MOORE COUNTY SCHOOLS
Growing to Greatness

Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	**Number:**	630
School Name	Elise Middle School	**Number:**	320
School Address:	180 W. Elm Street Robbins, NC 27325		
Plan Year(s):	2015-2016		
Date prepared:	September 10, 2015		
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	Seth Powers	Parent	Debbie Davis
Media Coordinator (Chair)	Brandi Dowd	Parent	Ann Hussey
6th Grade Teacher	Lori Johnson	Parent	Racein Figuroa
7th Grade Teacher	Amanda Duncan		
8th Grade Teacher	Dianna Richardson		
EC Teacher	Sherry Lovell		
Band Teacher	Susie Read		
Support Staff	Wendy Dunlap		
Instructional Coach	Angie Corrado		

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 2014-2015		
Students	**Numbers**	**Percentages**
Male	116	54%
Female	99	46%
White	63	29.4%
Black	16	7.5%
Hispanic/Non-Hispanic	124	57.6%
Hawaiian/Am. Indian	0	0
Multi-racial	12	5.5%
SWD	29	13.4%
AIG	12	5.5%

Free/Reduced Lunch Profile 2014-2015 Percentage: 90%		
Total Students	**Reduced Students**	**Free Students**
220	12	187

Disaggregated Data Chart EOG Reading 2014-2015						
Grade	**White**	**Black**	**ED**	**LEP**	**SWD**	**ALL**
6	52.4%	*	51.5%	25%	less than 5	51.4%
7	50%	16.7%	33.3%	18.2%	22.2%	37.5%
8	19.2%	16.7%	23.3%	less than 5	less than 5	21.5%

Disaggregated Data Chart Math 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL
6	33.3%	*	48.5%	33.3%	12.5%	48.6%
7	6.3%	16.7	26.7%	less than 5	less than 5	26.6%
8	15.4%	less than 5	19.2%	less than 5	less than 5	19%

Lexile Data 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL
6	61%	*	*	38%	*	47%
7	56%	*	*	53%	*	50%
8	42%	*	*	36%	0%	44%

mClass (% below proficient) 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

1. What does the analysis tell you about your school's strengths?
According to EOG data 6th grade math increased the percentage of students performing at Grade Level Proficiency (GLP) standards from 17.2% in 2013-14 to 48.6% in 2014-15. 6th grade math also increased the percentage of students performing at College and Career Ready (CCR) standards from 9.4% in 2013-14 to 43.1% in 2014-15. 6th grade reading increased the percentage of students performing at College and Career Ready (CCR) standards from 34.4% in 2013-14 to 43.1% in 2014-15. When looking at cohort data, 7th grade math increased the percentage of students performing at College and Career Ready (CCR) standards by 12.5%. 100% of Math 1 students passed their EOC. 8th grade science proficiency was 76% and met 6 of 6 AMO targets. 70% of students met their reading growth goal for the year as measured by Scholastic Reading Inventory (SRI). Elise Middle "Exceeded Expected Growth" for the 2014-2015 school year with a growth index of 6.37 which was higher than last year, was the highest growth in the district, and was over three times the minimum growth needed in order to be recognized by the state of North Carolina for "Exceeding Expected Growth".

2. What does the analysis tell you about your school's gaps or opportunities for improvement?
Overall, proficiency levels in the areas of reading and math are a concern, particularly in 7th grade math (26.6%), 8th grade math (19%), 7th grade reading (37.5%), and 8th grade reading (21.5%).

