficient. This data indicates a continuing gap between our white students and our minority students. 45% of our students with disabilities (13 out of 29) were proficient on TRC as measured by mClass assessments. Though this is a significant improvement for our EC students, there is a need for continued focus on increasing their proficiency.

Annual Objective:

90% of all students will meet or exceed individual growth goals in TRC as measured by End of Year mClass assessments. 2nd grade students will also meet or exceed individual growth goals as measured by SRI assessments.

*By May 2015, we will decrease the percentage of African American students who are below grade level in TRC as measured by mClass assessments by 10%.

*By May 2015, we will decrease the percentage of Hispanic students who are below grade level in TRC as measured by mClass assessments by 10%.

*By May 2015, we will decrease the percentage of students with disabilities who are below grade level in TRC as measured by mClass assessments by 5%.

Mid Year Target:

90% of all students will meet or exceed individual growth goals in TRC as measured by Middle of Year mClass assessments. 2nd grade students will also meet or exceed individual growth goals as measured by SRI assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Revise Master schedule in order to provide intervention/enrichment block for collaborative teacher teams. Teachers will use data to regroup students in order to prescribe an intervention/enrichment to match individual student needs.	Teachers IA's Interventionists EC Staff Instructional Coach Administration	Reading Mastery, LLI, Language for Learning, Earrobits, SPIRE	Grade Level Chairs	Lesson plans from Intervention Block List of student groups as a result of teacher collaboration PEP Intervention Form	Nov. 2013 Feb. 2014 May 2014	May 2015	
Include Instructional Assistants in Reading Mastery data conversations so that they can be instructional partners in the classroom as well as interventionists during the intervention block.	IA's Teachers Beck Houseman	Training by Laura Dendy Reading Mastery materials Planning time for IA's IA's PLC meetings IA Edmodo Group	Sue Clay	Attendance sheets Reading Mastery logs PLC minutes	Feb. 2014 May 2014	May 2015	
Offer Instructional Rounds and Vertical Team PLC meetings so that teachers observe and reflect on effective practices.	Houseman Beck Wagner Teachers	Books on Designing Effective Instructional Rounds (Marzano, Kachur)	Houseman	Product generated by teachers who participate	Feb. 2014 May 2014	May 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continue communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.	Teachers Houseman Wagner Beck	Letters to Parents Curriculum Night Video Presentations District Developed Resources	Houseman	Documents Meeting Agendas Web Resources	Nov. 2013 Jan. 2014 Mar. 2014 May 2014	May 2015	
Offer Acceleration Camps during Year Round Intersession so that students will receive instruction that previews skills and vocabulary that will be addressed in upcoming grading period.	Teachers Houseman Wagner Beck	Transportation Instructional Materials Food Teaching staff (to be paid)	Wagner	Lesson Plans Student and family surveys Student attendance logs	Sep.. 2014 April 2015	May 2015	

School Improvement Plan

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

What data provides evidence of current growth stage?

Last year, 83% of our first grade students were proficient on the Summative Math Benchmark Assessment. 73% of our second grade students were proficient. We are defining proficiency as 80%.

Annual Objective:

By May 2015, we will decrease the percentage of first and second grade students who are below grade level in math by 10% as measured by the Summative Math Benchmark Assessment.

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
Provide Instructional Rounds and vertical team PLC meetings for teachers	Administration Instructional Coach Grade level teachers	Substitutes & coverage observations and debriefing	Houseman Wagner Beck	Notes from observations and debriefing	1 x semester	May 2015	
Implement half-day PLCs to analyze math data	Adminstration Instructional Coach 1st/2nd teams	Substitutes data county math specialist	Houseman Wagner Beck	Agendas, Notes from PLC, Data	1 x 9 weeks	May 2015	
Provide DreamBox Math program for all students so that students receive individualized math instruction	Houseman Teachers	DreamBox Math program Professional Development Data Computers/iPads in the classroom	Houseman Beck	Student data Usage reports Teacher surveys	1 x 9 weeks	May 2015	

School Improvement Plan

School:		Principal:	
Pathway:	Critical Element:	Current Growth Stage:	
<input type="checkbox"/> Learning	Internal Collaboration	<input type="checkbox"/> Beginning	<input checked="" type="checkbox"/> Progressing
<input checked="" type="checkbox"/> Culture		<input type="checkbox"/> Advancing	<input type="checkbox"/> Excelling
<input type="checkbox"/> Community			
<input type="checkbox"/> Leadership			

What data provides evidence of current growth stage?

