



2016-2017

School Improvement Plan One Page Summary

School Name: Elise Middle School

Principal: Jeni Wiley

School Improvement Chairperson: Kathleen Parker

Three measurable points of pride:

- Elise Middle School improved its overall **CCR** proficiency on all EOG tests by 8.2 points and improved 11 points in overall **GLP** proficiency.
- Elise Middle **"Exceeded Expected Growth"** for the 2015-16 school year with a growth index of 5.71. The school's rating **increased** to a "C."
- Students With Disabilities (SWD) grew 19.9 points in CCR proficiency.

Goals to improve our school in the coming year:

- By June 2017, students at Elise Middle School meeting or exceeding CCR on the NC EOG test in reading will increase from 34.9% to 39%.
- By June 2017, students at Elise Middle School meeting or exceeding CCR on the NC EOG test in math will increase from 39.8% to 44%.
- 81% of Elise Middle School staff will agree/strongly agree that parents/guardians are influential decision makers and support teachers contributing to their success with students as determined by an internal climate survey.

Key Strategies to continuously improve and accomplish goals:

- Continue Tier I strategies and develop appropriate Tier II strategies to support students scoring below CCR on the reading and math EOG.
- Enhance progress monitoring growth for select students in reading and math.
- Strengthen the climate and culture of collaboration between the students, parents, and community and the staff.

Board of Education and community members can assist us in reaching our goals by:

- Support our need to provide more encore opportunities for our students
- Visit our afterschool program (beginning in January) for 6th grade students

SCHOOL IMPROVEMENT PLAN

School Name **Elise Middle School** **School Number** **320**
School Address 180 W. Elm Street, Robbins, NC 27325
Principal Jeni Wiley
District Name/State Local Education Agency (LEA) Number Moore County Schools (630)
Date of Initial School Staff Vote of Approval
Date of Last Review/Update
Principal Signature (Signature On File)
Board of Education Authority Signature (Signature On File)

School Vision and Mission Statement

Vision
 Elise Middle School is an anchor of our diverse community that is committed to producing productive citizens for the 21st century. We provide an instructional program in which all students can succeed.

Mission Statement
 Our mission at Elise Middle School is to provide a safe and comfortable place where teachers engage students in profound learning experiences.

District and State Goal Alignment

Moore County Schools Key Indicator of Success - 1) Learning Pathway
Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Moore County Schools Key Indicator of Success - 2) Community
Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Moore County Schools Key Indicator of Success - 3) Culture Pathway
Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Moore County Schools Key Indicator of Success - 4) Leadership Pathway
Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.
Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Jeni Wiley	7/1/2016	
6th grade teacher	Crystal Vaughn	5/11/2016	2016-2018
7th grade teacher	Kathleen Parker	5/11/2016	2016-2018
8th grade teacher	Laurie Ann Davis	5/11/2016	2016-2018
Encore teacher	Kim Bates	5/11/2016	2016-2018
Classified Staff	Wendy Dunlap	5/11/2016	2016-2018
Support Staff	Katie Sullivan	5/11/2016	2016-2018
EC teacher	Udenia Icenhour	5/11/2016	2016-2018
Instructional Coach	Angie Corrado	5/11/2016	2016-2018
Parent Representative	Penny Brown	8/23/2016	2016-2018

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

According to the EOG data for 2015-16, Elise Middle School improved its overall CCR proficiency on all EOG tests by 8.2 points and improved 11 points in overall GLP proficiency. Furthermore, math GLP improved 16.1 points across all three grade levels and reading improved 13.2 points. All grade levels saw increases in math GLP from 2014-15 to 2015-16: 6th grade 19.2 points, 7th grade 20.4 points, and 8th grade 7.2 points. In addition, there were increases in reading GLP in all grade levels: 6th grade 2.8 points, 7th grade 9.5 points, and 8th grade 26.0 points. When looking at cohort data, 8th grade GLP reading improved 10 points. Elise Middle "Exceeded Expected Growth" for the 2015-16 school year with a growth index of 5.71. Students With Disabilities (SWD) grew 19.9 points in CCR proficiency. In addition, the Teacher Working Conditions Survey for 2016 revealed that 100% of the staff stated there is an atmosphere of mutual trust and respect and 93.1% say that Elise Middle is a great place to work and learn.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Although there has been progression in our proficiency levels in reading and math, there is still a gap between the district proficiency levels and Elise. Overall GLP proficiency is 51.8 while CCR proficiency is 41.1. 8th grade math continues to be of concern, with 26.2% of the students placing at Grade Level Proficiency. Overall composite CCR proficiency for subgroups are as follows: Black - 32.3%; Hispanic - 39.8%; Multi - 26.3%; White - 46.8%; EDS - 38.9%; LEP - 8.8%; SWD - 22.8%; and AIG - 93.5%. According to the TWC Survey 2016, 75.9% of the staff feel that parents support teachers, contributing to their success with students.

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

Elise Middle receives overall percentages for proficiency for most of our subgroups; however, due to overall numbers in each grade level, we do not have overall proficiency rates for the following subgroups by grade or subject area: Black, Hispanic LEP, SWD, Multi, and AIG. Our Hispanic population makes up 59% of our students and only 11% are LEP. We will continue to monitor these students through our SRI and benchmark data.

Priority Area 1:

Reading Proficiency

Priority Area 2:

Math Proficiency

Priority Area 3:

Culture/Climate

Priority Area 4:



PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Reading Proficiency
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2018, students at Elise Middle School meeting or exceeding CCR on the NC EOG test in reading will increase from 39% to 45%.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, students at Elise Middle School meeting or exceeding CCR on the NC EOG test in reading will increase from 34.9% to 39%.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Continue Tier I strategies and develop appropriate Tier II strategies to support students scoring below CCR on the Reading EOG.