Elise Middle met 17 of 27 AMO targets in 2014-2015 indicating the need to focus attention on the following student subgroups:

Reading
All - 36.3%
White - 38.1%
Black - 25% (not an AMO subgroup)
Hispanic - 37.9%
LEP - 14.3%
EDS - 35.7%
SWD - 6.9% (not an AMO subgroup)

Math
All - 31.2%
White - 19%
Black - 18.8% (not an AMO subgroup)
Hispanic - 41.1%
LEP - 11.4%
EDS - 31.2%
SWD - less than 5% (not an AMO subgroup)

AMO Targets not met: Reading - All (-18.8), White (-27.1), EDS (-7.2), Hispanic (-5.1), LEP (-13.3)
Math - All (-22.7), Hispanic (-5), White (-44), EDS (-10.9), LEP (-22.6)

Composite proficiency for subgroups: White - 37.7%, Hispanic - 45.6%, Black - 28.9%, Multi-racial - 25%, EDS - 40.5%, LEP - 14.6%, SWD - 7.1%

3. What data is missing and how will you go about collecting this information for future use?
There is no subgroup for Hispanic listed for EOG or Lexile data in the table above. LEP is listed but the vast majority of Hispanic students are not LEP. With nearly 60% of the student population at Elise being Hispanic we must focus heavily on and understand the data for this subgroup.

Hispanic SRI Lexile Proficiency
6th grade - 40% proficient
7th grade - 55% proficient
8th grade - 39% proficient

Hispanic EOG Reading Proficiency
6th grade - 54.5%

7th grade - 35.1%
8th grade - 23.3%

Hispanic EOG Math Proficiency
6th grade - 59.1%
7th grade - 37.8%
8th grade - 25.6%

EOG and Lexile data raise some question as to the differences between EOG proficiency and SRI Lexile proficiency correlation.

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.
Reading proficiency as a school, but particularly in 7th and 8th grade - See data above
Math proficiency as a school, but particularly in 7th and 8th grade - See data above
Subgroup performance/AMO targets - See data above

School Improvement Plan

School: Elise Middle School

Principal: Seth W. Powers

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

What data provides evidence of current growth stage?
Composite reading proficiency on EOG in 2014-2015 was 28.8% (CCR) and 36.3% (GLP)
6th grade reading proficiency on EOG in 2014-2015 was 43.1% (CCR) and 51.4% (GLP)
7th grade reading proficiency on EOG in 2014-2015 was 29.7% (CCR) and 37.5% (GLP)
8th grade reading proficiency on EOG in 2014-2015 was 15.2% (CCR) and 21.5% (GLP)

Composite lexile individual student growth goal met for the year (EOY 2014-2015) was %
6th grade lexile individual student growth goal met for the year (EOY 2014-2015) was %
7th grade lexile individual student growth goal met for the year (EOY 2014-2015) was %
8th grade lexile individual student growth goal met for the year (EOY 2014-2015) was %

Subgroup performance in reading - All - 36.3%, White - 38.1%, Black - 25%, Hispanic - 37.9%, LEP - 14.3%, EDS - 35.7%, SWD - 6.9%

Annual Objective:
60.7% of all students at Elise Middle School will meet or exceed Grade Level Proficiency targets and/or 75% of students will meet their individual lexile growth goal in reading, as measured by North Carolina's End-of-Grade reading assessment and/or the Scholastic Reading Inventory (SRI), by June, 2016.

Mid Year Target:
50% of students at each grade level will score 60% or better on mid-year reading benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

Staff will be receive Sheltered Instruction Observation Protocol (SIOP) training on early release days so that teachers are trained in the use of best teaching practices designed specifically to support and facilitate learning for ELL students.	Anna Stevens Angie Corrado Seth Powers Certified Staff	Planning time	Seth Powers	PD Sign-in sheets Copies of PD presentations Formal/Informal observation of teacher use of SIOP strategies	SIP site visits on: October 22 January 13 March 7	September 18 October 16 February 26	
ELA teachers will set and track student progress toward meeting weekly and quarterly independent reading goals, based on their SRI lexile levels and through conjunction with the Reading Counts program, so that teachers may monitor progress and adjust instruction as appropriate for the benefit of improving individual student reading ability.	Lori Johnson Amanda Duncan Laurie Ann Davis Angie Corrado Brandi Dowd Christine Laurita Seth Powers	Planning/Meeting time SRI testing windows (BOY, 1st quarter, 2nd quarter, 3rd quarter, EOY) Reading Counts reports Literacy Data Wall	Seth Powers Christine Laurita Angie Corrado	SRI reports Reading Counts reports Literacy Data Wall Assessment data PLC agendas/minutes Formal/Informal teacher observations	PLC meetings on: Nov. 10 Jan. 26 April 5 May 31 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