The Teacher Working Conditions Survey revealed that 76% of our teachers reported that they were not trusted to make decisions regarding instructional materials and instructional delivery. Additionally, 36% of teachers reported that Professional Development does not provide ongoing opportunities for teachers to work with colleagues in order to refine teaching practices.

Annual Objective:

A Professional Learning Community that is anchored in effective PLC teams ensures that teachers are empowered to make these types of decisions. It is our intent to focus on building a culture of true and effective collaboration in order to address this Teacher Working Conditions Survey data.

*By May 2015, an internal SPP survey will reveal that 75% of our teachers feel empowered to make decisions regarding instructional materials and delivery due to effective collaboration within our Professional Learning Community.

*By May 2015, an internal SPP survey will reveal that 90% of our teachers feel that they were provided with Professional Development that was differentiated and allowed them to work with one another to refine their teaching practices.

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
Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.	Technology Committee Houseman Wagner	Communication Coordinators	Michno	Social Media Communications Surveys on Edmodo	January 2015 May 2015	June 2015	
Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.	Grade level teachers Houseman Wagner SPE Buie Fox 3rd grade teachers Instructional Coaches	½ Day Subs Protocols to govern the purpose of each observation Protocols to govern follow up conversations District Instructional Coach	Houseman Wagner Buie Fox	Copies of written notes taken during observation Minutes recorded during follow up conversations Staff Surveys	January 2015 May 2015	June 2015	
Increase the effectiveness of collaboration in PLC team meetings so that teachers feel empowered to make decisions regarding instructional materials and delivery.	Houseman Wagner Beck Grade level teachers	DuFour materials Time	Houseman Wagner Beck	Staff Surveys	January 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
Offer Professional Development that is differentiated and aligned to teacher and assistants' needs	Houseman Wagner Beck All teachers and assistants	District PD resources/leader s from School Menu technology SPP menu items materials	Houseman Wagner Beck	Menu Staff reflections Minutes from PLC conversations that will follow the implementation of one thing learned in PD session	January 2015 May 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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	Refine Literacy Framework by staggering Literacy Blocks to facilitate access by interventionists and instructional coach	Build Math Block into schedule	Expand vertical collaboration among grade levels including 3rd grade at SPE	Implement a positive behavior clip chart system throughout all classrooms	
	Strategy 2	Revise Intervention Model from standard protocol to prescriptive	Design a system for collecting and analyzing data	Use technology to increase the efficacy of vertical collaboration	Implement SWIS in order to better track and analyze behavior data	
	Strategy 3	Align PEP process with SPE	Hold quarterly 1/2 day PLC team meetings to analyze Math Data			

	Strategy 4	Implement monthly Reading Data analysis during PLC team meetings and Data Committee meetings	Use PLC teams to build common assessments and use as Pre-assessment to guide instructional decisions			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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: LEA assist schools in directing reform strategies based on EOG results. In our K-2 program, Southern Pines Elementary school data is used.

In K-2, children are learning to read. mClass has been fully implemented in K-2 at Southern Pines Primary. Progress monitoring is being utilized extensively to monitor all students' progress as an instructional focus. mClass is used as an assessment tool to indicate a child's level of foundational skills development and provide an overview of a students' ability to read with comprehension. Analysis of mClass data will reveal the effectiveness of interventions in order to adjust as necessary. Our school data wall will reflect patterns and illustrate growth.

A designated 90 minute reading block has been identified in the daily schedule to include whole group direct instruction and guided reading groups that will target specific needs of the child. Reading Interventionists are using data to identify students who are well below grade level and are pulling these students daily to work with them using a research based program.

In Professional Learning Community meetings, teachers will collaborate to design instruction that is meaningful, relevant and engaging. Our Community Pathway goal relates to our vision of collaborating with Southern Pines Elementary School to create the feeling of one school with two separate campuses. This collaboration will allow us to increase student achievement at SPE as we ease the transition from 2nd grade to 3rd grade.

Component 3

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1			Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	Strategy 2					
	Strategy 3	Refine the master schedule by staggering literacy blocks to facilitate access by interventionists and instructional coach	Provide Instructional Rounds for teachers and teacher assistants			

	Strategy 4	Revise intervention model from standard protocol to prescriptive. Teachers will collaborate with interventionists to prescribe an intervention to match needs	Implement half-day PLCs to analyze math benchmark assessments	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		
	Strategy 5	Use monthly PLC team meetings to analyze to data. Interventionists come to PLC meetings on this day				
	Strategy 6					
	Strategy 7					
	Strategy 8	Offer Instructional Rounds so that teachers observe and reflect on effective practices				

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:
 Southern Pines Primary School has 100% highly qualified teachers.

