MOORE COUNTY SCHOOLS
Growing to Greatness

2016-2017

School Improvement Plan Brief Overview

School Name: Robbins Elementary

Principal: Kim Bullard

School Improvement Chairperson: Lesley Howard

Three measureable points of pride:

- WIDA/ ACCESS testing in Spring 2016 showed that 35 students out of 139 students exited ESL services
- Reading and Math proficiency increased in the 15-16 school year
- We went from an "F" to school not meeting growth school to a "D" school of meeting expected growth

Goals to improve our school in the coming year:

- Increase Reading proficiency from 36.5% proficient to 55 % proficient.
- Increase Math proficiency from 38.2% proficient to 58.1% proficient
- Continue to decrease the teacher turnover rate by 10%

Key strategies to continuously improve and accomplish goals:

- Utilize the results from the TWC survey, SERVE survey and the classified staff survey to continue to improve the staff satisfaction at our school.
- Implement regularly scheduled PD that is supported by Curriculum & Instruction team as well as school administration and coach
- Create and implement lesson plans that follow SIOP method for teaching

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

- Continue to be a positive voice for our school
- Be involved in activities/events at our school
- Support professional development and curriculum that is specific to the population we serve

SCHOOL IMPROVEMENT PLAN

School Name	**Robbins Elementary School**	School Number	**348**

School Address	268 Rushwood Rd., Robbins, NC 27325
Principal	Kim Bullard
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

We are committed to profound learning that enhances the quality of life for each individual.

Mission Statement

Our mission is to nurture and create responsible student citizens capable of life long learning in a diverse and changing world.

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	Kim Bullard	6/15/2014	
Parent Representative	Luci Salazar	9-15-16	
Parent Representative	Cory Bales	9/15/2016	
Certified Teacher/ Pre-k and EC	Linda Palmer	5/2/2016	2016-17 and 2017-18
Certified Teacher/ Kindergarten and 1st grade	Carolina Rivero	5/2/2016	2016-17 and 2017-18
Certified Teacher/ 2nd & 3rd Grade	Lindsay Danley	5/2/2016	2016-17 and 2017-18
Certified Teacher/ 4th & 5th Grade	Lauren Salyer	5/2/2016	2016-17 and 2017-18
Certified Teacher/ ESL	Sherrill Morrison	5/1/2015	2015-16 and 2016-17
Certified Teacher/ Specialists	Patricia Richardson	5/2/2016	2016-17 and 2017-18
Classified Staff	Frankie Mabe	5/2/2016	2016-17 and 2017-18
Assistant Principal	Carla Neal	12/2/2014	no expiration
Certified Teacher/ Instructional Coach	Lesley Howard	6/10/2016	no expiration

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?

An increase proficiency is shown in all grade levels as evidenced by benchmark and EOG data. Benchmark data shows that in third through fifth grade targets were made last year. EOG data also shows an increase in proficiency by 0.28 which meets proficiency. The school is also focusing on the following data points for the 2016-17 school year: mclass- EOY _____ well below benchmark, _____ below benchmark and _____ benchmark; Scholastic Reading Inventory (SRI) tested 292 students in Fall 2016 - BOY Advanced- 5% (6 students), Proficient- 20% (57 students), Basic- 30% (87 students) Below Basic- 45% (132 students). (WIDA) / ACCESS testing 35 students out of 139 students exited ESL services based on Spring 2016 test results. Prior to the beginning of the 2016-17 school year only one cohort of students in Kindergarten focused on developing students in their primary language of Spanish, which is essential for developing fluent second language learners.
It is noted that proficiency has increased in all grade levels from 14-15 to 15-16 based on NC EOG tests but this proficiency is not at the state or district level at this time.

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

Based on three years of EOG test data in Math and Reading, Robbins Elementary has some areas of needed improvement. Robbins has a unique student membership composition as compared to the rest of Moore County Schools. In grades 3-5, 30% of the students are identified Limited English Proficient (LEP), and students within this subgroup are in at least one other subgroup (Hispanic) and possibly two (EDS). 89.16% of our students are in the EDS subgroup which means that they would impact multiple subgroups. Additionally there are specific subgroups of students that are noted to be performing lower than other subgroups. The school is focused on these data points: Our Limited English Proficient students performed at 10.5% proficient and our students with disabilities performed at 8.6% proficient as measured by 2015-16 NC EOG tests in grades 3-5.