Identify a select group of students from each grade level based on their proximity to cut-off scores for demonstrating Grade Level Proficiency (GLP) on the reading EOG test so that additional focused support can be provided and reading progress monitored and tracked.	Seth Powers Christine Laurita Angie Corrado	Planning/Meeting time Weekly/Quarterly reading goals Literacy Data Wall After-school program	Seth Powers Christine Laurita	List of identified students Tracking of progress through Literacy Data Wall Assessment data PLC agendas/minutes Formal/Informal teacher observation	SIT meetings on: Sept. 23 Nov. 17 Jan. 20 Feb. 26 April 20 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	
Teachers will facilitate use of Interactive Notebooks (1" 3-ring binders) with pre-specified tabs in each core classroom so that students build organizational, note-taking, and study skills.	Seth Powers Christine Laurita Angie Corrado Core Teachers	Four 1" 3-ring binders per student Binder tabs Interactive Notebook guidelines	Seth Powers Christine Laurita Angie Corrado	Student Interactive Notebooks in use Interactive Notebook Guidelines Formal/Informal teacher observation	SIT meetings on: Oct. 21 Nov. 17 Jan. 20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

Implement Positive Behavioral Intervention and Support (PBIS) school-wide so that a culture of support and relationship building is promoted through a focus on rewarding positive behaviors and decreasing punitive discipline.	Seth Powers PBIS Team Christine Laurita	PBIS Training Student Behavior Matrix Posters Plan for rewarding positive behaviors	Seth Powers Christine Laurita	Student Behavior Matrix displayed in classrooms Behavior expectations displayed in specified areas List of incentive that can be earned through PBIS Decreased discipline	SIT meetings on: Sept. 23 Oct. 21 Jan.20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

School Improvement Plan

School: Elise Middle School   **Principal: Seth W. Powers**

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

What data provides evidence of current growth stage?

Composite math proficiency on EOG in 2014-2015 was 25.1% (CCR) and 31.2% (GLP)

6th grade math proficiency on EOG in 2014-2015 was 43.1% (CCR) and 48.6% (GLP)

7th grade math proficiency on EOG in 2014-2015 was 21.9% (CCR) and 26.6% (GLP)

8th grade math proficiency on EOG in 2014-2015 was 11.4% (CCR) and 19% (GLP)

Subgroup math proficiency - All - 31.2%, White - 19%, Black - 18.8%, Hispanic - 41.1%, LEP - 11.4%, EDS - 31.2%, SWD - less than 5%

Annual Objective:

By June, 2016, 59.7% of all students at Elise Middle School will meet or exceed Grade Level Proficiency targets in math, as measured by North Carolina's End-of-Grade math assessment.

Mid Year Target:

50% of students at each grade level will score 60% or better on mid-year math benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

