

LEA or Charter Name	Moore County Schools	Number:	910-947-2976
School Name	Cameron Elementary School	Number:	910-245-7814
School Address:	2636 NC Hwy 24/27 Cameron, NC 28326		
Plan Year(s):	2015-16		
Date prepared:	08/26/15		
Principal Signature:			
Local Board Approval Signature:			Date
			Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Sloan E. Browning		
Teacher - EC/Self-Contained	Denise Graner		
Teacher - PE	Angie Shepard		
Teacher	Tammy Trueblood		
Teacher	Gayge Fritz		
Teacher	Jessica Henne		
Teacher	Kim Mabe		
Parent	Tina Stromko		
Parent	Candy Otte		
Parent	Holly Jorgenson		

School Vision:

At Cameron Elementary, we believe all of our students can learn. We will provide rigorous and engaging educational experiences, valuing individual strengths and learning styles. We will build a safe, nurturing environment that fosters exceptional relationships with our students, families and community.

School Mission:

Our mission at Cameron Elementary is to provide engaging experiences that guide students toward becoming productive, global citizens.



School Improvement Plan

School: Cameron Elementary School

Principal: Sloan E. Browning

State Board of Education Goal:

Goal 1: X
Goal 2: X
Goal 3: X
Goal 4:
Goal 5:

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

What data provides evidence of current growth stage?

At End-of-Year 2014-15, 68% of students in K-3 were proficient in reading as reported by mCLASS TRC Proficiency. 70% of 3rd graders, 73% of 4th graders and 66% of 5th graders were proficient in reading as reported by SRI Growth Goal Report. End-of-Grade overall composite grade in 3-5 achievement score in reading was 66.

According to the Rdy Drilldown Report, our Performance Composite GLP for the 2013-2014 school year reveals a noticeable difference among our SWD and EDS subgroups as compared to overall student proficiency in reading. For example, our SWD subgroup in grade 4 was 33.3% proficient as compared to all students at 58.3% proficiency. Also worth noting, is that at EOY 2013-14, our females in grades 4 and 5 were significantly higher in proficiency in reading than our males. Specifically, in grade 4, females were 81.3% proficient where our males were 40% proficient; In grade 5, females were 61.9% proficient and males 36.4% proficient.

According to the same report (mentioned above) our Performance Composite GLP for the 2014-2015 school year reveals similar trends. There was a significant difference among our SWD and our EDS subgroups as compared to percent proficiency among all students in reading. Specifically, at grade 3, SWD were 27.3% proficient as compared to 63.8% overall; At grade 4, the SWD subgroup was 22.2% proficient compared to 65.9% overall proficiency; At grade 5, our SWD subgroup was 25% proficient as compared to 55.6% overall. Again, our females far exceeded the proficiency of our males at grades 3 and 5: 79.2% vs 47.8% proficient at grade 3 and 77.8% vs 33.3% proficient at grade 5.

Annual Objective:

At the end of the 2015-2016 school year, 75% of all students will be proficient in reading as measured by mCLASS TRC (K-2) and EOG data for grades 3-5.

Mid Year Target:

By MOY, 65% of students in grades 4-5 will be proficient or advanced in reading as reported by SRI data and 65% of K-3 will be proficient as measured by TRC Proficiency data in mCLASS.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administer and review formative assessments including mCLASS, Scholastic Reading Inventory and Reading Counts, and Imagine Learning so that we are able to identify at-risk students and monitor their progress on targeted instruction.	All Certified Staff	mCLASS Assessment kits, progress monitoring materials, data monitoring during PD sessions, SRI and Reading Counts software, Imagine Learning, devices that are compatible with Imagine Learning	Administration Instructional Coach School Improvement Team/Teacher Advisory Committee (SIT/TAC)	mCLASS data reports, progress monitoring data and student achievement. SRI and Reading Counts data reports, Imagine Learning data, Lesson plans, school-wide data wall	October 1, 2015 January 30, 2016 March's Data PLC May 27, 2016	June 4, 2016	
Assist every student with establishing his/her individual reading goal so that student accountability and ownership is fostered.	All certified staff	Student SRI lexile framework, reading map that tracks students' progress, Reading Counts software, open access to media center, reading incentive programs including One Book One School	Administration Media Specialist SIT/TAC	Data from reading maps, media circulation reports, SRI Growth Summary reports and mCLASS data	October 30, 2015 November 24, 2015 January 30, 2016 March 24, 2016 May 5, 2016	May 27, 2016	