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

We are still missing the breakdown of data for mclass in grades Kindergarten thru third.

Priority Area 1:
Math and Reading Proficiency

Priority Area 2:
School Culture- staff and students

Priority Area 3:

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	Math and Reading Proficiency
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound*	By June 30, 2018, the subgroup all students will have an increase in Math proficiency from 38.2% to 71.3.% and an increase in Reading proficiency from 36.5% to 71.9% as measured by NC End of Grade Tests.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 30, 2017, the subgroup all students will have an increase in Math proficiency from 38.2% to 58.1% and an increase in Reading proficiency from 36.5% to 55% as measured by NC End of Grade Tests.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

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IMPROVEMENT STRATEGY #1

To implement a MTSS model that focuses on core first time instruction

Action Steps to Implement Improvement Strategy

Create and implement lesson plan format that is focused on SIOP strategies so that instruction is focused and aligned to state standards. Administrators will monitor implementation and provide feedback based on these practices.

Professional development for teaches will occur on a regular and consistent basis that focuses on core instruction aligned to state standards. Administrators will monitor implementation of strategies learned and alignment to standards and provide feedback

Administrative team will monitor the implementation of the Language Academy in Kindergarten and First Grade to enhance the educational opportunities for students in both English and Spanish and provide feedback

Extra instructional personnel will be put in place to help support first time core instruction.

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Action Steps to Implement Associated Professional Development

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

All certified teachers will participate in weekly PLC's as well as quarterly half day PLC's with their grade level or vertical team to ensure alignment to curriculum and for data discussions that will guide classroom instruction.

Instructional Assistants will receive monthly on site and/ or district level PD as well as the opportunity to attend state conferences to broaden their knowledge of effective classroom practices that will support and enhance classroom instruction.

Teachers and Administrators will have the opportunity throughout the year to participate in off site PD that is aligned to current school/district initiatives such as the Language Academy, SIOP, English Language Learners, teaching students of poverty and /or grade level specific PD

Action Steps to Implement Associated Parental Involvement

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

Create and implement a parent involvement team facilitated by the parent liaison, that will meet with PTA to arrange events throughout the year such as a back to school block party, fall festivals, curriculum nights and cultural presentations

Schedule opportunities throughout the year for parents to come in and meet with administration to discuss areas of need and areas of celebration

Parents will be given an agenda for the year that teachers and parents can use for communication on daily assignments and happenings at school

IMPROVEMENT STRATEGY #2

To improve interventions for at risk learners that align with state standards to reduce number of students at risk

Action Steps to Implement Improvement Strategy

Classroom teachers and intervention teachers will monitor progress of Tier II and Tier III students that receive Math and Reading interventions

Teachers will use data driven intervention programs such as Moby Max and iready that align with standards to support at risk learners

Preschool program will be put in place to target students that are at risk from an early age

Intervention teachers will be utilized to provide additional support for at risk learners

Tutors will be utilized to target students that are at risk as well as those that need extra support that are not considered at risk but may be struggling with concepts being taught at the time

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Action Steps to Implement Associated Professional Development

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

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Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
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IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy
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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?

Mclass data, SRI data, district benchmark data, NC EOG data, WIDA and ACCESS data

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

Math and Reading proficiency on quarterly benchmark assessments, mclass data, SRI data and WIDA data will show at least 60% of our students performing at or above proficiency as measured by these assessments.

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?,

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Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?
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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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Priority Area 1	School Culture- staff and students
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound*	By June 2018, there will be an increase in the number of teachers that respond that teachers are recognized as educational experts from 84% agree or strongly agree to 100% agree or strongly agree and the teacher turnover rate will decrease to a number less than that of the county.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, teacher turnover will decrease to a rate that is lower than the county average and 92% of teachers will agree or strongly agree that they are recognized as educational experts based on informal surveys that are similar in nature to that of the TWC.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

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IMPROVEMENT STRATEGY #1

Action Steps to Implement Improvement Strategy

Leadership team will continue to utilize the results of the TWC survey, SERVE survey and the classified staff survey to protect the emotional safety of staff members.

Administration will continue to use an exit interview questionnaire to identify root causes of staff members resigning.

The results of the TWC survey, SERVE survey and the classified staff survey will be shared and reviewed with eth SIT and staff to identify and address areas of concern.

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Action Steps to Implement Associated Professional Development

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IMPROVEMENT STRATEGY #2

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