Staff will be receive Sheltered Instruction Observation Protocol (SIOP) training on early release days so that teachers are trained in the use of best teaching practices designed specifically to support and facilitate learning for ELL students.	Anna Stevens Seth Powers Angie Corrado Certified Staff	Planning time	Seth Powers	PD Sign-in sheets Copie of PD presentations Formal/Informal observation of teacher use of SIOP strategies	SIP site visits on: October 22 January 13 March 7	September 18 October 16 February 26	
Identify a select group of students from each grade level based on their proximity to cut-off scores for demonstrating Grade Level Proficiency (GLP) on the math EOG test so that additional focused support can be provided and progress monitored and tracked.	Seth Powers Christine Laurita Angie Corrado	Planning/Meeting time Identified strategies SMI Math Data Wall? After-school program	Seth Powers Christine Laurita	List of identified students Tracking of progress through Data Wall Assessment data PLC agendas/minutes Formal/Informal teacher observation	SIT meetings on: Sept. 23 Nov. 17 Jan. 20 Feb. 26 April 20 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	
Teachers will facilitate use of Interactive Notebooks (1" 3-ring binders) with pre-specified tabs in each core classroom so that students build organizational, note-taking, and study skills.	Seth Powers Christine Laurita Angie Corrado Core Teachers	Four 1" 3-ring binders per student Binder tabs Interactive Notebook guidelines	Seth Powers Christine Laurita Angie Corrado	Student Interactive Notebooks in use Interactive Notebook Guidelines Formal/Informal teacher observation	SIT meetings on: Oct. 21 Nov. 17 Jan. 20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

Implement Positive Behavioral Intervention and Support (PBIS) school-wide so that culture of support and relationship building is promoted through a focus on rewarding positive behaviors and decreasing punitive discipline.	PBIS Team Seth Powers Christine Laurita	PBIS Training Student Behavior Matrix Posters Plan for rewarding positive behaviors	Seth Powers Christine Laurita	Student Behavior Matrix displayed in classrooms Behavior expectations displayed in specified areas List of incentive that can be earned through PBIS Decreased discipline	SIT meetings on: Sept. 23 Oct. 21 Jan.20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

School Improvement Plan

School: Elise Middle School   **Principal: Seth W. Powers**

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

What data provides evidence of current growth stage?

Elise Middle School met 17 of 27 (63%) Annual Measurable Objective (AMO) targets in 2014-2015.

Reading
All - Goal 55.1%, Proficiency 36.3%
White - Goal 65.2%, Proficiency 38.1%
Hispanic - Goal 43% Proficiency 37.9%
Black - Goal 40.4% Proficiency 25% (not an AMO subgroup)
EDS - Goal 42.9%, Proficiency 35.7%
SWD - Goal 30.3%, Proficiency 6.9% (not an AMO subgroup)
LEP - Goal 27.6%, Proficiency 14.3%

Math
All - Goal 53.9%, Proficiency 31.2%
Hispanic - Goal 46.1%, Proficiency 41.1%
White - Goal 63%, Proficiency 19%
Black - Goal 37.8%, Proficiency 18.8% (not an AMO subgroup)
EDS - Goal 42.1%, Proficiency 31.2%
SWD - Goal 30%, Proficiency less than 5% (not an AMO subgroup)
LEP - Goal 34%, Proficiency 11.4%

Annual Objective:

Elise Middle School will increase the percentage of Annual Measurable Objective (AMO) targets met, as measured by state and federal standards, from 63% to 74% by June, 2016.

Mid Year Target:

Hispanic students will meet 2015-16 AMO targets in reading (50%) and math (53%) by scoring at least 60% on Moore County Schools mid-year benchmark assessments.

EDS students will meet 2015-16 AMO targets in reading (50%) and math (49%) by scoring at least 60% on Moore County Schools mid-year benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Staff will be receive Sheltered Instruction Observation Protocol (SIOP) training on early release days so that teachers are trained in the use of best teaching practices designed specifically to support and facilitate learning for ELL students.	Anna Stevens Seth Powers Angie Corrado Certified Staff	Planning time	Seth Powers	PD Sign-in sheets Copie of PD presentations Formal/Informal observation of teacher use of SIOP strategies	SIP site visits on: October 22 January 13 March 7	September 18 October 16 February 26	
Identify a select group of students from each grade level based on their proximity to cut-off scores for demonstrating College and Career Ready proficiency (CCR) on the reading and math EOG tests so that additional focused support can be provided and progress monitored and tracked.	Seth Powers Christine Laurita Angie Corrado	Planning/Meeting time Weekly/Quarterly reading goals Literacy Data Wall After-school program	Seth Powers Christine Laurita	List of identified students Tracking of progress through Literacy Data Wall Assessment data PLC agendas/minutes Formal/Informal teacher observation	SIT meetings on: Sept. 23 Nov. 17 Jan. 20 Feb. 26 April 20 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