Component 4

High-quality and ongoing professional development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1			Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	Strategy 2					
	Strategy 3		Provide Instructional Rounds for teachers and teacher assistants			

	Strategy 4		Implement half-day PLCs to analyze math benchmark assessments	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.	Offer Professional Development for all staff members in order to help staff be comfortable having conversations with students and parents about racism and other forms of discrimination	
	Strategy 5	Use monthly PLC team meetings to analyze to data. Interventionists come to PLC meetings on this day	Provide professional development to include training about benchmark administration			
	Strategy 6					
	Strategy 7	Ensure that on site professional development for instructional assistants is aligned with SPP's instructional vision.				

	Strategy 8	Provide Instructional Rounds for teachers and teacher assistants				
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Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

*There is a focus on developing a highly effective Professional Learning Community at our school where teachers grow as professionals through collaboration and conversation.

*Instructional Assistants are true partners in the classroom and lead learning as a result. In order to prepare them to confidently lead learning, assistants participate in monthly PLC meetings as well and receive professional development through these meetings.

*The PBIS committee continues to share research to ensure that teachers and assistants stay current in their use of the PBIS model.

*District Professional Development is available to all staff members and teachers/assistants are encouraged to participate.

Component 5

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools has a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1			Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	Strategy 2		Use Common Assessments as a pre-assessment for advanced learners. Allow those who pass to join a self-directed advanced group			

	Strategy 3		Provide Instructional Rounds for teachers and teacher assistants			
	Strategy 4	Use monthly PLC team meetings to analyze to data. Interventionists come to PLC meetings on this day	Implement half-day PLCs to analyze math benchmark assessments	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8	Offer Instructional Rounds so that teachers observe and reflect on effective practices				

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Moore County Schools Human Resource department works with principals in an effort to recruit and retain highly qualified teachers.

The NC Teachers Working Conditions Survey is used to provide data that helps to maintain positive working conditions.

Southern Pines Primary School provides a schedule that ensures common planning daily which includes a 90 minute planning two days a week to focus as PLC teams.

Ongoing parental involvement provides support to our teachers, an important factor in retaining teachers.

New teachers are provided an extensive orientation and a formal or informal mentor who provides support throughout the year. The administrators meet with new staff members regularly to provide support and obtain feedback on how we can help them be successful and continue to work in their chosen field.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1			Parent Resource Center		
	Strategy 2			Building partnerships with community groups		
	Strategy 3			Holding Parent/Teacher Conferences at National Guard Armory		
	Strategy 4			Use technology to increase communication between Home and school		
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Southern Pines Primary School uses required Title I funds set aside for Parental Involvement activities. Parental involvement is encouraged and supported by the SPP school community.

Parental involvement has been established in the following areas and/or events:

A strong Parent/Teacher Association

Curriculum Night Events held in the fall and spring

Parent Teacher Conferences

Garden Committee

Garden Club Classes conducted by parents

Parent volunteers throughout the school year

Providing transportation for parents and students to student performances

Sending home information weekly

Updating the website regularly

A weekly Connect Ed message is recorded and sent home

Component 7

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on the strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1				Implement a positive behavior clip chart system throughout all classrooms. Teachers will be consistent in using the clip chart to determine office referrals.	
	Strategy 2				Create a Task Force that will determine what constitutes an automatic drop to the bottom of the clip chart.	
	Strategy 3			Build partnerships with community groups in order to increase parental and community involvement	Implement SWIS in order to better track and analyze behavior data	

	Strategy 4					
	Strategy 5			Provide Parent Resource Center so that parents have access to technology in order to increase communication between Home and School.		
	Strategy 6					
	Strategy 7	Align procedures for supporting our at risk students with those used at SPE to include folder format and documentation.				
	Strategy 8	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan: Southern Pines Primary School provides Readiness Kits at Kindergarten Registration Day. These kits provide information and materials for parents to support students prior to entering kindergarten. At kindergarten registration, parents attend a reading workshop on how they can help their children get ready for kindergarten and they view a presentation by the administration on a typical day in the life of a kindergarten student.

A parent night is held to provide information to parents about the kindergarten curriculum and expectations for the school year. This is also a time for parents to ask questions of teachers and support personnel.