All students will complete differentiated lessons and activities using Imagine Learning	ELA Teachers	Imagine Learning program, compatible devices for Imagine Learning, head sets with microphones and Imagine Learning PD	Administration Instructional Coach SIT/TAC	Data as reported by Imagine Learning, SRI data, mCLASS data, MOY benchmark data at 3-5 and K-2 ELA MOY assessment data.	October 30, 2015 December 17, 2015 Feb. 26, 2016 April 21, 2016 June 4, 2016	June 4, 2016	
Members of the Curriculum and Instruction Support Services will meet with each teacher to discuss reading progress based upon mCLASS and SRI data and will provide suggestions on intervention strategies.	All regular ed classroom teachers and C&N team members	mCLASS data, progress monitoring data, SRI, Reading Counts, Reading Plus data, IEPs, PEPs, SST paperwork, C&N team member support	Administration Regular Ed Classroom Teachers EC Teacher Reading Specialist	Student intervention group assignments, PEP documentation of interventions, mCLASS and SRI data, notes from C&N team sessions with teachers	November 10, 2015	November 10, 2015	
All teachers will participate in sessions with the district's ELA Specialist in order to dig deeper into the Standards and plan rigorous lessons.	All regular ed classroom teachers and Suzanne Sell	Journeys Teacher Editions, MCS Pacing Guides for ELA, Common Core and NC Essential Standards/Task Analysis, ELA, and Suzanne Sell	Administration	Lesson Plans, ELA BOY, MOY and EOY benchmark data, EOG data, Common Assessment Data, mCLASS data, SRI data	Data discussion during half day vertical PLCs: January 15, March 10, May 27	June 2016	



School Improvement Plan

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Principal: Sloan E. Browning

State Board of Education Goal:

Goal 1: X
Goal 2: X
Goal 3: X
Goal 4:
Goal 5:

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

What data provides evidence of current growth stage?

At the end of the 2014-2015 school year, the End-of-Grade overall composite score (grades 3-5) was 49 in mathematics.

Per the Rdy Drilldown Report, our Performance Composite GLP for the 2013-2014 school year in mathematics reveals that our SWD subgroup in grades 3-5 was 18.8% proficient compared to all students' overall proficiency of 56.2%. At the end of the 2014-2015 school year, of the 127 students tested in mathematics, our SWD subgroup was 25% proficient, compared to the overall student proficiency at grades 3-5 of 48%. Our EDS subgroup was 37.2% proficient, compared to the overall proficiency of students in grades 3-5 at 48%. This data supports the need for targeted instruction and intervention for our EDS and SWD subgroups.

Annual Objective:

At the end of the 2015-2016 school year, End-of-Grade overall composite score (grades 3-5) will increase from 49 to 60 in mathematics for an overall gain of 11 points.

Mid Year Target:

By February 27, 2016, 80% of students in grades 3-5 will receive a 70% or higher on both the district MOY Benchmark assessment and on the teacher-created cumulative MOY math assessment.

Action Steps/Strategies	Implementation	Monitoring	Completion
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	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
All teachers will participate in sessions with the district's Math Specialist in order to dig deeper into the Standards and plan rigorous lessons.	All regular ed classroom teachers, Michelle Gray	Engage NY modules, MCS Pacing Guides for Math, Common Core and NC Essential Standards/Task Analysis, Michelle Gray	Administration Instructional Coach	Lesson Plans, Math BOY, MOY and EOY benchmark data, EOG data, Common Assessment Data	Data discussion during half day vertical PLCs: January 15, March 10, May 27	January 1, 2016	
All teachers, grades K-5, will participate in Intentional Talks Math PD.	All regular ed. classroom teachers, principal and instructional coach	Mary Wannall, Instructional Coach and content of Intentional Math Talks PD	Administration Instructional Coach	Lesson plans, classroom observations, benchmark assessment data, Math EOG data, PLC minutes and instructional walk-throughs	October 30, 2015	October 30, 2015	October 23, 2015
Once per month, data discussion will be held in each grade level PLC.	All regular ed classroom teachers, principal, instructional coach	Engage NY modules, NC Common Core State and Essential Standards, Pacing Guides, EVAAS data, EOG (math) data and both district and in-house benchmark assessments	Administration Instructional Coach	PLC minutes, math benchmark assessment data, EC student data/IEPs	Monthly - October 2015 through May 2016	June 4, 2016	