Teachers will facilitate use of Interactive Notebooks (1" 3-ring binders) with pre-specified tabs in each core classroom so that students build organizational, note-taking, and study skills.	Seth Powers Christine Laurita Angie Corrado Core Teachers	Four 1" 3-ring binders per student Binder tabs Interactive Notebook guidelines	Seth Powers Christine Laurita Angie Corrado	Student Interactive Notebooks in use Interactive Notebook Guidelines Formal/Informal teacher observation	SIT meetings on: Oct. 21 Nov. 17 Jan. 20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	
Implement Positive Behavioral Intervention and Support (PBIS) school-wide so that culture of support and relationship building is promoted through a focus on rewarding positive behaviors and decreasing punitive discipline.	PBIS Team Seth Powers Christine Laurita	PBIS Training Student Behavior Matrix Posters Plan for rewarding positive behaviors	Seth Powers Christine Laurita	Student Behavior Matrix displayed in classrooms Behavior expectations displayed in specified areas List of incentive that can be earned through PBIS Decreased discipline	SIT meetings on: Sept. 23 Oct. 21 Jan.20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	Ongoing - June, 2016	

School Improvement Plan

School: Elise Middle School   **Principal: Seth W. Powers**

Pathway:		Critical Element:	Current Growth Stage:	
Learning	X **Community**	External Collaboration	**Beginning**	X **Progressing**
Culture	Leadership		Advancing	Excelling

What data provides evidence of current growth stage?

Teacher Working Conditions (TWC) survey results from 2011-2012:

54% of Elise staff agree/strongly agree that parents are influential decision makers in the school.

57% of Elise staff agree/strongly agree that parents support teachers, contributing to their success with students.

65% of Elise staff agree/strongly agree that community members support teachers, contributing to their success with students.

64% of Elise staff agree/strongly agree that the community they serve is supportive of the school.

Teacher Working Conditions (TWC) survey results from 2013-2014:

63.6% of Elise staff agree/strongly agree that parents are influential decision makers in the school.

66.7% of Elise staff agree/strongly agree that parents support teachers, contributing to their success with students.

72.7% of Elise staff agree/strongly agree that community members support teachers, contributing to their success with students.

82.6% of Elise staff agree/strongly agree that the community they serve is supportive of the school.

School-Based Staff Perception Survey from 2014-2015:

80% of Elise staff agree/strongly agree that parents are influential decision makers in the school.

80% of Elise staff agree/strongly agree that parents support teachers, contributing to their success with students.

87% of Elise staff agree/strongly agree that community members support teachers, contributing to their success with students.

84% of Elise staff agree/strongly agree that the community they serve is supportive of the school.

Annual Objective:

85% of Elise Middle School staff members will agree/strongly agree that parents and the community are involved and supportive of the school, as measured by the North Carolina Teacher Working Conditions Survey to be administered in the spring of 2016.

Mid Year Target:

85% of Elise Middle School staff members will agree/strongly agree that parents and the community are involved and supportive of the school, as measured by a school-based perception survey to be administered in January, 2016.

