2016-2017

School Improvement Plan Brief Overview

School Name: Southern Pines Elementary

Principal: Dale Buie

School Improvement Chairperson: Molly Gibson

Three measureable points of pride:

- African-American CCR proficiency in all subjects increased.
- African American proficiency in science increased by 12% in CCR and 8% in GLP.
- SWD proficiency increased in all subjects in both CCR and GLP and fifth grade science increased by 37% in CCR and 20% in GLP.

Goals to improve our school in the coming year:

- African-American reading proficiency decreased slightly in GLP and CCR.
- SWD reading increased by only .2 in CCR and decreased by .2 in GLP.
- All students increased proficiency in reading but only by 2% in CCR and GLP.

Key strategies to continuously improve and accomplish goals:

- Focus on targeted interventions including small group for at risk students and documentation of interventions.
- Continue to make teacher working conditions a priority in order to steadily improve overall staff satisfaction and moral.
- Continue implementation of coaching cycles in both math and reading with a focus on beginning teachers.
- Continued use of the SPIRE reading intervention program focusing on SWD.

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

- Continue to design policies that are supportive of our school and the students that we serve.
- Recognitions of deserving staff and students.

SCHOOL IMPROVEMENT PLAN

School Name	**Southern Pines Elementary School**	School Number	**356**
School Address	255 S. May Street, Southern Pines, NC 28387		
Principal	Dale Buie		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval	15-Sep-16		
Date of Last Review/Update	9/14/2016		
Principal Signature	(Signature On File)		
Board of Education Authority Signature	(Signature On File)		

School Vision and Mission Statement

Vision

Our vision is to be a welcoming community school that values diversity and provides a safe learning environment where all students can be successful.

Mission Statement

Our mission is to provide engaging experiences that result in students learning what is needed to be successful citizens.

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	Dale Buie		
Parent Representative	Barbara Ratcliff	8.24.16	16.17
Parent Representative	Julee Daniels	8.24.16	17.18
Teacher	Molly Gibson	5.25.16	17.18
Teacher	Sharon Lashley	5.21.14	16.17
Teacher	Lori Dorrel	5.25.16	17.18
Teacher	Latricia Webb	5.25.16	17.18
Teacher	Michael Yanick	5.25.16	17.18

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?

The "All" students subgroups improved in proficiency from 61.3% to 63.1% and increased proficiency levels in all subjects. Black students and SWD increased proficiency in Science. SPE had higher proficiency scores than the district in 26 out of 29 accountability measures. SPE met growth status and also made overall gains in GLP and CCR.

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

Black students decreased in reading proficiency and SWD showed minimal improvement in reading.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

We feel that we have enough data to make informed decisions. We also feel that it is challenging to see trends because in some cases data is unavailable.

Priority Area 1:

Close the achievement gap that currently exists between white students and African American students and increase overall proficiency scores in math and reading among all students and the African American and students with disabilities subgroups and ensure that all cohorts will meet or exceed expected growth in math, reading and science.

Priority Area 2:

Continue to develop and improve a staff culture of shared responsibility, school wide leadership and accountability that leads to individual feelings of value and importance that will lead to a positive impact on instructional improvement.

Priority Area 3:

Improve overall school discipline and safety.

Priority Area 4:

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

Priority Area 1	Close the achievement gap that currently exists between white students and African American students and increase overall proficiency scores in math and reading among all students and the African American and students with disabilities subgroups and ensure that all cohorts will meet or exceed expected growth in math, reading and science.
*SMART Goal **Specific, Measurable, Attainable, Results-Oriented, Timebound*	Increase reading proficiency among AA students from 37.4% to 45% (11 students) and math proficiency from 41.5% to 49% (11 students).
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, AA students will increase in reading proficiency to 45% and in math proficiency to 49% and increase reading proficiency in the SWD subgroup to 40% and in math to 40%.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

IMPROVEMENT STRATEGY #1

Increase reading proficiency among AA students from 37.4% to 45% (11 students) and math proficiency from 41.5% to 49% (11 students). Increase reading proficiency among students with disabilities from 27.3% to 40% (6 students) and math proficiency from 25% to 40% (6 students).

Action Steps to Implement Improvement Strategy

1)Regularly scheduled data meetings with teachers that will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and implemented.

2) Continued use of Imagine Learning and continued use of Reading Plus and LLI for at risk students.

3)Expanded use of the SPIRE reading program to target at risk students with disabilities.

4) Utilize the math instructional coach to improve the established math block by increasing rigor and differentiating student assignments so that the needs of all students are met and to assist in continued successful implementation of Engage NY.

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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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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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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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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Increase reading proficiency among students with disabilities from 27.3% to 40% (6 students) and math proficiency from 25% to 40% (6 students).

Action Steps to Implement Improvement Strategy

1) Regularly scheduled data meetings with teachers that will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and implemented.
2) Continued use of Imagine Learning and continued use of Reading Plus and LLI for at risk students.
3) Expanded use of the SPIRE reading program to target at risk students with disabilities.
4) Utilize the math instructional coach to improve the established math block by increasing rigor and differentiating student assignments so that the needs of all students are met and to assist in continued successful implementation of Engage NY.
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Action Steps to Implement Associated Professional Development

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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

3rd, 4th, and 5th grade students will meet growth targets in math, reading, and science as measured by EVAAS.