Once every grading period, vertical teams (K-2 and 3-5) will analyze/discuss data and plan math lessons for half of the school day (K-2 in the mornings; 3-5 in the afternoons).	All regular ed classroom teachers, principal, instructional coach	Engage NY modules, NC Common Core State and Essential Standards, Pacing Guides, EVAAS data, EOG (math) data and both district and in-house benchmark assessments, Michelle Gray (District Math Specialist)	Administration Instructional Coach SIT/TAC	PLC minutes, lesson plans, math benchmark assessment data, EC student data/IEPs, SIT/TAC agendas and minutes	October 9, 2015 January 15, 2016 March 10, 2016 May 27, 2016	May 31, 2016	
K-5 teachers will create math assessments using Engage NY module assessments, SchoolNet and Front Row Ed. These assessments will be cumulative so that students can create and chart their growth in math.	All regular ed classroom teachers	Engage NY modules, Instructional Coach, Front Row Ed., SchoolNet, NC Common Core and Essential Standards, Pacing Guides	Administration Instructional Coach	Lesson plans, sign-in sheets for planning sessions, cumulative math assessments, assessment data	November 19, 2015 January 27, 2016 April 29, 2016	May 13, 2016	
All teachers (K-5) will implement Engage NY as the primary resource for delivering math instruction.	All regular ed classroom teachers, Instructional Coach	Engage NY modules for every teacher, Instructional Coach, District Math Specialist	Administration Instructional Coach	Lesson Plans, classroom observations, instructional walk-throughs, math assessment data	Monthly from August 2015 through June 2016 via staff meetings and/or PLC data meetings	June 2016	

All math teachers will participate in at least one coaching cycle with our instructional coach.	All regular ed classroom teachers at K-2 and all reg. ed. math teachers at 3-5, Instructional Coach	Engage NY Modules, PD for Mary at coach's meetings, PD for staff as needed on Engage NY	Administration	Lesson plans, Notes from planning sessions between teachers and coach, PD agendas, teacher observations by admin (formal and informal), evidence within the classroom of Engage NY instructional delivery practices	Monthly staff meetings and/or PLCs from October 2015-May 2016 Coach will brief admin following each cycle.	June 2016	
All math teachers (K-2) will participate in at least one Teaching Study facilitated by Sloan Browning, Principal	K-5 regular ed classroom teachers and EC/Resource teacher	Timeline for Teaching Studies, coverage for teachers	Administration	Schedule (dates and times) for Teaching Studies, minutes from each study's feedback/debriefing session, lesson plans, student growth data, benchmark assessment data, EOG data.	December 11, 2015 February 29, 2016 April 30, 2016	May 2016	



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State Board of Education Goal:

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Goal 4:
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Pathway:		Critical Element: Assessment for Learning	Current Growth Stage:	
X Learning	Community		X Beginning	Progressing
Culture	Leadership		Advancing	Excelling

What data provides evidence of current growth stage?

End-of-Grade overall composite achievement score in grade 5 science was 47.
40% of 5th graders were proficient on the 2014-2015 Science End-of-Grade assessment.
44% of 5th graders were proficient on the 2013-2014 End-of-Grade assessment.
14% of 4th graders scored 70% correct or higher on the NCFE Science test at the end of the 2014-15 school year.

Additionally, per the Rdy Drilldown Report, our Performance Composite GLP in science reveals that of the 43 students tested, 28 of those students fell within the EDS subgroup and within that subgroup, 35.7% were proficient at EOY 2013-2014. At EOY 2014-2015, overall proficiency in science at grade 5 was 41.7%. Less than 5 students within the SWD subgroup were proficient. 31.8% of our EDS subgroup were proficient.

Annual Objective:

At the end of the 2015-2016 school year, End-of-Grade overall composite score in science will increase from 47 to 57 for an overall gain of 10 points.

Mid Year Target:

By MOY, 60% of students in grade 5 will meet proficiency as reported by MOY science benchmark assessment.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Cameron Elementary School's Master Schedule will be adjusted so that adequate time for science instruction is taking place daily.	SIT/TAC, principal, data manager	Assistance from District Administration	Administration SIT/TAC	Final Master Schedule, lesson plans, student growth data	November 30, 2015	January 4, 2016	
All students in grades K-5 (including our EC Self-Contained students) will participate in a school-wide Science Showcase.	All regular ed and EC/Resource teachers	Science Showcase committee members: Janna Kennedy Dawn Lanier Pam Gaddy	Administration 5th Grade Science Teacher SIT/TAC	Lesson plans, timeline for the showcase, rubric for project components, students' plans for their projects, science benchmark data	January 8, 2016 February 26, 2016 March 18, 2016	March 23, 2016	
Establish a robotics team to represent our school during the MCS Robotics Showcase.	Clint Rogers (DIF), grade 3-5 teachers	Lego EV3 kit, students to make up the team, DIF support, PD for team coach	Administration Digital Integration Facilitator (DIF)	PD sign-in sheets and agendas, timeline for coach and team, MCS Robotics Showcase, student growth data	November 16, 2015 January 29, 2016 February 26, 2016 March 24, 2016 April 29, 2016 May 31, 2016	May 31, 2016	



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State Board of Education Goal:

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Pathway:		Critical Element:	Current Growth Stage:	
Learning	Community		Beginning	Progressing
Culture	Leadership		Advancing	Excelling

What data provides evidence of current growth stage?

Annual Objective:

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