Action Steps/Strategies	Implementation	Monitoring	Completion

	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administer a school-based staff perception survey to staff related to parent/community involvement and support of the school at mid-year so that changes in staff perception may be tracked and strategies adjusted as appropriate.	Seth Powers Christine Laurita	Staff Perception Survey	Christine Laurita	Survey results	February 26 SIT meeting March 7 SIP Site Visit	January, 2016	
Work with Sandhills Community College to offer one or a combination of English speaking, GED, and/or computer skills classes to be held at Elise for parents and community members so that adult learners are offered the opportunity to be active learners in our school and relationships and connections are formed and/or strengthened.	Seth Powers Miguelina De Guillen Jaime Havner	Collaboration with Maria Campbell of SCC Promotional materials, meetings, communication SCC teacher for classes Schedule of classes	Seth Powers	Schedule of classes Parents enrolled and taking classes	SIT meetings on: Sept. 23 Oct. 21 Nov. 17 Jan. 20 March 23 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	October - May, 2016	

Work with Sandhills Community College to offer conversational education Spanish classes for the staff at Elise so that staff may attempt to communicate with parents in Spanish to promote relationship building and connections.	Seth Powers	Collaboration with Maria Campbell of SCC SCC teacher for class Funding to cover cost of classes (Title 1) Class Schedule	Seth Powers	Class schedule Staff enrolled and taking classes	SIT meetings on: Sept. 23 Oct. 21 Nov. 17 Jan. 20 SIP Site visits on: Oct. 22 Jan. 13	October - December, 2015	
Organize a school/community event/fundraiser ("Duck Race") in collaboration with the town of Robbins and Foothills Outdoors to take place on the first weekend in May to coincide with Cinco de Mayo so that the school, town, and local businesses work together to support one another and to involve the Hispanic community in support of the school and town.	Seth Powers Christine Laurita SIT	Planning Time Committee Meetings Donations Event Plan	Seth Powers	Meeting dates and notes Event Plan Actual event	SIT meetings on: Jan. 20 Feb. 24 March 23 April 20 May 25 SIP Site visits on: Oct. 22 Jan. 13 March 7	May 7, 2016	

School Improvement Plan

School: Elise Middle School   **Principal: Seth W. Powers**

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

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	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		
	Strategy 4	X	X	X		
	Strategy 5	X	X			
	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:

A daily enrichment/remedial period targets the individual acceleration or remediation needs of each student.

The reading programs System 44, Read 180, and Fast ForWord are offered on a daily basis for specific students who have been targeted as at-risk in reading.

Progress monitoring of all students reading progress will take place through quarterly Scholastic Reading Inventory (SRI) testing to determine student lexile levels and allow for adjustment of instruction as appropriate.

Progress monitoring of all students reading progress on a data wall allowing for lexile levels and subgroups to tracked and for instructional practice/interventions to be modified as appropriate.

All students participate in interim/benchmark assessments at varied times throughout the year to gauge progress toward mastery covered content and to allow for adjustment of instruction as appropriate to meet student needs.

An after-school program held Monday-Thursday from 3:00-5:30 pm for 25 targeted 6th graders will offer homework assistance and reading and math support through the Reading Counts and ALEKS math program.

Students are encouraged to select band and orchestra as activity period classes as research has shown that learning music also facilitates learning in other subjects.

Four teacher teams in each grade level are utilized to promote small class sizes.

Teachers have a daily individual (common by grade level) and daily team common planning time.

Teachers have quarterly half day vertical planning sessions.

Reading Counts is offered as a supplemental program and encouraged through student incentives for meeting goals.

Students have 1:1 technology in the form of Chromebook laptops assigned to each student for their use at school and at home.

A full-time instructional coach works to support teachers with instruction, disaggregating data, and tracking student progress.

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	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		
	Strategy 4	X	X	X		
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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:
100% of Elise Middle School teachers are highly qualified. We will continue to work to recruit and retain highly qualified teachers and staff.

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	X	X	X		
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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: Moore County Schools provides numerous professional development offerings for both certified and classified staff throughout the school year on both a required and voluntary basis. School-based professional development will focus on Sheltered Instruction Observation Protocol (SIOP) and other identified areas of staff need. A digital technology facilitator meets with grade level teams bi-weekly on Tech-Thursdays to review and introduce technology related best teaching strategies and practices. An instructional coach based at Elise will offer training and follow-up to the staff as a whole, in teacher teams, and to individual teachers focused on cooperative learning, literacy, strategies for English Language Learners, and other areas as determined by need. The principal will attend the National Title 1 Conference and make school visits to other Title 1 schools with similar demographics with other MCS administrators in order to learn about new programs and opportunities for meeting the needs of diverse and economically disadvantaged populations . Teachers will also meet in vertical team planning sessions once per quarter. Some teachers and staff members will have the opportunity to attend professional development opportunities outside of the district.