Southern Pines Primary has 2 inclusive preschools with students that meet qualifications for exceptional children services, NC preschool, or tuition paid students. These students are immersed in our school-wide programs and are an integral part of our school.

Southern Pines Primary kindergarten and EC teachers meet with Sandhills Children's Center, Head Start, and other preschools/daycares to facilitate the transition into kindergarten.

Head Start students spend part of their day in a kindergarten classroom to help with the transition and are invited to attend plays and other performances.

Component 8

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	Develop common questions for progress monitoring including rubric and exemplars in vertical and horizontal PLCs				
	Strategy 2	Use protocols to improve consistency of scoring TRC questions	Use Common Assessments as a pre-assessment for advanced learners. Allow those who pass to join a self-directed advanced group			
	Strategy 3					

	Strategy 4	Use monthly PLC team meetings to analyze to data. Interventionists come to PLC meetings on this day	Implement half-day PLCs to analyze math benchmark assessments			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan: Teachers will design engaging, relevant and meaningful lesson based on formative and summative assessments. Teachers will establish clear learning targets based on data obtained and will monitor and revise learning targets as needed throughout the year.

mClass data will be organized and available for teachers to use during planning. Student progress will be tracked throughout the school year using a design tool that allows teachers to visibly assess student progress or regression, indicating progress monitoring needs. Students identified as intensive and strategic, based on mClass data will be progress monitored every two to three weeks, with interventions changing as data indicates.

All students receive 45 minutes of direct reading instruction each day with teachers using a variety of ways to assess progress. In addition, teachers meet with every child, every day and provide effective and strategic small group instruction based on students' needs.

Component 9

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the schools who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2					
	Strategy 3	Refine the master schedule by staggering literacy blocks to facilitate access by interventionists and instructional coach	Implement half-day PLCs to analyze math benchmark assessments	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		
	Strategy 4	Revise intervention model from standard protocol to prescriptive. Teachers will collaborate with interventionists to prescribe an intervention to match needs				

	Strategy 5	Use monthly PLC team meetings to analyze to data. Interventionists come to PLC meetings on this day				
	Strategy 6					
	Strategy 7	Align procedures for supporting our at risk students with those used at SPE to include folder format and documentation.				
	Strategy 8	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan: District Benchmark assessments in math, writing, and mClass reading are administered. Data gathered is used to assess the need for additional services and support for students. The following programs/activities are used by teachers, assistants, administrators and support personnel to support the academic needs of students:

LLI

Language for Learning

Language for Thinking

Earrobis

Student Support Team

Response to Intervention

Guidance Support

Progress monitoring

Classroom interventions (from MCS Instructional Matrix)

Small group instruction

Guided reading groups for targeted learning

Exceptional Children's Services

Parent/teacher conferences

Support to parents in low income neighborhoods who have students at risk

Component 10

Coordination and integration of Federal, State, and local services and programs: School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2					
	Strategy 3		Provide Instructional Rounds for teachers and teacher assistants		Implement SWIS in order to better track and analyze behavior data	
	Strategy 4		Implement half-day PLCs to analyze math benchmark assessments	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		

	Strategy 5		Provide professional development to include training about benchmark administration	Provide Parent Resource Center so that parents have access to technology in order to increase communication between Home and School.	Offer Professional Development for all staff members in order to help staff be comfortable having conversations with students and parents about racism and other forms of discrimination	
	Strategy 6			Hold Collaborative Meetings to invite collaboration between two schools		
	Strategy 7	Offer Instructional Rounds so that teachers observe and reflect on effective practices				

	Strategy 8	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				
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Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Various funds are utilized by Southern Pines Primary to provide and maintain a variety of instructional support programs for at-risk students in the areas of reading, math and writing.

Research based reading intervention programs are funded through federal, state and local funds.

Federal, state and local funds have been used to provide technology, such as Smart Boards in every classroom, along with a laptop for each teacher.

Federal, state and local funds have been used to purchase new library books and library materials.

Federal, state and local funds have been used to provide manipulatives, materials, books, games, and consumables for teachers to use to enhance the curriculum and to provide a variety of experiences for students in order to increase learning.

Federal, state and local money has been used to provide high quality professional development for all personnel. Professional development has included book studies and reflections on professional reading.