Action Steps to Implement Improvement Strategy

1) Regularly scheduled data meetings with teachers that will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and implemented.

2) Continued use of Imagine Learning and continued use of Reading Plus and LLI for at risk students.

3) Expanded use of the SPIRE reading program to target at risk students with disabilities.

4) Utilize the math instructional coach to improve the established math block by increasing rigor and differentiating student assignments so that the needs of all students are met and to assist in continued successful implementation of Engage NY.

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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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

EVAAS, NC EOG results as well as interim data results. SRI and M Class will be used where applicable.

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

Meeting or exceeding growth measures would help us determine progress.

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.)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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

Priority Area 1	Continue to develop and improve a staff culture of shared responsibility, school wide leadership and accountability that leads to individual feelings of value and importance that will lead to a positive impact on instructional improvement.
*SMART Goal ***S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, **T**imebound	Teacher responses to the teacher working conditions survey will improve in the targeted areas, such as teachers' non-instructional time, consistency in maintaining student discipline and professional development that meets the needs of all teachers. Meeting minutes will document the desired fidelity of PLC activities. Exit interviews with teachers who resign will demonstrate that there are few if any, school-related reasons for their departures.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June of 2017 areas targeted will improve as measured by teacher responses.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

IMPROVEMENT STRATEGY #1

Teacher responses to the teacher working conditions survey will improve in the targeted areas, such as teachers' non-instructional time, consistency in maintaining student discipline and professional development that meets the needs of all teachers.

Action Steps to Implement Improvement Strategy

1) Use school improvement team and teacher advisory meetings to obtain feedback and input from teachers on areas of importance including school discipline and professional development and areas of recommendations from the SERVE survey.

2) Increase administrator visibility by making regular classroom visits and instructional walk throughs.

3) Accept teacher input from after school data/PLC sessions to determine the perceived effectiveness of the meetings.

4) The instructional coach will participate in collaborative sessions with grade level teachers and share district initiatives with all PLC's.

5) PLC's will collaborate vertically with 2nd grade PLC's from SPP so that teachers from both grade levels will improve in understanding student challenges and expectations unique to the individual grade levels.

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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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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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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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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Exit interviews with teachers who resign will demonstrate that there are few, if any, school-related reasons for their departures.

Action Steps to Implement Improvement Strategy

1) Review mentor logs of beginning teachers and facilitate support sessions every grading period for beginning teachers.

2) Analyze state teacher turnover rate with teachers to assist in developing a benchmark for the turnover rate at SPE.

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

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Action Steps to Implement Associated Parental Involvement

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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

A locally created survey will be administered to staff members. SIT minutes will document improvement strategies.

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

Survey data obtained from the locally administered survey as well as TWC survey in 17-18.

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.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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

Priority Area 1	Improve overall school discipline and safety.
*SMART Goal ***S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, **T**imebound	An internal survey will be created that will document increased student knowledge of student perceptions of school wide discipline and lead to staff developing and adjusting strategies in specific areas of concern. Student and staff responses during crisis response drills will be observed to be timely and efficient, and will comply with plans and trainings as measured by observations by administrators and SRO. Improved student behavior as a result of full implementation of school wide PBIS Module II as evidenced by fewer documented disciplinary incidents.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	Student knowledge and perceptions of school wide discipline will improve as measured by an internal school survey.
MCS Growing to Greatness 2.0	Key Indicators of Success - Leadership Pathway

IMPROVEMENT STRATEGY #1

An internal survey will be created that will document increased student knowledge of student perceptions of school wide discipline and lead to staff developing and adjusting strategies in specific areas of concern.

Action Steps to Implement Improvement Strategy

1) Provide surveys to students focusing on equitable discipline so that areas of concern related to discipline bias based on student demographics can be identified and addressed.

2) Implementation of small group counseling sessions among at risk students to target areas including feelings of safety at school and respect by peers.

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Action Steps to Implement Associated Professional Development

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

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Action Steps to Implement Associated Parental Involvement

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Student and staff responses during crisis response drills will be observed to be timely and efficient and will comply with district and state expectations.

Action Steps to Implement Improvement Strategy

1) Collaboration with community officials to maximize safety at the beginning of school and dismissal.
2) Provide lockdown training to staff and conduct regular drills including fire and tornado.
3) Cooperation with SPP in establishing coordinated safe areas.
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Action Steps to Implement Associated Professional Development

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Improved student behavior as a result of full implementation of school wide PBIS Module II as evidenced by fewer documented disciplinary incidents.

Action Steps to Implement Improvement Strategy

1) PBIS team will meet every grading period and share findings with staff and provide continued support at school staff meetings in the form of training and question and answer sessions on PBIS procedures. Staff will be provided information to assist them as SPE transitions into Module II of PBIS so that it can be implemented with fidelity.

2) Staff will receive direction on how to facilitate morning meetings and incorporate this into classroom practice.

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

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?

Educator handbook data, attendance data, PBIS documentation demonstrating the number of students that earn the right to participate in incentive activities.

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

PBIS module training documentation, and records of safety drills and feedback opportunities.

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?)

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(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

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).*

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