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	X	X	X	X	
	Strategy 2					
	Strategy 3				X	
	Strategy 4				X	
	Strategy 5	X	X	X		
	Strategy 6					
	Strategy 7					
	Strategy 8					

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 Teacher Working Conditions Survey will be used as a resource for gathering data related to positive working conditions and areas in which we might improve as a school. Specific incentives for working at Elise Middle School include but are not limited to 1) daily common team planning time; 2) daily common individual planning time; 3) quarterly half-day vertical team planning sessions; 4) three days of duty free lunch per week; 5) staff recognition and rewards; 6) professional development based on student and staff needs; 7) multi-level professional resources available.

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					
	Strategy 2				X	
	Strategy 3				X	
	Strategy 4				X	
	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.
The Elise Middle SIT will study both school created and Teacher Working Conditions survey results to determine needs/actions related to increasing parental involvement.
A Parent Fair will be held in conjunction with required Parent Conferences/Report Card pick-up at the end of the first 9 weeks on November 2.
A Career Fair is planned where parents and community members can volunteer to share information about their chosen career fields with students.
Grade level Parent Nights will be held in September to offer information to parents concerning the curriculum, testing, grade level procedures/operations, homework, Reading Counts, Title 1, etc.
A Parent Advisory Council will meet monthly in order to share important information related to our school and to collaborate on ideas to further improve our school.

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					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:
As a middle school Elise does not have a pre-school program.
Elise Middle School will begin to transition its upcoming 6th grade in the spring through the following steps:
Step 1 - Administration and guidance counselor will visit feeder school 5th graders to provide information about Elise Middle School.
Step 2 - Feeder school 5th graders and teachers will visit Elise Middle School where they will attend an orientation session and receive campus tours led by middle grades students. 5th grade teachers will have the opportunity to collaborate with 6th grade teachers
Step 3 - A parent night for rising 6th graders will be held at Elise Middle School hosted by administration and 6th grade teachers

Elise Middle School will transition its outgoing 8th graders to high school beginning in the spring.
Step 1 - Elise Middle will hold a parent session on career cruising and choosing courses in high school
Step 2 - 8th grade students will visit North Moore High School
Step 3 - North Moore counselors will visit Elise to register 8th graders for their high school courses

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					
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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: Elise Middle School administration and teachers will utilize EVASS data to better understand student performance and to guide instructional decision making. Teachers will administer district benchmark assessments in January and April and utilize Schoolnet as a tool for creating and administering formative and summative assessments for students in order to better guide instructional practice and future lesson planning. Teachers will administer Scholastic Reading Inventory (SRI) tests five times during the year in order to track student reading growth as measured by lexile levels. Teachers will include select students in alternative, extra-curricular assessment opportunities such as Battle of the Books, local and state-wide band competitions, and the NCDOT Bridge Building Competition.

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	X	X	X		
	Strategy 3	X	X	X		
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:
EC and ESL students receive additional support and services according to their identified areas of need. Priority students in reading, identified based on their lexile and EOG scores, receive intervention through the System 44, Read 180, or Fast ForWord programs on a daily basis. An after-school program targeting mainly 6th grade priority students is in place to offer additional reading and math intervention and homework help. An effective Student Support Team (SST) follows district processes for identifying and meeting to put interventions in place for struggling students. Effective support for struggling students is also provided through the school guidance program.