Targeted Assisted Schools Only

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1		Build Math Block into schedule			
	Strategy 2					
	Strategy 3	Refine the master schedule by staggering literacy blocks to facilitate access by interventionists and instructional coach		Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		

	Strategy 4	Revise intervention model from standard protocol to prescriptive. Teachers will collaborate with interventionists to prescribe an intervention to match needs				
	Strategy 5			Hold Collaborative Meetings to invite collaboration between two schools		
	Strategy 6					
	Strategy 7					
	Strategy 8	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

The preschool programs at SPP are inclusive programs so that students who are at risk will also have students with them in the classroom who are on target with their learning needs. This provides role models for these at risk students. Sandhills Children's Center also provides this type of program of early intervention. Most students transition from this program into a regular kindergarten setting with additional support from speech and resource teachers. Some students do attend a self-contained setting with mainstreaming into the regular classroom where appropriate.

Head Start students attend performances, visit the kindergarten classes for part of the day and attend kindergarten registration.

**Title I Parent Involvement School Plan
2014-2015**

School

Parental Involvement, Section 1118 of NCLB

Required Components

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>1. Shall jointly develop with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan</p>	<p>Copy of Parent Policy</p>	<p>School Improvement Team and SPP Parents</p>	<p>Develop timeline of meetings to develop plan Review and revise plan annually with School Improvement Team</p>	<p>Beginning of year and end of year</p>
<p>2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)</p>	<p>Information presented at Back to School Night Information available on website Agenda/powerpoint presentation</p>	<p>Parents, Teachers, School Administration</p>	<p>Plan and implement Back to School Night</p>	<p>Beginning of the year</p>
<p>3. Shall offer a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)</p>	<p>RSVP forms from parents Sign in logs Schedules Frequent communication: weekly teacher newsletters, weekly connect ed message home, regularly updated website Flyers for meetings Attendance at evening music programs</p>	<p>Parents, Teachers, Assistants, Students, School Support Personnel</p>	<p>Curriculum Nights School Wide Planning PLC planning Parent/Teacher Association activity Child-care Dinner Community visits Parent/Teacher conferences at Armory Community Drum Circles out in the community</p>	<p>Curriculum Nights TBA</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)	Copies of completed surveys Parent membership on School Improvement Team Sign in log	School personnel in creating survey and parents in completing survey	Planning and implementing surveys Gather data Assess Data Revisions to school wide activities based on gathered data	Entire process to be completed June 2014
5. Shall provide parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)	Parent handbook Curriculum Brochures Connect Ed messages Sampling of Teacher conference schedules Parent sign in sheets	Parents, teachers, assistants, administration, support personnel, students	Back to School night to explain information contained in Parent Handbook Connect Ed messages Letters home to inform parents	Back to School Night Parent Conferences Connect Ed messages ongoing and varied
6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Copies of survey and collected data	School Improvement Team Administration	Create, gather and assess survey data Share data with School Improvement Team and other appropriate personnel depending on data collected	Entire process to be completed April 2014
7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	School-parent-student compact forms are completed at first report card	Teachers Parents Students Administrators	Develop the compact through the School Improvement Team Review/Revise compact	Beginning of year End of year
8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	attendance records SST and IEP invitations	Parents, teachers, assistants, students, school support personnel	Community meetings Parent/Teacher Conferences IEP meetings with parents SST meetings with parents	ongoing/June 2014
9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Copies of materials provided to parents, sign in logs, parent feedback (surveys), flyers of meetings such as Curriculum Night and workshops	parents, students, teachers, assistants, administration	community meetings	target date for completion, April 2014

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
10. Shall provide 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)	Agenda from staff meetings	parents, students, teachers, assistants, administration	training by PBIS team	second Wednesday of each month is reserved for staff meetings
11. Shall coordinate and integrate parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)	Preschool programs located at school Head start visitations to our kindergarten classrooms Teachers visiting Head Start to read to classes Information sent to daycares and preschools about kindergarten registration	Preschool staff parents of preschoolers head start kindergarten staff	Coordinate visits with Head Start Send out letters to day cares and preschools	April, 2014
12. Shall ensure 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)	Sampling of copies of communication between home and school Copies of English and Spanish communication Sampling of dates and times MCS interpreters participate in school activities	Parents, Students, Teachers, Assistants, Administration	Work with MCS interpreters and ESL personnel to ensure parents of ESL students receive communication Invite interpreters to attend school functions	Ongoing throughout the school year 2013-2014
13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Support given at parent's requests Calendar of meetings with parents Log of phone calls to parents	Administrators Teachers	Send home information to parents to let them know this is available PTA meetings Parent teas	Weekly Connect Ed messages

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