Action Steps to Implement Improvement Strategy

- 1) Utilize computer-based reading intervention programs (System 44, Read 180, Fast ForWord).
- 2) Work with content/EC teachers to set and monitor weekly and quarterly reading goals.
- 3) Retain two additional teachers to lower class size in order to better meet the needs of the students.
- 4) Support our media center to update book collections.
- 5) Provide an opportunity for students to attend summer school who scored within 3 points of a level 3 or 4 on the EOG reading test.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Teachers continue SIOP training and administration will monitor classroom implementation of SIOP strategies.
- 11) Provide new teachers with initial SIOP training.
- 12) Incorporate anchor chart planning and implementation.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Utilize student planners for communication between home and school.
- 14) Utilize homework folders for communication between home and school.
- 15) Hold grade level curriculum nights during first 6 weeks of school to review content and components of a Title I program including compacts.

IMPROVEMENT STRATEGY #2

Enhance progress monitoring growth for select students.

Action Steps to Implement Improvement Strategy

- 1) Use EOG test data to identify students who are 3-4 points from CCR or GLP.
- 2) Conference with selected students quarterly to discuss progress toward reading goal, Lexile level, benchmark data, attendance, class grades, etc.
- 3) Offer an after-school program for 6th grade students.
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Hold student-led conferences and parent fair.

14)

15)

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

1)

2)

3)

4)

5)

6)

7)

8)

9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

10)

11)

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13)

14)

15)

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

To determine if the improvement strategies were deployed with fidelity, EOG - Reading scores, Read 180/System 44, Fast ForWord data, interim assessments, and SRI BOY/MOY/EOY data will be reviewed.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

To determine whether or not the strategies led to progress toward the SMART goal, EOG - Reading scores, Read 180/System 44, Fast ForWord data, interim assessments, and SRI BOY/MOY/EOY data will be used. In addition, we will review our target students' discussions and progress throughout the year.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Math Proficiency
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2018, students at Elise Middle School meeting or exceeding CCR on the NC EOG test in math will increase from 44% to 50%.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, students at Elise Middle School meeting or exceeding CCR on the NC EOG test in math will increase from 39.8% to 44%.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Continue Tier I strategies and develop appropriate Tier II strategies to support students scoring below CCR on the Math EOG.

Action Steps to Implement Improvement Strategy

- 1) Utilize computer-based math intervention program, Buzz Math.
- 2) Retain two additional teachers in order to lower class sizes to better meet the needs of the students.
- 3) Provide an opportunity for students to attend summer school who scored within 3 points of a level 3 or 4 on the EOG math test.
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Teachers continue SIOF training and administration will monitor classroom implementation of SIOF strategies.
- 11) Provide new teachers with initial SIOF training.
- 12) Coordinate with instructional coaches to work individually with math content teachers.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Utilize student planners for communication between home and school.
- 14) Utilize homework folders for communication between home and school.
- 15) Hold grade level curriculum nights during first 6 weeks of school to review content and components of a Title I program.

IMPROVEMENT STRATEGY #2

Enhance progress monitoring progress for select students.

Action Steps to Implement Improvement Strategy

- 1) Use EOG test data to identify students who are 3-4 points from CCR or GLP.
- 2) Conference with selected students quarterly to discuss progress toward math goal, Buzz Math goals, benchmark data, attendance, class grades, etc.
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Hold student-led conferences and parent fair.

14)

15)

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

1)

2)

3)

4)

5)

6)

7)

8)

9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

10)

11)

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13)

14)

15)

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

To determine if the improvement strategies were deployed with fidelity, EOG - Math scores, Buzz Math, and interim assessments will be reviewed.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

To determine whether or not the strategies led to progress toward the SMART goal, EOG - Math score, Buzz Math, and interim assessments data will be used. In addition, we will review our target students' discussions and progress throughout the year.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Culture/Climate
*SMART Goal <small>*Specific, Measurable, Attainable, Results-Oriented, Timebound</small>	86% of Elise Middle School staff will agree/strongly agree that parents/guardians are influential decision makers and support teachers contributing to their success with students as determined by the Teacher Working Conditions Survey 2018.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	81% of Elise Middle School staff will agree/strongly agree that parents/guardians are influential decision makers and support teachers contributing to their success with students as determined by an internal climate survey.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Gain parent and community perspective and input.

Action Steps to Implement Improvement Strategy

- 1) Organize and hold two round table forums (one per semester) in the community.
- 2) Hold monthly SIT and PAC meetings.
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Hold grade level curriculum parent nights during the first six weeks of school.
- 14)
- 15)

IMPROVEMENT STRATEGY #2

Strengthen the climate and culture of collaboration between the students, parents, and community and the staff.

Action Steps to Implement Improvement Strategy

- 1) Host an Elise community tent/tailgate at North Moore High School's Homecoming game.
- 2) Continue our annual school/community event/fundraiser (Rubber Duck Regatta) in collaboration with the town of Robbins and Foothills Outdoors.
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13)
- 14)
- 15)

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13)
- 14)
- 15)

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

To determine if the improvement strategies were deployed with fidelity, a staff perception survey as well as a parent perception survey will be administered and reviewed.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

To determine whether or not the strategies led to progress toward the SMART goal, a staff perception survey as well as a parent perception survey will be administered and reviewed.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)