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	X	X	X		
	Strategy 2	X	X	X	X	
	Strategy 3	X	X	X	X	
	Strategy 4	X	X	X		
	Strategy 5	X	X	X		
	Strategy 6					
	Strategy 7					
	Strategy 8					

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:
Elise Middle School utilizes various funds (state, local, and federal) to support the overall improvement of instructional support at our school. A large portion of federal funds go to reduce class size. Other funds provide focused intervention for priority students in reading and math and are also used to promote parent involvement at school and in the home.

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					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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:

Title I Parent Involvement School Plan
2015-2016

Elise Middle School
School

Parental Involvement, Section 1118 of NCLB   **Required Components   Component 6**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
1. **Shall jointly develop** with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan	Copy of Parent Involvement Policy Meeting Agendas/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights Policy sent home with each student	6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm
2. **Shall convene an annual** meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)	Meeting Agendas/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights	6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm
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)	Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights Parent/Teacher Student Led Conferences	6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm Parent Conferences on November 2, 2015

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)	Meeting Agenda/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights School Improvement Team meetings Parent Advisory Council meetings	6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm Monthly SIT meetings Monthly Parent Advisory meetings
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)	Agendas/Sign-in Sheets	Parents Teachers Administrators	Back to School Night/Open House Grade Level Parent Nights Parent Fair	Back to School Night - Aug. 19, 2015 from 4:30-5:45 pm 6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm Parent Fair - Oct. 7, 2013 from 1:00-7:00 pm
6. **Shall submit to LEA** any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Meeting Minutes Agenda/Sign-in Sheets	SIT members/Parent Representatives Parent Advisory Council members	School Improvement Team meetings Parent Advisory Council meetings	Monthly SIT meetings Monthly Parent Advisory Council meetings
7. **Shall jointly develop, distribute and discuss** school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	Agenda/Sign-in Sheets	Parents Students Teachers Administrators	Grade Level Parent Nights Copy sent home with each student Parent Conference Day	6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm School/Parent Compact forms sent home September Parent Conferences - Nov. 2, 2015

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
8. **Shall provide** assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Agendas/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights Parent Conference Day Curriculum Guides - Online or hard copy	6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm Parent Conferences - Nov. 2, 2015
9. **Shall provide** materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Agendas/Sign-in Sheets Curriculum Guides	Parents Students Teachers Administrators	Back to School Night/Open House Grade Level Parent Nights Parent Conference Day Parent Fair	Back to School Night - Aug. 19, 2015 from 4:30-5:45 pm 6th grade Parent Night - Sept. 28, 2015 at 6:00 pm 8th grade Parent Night - Sept. 29, 2015 at 6:00 pm 7th grade Parent Night - Sept. 22, 2015 at 6:00 pm Parent Conferences - Nov. 2, 2015 Parent Fair - Nov. 2, 2015
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)	Agendas/Sign-in Sheets	Teachers Administration	Opening Staff Meeting Staff meeting trainings PLC meetings	Opening Staff Meeting - August 18, 2015 Monthly staff meetings - ongoing September PLC 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)	N/A	N/A	N/A	N/A

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
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)	Letters Newsletters Flyers Curriculum Guides Connect Ed Messages	Teachers Administrators Hispanic Parent Liaison ESL Teacher Assistant	Hispanic Parent Liaison translates all school information in Spanish and also translates at parent meetings.	Available at all parent events throughout the school year.
13. **Shall provide** such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Parent Night for rising 6th graders in the spring Agenda/Sign-in Sheets Surveys	Teachers Administrators Parents Students Hispanic Parent Liaison Guidance Counselor	Rising 6th grade Parent Night Meeting to provide important information and answer questions about transitioning to middle school. English, computer skills, GED classes for parents at Elise through SCC Parent Survey	Rising 6th grade Parent Night May, 2016 Classes for parents offered during second semester Parent Survey in October

1. Attach school's parent involvement policy with documentation of parent input and how distributed.

6. 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.

7. 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.

11. 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